

# Hanford Elementary School District

## REGULAR BOARD MEETING AGENDA

Wednesday, June 14, 2023

HESD District Office Board Room

714 N. White Street, Hanford, CA

### OPEN SESSION

5:30 p.m.

- Call to Order
- Members Present
- Pledge to the Flag

### CLOSED SESSION

- **Student Discipline** *(Education Code Section 48918... requires closed sessions in order to prevent the disclosure of confidential student record information)*

#### **Administrative Panel Recommendations**

Case# 23-34 – Wilson  
 Case# 23-36 – Kennedy  
 Case# 23-37 – Kennedy  
 Case# 23-38 – Kennedy  
 Case# 23-39 – King  
 Case# 23-40 – Hamilton

- **Personnel** *(Pursuant to Government Code 54956.9, Trustees will adjourn to Closed Session to discuss the items listed below. The items to be discussed shall be announced in accordance with Government Code Section 54954.5 and/or under Education Code Provisions)*
  - Public Employee Performance Evaluation (GC 54957) – Superintendent

### OPEN SESSION

6:00 P.M.

Take action on closed session items

**6:00 P.M. PUBLIC HEARING:** Hanford Elementary School District Local Control Accountability Plan (LCAP) (Heugly)

**6:00 P.M. PUBLIC HEARING:** 2023-2024 Hanford Elementary School District Budget (Endo)

### 1. PRESENTATIONS, REPORTS AND COMMUNICATIONS

*(In order to insure that members of the public are provided an opportunity to address the Board on agenda items or non-agenda items that are within the Board's jurisdiction, agenda items may be addressed either at the public comments portion of the agenda, or at the time the matter is taken up by the Board. A person wishing to be heard by the Board shall first be recognized by the President and identify themselves. Individual speakers are allowed three minutes to address the Board. The Board shall limit total time for public input on each item to 20 minutes.)*

- a) Public comments
- b) Board and staff comments

- *Materials related to an item on this agenda submitted to the Board after distribution of the agenda packet are available for public inspection at the superintendent's Office located at 714 N. White Street, Hanford, CA during regular business hours.*
- *Any individual who requires disability-related accommodations or modifications, including auxiliary aides and services, in order to participate in the Board meeting should contact the Superintendent in writing.*

- c) Requests to address the Board at future meetings
- d) Review Dates to remember

## **2. CONSENT ITEMS**

*(Items listed are considered routine and may be adopted in one motion. If discussion is required, a particular item may be removed upon request by any Board member and made a part of the regular business.)*

- a) Accept warrant listings dated May 19, 2023; May 26, 2023 and June 2, 2023.
- b) Approve minutes of the Regular Board Meeting held on May 24, 2023.
- c) Approve interdistrict transfers as recommended.
- d) Approved donation of school items for homeless/foster students from Paula Huntley.

## **3. INFORMATION ITEMS**

- a) Receive for information a report from the District Parent Advisory Committee for the meeting held on May 16, 2023 (Heugly)
- b) Receive for information a report from the District English Learner Advisory Committee for the meeting held on May 18, 2023 (Gomez)
- c) Receive for information the California School Dashboard Local Indicators (Heugly)
- d) Receive for information the revised Administrative Regulation: (Strickland)
  - 5144.1 – Suspension and Expulsion/Due Process
- e) Receive for information the revised Administrative Regulation: (Strickland)
  - 5144.2 – Suspension and Expulsion/Due Process (Students with Disabilities)

## **4. BOARD POLICIES AND ADMINISTRATION**

- a) Consider approval of award bid for the Lincoln Classrooms & Monroe Kitchen Roofing Project (Potter)
- b) Consider approval of the architectural services with Mangini Associates for the HVAC upgrade in the Administration and Kitchen Buildings at JFK (Potter)
- c) Consider approval of the architectural services with Mangini Associates for the HVAC upgrade in the classroom wing at JFK (Potter)
- d) Consider approval of consulting services agreement with California State University, Fresno Foundation to provide Parent University Virtual Modules (Gomez)
- e) Consider approval of Memorandum of Understanding with Tulare County Office of Education/Migrant Program Region VIII Model B District (Gomez)
- f) Consider approval of consultant contract for professional development and coaching with HB3 Literacy (Rubalcava)
- g) Hear public input and consider approval of the California School Employee Association's (CSEA's) Initial Proposal for a Successor Agreement between HESD and CSEA (Martinez)
- h) Hear public input and consider approval of the District's Initial Proposal for a Successor Agreement between HESD and CSEA (Martinez)
- i) Consider approval SARB agreement with KCOE for the 2023-24 school year (Strickland)

## **5. PERSONNEL (Martinez)**

- a) Employment
  - Certificated, effective 8/10/2023
    - Gage Dominguez, Intern Teacher, Probationary

- Alyssa Hope, Teacher, Probationary

Classified

- Ezequiel Arroyo, Custodian II – 8.0 hrs., Wilson, effective 5/16/23
- Savina Magana, Special Education Aide – 5.0 hrs., Washington, effective 8/15/23
- Marco Rios Rodriguez, Groundskeeper II – 8.0 hrs., DSF-Grounds, effective 5/15/23

Classified Temps/Subs

- Martha Estrada, Substitute READY Program Tutor, effective 5/19/23
- Ileanna Molina, Substitute Food Service Worker I/II, effective 5/18/23
- Erica Tijero, Substitute Yard Supervisor, effective 5/25/23

Temporary Out of Class Assignment

- Sherman Royal, from Custodian II – 8.0 hrs., District Office, to lead Custodian – 8.0 hrs., Simas, effective 3/28/23-3/31/23

Lateral Change of Position

- Leah Blanco, from Educational Tutor (K-8) – 4.5 hrs., Monroe, to Paraprofessional (TK/K) – 7.0 hrs., Monroe, effective 8/15/23
- Karla Magana, from Educational Tutor (K-8) – 4.5 hrs., Simas, to Paraprofessional (TK/K) – 7.0 hrs., Simas, effective 8/15/23
- Audussie Martinez, from Educational Tutor (K-8) – 4.5 hrs., Washington, to Paraprofessional (TK/K) – 7.0 hrs., Washington, effective 8/15/23
- Katie Reid-Eckert, from Special Educational Aide – 5.0 hrs., to Paraprofessional (TK/K) – 7.0 hrs., King, effective 8/15/23

b) Transfers

Administrative Transfer

- Aureliano Arroyo, from Custodian II – 8.0 hrs., Wilson to Custodian II – 8.0 hrs., Washington, effective 5/16/23
- Jessieca Vallin, from Special Circumstances Aide – 5.75 hrs., Wilson to Special Circumstances Aide – 5.75 hrs., Simas, effective 8/15/23

Voluntary Transfer

- Janice Deloza, from Bilingual Clerk Typist II – 8.0 hrs., Monroe, to Bilingual Clerk Typist II – 8.0 hrs., Roosevelt, effective 8/1/23

c) Promotions

Classified

- Nancy Acosta, from Special Education Aide – 5.0 hrs., Jefferson, to Library Media Technician – 8.0 hrs., Jefferson, effective 8/1/23
- Bernice Meraz, from READY Program tutor – 4.5 hrs., Roosevelt, to Special Education Aide – 5.0 hrs., Hamilton, effective 8/15/23

d) Classified Staff Summer Programs

Elementary Summer Program

- Melissa Acosta, Bus Driver – hours vary, Transportation, effective 6/12/23-6/30/23
- Abel Aguilar, Bus Driver – hours vary, Transportation, effective 6/12/23-6/30/23
- April Allen, READY Program Tutor – 5.5 hrs., Richmond, effective 6/8/23-6/30/23
- Danna Bailey, Bus Driver – hours vary, Transportation, effective 6/12/23-6/30/23
- Paul Borges, Substitute Bus Driver – hours vary, Transportation, effective 6/12/23-6/30/23

Elementary Summer Program (Cont.)

- Jessica Bravo, Student Specialist – 8.0 hrs., Richmond, effective 6/12/23-6/30/23
- Kristin Brieno, READY Program Tutor – 5.5 hrs., Richmond, effective 6/8/23-6/30/23
- Rylyn Burnett, READY Program Tutor – 5.5 hrs., Monroe, effective 6/8/23-6/30/23
- Emily Bush, READY Program Tutor – 5.5 hrs., Richmond, effective 6/8/23-6/30/23
- Cassandra Bustamante, Bus Driver – hours vary, Transportation, effective 6/12/23-6/30/23
- Britney Caetana, READY Program Tutor – 5.5 hrs., King, effective 6/8/23-6/30/23
- Monique Cantu, READY Program Tutor – 5.5 hrs., King, effective 6/8/23-6/30/23
- Elizabeth Chavez, READY Program Tutor – 5.5 hrs., Monroe, effective 6/8/23-6/30/23
- Baylee Chrisman, READY Program Tutor – 5.5 hrs., Richmond, effective 6/8/23-6/30/23
- Diego De Alba, READY Program Tutor – 5.5 hrs., King, effective 6/8/23-6/30/23
- Melissa Escobar, READY Program Tutor – 5.5 hrs., King, effective 6/8/23-6/30/23
- Maria Flores, Bilingual Clerk Typist II – 8.0 hrs., Kennedy, effective 6/12/23-6/30/23
- Mayra Garcia, Bus Driver – hours vary, Transportation, effective 6/12/23-6/30/23
- Tania Garcia, Bus Driver – hours vary, Transportation, effective 6/12/23-6/30/23
- Lilly Goins, READY Program Tutor – 5.5 hrs., Richmond, effective 6/8/23-6/30/23
- Julie Gonzales, READY Program Tutor – 5.5 hrs., Richmond, effective 6/8/23-6/30/23
- Marissa Gonzales, READY Program Tutor – 5.5 hrs., Monroe, effective 6/8/23-6/30/23
- Lizette Gutierrez, Bilingual Clerk Typist II – 8.0 hrs., King, effective 6/12/23-6/30/23
- Yara Gutierrez, READY Program Tutor – 5.5 hrs., King, effective 6/8/23-6/30/23
- Yvonne Hernandez, READY Program Tutor – 5.5 hrs., Monroe, effective 6/8/23-6/30/23
- Giovanni Herrera, READY Program Tutor – 5.5 hrs., King, effective 6/8/23-6/30/23
- Sierra Hilyard, READY Program Tutor – 5.5 hrs., King, effective 6/8/23-6/30/23
- Alisa Hout, READY Program Tutor – 5.5 hrs., Richmond, effective 6/8/23-6/30/23
- Elizabeth Jackson, Licensed Vocational Nurse – 8.0 hrs., Kennedy, effective 6/9/23-6/30/23
- Savannah Juarez, READY Program Tutor – 5.5 hrs., Richmond, effective 6/8/23-6/21/23
- Jarrod King, Student Specialist – 8.0 hrs., King, effective 6/12/23-6/30/23
- Michael Leon, READY Program Tutor – 5.5 hrs., King, effective 6/8/23-6/30/23
- Adrianna Luna, READY Program Tutor – 5.5 hrs., Richmond, effective 6/8/23-6/30/23
- Alayah Mendoza, READY Program Tutor – 5.5 hrs., Richmond, effective 6/8/23-6/30/23
- Hector Mendoza, Substitute Custodian – hours vary, DSF-Custodial Service, effective 6/12/23-6/30/23
- Anadalila Mendoza Martinez, READY Program Tutor – 5.5 hrs., Monroe, effective 6/8/23-6/30/23
- Alize Moreno, READY Program Tutor – 5.5 hrs., Monroe, effective 6/8/23-6/27/23



Elementary Summer Program (Cont.)

- Crystal Moreno, READY Program Tutor – 5.5 hrs., Monroe, effective 6/8/23-6/30/23
- Marcilina Ocampo, READY Program Tutor – 5.5 hrs., Monroe, effective 6/8/23-6/30/23
- Kristi Ochoa, READY Program Tutor – 5.5 hrs., Monroe, effective 6/8/23-6/30/23
- Carolina Ortega de Garcia, Bilingual Clerk Typist II – 8.0 hrs., Monroe, effective 6/12/23-6/30/23
- Jannette Perez, READY Program Tutor – 5.5 hrs., Richmond, effective 6/8/23-6/30/23
- Carlos Perez-Reyna, READY Program Tutor – 5.5 hrs., King, effective 6/8/23-6/30/23
- LydiaKeren Ramirez, READY Program Tutor – 5.5 hrs., King, effective 6/8/23-6/30/23
- Dana Raulino, Bus Driver – hours vary, Transportation, effective 6/8/23-6/30/23
- Stephen Reyes, READY Program Tutor – 5.5 hrs., Monroe, effective 6/8/23-6/30/23
- Maria Rodriguez, Bilingual Clerk Typist II – 8.0 hrs., Richmond, effective 6/12/23-6/30/23
- Mayra Rodriguez Delgado, Substitute Custodian I – hours vary, DSF-Custodial Services, effective 6/12/23-6/30/23
- Andrea Rodriguez, READY Program Tutor – 5.5 hrs., Monroe, effective 6/8/23-6/30/23
- Alicia Sanchez, READY Program Tutor – 5.5 hrs., King, effective 6/8/23-6/30/23
- Veronica Sanchez, Bus Driver – hours vary, Transportation, effective 6/12/23-6/30/23
- Sandra Solorio, Licensed Vocational Nurse – 8.0 hrs., Richmond, effective 6/8/23-6/30/23
- Maddison Tomey, READY Program Tutor – 5.5 hrs., Richmond, effective 6/8/23-6/30/23
- Natasha Treviño, Bus Driver – hours vary, Transportation, effective 6/9/23-6/30/23
- Hanna Valdez, READY Program Tutor – 5.5 hrs., King, effective 6/8/23-6/30/23
- Brenn Vallin, READY Program Tutor – 5.5 hrs., Richmond, effective 6/22/23-6/30/23
- Rachelle Vasquez, Student Specialist – 8.0 hrs., Monroe, effective 6/12/23-6/30/23
- Silvia Villegas-Esteves, READY Program Tutor – 5.5 hrs., Monroe, effective 6/8/23-6/30/23
- Daisy Wallace, Licensed Vocational Nurse (Bilingual) – 8.0 hrs., Monroe, effective 6/8/23-6/30/23
- Norma Zuniga, Licensed Vocational Nurse (Bilingual) – 8.0 hrs., King, effective 6/9/23-6/30/23

Seamless Summer Meal Program at Kennedy, King, Monroe, Richmond and Food Services

- Carrie Canada, Food Service Worker I – 4.0 hrs., King, effective 6/12-6/30/23 and 2.25 hrs., effective 7/3/23-7/28/23
- Corina Carrera, Cook/Baker – 5.0 hrs., Food Services, effective 6/12/23-6/21/23

Seamless Summer Meal Program at Kennedy, King, Monroe, Richmond and Food Services (Cont.)

- Veronica Grever, Food Service Worker I – 4.0 hrs., Monroe, effective 6/12-6/30/23 and 2.25 hrs., effective 7/3/23-7/28/23
- Ruby Hernandez, Food Service Worker I – 4.0 hrs., Kennedy, effective 6/12/23-6/16/23 and 1.75 hr., effective 6/20/23-6/30/23
- Citlali Jimenez Garcia, Food Service Worker I – 4.0 hrs., King, effective 6/12-6/30/23 and 2.25 hrs., effective 7/3/23-7/28/23
- Veronica Leach, Food Service Worker I – 4.0 hrs., Richmond, effective 6/12-6/30/23 and 2.25 hrs., effective 7/3/23-7/28/23
- Korin Lopez, Food Service Worker I – 4.0 hrs., Richmond, effective 6/12-6/30/23 and 2.25 hrs., effective 7/3/23-7/28/23
- Norma Navarrete Navarro, Food Service Worker I – 4.0 hrs., Monroe, effective 6/12-6/30/23 and 2.25 hrs., effective 7/3/23-7/28/23
- Wendy Santimore, Cook/Baker – 5.0 hrs., Food Services, effective 6/22/23-6/30/23
- Rosa Temores, Food Service Worker I – 1.75 hrs., Kennedy, effective 6/20/23-6/30/23

Extended School Year Program

- Tia Cooper, Special Circumstances Aide – 5.0 hrs., Monroe, effective 6/12/23-6/30/23
- Andrice Dean, Special Education Aide – 5.0 hrs., King, effective 6/9/23-6/30/23
- Kimberly Milbrodt, Special Education Aide – 5.0 hrs., Monroe, effective 6/8/23-6/30/23
- Diana Romero, Special Education Aide – 5.0 hrs., King, effective 6/8/23-6/30/23
- Jessieca Vallin, Special Education Aide – 5.0 hrs., Richmond, effective 6/12/23-6/30/23
- Alison Vidal, Special Education Aide – 5.0 hrs., Monroe, effective 6/8/23-6/30/23

e) Resignations

Classified

- Dominic Gomes, Substitute Custodian I, effective 1/20/23
- Anahi Linan, Substitute Yard Supervisor, effective 6/2/23
- Diego Lopez, Substitute Custodian I, effective 3/13/23
- Savina Magana, Yard Supervisor – 3.5 hrs., King, effective 6/2/23
- Brayden Milam, READY Program Tutor – 4.5 hrs., effective 6/2/23
- Sydra Montes, Substitute READY Program Tutor, effective 2/7/23
- Sandra Romero Aguilar, Substitute READY Program Tutor, effective 5/25/23

Certificated

- Amy L. Neumann, Teacher, Hamilton, effective 6/2/23

**6. FINANCIAL (Endo)**

- a) Consider approval of contract with School Services of California for the 2023-2024 fiscal year

**ADJOURN MEETING**

HANFORD ELEMENTARY SCHOOL DISTRICT  
AGENDA REQUEST FORM

TO: Joy Gabler  
FROM: Jay Strickland  
DATE: June 5, 2023

For: ☒ Board Meeting  
☐ Superintendent's Cabinet  
☐ Information  
☒ Action

Date you wish to have your item considered: June 14, 2023

ITEM: Administrative Panel Recommendations

PURPOSE:

Case# 23-34 – Wilson  
Case# 23-36 – Kennedy  
Case# 23-37 – Kennedy  
Case# 23-38 – Kennedy  
Case# 23-39 – King  
Case# 23-40 – Hamilton

## HANFORD ELEMENTARY SCHOOL DISTRICT

**AGENDA REQUEST FORM**

TO: Joy C. Gabler

FROM: Robert Heugly

DATE: 06/05/2023

FOR: ☒ Board Meeting  
☐ Superintendent's Cabinet

FOR: ☒ Information  
☐ Action

Date you wish to have your item considered: 06/14/2023

**ITEM:**

PUBLIC HEARING - Hanford Elementary School District Local Control Accountability Plan (LCAP)

**PURPOSE:**

Included for your review is a copy of the proposed Hanford Elementary School District LCAP that will be reviewed during the public hearing. The LCAP is a document that details how school districts are addressing the State's eight priority areas with the augmented funding the State provides for disadvantaged students (English learners, foster youth, and economically disadvantaged).

The LCAP is also prominently displayed on the District's website at:

[https://resources.finalsite.net/images/v1685729520/hesdk12caus/li1idjghmt22u5h8x5xd/2023\\_Local\\_Control\\_and\\_Accountability\\_Plan\\_Hanford\\_Elementary\\_School\\_District6-2-23.pdf](https://resources.finalsite.net/images/v1685729520/hesdk12caus/li1idjghmt22u5h8x5xd/2023_Local_Control_and_Accountability_Plan_Hanford_Elementary_School_District6-2-23.pdf)

**FISCAL IMPACT:**

The fiscal impact is detailed in the LCAP and will be discussed at the public hearing.

**RECOMMENDATIONS:**

This item is informational only.

## **PUBLIC NOTICE**

### 2023-2024 Budget Hearing

Public Hearings for the 2023-24 Hanford Elementary School District Local Control Accountability Plan and District Budget will be held by the Trustees of the Hanford Elementary School District on June 14, 2023, at 5:30 p.m. in the District Office Board Room at 714 N. White Street, Hanford, CA 93230.

Any taxpayer directly affected by the Hanford Elementary School District may appear before the Trustees of the Hanford Elementary School District and speak on the proposed budget or any item therein. The proposed budget may be inspected by the public from June 7, 2023, 7:30 a.m. to 4:30 p.m., through June 14, 2023, 7:30 a.m. to 4:30 p.m., in the District Office at 714 N. White Street, Hanford, CA 93230.

Date to Publish: May 31, 2023

Paper to Publish: Hanford Sentinel

Contact: David Endo

Posted: June 2, 2023



## LCFF Budget Overview for Parents

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

CDS Code: 16639170000000

School Year: 2023-24

LEA contact information:

Robert Heugly

Director of Program Development, Assessment, and Accountability

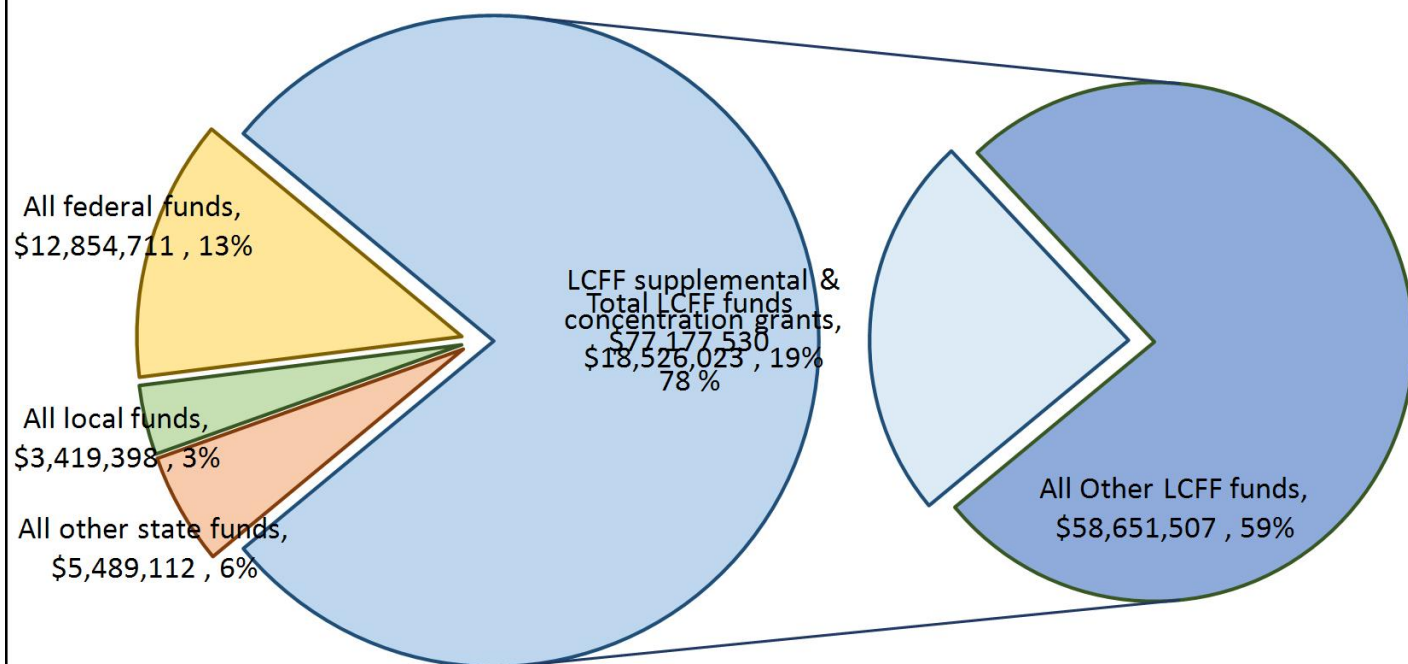
[rheugly@hanfordesd.org](mailto:rheugly@hanfordesd.org)

5595853600

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2023-24 School Year

### Projected Revenue by Fund Source

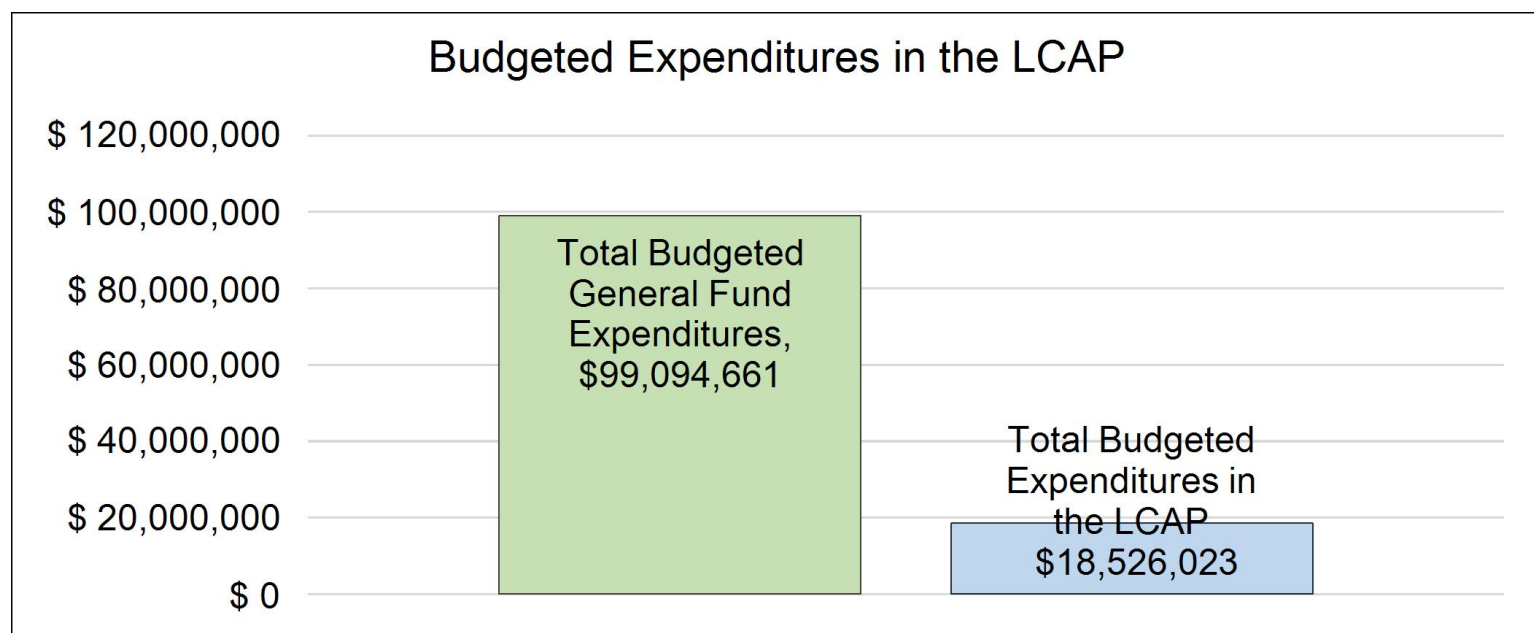


This chart shows the total general purpose revenue Hanford Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Hanford Elementary School District is \$98,940,751, of which \$77,177,530 is Local Control Funding Formula (LCFF), \$5,489,112 is other state funds, \$3,419,398 is local funds, and \$12,854,711 is federal funds. Of the \$77,177,530 in LCFF Funds, \$18,526,023 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Hanford Elementary School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Hanford Elementary School District plans to spend \$99,094,661 for the 2023-24 school year. Of that amount, \$18,526,023 is tied to actions/services in the LCAP and \$80,568,638 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Teachers, Administration, Maintenance, Utilities

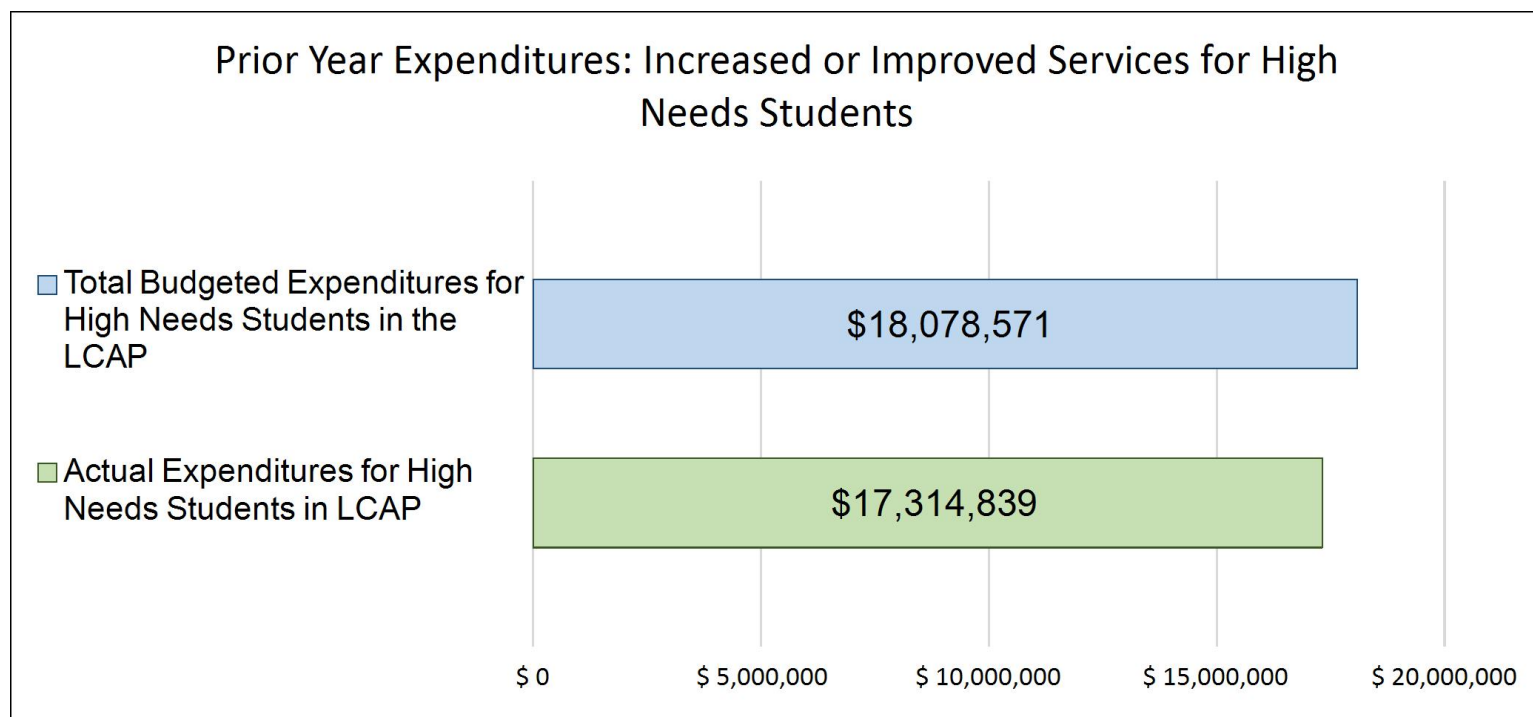
## Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Hanford Elementary School District is projecting it will receive \$18,526,023 based on the enrollment of foster youth, English learner, and low-income students. Hanford Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Hanford Elementary School District plans to spend \$20,921,741 towards meeting this requirement, as described in the LCAP.



## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2022-23



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

The text description of the above chart is as follows: In 2022-23, Hanford Elementary School District's LCAP budgeted \$18,078,571 for planned actions to increase or improve services for high needs students. Hanford Elementary School District actually spent \$17,314,839 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$-763,732 had the following impact on Hanford Elementary School District's ability to increase or improve services for high needs students:

The COVID pandemic had an impact on the district's ability to implement some LCAP actions or portions of actions. The addition of ELOP (Extended Learning Opportunity Plan), funding for summer enrichment for elementary schools moved from the LCAP to ELOP. This resulted in spending less than what was budgeted.



## Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Hanford Elementary School District	Robert Heugly Director of Program Development, Assessment, and Accountability	rheugly@hanfordesd.org 5595853600

## Plan Summary [2023-24]

### General Information

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

#### District

The Hanford Elementary School District is located in Kings County in California's Central Valley.

#### Schools, Students:

The district is comprised of eight elementary schools, two junior high schools, one magnet school, and one community day school. The district's enrollment in 2022-2023 was approximately 5,520. The district's percentage of foster youth, English learners, and low income students is approximately 80%. The district has the following student groups: African American, Asian, Filipino, Hispanic, White, Two or More Races, Socioeconomically Disadvantaged, English Learners, Students with Disabilities, Foster Youth, Homeless. The district participates in the National School Lunch Program Community Eligibility Provision, which means all students are provided with free breakfast and lunch.

#### Community:

Based on Census.gov estimates of 2021, the community of Hanford had a population of 58,496. The population density was 3,332.2 people per square mile. The racial makeup of Hanford was 64.7% White, 5.7% African American, 1.1% Native American, 4.4% Asian, 0.2% Pacific Islander, 11.7% from two or more races. Hispanic or Latino of any race were 50.6% and white alone, not Hispanic or Latino were 36.0%.

There were 18,394 households, with an average of 3.09 persons per household. The amount of persons under 5 years was 7.6%. The percent of persons under 18 years was 29.1%. The percent of persons 65 years and over was 11.7%. The amount of female persons was 49.0%.

Education based, 80.6% percent of persons age 25 years+ were a high school graduate or higher education level and 18.0% had a Bachelor's degree or higher.

The median household income in 2021 dollars was \$68,316 with 15.5% of people below the poverty line.

#### HESD Serves Students and Community:

The Hanford Elementary School District serves these students by providing them with the academic, social, and leadership support necessary to become individuals who achieve academically, who respect basic cultural values, who demonstrate ethical behavior including respect for others, and who value personal integrity, responsibility, and accountability.

#### Recent Community Challenges

Over the past couple of years, the COVID pandemic had a large impact to students, families, and staff across the district. Missed school due to closures, absences due to COVID, and extended periods of distance learning led to a decrease in students' academic achievement and social-emotional wellbeing. The programs and services in this LCAP are designed to lessen the impact of the COVID pandemic and bring HESD beyond pre-pandemic levels.

## Reflections: Successes

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

#### Broad Educational Program (Goal 1)

One of the greatest successes of the HESD LCAP has been the district's efforts to provide students with a broad educational program. A continuing mandate, reiterated by educational partners in advisory committees, through surveys, and in student focus groups has been that a good education is focused on reading and math, but is also well-rounded, providing science, history, art, music, and physical education. Moreover, a well-rounded education includes opportunities to travel to museums and scientific exhibits, to participate in concerts and sporting events, and to have access to modern technology.

In fulfilling this mandate from our educational partners, and to maintain and build upon our success in this area, the district has added credentialed teachers who specialize in art, music, and physical education. Students at all grade levels receive instruction in these subjects. All students have the opportunity to attend an academic study trip that is aligned with the content standards for their grade level. Every classroom is equipped with a Smartboard, and is connected to the internet via a state-of-the-art wireless network. Students have access to a

variety of apps and multimedia digital academic content. Students in TK-1 have access to an iPad. Students in grades 2-8 have access to a laptop computer, with students in grades 4-8 taking laptops home for homework and research.

#### Academic Achievement (Goal 2)

Students in HESD continue to make progress toward achieving proficiency on the State academic standards. On the 2019 school dashboard, All Students "Maintained" in ELA (per CDE Data Quest: 45.03% proficient) and math (per CDE Data Quest: 38.03% proficient).

Although test scores from the 2021 CAASPP indicate that many students have experienced learning loss due to school closures from the COVID-19 pandemic (2021 per CDE Data Quest, Math 25.74% proficient, ELA 39.22% proficient), the district will maintain and build on students' academic success by providing smaller class sizes, eliminating combination classes, and providing a robust summer and after-school instructional programs going forward.

On the 2022 Dashboard, All students received a bar level of "Low", and even though math proficiency levels increased from 2021, the proficiency levels are still below pre-Covid levels (per CDE Data Quest: 29.97% proficient), ELA scores increased back to their pre-Covid levels (per CDE Data Quest: 45.51% proficient).

On the 2022 Dashboard, EL Progress Indicator continues to be an area of success showing that 51.1% of the ELs are making progress compared to 41.9% in 2019.

#### Safe Schools/Student Support (Goal 4)

The districts' suspension rate continues to be both an area of success and an area of need. The district's suspension rate is medium (2019 CA School Dashboard), and the number of students suspended each year continues to fall. From 2013 to 2019, the districts' suspension rate has decreased from 6.3% to 2.7%. This represents more than a fifty-percent reduction in the number of students suspended. This has been done without lowering the district's high standards for student behavior and citizenship.

2022 Dashboard data indicate that the COVID pandemic, school closures, and periods of distance learning have had a negative impact on student's social and emotional well-being, and suspension rates are trending upward (per 2022 Dashboard, All Students 4.4% suspension rate, County: 5.8%, State: 3.4%), especially at the junior high schools. The successful implementation of actions and services that support students' social and emotional well-being continues to mitigate the negative impact of the COVID pandemic.

The district's chronic absenteeism rate is both an area of success and an area of need. Between the 16-17 and 18-19 school years, the district's chronic absenteeism rate has maintained. The districts 18-19 chronic absenteeism rate of 7.9% is lower than both Kings County overall (9.7%) and the state of California overall (12.0%).

In order to maintain and build upon the district's previous successes in reducing suspension rates and maintaining a medium chronic absenteeism rate (per the 2019 California School Dashboard), students in Hanford Elementary are provided with an array of support services designed to reduce the barriers that can lead to absenteeism and discipline incidents or that otherwise stand in the way of learning. Schools are provided with nurses, counselors, and student specialists. To mitigate the impact of the COVID pandemic on students' social and

emotional well-being, the district added additional school counselors in 2021-2022. Each elementary school now has a full-time counselor. Each junior high school has two full-time counselors. Learning directors at the elementary schools and vice principals at the junior high school's coordinate services to ensure that students who need services receive them. School resource officers provide an additional layer of safety.

The COVID pandemic continues to have a significant negative impact on student attendance during the 2021-2022 school year. Department of Public Health required quarantines along with significant numbers of students testing positive and/or being symptomatic with COVID have caused significant rises in absenteeism. Per CDE Data Quest HESD Chronic absenteeism for 2021-2022 rose to 41.0% compared to the County: 36.9% and the State: 30.8%. There is a need to re-establish practices that had HESD Chronic Absenteeism rates lower than both the county and state.

#### Well Maintained Campuses (Goal 4)

Well-maintained school campuses are an important factor in student safety and engagement. The physical state of the school sites in Hanford Elementary continues to be an area of success. Despite the fact that some schools are more than fifty years old, most schools received a score of "Exemplary" on the Facilities Inspection Tool. This score indicates the highest level of repair, operational readiness, and attractiveness.

To maintain and build upon this success, deferred maintenance will continue to be a priority for HESD.

#### Parent involvement (Goal 5, SP 3)

Parents in Hanford Elementary have multiple opportunities to receive information on their child's progress, to participate in educational and social activities, and to have their voices heard in decisions about the district's programs and services for students. The district's parent/teacher conference attendance rate is 99.8% (2022). On the district's surveys, parents overwhelmingly agree that there are opportunities to become involved in school activities, that they receive information about their child's progress, and that they have opportunities to provide input into the school's programs.

To maintain and build upon this success, the district will continue to upgrade technology tools to facilitate outreach and communication with families, a parent outreach center will provide parents with resources and training that will help them support their children in school, educational partner groups will continue to provide input and recommendations on the district's programs and services. The district will upgrade its online parent communication tools in 2021-2022.

## Reflections: Identified Need

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

The following reflects the district's Greatest Needs from the California School Dashboard:

#### 2019: ACADEMIC INDICATOR

ELA: All Students 2019: Orange (23.8 points below)

Mathematics: All Students 2019: Orange (40.7 points. below)

#### 2022: ACADEMIC INDICATOR

ELA: All Students 2022: Low (17.5 points below-Low)

ELA: Students with Disabilities (98 points below-Very Low)

ELA: African American (58.5 points below-Low)

Mathematics: 2022: Low (53.8 points below)

Mathematics: Students with Disabilities (126.9 points below-Very Low)

Mathematics: African American (100.7 points below-Low)

#### CHRONIC ABSENTEEISM INDICATOR

2019: Students with Disabilities: Red (13.7%)

2022: Due to the Covid pandemic, rates of Chronic Absenteeism increased dramatically (41.5%), placing every subgroup except Filipino's (High) into the Very High category, consistent with County data.

#### 2019: SUSPENSION RATE INDICATOR

Foster Youth: Red (12.2%)

Students with Disabilities: Orange (5.7%)

African American: Red (8.2%)

Two or More Races: Red (6.7%)

#### 2022 SUSPENSION RATE INDICATOR

Homeless: Very High (9.4%)

Students with Disabilities: Very High (6.4%)

African American: Very High (9.1%)

American Indian: Very High (13.2%)

Each of the needs identified above are discussed in detail below:

#### ACADEMIC INDICATOR

Students overall performance (the "All Students" group) scored in the Orange category for both ELA and math on the 2019 California School Dashboard and scored in the Low (Orange Equivalent) on the 2022 Dashboard. The district will take the following steps to address this need: Combination classes will be eliminated in grades 1-6 in all elementary schools.

Teachers will be provided with professional development and training designed to build their content knowledge and further develop their pedagogy.

Teachers will be provided with professional development and training designed to build their ability support English learners. Up-to-date instructional materials will be provided to students in all content areas. A robust summer instructional program will be implemented.

#### CHRONIC ABSENTEEISM INDICATOR

Students with Disabilities scored in the Red category on the 2019 California School Dashboard Chronic Absenteeism Indicator and the 2022 Dashboard showed every subgroup except Filipino's (High-orange equivalent) scored Very High (red equivalent), similar to county data. The district will take the following steps to address this need:

Implement a Director of School Climate, Child Welfare, and Attendance. The Director will provide technical assistance to schools in the development of programs that improve school attendance and reduce chronic absenteeism, focusing on the attendance of high needs subgroups including students with disabilities.

The director will monitor the implementation of school attendance related actions at school sites; direct and deliver professional development to student support staff including Learning Directors, Counselors, Student Specialists, and Vice Principals; monitor school attendance related data across the district.

Provide each school with a learning director. Learning directors coordinate the services students receive including services and activities that support school attendance. Learning directors lead the development, implementation, and monitoring of attendance support activities at the school site.

Provide each junior high with two school counselors, and provide the elementary schools with a counselors at each site. The school counselor provides counseling and guidance services that promote academic, career, personal, and social development as well as SEL (Social Emotional Learning) techniques. The school counselor serves as an advocate for high academic achievement and social development for all students through the provision of individual and schoolwide intervention strategies and counseling services. The school counselor provides personal and social counseling and interventions that promote positive interpersonal relationships and social skills including the importance of school attendance.

Provide each elementary school site with a student specialist and each junior high school with a vice principal. The primary purpose of the student specialist and vice principal is to provide students and their families with behavior and attendance support. Student specialists and vice principals work directly with students who have attendance challenges. Student specialists work with elementary students and their families. Vice principals work with junior high students and their families. The student specialist and vice principal function as personal advocates and as intermediaries in seeking to reduce or eliminate barriers to school attendance.

Implement 3 school social workers. The school social workers provides direct services to students and their families, and connects families with resources in the community that are intended to reduce the barriers that prevent students from attending school every day.

#### ADDITIONAL LOCAL INFORMATION FROM 2020-2021



In the 2020-2021 school year, students attended school through distance learning for much of the school year because of school closures forced by the COVID-19 pandemic. Schools were required to complete a Tiered Re-engagement Plan for any student who did not participate in distance learning for three or more days in any given week. Schools in the district completed approximately 422 Tiered Re-engagement Plans for students. This indicates a great need going forward to ensure that students are connected (or re-connected) to their school; have strong relationships with their teachers, peers, and school staff; are engaged in school activities and learning; and that their social and emotional wellbeing is supported.

#### ADDITIONAL INFORMATION FROM 2021-2022

Data from the 2020-2021 CAASPP indicate that students have experienced significant learning loss from school closures, extended periods of distance learning, and high rates of absenteeism caused by the COVID pandemic. The percentage of students scoring proficient on the CAASPP declined by 5.81 percentage points in ELA and 12.29 for all students between the 2018-2019 and 2020-2021 CAASPP. Scores have declined across all student subgroups with English learners, African Americans, and Students with Disabilities being of particular concern. The 2022 CA Dashboard showed students scored 17.2 points below, compared to 23.8 points below in 2019 in ELA. In Math the CA Dashboard showed students scored 53.7 points below compared to 40.7 points below in 2019. The COVID pandemic continues to have a significant negative impact on student attendance in the 2021-2022 school year. Anecdotal information and internal student discipline data from the 2021-2022 school year indicate that the COVID pandemic, school closures, and periods of distance learning have had a negative impact on students' social and emotional wellbeing. Department of Public Health required quarantines along with significant numbers of students testing positive and/or being symptomatic with COVID have caused significant rises in absenteeism.

#### SUSPENSION RATE

While the district's suspension rate continued to decline through 2020-2021, and the district's overall performance was at the Green level on the CA School Dashboard Suspension Rate Indicator in 2019, there continues to be subgroups of students whose suspension rates are in the Red or Orange performance levels. These include foster youth, Students with Disabilities, African American, and Two or more Races. On the 2021-2022 CA Dashboard, the suspension rate rose to 4.4% (Dataquest showed 4.5% for 2021-2022 compared to the county with a rate of 5.8%).

Analysis of the district's suspension rate through Dataquest shows the following:

Overall (All Students) Suspension Rates:

2013 (CDE Dataquest) 6.3%

2014 (CDE Dataquest) 5.0%

2015 (CDE Dataquest) 5.1%

2016 (CDE Dataquest) 4.3%

2017 (CDE Dataquest) 3.4%

2018 (CDE Dataquest) 3.1%

2019 (CDE Dataquest) 2.8%

2020 (CDE Dataquest) 2.9%

2021 (CDE Dataquest) 0.5% (School closures and extended periods of distance learning effected student suspensions and suspension rates in 2020-2021.)



### 2022 (CDE Dataquest) 4.5%

While the district has reduced its suspension rates by more than fifty-percent from 2013 to 2019, the reduction of student suspensions continues to be a priority for Hanford Elementary. The following steps will be taken to continue to reduce the numbers of students being suspended with a focus on subgroups with high or increasing suspension rates:

Implement a Director of School Climate, Child Welfare, and Attendance. The Director will provide technical assistance to schools in the development of programs that improve school climate, reduce discipline incidents, and increase attendance; monitor the implementation of school climate actions at school sites; direct and deliver professional development to student support staff including Learning Directors, Counselors, Student Specialists, and Vice Principals; monitor school climate related data across the district. The director will serve as the district's homeless and foster youth liaison.

Provide each school with a learning director. Learning directors coordinate the services students receive including behavior interventions for at-risk students. Learning directors lead the development, implementation, and monitoring of behavior support plans and behavior contracts at the school sites.

Provide each elementary school with a school counselor, and provide the junior high schools with two counselors. The school counselor provides counseling and guidance services that promote academic, career, personal, and social development. The school counselor serves as an advocate for high academic achievement and social development for all students through the provision of individual and schoolwide intervention strategies and counseling services. The school counselor provides personal and social counseling and interventions that promote positive interpersonal relationships and social skills.

Provide each elementary school site with a student specialist and each junior high school with a vice principal. The primary purpose of the student specialist and vice principal is to provide students and their families with behavior and attendance support. Student specialists and vice principals work directly with students who have behavior challenges. Student specialists work with elementary students and their families. Vice principals work with junior high students and their families. The student specialist and vice principal function as personal advocates and as intermediaries in seeking prevention of discipline incidents and in seeking solutions to problems that get in the way of learning and personal growth.

## LCAP Highlights

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

The key features of the Hanford Elementary School District LCAP stem from the district's five overarching goals.

1. Students will receive a broad educational program that includes English language arts, mathematics, science, history, visual and performing arts, and physical education.
2. All students will make progress toward proficiency on the state adopted standards and English learners will make progress learning the English language.
3. The district will support teachers and staff with professional development, training, and collaboration time.
4. Students will learn in a safe, well maintained school where they are supported, engaged, and connected to their school.
5. Communication between schools and home will be regular and meaningful.

With these five goals as a focus, the district provides services to students that are designed to provide the academic, social, and leadership supports necessary for them to become individuals who achieve academically, who respect basic cultural values, who demonstrate ethical behavior including respect for others, and who value personal integrity, responsibility, and accountability.

Services provided to students under each goal are as follows:

Goal 1: Students will receive a broad educational program that includes English language arts, mathematics, science, history, visual and performing arts, and physical education.

Under Goal 1, students are provided with materials, technology, activities, and courses of study that support and enrich their core, standards-aligned instruction. Services that students receive under Goal 1 include fully staffed school libraries that are open every day; computers and iPads; instruction in art, music, and physical education; academic study trips at each grade level; an after-school program; and after-school athletic activities.

Goal 2: All students will make progress toward proficiency on the state adopted standards and English learners will make progress learning the English language.

Under Goal 2, students are provided with the academic instruction and support that will enable them to achieve at high levels. Services that students receive under Goal 2 include the reduction of class-sizes in grades 4-6 and the elimination of combination classes in those grades, a summer academic and enrichment program, and supports for students who are English learners or foster youth. The district provides leadership under Goal 2 ensuring that core academic instruction is raising achievement, and that struggling students, ELs, homeless, and foster youth receive additional support.

Goal 3: The district will hire, support, and retain qualified teachers, support staff, and administrators.

Goal 3 supports students by ensuring that every student has a qualified, well-trained teacher. Under Goal 3, teachers are provided ongoing training and support that includes three full-days of professional development. Teachers with preliminary credentials who are new to the profession participate in a beginning teacher support program in which they receive additional training including one-on-one coaching and support for two years.

Goal 4: Students will learn in a safe, well maintained school where they are supported, engaged, and connected to their school.

Under Goal 4, every school has a licensed vocational nurse on staff. LVNs are supervised by a team of registered nurses. Licensed school counselors serve both elementary and junior high students. Student specialists at the elementary schools and vice principals at the junior

high schools provide behavioral supports. Child welfare and support along with the Community Day School provide an additional layer of supports for students with behavioral challenges. School resource officers ensure that students feel safe (and are safe) at school.

Goal 5: Communication between schools and home will be regular and meaningful.

Under Goal 5 families are provided with a variety of information, training, and support. Additionally, families provide insight and input into the district's programs and services through the Parent Advisory Council, the District English Learner Advisory Committee, and School Site Councils.

## Comprehensive Support and Improvement

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

### ***Schools Identified***

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

The Hanford Elementary Community Day School is eligible for comprehensive support and improvement.

### ***Support for Identified Schools***

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

DISCUSSION OF LEA'S LOCAL CONTEXT AND PROCESS FOR ENGAGING EDUCATIONAL PARTNERS IN EVIDENCE-BASED PLANNING:

LOCAL CONTEXT:

The Hanford Elementary Community Day School (CDS) is a community day school. CDS serves expelled students, students referred by a School Attendance Review Board or probation, and/or high-risk youth referred through a district-level process (which includes teachers, school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel) who need a separate setting that is better matched to their academic, social, and emotional development needs than what can be provided in a traditional school setting.

Under normal circumstances, CDS' enrollment is between 10 and 35 students. CDS serves students in grades K-8. On March 13, 2020, due to a national emergency, the COVID-19 pandemic, CDS was closed. On August 13, 2020 schools in the Hanford Elementary School District implemented distance learning for all students. Students formerly enrolled at CDS participated in distance learning through their home schools. No students were enrolled at CDS for the majority of the 2020-2021 school year due to the COVID-19 pandemic. Schools reopened in the 2021-2022 school year and CDS once again began enrolling/accepting students and continued as normal in 2022-2023.

The Hanford Elementary CDS is in CSI for Chronic Absenteeism, Suspension Rate, and Low Performance.

## PROCESS FOR ENGAGING EDUCATIONAL PARTNERS & EDUCATIONAL PARTNER GROUPS INCLUDED

Educational Partner groups included are parents, teachers, school and district administration.

### School Site Council (SSC)

The school maintains a school site council. The SSC is comprised of parents, teachers, and school staff. Parents make up 50% of the SSC with parents of EL students representing at least the same percentage on the committee as the percentage of EL students enrolled at the school. The school holds four school site council meetings each year, in October, December/January, February/March, and May. During these meetings, student achievement, attendance, and suspension data are reviewed; the school's/students' needs are assessed; and based on this analysis the school plan is developed. The school plan is approved by the school site council each year in May (for the upcoming school year), and again the following February. The Hanford Elementary School District Board of Trustees approves the school plans after the school site council has given their approval.

### English Learner Advisory Committee (ELAC)

The school's English Learner Advisory Committee has designated the SSC, established pursuant to Education Code Section 52852, to function as the advisory committee for English Learners (Education Code 52176) at the school. This means that the SSC acts as the advisory committee for ELs and is the voice of EL parents at the school site. The SSC performs all of the duties of the ELAC. Both the ELAC and the SSC have approved this designation.

### District English Learner Advisory Committee (DELAC)

The district maintains a District English Learner Advisory Committee (DELAC). The DELAC is comprised of the Director of Program Development, Assessment and Accountability, the Director of Curriculum for ELs, and parents of students who are English learners. The DELAC meets four times per school-year in November/December, January/February, March, and May. The DELAC advises the board on conducting a district-wide needs assessment on a school by school basis; advises the board on the district's plan for educational programs and services for English learners that takes into consideration the School Plan for Student Achievement; advises the governing board on the district's (and school site) annual needs assessment.

## LEA NEEDS ASSESSMENT: TYPES OF DATA EXAMINED/HOW DATA INFORMED PLAN DEVELOPMENT

The district leadership team consisting of the Assistant Superintendent of Curriculum and Instruction, the Director of Program Development, The ELA Curriculum Specialist, The Math Curriculum Specialist, and the School Principal, with support and technical assistance from the Kings County Office of Education, met regularly throughout the school year to provide technical assistance to the Community Day School (CDS). This assistance included the development of a comprehensive needs assessment. During these meetings, the team conducted an analysis of the school's data on chronic absenteeism, suspension rate, and performance on state and local assessments in ELA and math going back three school-years. Additionally, the team conducted a review of the school's instructional program; a review of the school's staffing and budgets; an analysis the school's professional development needs; and an identification of resource inequities. This information was shared with the educational partner groups identified above.

Because no students were attending CDS in the 2020-2021 school year due to the COVID-19 pandemic, no data was generated for attendance/absenteeism, suspension rate, or academic achievement. (It is not practicable to analyze data for the two students participating in distance learning through CDS in 2020-2021 due to student privacy concerns). CDS resumed operation for 2021-2022 school year and based on the CA Dashboard, the data showed students continued facing challenges with attendance, behavior, and academics. The school's and students' needs that were identified pre-COVID, attendance, behavior, and academics, continued to be a concern during the 21-22 school year.

#### Chronic Absenteeism:

Based on the on the 2019 California School Dashboard, CDS scored in the Red category for Chronic Absenteeism. The chronic absenteeism rate was 48.8% and increased over the prior year. CDS had one subgroup for chronic absenteeism, socioeconomically disadvantaged students. (This subgroup comprised all but two students cumulatively enrolled at the school.)

Based on the on the 2022 California School Dashboard, CDS did not have a Performance Level for Chronic Absenteeism, however, the chronic absenteeism rate was 65.4% and increased from pre-Covid levels.

Chronic absenteeism is one of the root causes negatively impacting the achievement of students who are placed at CDS. Students at CDS miss school at a rate that is much higher than students across the district. Chronic absenteeism is a contributing factor to students falling behind academically and to their weakening connection to school.

- There is need to provide students with activities, experiences, and relationships that increase their interest in learning and foster engagement with school.
- There is a need to strengthen the relationships between CDS students and adults in the school.
- There is a need to build the relationships between the families of CDS students and the school.
- There is a need to build CDS students' relationships with one another.

#### Suspension Rates:

Based on the on the 2019 California School Dashboard, CDS scored in the Red category for suspension rates. CDS has two subgroups for suspension rates, Hispanic and Socioeconomically Disadvantaged. Both of these groups also scored in the Red category on the dashboard. The suspension rate for CDS was 46.3% and increased from the prior year.

Based on the on the 2022 California School Dashboard, CDS scored in the Very High (Red equivalent) category for suspension rates. CDS has one subgroup for suspension rates, Socioeconomically Disadvantaged which also scored in the Very High (Red equivalent) category on the dashboard. The suspension rate for CDS was 35.3%, which was a decrease from 2019 levels.

Students are placed at CDS either through expulsion or administrative placement. Students are placed at CDS because of behavior issues at their home school. These behavior issues are often long-standing. Students who are placed at CDS often come with significant social/emotional challenges that contribute to their behavioral challenges. Missed school due to suspensions is one of the root causes negatively impacting the achievement of students who are placed at CDS.

Many of the same needs that are addressed under chronic absenteeism also apply to suspensions for students at CDS.

- There is a need to strengthen the relationships between CDS students and adults in the school.
- There is a need to build the relationships between the families of CDS students and the school.
- There is a need to build CDS students' relationships with one another.
- There is a need to provide students with the skills that will enable them to foster and support these relationships.
- There is a need to provide ongoing support to students as they transition back to their home school.
- There is a need to provide families with education and support.

#### Academic Achievement (Low Performance)

Because most students at CDS are not enrolled from Census day through the first day of state testing, CDS does not receive a color coded score on the California School Dashboard. Notwithstanding this, analysis of state and local assessment data show that students attending CDS perform far below their peers in the district in both ELA and math. Analysis of data across CDS indicates that absenteeism and suspensions combined with social/emotional and behavior challenges contribute to CDS students lagging behind in ELA and math. In some cases, by the time a student is assigned to CDS, by placement or expulsion, these barriers to learning have accumulated over several years of a student's time in school. Students placed at CDS are often one or more years below their chronological grade level academically.

- There is a need for an instructional program that can be individualized to a student's academic level, that has the capability for both remediation and acceleration, that has assessment and progress monitoring tools, and that can follow a student as they transition back into regular school.
- There is a need to monitor the progress of students in CDS allowing for comparison of CDS students' achievement to students across the district.
- There is a need for CDS students to participate in a subset of the district's assessments across the school year.

This data, examining attendance, absenteeism, suspension, and academic performance, along with input from the school's educational partner groups, uncovered the series of needs shown above that informed the development of the CSI school plan for student achievement. The Hanford Community Day School CSI school plan for student achievement addresses these needs and provides evidence based programs, practices, and interventions designed to meet these needs and ultimately to improve student academic achievement.

#### RESOURCE INEQUITIES

The per-student spending for students at CDS is significantly higher than for students across the district. Class sizes at CDS are very small (often 10 students or less). Each classroom is provided with a teacher and an instructional aide. The school is also provided with an administrator and secretary.

Notwithstanding this level of spending and support, there are resource inequities at CDS. The district has a team of enrichment teachers (art, music, and physical education) that serve schools across the district on a rotational basis. This team has not served CDS at the same rate as other schools. The district has a team of instructional coaches that provide professional development and in-class coaching across the district. While the instructional coaches do serve teachers at CDS, it is not at the same rate as the other schools in the district. Teachers at CDS are not provided with early student release for collaboration on Wednesdays (as are other teachers in the district).

### SUPPORT FOR SCHOOL, IMPROVEMENT MODEL, REQUIREMENTS, EVIDENCE BASED STRATEGIES

The ADDIE Model, a 5-phase approach to building effective learning solutions, is used to support improvement at CDS. (See: <https://ccee-ca.org/wp-content/uploads/2019/11/CCEE-Pilot-Partner-Continuous-Improvement-Toolkit.pdf>) Using this model, the school site, along with its educational partner groups, analyze data, design objectives and strategies that will lead to improvement, develop a plan of action, implement the plan, monitor and evaluate its effectiveness. This process is continuous and will lead to improved outcomes for students.

### ***Monitoring and Evaluating Effectiveness***

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

#### PROCESS FOR MONITORING AND EVALUATING IMPLEMENTATION/EFFECTIVENESS OF PLAN

The district leadership team consisting of the Assistant Superintendent of Curriculum and Instruction, the Director of Program Development, the ELA Curriculum Specialist, Math Curriculum Specialist, along with the School Principal meet regularly to monitor the implementation of the CSI school plan for student achievement. At these meetings local data for attendance, behavior incidents, and suspensions, along with local assessment data is reviewed. Additionally, financial documents that show the implementation of actions detailed in the school plan are reviewed. This data is reviewed along-side of the evidenced based actions detailed in the CSI plan. Determinations are made as to the level of implementation as well as the effectiveness of these actions. Using this information, decisions are made as to whether to add additional actions, continue existing actions, modify existing actions, or discontinue existing actions. (This follows the phases of the ADDIE Model discussed above.) This information is shared with educational partners at school site council meetings.



# Engaging Educational Partners

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

## PARENTS, COMMUNITY: PARENT ADVISORY COMMITTEE (PAC)

The district's Parent Advisory Committee (PAC) met regularly throughout the school year. Each school site council elected a parent for the district PAC, including a parent representing the "students with disabilities" subgroup. The PAC met six times during the school year (two training sessions and four regular meetings). The superintendent, director of categorical programs, and/or director of curriculum attended these meetings. The purpose of the PAC is to engage parents in the LCAP review and planning process, to elicit their input into the district's LCAP, and to provide them with the opportunity to voice priorities for their students. Information regarding the state priorities, the district's goals, the purposes of the supplemental and concentration funding, programs and services for Unduplicated Pupils, were presented to parents. The PAC reviewed information and/or data showing the district's performance in relation to the metrics that are part of each of the state's priorities. The PAC reviewed drafts of the LCAP throughout the school year providing input and advice as the plan was reviewed and developed.

Parent Advisory Committee met on:

- 10/25/2022 PAC Training Session #1
- 11/15/2022 PAC Training Session #2
- 12/13/2022 PAC Meeting #1
- 2/7/2023 PAC Meeting #2
- 3/21/2023 PAC Meeting #3
- 5/16/2023 PAC Meeting #4

## PARENTS, COMMUNITY: DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)

The LCAP is a standing item on the District English Learner Advisory Committee (DELAC) agenda. (Note that the DELAC is comprised of parents of students who are English learners; community members with an interest in the achievement of ELs and the programs and services they receive; and district level leadership.) At each DELAC meeting, members receive information and provide recommendations on the development and implementation of the LCAP. The DELAC reviews the achievement and progress of EL students in detail, including the California School Dashboard English Learner Progress Indicator, the Academic Indicators in English language arts and math, the Suspension Rate and Chronic Absenteeism Indicators. The DELAC receives information on the district's reclassification procedures and rates, along with other data including data relating to the metrics that are part of the state's priorities. Members receive information and provide recommendations on programs and services for English learners. DELAC members review EL student achievement and provide recommendations as to how the district's programs, including programs within the LCAP, can be improved to increase the achievement of ELs.

The DELAC met on:

- 10/27/22 Training Session #1
- 11/17/22 Training Session #2
- 12/15/22 Meeting #1
- 2/9/23 Meeting #2



- 3/23/23 Meeting #3
- 5/18/23 Meeting #4

#### PARENTS, COMMUNITY: SCHOOL SITE ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)/School Site Council (SSC)

Members receive information and provide recommendations on programs and services for English learners. (Note that the DELAC is comprised of parents of students who are English learners; community members with an interest in the achievement of ELs and the programs and services they receive; and school site staff.) At each ELAC meeting, members receive information and provide recommendations on the development and implementation of EL programs and services as well as SPSA. The ELAC reviews the achievement and progress of EL students in detail, including the California School Dashboard English Learner Progress Indicator, the Academic Indicators in English language arts and math, the Suspension Rate and Chronic Absenteeism Indicators. The ELAC receives information on the district's/school's reclassification procedures and rates. ELAC members review EL student achievement and provide recommendations as to how the district's/school's programs, can be improved to increase the achievement of ELs. Each school meets at least 4 times each school year.

#### PARENTS, COMMUNITY: HESD LCAP PARENT SURVEY

The survey was distributed to families in February 2022 and February 6, 2023 and remained open for about two weeks.

The HESD LCAP Parent survey was delivered to all parents/guardians of students in the district. On the survey, parents have the opportunity to voice their opinion on topics related to the district's goals and the state's priorities.

#### PUPILS: LCAP STUDENT FOCUS GROUP

March 2022 and March 15, 2023

Each year, the district holds a student focus group to give students the opportunity to have their voices heard in relation to the LCAP. Students representing Hamilton, Jefferson, Lincoln, Lee Richmond, Washington, King, Monroe, Roosevelt, Simas, Kennedy, and Wilson schools attend the session. At the LCAP Focus Group, students receive information on the district's services and programs for Unduplicated Pupils and provide input and recommendations. For 2019-2020 and 2020-2021, the LCAP Student Focus Group was suspended due to the COVID pandemic social distancing concerns. The LCAP Student Focus Group resumed in 2021-2022 and was held on March 23, 2022, and then again in 20223 on March 15th. At the LCAP Student Focus Group, roughly sixty student representatives worked in small groups with school and district staff to learn more about the district's programs and services for Unduplicated Pupils. The school and district staff also acted as facilitators for conversations around input into these programs and services. Staff recorded students' input and suggestions. The school and district staff facilitating student conversations included art, music, and physical education teachers; school nurses and LVNs; school counselors and social workers; representatives of the district's after school and summer programs; and the Director of Food Services.

#### PUPILS: HESD LCAP STUDENT SURVEY

March 2022 and March 2023

The HESD LCAP Student survey was delivered in March 2022 and March 2023 to all students in grades in 5-8. On the survey, students voiced their opinions on programs and services for Unduplicated Pupils.

#### TEACHERS: HESD LCAP TEACHER SURVEY

March 2022 and March 2023

The HESD LCAP teacher survey was delivered to all teaching staff in 2022 and again in 2023, including itinerant teachers. On the survey, teachers voiced their opinions on programs and services for Unduplicated Pupils.

#### PRINCIPALS, ADMINISTRATION: INSTRUCTIONAL CABINET

Instructional Cabinet was held on:

9/29/2022 (including data meeting prior to Instructional Cabinet)

10/27/2022 (including site visits to Wilson, Simas, Hamilton, and King prior to Instructional Cabinet)

12/1/2022 (including data meeting prior to Instructional Cabinet)

2/23/2023 (including data meeting prior to Instructional Cabinet)

3/23/2023 (including site visits to JFK, Monroe, Jefferson K-5, and Washington prior to Instructional Cabinet)

4/27/2023 (including site visits to Jefferson 6-8, Lincoln, Roosevelt, Richmond prior to Instructional Cabinet)

6/8/2023

The district's Instructional Cabinet met throughout the school year. At these meetings, administrators including Principals, Learning Directors, district office managers, and Curriculum Specialists conducted analysis of student achievement and performance in absenteeism and suspension rates. The instructional cabinet provided administrators with the opportunity to give input into the LCAP, including programs and services for Unduplicated Pupils based on analysis of students' academic and social/emotional needs.

#### SELPA: SELPA Meeting

The Assistant Superintendent of Special Services, the Assistant Superintendent of Curriculum and Instruction, The Director of Program Development, Assessment & Accountability, a school principal, and a special education teacher met with SELPA on March 31, 2023 for the current 2022-2023 school year. At this meeting, the group conducted an analysis of student achievement and performance in absenteeism and suspension rates for students with disabilities. Using this analysis to assess the needs of students with disabilities across the district, the SELPA made recommendations for programs and services in the district that support students with disabilities.

#### BARGAINING UNITS, OTHER PERSONNEL

The LCAP is a regular agenda item at the district's meet-and-consult sessions with the certificated and classified collective bargaining units. These groups have provided input into the district's services and programs and on how to prioritize these programs and services. Hanford Elementary Teachers Association (HETA) meet-and-consult is held on the first Monday of each month. California School Employee's Association (CSEA) meet and consult is held on the third Monday of each month.

A summary of the feedback provided by specific educational partners.

PARENTS, COMMUNITY: PARENT ADVISORY COMMITTEE (PAC)  
Recommendations (State Indicators)

The Parent Advisory Committee provided specific recommendations for the district's Expected Outcomes for all students, and for each student subgroup, in each of the State Indicators (ELA, math, chronic absenteeism, suspension rates). (See details in the next section below).

#### 2022-2023 School Year Recommendations (Local Indicators)

December 13, 2022

1. The PAC recommends that the board approve BP6020 Parent Involvement
2. The PAC recommends that the district covers the laptop/iPad insurance instead of the parents
3. The PAC recommends that the district continue to ensure that all students have the required instructional materials.
4. The PAC recommends that the district look at improving the JFK parking lot, particularly the southeast entry/exit steepness/angle and the driveway width to the west entry/exit as it's narrow for cars to pass.
5. The PAC recommends that the district have teacher job fairs at the school sites and look to work with JTO for recruitment.
6. The PAC recommends the district look to expand its summer and after-school program to include topics like: West Hill's 5 C's, Overnight Outdoor Ed, and summer "tracks" such as Culinary, Home Economics, and Gardening.

February 7, 2023

1. The PAC recognizes that in-person learning, students in their classrooms with their teachers, is the most effective form of learning.
2. The PAC recommends continuing, and expand if possible, Parent Workshops (Parent Education Nights) and the READY program, including homework help, enrichment activities, and looking to including afterschool clubs with a focus on reaching our struggling subgroups.
3. The PAC recommends that the district implement paraprofessionals in classrooms (Ed. Tutors, interns, volunteers) to work in classrooms providing teachers greater opportunity to give students individualized instruction.
4. The PAC recommends the need for consistency of teaching math practices across grade levels while continuing with differentiated instruction.
5. The PAC recommends to include on classroom-to-home communications, including how-to links to videos and/or instructions that breaks down math steps and How-To's for current and upcoming math skills including a monthly/quarterly math how-to guide for parents to help their child at home.
6. The PAC recommends providing transportation home for athletes in after school sports after practice.
7. The PAC recommends expanding the number of bus stops in the community for each school site.
8. The PAC recommends looking into and/or bringing back a "Sharing Table" in the cafeteria at lunch.
9. The PAC recommends expanding the PAL program from the elementary schools to incorporate the Junior High Schools.

March 21, 2023

1. The PAC recommends approving the 2023-2024 Expected Outcomes (growth targets) for the district's Local Control Accountability Plan (LCAP)
2. The PAC recommends continuing to provide the current level of support for students including nurses, counselors, social workers, student specialists and vice principals.
3. The PAC recommends continuing to provide supports for foster and homeless students.
4. The PAC recommends including student health education, parent workshops, and/or flyers regarding vaping and vape pens.
5. The PAC recommends looking at bringing back the D.A.R.E. program
6. The PAC recommends providing communication to parents around COVID and when it's ok to send students to school and when students

should be kept home.

May 16, 2023

1. The PAC recommends approving the changes to the School Family Compact (School Site Councils will approve the School Family Compact during SSC meeting #1 next school year).
2. The PAC recommends that the HESD Board of Trustees approve the 2021-2022 to 2023-2024 (Year 3) Local Control Accountability Plan.

#### PARENTS, COMMUNITY: DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)

The District English Learner Advisory Committee provided specific recommendations for the district's Expected Outcomes for English learners in each of the State Indicators (ELA, math, chronic absenteeism, suspension rates). (See details in the next section below).

2022-2023 School Year

December 15, 2022

- Approve the HESD Parent Involvement Policy BP/AR 6020.
- Continue to provide teacher training and support site administration to ensure students receive both designated and integrated ELD instruction.
- Continue to provide parents with engagement opportunities such as Kinder Counts/Kinder Cuenta, and First and Forward/Primero y Adelante parent academies.
- Continue to monitor the progress of English learners and provide interventions that support English learners to be reclassified to Fluent English Proficient within six years of enrollment.
- Continue to provide leadership support to school site teams to monitor progress and applicable reclassification criteria of English learners with an Individual Education Plan.

February 9, 2023

- Continue to monitor English learners' progress at the district/school site level and identify performance trends across grade levels.
- Continue to provide both Integrated and Designated English Language Development instruction to English learners with an emphasis on students' use of academic English across content areas (science, social studies, math).
- Continue to communicate with parents and students regarding English language development progress and include goal setting to increase the reclassification of English learners.
- Recommendation to Approve BP 6174.
- Continue to provide parents/guardians with mandatory notifications. (5 CCR Section 11308)

March 23, 2023

- Continue to provide professional development for teachers and administration that specifically supports Designated and Integrated English language development instruction for English learners.
- Continue to communicate with parents and students regarding English language development progress and use goal setting to ensure that students demonstrate growth on the yearly Summative English Language Proficiency Assessments for California (ELPAC).
- Continue to provide Title III Tutoring to students in need of additional English Language Development and consider using Educational Tutors whenever teachers are unavailable to tutor at specific school sites.

- Continue to analyze district attendance patterns across grade levels to tailor parent education and communication regarding the impact of regular school attendance on student achievement.

May 18, 2023

- Approve the School Family Compact
- Provide parent training that aligns with the “Parent Promises” listed in the School Family Compact (e.g. the importance of sleep which impacts students’ ability to come to school each day prepared to learn).
- The DELAC recommends that the HESD Board of Trustees approve the 2021-2022 to 2023-2024 (Year 3) Local Control Accountability Plan.

PARENTS, COMMUNITY: SCHOOL SITE ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)/School Site Council (SSC)  
Members receive information and provide recommendations on programs and services for English learners. (Note that the DELAC is comprised of parents of students who are English learners; community members with an interest in the achievement of ELs and the programs and services they receive; and school site staff.) At each ELAC meeting, members receive information and provide recommendations on the development and implementation of EL programs and services as well as SPSA. The ELAC reviews the achievement and progress of EL students in detail, including the California School Dashboard English Learner Progress Indicator, the Academic Indicators in English language arts and math, the Suspension Rate and Chronic Absenteeism Indicators. The ELAC receives information on the district's/school's reclassification procedures and rates. ELAC members review EL student achievement and provide recommendations as to how the district's/school's programs, can be improved to increase the achievement of ELs. Each school meets at least 4 times each school year.

2022-2023 School Year - Synopsis of the feedback received from the School Site ELAC/SSC meetings

- Members shared that they would like more opportunities to visit the school site or classrooms for cultural events/celebrations. A member shared that the school cultural committee would appreciate more parent involvement/support as they prepare more cultural events for our school in the future.
- The committee asked if students were measured in other ways than traditional testing. A teacher member explained that we use multiple measures of assessment to measure students understanding. She explained that students can demonstrate their understanding through projects and through verbal explanations. She also explained that while these types of measures are not used on the state assessment, the questions that are on the state assessment have improved. She said now they have questions that ask students to pick “all that apply” and to “put these choices in order”. She feels these provide a better gauge of student understanding.
- A parent member stated that she would like to see us offer more of the life skills type of classes like learning things such as balancing a checkbook, cooking, filling out an application, changing a tire, just the basic skills. A teacher member shared that we are starting to branch out and offer more classes like this. We currently have journalism, video production, 3-D printing, consumer math, and gardening.
- The committee asked if we have specific times of the day that we dedicate to just ELD/language instruction. The Learning Director explained that Hanford Elementary has an integrated ELD time and designated ELD time to help support our EL students. Our

designated time is 30 minutes each day and our integrated time is throughout the school day. Some grade levels deploy out to other teachers for ELD instruction and other grade levels keep their EL students during ELD instruction.

- A committee member stated that she was impressed with the varied PD workshops that the district has to offer. A school staff member stated that the district sends out surveys to teachers to gear PD towards what teachers need.

#### PARENTS, COMMUNITY: HESD LCAP PARENT SURVEY

Parents responded to a variety of questions related to their level of satisfaction with their students' education, parent communication and involvement, school safety, and instructional programs. Survey responses indicate that parents are overwhelmingly satisfied in all of these areas.

#### PUPILS: LCAP STUDENT FOCUS GROUP/ HESD LCAP STUDENT SURVEY

Students recommended that the district maintain the programs and services for under each of the districts five LCAP goals at their current levels, with an emphasis on art, music, physical education, study trips, and other enrichment activities. The students recommend expanding these activities as funding permits. The students also recommend maintaining services and programs that support physical and social/emotional well-being. The LCAP Student Focus Group provided the following specific recommendations:

2022-2023 School Year (March 15, 2023)

After School Programs & Summer Programs:

- \* After School: Create the following clubs: Art Club, Baking Club, Podcast/Video Club, Photography Club, Bike Building Club, Science Club
- \* Summer Programs: Start at a later time, Water activities, Promote using social media, Half day activities, Hosting competitions with awards, Dance classes, Video Game competitions

Art, Music, PE:

- \* Art: Clubs, More Art Teachers, Variety Materials, More Art Time, Art Shows, Murals, Group Projects
  - \* Music: More instrument Choices, More band time, More Band teachers, More Band trips, Watching High School Performances, Student choice to pick songs
  - \* Physical Education: More Variety of Sports, More tournaments, Longer Activities, Skill building, More PE time, Include Music
- Counselors & Social Workers
- \* Class presentations, Open door policy, Be visible, Easier to talk to or communicate with
- School Nurses
- \* Student Leader to help when another student is hurt, Health Clubs, Mental health care, Teaching food allergies

#### PRINCIPALS, ADMINISTRATION: INSTRUCTIONAL CABINET/ HESD LCAP ADMINISTRATOR SURVEY

The district's administrators provided specific recommendations for the district's Expected Outcomes for all students, and for each student subgroup, in each of the State Indicators (ELA, math, chronic absenteeism, suspension rates). (See details in the next section below). Instructional Cabinet recommended that the district maintain the programs and services for Unduplicated Pupils under each of the districts five LCAP goals at their current levels.



#### SELPA: SELPA Meeting (March 31, 2023)

The SELPA provided specific recommendations for the district's Expected Outcomes for students with disabilities in each of the State Indicators (ELA, math, chronic absenteeism, suspension rates). (See details in the next section below).

The SELPA made the following specific recommendations:

- \* SWD Suspension: Look at suspension data of SWD of why they were suspended to see if there are patterns to target
- \* Continue with ensuring equity of SWD in READY and other programs (SWD was included in this year's LCAP Focus group)
- \* Parent Survey: Specific questions for SWD parents – "If you have a student with a 504 or IEP....." then SWD parents would answer a set up questions
- \* UDL (Universal Design for Learning): Look at possibly incorporating UDL training

#### TEACHERS: HESD LCAP TEACHER SURVEY

The district's teachers recommended that the district maintain the programs and services for Unduplicated Pupils under each of the districts five LCAP goals at their current levels.

#### BARGAINING UNITS, OTHER PERSONNEL

Bargaining units recommended:

- \* Bringing back a program similar to a pre-covid program called Wednesday Leadership Project that focused on some of our students most in need
- \* Having afterschool enrichment that also includes academics
- \* Having an additional EL Aide for junior high school
- \* The district maintain the programs and services for Unduplicated Pupils under each of the districts five LCAP goals at their current levels, with an emphasis on increasing services for school safety and student physical and social/emotional wellbeing as funding permits.

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

The Parent Advisory Committee and the District Instructional Cabinet recommend the Expected Outcomes below for all students and all subgroups. The District English Learner Advisory recommends the Expected Outcomes below for the English Learner subgroup. The SELPA recommends the Expected Outcomes below for the Students with Disabilities Subgroup. These expected outcomes, based on educational partner input, will be the district's Expected Outcomes for the achievement and performance on the California School Dashboard State Indicators (ELA, Math, Chronic Absenteeism, Suspension Rate).

Because the California School Dashboard was suspended for 2021-2022, the committees recommend that the district add data from the California Department of Education's Dataquest publication to the metrics. The committees further recommend that the district add both a new baseline and expected outcome for academic indicators 2024 (using the percentage of students scoring proficient in ELA and math on the California Assessment of Student Performance and Progress (CAASPP) as the metric). The committees recommend that data from the

California Department of Education's Dataquest publication be incorporated into the existing metrics (baseline and expected outcome) for suspension rates and chronic absenteeism.

ENGLISH LANGUAGE ARTS: For Baseline & Expected Outcome see below in Goal 2 (Measuring and Reporting Results)

MATHEMATICS: For Baseline & Expected Outcome see below in Goal 2 (Measuring and Reporting Results)

CHRONIC ABSENTEEISM: For Baseline & Expected Outcome see below in Goal 4 (Measuring and Reporting Results)

SUSPENSION RATES: For Baseline & Expected Outcome see below in Goal 4 (Measuring and Reporting Results)

#### ACTIONS

Parents: DELAC & PAC

The district will continue to provide academic support for English learners (Action 2.4).

The district will continue to support teachers new to the profession with a New Teacher Induction Program (Action 3.3).

The district will continue to provide social and emotional supports for students (Action 4.1, 4.2, 4.3).

Students: LCAP Student Focus Group

- \* Elementary physical education programs will be provided with additional equipment and supplies. (Action 1.5)

- \* As the COVID pandemic subsides, schools will resume their study trips. (Action 1.4)

- \* As the district expands its summer and after school programs, these will include a balance of academic and enrichment activities. (Action 1.6, 2.2) (Also see "Description of changes made to goal, metrics, desired outcomes, actions" for these actions under goals 1 and 2)

- \* The district will promote or summer/Saturday programs as they expand. (Action 2.2) (Also see "Description of changes made to goal, metrics, desired outcomes, actions" for these actions under goal 2)

- \* The district will include both academic and recreational trips in summer, Saturday, and after school programs. (Action 1.6, 2.2) (Also see "Description of changes made to goal, metrics, desired outcomes, actions" for these actions under goals 1 and 2)

Teachers, Principals, Administrators, Bargaining Units, and Other School Personnel

Programs and services for Unduplicated pupils under each of the district's five LCAP goals will be maintained at current levels or expanded. (See goals 1-5)



# Goals and Actions

## Goal

Goal #	Description
1	Students will receive a broad educational program that includes English language arts, mathematics, science, history, visual and performing arts, and physical education.

An explanation of why the LEA has developed this goal.

The district developed this goal because a our educational partner groups support the idea that a good education is focused on reading and math, but is also well-rounded, providing science, history, art, music, and physical education. Moreover, the district's educational partners believe in a well-rounded education for students that includes these areas of study and that also provides opportunities to travel to museums and scientific exhibits, to participate in concerts and sporting events, and to have access to modern technology. A broad educational program is one of the State's identified priorities (Priority 7).

The district has developed this goal:

\* Because we have a large number of students from low income families, and students from low income families sometimes lack the resources to experience the types of enrichment activities, such as music, art, and physical education, that have been shown to increase academic achievement; there is a need to provide students with an educational program that includes these areas of study. Moreover, 98% of parents agree/strongly agree that, "In addition to ELA and mathematics, it is important for my child to have instruction in science, history, art, music, and physical education (2022 HESD Parent Survey).

\* Because we have a large number of students from low income families, and students from low income families sometimes lack the resources to experience activities that have been shown to increase their interest and engagement in school such as travel to museums, zoos, and parks such as Yosemite or Sequoia; there is a need to provide students with academic study trips. Moreover, 96% of parents agree/strongly agree that "It is important for my child to attend academic study trips that are aligned with classroom instruction including travel to museums, zoos, state and national parks (2022 HESD Parent Survey).

The metrics below will measure the extent to which we deliver a broad educational program to our students. The actions are the individual components of the broad educational program that will be provided to students, for example, art, music, physical education, technology resources etc.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 2: Implementation of State Standards addresses:</p> <p>A. The implementation of state board adopted academic content and performance standards for all students, which are:</p> <p>a. English Language Arts – Common Core State Standards for English Language Arts</p> <p>b. Mathematics – Common Core State Standards for Mathematics</p> <p>c. English Language Development</p> <p>d. Career Technical Education</p> <p>e. Health Education Content Standards</p> <p>f. History-Social Science</p> <p>g. Model School Library Standards</p> <p>h. Physical Education Model Content Standards</p> <p>i. Next Generation Science Standards</p>	<p>The District received a score of "Met" on the 2021 CA School Dashboard:</p> <p>Implementation of Academic Standards Local Indicator.</p> <p>(A score of "Met" on the CA School Dashboard: Implementation of Academic Standards Local Indicator shows that the district has met all of the metrics (a-k) under Priority 2.)</p>	<p>Although the CA School Dashboard is suspended for 2021-2022, the district completed the required Local Indicators and posted them on the CA School Dashboard. The district would have received a score of "Met" on the Implementation of Academic Standards Local Indicator if the dashboard were not suspended.</p> <p>(A score of "Met" on the CA School Dashboard: Implementation of Academic Standards Local Indicator shows that the district has met all of the metrics (a-k) under Priority 2.)</p>	<p>The District received a score of "Met" on the 2022 CA School Dashboard:</p> <p>Implementation of Academic Standards Local Indicator.</p> <p>(A score of "Met" on the CA School Dashboard: Implementation of Academic Standards Local Indicator shows that the district has met all of the metrics (a-k) under Priority 2.)</p>		<p>The District will receive a score of "Met" on the CA School Dashboard Implementation of Academic Standards Local Indicator.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
j. Visual and Performing Arts k. World Language;					
<p>Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:</p> <p>A. A broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;</p> <p>B. Programs and services developed and provided to unduplicated pupils</p> <p>C. Programs and services developed and provided to individuals with exceptional needs.</p>	<p>The District received a score of "Met" on the 2021 CA School Dashboard: Access to a Broad Course of Study Local Indicator.</p> <p>(A score of "Met" on the CA School Dashboard: Implementation of Access to a Broad Course of Study Local Indicator shows that the district has met all of the metrics (A, B, C) under Priority 2.)</p>	<p>Although the CA School Dashboard is suspended for 2021-2022, the district completed the required Local Indicators and posted them on the CA School Dashboard.</p> <p>The District would have received a score of "Met" on the 2022 CA School Dashboard: Access to a Broad Course of Study Local Indicator if the dashboard were not suspended.</p> <p>(A score of "Met" on the CA School Dashboard: Implementation of Access to a Broad Course of Study Local Indicator shows that the district has met all of the metrics (A, B, C) under Priority 2.)</p>	<p>The District received a score of "Met" on the 2022 CA School Dashboard: Access to a Broad Course of Study Local Indicator.</p> <p>(A score of "Met" on the CA School Dashboard: Implementation of Access to a Broad Course of Study Local Indicator shows that the district has met all of the metrics (A, B, C) under Priority 2.)</p>		<p>The District will receive a score of "Met" on the CA School Dashboard Access to a Broad Course of Study Local Indicator.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:</p> <p>B. Programs and services developed and provided to unduplicated pupils</p> <p>California Education Code Section 42238.02(b) (1) For purposes of this section unduplicated pupil means a pupil enrolled in a school district or a charter school who is either classified as an English learner, eligible for a free or reduced-price meal, or is a foster youth.</p>	<p>Students received instruction in art, music, and physical education, and participate in these subjects as evidenced by the numbers of students in art, music, and PE along with the number of minutes of PE students receive.</p> <p>Elementary Schools: Art: All Students received art Instruction. Music: 5th and 6th grade students self-select participation in band: 5th Grade: 209 6th Grade: 151 (Total 360)</p> <p>All students in 4th grade at Roosevelt, Lincoln, and King schools received music instruction. (The schools with the highest #s of low income students)</p> <p>Junior High</p>	<p>Students received instruction in art, music, and physical education, and participate in these subjects as evidenced by the numbers of students in art, music, and PE along with the number of minutes of PE students receive.</p> <p>Elementary Schools: Art: All Students received art Instruction. Music: 5th and 6th grade students self-select participation in band: 5th &amp; 6th grade 466</p> <p>All students in 4th grade at Roosevelt, Lincoln, and King schools received music instruction. (The schools with the highest #s of low income students)</p> <p>Junior High 239 students chose art.</p>	<p>Students received instruction in art, music, and physical education, and participate in these subjects as evidenced by the numbers of students in art, music, and PE along with the number of minutes of PE students receive.</p> <p>Elementary Schools: Art: All Students received art Instruction. Music: 5th and 6th grade students self-select participation in band: 5th Grade: 248 6th Grade: 215 (Total 463)</p> <p>All students in 4th grade at Richmond, Roosevelt, Lincoln, and King schools received music instruction. (The schools with the highest #s of low income students)</p>		<p>Students will receive instruction in art, music, and physical education, and participate in these subjects as evidenced by the numbers of students in art, music, and PE along with the number of minutes of PE students receive.</p> <p>All students will receive the required number of PE minutes.</p> <p>Elementary Schools: Art: All Students will receive art Instruction. Music: 5th and 6th grade students will self-select participation in band: 5th Grade: 200 6th Grade: 175</p> <p>All students in 4th grade at Roosevelt, Lincoln, and King schools will receive music instruction. (The schools with the</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	226 students chose art. 240 students chose music.	185 students chose music.	Junior High 227 students chose art. 248 students chose music.		highest #s of low income students)  Junior High 250 students will choose art. 250 students will choose music.
Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in: C. Programs and services developed and provided to individuals with exceptional needs.	<p>Students (including with exceptional needs) received instruction in art, music, and physical education, and participate in these subjects as evidenced by the numbers of students in art, music, and PE along with the number of minutes of PE students receive.</p> <p>Elementary Schools: Art: All Students received art Instruction. Music: 5th and 6th grade students self-select participation in band: 5th Grade: 209 6th Grade: 151 (Total 360)</p>	<p>Students (including with exceptional needs) received instruction in art, music, and physical education, and participate in these subjects as evidenced by the numbers of students in art, music, and PE along with the number of minutes of PE students receive.</p> <p>Elementary Schools: Art: All Students received art Instruction. Music: 5th and 6th grade students self-select participation in band: 5th &amp; 6th grade 466  All students in 4th grade at Roosevelt,</p>	<p>Students (including with exceptional needs) received instruction in art, music, and physical education, and participate in these subjects as evidenced by the numbers of students in art, music, and PE along with the number of minutes of PE students receive.</p> <p>Elementary Schools: Art: All Students received art Instruction. Music: 5th and 6th grade students self-select participation in band: 5th Grade: 248 6th Grade: 215 (Total 463)</p>		<p>Students will receive instruction in art, music, and physical education, and participate in these subjects as evidenced by the numbers of students in art, music, and PE along with the number of minutes of PE students receive.</p> <p>All students will receive the required number of PE minutes.</p> <p>Elementary Schools: Art: All Students will receive art Instruction. Music: 5th and 6th grade students will self-select participation in band: 5th Grade: 200 6th Grade: 175</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Junior High 226 students chose art. 240 students chose music.</p>	<p>Lincoln, and King schools received music instruction. (The schools with the highest #s of low income students)</p> <p>Junior High 239 students chose art. 185 students chose music.</p>	<p>Junior High 227 students chose art. 248 students chose music.</p>		<p>All students in 4th grade at Roosevelt, Lincoln, and King schools will receive music instruction. (The schools with the highest #s of low income students)</p> <p>Junior High 250 students will choose art. 250 students will choose music.</p>
<p>Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described</p>	<p>Students are enriched by art, music, and physical education, feel more engaged in school, and are motivated to achieve as a result of participating in these activities as evidence by survey results.</p> <p>% Agree/Strongly Agree:</p> <p>Physical education activities enrich (improve) my experience at school:82%</p>	<p>Students are enriched by art, music, and physical education, feel more engaged in school, and are motivated to achieve as a result of participating in these activities as evidence by survey results.</p> <p>% Agree/Strongly Agree:</p> <p>Physical education activities enrich (improve) my experience at school: 74.2%</p>	<p>Students are enriched by art, music, and physical education, feel more engaged in school, and are motivated to achieve as a result of participating in these activities as evidence by survey results.</p> <p>% Agree/Strongly Agree:</p> <p>Physical education activities enrich (improve) my experience at school: 73.37%</p>		<p>Students will be enriched by art, music, and physical education, feel more engaged in school, and are motivated to achieve as a result of participating in these activities as evidence by survey results.</p> <p>% Agree/Strongly Agree:</p> <p>Physical education activities enrich (improve) my experience at school: 80%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Participating in physical education motivates me to come to school every day:64%</p> <p>Participating in music enriches (improves) my experience at school: 91%</p> <p>Participating in music motivates me to come to school every day:77%</p> <p>Learning about music will help me in the future:80%</p> <p>Participating in art enriches (improves) my experience at school:74%</p> <p>Participating in art motivates me to come to school every day:66%</p> <p>Learning about art will help me in the future:67%</p>	<p>Participating in physical education motivates me to come to school every day: 51.01%</p> <p>Agree/Strongly Agree</p> <p>Participating in music enriches (improves) my experience at school: 85.94%</p> <p>Agree/Strongly Agree</p> <p>Participating in music motivates me to come to school every day: 73.82%</p> <p>Agree/Strongly Agree</p> <p>Learning about music will help me in the future: 60.3%</p> <p>Agree/Strongly Agree</p> <p>Participating in art enriches (improves) my experience at school: 67.02%</p> <p>Agree/Strongly Agree</p> <p>Participating in art motivates me to come to school every day: 60.3%</p> <p>Agree/Strongly Agree</p> <p>Learning about art will help me in the future:</p>	<p>Participating in physical education motivates me to come to school every day: 48.76%</p> <p>Agree/Strongly Agree</p> <p>Participating in music enriches (improves) my experience at school: 80.83%</p> <p>Agree/Strongly Agree</p> <p>Participating in music motivates me to come to school every day: 70.43%</p> <p>Agree/Strongly Agree</p> <p>Learning about music will help me in the future: 78.1%</p> <p>Agree/Strongly Agree</p> <p>Participating in art enriches (improves) my experience at school: 65.91%</p> <p>Agree/Strongly Agree</p> <p>Participating in art motivates me to come to school every day: 59.83%</p> <p>Agree/Strongly Agree</p> <p>Learning about art will help me in the future:</p>		<p>Participating in physical education motivates me to come to school every day:75%</p> <p>Participating in music enriches (improves) my experience at school: 90%</p> <p>Participating in music motivates me to come to school every day:80%</p> <p>Learning about music will help me in the future:80%</p> <p>Participating in art enriches (improves) my experience at school: 80%</p> <p>Participating in art motivates me to come to school every day: 75%</p> <p>Learning about art will help me in the future: 75%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		61.08% Agree/Strongly Agree	60.27% Agree/Strongly Agree		

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Supplies/Materials School Sites	School sites are provided with supplies and materials that support the programs and services in the LCAP including art, music, physical education.	\$198,377.00	Yes
1.2	School Libraries	<p>School libraries are open during school hours and are supported with staff, books, periodicals, and technology including electronic books. School libraries serve as the check out/check in point for student technology including laptops and iPads. Libraries serve as the initial point of contact for troubleshooting technology/repairing devices.</p> <p>Library Media Technician aide for each school site Destiny library information system</p>	\$865,597.00	Yes
1.3	Technology	<p>Students in grades 2-8 have access to laptop computers and standards-aligned digital content. Students in grades TK-1 have access to an iPad and standards-aligned digital content.</p> <p>Laptop for each student grades 2-8. iPad for each student in TK, K, 1 5 Computer Technicians</p>	\$5,799,192.00	Yes



Action #	Title	Description	Total Funds	Contributing
		2 Tech Engineers Standards-aligned digital content/subscriptions		
<b>1.4</b>	Study Trips	Students in each grade level attend a study trip that is aligned with content standards for their grade. Entrance fees Transportation	\$310,000.00	Yes
<b>1.5</b>	Art, Music, PE	Art, music, and PE instruction is supported with staff, supplies, and materials. 3.0 Art Teachers Art Supplies 5.0 Music Teachers Music Supplies/Equipment/Instruments 5.0 PE Teachers PE Supplies After School Athletics and Youth Development Personnel After School Athletics and Youth Development Supplies	\$2,018,960.00	Yes
<b>1.6</b>	After School Program	Students in grades 7-8 will have the opportunity to participate in an after-school enrichment. After School Staff Supplies and materials	\$2,593.00	Yes

## Goal Analysis [2022-23]

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

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

Even though the COVID pandemic continues to influence the district's efforts/ability to fully implement some actions or portions of actions, the actions under Goal #1 well were implemented overall during the 2022-2023 school year.

### CHALLENGES

Technology continues to be both a success and a challenge. One challenge is remaining current with technological advances to ensure all 5,500 plus student devices remain up-to-date with both software systems as well as student-appropriate filters. Our vast technology department is consistently ensuring updates are rolled out to both student and staff devices. Students' lack of internet connectivity in their homes is a challenge in which HESD provides hotspots to families to help alleviate that barrier to their learning. Updating and maintaining these hotspots remains a challenge.

Study Trips became a challenge this year with the series of storms that flooded out roadways causing numerous cancellations to planned trips. Many school sites had to either rebook or find alternative trips that tied to grade-level standards.

### SUCSESSES

One of the greatest successes of the HESD LCAP has been the district's efforts to provide students with a broad educational program. A continuing mandate, reiterated by educational partners in advisory committees, through surveys, and in student focus groups has been that a good education is focused on reading and math, but is also well-rounded, providing science, history, art, music, and physical education. Moreover, a well-rounded education includes opportunities to travel to museums and scientific exhibits, to participate in concerts and sporting events, and to have access to modern technology. In fulfilling this mandate from our educational partners, and to maintain and build upon our success in this area, the district has added credentialed teachers who specialize in art, music, and physical education. Students at all grade levels receive instruction in these subjects. All students have the opportunity to attend an academic study trip that is aligned with the content standards for their grade level, albeit the weather created unforeseeable challenges. Every classroom is equipped with a Smartboard and is connected to the internet via a state-of-the-art wireless network. Students have access to a variety of apps and multimedia digital academic content. Students in TK-1 have access to an iPad. Students in grades 2-8 have access to a laptop computer, with students in grades 4-8 taking laptops home for homework and research.

\* Action 1.1: Supplies/Materials School Sites: Individual school sites were provided with funding to support the goals in the LCAP based on the percentages of unduplicated pupils at the site. Note that the goals in each school site's School Plan for Student Achievement are aligned with the district's LCAP goals. School sites documented the use of these funds in their School Plans for Student Achievement. School sites used these funds to purchase supplies and materials to support their LCAP-aligned school goals.

\* Action 1.2: School Libraries: A Library Media Technician at each school site managed instructional and library materials and technology, and ensured libraries were open to serve students. Library Media Technicians were upgraded from part-time to full-time in 2021-2022.

\* Action 1.3: Technology: All students were provided with a computer device. Students in grades 2-8 have access to laptop computers and standards-aligned digital content. Students in grades TK-1 have access to an iPad and standards-aligned digital content. Students without

internet connectivity at home were provided with a wifi hotspot. A team of technicians supported schools and students ensuring computers and networks were operating and supporting students.

\* Action 1.4: Study Trips: After not being able to implement this action in 21-22, the district and school sites were able to provide academic study trips to all students throughout 22-23 to help enhance each student's learning experience beyond the classroom.

\* Action 1.5: Art, Music, PE: All students in the elementary schools received art instruction. Elementary students in grades five and six were able to choose music as an elective. Students in elementary schools received a minimum of 200 minutes of physical education every ten days. Students at the junior high schools received 400 minutes of physical education every 10 days. Students at the junior high schools had opportunities to select additional athletic electives. Credentialed PE, music, and art teachers provided educational activities to students at elementary and junior high schools.

\* Action 1.6: The district's after-school program was implemented, however, with the addition of ELOP (Extended Learning Opportunities Program), elementary after-school activities were funded with ELOP instead of the LCAP. The Junior High after-school activities continue to be funded through the LCAP.

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

Goal #1 Overall: The difference between the budgeted expenditures and the estimated actuals for Goal #1 is approximately 3%. The estimated actual expenditures were slightly more than the budgeted expenditures.

\* Action 1.1: Supplies/Materials School Sites: There is no material difference between the budgeted expenditures and the estimated actual expenditures.

\* Action 1.2: School Libraries: There is no material difference between the budgeted expenditures and the estimated actual expenditures.

\* Action 1.3: Technology: There is no material difference between the budgeted expenditures and the estimated actual expenditures.

\* Action 1.4: Study Trips: There is no material difference between the budgeted expenditures and the estimated actual expenditures.

\* Action 1.5: Art, Music, PE: There is no material difference between the budgeted expenditures and the estimated actual expenditures.

\* Action 1.6: The difference between the budgeted expenditures and the estimated actuals for Action 1.6 is approximately 97%. The budgeted expenditures were less than the estimated actual expenditures. With the addition of ELOP (Extended Learning Opportunities Program), elementary after-school activities were funded with ELOP instead of the LCAP.

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

Despite the impacts of an ongoing COVID pandemic during the 22-23 school year, the actions under Goal #1 were effective in delivering a broad educational program to the district's students. The district received a score of "Met" on the Implementation of Academic Standards Local Indicator on the CA Dashboard. Students received instruction in art, music, and physical education, and participated in these subjects:  
Elementary Schools:

- \* Art: All Students received art Instruction.
- \* 463 students in 5th and 6th-grade participated in band.
- \* All students in 4th grade at Richmond, Roosevelt, Lincoln, and King schools received music instruction. (The schools are the highest numbers of low-income students)
- \* All students received the required number of physical education minutes.

Junior High Schools:

- \* 227 students chose art
- \* 248 students chose music
- \* All students received the required number of physical education minutes.

Data from the HESD student survey show that students overwhelmingly feel that they are enriched by participating in these activities, that these activities improve their school experience, and that participating in these activities will benefit them in the future. Data from the HESD parent survey show that parents overwhelmingly believe that a broad educational program is important for their students.

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

- \* Action 1.1 Supplies/Materials School Sites: No changes as individual school sites continue to be provided with funding to support the goals in the LCAP based on the percentages of unduplicated pupils at the site.
- \* Action 1.2 Library Media Technicians were upgraded to full-time in 2021-2022 to further provide increased/improved services for students. This change continued into 2022-2023 with plans to continue in future years.
- \* Action 1.3 Annual salary schedule increases for employees (step & column) increased the amount of funding required to support this action.
- \* Action 1.4 Increases in entrance fees and transportation costs require additional funding for study trips.
- \* Action 1.5 Changes in personnel and their individual salaries result in changes in the funds needed to support this action. Even though not being funded through the LCAP with the addition of additional state funding, the district is looking to hire 2 more art teachers and 1 more music teacher.
- \* Action 1.6 The after-school program for elementary grades will continue to expand going forward, however, the funding for elementary grades is now through the Expanded Learning Opportunities Program (ELOP). The LCAP will support after-school programs for students in grades 7 and 8.

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

# Goals and Actions

## Goal

Goal #	Description
2	All students will make progress toward proficiency on the state adopted standards and English learners will make progress learning the English language.

An explanation of why the LEA has developed this goal.

The district developed this goal because it is committed to the academic achievement of all students, especially those who are low-income, English learners, and foster youth.

The district developed this goal:

\* Because data from the 2022 California School Dashboard Academic Indicator places Hanford Elementary in the Low (Orange equivalent) category in ELA and math. In ELA, seven of the nine student subgroups are in the Low (Orange equivalent) or Very Low (Red equivalent) category. In math, eight of the nine subgroups are in the Low (Orange equivalent) or Very Low (Red equivalent) category. This grouping, with most subgroups performing at levels equal to or below the district overall, indicates a need to provide support to all subgroups of high needs students. There is a need to provide high needs students with instructional supports including increasing staffing levels in grades 1-6 to reduce class size and/or eliminate combination classes (thereby providing these students with more individualized time and attention from the teacher) and to provide summer educational programs giving these students additional hours of instructional time.

\*Because English learners performed at the Low (Orange equivalent) level in ELA and Math, this indicates that there is a need to provide students who are English learners with language support in all academic areas and to provide these students with English language development instruction (instruction in learning the English language). There is an additional need to provide classroom teachers with leadership, training, and support in implementing effective integrated and designated English language development instruction.

The metrics under this goal will measure the extent to which increased student achievement has been delivered. The actions provide students with the programs, services, and materials that will lead to increased achievement.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4: Pupil Achievement as measured by all of the following, as applicable: Local Assessment Data ELA	Local Assessment Data ELA Baseline (Percent Proficient) TK: 80% K: 60% 1st: 66% 2nd: 24% 3rd: 15% 4th: 16.5% 5th: 17% 6th: 24% 7th: 13% 8th: 14%	Not Available: This metric will be discontinued.  See section titled "Description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice" at the end of this section for discussion on changes to this metric going forward.	Not Available: This metric will be discontinued. See CASSPP Data Below.  See section titled "Description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice" at the end of this section for discussion on changes to this metric going forward.		Local Assessment Data ELA (Percent Proficient) TK: 95% K: 78% 1st: 90% 2nd: 31% 3rd: 20% 4th: 21% 5th: 22% 6th: 31% 7th: 17% 8th: 18%
Priority 4: Pupil Achievement as measured by all of the following, as applicable: Local Assessment Data Math	Local Assessment Data Baseline Math (Percent Proficient) TK: 62.5% K: 66.9% 1st: 38.5% 2nd: 47.7% 3rd: 33.6% 4th: 20.4% 5th: 17.9% 6th: 17.4% 7th: 11.8% 8th: 29.2%	Not Available: This metric will be discontinued.  See section titled "Description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice" at the end of this section for	Not Available: This metric will be discontinued. See CAASPP Data Below.  See section titled "Description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice" at the end of		Local Assessment Data Baseline Math (Percent Proficient) TK: 81% K: 87% 1st: 50% 2nd: 62% 3rd: 44% 4th: 27% 5th: 23% 6th: 23% 7th: 25% 8th: 38%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		discussion on changes to this metric going forward.	this section for discussion on changes to this metric going forward.		
Priority 4: Pupil Achievement as measured by all of the following, as applicable: A. Statewide assessments (ELA)	English Language Arts: Overall: 24.5 Below Level 3 (Orange) EL: 48.2 Below Level 3 (Orange) SED: 33.4 Below Level 3 (Orange) SWD: 93.9 Below Level 3 (Red) Homeless: 81.3 Below Level 3 (Red) Asian: 15.6 Below Level 3 (Orange) Af Am: 52.7 Below Level 3 (Orange) Hisp: 30.5 Below Level 3 (Orange) 2/More: 3.3 Above Level 3 (Yellow) White: 9.9 Above Level 3 (Green)	Not Available: The California School Dashboard is suspended for 2022. Data from the California Department's Dataquest website will be used for this metric--See below.  Once the California School Dashboard resumes publication, use of the color-coded California School Dashboard Metrics will resume.  See section titled "Description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice" at the end of this section for discussion on	English Language Arts: Overall: 17.5 Below Level 3 (Low - Orange equivalent) EL: 39.6 Below Level 3 (Low - Orange equivalent) SED: 31.5 Below Level 3 (Low - Orange equivalent) SWD: 98.0 Below Level 3 (Very Low - Red equivalent) Homeless: 55.8 Below Level 3 (Low - Orange equivalent) Asian: N/A Af Am: 58.5 Below Level 3 (Low - Orange equivalent) Hisp: 21.6 Below Level 3 (Low - Orange equivalent) 2/More: 0.9 Below Level 3 (Medium - Yellow equivalent) White: 15.5 Above Level 3 (High - Green equivalent)		English Language Arts: Overall: 5 Below Level 3 (Green) EL: 3.2 Below Level 3 (Green) SED: 2.6 Above Level 3 (Green) SWD: 70 Below Level 3 (Yellow) Homeless: 36.3 Below Level 3 (Yellow) Asian: 2.4 Above Level 3 (Green) Af Am: 5 Below Level 3 (Green) Hisp: 2.5 Above Level 3 (Green) 2/More: 9.3 Above Level 3 (Green) White: 18.3 Above Level 3 (Green)



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		changes to this metric going forward.			
Priority 4: Pupil Achievement as measured by all of the following, as applicable: A. Statewide Assessments (Math)	Mathematics: Overall: 51.2 Below Level 3 (Orange) EL: 61.7 Below Level 3 (Yellow) SED: 49.8 Below Level 3 (Yellow) SWD: 118.6 Below Level 3 (Red) Homeless: 94.6 Below Level 3 (Orange) Asian: 7.2 Below Level 3 (Green) Af Am: 77.7 Below Level 3 (Orange) Hisp: 46.5 Below Level 3 (Orange) 2/More: 17.7 Below Level 3 (Yellow) White: 6.1 Below Level 3 (Green)	Not Available: The California School Dashboard is suspended for 2022. Data from the California Department's Dataquest website will be used for this metric--See below.  Once the California School Dashboard resumes publication, use of the color-coded California School Dashboard Metrics will resume.  See section titled "Description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice" at the end of this section for discussion on changes to this metric going forward.	Mathematics: Overall: 53.8 Below Level 3 (Low - Orange equivalent) EL: 74 Below Level 3 (Low - Orange equivalent) SED: 67.4 Below Level 3 (Low - Orange equivalent) SWD: 126.9 Below Level 3 (Very Low - Red equivalent) Homeless: 75.8 Below Level 3 (Low - Orange equivalent) Asian: N/A Af Am: 100.7 Below Level 3 (Very Low - Red equivalent) Hisp: 57.9 Below Level 3 (Low - Orange equivalent) 2/More: 26.1 Below Level 3 (Low - Orange equivalent) White: 23 Below Level 3 (Medium - Yellow equivalent)		Mathematics: Overall: 25 Below Level 3 (Green) EL: 12.2 Below Level 3 (Green) SED: 22.8 Below Level 3 (Green) SWD: 94.6 Below Level 3 (Yellow) Homeless: 49.6 Below Level 3 (Yellow) Asian: 1.8 Above Level 3 (Green) Af Am: 23.7 Below Level 3 (Green) Hisp: 22.5 Below Level 3 (Green) 2/More: 8.7 Below Level 3 (Green) White: 2.9 Above Level 3 (Green)



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4: Pupil Achievement as measured by all of the following, as applicable: Locally Collected CAASPP Data: ELA	Percentage of Students Scoring Proficient (Exceeded or Met) on the 2021 CAASPP ELA Overall: 38.22% SWD: 5.77% Eco. Disadvantaged: 33.45% English Learner: 15.22% Asian: 40.74% African American: 26.77% Hispanic: 35.81% White: 59.11% Two or More: 47.62% Homeless: 34.78%	PERCENTAGE OF STUDENTS PROFICIENT ON THE CAASPP ELA  See Baseline (Baseline is from 2021 CAASPP)  The California School Dashboard is suspended for 2022. Data from the California Department's Dataquest website will be used for this metric--See below.  Once the California School Dashboard resumes publication, use of the color-coded California School Dashboard Metrics will resume.  See section titled "Description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from	Percentage of Students Scoring Proficient (Exceeded or Met) on the 2022 CAASPP ELA (CDE Data Quest) Overall: 45.51% SWD: 10.66% Eco. Disadvantaged: 39.68% English Learner: 25.03% Asian: 62.07% African American: 28.22% Hispanic: 43.60% White: 60.57% Two or More: 51.86% Homeless: 27.12%		Percent Proficient: Percentage of Students Scoring Proficient (Exceeded or met) CAASPP ELA Overall: 45.03% SWD: 10% Eco. Disadvantaged: 40% English Learner: 20.22% Asian: 50% African American: 35% Hispanic: 41% White: 70% Two or More: 55% Homeless: 40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		reflections on prior practice" at the end of this section for discussion on changes to this metric going forward.			
Priority 4: Pupil Achievement as measured by all of the following, as applicable: Locally Collected CAASPP Data: Math	Percentage of Students Scoring Proficient (Exceeded or Met) on the 2021 CAASPP Math Overall: 25.74% SWD: 4.79% Eco. Disadvantaged: 20.84% English Learners: 8.95% Asian: 29.17% African American: 12.12% Hispanic: 22.91% White: 43.19% Two or More: 33.33% Homeless: 13.64%	PERCENTAGE OF STUDENTS PROFICIENT ON THE CAASPP MATH  See Baseline (Baseline is from 2021 CAASPP)  The California School Dashboard is suspended for 2022. Data from the California Department's Dataquest website will be used for this metric--See below.  Once the California School Dashboard resumes publication, use of the color-coded California School Dashboard Metrics will resume.	Percentage of Students Scoring Proficient (Exceeded or Met) on the 2022 CAASPP Math (CDE Data Quest) Overall: 29.97% SWD: 8.26% Eco. Disadvantaged: 24.90% English Learners: 14.60% Asian: 48.28% African American: 13.50% Hispanic: 28.02% White: 43.32% Two or More: 41.67% Homeless: 17.24%		Percent Proficient Percentage of Students Scoring Proficient (Exceeded or met) CAASPP Math Overall: 31% SWD: 8% Eco. Disadvantaged: 30% English Learners: 13.95% Asian: 40% African American: 20% Hispanic: 30% White: 48% Two or More: 40% Homeless: 20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		See section titled "Description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice" at the end of this section for discussion on changes to this metric going forward.			
Priority 4: Pupil Achievement as measured by all of the following, as applicable: D. The percentage of English learner pupils who make progress toward English proficiency as measured by the ELPAC	41.9% making progress towards English language proficiency	<p>Not Available: The California School Dashboard is suspended for 2022. Data from the California Department's Dataquest website will be used for this metric--See below.</p> <p>Once the California School Dashboard resumes publication, use of the California School Dashboard Metrics "English Learner Progress Indicator (ELPI)" will resume.</p>	Medium 51.1% making progress towards English language proficiency (CA Dashboard)		High 55.5% making progress towards English language proficiency

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		See section titled "Description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice" at the end of this section for discussion on changes to this metric going forward.			
Priority 4: Pupil Achievement as measured by all of the following, as applicable: D. The percentage of English learner pupils who make progress toward English proficiency as measured by the ELPAC	2021 ELPAC Percentage of EL Students Scoring Proficient on the Summative ELPAC 13.98%	PERCENTAGE OF EL STUDENTS SCORING PROFICIENT ON THE ELPAC  See Baseline (Baseline is from 2021 ELPAC)  The California School Dashboard is suspended for 2022. Data from the California Department's Dataquest website will be used for this metric--See below.	2022 ELPAC (CDE Data Quest) Percentage of EL Students Scoring Proficient on the Summative ELPAC 17.78%		Percentage of EL Students Scoring Proficient on the Summative ELPAC 20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Once the California School Dashboard resumes publication, use of the California School Dashboard Metrics "English Learner Progress Indicator (ELPI)" will resume.</p> <p>See section titled "Description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice" at the end of this section for discussion on changes to this metric going forward.</p>			
Priority 4: Pupil Achievement as measured by all of the following, as applicable: E. The English learner reclassification rate	10.3% (19-20 Dataquest)	The English learner reclassification rate: 3.68% (2020-2021: 51 reclassified out of 1368 EL students)	The English learner reclassification rate: 12.01% (2021-2022: 171 reclassified out of 1424 EL students)		The English learner reclassification rate: 15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1: Basic Services addresses the degree to which: B. Pupils in the school district have sufficient access to the standards-aligned instructional materials	All students had State Board of Education approved, Common Core standards-aligned instructional materials in all classrooms as evidenced by the annual HESD Board of Trustees Sufficiency of Instructional Materials resolution that was adopted on 9/9/20.	All students had State Board of Education approved, Common Core standards-aligned instructional materials in all classrooms as evidenced by the annual HESD Board of Trustees Sufficiency of Instructional Materials resolution that was adopted on 9/8/21.	All students had State Board of Education approved, Common Core standards-aligned instructional materials in all classrooms as evidenced by the annual HESD Board of Trustees Sufficiency of Instructional Materials resolution that was adopted on 4/26/23.		All students will have State Board of Education approved, Common Core standards-aligned instructional materials in all classrooms as evidenced by the annual HESD Board of Trustees Sufficiency of Instructional Materials resolution.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Eliminate Combination Classes /Reduce Class Sizes	<p>Classroom staffing levels will be maintained or increased to reduce or eliminate combination classes in grades K-6 and to lower class sizes in grades 4-8. 9 Classroom Teachers</p> <p>Based on the Hanford Elementary Teachers Association (HETA) Collective Bargaining Agreement, grade-level staffing shall be based on the following teacher/pupil ratios and ceilings set forth below: Grade TK – Ratio: State Mandate Grades TK through 3rd – Ratio: 1:25, Ceiling: 1:25 (*The ratio and ceiling of 1:25 for Grades TK-3 is contingent upon the District's participation in the Class Size Reduction Program.) Grades 4 through 8 – Ratio: 1:30, Ceiling: 1:33 Special Education Day Classes – Ratio: 1:15, Ceiling: 1:18 (**Class size configuration for SDC classes shall be TK-3, 4-6, 7-8 with flexibility for student's ability and if student numbers warrant it. In the event that enrollment in any SDC class exceeds the contracted class</p>	\$905,213.00	Yes

Action #	Title	Description	Total Funds	Contributing
		size class limit of 15 students, the District shall pay the affected teacher overage pay in the amount of \$100.00 per month for each student over the limit of 15 students up to the ceiling of 18 students. Overage pay will be calculated based on the highest daily enrollment of any single day during the month and regardless of the number of days in the month, the SDC class size exceeds the 15-student limit.) Special Education Resource Specialists – Ratio: State Mandate Alternative Education – Ratio: State Mandate P.E. Grades 7-8 – Ratio: 1:50, Ceiling: None		
<b>2.2</b>	Summer Program	Students at the district's junior high schools are supported with a robust summer program that includes both academics and enrichment.	\$123,320.00	Yes
<b>2.3</b>	Instructional Materials	Provide low-income students, foster youth, and English learners with up-to-date/upgraded instructional materials that provide specialized lessons, materials, and technology components that are specifically designed to provide increased support for English learners and struggling students. Instructional Materials (Books, textbooks) Teacher Resource Specialist	\$359,140.00	Yes
<b>2.4</b>	Supporting Designated and Integrated ELD	Designated and Integrated are supported with staff, supplies, and materials.  Designated ELD EL students are provided with consistent, effective, research-based designated English language development instruction that is carefully planned and explicitly taught; that includes opportunities to develop fluency through authentic oral and written practice; that includes	\$1,071,143.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>activities with language beyond students' current level of proficiency; and that is specifically targeted to students' English proficiency levels. Students will receive ELD instruction at their English language development level during the ELD instructional block. Each school will implement a 30-minute block of time each day for English language development instruction. The district leadership team will monitor and provide technical assistance and professional development for the implementation of ELD at school sites. Students' ELD level will be appropriately and promptly identified. District level leadership team will provide school sites with professional development/technical assistance in developing deployment schedules so that all students are provided with ELD instruction at their ELD level.</p> <p>Integrated ELD            EL Students are supported across the school day in all content areas. English learners in Hanford Elementary are referred to as ELITE because being an English learner, knowing two languages and working toward becoming bilingual and biliterate, is considered an asset rather than a handicap.            All content area instruction includes the intentional use of scaffolds to remove barriers to learning for English learners. Integrated ELD:</p> <ul style="list-style-type: none"> <li>• Includes intentional supports and scaffolds that happen by design</li> <li>• Is planned in advance as part of the lesson to eliminate barriers to learning</li> <li>• Often includes a preview or pre-teach to build background knowledge for the topic</li> <li>• May include small group</li> <li>• Provides connections to what students already know</li> <li>• Often includes hands on activity and discussion (with language supports as needed)</li> <li>• May include the use of charts and graphic organizers</li> </ul> <p>Director of Curriculum            Director Prog. Dev., Assessment, Accountability (50%)            33% Learning Directors            50% Admin Secretary (PD ELs)</p>		



Action #	Title	Description	Total Funds	Contributing
		1 EL Instructional Aide (Jr. High) Supplies Materials for Supplemental ELD Instruction		

## Goal Analysis [2022-23]

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

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

The actions and services under Goal 2 were well implemented overall, with students making progress toward proficiency on the state-adopted standards and with students who are English learners making progress learning English.

### CHALLENGES

Based on the 2022 California Dashboard, 'All Students' in ELA scored at the Low (Orange equivalent) level, which is comparable to 2019 pre-COVID levels, however, even though Math 'All Students' also scored at the Low (Orange equivalent) level, the percent of proficient in math still remains below 2019 pre-COVID levels (per 2019 Dataquest 38.03% compared to 2022 Dataquest 29.97%). With the COVID pandemic still looming, our absenteeism rate remains at historically high levels. With students absent and not in their seats in a classroom, there is a challenge keeping students up to date with day-to-day lessons and standards. This is been very evident in our math scores. In addition to student absenteeism, staff absenteeism due to COVID was still a cause for concern along with the shortage of subs, which also had an impact on student learning.

### SUCSESSES

Students in HESD continue to make progress toward achieving proficiency on the State academic standards, especially compared to scores from the previous two years during the COVID pandemic. In ELA, students have closed the learning gap from the COVID pandemic and distance learning, and based on the 2022 CA Dashboard 'All Students' had a higher proficiency level in ELA compared to pre-COVID 2019 CA Dashboard (per 2019 Dataquest 45.03% compared to 2022 Dataquest 45.51%). In looking at CAASPP scores per CDE Dataquest, EL students have made great strides through the COVID pandemic and have a higher percent proficient in ELA in 2022 compared to 2019 (per CDE Dataquest 2019, 15.17% EL students proficient compared to 2022, 25.03% EL students proficient). The district will maintain and build on students' academic success by continuing to provide smaller class sizes, eliminating combination classes, and providing a robust summer and after-school instructional programs going forward.

EL Progress Indicator continues to be an area of success showing that 51.1% of the ELs are making progress compared to 41.9% in 2019.

\* Action 2.1: The district did not have any combination classes for in-person instruction in grades 1-6 in 2022-2023. (In order to continue to offer independent study, grade levels were combined in the district's one independent study class.)

- \* Action 2.2: The district expanded its summer programs in 2021-2022 and looks to continue to expand during the summer of 2023. Note: Elementary summer programs are now funded through the Extended Learning Opportunities Program (ELOP) while the Junior High Schools' 7th and 8th-grade summer programs continue to be funded through the LCAP.
- \* Action 2.3: The district ensured all students had sufficient instructional materials. There were no new instructional materials adoptions in 22-23. The district maintained existing instructional materials. For 2022-2023 the district moved \$500,000 to this action for instructional digital subscriptions/content that got funded elsewhere, leaving a shortfall between the planned budget and estimated actuals.
- \* Action 2.4: The district provided integrated and designated ELD to all EL students in 2022-2023.

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

- Goal #2 Overall: The difference between the budgeted expenditures and the estimated actuals for Goal #1 is approximately 13%. The estimated actual expenditures were slightly less than the budgeted expenditures, mainly due to Action 2.3, which is described below.
- \* Action 2.1: There is no material difference between the budgeted expenditures and the estimated actual expenditures.
  - \* Action 2.2: There is no material difference between the budgeted expenditures and the estimated actual expenditures.
  - \* Action 2.3: The district maintained existing instructional materials. For 2022-2023 the district moved \$500,000 to this action for instructional digital subscriptions/content that got funded elsewhere, leaving a shortfall between the planned budget and estimated actuals of about 67%.
  - \* Action 2.4: There is no material difference between the budgeted expenditures and the estimated actual expenditures.

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

The actions under Goal 2 continue to be effective in students making progress toward proficiency on the state-adopted standards and English learners continue to make progress learning the English language. Although data from the 2020-2021 CAASPP indicate that students experienced learning loss due to the impacts of the COVID pandemic, 2022 ELA CAASPP scores reflected a 6.29% points increase in scores over 2021 and a 0.48% points increase over 2019 Pre-COVID CAASPP scores. Math CAASPP scores show an increase of 4.23% points from 2021 to 2022, even though math CAASPP scores were still lower than Pre-COVID levels. The actions under Goal 2 continue to be effective by providing instructional supports including increasing staffing levels, reduction of class sizes, and the elimination of combination classes.

Other Successes include:

- \* The percentage of EL students scoring proficient on the CAASPP ELA increased dramatically in 2022 with 25.03% of EL students scoring proficient compared to 15.22% in 2021 and 15.17% in 2019 (Pre-COVID). (CDE DataQuest)
- \* The percentage of reclassified English learners (RFEP) scoring proficient on the CAASPP ELA increased in 2022 to 76.58% compared to 2021: 64.65% and 2019: 63.98%. (CDE DataQuest)

\* The percentage of students scoring proficient on the ELPAC increased in 2022 to 17.78% compared to 2021: 14.29% and 2019: 13.90% (CDE DataQuest).

A Director of Curriculum (English Learners), provided leadership and monitoring of the district's integrated and designated ELD programs. The Director of Curriculum provided leadership that insured all EL students received instructional support throughout the school day (integrated ELD) and specific instruction in learning the English language (designated ELD) each day. The Director of Curriculum worked with school site principals and learning directors ensuring that implementation of integrated and designated ELD was in place and that teaching staff received professional development in ELD instruction. The Director of Curriculum develops, implements, supervises, and monitors all activities at the district and school level that support English learners. A learning director at each school site, provided leadership and monitoring of ELD instruction at the school site level. Learning directors ensure that both integrated and designated ELD are in place and are effective. Learning directors provide leadership and support to teaching staff in identifying EL students requiring interventions. Learning directors monitor the implementation of interventions at their sites. Learning directors, working with the Director of Curriculum, assess the ELD professional development needs of their individual school sites, and, working together, implement professional development that is targeted to individual school sites' needs. Successes in Implementation Hanford Elementary School District implemented services leading students to proficiency on the state-adopted standards. Classrooms were staffed so that no students in grades 1-6 were in a combination class. All students in Hanford Elementary who are English learners received language support across all academic subjects. English learners also received specific instruction in learning the English language.

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

Changes were made to the following metrics in 2022: Metric: Priority 4: Pupil Achievement as measured by all of the following, as applicable: Local Assessment Data ELA: In our Year 1 LCAP, we included local assessment data for our baselines in ELA and mathematics. These local assessments were designed to be formative tools to inform teachers' short-term instructional planning. They were not designed to be used as annual measures of students' academic progress and were never intended for this use. We included these as our baseline only because of disruptions to the state testing system due to the COVID pandemic and uncertainty of the availability of state test scores going forward. Because we now have a new set of student achievement data from the 2020-2021 California Assessment of Student Performance and Progress (CAASPP) that presents a more recent and more accurate picture of where our students stand academically, and because this data will be more understandable for the district's educational partners, the 2020-2021 CAASPP data will become the new baseline for State Priority 4 in the Measuring and Reporting Results section for our LCAP. The local assessment data is no longer available and we will no longer report on this data. Because there will be no reporting of the English Learner Progress Indicator (ELPI) on the California School Dashboard for 2020 & 2021, the percentage of students scoring proficient on the ELPAC will become the new baseline for State Priority 4 in the Measuring and Reporting Results section of our LCAP for English Learner Progress.

#### SUMMARY OF CHANGES TO GOAL #2 METRICS

The COVID pandemic caused substantial disruption to the state testing and accountability reporting systems. These disruptions required changes to the metrics the district will use to measure student achievement. These are detailed in the sections above and summarized here:

- \* The district will use data reported on the California Department of Education's Dataquest website for its academic metrics.

- \*\* Percent of students scoring proficient in ELA

- \*\* Percent of students scoring proficient in math

- \*\* Percent of English learners scoring proficient on the ELPAC

- \*\* The English learner reclassification rate

- \* Action 2.1 Ten teachers will be used to eliminate combination classes and/or reduce class sizes.

- \* Action 2.2 The summer program for elementary grades will expand going forward, but will be funded with the Expanded Learning Opportunities Program (ELOP). In 2022 the action was revised to read: Students at the district's junior high schools are supported with a robust summer program that includes both academics and enrichment. The "Population Served" Section of Action was revised in 2022 to Low Income, Foster Youth, English Learners--Schoolwide--Kennedy & Wilson. The funding amount will change based on the needs of the junior high students.

- \* Action 2.3 Additional instructional materials including materials supporting English language development along with digital subscriptions were implemented in 22-23.

- \* Action 2.4 Annual salary schedule increases for employees (step & column) increased the amount of funding required to support this action.

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

# Goals and Actions

## Goal

Goal #	Description
3	The district will support teachers and staff with professional development, training, and collaboration time.

### An explanation of why the LEA has developed this goal.

The district developed this goal because students from low-income families, who are English learners, and who are foster youth have needs for exceptionally well-trained teachers that go beyond the needs of students who are more affluent, are proficient in English, and live with their families.

The district developed this goal:

- \* Because a teacher who is exceptionally well-trained has deep knowledge of the content areas for which she is responsible and is able to provide targeted individualized instruction (differentiated instruction) to struggling students (who are mostly unduplicated students).
  - \* Because an exceptionally well-trained teacher is able to deliver specialized instruction to students who are English learners.
  - \* Because data from the California School Dashboard indicate that low-income students, English learners, and foster youth performed below “All Students” in both ELA and Math.
  - \* Because data from the California School Dashboard Academic Indicator places Hanford Elementary in the Low (Orange equivalent) category in ELA and math. In ELA, seven of the nine student subgroups are in the or Low (Orange equivalent) or Very Low (Red equivalent) category.
- In math, 8 of the nine subgroups are in the Low (Orange equivalent) or Very Low (Red equivalent) Categories. English learners performed at the Low (Orange equivalent) level in ELA and math.
- \*Because having teachers who are appropriately credentialed, well trained, who can provide expert pedagogy, and support their students who are English learners will lead to increased student achievement.

There is a need to provide teachers with professional development and training designed to build their content knowledge and further develop their pedagogy.

There is a need to provide teachers with professional development and training designed to build their ability support English learners.

There is a need continue to provide up-to-date instructional materials to students in all content areas.

There is a need to provide classroom teachers with leadership, training, and support in implementing effective integrated and designated English language development instruction.

The metrics under this goal will measure the extent to which all teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching, the extent to which the district's professional development programs support the training needs of teaching staff, and the extent to which teachers new to the profession are supported in their first two years of teaching,

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1: Basic Services addresses the degree to which: A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching	241 Teachers with Full Credential 15 Teachers without Full Credential	239 Teachers with Full Credential 12 Teachers without Full Credential	258 Teachers with Full Credential 19 Teachers without Full Credential		All teachers in the LEA will be appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.
HESD Teacher Survey	% Agree/Strongly Agree: The three district-wide professional development days are an important resource that will lead to increased academic achievement. 78%	90% Agree/Strongly Agree: The three district-wide professional development days are an important resource that will lead to increased academic achievement.	90% Agree/Strongly Agree: The three district-wide professional development days are an important resource that will lead to increased academic achievement.		80% will Agree/Strongly Agree: The three district-wide professional development days are an important resource that will lead to increased academic achievement.
New Teacher Induction Completion Rates	100% of teachers in the district's induction program successfully cleared their credential.	12 teachers in the district's induction program (100%) successfully cleared their credentials in 21-22.	100% of the teachers in year 2 of the district's induction program will complete the program (9 teachers).		100% of teachers in the district's induction program successfully cleared their credential.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Teacher Professional Development	Teachers are supported with leadership, training, and professional development. 33% Learning Directors 50% Admin. Secretary (Supports PD) 3 Teacher PD Days	\$1,176,480.00	Yes
3.2	Teacher Collaboration Time	Provide weekly collaboration time for teachers. Administrators and teachers conduct detailed, sophisticated analysis of students' performance on formative and summative assessments, and use information gained from this analysis to plan instruction and interventions. Teacher Resource Specialist Admin. Supplies, Materials	\$108,326.00	Yes
3.3	New Teacher Induction	The district will operate a California Commission on Teacher Credentialing (CTC) accredited new teacher induction program. New teachers will receive induction support for two years and will clear their credentials through the induction program. Admin Secretary (Induction) Induction Program Supplies	\$143,586.00	Yes

## Goal Analysis [2022-23]

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

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

The actions and services under Goal #3 were well implemented overall and led to the hiring, support, and retention of qualified teachers, support staff, and administrators.



## CHALLENGES

New teacher induction became a challenge with changes made by the state in regards to testing, qualifications, and credentialing. Our induction team has done a great job supporting new teachers through this process, however, we are finding that new teachers are feeling the pressure more with added work in studying for their own assessments on top of their normal job duties.

## SUCSESSES

Professional Development has been an area of success per teacher survey feedback. HESD has continued with three days dedicated to professional development (August 4, 2022, October 17, 2022, and January 27, 2023) for all teachers which keeps our teachers well-trained in their content areas. There has been a PD focus on providing targeted individualized instruction (differentiated instruction) to struggling students (who are mostly unduplicated students).

Weekly collaboration time for teachers continues to be a great success where teachers (and administration) conduct detailed, sophisticated analysis of students' performance on formative and summative assessments, and use information gained from this analysis to plan instruction and interventions. Teacher feedback is that teachers and administration truly appreciate this dedicated time to plan, analyze, and create standards-based lessons based on need.

- \* Action 3.1: Learning directors provided school-site based professional development and support for teachers. The district conducted three teacher professional development days in 2022-2023.
- \* Action 3.2: Teachers were provided with collaboration time each Wednesday.
- \* Action 3.3: The induction program served new teachers throughout the 2022-2023 school year.

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

Goal #3 Overall: The difference between the budgeted expenditures and the estimated actuals for Goal #3 is approximately 0.01%. The estimated actual expenditures continue to align with the budgeted expenditures.

- \* Action 3.1: There is no material difference between the budgeted expenditures and the estimated actual expenditures.
- \* Action 3.2: There is no material difference between the budgeted expenditures and the estimated actual expenditures.
- \* Action 3.3: The induction program served new teachers throughout the 2022-2023 school year. The estimated actuals are 12.77% higher than the budgeted. The difference between budgeted and estimated actual expenditures for employee positions is the result of salary increases, and placements of personnel on the salary schedule, which was a slight increase, in addition to an increase to additional services, including consultants, that were provided to our induction candidates. These additional services were an increase from a budget of \$10,151 to an estimated actuals of \$24,456.



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

The actions and services under Goal 3 were well implemented overall and led to the hiring, support, and retention of qualified teachers, support staff, and administrators. Learning Directors developed and implemented training for teaching staff at their schools. Learning Directors provided ongoing support, training, and in-class coaching for teachers at their school sites. Teachers new to the profession, with preliminary teaching credentials, were provided with a beginning teacher support program that led toward the attainment of a professional clear credential. Teachers received three days of professional development. Teachers were provided with ongoing training, support, and in-class coaching through a Learning Director at each school site. Learning Directors support teachers at their school sites by assessing the specific professional development needs of teachers/grade level teams and providing that support directly or utilizing staff developers at county offices of education.

The HESD Teacher Survey indicates that teachers overwhelmingly believe that the three professional development days are an important resource that will lead to increased academic achievement for students with 90% choosing "Strongly Agree" or "Agree".

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

Budgeted expenditure amounts may change going forward due to salary differences or price changes on goods. Unless otherwise noted, such changes are not material and are not the result changes to our programs.

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

# Goals and Actions

## Goal

Goal #	Description
4	Students will learn in a safe, well maintained school where they are supported, engaged, and connected to their school.

An explanation of why the LEA has developed this goal.

The district developed this goal because we have significant numbers of high needs (Unduplicated) students, and these students experience barriers to learning that go well beyond what all students experience. These barriers include health and wellness as well as social and emotional challenges. High needs students, including students from low income families and students who are foster youth, may lack the resources to access the types of health and social/emotional supports that reduce barriers to learning.

The district developed this goal:

\* Because while suspensions have decreased significantly over the past five years, there are some groups of students whose suspension rates remain high (African American, Two or More Races, Foster Youth, Students with Disabilities).

\* Because some groups of students are experiencing high rates of chronic absenteeism (Students with Disabilities)

\*\*Because the COVID pandemic has had a significant negative effect on students' social-emotional wellbeing, with students from low income families and students who are foster youth being especially impacted.

The metrics under Goal 4 measure school engagement and connectedness by monitoring the extent to which suspension, expulsion, and chronic absenteeism rates decline, the rate at which school attendance increases, and the extent to which parents feel that their children are safe at school.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6: School Climate as measured by all of the following, as applicable: A. Pupil suspension rates	The district's suspension rate was 2.7% (2019 Dashboard/2019 Dataquest).	CA School Dashboard is suspended for 2021.  Data from the California Department's	The district's suspension rate was 4.4% (2022 Dashboard/2022 Dataquest).		The district's suspension rate will be 2.4% (Decline of 0.3%).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Dashboard: All Students: 2.7% (Green) Dataquest: 2.8%  Dashboard: EL: 1.4% (Green) Dataquest: 1.4%  Dashboard: SED: 2.9% (Green) Dataquest: 3.1%  Dashboard: SWD: 5.7% (Orange) Dataquest: 6.0%  Dashboard: Hisp: 2.2% (Green) Dataquest: 2.3%  Dashboard: Asian: 1.9% (Green) Dataquest: 1.9%  Dashboard: AfAm: 8.2% (Red) Dataquest: 8.2%  Dashboard: Filipino: 0% (Blue) Dataquest: 0%  Dashboard: 2/More: 6.7% (Red)	Dataquest website will be used for this metric--See below.  Note: Schools were closed for much of the 20-21 school year and students attended through distance learning. As a result of schools being closed, fewer students were suspended than would have been if schools had remained open for the entire year.  All Students: 0.5% EL: 0.3% SED: 0.6% SWD: 0.3% Hisp: 0.5% Asian: 0% AfAm: 1.1% Filipino: 0% 2/More: 0.5% White: 0.7% Foster: 2.5% Homeless: 1.6%	Dashboard: All Students: 4.4% (High) Dataquest: 4.5%  Dashboard: EL: 4.6% (High) Dataquest: 4.7%  Dashboard: SED: 5.0% (High) Dataquest: 5.0%  Dashboard: SWD: 6.4% (Very High) Dataquest: 7.0%  Dashboard: Hisp: 4.1% (High) Dataquest: 4.2%  Dashboard: Asian: 4.2% (High) Dataquest: 4.2%  Dashboard: AfAm: 9.1% (Very High) Dataquest: 9.6%  Dashboard: Filipino: 0% (Very Low) Dataquest: 0%  Dashboard: 2/More: 4.6% (High) Dataquest: 4.5%		Dashboard: All Students: 1.8% (Green) Dataquest: 1.9%  Dashboard: EL: 0.5% (Blue) Dataquest: 0.5%  Dashboard: SED: 2.0% (Green) Dataquest: 2.2%  Dashboard: SWD: 3% (Green) Dataquest: 3.3%  Dashboard: Hisp: 1.3% (Green) Dataquest: 1.4%  Dashboard: Asian: 1.0% (Green) Dataquest: 1.0%  Dashboard: AfAm: 5.2% (Yellow) Dataquest: 5.2%  Dashboard: Filipino: Between 0% and 3%(Green) Dataquest: Between 0% and 3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Dataquest: 6.3%  Dashboard: White: 3.2% (Yellow) 3.3%  Dashboard: Foster: 12.2% (Red) Dataquest: 12.1%  Dashboard: Homeless: 4.9% (Yellow) Dataquest: 5.4%		Dashboard: White: 4.2% (High) Dataquest: 4.3%  Dashboard: Foster: 4.5% (High) Dataquest: 4.8%  Dashboard: Homeless: 9.4% (Very High) Dataquest: 9.5%		Dashboard: 2/More: 3% (Green) Dataquest: 3.4%  Dashboard: White: 2.3% (Green) Dataquest: 2.4%  Dashboard: Foster: 6% (Yellow) Dataquest: 5.9%  Dashboard: Homeless: 3% (Green) Dataquest: 3.5%
Priority 6: School Climate as measured by all of the following, as applicable: B. Pupil expulsion rates	The district's expulsion rate was 0.50%.	The district's expulsion rate was 0%  Note: Schools were closed for much of the 20-21 school year and students attended through distance learning. As a result of schools being closed, fewer students were expelled than would have been if schools had remained open for the entire year.	The district's expulsion rate was 0.10%. (2022 Data Quest)		The district's expulsion rate will be below 0.50%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5: Pupil Engagement as measured by all of the following, as applicable: A. School attendance rate	The district's school attendance rate was 96.1%.	The district's school attendance rate was 96.1%  Note: Schools were closed for much of the 20-21 school year and students attended through distance learning. During periods of distance learning, attendance was calculated based on the work students turned in each week.	The district's school attendance rate was 89.6%. (based off Annual report 21-22)		The district's school attendance rate will be 97%.
Priority 5: Pupil Engagement as measured by all of the following, as applicable: B. Chronic absenteeism rates	The District's chronic absenteeism rate was 7.9% (2019 Dashboard/2019 Dataquest)  Dashboard: Overall: 7.9% (Yellow) Dataquest: 7.9%  Dashboard: EL: 6.2% (Orange) Dataquest: 5.8%  Dashboard: SED: 8.6% (Yellow) Dataquest: 8.2%	CA School Dashboard is suspended for 2022. Data from the California Department's Dataquest website will be used for this metric--See below.  Note: The COVID-19 pandemic resulted in statewide physical school closures in February/March 2020 followed by the widespread implementation of distance learning during the 2020–21	The District's chronic absenteeism rate was 41.5% (2022 Dashboard/2022 Dataquest) - During Covid Pandemic  Dashboard: Overall: 41.5% (Very High) Dataquest: 41.0%  Dashboard: EL: 36.7% (Very High) Dataquest: 36.5%  Dashboard: SED: 45.3% (Very High) Dataquest: 44.8%		The District's chronic absenteeism rate will be 7.4% (Decrease of 0.5%)  Dashboard: Overall: 7.4% (Green) Dataquest: 7.4%  Dashboard: EL: 4.7% (Green) Dataquest: 4.3%  Dashboard: SED: 7.1% (Green) Dataquest: 6.7%  Dashboard: SWD: 10% (Green)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Dashboard: SWD: 13.7% (Red) Dataquest: 13.3%</p> <p>Dashboard: Hisp: 7.6% (Yellow) Dataquest: 7.6%</p> <p>Dashboard: Asian: 5.9% (Orange) Dataquest: 5.9%</p> <p>Dashboard: AfAm: 10.3% (Orange) Dataquest: 10.9%</p> <p>Dashboard: Filipino: 8.3% (Orange) Dataquest: 8.3%</p> <p>Dashboard: 2/More: 8.3% (Green) Dataquest: 8.6%</p> <p>Dashboard: White: 8.2% (Yellow) Dataquest: 8.2%</p> <p>Dashboard: Foster Youth: 11.6% (Orange) Dataquest: 11.6%</p>	<p>academic year. The CDE recommends caution when comparing absenteeism data across academic years.</p> <p>Overall: 12.3% EL: 9.1% SED: 14.7% SWD: 16.8% Hisp: 12.2% Asian: 4.2% AfAm: 21.9% Filipino: 2.4% 2/More: 7.2% White: 11.6% Foster Youth: 29.7% Homeless: 47.4% Am Indian: 22.2%</p>	<p>Dashboard: SWD: 55.2% (Very High) Dataquest: 52.3%</p> <p>Dashboard: Hisp: 42.4% (Very High) Dataquest: 41.9%</p> <p>Dashboard: Asian: 27.1% (Very High) Dataquest: 27.1%</p> <p>Dashboard: AfAm: 47.8% (Very High) Dataquest: 47.7%</p> <p>Dashboard: Filipino: 20.0% (High) Dataquest: 18.2%</p> <p>Dashboard: 2/More: 40.1% (Very High) Dataquest: 37.0%</p> <p>Dashboard: White: 36.0% (Very High) Dataquest: 35.3%</p> <p>Dashboard: Foster Youth: 54.0% (Very High) Dataquest: 51.7%</p>		<p>Dataquest: 9.6%</p> <p>Dashboard: Hisp: 6.1% (Green) Dataquest: 6.1%</p> <p>Dashboard: Asian: 4.4% (Green) Dataquest: 4.4%</p> <p>Dashboard: AfAm: 4.9% (Green) Dataquest: 5.5%</p> <p>Dashboard: Filipino: 6.8% (Green) Dataquest: 6.8%</p> <p>Dashboard: 2/More: 6.8% (Green) Dataquest: 7.1%</p> <p>Dashboard: White: 6.7% (Green) Dataquest: 6.7%</p> <p>Dashboard: Foster Youth: 5.6% (Green) Dataquest: 5.6%</p> <p>Dashboard: Homeless: 10% (Yellow) Dataquest: 9.8%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Dashboard: Homeless: 22.8% (Yellow) Dataquest: 22.6%</p> <p>Dashboard: Am Indian: 18.9% (Orange) Dataquest: 18.9</p>		<p>Dashboard: Homeless: 60.5% (Very High) Dataquest: 60.7%</p> <p>Dashboard: Am Indian: 47.4% (Very High) Dataquest: 47.2%</p>		<p>Dashboard: Am Indian: 10% (Green) Dataquest: 10%</p>
Priority 5: Pupil Engagement as measured by all of the following, as applicable: C. Middle school dropout rates	The district's middle school dropout rate was 0%.	The district's middle school dropout rate was 0%.	The district's middle school dropout rate was 0%.		Middle school dropout rate will be 0%
Priority 6: School Climate as measured by all of the following, as applicable: C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	<p>93% of parents agree or strongly agree with the statement, "My child is safe at school" on the 19-20 HESD Parent Survey.</p> <p>83% of students agree/strongly agree with the statement, "I feel safe at school" on the HESD Student Survey.</p>	<p>92.54% of parents agree or strongly agree with the statement, "My child is safe at school" on the 21-22 HESD Parent Survey.</p> <p>77.61% of students agree/strongly agree with the statement, "I feel safe at school" on the HESD Student Survey.</p>	<p>96% of parents agree or strongly agree with the statement, "My child is safe at school" on the 22-23 HESD Parent Survey.</p> <p>74.06% of students agree/strongly agree with the statement, "I feel safe at school" on the HESD Student Survey.</p>		<p>The percentage of parents who agree or strongly agree with the statement, "My child is safe at school" on the HESD Parent Survey will be 90% or more.</p> <p>The percentage of students who agree or strongly agree with the statement, "I feel safe at school" on the HESD Student Survey will be 90% or more.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Teachers will provide their input and voice on school climate and their "sense of school connectedness" through monthly meetings with their bargaining unit HETA.		Teachers will provide their input and voice on school climate and their "sense of school connectedness" through monthly meetings with their bargaining unit HETA.		Minutes of HETA meet and consult will reflect that teachers agree that students are safe at school and connected to their school.
Priority 1: Basic Services addresses the degree to which: C. School facilities are maintained in good repair	All schools received a score of "Exemplary" on the California Facilities Inspection Tool (FIT)	All schools received a score of "Exemplary" on the California Facilities Inspection Tool (FIT) August 2021	2022: Most schools received a score of "Exemplary" on the California Facilities Inspection Tool (FIT). Jefferson received a score of "Fair". These schools received a score of "Good": Martin Luther King Jr., Monroe, Roosevelt, Woodrow Wilson Jr. High.		All schools will receive a score of "Exemplary" on the California Facilities Inspection Tool (FIT)

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Coordination of Student Support	Direct supports for students, from professionals within and outside of the district, are coordinated so that students in need receive timely and effective programs and support. Learning Directors Director of School Climate, Child Welfare and Attendance Child Welfare and Attendance Specialist (for School Climate Child Welfare and Attendance) Supplies/Materials (for School Climate Child Welfare and Attendance)	\$1,157,634.00	Yes



Action #	Title	Description	Total Funds	Contributing
		Supplies/Materials for Foster Youth School Social Worker SARB		
<b>4.2</b>	Health Professionals (Physical/Mental/Social/Emotional)	School health professionals and counselors provide direct services to students to promote well-being and health, and intervene with actual and potential health problems. 5 School Nurses (RNs) 11 School Nurses (LVNs) (One per school site) School Nursing Supplies/Materials 3 School Counselors (Elementary Schools) 2 Counselors (Junior High) (One Per School)	\$2,465,166.00	Yes
<b>4.3</b>	School Support Staff	Additional support staff provides direct services to students to promote a positive school climate, good citizenship, and school safety. 8 Student Specialists 2 Vice Principals 2 School Resource Officers (not district employees) Yard Supervision  Community Day School (CDS): *1 CDS Principal/Youth Development *3 CDS Teachers *1 CDS Specialist *3 CDS Aides *Supplies	\$3,369,842.00	Yes
<b>4.4</b>	Transportation	Elementary students who live 3/4 mile or more from school, and/or junior high students who live one mile or more from school will be provided with transportation to and from school.	\$500,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

## Goal Analysis [2022-23]

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

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

Actions under Goal #4 were well implemented overall (and expanded) with students attending safe, well-maintained schools and having access to standards-aligned materials.

### CHALLENGES

Hanford Elementary School District continues to face challenges, similar to Kings County and the State of California, with Chronic Absenteeism and student discipline leading to suspension as the COVID pandemic lingers. Anecdotal information and internal student absenteeism and discipline data from the 2022-2023 school year indicate that the COVID pandemic continues to have a negative impact on students' social and emotional wellbeing. In 2022-2023, there were significant numbers of students testing positive, quarantined, or symptomatic with COVID who missed many days of school. The data measuring school climate, especially suspensions and absenteeism, are significantly impacted by the COVID pandemic, and do not accurately reflect the impact that the district's programs and services have had on school climate. The district's programs and services for students under Goal #4, leading up to the pandemic, have been effective and have led to significant and steady declines in suspensions and chronic absenteeism. These programs and services have also been effective during the pandemic in ameliorating the effects of school closures, COVID related absences, and the personal losses that many students have experienced.

There is a need to re-establish practices that had HESD Chronic Absenteeism rates lower than both the county and state.

### SUCSESSES

The successful implementation of actions and services that support students' social and emotional well-being continues to mitigate some of the negative impact of the COVID pandemic. Based on student survey data, 36% of the students in grades 5-8 had visited their school counselor, while 79% said there is an adult at the school that they can talk with if they have a problem. The district's team of student support staff worked throughout the year to improve students' physical health and social-emotional well-being. The district coordinated several funding sources (including the LCAP) to significantly expanded the level of support for students' physical health and social-emotional well-being last year and continued this year. During the 2022-2023 school year, to mitigate the impact of the COVID pandemic on students' social and emotional well-being, the district continued with the 3 social workers as well as our school counselors, having one at every elementary school and 2 at each junior high school. Learning directors at the elementary schools and vice principals at the junior high school's coordinate services to ensure that students who need services receive them.

\* Action 4.1: Coordination of Student Support. Learning directors at each school site monitored the social-emotional and health needs of students and coordinated the support that students' received from counselors, social workers, nursing staff, student specialists, and other staff. Learning directors are the homeless liaison for each school site and coordinated services for homeless students with the district's

homeless liaison and social workers. The district maintained the two additional school social workers that were implemented in 21-22 (using ESSER funds) bringing the total to three across the district.

\* Action 4.2: Health Professionals (Physical/Mental/Social/Emotional). The district maintained its team of social-emotional and health services staff that was expanded in 21-22 including nurses and counselors. The district team of LVNs (one per school site) was upgraded from part-time to full-time in 2021-2022 and the district maintained this level of support. The district maintained the addition of school counselors (using ESSER funds), which were expanded in 2021-2022 in order to have a school counselor at each elementary school and two counselors at each junior high.

\* Action 4.3: Additional support staff provided direct services to students to promote a positive school climate, good citizenship, and school safety including student specialists, vice principals (junior highs), school resource officers, and yard supervisors. The district maintained a community day school for students with significant behavior challenges.

\* Action 4.4: Transportation. HESD transportation was provided for elementary students who live 3/4 mile or more from school, and/or junior high students who live one mile or more from school.

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

Goal #4 Overall: The difference between the budgeted expenditures and the estimated actuals for Goal #4 is approximately 2.37%. The estimated actual expenditures were slightly less than the budgeted expenditures.

\* Action 4.1: There is no material difference between the budgeted expenditures and the estimated actual expenditures for Action 4.1.

\* Action 4.2: There is no material difference between the budgeted expenditures and the estimated actual expenditures for Action 4.2.

\* Action 4.3: There is no material difference between the budgeted expenditures and the estimated actual expenditures for Action 4.3.

\* Action 4.4: There is no material difference between the budgeted expenditures and the estimated actual expenditures for Action 4.4.

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

Due to the ongoing and lingering effects of the COVID pandemic, both Chronic Absenteeism and Suspension rates increased when compared to Pre-COVID data and are not an accurate reflection of the district's efforts to support students. Anecdotal observations along with internal data for the school year show that students have experienced a decline in social-emotional well-being due to the COVID pandemic. This decline is most significant at the district's junior high schools.

#### CHRONIC ABSENTEEISM

The COVID pandemic has had a profound effect on student attendance. During the school year, there were significant numbers of students testing positive, quarantined, or symptomatic with COVID who missed many days of school. In the years leading up to the pandemic, the district's chronic absenteeism rate remained below that of the state and of Kings County overall. Data continue to show that the district's

programs and services supporting students' social-emotional well-being and physical health are effective. For 2022-2023 school year, schools were able to re-incorporate programs and activities that promoted school attendance that the state and county departments of health required them to suspend the previous year. This has helped to improve attendance, however, attendance rates are still not back to Pre-COVID rates.

#### SUSPENSION RATE

The data measuring school climate, especially suspensions and absenteeism, are significantly impacted by the COVID pandemic, and do not accurately reflect the impact that the district's programs and services have had on school climate. The district's programs and services for students under Goal #4, leading up to the pandemic, have led to a significant and steady decline in suspensions and chronic absenteeism. The district's programs and services for students under Goal #4 during the pandemic have mitigated the negative effects on their social-emotional well-being. This indicates a need to continue, and where possible, expand the services and programs that support students' social-emotional well-being and physical health.

The district's suspension rate declined by more than fifty percent between 2013 and 2019 (the last data set prior to the pandemic). Analysis of the district's suspension rate shows the following: Overall (All Students) Suspension Rates:

2013 (CDE Dataquest) 6.3%

2014 (CDE Dataquest) 5.0%

2015 (CDE Dataquest) 5.1%

2016 (CDE Dataquest) 4.3%

2017 (CDE Dataquest) 3.4%

2018 (CDE Dataquest) 3.1%

2019 (CDE Dataquest) 2.8%

2020 (CDE Dataquest) 2.9%

2021 (CDE Dataquest) 0.5% (School closures and extended periods of distance learning affected student suspensions and suspension rates in 2020-2021.)

2022 (CDE Dataquest) 4.5%

Even though suspension rates did increase in 2021-2022, they are still lower than were prior to 2016 and school sites will re-incorporate the strategies and supports that were in place prior to COVID.

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

Since the California School Dashboard was suspended for 2021-2022 due to the COVID pandemic, the following metrics were adjusted to show/include information from the California Department of Education's Dataquest website. It is important to note that Dataquest calculates suspension rates and chronic absenteeism rates in a slightly different way than the California School Dashboard. Therefore, information from

Dataquest was added to the baseline for accurate comparison and target setting. Priority 6: School Climate as measured by all of the following, as applicable:

A. Pupil suspension rates

B. Chronic absenteeism rates

Baseline and Desired Outcomes for 2023–24 for the above metrics will also include Dataquest data.

\* Action 4.1: Annual salary schedule increases for employees (step & column) increased the amount of funding required to support this action.

\* Action 4.2: LVNs were increased from part-time to full-time in 2021-2022 to further increase/improve services for students. LVNs continued full-time in 2022-2023 with plans to continue in the future.

\* Action 4.3: Annual salary schedule increases for employees (step & column) increased the amount of funding required to support this action.

Note: Budgeted expenditure amounts may change going forward due to salary differences or price changes on goods. Unless otherwise noted, such changes are not material and are not the result of changes to our programs.

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

# Goals and Actions

## Goal

Goal #	Description
5	Communication between schools and home will be regular and meaningful.

An explanation of why the LEA has developed this goal.

The district developed this goal because the district is committed to the belief that family engagement is one of the single most important factors in helping students succeed in school.

The district developed this goal:

- \* Because there is an ongoing need for parents/guardians to actively participate in their children's education and there is a need for home to school communication and parent/guardian involvement.
- \* Because parents need information and training to help their children achieve in school.
- \* Because parents have a right to be involved in the decision-making process at the school and district levels.

The metrics under Goal 5 will measure the extent to which parents are involved in their students' education. The actions under Goal 5 will support parents as they are involved in their students' education.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3: Parental Involvement addresses: B. How the school district will promote parental participation in programs for unduplicated pupils C. How the school district will promote parental participation	Parents (including parents of unduplicated pupils and pupils with exceptional needs) received meaningful and timely communication on their students' progress/achievement as evidenced by	Parents (including parents of unduplicated pupils and pupils with exceptional needs) received meaningful and timely communication on their students' progress/achievement as evidenced by	Parents (including parents of unduplicated pupils and pupils with exceptional needs) received meaningful and timely communication on their students' progress/achievement as evidenced by		The parent conference attendance rate will be 95% or greater.  The percentage of parents who agree/strongly agree with the following statements on the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
in programs for individuals with exceptional needs.	<p>district reviews of the numbers of parents attending conferences and parent survey responses.</p> <p>2019-2020 Parent/teacher attendance rate: 99.1%.</p> <p>2020 HESD Parent Survey: 95% Agree/Strongly Agree: Parent/Teacher Conference was helpful to me in understanding my child's progress towards meeting English Language Arts and Math Standards.</p> <p>95% Agree/Strongly Agree: The Report to Parent helps me to understand what my child is expected to achieve in English Language Arts and Math.</p>	<p>district reviews of the numbers of parents attending conferences and parent survey responses.</p> <p>2021-2022 Parent/teacher attendance rate: 99.5%</p> <p>2021-2022 HESD Parent Survey: Agree/Strongly Agree: 96.51% Parent/Teacher Conference was helpful to me in understanding my child's progress towards meeting English Language Arts and Math Standards.</p> <p>Agree/Strongly Agree: 94.22% The Report to Parent helps me to understand what my child is expected to achieve in English Language Arts and Math.</p>	<p>district reviews of the numbers of parents attending conferences and parent survey responses.</p> <p>2022-2023: Parent/teacher attendance rate: 99.8%.</p> <p>2023 HESD Parent Survey: 98% Agree/Strongly Agree: Parent/Teacher Conference was helpful to me in understanding my child's progress towards meeting English Language Arts and Math Standards.</p> <p>97% Agree/Strongly Agree: The Report to Parent helps me to understand what my child is expected to achieve in English Language Arts and Math.</p>		<p>HESD Parent Survey will be 95% or greater.</p> <p>Parent/Teacher Conference was helpful to me in understanding my child's progress towards meeting English Language Arts and Math Standards. (95% or greater)</p> <p>The Report to Parent helps me to understand what my child is expected to achieve in English Language Arts and Math. (95% or greater)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	95% Agree/Strongly Agree: I receive information about my child's progress in the classroom (such as yellow cards, notes, phone calls, progress reports).	Agree/Strongly Agree: Not Available I receive information about my child's progress in the classroom (such as yellow cards, notes, phone calls, progress reports).	96% Agree/Strongly Agree: I receive information about my child's progress in the classroom (such as yellow cards, notes, phone calls, progress reports).		
Priority 3: Parental Involvement addresses: B. How the school district will promote parental participation in programs for unduplicated pupils C. How the school district will promote parental participation in programs for individuals with exceptional needs.	The District received a score of "Met" on the 2021 California School Dashboard local indicator for Parent Engagement.	Although the CA School Dashboard is suspended for 2021-2022, the district completed the required Local Indicators and posted them on the CA School Dashboard. The district would have received a score of "Met" on the Implementation of Academic Standards Local Indicator if the dashboard were not suspended.	The District received a score of "Met" on the 2022 California School Dashboard local indicator for Parent Engagement.		The District will receive a score of "Met" on the California School Dashboard local indicator for Parent Engagement.
Priority 3: Parental Involvement addresses:	Parents(including parents of unduplicated pupils and pupils with	Parents(including parents of unduplicated pupils and pupils with	Parents(including parents of unduplicated pupils and pupils with		The district and schools maintain the required committees.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A.The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site	<p>exceptional needs) have input in programs and services, both district-wide and at the school-site level, based on district reviews of parent attendance at School Site Council meetings, District English Learner Advisory Committee meetings, Parent Advisory Committee meetings, and response to parent surveys.</p> <p>All schools maintained a school site council and the council met regularly. The district maintained a Parent Advisory Committee and a district English Learner Advisory Committee which met regularly.</p> <p>2019-2020 HESD Parent Survey: 95% Agree/Strongly Agree : I receive adequate information regarding</p>	<p>exceptional needs) have input in programs and services, both district-wide and at the school-site level, based on district reviews of parent attendance at School Site Council meetings, District English Learner Advisory Committee meetings, Parent Advisory Committee meetings, and response to parent surveys.</p> <p>All schools maintained a school site council and the council met regularly. The district maintained a Parent Advisory Committee and a district English Learner Advisory Committee which met regularly.</p> <p>2021-2022 HESD Parent Survey: Agree/Strongly Agree : 95.93% I receive adequate information regarding</p>	<p>exceptional needs) have input in programs and services, both district-wide and at the school-site level, based on district reviews of parent attendance at School Site Council meetings, District English Learner Advisory Committee meetings, Parent Advisory Committee meetings, and response to parent surveys.</p> <p>All schools maintained a school site council and the council met regularly. The district maintained a Parent Advisory Committee and a district English Learner Advisory Committee which met regularly.</p> <p>2022-2023 HESD Parent Survey: Agree/Strongly Agree : 99% I receive adequate information regarding</p>		<p>The percentage of parents who agree/strongly agree with the following statements on the HESD Parent Survey will be 95% or greater.</p> <p>I receive adequate information regarding parent meeting/activities such as School Site Council, English Learner Advisory Committee, parent workshops, back to school night, and parent education presentations. (95% or greater)</p> <p>There are adequate opportunities for me to become informed about the school's programs. (95% or greater)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>parent meeting/activities such as School Site Council, English Learner Advisory Committee, parent workshops, back to school night, and parent education presentations.</p> <p>93% Agree/Strongly Agree: There are adequate opportunities for me to become informed about the school's programs.</p>	<p>parent meeting/activities such as School Site Council, English Learner Advisory Committee, parent workshops, back to school night, and parent education presentations.</p> <p>Agree/Strongly Agree: 92.89% There are adequate opportunities for me to become informed about the school's programs.</p>	<p>parent meeting/activities such as School Site Council, English Learner Advisory Committee, parent workshops, back to school night, and parent education presentations.</p> <p>Agree/Strongly Agree: 96% There are adequate opportunities for me to become informed about the school's programs.</p>		

## Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Parent/Family Communication	The District and school sites will provide parents with conferences, report cards, and other means of communication regarding students' progress.	\$0.00	No
5.2	Parent Involvement Activities	School sites and the district will provide parents with a variety of informational, training/educational, and social activities. Parent Liaison Parent Education Center Supplies	\$347,172.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.3	Required Committees	The district and school sites will maintain the required committees for parent input.	\$0.00	No

## Goal Analysis [2022-23]

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

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

The actions and services under Goal #5 were well-implemented with communication between schools and home being regular and meaningful.

### CHALLENGES

A challenge the district faces is the use of ParentVue, our district's online program that shows grades and other details for their child. Based on the Parent Survey, only 38% of the parents said they use ParentVue to view their child's progress regularly, 36% use it sometimes to view their child's progress, and 26% said they do not use it.

### SUCSESSES

Parents in Hanford Elementary have multiple opportunities to receive information on their child's progress, to participate in educational and social activities, and to have their voices heard in decisions about the district's programs and services for students. The district's parent/teacher conference attendance rate is 99.8% for 2022-2023. On the district's surveys, parents overwhelmingly agree that there are opportunities to become involved in school activities, that they receive information about their child's progress, and that they have opportunities to provide input into the school's programs. To maintain and build upon this success, the district will continue to upgrade technology tools to facilitate outreach and communication with families, a parent outreach center will provide parents with resources and training that will help them support their children in school, educational partner groups will continue to provide input and recommendations on the district's programs and services.

\* Action 5.1: The District and school sites provided parents with conferences, report cards, and other means of communication regarding students' progress.

\* Action 5.2: School sites and the district provided parents with a variety of informational, training/educational, and social activities that included parent/family activities to support academics and social-emotional well-being.

\* Action 5.3: The district and school sites maintained the required committees for parent input. These committees met regularly throughout the year.

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

Goal #5 Overall: The difference between the budgeted expenditures and the estimated actuals for Goal #5 is approximately 7.26%. The estimated actual expenditures were slightly more than the budgeted expenditures. Additional parent involvement activities beyond those that were initially planned/budgeted were provided to parents resulting in increased expenditures.

\* Action 5.1: There is no material difference between the budgeted expenditures and the estimated actual expenditures.

\* Action 5.2: The difference between the budgeted expenditures and the estimated actuals for Action 5.2 is approximately 7.26%. The actual expenditures were slightly more than the budgeted expenditures. Additional parent involvement activities beyond those that were initially planned/budgeted were provided to parents resulting in increased expenditures.

\* Action 5.3: There is no material difference between the budgeted expenditures and the estimated actual expenditures.

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

The district's actions under Goal #5 were effective in delivering meaningful, two-way communication to families:

\* Action 5.1: The District and school sites provided parents with conferences, report cards, and other means of communication regarding students' progress. The parent conference attendance rate was 99.8%. Parents overwhelmingly strongly agree/agree that they receive meaningful and timely communication on their students' progress/achievement.

\* Action 5.2: School sites and the district provided parents with a variety of informational, training/educational, and social activities. The district and individual school sites provided a variety of parent/family activities to support academics and social-emotional wellbeing. Parents overwhelmingly Agree/Strongly Agree that:

\*\* 98% Agree/Strongly Agree: Parent/Teacher Conference was helpful to me in understanding my child's progress towards meeting English Language Arts and Math Standards.

\*\* 97% Agree/Strongly Agree: The Report to Parent helps me to understand what my child is expected to achieve in English Language Arts and Math.

\*\* 99% Agree/Strongly Agree: I receive adequate information regarding parent meetings/activities such as School Site Council, English Learner Advisory Committee, parent workshops, back-to-school night, and parent education presentations.

\*\* 96% Agree/Strongly Agree: There are adequate opportunities for me to become informed about the school's programs.

\* Action 5.3: The district and school sites maintained the required committees for parent input. These committees met regularly throughout the year. Input/recommendations from these committees were communicated regularly to the HESD Board of Trustees and incorporated into the district's LCAP.

A Parent Liaison provided outreach, education, and communication to families of students across the district. A Parent Outreach Center staffed by the Parent Liaison, for the parents of EL students was in place on the campus of Lincoln Elementary school. EL parents from across the district had access to this center, which was stocked with books, supplies, and materials. EL parents had access to an iPad lab at

the outreach center. The center provided a variety of educational sessions as well as drop-in hours. Additionally, eBooks, (English and Spanish) that can be read on iPads or other devices were purchased for EL parents to check out.

Activities, including parent academies and training at the parent outreach center and at school sites, have been well-attended. Parents, in overwhelming numbers, agree that they are provided with information regarding parent meetings/activities such as school site council, English learner advisory committee, parent Workshops, back-to-school night, and parent education presentations; that there are adequate opportunities to become informed about the school's programs; that parent/teacher conferences are helpful; and that they receive information about their students' progress.

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

**2024 Expected Outcomes:** The question on the HESD Parent Survey, and thus the related expected outcome, "I receive information about my child's progress in the classroom (such as yellow cards, notes, phone calls, progress reports. (95% or greater)" has been discontinued. Most parents now receive information about their child's progress through the district's online portal called ParentVue. Some of the tools listed in the question (yellow cards, progress reports, and notes are no longer used as they have been replaced by the ParentVue system.) Parents requesting paper communication/progress reports will be provided with them. **Action 5.2:** Due to the popularity of parent education activities and to the academic progress made by students whose parents participated in the activities, this action was expanded in 21-22 from serving only families of EL students to serving families of students who are low-income, foster youth, and English learners. The "Population Served" was changed in 21-22 to reflect this expansion (Low Income, Foster Youth, English learners, LEA-Wide). Data from district assessments show that Unduplicated (EL) students whose families participated in these activities had greater gains in achievement than students whose families did not. The amount budgeted for parent outreach and education activities was significantly increased from 21-22.

**Note:** Budgeted expenditure amounts may change going forward due to salary differences or price changes on goods. Unless otherwise noted, such changes are not material and are not the result of changes to our programs.

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

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
18,629,216	2,164,651

### Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
32.22%	0.97%	\$535,589.00	33.19%

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

## Required Descriptions

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

### ACTION 1.1

School sites are provided with supplies and materials that support the programs and services in the LCAP.

Based on the 2021-2022 CAASPP scores, low-income students show a greater disparity in student learning when compared to their peers as measured on statewide assessments in ELA and Math.

In ELA, on the 2022 CA Dashboard

- All Students scored 17.5 points below standard
- Low-Income students scored 31.5 points below standard

In Math, on the 2022 CA Dashboard

- All Students scored 53.8 points below standard
- Low-Income students scored 67.4 points below standard

To address these needs, we will provide support to school sites with supplies and materials that support the programs and services in the LCAP.

#### How the Needs of how Low-income Students Were Considered First:

In order to access a broad, standards-aligned instructional program in a way that is equitable, low-income pupils have needs for instructional supports that go well beyond what all students need. Therefore, the needs of these students are considered first as services provided under Action 1.1 have been developed. The actions and services under 1.1 are based on these considerations and designed to support low-income pupils by providing them with material supports that allow them to access the standards-aligned instruction in a way that is equitable to all students. Pupils from low-income families may not have access to school supplies such as paper, pencils, notebooks, chart paper, supplies for science experiments and other materials necessary to fully participate in a broad educational program. Increasing the amount (quantity) of these types of supplies and materials at school sites ameliorates a barrier to a broad educational program that exists for low-income students. An indicator of "Met" on the California School Dashboard's Local Indicators for a "Broad Educational Program" shows that students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs. An indicator of "Met" on the California School Dashboard's Local Indicators for "Implementation of Academic Standards" shows that unduplicated students are receiving instruction and instructional materials that are aligned with California's academic content standards. The district has completed and published the Local Indicators and received a score of "Met" on the California School Dashboard.

#### How This Action is Effective in Meeting the Goals for These Students:

The services provided to low-income students under Action 1.1 are effective in meeting Goal 1, that "Students will receive a broad educational program." Hanford Elementary School District's educational partner has provided the district with consistent input that says a broad education is focused on reading and math, but is also well-rounded, providing science, history, art, music, and physical education and includes opportunities to travel to museums and scientific exhibits, to participate in concerts and sporting events, and to have access to modern technology. Supplies and materials that support these components are effective in the delivery of the Broad Educational Program.

Students overwhelmingly indicate that they are receiving a broad educational program, and as such, their school experience is enriched, they are more motivated to come to school, and their future will be positively impacted because of these experiences (see below.) Moreover, 99% of parents agree or strongly agree with the statement: In addition to English language arts and mathematics, it is important for my child to have instruction in science, history, art, music, and physical education. The district received a score of "Met" on the California School Dashboard Local Indicator for Implementation of Academic Standards. The district received a score of "Met" on the California School Dashboard Local Indicator for Access to a Broad Course of Study.

#### Students strongly agree/agree with the following statements on the 2022-2023 LCAP Student Survey:

Physical education activities enrich (improve) my experience at school: 73.73%

Participating in physical education motivates me to come to school every day: 48.76%

I think it is important to have music at my school: 77.27%

Participating in music enriches (improves) my experience at school: 80.83%

Participating in music motivates me to come to school every day: 70.43%

Learning about music will help me in the future: 78.1%

Participating in art motivates me to come to school every day: 59.83%

Participating in art enriches (improves) my experience at school: 65.91%



Learning about art will help me in the future: 60.27%

I enjoy learning at my school: 71.34%

I plan to go to college: 87.67%

We expect this action to lead to an increase in low-income student learning as this action is focused on addressing their identified needs. To maximize the impact of this action in improving student learning throughout the district, this action is being provided on an LEA-wide basis.

## ACTION 1.2

School libraries are open during school hours and are supported with staff, books, periodicals, and technology.

Based on the 2021-2022 CAASPP scores, low-income students show a greater disparity in student learning when compared to their peers as measured on statewide assessments in ELA and Math.

In ELA, on the 2022 CA Dashboard

- All Students scored 17.5 points below standard
- Low-Income students scored 31.5 points below standard

In Math, on the 2022 CA Dashboard

- All Students scored 53.8 points below standard
- Low-Income students scored 67.4 points below standard

To address these needs, we will provide support to ensure school libraries are open during school hours and are supported with staff, books, periodicals, and technology.

How the Needs of how Low-income Students Were Considered First:

In order to access a broad, standards-aligned instructional program in a way that is equitable, low-income pupils have needs for instructional supports that go well beyond what all students need. Therefore, the needs of these student are considered first as services provided under Action 1.2 have been developed. The services under Action 1.2 are based on these considerations and designed to support low-income pupils by providing them with material supports that allow them to access the standards aligned instruction in a way that is equitable to all students. Students from low-income families may not have access to books, periodicals, or standards aligned digital content/media at the same levels as more affluent students. School libraries that are open and fully staffed during school hours provides low-income pupils with increased access to books, periodicals, and electronic educational media at school and at home. By providing increased library services to low-income students, they have increased access to reading. An indicator of "Met" on the California School Dashboard's Local Indicators for a "Broad Educational Program" shows that students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs. A score of "Met" on the CA School Dashboard: Implementation of Access to a Broad Course of Study Local Indicator shows that the district has met all of the metrics (A, B, C) under [State] Priority 2.

How This Action is Effective in Meeting the Goals for These Students:



The services provided to low-income students under Action 1.2 are effective in meeting Goal 1, that "Students will receive a broad educational program." Fully staffed school libraries are open each school day. Libraries are an important component of a Broad Educational Program.

Students overwhelmingly indicate that they are receiving a broad educational program, and as such, their school experience is enriched, they are more motivated to come to school, and their future will be positively impacted because of these experiences (see above.) Moreover, 98% of parents agree or strongly agree with the statement: In addition to English language arts and mathematics, it is important for my child to have instruction in science, history, art, music, and physical education. The district received a score of "Met" on the California School Dashboard Local Indicator for Standards Aligned Instruction. The district received a score of "Met" on the California School Dashboard Local Indicator for Access to a Broad Course of Study.

We expect this action to lead to an increase in low-income student learning as this action is focused on addressing their identified needs. To maximize the impact of this action in improving student learning throughout the district, this action is being provided on an LEA-wide basis.

### ACTION 1.3

Students in grades TK-8 have access to laptop computers and standards-aligned digital content.

Through home visits and parent engagement, there is a disparity among low-income students with technology in the home compared to their peers which creates a gap in learning at home and is carried over into the classroom. Based on the 2021-2022 CAASPP scores, low-income students show a greater disparity in student learning when compared to their peers as measured on statewide assessments in ELA and Math.

In ELA, on the 2022 CA Dashboard

- All Students scored 17.5 points below standard
- Low-Income students scored 31.5 points below standard

In Math, on the 2022 CA Dashboard

- All Students scored 53.8 points below standard
- Low-Income students scored 67.4 points below standard

To address these needs, students in grades TK-8 have access to laptop computers and standards-aligned digital content.

How the Needs of how Low-income Students Were Considered First:

In order to access a broad, standards-aligned instructional program in a way that is equitable, low-income pupils have needs for instructional supports that go well beyond what all students need. Therefore, the needs of these students are considered first as services under Action 1.3 have been developed. The services provided under Action 1.3 are based on these considerations and have been designed to support low-income pupils by providing them with material supports that allow them to access the standards-aligned instruction in a way that is equitable to all students. Unduplicated Pupils have needs for instructional supports that go well beyond what all students need.

Pupils from low-income families may not have access to the technology that is essential for success in K-12, college, and in today's workplaces. Providing low-income students with increased access to technological resources including internet-connected iPads and laptops

along with digital content ameliorates a barrier to academic achievement and to a broad educational program that exists for low-income students. Access to technology is an integral component of a Broad Course of Study. An indicator of "Met" on the California School Dashboard's Local Indicators for a "Broad Educational Program" shows that students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs. A score of "Met" on the CA School Dashboard: Implementation of Access to a Broad Course of Study Local Indicator shows that the district has met all of the metrics (A, B, C) under [State] Priority 2.

How This Action is Effective in Meeting the Goals for These Students:

The services provided to low-income students under Action 1.3 are effective in meeting Goal 1, that "Students will receive a broad educational program." Hanford Elementary School District's educational partners have provided the district with consistent input that says a broad education includes access to modern technology. The services in Action 1.3 have provided each low-income student in grades 3-8 with a laptop computer. Students in grades K-2 are provided with iPads. Low-income students have access to a suite of standards-aligned digital content. Access to technology, both computers and digital content are an integral component of a broad educational program. The district's Local Indicators on the California School Dashboard show that students are receiving a "Broad Course of Study." A score of "Met" on the CA School Dashboard: Implementation of Access to a Broad Course of Study Local Indicator shows that the district has met all of the metrics (A, B, C) under [State] Priority 2.

Students overwhelmingly indicate that they are receiving a broad educational program, and as such, their school experience is enriched, they are more motivated to come to school, and their future will be positively impacted because of these experiences (see above.)

We expect this action to lead to an increase in low-income student learning as this action is focused on addressing their identified needs. To maximize the impact of this action in improving student learning throughout the district, this action is being provided on an LEA-wide basis.

#### ACTION 1.4

Students in each grade level attend a study trip that is aligned with content standards for their grade.

Through home visits and parent engagement, there is a disparity between low-income students and their peers in opportunities for educational exposure and experiences outside of the local town, which creates a gap in learning that carries over into the classroom. Based on the 2021-2022 CAASPP scores, low-income students show a greater disparity in student learning when compared to their peers as measured on statewide assessments in ELA and Math.

In ELA, on the 2022 CA Dashboard

- All Students scored 17.5 points below standard
- Low-Income students scored 31.5 points below standard

In Math, on the 2022 CA Dashboard

- All Students scored 53.8 points below standard
- Low-Income students scored 67.4 points below standard

Parent Survey: Question: It is important for my child to attend academic study trips that are aligned with classroom instruction. 99% Agree/Strongly Agree

To address these needs, students in grades TK-8 have access to study trips that are aligned with content standards and broaden their educational exposure.

How the Needs of how Low-income Students Were Considered First:

In order to access a broad, standards aligned instructional program in a way that is equitable, low-income pupils have needs for instructional supports that go well beyond what all students need. Therefore, the needs of these students are considered first as services provided under Action 1.4 have been developed. The services provided under Action 1.4 are based on these considerations and designed to support low-income pupils by providing them with material supports that allow them to access the standards aligned instruction in a way that is equitable to all students. Pupils from low-income families may lack the resources to experience activities that have been shown to increase content knowledge, interest in academics, and engagement in school. Providing students from low-income families with travel to museums, zoos, state, and national parks ensures that a lack of resources does not prevent them from receiving an important component of a broad educational program. An indicator of "Met" on the California School Dashboard's Local Indicators for a "Broad Educational Program" shows that students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs. An indicator of "Met" on the California School Dashboard's Local Indicators for "Implementation of Academic Standards" shows that unduplicated students are receiving instruction and instructional materials that are aligned with California's academic content standards.

How This Action is Effective in Meeting the Goals for These Students:

The services provided to low-income students under Action 1.4 are effective in meeting Goal 1, that "Students will receive a broad educational program." Hanford Elementary School District's educational partners have provided the district with consistent input that says a broad education is focused on reading and math, but is also well-rounded, providing science, history, art, music, and physical education and includes opportunities to travel to museums and scientific exhibits, to participate in concerts and sporting events, and to have access to modern technology. The services in Action 1.4 have provided low-income students with opportunities to experience these activities. All students are provided with the opportunity to attend an academic study trip that is aligned with the academic standards for their grade level.

Students overwhelmingly indicate that they are receiving a broad educational program, and as such, their school experience is enriched, they are more motivated to come to school, and their future will be positively impacted because of these experiences (see above.) Moreover, 99% of parents agree/strongly agree with the statement: It is important for my child to attend academic study trips that are aligned with classroom instruction including travel to museums, zoos, state and national parks. The district received a score of "Met" on the California School Dashboard Local Indicator for Standards Aligned Instruction. The district received a score of "Met" on the California School Dashboard Local Indicator for Access to a Broad Course of Study.

We expect this action to lead to an increase in low-income student learning as this action is focused on addressing their identified needs. To maximize the impact of this action in improving student learning throughout the district, this action is being provided on an LEA-wide basis.

## ACTION 1.5

Art, music, and PE instruction is supported with staff, supplies, and materials.

Through home visits and parent engagement, there is a disparity between low-income students in the Arts, Music, and Physical education opportunities compared to their peers. To address these needs, we will provide support to school sites in Art, music, and PE instruction that support the programs and services in the LCAP.

### How the Needs of how Low-income Students Were Considered First:

In order to access a broad, standards-aligned instructional program in a way that is equitable, Unduplicated Pupils have needs for enrichment activities that go beyond what all students need. Therefore, the needs of these students are considered first as services provided under Action 1.5 have been developed. Pupils from low-income families may lack the resources to experience activities and courses of study that have been shown to increase content knowledge, interest in academics, and engagement in school. The actions and services under 1.1 are based on these considerations and designed to support these students by providing them with art, music, and physical education, and athletics--a broad educational program. The State of California has designated a Broad Educational Program as one of its Eight Priorities.

### How This Action is Effective in Meeting the Goals for These Students:

The services provided to low-income students under Action 1.5 are effective in meeting Goal 1, that "Students will receive a broad educational program." Hanford Elementary School District's educational partners have provided consistent input that says a broad education is focused on reading and math, but is also well-rounded, providing science, history, art, music, and physical education and includes opportunities to travel to museums and scientific exhibits, to participate in concerts and sporting events, and to have access to modern technology. An indicator of "Met" on the California School Dashboard's Local Indicators for a "Broad Educational Program" shows that students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs. An indicator of "Met" on the California School Dashboard's Local Indicators for "Implementation of Academic Standards" shows that unduplicated students are receiving instruction and instructional materials that are aligned with California's academic content standards.

Students in elementary schools received a minimum of 200 minutes of physical education every ten days. Students at the junior high schools received 400 minutes of physical education every 10 days. Students at the junior high schools had opportunities to select additional athletic electives and to participated in after-school sports. Students at the elementary schools were provided opportunities to participate in an after-school enrichment program and after-school sports. All elementary school students received art instruction. Approximately 468 elementary students in grades 5 and 6 elected to participate in band. All 4th grade students at Lincoln, Richmond, Roosevelt, and Martin Luther King

schools received music instruction. Students self-select elective classes at the junior high schools and choose from a variety of classes that include art, music, and athletics. Approximately 227 students chose art instruction and 248 students chose music instruction at the two junior high schools.

Students overwhelmingly indicate that they are receiving a broad educational program, and as such, their school experience is enriched, they are more motivated to come to school, and their future will be positively impacted because of these experiences (see above.) Moreover, 99% of parents agree/strongly agree with the statement: In addition to English language arts and mathematics, it is important for my child to have instruction in science, history, art, music, and physical education. The district received a score of “Met” on the California School Dashboard Local Indicator for Standards Aligned Instruction. The district received a score of “Met” on the California School Dashboard Local Indicator for Access to a Broad Course of Study.

Students received instruction in art, music, and physical education, and participate in these subjects as evidenced by the numbers of students in art, music, and PE along with the number of minutes of PE students receive.

Elementary Schools:

Art: All Students received art Instruction.

Music: 5th and 6th grade students self-select participation in band:

5th Grade: 248

6th Grade: 215

(Total 463)

All students in 4th grade at Richmond, Roosevelt, Lincoln, and King schools received music instruction. (The schools with the highest #s of low income students)

Junior High

227 students chose art.

248 students chose music.

Based on student survey results, students are enriched by art, music, and physical education, feel more engaged in school, and are motivated to achieve as a result of participating in these activities as evidence by survey results below:

Parent Survey

Question: In addition to ELA and Math, it is important for my child to have instruction in science, history, art, music, and physical education.  
99% Agree/Strongly Agree

#### Physical Education

Physical education activities enrich (improve) my experience at school: 73.37%

Participating in physical education motivates me to come to school every day: 48.76% Agree/Strongly Agree

#### Music

Participating in music enriches (improves) my experience at school: 80.83% Agree/Strongly Agree

Participating in music motivates me to come to school every day: 70.43% Agree/Strongly Agree

Learning about music will help me in the future: 78.1% Agree/Strongly Agree

#### Art

Participating in art enriches (improves) my experience at school: 65.91% Agree/Strongly Agree

Participating in art motivates me to come to school every day: 59.83% Agree/Strongly Agree

Learning about art will help me in the future: 60.27% Agree/Strongly Agree

We expect this action to lead to an increase in low-income student exposure to the performing arts to address their identified needs. To maximize the impact of this action in improving student exposure throughout the district, this action is being provided on an LEA-wide basis.

#### ACTION 1.6

Students in grades 7-8 have the opportunity to participate in an after-school enrichment.

Through Advisory Committees, parents and students have expressed the need for after-school enrichment programs, especially for our low-income population who may not have the resources themselves to participate in community events. This shows there is a disparity between low-income students in the after-school enrichment opportunities compared to their peers. To address these needs, the district will provide

support to the junior high school (elementary sites have afterschool enrichment funded through ELOP) sites for afterschool enrichment that support the programs and services in the LCAP.

#### How the Needs of how Low-income Students Were Considered First:

In order to access a broad, standards-aligned instructional program in a way that is equitable, low-income pupils have needs for instructional supports that go well beyond what all students need. Therefore, the needs of these students are considered first as services provided under Action 1.6 have been developed. The services provided under Action 1.6 are based on these considerations and are designed to support low-income pupils by providing them with material supports that allow them to access the standards-aligned instruction in a way that is equitable to all students. Students from low-income families may lack the resources to provide their children with after-school enrichment, including support and homework help in reading, math, science, and history. Students from low-income families may lack the resources to provide after-school enrichment including art, music, and physical education for their students. Parents in low-income families may lack the resources to provide safe, supervised after-school childcare each evening. An indicator of "Met" on the California School Dashboard's Local Indicators for a "Broad Educational Program" shows that students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs. An indicator of "Met" on the California School Dashboard's Local Indicators for "Implementation of Academic Standards" shows that unduplicated students are receiving instruction and instructional materials that are aligned with California's academic content standards.

#### How This Action is Effective in Meeting the Goals for These Students:

The services provided to low-income students under Action 1.6 are effective in meeting Goal 1, that "Students will receive a broad educational program." Hanford Elementary School District's educational partners have provided consistent input that says a broad education is focused on reading and math, but is also well-rounded, providing science, history, art, music, and physical education and includes opportunities to travel to museums and scientific exhibits, to participate in concerts and sporting events, and to have access to modern technology. Moreover, the State of California has designated a Broad Educational Program as one of its Eight Priorities. The services in Action 1.6 are providing low-income students with a broad educational program that continues after the end of the regular school day containing these components.

Students overwhelmingly indicate that they are receiving a broad educational program, and as such, their school experience is enriched, they are more motivated to come to school, and their future will be positively impacted because of these experiences (see above.) Moreover, 99% of parents agree/strongly agree with the statement: "In addition to English language arts and mathematics, it is important for my child to have instruction in science, history, art, music, and physical education." The district received a score of "Met" on the California School Dashboard Local Indicator for Standards Aligned Instruction. The district received a score of "Met" on the California School Dashboard Local Indicator for Access to a Broad Course of Study.



We expect this action to lead to an increase in low-income student exposure to enrichment opportunities to address their identified needs. To maximize the impact of this action in improving student exposure throughout the district, this action is being provided on an school-wide basis.

#### ACTION 2.1

Classroom staffing levels will be maintained or increased to reduce or eliminate combination classes in grades 1-6 and to lower class size in grades 4-8.

The State of California has determined that schools serving over 55% enrollment of low-income, English learners, and/or students in foster care needed additional certificated and classified staff to provide direct services to students, compared to schools with a lower enrollment of these target student groups. In order to reduce equity gaps and support staffing structures that are responsive to academic needs at our highest-need schools, the district will focus on classroom staffing levels will be maintained or increased to reduce or eliminate combination classes in grades 1-6 and to lower class size in grades 4-8.

How the Needs of how Foster Youth, English Learners, Low-income Students Were Considered First:

In order to access standards aligned instruction in a way that is equitable, Unduplicated Pupils have needs for instructional supports that go well beyond what all students need. Data from the California School Dashboard (2022) indicate that low-income students, English learners performed below "All Students" in both ELA and Math, while foster youth scored slightly above All Students in ELA, and below All students in Math. Combination classes divide the teacher's time and effort, requiring the teaching of two grade levels in the same classroom. Therefore, the needs of these (Unduplicated) students are considered first as services provided under Action 2.1 have been developed. The services under Action 2.1 are based on these considerations and designed to support Unduplicated Pupils by providing them with increased support in the form of teachers' time and effort. Action 2.1 is designed to support to our low-income, EL, and foster youth students, improving and/or increasing services they receive in the following ways: Providing these Unduplicated Pupils with a single grade classroom ensures that the instruction they receive is aligned with the standards for their grade level, and that the teachers time and effort are focused entirely on the students in the grade level. Teachers working with a single grade level in the classroom have more time to provide individualized instruction to struggling students, who are mostly unduplicated students, (an increased service) and are able to focus their planning and delivery of lessons on an single grade level (an improved service).

How This Action is Effective in Meeting the Goals for These Students:

The services provided to students under Action 2.1 are effective in leading to the achievement of Goal 2, that all students will make progress toward proficiency on the state adopted standards and that English learners will make progress learning the English language. Test scores for students from low-income families and English learners were in the "Low" range in ELA and Math on the CA Dashboard (2022) and



showed an increase compared to the previous year. 51.1% of English learners made progress on the state assessment for English Learners Progress Indicator (2022 California School Dashboard) 17.78% of English learners scored at the "Proficient" level on the 2021-2022 Summative ELPAC.

Based on our most recent 2022 CASSPP scores, both ELA and Math showed gains in proficiency levels compared to 2020-2021. This indicates a need to continue to build upon and strengthen the district's existing instructional programs. The services under Action 2.1 continue to be effective in making progress toward meeting Goal #2

## ACTION 2.2

Students at the district's junior high schools are supported with a robust summer program that includes both academics and enrichment.

Through Advisory Committees, parents and students have expressed the need for summer enrichment programs, especially for our low-income, English Learner, and/or Foster youth population who may not have the resources themselves to participate in community events. This shows there is a disparity between our unduplicated population's summer enrichment opportunities compared to their peers. To address these needs, the district will provide support to the junior high school (elementary sites have summer enrichment funded through ELOP) sites for summer enrichment that support the programs and services in the LCAP.

How the Needs of how Foster Youth, English Learners, Low-income Students Were Considered First:

In order to access standards-aligned instruction in a way that is equitable, Unduplicated Pupils have needs for instructional supports that go well beyond what all students need. Data from the California School Dashboard (2019) and CDE Dataquest (2021) indicate that low-income students, English learners, and foster youth (at the district's two junior high schools) performed below "All Students" in both ELA and Math. The needs of these students are considered first as services provided under Action 2.2 have been developed. The services provided under Action 2.2 are based on these considerations and designed to support Unduplicated Pupils by providing additional instructional time that includes both academic instruction and enrichment activities during the summer when school is not normally in session. Providing additional hours/days of instruction to these students is an increase in services.

How This Action is Effective in Meeting the Goals for These Students: Action 2.2 is intended to help achieve an increase in academic achievement in ELA and math for students in grades 7 and 8. Evidence-based research indicates that providing increased instructional time that is adapted to students' individual (or small group needs) and that includes engaging learning experiences can lead to increased academic achievement See: What Works Clearinghouse: <https://ies.ed.gov/ncee/wwc/PracticeGuide/10>

We expect this action to lead to an increase in unduplicated student exposure to enrichment opportunities to address their identified needs. To maximize the impact of this action in improving student exposure throughout the junior high schools, this action is being provided on a school-wide basis.

### ACTION 2.3

Provide low-income students, foster youth, and English learners with up-to-date/upgraded instructional materials that provide specialized lessons, materials, and technology components that are specifically designed to provide increased supports for English learners and struggling students (who are mostly unduplicated students).

Based on the 2021-2022 CAASPP scores, low-income students show a greater disparity in student learning when compared to their peers as measured on statewide assessments in ELA and Math.

In ELA, on the 2022 CA Dashboard

- All Students scored 17.5 points below standard
- Low-Income students scored 31.5 points below standard
- Foster students scored 16.6 points below standard
- English Learners scored 39.6 points below standard

In Math, on the 2022 CA Dashboard

- All Students scored 53.8 points below standard
- Low-Income students scored 67.4 points below standard
- Foster students scored 71.3 points below standard
- English Learners scored 74.0 points below standard

To address these needs, we will provide support with supplies, materials, books, and technology that support the programs and services in the LCAP.

How the Needs of how Foster Youth, English Learners, Low-income Students Were Considered First:

In order to access standards aligned instruction in a way that is equitable, Unduplicated Pupils have a need for instructional supports that go well beyond what all students need. Low-income students, English learners performed below "All Students" in both ELA and Math. Per CDE Dataquest for the 2021-2022 school year, "All Students" in 7th grade scored 50.35% Proficient in ELA and 30.95% Proficient in Math while 8th grade "All Students" scored 44.69% proficient in ELA and 26.58% proficient in Math. EL students scored 21.31% Proficient in ELA for 7th grade and 5.13% for 8th grade. In math, EL students scored 6.50% proficient in ELA and 5.08% Proficient in Math.

Low-Income students scored 46.20% Proficient in ELA for 7th grade and 38.98% for 8th grade. In math, EL students scored 25.62% proficient in ELA and 22.19% Proficient in Math. Therefore, the needs of these students are considered first as services provided under Action 2.3 have been developed. The services provided under Action 2.3 are based on these considerations and designed to support Unduplicated Pupils improving and/or increasing services they receive in the following ways: Up-to-date/upgraded instructional materials provide specialized lessons, materials, and technology components that are specifically designed to provide additional (increased) supports for struggling students (who are mostly Unduplicated Pupils). Up-to-date instructional materials also provide specialized lessons, materials, technology components and other supports specifically designed to ensure that students who are English learners can understand, learn, and master the state adopted content standards, even though they may not yet be proficient in the English language.

How This Action is Effective in Meeting the Goals for These Students:

The services under Action 2.3 provide low-income students, English learners and foster youth with up-to-date/upgraded instructional

materials that contain these specialized supports and are thereby effective in increasing the quantity of resources available to them. Classroom teachers' use of these upgraded materials in their instruction qualitatively improves the instruction Unduplicated Pupils receive. The services provided to low-income students, English learners, and foster youth under Action 2.3 are effective in meeting the Expected Outcome for Goal 2, that says "All students have State Board of Education approved, Common Core standards-aligned instructional materials." The HESD Board of Trustees Sufficiency of Instructional Materials Resolution, passed on September 8, 2021, confirms that students have access to standards-aligned instructional materials. Test scores for students from low-income families and English learners increased from the prior year. 51.1% of English learners made progress on the state assessment for English Learners Progress Indicator (2022 California School Dashboard) 17.78% of English learners scored at the "Proficient" level on the 2021-2022 Summative ELPAC..

Based on our most recent 2022 CASSPP scores, both ELA and Math showed gains in proficiency levels compared to 2020-2021. This indicates a need to continue to build upon and strengthen the district's existing instructional programs. The services under Action 2.3 continue to be effective in making progress toward meeting Goal #2.

We expect this action to lead to an increase in unduplicated student learning as this action is focused on addressing their identified needs. To maximize the impact of this action in improving student learning throughout the district, this action is being provided on an LEA-wide basis.

#### ACTION 2.4

Supporting Designated and Integrated English Language Development Instruction (ELD): This action is "Limited" to serving students who are English learners.

As a comprehensive approach to ELD, the English Language Arts/English Language Development (ELA/ELD) Framework for California Public Schools states: "English learners at all English proficiency levels and at all ages require both Integrated ELD and specialized attention to their particular language learning needs, or Designated ELD." (p. 119)

Based on the 2021-2022 CAASPP scores, low-income students show a greater disparity in student learning when compared to their peers as measured on statewide assessments in ELA and Math.

In ELA, on the 2022 CA Dashboard

- All Students scored 17.5 points below standard
- English Learners scored 39.6 points below standard

In Math, on the 2022 CA Dashboard

- All Students scored 53.8 points below standard
- English Learners scored 74.0 points below standard

To address these needs, we will provide support to ensure ELs have the ELD support needed through programs and services in the LCAP.

We expect this action to lead to an increase in English Learners academic learning as this action is focused on addressing their identified needs. To maximize the impact of this action in improving student learning throughout the district, this action is being provided as a limited

service to our English Learner students.

### ACTION 3.1

Teachers are supported with leadership, training, and professional development.

Based on the 2021-2022 CAASPP scores, students from low-income families, English learners, and Foster youth have needs for well-trained teachers that go beyond the needs of students who are more affluent based on the 2022 CA Dashboard

In ELA, on the 2022 CA Dashboard

- All Students scored 17.5 points below standard
- Low-Income students scored 31.5 points below standard
- Foster students scored 16.6 points below standard
- English Learners scored 39.6 points below standard

In Math, on the 2022 CA Dashboard

- All Students scored 53.8 points below standard
- Low-Income students scored 67.4 points below standard
- Foster students scored 71.3 points below standard
- English Learners scored 74.0 points below standard

To address these needs, the district will provide teachers with support from leadership, training, and professional development that support the programs and services in the LCAP.

How the Needs of how Foster Youth, English Learners, Low-income Students Were Considered First:

Students from low-income families, who are English learners, and who are foster youth have needs for exceptionally well-trained teachers that go beyond the needs of students who are more affluent, are proficient in English, and live with their families. Data from CDE Dataquest (2022) indicate that low-income students, English learners, and foster youth performed below (Foster ELA scored slightly above in ELA) "All Students" in both ELA and Math. For the 2021-2022 school year, "All Students" scored 45.51% Proficient in ELA and 29.97% Proficient in Math. EL students scored 25.03% Proficient in ELA and 14.60% Proficient in Math. Low-income students scored 39.68% Proficient in ELA and 24.90% Proficient in Math. Foster youth scored 50.00% Proficient in ELA and 25.00% Proficient in Math. A teacher who is exceptionally well-trained has deep knowledge of the content areas for which she is responsible and is able to provide targeted individualized instruction (differentiated instruction) to struggling students (who are mostly unduplicated students). An exceptionally well-trained teacher is able to deliver specialized instruction to students who are English learners. An exceptionally well-trained teacher is able to deliver a qualitatively better (improved) education to unduplicated students than a teacher who is merely adequately trained. Therefore, the needs of these students are considered first as services provided under Action 3.1 have been developed. Action 3.1 is based on these considerations and designed to support our low-income students and students who are English learners improving and/or increasing services they receive in the following ways: Providing the teachers of low-income students and English learners with training that includes content area knowledge and pedagogy, strategies for supporting struggling students, strategies for providing language supports to English learners in all content areas, and in providing designated English language development instruction for EL students ensures that these students receive instruction

targeted to their specific needs (a qualitative improvement).

How This Action is Effective in Meeting the Goals for These Students:

The services provided for low income students under Action 3.1 are effective in meeting Goal 3 that “The district will support teachers and staff with professional development, training, and collaboration time.” The training teachers receive supports them in their efforts to increase the achievement of low-income students and English learners. Test scores for students from low-income families, English learners, and Foster youth increased in both ELA and Math when compared to the previous year. 51.1% of English learners made progress on the state assessment for English Learners Progress Indicator (2022 California School Dashboard) 17.78% of English learners scored at the "Proficient" level on the 2021-2022 Summative ELPAC.

Based on our most recent 2022 CASSPP scores, both ELA and Math showed gains in proficiency levels compared to 2020-2021. This indicates a need to continue to build upon and strengthen the district's existing instructional programs. The services under Action 3.1 continue to be effective in making progress toward meeting Goal #3

We expect this action to lead to an increase in unduplicated student learning as this action is focused on addressing their identified needs. To maximize the impact of this action in improving student learning throughout the district, this action is being provided on an LEA-wide basis.

### ACTION 3.2

Provide weekly collaboration time for teachers. Administrators and teachers conduct detailed, sophisticated analysis of students' performance on formative and summative assessments, and use information gained from this analysis to plan instruction and interventions.

Based on the 2021-2022 CAASPP scores, students from low-income families, English learners, and Foster youth there is a need to provide collaboration time to identify struggling students (by analyzing their work and assessment results), and to plan specialized/targeted instruction for these students (who are mostly unduplicated students).

In ELA, on the 2022 CA Dashboard

- All Students scored 17.5 points below standard
- Low-Income students scored 31.5 points below standard
- Foster students scored 16.6 points below standard
- English Learners scored 39.6 points below standard

In Math, on the 2022 CA Dashboard

- All Students scored 53.8 points below standard
- Low-Income students scored 67.4 points below standard
- Foster students scored 71.3 points below standard
- English Learners scored 74.0 points below standard

To address these needs, the district will provide teachers with support from leadership, training, and professional development that support the programs and services in the LCAP.

How the Needs of how Foster Youth, English Learners, Low-income Students Were Considered First:

Students who are from low-income families, who are English learners, and who are foster youth have needs for individualized (differentiated) instruction goes beyond the needs of students who are more affluent, are proficient in English, and live with their families. Therefore, the needs of these students are considered first as services provided under Action 3.2 have been developed. The actions and services under 3.2 are based on these considerations and designed to support these students by providing teachers with collaboration time to identify struggling students (by analyzing their work and assessment results), and to plan specialized/targeted instruction for these students (who are mostly unduplicated students). These efforts provide unduplicated students with a qualitatively better (improved) education. For the 2021-2022 school year, "All Students" scored 45.51% Proficient in ELA and 29.97% Proficient in Math. EL students scored 25.03% Proficient in ELA and 14.60% Proficient in Math. Low-income students scored 39.68% Proficient in ELA and 24.90% Proficient in Math. Foster youth scored 50.00% Proficient in ELA and 25.00% Proficient in Math.

How This Action is Effective in Meeting the Goals for These Students:

The services provided for low-income students under Action 3.2 are effective in meeting Goal 3 that "The district will support teachers and staff with professional development, training, and collaboration time." The collaboration time teachers receive supports them in their efforts to increase the achievement of low-income students and English learners. Test scores for students from low-income families, English learners, and Foster youth increased in both ELA and Math when compared to the previous year. 51.1% of English learners made progress on the state assessment for English Learners Progress Indicator (2022 California School Dashboard) 17.78% of English learners scored at the "Proficient" level on the 2021-2022 Summative ELPAC.

Based on our most recent 2022 CASSPP scores, both ELA and Math showed gains in proficiency levels compared to 2020-2021. This indicates a need to continue to build upon and strengthen the district's existing instructional programs. The services under Action 3.2 continue to be effective in making progress toward meeting Goal #3

We expect this action to lead to an increase in unduplicated student learning as this action is focused on addressing their identified needs. To maximize the impact of this action in improving student learning throughout the district, this action is being provided on an LEA-wide basis.

### Action 3.3

The district will operate a California Commission on Teacher Credentialing (CTC) accredited new teacher induction program. New teachers will receive induction support for two years and will clear their credentials through the induction program.

Based on the 2021-2022 CAASPP scores, students from low-income families, English learners, and Foster youth there is a need to provide new teachers with support through their first two years in the profession to develop deep knowledge of the content areas and to provide targeted individualized instruction (differentiated instruction) to struggling students (who are mostly unduplicated students).

In ELA, on the 2022 CA Dashboard

- All Students scored 17.5 points below standard



- Low-Income students scored 31.5 points below standard
- Foster students scored 16.6 points below standard
- English Learners scored 39.6 points below standard

In Math, on the 2022 CA Dashboard

- All Students scored 53.8 points below standard
- Low-Income students scored 67.4 points below standard
- Foster students scored 71.3 points below standard
- English Learners scored 74.0 points below standard

To address these needs, the district will provide teachers with support from leadership, training, and professional development that support the programs and services in the LCAP.

How the Needs of how Foster Youth, English Learners, Low-income Students Were Considered First:

Students who are from low-income families, who are English learners, and who are foster youth have needs for exceptionally well-trained teachers that go beyond the needs of students who are more affluent, are proficient in English, and live with their families. Data from the California School Dashboard (2022) indicate that low-income students, English learners performed below “All Students” in both ELA and Math, while foster youth scored slightly above All Students in ELA, and below All students in Math. A new teacher who is exceptionally well-trained and is supported through their first two years in the profession develops deep knowledge of the content areas for which she is responsible and is able to provide targeted individualized instruction (differentiated instruction) to struggling students (who are mostly unduplicated students). An exceptionally well-trained/supported new teacher is able to deliver specialized instruction to students who are English learners. An exceptionally well-trained/supported new teacher is able to deliver a qualitatively better (improved) education to unduplicated students than a teacher who is merely adequately trained. Action 3.3 is based on these considerations and principally directed to our low-income students and students who are English learners, improving and/or increasing services they receive in the following ways: Providing the teachers of low-income students and English learners with training that includes content area knowledge and pedagogy, strategies for supporting struggling students, strategies for providing language supports to English learners in all content areas, and in providing designated English language development instruction for EL students ensures that these students receive instruction targeted to their specific needs (a qualitative improvement).

How This Action is Effective in Meeting the Goals for These Students:

The services provided for low-income students under Action 3.3 are effective in meeting Goal 3 that “The district will support teachers and staff with professional development, training, and collaboration time.” New teachers in the Induction Program receive additional training beyond what all teachers receive. New teachers in the Induction Program receive support from a full-time mentor teacher. The training and support that new teachers receive supports them in their efforts to increase the achievement of low-income students and English learners. Test scores for students from low-income families, English learners, and Foster youth increased in both ELA and Math when compared to the previous year. 51.1% of English learners made progress on the state assessment for English Learners Progress Indicator (2022 California School Dashboard) 17.78% of English learners scored at the "Proficient" level on the 2021-2022 Summative ELPAC.

Based on our most recent 2022 CASSPP scores, both ELA and Math showed gains in proficiency levels compared to 2020-2021. This indicates a need to continue to build upon and strengthen the district's existing instructional programs. The services under Action 3.3 continue to be effective in making progress toward meeting Goal #3

We expect this action to lead to an increase in unduplicated student learning as this action is focused on addressing their identified needs. To maximize the impact of this action in improving student learning throughout the district, this action is being provided on an LEA-wide basis.

#### ACTION 4.1

Direct supports for students, from professionals within and outside of the district, are coordinated so that students in need receive timely and effective programs and support.

Based on the 2021-2022 CAASPP data, Low-Income and Foster youth students show a greater disparity in areas beyond academics when compared to their peers as measured by attendance and suspension rates.

2022 CA Dashboard Chronic Absenteeism rate shows

- All Students had a rate of 41.5% chronically absent
- Low-Income Students had a rate of 45.3% chronically absent
- Foster Youth Students had a rate of 54.0% chronically absent

2022 CA Dashboard Suspension rate shows

- All Students had a suspension rate of 4.4%
- Low-Income Students had a suspension rate of 5.0%
- Foster Youth Students had a suspension rate of 4.5%

To address these needs, the district will provide low-income students and foster youth with an array of supports designed to improve health, promote wellness and school attendance, and decrease behavior incidents and suspensions.

How the Needs of how Foster Youth and Low-income Students Were Considered First:

Unduplicated Pupils have needs for health and wellness as well as social and emotional supports that go well beyond what all students need. Data from the California School Dashboard indicate that suspension rates for low income students and foster youth are higher than for all students. Data from the CDE Dataquest indicate that low income students and foster youth have a higher rate of chronic absenteeism and suspension than "All Students". For 2022, "All Students" had a chronic absenteeism rate of 41.0% and a suspension rate of 4.5% whereas Low-income students had a chronic absenteeism rate of 44.8% and a suspension rate of 5.0% and Foster youth had a chronic absenteeism rate of 51.7% and a suspension rate of 4.8%. Pupils from low income families and students who are foster youth may lack the resources to access the types of health and wellness as well as social supports that reduce barriers to learning. These barriers may include inconsistent school attendance and discipline incidents that result in missed days of school, time out of class, or suspension. Therefore, the needs of these students are considered first as services provided under Action 4.1 have been developed. The services provided under Action 4.1 are based on these considerations and designed to support Unduplicated Pupils by providing low income students and foster youth with an array of supports designed to improve health, promote wellness and school attendance, and decrease behavior incidents and suspensions.



Learning Directors; the director of School Climate, Child Welfare and Attendance; and the School Social Worker coordinate these services, ensuring that Unduplicated Pupils in need receive the appropriate services, that the services are delivered on time, and that they are effective. (These support staff also deliver services directly to students.)

#### How This Action is Effective in Meeting the Goals for These Students:

The services provided to students under Action 4.1 are effective in meeting Goal 4 "Students will learn in a safe, well-maintained school where they are supported, engaged, and connected to their school." Schools with higher attendance rates and lower numbers of discipline incidents are safer. Data from the 2022 California School Dashboard shows suspension rates at the High level, for All Students, EL Students, Low-Income students, and Foster Youth. Prior to COVID these rates were improving, showing there is a great need to assist these students with their social-emotional needs and connectedness to school. The district received a score of Very High on the 2022 CA School Dashboard Chronic Absenteeism Indicator for All Students, EL students, Low-Income students, and Foster Youth indicating a great need to assist families after the COVID pandemic.

The COVID pandemic has had a profound effect on student attendance and on students' overall social-emotional wellbeing. In 2021-2022 and 2022-2023, there were significant numbers of students testing positive, quarantined, or symptomatic with COVID who missed many days of school. The data measuring school climate, especially suspensions and absenteeism, are significantly impacted by the COVID pandemic, and do not accurately reflect the impact that the district's programs and services have had on school climate. The district's programs and services for students under Goal #4, leading up to the pandemic, have been effective and have led to significant and steady declines in suspensions and chronic absenteeism. These programs and services have also been effective during the pandemic in ameliorating the effects of school closures, COVID related absences, and the personal losses that many students have experienced.

We expect this action to lead to an decrease in Low-income and Foster youth student chronic absenteeism and suspension rates as this action is focused on addressing their identified needs. To maximize the impact of this action in improving chronic absenteeism and suspension rates throughout the district, this action is being provided on an LEA-wide basis.

#### ACTION 4.2

School health professionals and counselors provide direct services to students to promote well-being and health and intervene with actual and potential health problems.

Based on the 2021-2022 CAASPP data, Low-Income and Foster youth students show a greater disparity in areas beyond academics when compared to their peers as measured by attendance and suspension rates.

2022 CA Dashboard Chronic Absenteeism rate shows

- All Students had a rate of 41.5% chronically absent
- Low-Income Students had a rate of 45.3% chronically absent
- Foster Youth Students had a rate of 54.0% chronically absent

2022 CA Dashboard Suspension rate shows

- All Students had a suspension rate of 4.4%
- Low-Income Students had a suspension rate of 5.0%
- Foster Youth Students had a suspension rate of 4.5%

To address these needs, the district will provide low-income students and foster youth with an array of supports designed to improve health, promote wellness and school attendance, and decrease behavior incidents and suspensions.

Based on Parent and Student surveys, there is a need to continue with action 4.2 as seen by these results

Parent Survey Questions and responses:

Having a school nurse at each site is important: 99% Agree/Strong Agree

Having a school counselor at each site is important: 100% Agree/Strongly Agree

Student Survey Questions and responses:

Teachers, principals, learning directors, student specialists, counselors, or other adults are able to prevent bullying at my school: 65.42% Agree/Strongly Agree

There is an adult that I can talk to if I have a problem at school: 78.89% Agree/Strongly Agree

I have visited the school nurse this year: 72.17% Yes

I have visited the school counselor this year: 36.04% Yes

How the Needs of how Foster Youth and Low-income Students Were Considered First:

Unduplicated Pupils have needs for health and wellness as well as social and emotional supports that go well beyond what all students need. Data from the California School Dashboard indicate that suspension rates for low income students and foster youth are higher than for all students. Data from the CDE Dataquest indicate that low-income students and foster youth have a higher rate of chronic absenteeism and suspension than "All Students". For 2022, "All Students" had a chronic absenteeism rate of 41.0% and a suspension rate of 4.5% whereas Low-income students had a chronic absenteeism rate of 44.8% and a suspension rate of 5.0% and Foster youth had a chronic absenteeism rate of 51.7% and a suspension rate of 4.8%. Pupils from low-income families and students who are foster youth may lack the resources to access the types of health and wellness as well as social supports that reduce barriers to learning. These barriers may include inconsistent school attendance and discipline incidents that result in missed days of school, time out of class, or suspension. Therefore, the needs of these students are considered first as services provided under Action 4.2 have been developed. The services provided under Action 4.2 are based on these considerations and designed to support Unduplicated Pupils by providing low-income students and foster youth with an array of supports designed to improve health, promote wellness and school attendance, and decrease behavior incidents and suspensions. School nurses and school counselors deliver direct services to students to eliminate barriers to attendance and learning.

How This Action is Effective in Meeting the Goals for These Students:

Effective in Meeting the District's Goals for Unduplicated Pupils: The services provided to students under Action 4.2 are effective in meeting Goal 4 "Students will learn in a safe, well maintained school where they are supported, engaged, and connected to their school." Schools with higher attendance rates and lower numbers of discipline incidents are safer. Data from the 2022 California School Dashboard shows suspension rates at the High level, for All Students, EL Students, Low-Income students, and Foster Youth. Prior to COVID these rates were improving, showing there is a great need to assist these students with their social-emotional needs and connectedness to school. The district received a score of Very High on the 2022 CA School Dashboard Chronic Absenteeism Indicator for All Students, EL students, Low-Income

students, and Foster Youth indicating a great need to assist families after the COVID pandemic.

The COVID pandemic has had a profound effect on student attendance and on students' overall social-emotional wellbeing. In 2021-2022 and 2022-2023, there were significant numbers of students testing positive, quarantined, or symptomatic with COVID who missed many days of school. The data measuring school climate, especially suspensions and absenteeism, are significantly impacted by the COVID pandemic, and do not accurately reflect the impact that the district's programs and services have had on school climate. The district's programs and services for students under Goal #4, leading up to the pandemic, have been effective and have led to significant and steady declines in suspensions and chronic absenteeism. These programs and services have also been effective during the pandemic in ameliorating the effects of school closures, COVID related absences, and the personal losses that many students have experienced.

We expect this action to lead to an decrease in Low-income and Foster youth student chronic absenteeism and suspension rates as this action is focused on addressing their identified needs. To maximize the impact of this action in improving chronic absenteeism and suspension rates throughout the district, this action is being provided on an LEA-wide basis.

#### ACTION 4.3

Additional support staff provide direct services to students to promote positive school climate, good citizenship, and improve school safety.

Based on the 2021-2022 CAASPP data, Low-Income and Foster youth students show a greater disparity in areas beyond academics when compared to their peers as measured by attendance and suspension rates.

2022 CA Dashboard Chronic Absenteeism rate shows

- All Students had a rate of 41.5% chronically absent
- Low-Income Students had a rate of 45.3% chronically absent
- Foster Youth Students had a rate of 54.0% chronically absent

2022 CA Dashboard Suspension rate shows

- All Students had a suspension rate of 4.4%
- Low-Income Students had a suspension rate of 5.0%
- Foster Youth Students had a suspension rate of 4.5%

To address these needs, the district will provide low-income students and foster youth with an array of supports designed to improve health, promote wellness and school attendance, and decrease behavior incidents and suspensions.

Based on Parent and Student surveys, there is a need to continue with action 4.3 as seen by these results

Parent Survey Questions and responses:

The School Resource Officer helps keep my child's school safe: 97% Agree/Strongly Agree

My child is safe at school: 96% Agree/Strongly Agree

Student Survey Questions and responses:

Teachers, principals, learning directors, student specialists, counselors, or other adults are able to prevent bullying at my school: 65.42%

### Agree/Strongly Agree

There is an adult that I can talk to if I have a problem at school: 78.89% Agree/Strongly Agree

I feel safe at school: 74.06% Agree/Strongly Agree

I know and have spoken with the resource officer at my school: 36.30% Yes

The school resource officer has a good relationship with students at my school: 84.71% Agree/Strongly Agree

The school resource officer is an adult that I can talk to if I have a problem at school: 67.14% Agree/Strongly Agree

The school resource officer makes my school safer: 68.61% Agree/Strongly Agree

### How the Needs of how Foster Youth and Low-income Students Were Considered First:

Unduplicated Pupils have needs for social and emotional supports that go well beyond what all students need. Data from the California School Dashboard indicate that suspension rates for low income students and foster youth are higher than for all students. Data from the CDE Dataquest indicate that low income students and foster youth have a higher rate of chronic absenteeism and suspension than "All Students". For 2022, "All Students" had a chronic absenteeism rate of 41.0% and a suspension rate of 4.5% whereas Low-income students had a chronic absenteeism rate of 44.8% and a suspension rate of 5.0% and Foster youth had a chronic absenteeism rate of 51.7% and a suspension rate of 4.8%. Pupils from low-income families may lack the resources to access the types of social and emotional supports that reduce barriers to learning. These barriers may include inconsistent school attendance and discipline incidents that result in missed days of school, time out of class, or suspension. Therefore, the needs of these students are considered first as services provided under Action 4.3 have been developed. The services provided under Action 4.3 are based on these considerations and designed to support Unduplicated Pupils ensuring that a lack of resources does not create a barrier to learning or attendance for these students. The services under Action 4.3 are designed to support our low-income students, and foster youth, by improving and/or increasing services they receive in the following ways: The services provided under Action 4.3 provide low income students and foster youth with an array of supports designed to decrease behavior incidents (thereby lowering suspensions) and to increase school attendance. Student specialists at the elementary schools and vice principals at the junior high schools work directly with unduplicated pupils, providing support for good behavior and citizenship as well as interventions when behavior incidents occur. The Community Day School provides additional intensive interventions for students with more serious behavior challenges. School resource officers provide an additional layer of safety and support for students.

### How This Action is Effective in Meeting the Goals for These Students:

Effective in Meeting the District's Goals for Unduplicated Pupils: The services provided to students under Action 4.3 are effective in meeting the component of Goal 4 that says, "Students will attend a safe school." Schools with lower numbers of discipline incidents are safer. Data from the 2022 California School Dashboard shows suspension rates at the High level, for All Students, EL Students, Low-Income students, and Foster Youth. Prior to COVID, these rates were improving, showing there is a great need to assist these students with their social-emotional needs and connectedness to school.

The COVID pandemic has had a profound effect on student attendance and on students' overall social-emotional well-being. In 2021-2022 and 2022-2023, there were significant numbers of students testing positive, quarantined, or symptomatic with COVID who missed many days of school. The data measuring school climate, especially suspensions and absenteeism, are significantly impacted by the COVID pandemic, and do not accurately reflect the impact that the district's programs and services have had on school climate. The district's programs and services for students under Goal #4, leading up to the pandemic, have been effective and have led to significant and steady declines in

suspensions and chronic absenteeism. These programs and services have also been effective during the pandemic in ameliorating the effects of school closures, COVID related absences, and the personal losses that many students have experienced.

We expect this action to lead to an decrease in Low-income and Foster youth student chronic absenteeism and suspension rates as this action is focused on addressing their identified needs. To maximize the impact of this action in improving chronic absenteeism and suspension rates throughout the district, this action is being provided on an LEA-wide basis.

#### ACTION 4.4

Elementary students who live 3/4 mile or more from school and/or junior high students who live one mile or more from school will be provided with transportation to and from school.

Based on the 2021-2022 CAASPP data, Low-Income, Foster youth, and English Learner students show a greater disparity in areas their chronic Absenteeism rate compared to their peers. Even though English Learners chronically absenteeism rates was slightly better than "All Students", have a chronically absenteeism of 36.7% still shows a great need.

2022 CA Dashboard Chronic Absenteeism rate shows

- All Students had a rate of 41.5% chronically absent
- Low-Income Students had a rate of 45.3% chronically absent
- Foster Youth Students had a rate of 54.0% chronically absent
- English Learner Students had a rate of 36.7% chronically absent

To address these needs, the district will provide unduplicated elementary students who live 3/4 mile or more from school and/or junior high unduplicated students who live one mile or more from school will be provided with transportation to and from school. Even though English Learners chronically absenteeism rates was slightly better than "All Students", have a chronically absenteeism of 36.7% still shows a great need.

How the Needs of how Foster Youth, English Learners, Low-income Students Were Considered First:

Data from the CDE Dataquest indicate that low-income students and foster youth have a higher rate of chronic absenteeism than all students. For 2022, "All Students" had a chronic absenteeism rate of 41.0% whereas Low-income students had a chronic absenteeism rate of 44.8% and Foster youth had a chronic absenteeism rate of 51.7%. Therefore, the needs of these students are considered first as services provided under Action 4.4 have been developed. The services under Action 4.4 are based on these considerations and are designed to support Unduplicated Pupils by providing transportation to and from school. This action serves to shorten the distance these pupils must walk, provides relief for families who may lack transportation, and provides safer routes to and from school (e.g. providing bus transportation to pupils who would otherwise cross a busy street).

How This Action is Effective in Meeting the Goals for These Students:

Effective in Meeting the District's Goals for Unduplicated Pupils The services provided to students under Action 4.4 are effective in meeting the component of Goal 4 that says : "Students will attend a safe school." Action 4.4 provides low-income students with a safe route to and from school. Data from the 2022 California School Dashboard shows the district received a score of Very High for the Chronic Absenteeism

Indicator for All Students, EL students, Low-Income students, and Foster Youth indicating a great need to assist families after the COVID pandemic.

The COVID pandemic has had a profound effect on student attendance and on students' overall social-emotional well-being. In 2021-2022 and 2022-2023, there were significant numbers of students testing positive, quarantined, or symptomatic with COVID who missed many days of school. The data measuring school climate, especially suspensions and absenteeism, are significantly impacted by the COVID pandemic, and do not accurately reflect the impact that the district's programs and services have had on school climate. The district's programs and services for students under Goal #4, leading up to the pandemic, have been effective and have led to significant and steady declines in suspensions and chronic absenteeism. These programs and services have also been effective during the pandemic in ameliorating the effects of school closures, COVID related absences, and the personal losses that many students have experienced.

We expect this action to lead to an decrease in unduplicated student chronic absenteeism rates as this action is focused on addressing their identified needs. To maximize the impact of this action in improving chronic absenteeism rates throughout the district, this action is being provided on an LEA-wide basis.

Action 5.2: School sites and the district will provide parents with a variety of informational, training/educational, and social activities.

Based on Parent and Student surveys, there is a need to continue with action 4.3 as seen by these results

Parent Survey Questions and responses:

I have been given suggestions/ideas to use at home to help my child meet grade level standards in English Language Arts and Math: 92% Agree/Strongly Agree

There are adequate opportunities for me to become informed about the school's programs: 96% Agree/Strongly Agree

I receive information about my child's progress in the classroom (such as yellow cards, notes, phone calls, progress reports, Parent Square communications, etc.): 96% Agree/Strongly Agree

The Report to Parent (Report Card) helps me to understand what my child is expected to achieve in English Language Arts and Math: 97% Agree/Strongly Agree

The Parent/Teacher Conference was helpful to me in understanding my child's progress towards meeting English Language Arts and Math Standards: 98% Agree/Strongly Agree

When I have questions about my child's class work, I can ask for clarification and assistance from my child's school: 98% Agree/Strongly Agree

I receive adequate information regarding parent meeting/activities such as School Site Council, English Learner Advisory Committee, parent Workshops, Back to School Night, and Parent Education Presentations: 99% Agree/Strongly Agree



To address these needs, the district will continue to provide parents with a variety of informational, training/educational, and social activities based on the survey results above.

#### How the Needs of how Foster Youth, English Learners, Low-income Students Were Considered First:

Students who are from low-income families, who are English learners, and who are foster youth have academic needs that go beyond the needs of students who are more affluent, are proficient in English, and live with their families. These needs extend to students' families as well. Parents of Unduplicated Pupils regularly request additional training and education in how to support their children both academically and socially. Data from the California School Dashboard (2022) indicate that low-income students, English learners, and Foster youth performed below (Foster youth actually scored slightly higher in ELA) "All Students" in both ELA and Math.

\* 8% of parents disagree/strongly disagree with the following statement on the 22-23 HESD Parent Survey: "I have been given suggestions/ideas to use at home to help my child meet grade level standards in English Language Arts and Math." (Thus indicating a need to provide more training support for parents/families).

The services under Action 5.2 are based on these considerations and are designed to support Unduplicated Pupils by providing their families with specific, concrete actions and activities that they can do at home with their children to support the learning children are doing in school in English language arts and mathematics.

#### How This Action is Effective in Meeting the Goals for These Students:

Note that in years 1 and 2 of this LCAP, Action 5.2 was marked as "Limited" and served families of students who were English learners. Due to the popularity of these parent education activities and to the academic progress made by students whose parents participated in the activities, this action is being expanded to serve families of students who are low income, foster youth, and English learners. The district primarily serves students in grades TK-2 with these informational, training/educational, and social activities. Data from district local formative and summative assessments\*\* show that Unduplicated (EL and low-income) students whose families participated in these activities had greater gains in achievement than students whose families did not.

\*Kindergarten EL students whose parents participated in Kinder Cuenta scored above the district average on the HESD Letters & Sounds Assessment

\*Kindergarten EL students whose parents participated in Kinder Cuenta scored above the district average on the HESD Sight Words Assessment

\*Kindergarten EL students whose parents participated in Kinder Cuenta scored above the district average on the HESD Phonological Awareness Assessment

\*Kindergarten EL students whose parents participated in Kinder Cuenta scored above the district average on the HESD Alphabetic Principle Assessment

**\*\* Note:** The district uses many sources of data/information to measure students' progress/needs beyond the official metrics that are part of the LCAP. State test scores become available only after the school year has ended. Additionally, students in grades TK-2 do not participate in state testing. Therefore, internal measures of progress, called local formative and summative assessments that show students' areas of progress and need are used to "fine tune" the instructional program in real-time and guide school sites', grade levels', and teachers' planning. This data may also be used to make adjustments to the district's programs and services as areas of progress/need become apparent during the school year.

We expect this action to lead to an maintaining/improving unduplicated parent involvement and support as this action is focused on addressing their identified needs. To maximize the impact of this action in maintaining/improving parent involvement and support throughout the district, this action is being provided on an LEA-wide basis.

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

The LEA wide and school wide services provided in the LCAP are designed to support High Needs students and are effective in achieving the District's five goals. Around eighty percent of students in the Hanford Elementary School District are Unduplicated students. These students, who are English learners, students from low-income families, and/or foster youth, face barriers to learning that more affluent, English only students, who live with their families do not. Although no students are excluded from receiving services provided in the LCAP, Unduplicated students have greater needs for these services, and therefore, receive them at a proportion that is greater than what all students receive (i.e. they receive increased services). Because of the high percentage of Unduplicated students at every school in the district, and because it is more efficient and/or cost effective, the services discussed above are provided on a LEA or school wide basis. Taken together, the LEA and/or school wide services discussed above, along with the actions and services that are limited to Unduplicated student groups (detailed in the Goals, Actions & Services section of the LCAP) provide a proportional increase or improvement in services for Unduplicated pupils that is equal to or greater than the "Percentage to Increase or Improve Services" shown above.

Goal 2.4: Supporting Designated and Integrated English Language Development Instruction (ELD): This action is "Limited" to serving students who are English learners.



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

LVNs increased from part-time to full-time. (A 4.2)  
 Library Media Technicians increased from part-time to full-time. (A 1.2)  
 Addition of Teaching Staff to Eliminate Combination Classes (A 2.1)

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:32.29	1:26.02
Staff-to-student ratio of certificated staff providing direct services to students	1:24.30	1:20.56

## 2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$20,921,741.00				\$20,921,741.00	\$14,405,812.00	\$6,515,929.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Supplies/Materials School Sites	Low Income	\$198,377.00				\$198,377.00
1	1.2	School Libraries	Low Income	\$865,597.00				\$865,597.00
1	1.3	Technology	Low Income	\$5,799,192.00				\$5,799,192.00
1	1.4	Study Trips	Low Income	\$310,000.00				\$310,000.00
1	1.5	Art, Music, PE	Low Income	\$2,018,960.00				\$2,018,960.00
1	1.6	After School Program	Low Income	\$2,593.00				\$2,593.00
2	2.1	Eliminate Combination Classes /Reduce Class Sizes	English Learners Foster Youth Low Income	\$905,213.00				\$905,213.00
2	2.2	Summer Program	English Learners Foster Youth Low Income	\$123,320.00				\$123,320.00
2	2.3	Instructional Materials	English Learners Foster Youth Low Income	\$359,140.00				\$359,140.00
2	2.4	Supporting Designated and Integrated ELD	English Learners	\$1,071,143.00				\$1,071,143.00
3	3.1	Teacher Professional Development	English Learners Foster Youth Low Income	\$1,176,480.00				\$1,176,480.00
3	3.2	Teacher Collaboration Time	English Learners Foster Youth Low Income	\$108,326.00				\$108,326.00
3	3.3	New Teacher Induction	English Learners Foster Youth	\$143,586.00				\$143,586.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
4	4.1	Coordination of Student Support	Foster Youth Low Income	\$1,157,634.00				\$1,157,634.00
4	4.2	Health Professionals (Physical/Mental/Social/Emotional)	Foster Youth Low Income	\$2,465,166.00				\$2,465,166.00
4	4.3	School Support Staff	Foster Youth Low Income	\$3,369,842.00				\$3,369,842.00
4	4.4	Transportation	English Learners Foster Youth Low Income	\$500,000.00				\$500,000.00
5	5.1	Parent/Family Communication	All	\$0.00				\$0.00
5	5.2	Parent Involvement Activities	English Learners Foster Youth Low Income	\$347,172.00				\$347,172.00
5	5.3	Required Committees	All	\$0.00				\$0.00

## 2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
57,810,721	18,629,216	32.22%	0.97%	33.19%	\$20,921,741.00	0.00%	36.19 %	<b>Total:</b>	\$20,921,741.00
								<b>LEA-wide Total:</b>	\$19,724,685.00
								<b>Limited Total:</b>	\$1,071,143.00
								<b>Schoolwide Total:</b>	\$125,913.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Supplies/Materials School Sites	Yes	LEA-wide	Low Income	All Schools	\$198,377.00	
1	1.2	School Libraries	Yes	LEA-wide	Low Income	All Schools	\$865,597.00	
1	1.3	Technology	Yes	LEA-wide	Low Income	All Schools	\$5,799,192.00	
1	1.4	Study Trips	Yes	LEA-wide	Low Income	All Schools	\$310,000.00	
1	1.5	Art, Music, PE	Yes	LEA-wide	Low Income	All Schools	\$2,018,960.00	
1	1.6	After School Program	Yes	Schoolwide	Low Income	Specific Schools: Kennedy and Wilson Grades 7 & 8	\$2,593.00	
2	2.1	Eliminate Combination Classes /Reduce Class Sizes	Yes	LEA-wide	English Learners Foster Youth Low Income	Grades 1-6	\$905,213.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Summer Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Kennedy, Wilson	\$123,320.00	
2	2.3	Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$359,140.00	
2	2.4	Supporting Designated and Integrated ELD	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$1,071,143.00	
3	3.1	Teacher Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,176,480.00	
3	3.2	Teacher Collaboration Time	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$108,326.00	
3	3.3	New Teacher Induction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$143,586.00	
4	4.1	Coordination of Student Support	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$1,157,634.00	
4	4.2	Health Professionals (Physical/Mental/Social/Emotional)	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$2,465,166.00	
4	4.3	School Support Staff	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$3,369,842.00	
4	4.4	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$500,000.00	
5	5.2	Parent Involvement Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$347,172.00	

## 2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$18,078,571.00	\$17,314,839.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Supplies/Materials School Sites	Yes	\$167,890.00	162,451
1	1.2	School Libraries	Yes	\$889,098.00	853,335
1	1.3	Technology	Yes	\$2,000,355.00	2,008,694
1	1.4	Study Trips	Yes	\$310,000.00	310,000
1	1.5	Art, Music, PE	Yes	\$2,071,749.00	2,062,830
1	1.6	After School Program	Yes	\$116,220.00	3,430
2	2.1	Eliminate Combination Classes /Reduce Class Sizes	Yes	\$1,261,303.00	1,304,140
2	2.2	Summer Program	Yes	\$270,675.00	270,675
2	2.3	Instructional Materials	Yes	\$739,140.00	239,140
2	2.4	Supporting Designated and Integrated ELD	Yes	\$1,060,307.00	1,061,884

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Teacher Professional Development	Yes	\$1,179,757.00	1,163,912
3	3.2	Teacher Collaboration Time	Yes	\$107,981.00	107,746
3	3.3	New Teacher Induction	Yes	\$126,752.00	142,938
4	4.1	Coordination of Student Support	Yes	\$1,168,776.00	1,144,653
4	4.2	Health Professionals (Physical/Mental/Social/Emotional)	Yes	\$2,519,990.00	2,445,779
4	4.3	School Support Staff	Yes	\$3,269,173.00	3,190,628
4	4.4	Transportation	Yes	\$500,000.00	500,000
5	5.1	Parent/Family Communication	No	\$0.00	0
5	5.2	Parent. Inv. Activities	Yes	\$319,405.00	342,604
5	5.3	Required Committees	No	\$0.00	0

## 2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
17,850,428	\$18,078,571.00	\$17,314,839.00	\$763,732.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Supplies/Materials School Sites	Yes	\$167,890.00	162,451		
1	1.2	School Libraries	Yes	\$889,098.00	853,335		
1	1.3	Technology	Yes	\$2,000,355.00	2,008,694		
1	1.4	Study Trips	Yes	\$310,000.00	310,000		
1	1.5	Art, Music, PE	Yes	\$2,071,749.00	2,062,830		
1	1.6	After School Program	Yes	\$116,220.00	3,430		
2	2.1	Eliminate Combination Classes /Reduce Class Sizes	Yes	\$1,261,303.00	1,304,140		
2	2.2	Summer Program	Yes	\$270,675.00	270,675		
2	2.3	Instructional Materials	Yes	\$739,140.00	239,140		
2	2.4	Supporting Designated and Integrated ELD	Yes	\$1,060,307.00	1,061,884		
3	3.1	Teacher Professional Development	Yes	\$1,179,757.00	1,163,912		
3	3.2	Teacher Collaboration Time	Yes	\$107,981.00	107,746		



Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.3	New Teacher Induction	Yes	\$126,752.00	142,938		
4	4.1	Coordination of Student Support	Yes	\$1,168,776.00	1,144,653		
4	4.2	Health Professionals (Physical/Mental/Social/Emotional)	Yes	\$2,519,990.00	2,445,779		
4	4.3	School Support Staff	Yes	\$3,269,173.00	3,190,628		
4	4.4	Transportation	Yes	\$500,000.00	500,000		
5	5.2	Parent. Inv. Activities	Yes	\$319,405.00	342,604		

**2022-23 LCFF Carryover Table**

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
55,291,872	17,850,428	0.0%	32.28%	\$17,314,839.00	0.00%	31.32%	\$535,589.00	0.97%

# Instructions

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[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

## Plan Summary

### Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

## Engaging Educational Partners

## Purpose

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

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

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

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

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

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

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

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

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

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

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

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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



### **Focus Goal(s)**

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

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

### **Broad Goal**

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

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

### **Maintenance of Progress Goal**

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

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

### **Required Goals**

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

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

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

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

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

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

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

### Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

### Goal Analysis:

Enter the LCAP Year.

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

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

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

### Purpose

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

### Requirements and Instructions

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

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

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

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

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

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

#### **Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

## For School Districts Only:

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

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

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

### Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:



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

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

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

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

Complete the table as follows:

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

## Action Tables

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

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

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

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

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

## Data Entry Table

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

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

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

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

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

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

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

## LCFF Carryover Table

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

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

## Calculations in the Action Tables

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

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

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

### **LCFF Carryover Table**

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

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

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

California Department of Education  
January 2022



## HANFORD ELEMENTARY SCHOOL DISTRICT

**AGENDA REQUEST FORM**

TO: Joy C. Gabler

FROM: David Endo

DATE: 06/05/2023

FOR: ☒ Board Meeting  
☐ Superintendent's Cabinet

FOR: ☒ Information  
☐ Action

Date you wish to have your item considered: 06/14/2023

**ITEM:**

**PUBLIC HEARING - 2023-2024 Hanford Elementary School District Budget**

**PURPOSE:**

The proposed 2023-2024 Hanford Elementary School District Budget that will be reviewed during the public hearing.

The Budget can be viewed on the following link:

<https://resources.finalsite.net/images/v1685550058/hesdk12caus/unh5tjyh3euyoipddupd/2023-24HanfordESDBudget.pdf>

**FISCAL IMPACT:**

The fiscal impact of the budget will be discussed at the public hearing.

**RECOMMENDATIONS:**

This item is informational only.

## **PUBLIC NOTICE**

### 2023-2024 Budget Hearing

Public Hearings for the 2023-24 Hanford Elementary School District Local Control Accountability Plan and District Budget will be held by the Trustees of the Hanford Elementary School District on June 14, 2023, at 5:30 p.m. in the District Office Board Room at 714 N. White Street, Hanford, CA 93230.

Any taxpayer directly affected by the Hanford Elementary School District may appear before the Trustees of the Hanford Elementary School District and speak on the proposed budget or any item therein. The proposed budget may be inspected by the public from June 7, 2023, 7:30 a.m. to 4:30 p.m., through June 14, 2023, 7:30 a.m. to 4:30 p.m., in the District Office at 714 N. White Street, Hanford, CA 93230.

Date to Publish: May 31, 2023

Paper to Publish: Hanford Sentinel

Contact: David Endo

Posted: June 2, 2023



**Hanford Elementary School District  
2023-2024 Budget**

**Public Hearing  
June 14, 2023**

**Adoption  
June 28, 2023**



Hanford Elementary School District  
 714 N White Street Hanford, CA 93230  
[www.hanfordesd.org](http://www.hanfordesd.org)  
**(559) 585-3600 Fax: (559) 584-7833**

#### Board of Trustees

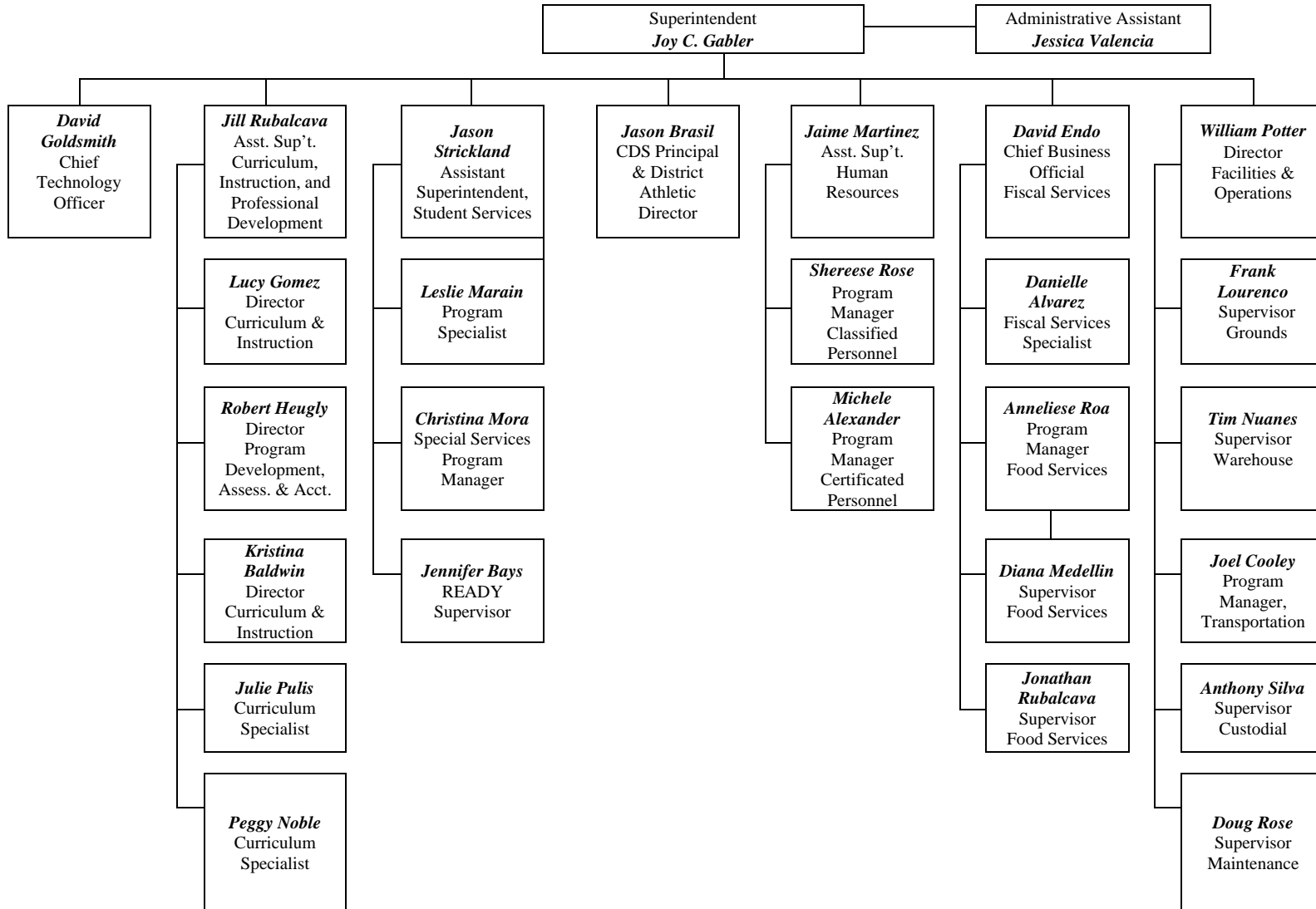
Tim Revious, President  
 Greg Strickland, Vice President  
 Lupe Hernandez, Clerk  
 Greg Strickland  
 Jeff Garner

The Board of Trustees meets the 2<sup>nd</sup> and 4<sup>th</sup> Wednesday of every month in the District board room.

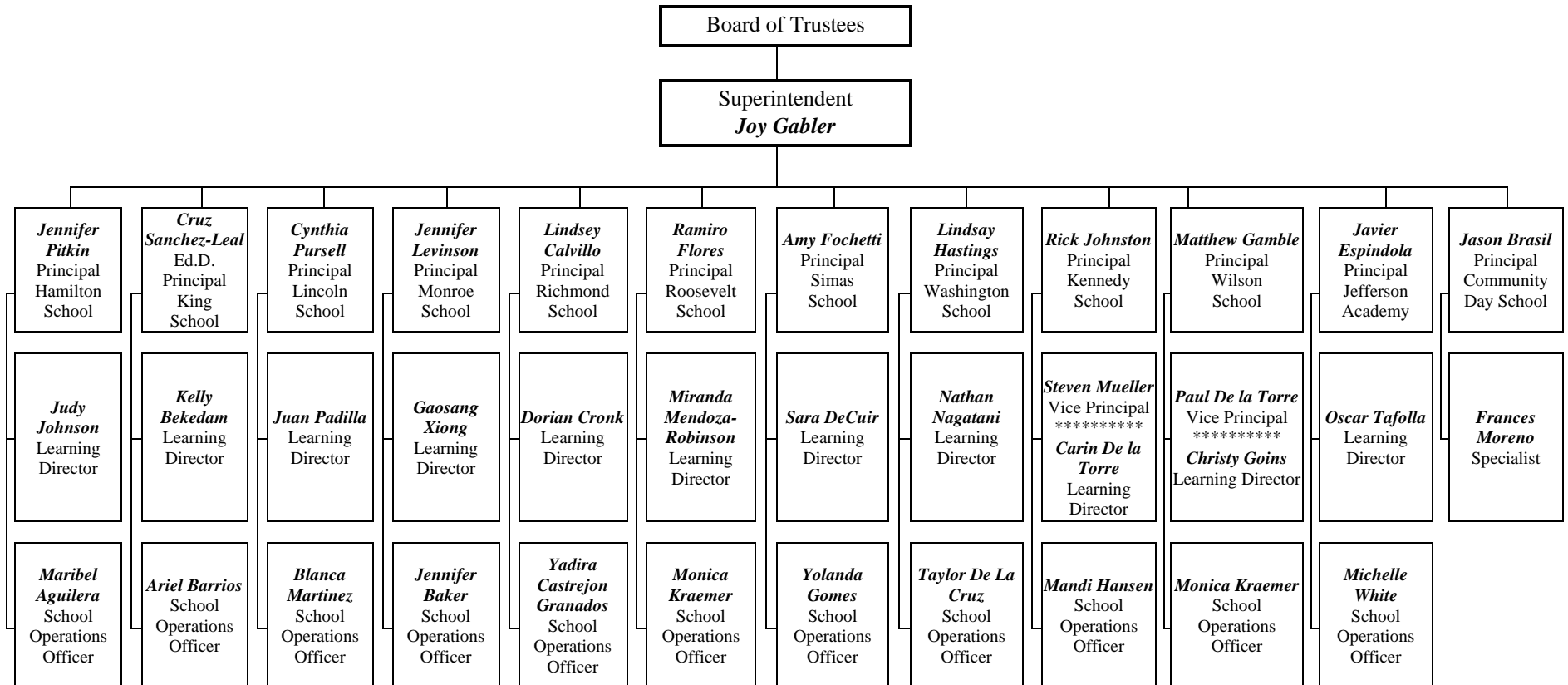
#### District Administration

Joy Gabler, Superintendent  
 David Endo, Chief Business Official  
 Jill Rubalcava, Assistant Superintendent of Curriculum  
 Jason Strickland, Assistant Superintendent of Student Services  
 Jaime Martinez, Assistant Superintendent of Human Resources  
 William Potter, Director of Facilities and Operations  
 David Goldsmith, Chief Technology Officer

## Hanford Elementary School District Organizational Chart 2023-2024



# Hanford Elementary School Administration Organizational Chart 2023-2024





## BOARD GOALS

*“Promoting Excellence”*

Students will receive a broad educational program that includes English language arts, mathematics, science, history, visual and performing arts, and physical education.

All students will make progress toward proficiency on the state adopted standards, and that progress will be measured and shared with students, parents, teachers, and administrators.

The District will hire, support, and retain qualified teachers, support staff, and administrators.

Students will attend a safe, well maintained school and will have access to standards aligned materials.

Communication between schools and home will be regular and meaningful.



## BUDGET BASICS

The Hanford Elementary School District Budget is the financial expression of all the educational programs. The budget is an estimate of proposed revenues and expenditures for a stated period of time and for specified purposes.

The development of this budget involves input from the Board and the staff through a variety of meetings and communications.

The 2023-2024 District Budget consists of eleven different funds.

### **District Funds**

General Fund

Student Activity Special Reserve Fund

Cafeteria Fund

Deferred Maintenance\*

Pupil Transportation Equipment Fund\*

Special Reserve Fund for Other Post-Employment Benefits\*

Building Fund (Bond Funds – Series C)\*

Capital Facilities Fund\*

School Facility Fund\*

Special Reserve Capital Outlay Fund\*

Self-Insurance Fund\*

\*See page 31 for details





## BUDGET DEVELOPMENT

The budget is developed utilizing the best and most current information available from state, county, and local sources. It is a working document and is used to monitor budgets for accountability. The approved budget adopted by the Board reflects the proposed spending plan based on current information and assumptions as shown below. As these conditions change, budget revisions will be presented to the Board for action at minimum after the 1<sup>st</sup> and 2<sup>nd</sup> Interim Reports.

Assumptions for the 2023-2024 General Fund Budget

Description	Total
Estimated Funded Average Daily Attendance (includes resident KCOE ADA)	5,491.10
Base Grant Amount (TK-3 and includes COLA Adjustment)	\$9,919
Base Grant Amount (4-6 and includes COLA Adjustment)	\$10,069
Base Grant Amount (7-8 and includes COLA Adjustment)	\$10,367
Deficit	0.00%
COLA Adjustment	8.22%
Estimated General Fund Beginning Balance	\$42,146,338

Employer Benefit Rates

Description	Total
State Teachers Retirement System	19.10%
Public Employees Retirement System	26.68%
Social Security	6.20%
Medicare	1.45%
State Unemployment Insurance	0.50%
Worker's Compensation	1.64%



## GENERAL FUND

The Hanford Elementary School District budget consists of several funding sources, both unrestricted and restricted funds. The main funding source to the General Fund is the State Local Control Funding Formula (LCFF) funding and local tax dollars. The General Fund is broken into several funding resources as follows:

Resource	Description
0000	General Purpose (LCFF/Taxes)
0033	Matching Grants
0097	Safety Credits
0332	LCFF, Supplemental/Concentration
1100	Lottery
1400	Education Protection Account
2600	Expanded Learning Opportunities Program
3010*	Title I
3150*	School-wide Programs
3182*	School Improvement
3213*	Elementary & Secondary School Emergency Relief III
3214*	Elementary & Secondary School Emergency Relief III (Learning Loss Mitigation)
3216*	Expanded Learning Opportunity Grant: ESSER II
3218*	Expanded Learning Opportunity Grant: ESSER III
3219*	Expanded Learning Opportunity Grant: ESSER III
3310*	Special Education – Federal
3311*	Special Education – Federal (Private Schools)
3327*	Special Education – Federal Mental Health
4035*	Title II Teacher Quality
4127*	Title IV
4201*	Title III, Immigrant Education Program
4203*	Title III, Limited English Proficiency
6010*	Healthy Start-ASES
6053*	CA Pre kinder planning and Implementation
6266*	Educator Effectiveness
6300*	Lottery: Restricted Instructional Materials

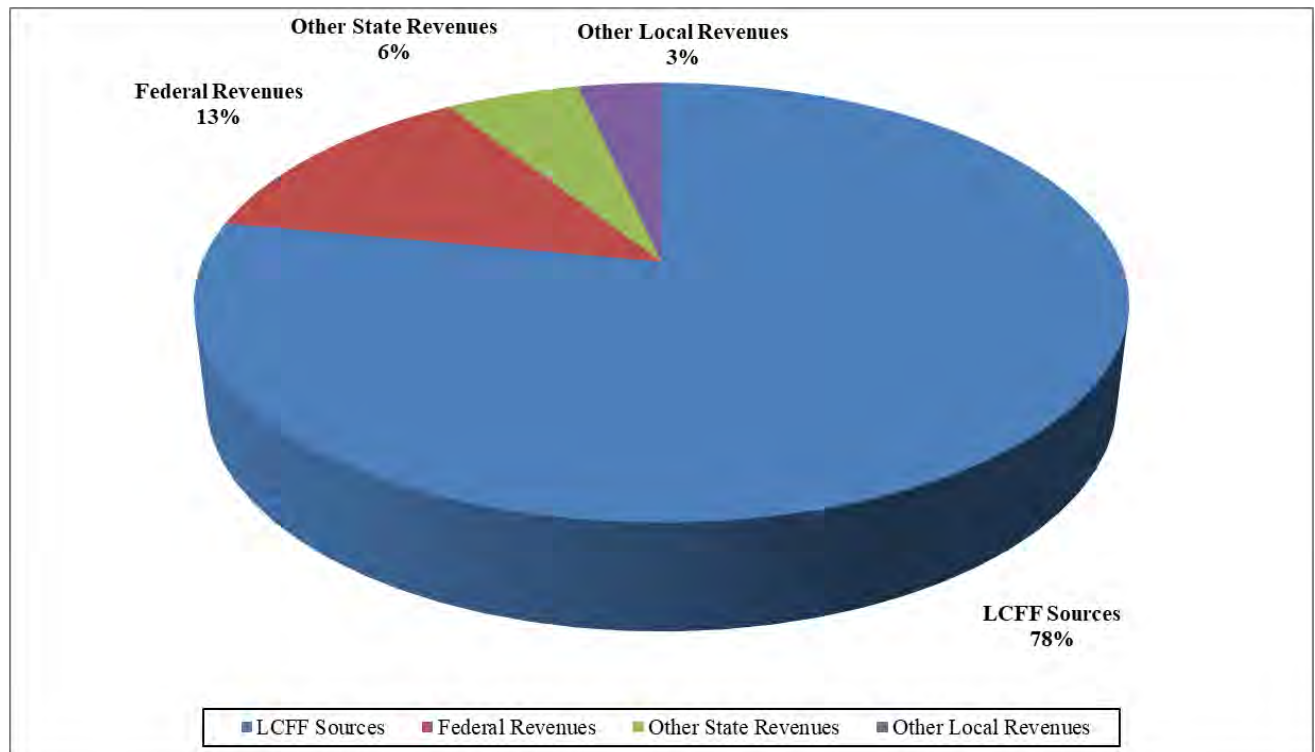
6500*	Special Education
6546*	Mental Health Related Services
6547*	Special Education Early Intervention Preschool Grant
6762*	Arts, Music and Instructional Material Discretionary Block Grant
7028*	Child Nutrition: Kitchen Infrastructure Upgrade Grant
7029*	Child Nutrition: Food Service Staff Training Grant
7032*	Child Nutrition: Kitchen Infrastructure & Training Grant
7415*	Classified Summer Assistance.
7420*	State Learning Loss Mitigation Grant
7422*	In Person Instruction Grant
7426*	Expanded Learning Opportunities Grant
7435*	Learning Recovery Emergency Block Grant
7690*	STRS On-Behalf Pension Contributions
8150*	Routine Restricted Maintenance
9010*	Other Local
9029*	Other Local (SJVAPCD grant)
9049*	HESD Educational Foundation Grants
9062*	Community Development Funds
9064*	Medi-Cal Billing Option

\*Restricted Funds may be used only for the stated purposes of the program for which they have been funded.

# GENERAL FUND REVENUES

## 2023-2024

LCFF Sources	\$77,177,530
Federal Revenues	\$12,854,711
State Revenues	\$5,489,112
Local Revenues	\$3,419,398
<b>TOTAL GENERAL FUND REVENUES</b>	<b>\$98,940,751</b>



# Major Components of General Fund Revenues

- Local Control Funding Formula Sources
  - State Aid \$ 58,521,307
  - Education Protection Account \$ 15,643,940
  - Property Taxes \$ 3,312,283
  
- Federal Revenues
  - Title I \$ 2,270,074
  - ESSER III \$ 7,589,186
  - ESSER III LLM \$ 1,214,300
  - ELO Grants \$ 490,650
  - Title II \$ 300,000
  - Title III \$ 288,334
  - Title IV \$ 170,787
  - Special Education \$ 218,306
  
- Other State Revenues
  - Unrestricted Lottery \$ 918,000
  - Restricted Lottery \$ 362,000
  - Mandated Cost Reimbursements \$ 173,524
  - Expanded Learning Opportunities (\$ 2,959,737)
  - Healthy Start - ASES \$ 1,485,000
  - CA Pre kinder Planning \$ 282,889
  - Mental Health Related Services \$ 315,000
  - Special Education Early Intervention \$ 246,000
  - In Person Instruction Grant \$ 250,000
  - STRS on behalf Pension Contribution \$ 3,396,991
  
- Local Revenue
  - Special Education \$ 2,491,957

# PROJECTING the General Fund Budget

## Unrestricted REVENUES

### Average Daily Attendance (ADA)

The Local Control Funding Formula dollars the District receives each year is based on the average daily attendance at the second principal reporting period (P-2). P-2 is calculated using actual attendance through the last register month ending on or before April 15<sup>th</sup>. Revenue received is based only on the actual attendance (days pupils are present).

The programs generating ADA in the General Fund are regular elementary school, community day school, home & hospital, and special education.

Because the budget building process starts in March for the next fiscal year, the projected Local Control Funding Formula (LCFF) is based on the current year's projected P-2 ADA. Before the budget is adopted however, the actual P-2 figure will have been completed and adjustments can be made if necessary. Also, as enrollment increases many fixed costs increase as well (such as utilities and transportation) which may necessitate consideration to building ADA growth into the budget. By analyzing current enrollment data, attrition rates between grades, and the size of the incoming kindergarten class ADA can be projected.

Due to COVID, the use of a prior three-year ADA average has been implemented as an option for Local Educational Agencies (LEAs). In addition, the use of attendance rate to determine ADA in conjunction with the census data has also been implemented for the 2021-22 fiscal year which becomes a factor in the prior three-year ADA average. This budget utilizes both of these funding protections.

### Average Daily Attendance (ADA) – 5 Year Recap

Fiscal Year	Actual ADA	Funded ADA
2023/2024 est.*	5222.30	5491.10
2022/2023 est.*	5223.21	5685.47
2021/2022**	5027.30	5798.91
2020/2021***	5824.65	5824.65
2019/2020	5824.65	5824.65

\* 2022-23 and 2023-2024 Prior three-year average in conjunction with enrollment percentage used for funded ADA.

\*\* 2021-22 Funded ADA was based on prior year guarantee with the exception of annual programs.

\*\*\*2020-21 Average Daily Attendance was not collected due to the COVID-19 pandemic and school districts were funded at 2019/2020 levels.

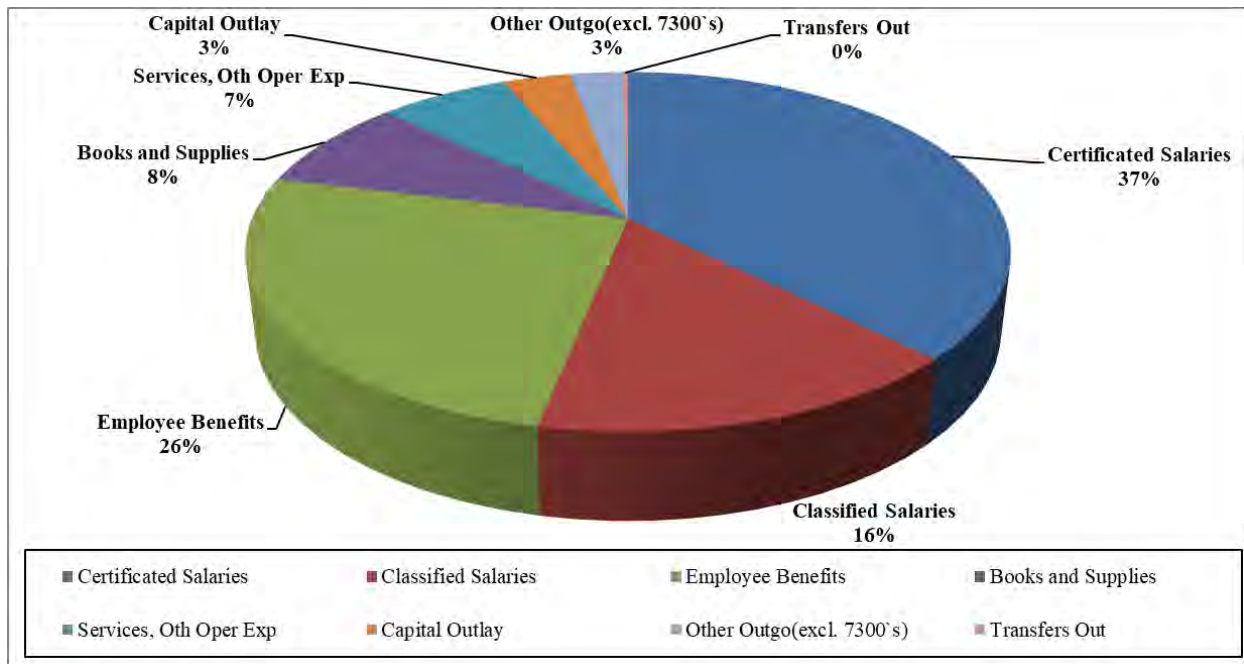
	Local Control Funding Formula (LCFF) Calculation									
	COLA		8.22%							
	Unduplicated %		79.76%		2023-2024					
	ADA	22 -23 Base	COLA	23-24 Base	23-24 Adjusted Base	Gr Span	Supp	Concen	Totals	
Grades TK-3	2,449.41	9,166	8.220%	\$ 9,919	\$ 9,919	\$ 1,032	\$ 1,747	\$ 1,762	\$ 35,419,344	
Grades 4-6	1,832.11	9,304	8.220%	\$ 10,069	\$ 10,069		\$ 1,606	\$ 1,621	\$ 24,359,207	
Grades 7-8	1,209.58	9,580	8.220%	\$ 10,367	\$ 10,367		\$ 1,654	\$ 1,668	\$ 16,558,193	
Grades 9-12	-	11,102	8.220%	\$ 12,015	\$ 12,015	\$ 312	\$ 1,966	\$ 1,984	\$ -	
Totals	5,491.10			55,282,930		2,527,791	9,221,966	9,304,057	\$ 76,336,744	
	Targeted Instructional Add-on									\$ 308,432
	Transportation Add-on									\$ 304,485
	Transitional Kindergarten									\$ 527,869
	LCFF Target									\$ 77,477,530

- Includes KCOE Special Education ADA

# GENERAL FUND EXPENDITURES

## 2023-2024

Certificated Salaries	\$37,121,580
Classified Salaries	\$15,574,927
Employee Benefits	\$25,406,005
Books & Supplies	\$8,264,089
Services & Other Operating Expenditures	\$6,517,954
Capital Outlay	\$3,369,677
Other Outgo, Transfers Out & Direct/Indirect Support	\$2,840,430
<b>TOTAL GENERAL FUND EXPENDITURES</b>	<b>\$99,094,661</b>





# General Fund Budget Breakdown By Function

“Where funds are budgeted”

	2023-2024	
	Amount	Percent
<b>Instructional</b>	\$ 52,727,410	53.2%
<b>School Administration</b>	\$ 6,464,975	6.5%
<b>Operations</b>	\$ 4,733,062	4.8%
<b>Maintenance</b>	\$ 4,531,061	4.6%
<b>Supervision of Instruction/Curriculum</b>	\$ 3,642,718	3.7%
<b>Guidance and Counseling Services</b>	\$ 3,526,970	3.6%
<b>Ancillary Services</b>	\$ 3,452,072	3.5%
<b>Transfers Between Agencies</b>	\$ 2,494,509	2.5%
<b>Health Services</b>	\$ 2,100,351	2.1%
<b>Attendance and Social Work</b>	\$ 2,069,347	2.1%
<b>Pupil Transportation</b>	\$ 2,026,668	2.0%
<b>Instructional Media and Library</b>	\$ 1,987,673	2.0%
<b>Psychological Services</b>	\$ 1,502,912	1.5%
<b>Human Resources</b>	\$ 1,366,342	1.4%
<b>Fiscal Services</b>	\$ 1,200,653	1.2%
<b>Data Processing</b>	\$ 1,087,680	1.1%
<b>Grounds</b>	\$ 830,412	0.8%
<b>Other General Administration</b>	\$ 620,285	0.6%
<b>Facilities Construction</b>	\$ 530,000	0.5%
<b>Superintendent</b>	\$ 511,509	0.5%
<b>Food Services</b>	\$ 415,984	0.4%
<b>Parent Participation</b>	\$ 386,587	0.4%
<b>Interfund Transfers</b>	\$ 273,524	0.3%
<b>Security</b>	\$ 216,800	0.2%
<b>Board</b>	\$ 196,262	0.2%
<b>Debt Services</b>	\$ 137,397	0.1%
<b>External Audit</b>	\$ 48,800	0.0%
<b>Pupil Testing Services</b>	\$ 12,697	0.0%
<b>Total General Fund Expenditures</b>	<b>\$ 99,094,661</b>	<b>100%</b>

## Total General Fund

**BEGINNING BALANCE**

Net Beginning Balance

**REVENUES**

LCFF Sources

Federal Revenues

Other State Revenues

Other Local Revenues

**Total, Revenues****EXPENDITURES**

Certificated Salaries

Classified Salaries

Employee Benefits

Books and Supplies

Services, Oth Oper Exp

Capital Outlay

Other Outgo(excl. 7300's)

Direct/Indirect Support

**Total Expenditures****OTHER FINANCING SOURCES/USES**

Transfers

Transfers In

Transfers Out

Other Sources/Uses

Sources

Contributions

**Total, Other Financing Sources/Uses****NET INCREASE (DECREASE) IN FUND BALANCE****ENDING FUND BALANCE****FUND BALANCE DESIGNATIONS AND COMMITMENTS****UNCOMMITTED RESERVE BALANCE (INCLUDES RESERVE FOR  
ECONONMIC UNCERTAINTIES)****PROJECTED RESERVE RELATIVE TO EXPENDITURES AND OUTGO**

Unrestricted	Restricted	Total
\$20,176,476	\$21,969,862	\$42,146,338
\$77,177,530	\$0	\$77,177,530
\$0	\$12,854,711	\$12,854,711
\$1,912,024	\$3,577,088	\$5,489,112
\$761,898	\$2,657,500	\$3,419,398
<b>\$79,851,452</b>	<b>\$19,089,299</b>	<b>\$98,940,751</b>
\$28,658,338	\$8,463,242	\$37,121,580
\$10,311,163	\$5,263,764	\$15,574,927
\$16,606,669	\$8,799,336	\$25,406,005
\$6,367,762	\$1,896,326	\$8,264,089
\$4,473,692	\$2,044,262	\$6,517,954
\$155,177	\$3,214,500	\$3,369,677
\$1,003,937	\$1,627,969	\$2,631,906
(\$801,925)	\$736,925	(\$65,000)
<b>\$66,774,814</b>	<b>\$32,046,324</b>	<b>\$98,821,137</b>
\$0	\$0	\$0
\$273,524	\$0	\$273,524
\$0	\$0	\$0
(\$7,110,639)	\$7,110,639	\$0
<b>(\$7,384,163)</b>	<b>\$7,110,639</b>	<b>(\$273,524)</b>
<b>\$5,692,475</b>	<b>(\$5,846,386)</b>	<b>(\$153,911)</b>
<b>\$25,868,951</b>	<b>\$16,123,476</b>	<b>\$41,992,427</b>

\$ 16,705,087.03	\$ 16,123,476	\$ 32,828,563
\$ 9,163,864	\$ -	\$ 9,163,864
9.2%		

District:	Hanford Elementary School District		Adopted Budget	
CDS #:	16-63917		2023-24 Budget Attachment	
<b>Fund Balances Above Minimum Reserve Percentage</b>				
<b>Reasons for Assigned and Unassigned Ending Fund Balances Above State Minimum Reserve Percentage</b>				
<b>Education Code Section 42127(a)(2)(B) requires a statement of reasons that substantiates the need for assigned and unassigned ending fund balances above the state minimum reserve percentage for economic uncertainties for adopted budget</b>				
<b>Combined Assigned and Unassigned/Unappropriated Fund Balances</b>				
Form	Fund		2023-24 Budget	Objects 9780/9789/9790
01	General Fund/County School Service Fund		\$41,992,427.37	Form 01
17	Special Reserve Fund for Other Than Capital Outlay Projects		\$0.00	Form 17
Total Assigned and Unassigned Ending Fund Balances			\$41,992,427.37	
District State Minimum Reserve Percentage			3%	Form 01CS Line 10B-4
Less District Minimum Reserve for Economic Uncertainties			\$2,972,839.84	Form 01CS Line 10B-7
Balance Above State Minimum Reserve Percentage			\$39,019,587.53	
<b>Substantiation for Fund Balances Above State Minimum Reserve Percentage for Economic Uncertainties</b>				
Form	Fund		2023-24 Budget	Description of Fund Balances Above State Minimum %
01	General Fund/County School Service Fund		\$16,123,475.91	Reserve for restricted funds
01	General Fund/County School Service Fund		\$5,100.00	Reserve for revolving cash
01	General Fund/County School Service Fund		\$165,719.03	Reserve for stores
01	General Fund/County School Service Fund		\$2,335,754.00	Committed for solar debt 2022
01	General Fund/County School Service Fund		\$2,202,584.00	Committed for solar loan 2023
01	General Fund/County School Service Fund		\$2,412,653.00	Committed for technology
01	General Fund/County School Service Fund		\$3,000,000.00	Committed for facilities construction
01	General Fund/County School Service Fund		\$6,583,277.00	Committed for declining enrollment
01	General Fund/County School Service Fund		\$6,191,024.59	Additional reserve for Economic Uncertainty
Insert Lines above as needed				
Total of Substantiated Needs			\$39,019,587.53	
Remaining Fund Balance to Substantiate			\$0.00	Balance should be Zero
<b>Education Code Section 42127 (d)(1) requires a county superintendent to either conditionally approve or disapprove a school district budget if the district does not provide for EC 42127 (a)(2)(B) public review and discussion at its public hearing for Adopted Budget.</b>				

**78.8% of the General Fund is staffing**

**(\$78,102,512 / \$99,094,661)**

# General Fund

## Teachers` Salaries

Assignment	FTEs	Object	Salary	Benefits	Total Cost
TEACHER, MUSIC	5.00	110000	\$482,115	\$184,187	\$666,302
TEACHER, PHYSICAL EDUCATION	13.00	110000	\$1,114,254	\$447,016	\$1,561,270
TEACHER, RSP	14.00	110000	\$1,430,142	\$531,542	\$1,961,684
TEACHER, SDC	9.00	110000	\$742,975	\$304,900	\$1,047,875
TEACHER	228.00	110000	\$21,584,793	\$8,347,548	\$29,932,341
TEACHER, ART	3.00	110000	\$243,410	\$102,345	\$345,755
TEACHER, CDS	3.00	110000	\$344,706	\$125,329	\$470,035
COLUMN MOVEMENT	0.00	110000	\$155,000	\$35,170	\$190,170
	<b>275.00</b>		<b>\$26,097,395</b>	<b>\$10,078,036</b>	<b>\$36,175,431</b>

## Substitute Teachers

Assignment	FTEs	Object	Salary	Benefits	Total Cost
SUBSTITUTE TEACHERS - NEGOTIATIONS	0.00	110010	\$938	\$213	\$1,151
SUBSTITUTE TEACHERS - SDC	0.00	110010	\$3,150	\$715	\$3,865
SUBSTITUTE TEACHERS - PD	0.00	110010	\$3,964	\$899	\$4,863
SUBSTITUTE TEACHERS - ELPAC	0.00	110010	\$6,662	\$1,512	\$8,174
SUBSTITUTE TEACHERS - CURRICULUM	0.00	110010	\$15,000	\$3,404	\$18,404
SUBSTITUTE TEACHERS - ATHLETICS	0.00	110010	\$4,000	\$908	\$4,908
SUBSTITUTE TEACHERS	0.00	110010	\$386,091	\$87,604	\$473,695
SUBSTITUTE TEACHERS - RSP	0.00	110010	\$3,880	\$880	\$4,760
	<b>0.00</b>		<b>\$423,685</b>	<b>\$96,134</b>	<b>\$519,819</b>

## Teacher /Other Assign/Stipend

Assignment	FTEs	Object	Salary	Benefits	Total Cost
ELEMENTARY ATHLETIC COORDINATOR	0.00	110040	\$9,600	\$2,178	\$11,778
ENRICHMENT	0.00	110040	\$3,654	\$829	\$4,483
PARENT INVOLVEMENT	0.00	110040	\$13,251	\$3,007	\$16,258
PARENT ACADEMIES	0.00	110040	\$24,360	\$5,527	\$29,887
HOME INSTRUCTION	0.00	110040	\$20,000	\$4,538	\$24,538
YEARBOOK	0.00	110040	\$650	\$147	\$797
EARLY RETIREMENT NOTIFICATION	0.00	110040	\$5,000	\$1,135	\$6,135
SUMMER SCHOOL-TEACHER	0.00	110040	\$242,000	\$54,910	\$296,910
PROFESSIONAL DEVELOPMENT	0.00	110040	\$14,001	\$3,177	\$17,178

# General Fund

NEW TEACHER ORIENTATION	0.00	110040	\$10,000	\$2,269	\$12,269
SCHOOL CLIMATE	0.00	110040	\$3,220	\$731	\$3,951
SCIENCE OLYMPIAD	0.00	110040	\$1,672	\$379	\$2,051
SPECIAL EDUCATION ADDL	0.00	110040	\$4,485	\$1,018	\$5,503
CO-CURRICULAR	0.00	110040	\$33,000	\$7,488	\$40,488
TEACHER STIPENDS	0.00	110040	\$12,180	\$2,764	\$14,944
AFTER SCHOOL TUTORIAL	0.00	110040	\$136,800	\$31,040	\$167,840
TEACHER PD	0.00	110040	\$8,120	\$1,842	\$9,962
LONG TERM INDEPENDENT STUDY	0.00	110040	\$56,000	\$12,706	\$68,706
ATHLETIC COACHES	0.00	110040	\$113,400	\$25,730	\$139,130
TEACHER-SUMMER SCHOOL	0.00	110040	\$3,702	\$840	\$4,542
JR HIGH SUMMER SCHOOL-TEACHER	0.00	110040	\$33,000	\$7,488	\$40,488
LUNCH TUTORIAL	0.00	110040	\$190,800	\$43,293	\$234,093
ATHLETIC COORDINATOR	0.00	110040	\$1,200	\$272	\$1,472
TEACHER TRANSFER STIPENDS	0.00	110040	\$8,000	\$1,815	\$9,815
SUPPLEMENTAL ELD	0.00	110040	\$56,201	\$12,752	\$68,953
	<b>0.00</b>		<b>\$1,004,296</b>	<b>\$227,875</b>	<b>\$1,232,171</b>

## Certificated Pupil Support Salaries

Assignment	FTEs	Object	Salary	Benefits	Total Cost
COUNSELOR	14.00	120000	\$1,517,739	\$564,245	\$2,081,984
PSYCHOLOGIST	8.50	120000	\$1,041,917	\$362,051	\$1,403,968
SCHOOL NURSE	6.00	120000	\$697,238	\$252,433	\$949,671
SOCIAL WORKER	3.00	120000	\$327,208	\$121,359	\$448,567
	<b>31.50</b>		<b>\$3,584,102</b>	<b>\$1,300,088</b>	<b>\$4,884,189</b>

## Pupil Support- Other Assign

Assignment	FTEs	Object	Salary	Benefits	Total Cost
RN - WALK THROUGH	0.00	120040	\$1,132	\$257	\$1,389
MIGRANT SUMMER NURSING	0.00	120040	\$3,650	\$828	\$4,478
NURSING PD	0.00	120040	\$304	\$69	\$373
NURSE TRAINING LVNS	0.00	120040	\$4,000	\$908	\$4,908
SUMMER SCHOOL-RN	0.00	120040	\$14,000	\$3,177	\$17,177
JR HIGH SUMMER SCHOOL-COUNSELOR	0.00	120040	\$7,000	\$1,588	\$8,588
	<b>0.00</b>		<b>\$30,086</b>	<b>\$6,827</b>	<b>\$36,913</b>

# General Fund

## Certificated Supervisors' and Administrators' Salaries

Assignment	FTEs	Object	Salary	Benefits	Total Cost
VICE PRINCIPAL	2.00	130000	\$265,876	\$91,737	\$357,613
DIRECTOR, YOUTH DEVELOPMENT	1.00	130000	\$145,160	\$48,642	\$193,802
ASST. SUPERINTENDENT, HUMAN RESOURCES	1.00	130000	\$176,022	\$55,644	\$231,667
DIRECTOR, INST/CURR SERVICES	1.00	130000	\$163,658	\$52,839	\$216,496
DIRECTOR, ASSESSMENT	1.00	130000	\$147,763	\$49,232	\$196,996
DIRECTOR, CHILD WELFARE & ATTEND	1.00	130000	\$161,658	\$52,385	\$214,043
LEARNING DIRECTOR	11.00	130000	\$1,423,634	\$495,778	\$1,919,412
ASST. SUPERINTENDENT, CURRICULUM	1.00	130000	\$180,022	\$56,552	\$236,574
PRINCIPAL	11.00	130000	\$1,602,763	\$533,909	\$2,136,673
ASST. SUPERINTENDENT, SPECIAL SERVICES	1.00	130000	\$180,022	\$56,552	\$236,574
SUPERINTENDENT	1.00	130000	\$219,403	\$65,488	\$284,891
	<b>32.00</b>		<b>\$4,665,983</b>	<b>\$1,558,758</b>	<b>\$6,224,741</b>

## Cert. Superv. & Admin - Other Assign

Assignment	FTEs	Object	Salary	Benefits	Total Cost
VACATION	0.00	130040	\$8,597	\$1,951	\$10,548
SUMMER SCHOOL-ADMIN	0.00	130040	\$64,000	\$14,522	\$78,522
JR HIGH SUMMER SCHOOL-ADMIN	0.00	130040	\$8,500	\$1,929	\$10,429
	<b>0.00</b>		<b>\$81,097</b>	<b>\$18,401</b>	<b>\$99,498</b>

## Other Certificated Salaries

Assignment	FTEs	Object	Salary	Benefits	Total Cost
CURRICULUM SPECIALIST	2.00	190000	\$282,549	\$95,520	\$378,070
DIRECTOR, INDUCTION	1.00	190000	\$159,658	\$51,931	\$211,589
INSTRUCTIONAL COACH	5.00	190000	\$566,083	\$206,969	\$773,052
INDUCTION COACH	2.00	190000	\$215,248	\$80,250	\$295,498
	<b>10.00</b>		<b>\$1,223,537</b>	<b>\$434,671</b>	<b>\$1,658,208</b>

## Other Cert. - Other Assign

Assignment	FTEs	Object	Salary	Benefits	Total Cost
TEACHER TUTORING	0.00	190040	\$9,744	\$2,211	\$11,955
PARENT ACADEMY	0.00	190040	\$1,661	\$377	\$2,038
	<b>0.00</b>		<b>\$11,405</b>	<b>\$2,588</b>	<b>\$13,993</b>

# General Fund

## Instructional Aides' Salaries

Assignment	FTEs	Object	Salary	Benefits	Total Cost
ALTERNATIVE ED PROGRAM AIDE	2.06	210000	\$67,202	\$28,576	\$95,778
SPECIAL CIRCUMSTANCES AIDE	9.22	210000	\$344,704	\$143,341	\$488,045
MIGRANT TUTOR/BILINGUAL AIDE	0.38	210000	\$17,462	\$7,385	\$24,847
EDUCATIONAL TUTOR	12.38	210000	\$451,745	\$194,584	\$646,329
TK TUTOR	9.63	210000	\$337,315	\$230,654	\$567,969
SPECIAL EDUCATION AIDE	14.70	210000	\$576,938	\$242,140	\$819,077
	<b>48.36</b>		<b>\$1,795,365</b>	<b>\$846,680</b>	<b>\$2,642,045</b>

## Instructional Aides- Substitute

Assignment	FTEs	Object	Salary	Benefits	Total Cost
SUBSTITUTE - SPECIAL EDUCATION	0.00	210010	\$11,000	\$4,012	\$15,012
SUBSTITUTE-NEGOTIATIONS	0.00	210010	\$2,300	\$839	\$3,139
SUBSTITUTE- SAFETY TRAINING	0.00	210010	\$216	\$79	\$295
	<b>0.00</b>		<b>\$13,516</b>	<b>\$4,929</b>	<b>\$18,445</b>

## Instructional Aides- OT

Assignment	FTEs	Object	Salary	Benefits	Total Cost
AIDE - CPI TRAINING	0.00	210030	\$1,200	\$438	\$1,638
AIDE - SUMMER SCHOOL	0.00	210030	\$2,596	\$947	\$3,543
CLASSIFIED SUMMER ASSISTANCE	0.00	210030	\$38,090	\$13,892	\$51,982
	<b>0.00</b>		<b>\$41,886</b>	<b>\$15,276</b>	<b>\$57,162</b>

## Inst Aide - Extra Hire

Assignment	FTEs	Object	Salary	Benefits	Total Cost
AIDE - SPECIAL EDUCATION	0.00	210040	\$5,300	\$1,933	\$7,233
CLASSIFIED CO-CURRICULAR	0.00	210040	\$8,000	\$2,918	\$10,918
SUBSTITUTE - LAS TESTING	0.00	210040	\$4,343	\$1,584	\$5,927
	<b>0.00</b>		<b>\$17,643</b>	<b>\$6,434</b>	<b>\$24,077</b>

## Classified Coaches

Assignment	FTEs	Object	Salary	Benefits	Total Cost
CLASSIFIED CO-CURRICULAR	0.00	210060	\$2,100	\$766	\$2,866
	<b>0.00</b>		<b>\$2,100</b>	<b>\$766</b>	<b>\$2,866</b>



# General Fund

## Classified Support Salaries

Assignment	FTEs	Object	Salary	Benefits	Total Cost
SUPERVISOR, OPERATIONS	1.00	220000	\$98,619	\$51,671	\$150,290
SUPERVISOR, READY	1.00	220000	\$87,661	\$47,675	\$135,336
SUPERVISOR, WAREHOUSE	1.00	220000	\$98,619	\$51,671	\$150,290
TEACHER RESOURCE CENTER SPECIALIST	1.00	220000	\$67,971	\$37,835	\$105,805
LIBRARY/MEDIA TECHNICIAN	11.00	220000	\$493,264	\$323,399	\$816,664
IRRIGATION SPECIALIST	2.00	220000	\$123,718	\$71,212	\$194,930
LICENSED VOCATIONAL NURSE	6.00	220000	\$281,633	\$180,987	\$462,620
MECHANIC, LEAD	1.00	220000	\$87,875	\$45,094	\$132,969
LOCKSMITH	1.00	220000	\$82,626	\$43,180	\$125,806
LEAD READY PROG TUTOR	5.63	220000	\$264,614	\$108,709	\$373,322
WAREHOUSEMAN/DELIVERY	1.00	220000	\$55,921	\$33,440	\$89,361
SUPERVISOR, MAINTENANCE	1.00	220000	\$104,619	\$53,859	\$158,478
GROUNDKEEPER II	5.00	220000	\$279,605	\$167,202	\$446,806
MECHANIC	1.00	220000	\$72,748	\$39,577	\$112,325
MAINTENANCE SPECIALIST	2.00	220000	\$172,572	\$89,029	\$261,602
MAINTENANCE II	3.00	220000	\$207,287	\$114,735	\$322,022
WAREHOUSE TECHNICIAN	1.00	220000	\$67,546	\$37,680	\$105,226
LICENSED VOCATIONAL NURSE BILINGUAL	5.50	220000	\$285,757	\$182,492	\$468,249
CUSTODIAN II	15.00	220000	\$873,009	\$514,076	\$1,389,980
READY PROGRAM TUTOR	36.56	220000	\$1,361,989	\$584,857	\$1,946,846
SUPERVISOR, GROUNDS	1.00	220000	\$104,619	\$53,859	\$158,478
PAINTER/MAINTENANCE II	1.00	220000	\$67,971	\$37,835	\$105,805
CUSTODIAN/LEAD	9.00	220000	\$567,305	\$324,310	\$891,615
DISPATCHER	1.00	220000	\$49,459	\$31,084	\$80,542
HEAD CUSTODIAN	2.00	220000	\$138,191	\$76,490	\$214,681
PROGRAM MANAGER	1.00	220000	\$117,227	\$58,458	\$175,685
	<b>116.69</b>		<b>\$6,212,423</b>	<b>\$3,360,418</b>	<b>\$9,575,736</b>

## Classified Support Salaries- Bus Driver

Assignment	FTEs	Object	Salary	Benefits	Total Cost
BUS DRIVER	6.00	220001	\$298,292	\$179,441	\$477,733
	<b>6.00</b>		<b>\$298,292</b>	<b>\$179,441</b>	<b>\$477,733</b>

# General Fund

## Substitute Classified Support Salaries

Assignment	FTEs	Object	Salary	Benefits	Total Cost
SUBSTITUTE - WAREHOUSE	0.00	220010	\$5,800	\$2,115	\$7,915
SUBSTITUTE - GROUNDS	0.00	220010	\$4,087	\$1,491	\$5,578
SUBSTITUTE - TUTORS/LEAD	0.00	220010	\$22,500	\$8,206	\$30,706
SUBSTITUTE - CUSTODIAN	0.00	220010	\$22,000	\$8,023	\$30,023
SUBSTITUTE - BUS DRIVER	0.00	220010	\$5,000	\$1,824	\$6,824
SUBSTITUTE - MAINTENANCE	0.00	220010	\$200	\$73	\$273
	<b>0.00</b>		<b>\$59,587</b>	<b>\$21,731</b>	<b>\$81,318</b>

## Classified Support Salaries - Overtime

Assignment	FTEs	Object	Salary	Benefits	Total Cost
AFTER SCHOOL SUPPORT	0.00	220020	\$2,685	\$979	\$3,664
CUSTODIAN BANK	0.00	220020	\$17,058	\$6,221	\$23,279
ATHLETIC EVENT SETUP	0.00	220020	\$5,000	\$1,824	\$6,824
JR HIGH SUMMER SCHOOL-LVN	0.00	220020	\$4,000	\$1,459	\$5,459
CUSTODIAN - OVERTIME	0.00	220020	\$1,000	\$365	\$1,365
BUS DRIVER - SUMMER SCHOOL	0.00	220020	\$35,000	\$12,765	\$47,765
BUS DRIVER - OVERTIME	0.00	220020	\$19,000	\$6,929	\$25,929
GROUNDS - OVERTIME	0.00	220020	\$3,000	\$1,094	\$4,094
DISPATCH - OVERTIME	0.00	220020	\$2,500	\$912	\$3,412
TUTOR - PROFESSIONAL DEVELOPMENT	0.00	220020	\$5,400	\$1,969	\$7,369
LVN - WALK THROUGH	0.00	220020	\$427	\$156	\$583
SUMMER SCHOOL-LMT	0.00	220020	\$24,000	\$8,753	\$32,753
SUMMER SCHOOL-LVN	0.00	220020	\$30,000	\$10,941	\$40,941
SUMMER SCHOOL-READY	0.00	220020	\$136,000	\$49,599	\$185,599
SUMMER SCHOOL-READY SUP	0.00	220020	\$10,000	\$3,647	\$13,647
TEACHER RESOURCE CENTER-OVERTIME	0.00	220020	\$400	\$146	\$546
TUTORS - OVERTIME	0.00	220020	\$20,430	\$7,451	\$27,881
VACATION	0.00	220020	\$31,306	\$11,417	\$42,723
WAREHOUSE - OVERTIME	0.00	220020	\$1,900	\$693	\$2,593
MEDIA SERVICES - OVERTIME	0.00	220020	\$10,190	\$3,716	\$13,906
MAINTENANCE - OVERTIME	0.00	220020	\$700	\$255	\$955
MSA BANK	0.00	220020	\$11,308	\$4,124	\$15,432
MIGRANT SUMMER CUSTODIAN	0.00	220020	\$2,150	\$784	\$2,934
MECHANIC - OVERTIME	0.00	220020	\$3,000	\$1,094	\$4,094
	<b>0.00</b>		<b>\$376,454</b>	<b>\$137,293</b>	<b>\$513,747</b>

# General Fund

## Class. Supp. Sal- Bus Driver/FTrip

Assignment	FTEs	Object	Salary	Benefits	Total Cost
CLASSIFIED SUMMER ASSISTANCE	0.00	220030	\$83,676	\$30,517	\$114,192
BUS DRIVER FIELD TRIPS	0.00	220030	\$30,000	\$10,941	\$40,941
	<b>0.00</b>		<b>\$113,676</b>	<b>\$41,458</b>	<b>\$155,133</b>

## Classified Supervisors' and Administrators' Salaries

Assignment	FTEs	Object	Salary	Benefits	Total Cost
DIRECTOR, FACILITIES	1.00	230000	\$157,658	\$73,203	\$230,860
CHIEF TECHNOLOGY OFFICER	1.00	230000	\$161,658	\$74,662	\$236,319
CHIEF BUSINESS OFFICIAL	1.00	230000	\$187,405	\$84,052	\$271,457
FISCAL SERVICES SPECIALIST	1.00	230000	\$146,400	\$69,097	\$215,497
BOARD MEMBER	5.00	230000	\$17,116	\$84,767	\$101,884
	<b>9.00</b>		<b>\$670,237</b>	<b>\$385,780</b>	<b>\$1,056,017</b>

## Clerical & Office Salaries

Assignment	FTEs	Object	Salary	Benefits	Total Cost
ADMINISTRATIVE SECRETARY	1.00	240000	\$77,042	\$43,802	\$120,844
BILINGUAL CLERK TYPIST II	12.88	240000	\$627,480	\$376,783	\$1,004,263
BILINGUAL CLERK TYPIST I	0.63	240000	\$22,370	\$9,515	\$31,885
SUBSTITUTE CALLER	1.00	240000	\$40,391	\$27,777	\$68,168
ACCOUNT TECHNICIAN IV	1.00	240000	\$86,750	\$44,684	\$131,434
CHILD WELFARE & ATTENDANCE SPEC.	1.00	240000	\$65,650	\$36,989	\$102,638
COMPUTER MAINTENANCE TECH.	5.00	240000	\$374,699	\$201,883	\$576,582
ADMINISTRATIVE ASSISTANT	2.00	240000	\$171,178	\$93,839	\$265,017
WAREHOUSE TECHNICIAN	1.00	240000	\$67,546	\$37,680	\$105,226
ADMINISTRATIVE SECRETARY II	4.00	240000	\$292,209	\$158,753	\$450,962
COMMUNITY DAY SCHOOL SPEC. BIL	1.00	240000	\$75,122	\$40,443	\$115,565
ACCOUNT TECHNICIAN II	1.00	240000	\$71,777	\$39,223	\$111,001
ACCOUNT TECHNICIAN III	3.00	240000	\$232,326	\$123,867	\$356,194
PROGRAM MANAGER	3.00	240000	\$365,282	\$180,333	\$545,615
ENGINEER, SYSTEMS	1.00	240000	\$89,435	\$45,663	\$135,098
ENGINEER, NETWORK	1.00	240000	\$87,875	\$45,094	\$132,969
PERSONNEL SPECIALIST	3.00	240000	\$250,203	\$138,364	\$388,567
SCHOOL OPERATIONS OFFICER	12.00	240000	\$987,053	\$548,438	\$1,535,492
DFS WORK CONTROL TECHNICIAN	1.00	240000	\$82,338	\$43,075	\$125,413
DATA BASE SPECIALIST II	1.00	240000	\$86,750	\$44,684	\$131,434
	<b>56.50</b>		<b>\$4,153,478</b>	<b>\$2,280,888</b>	<b>\$6,434,366</b>

# General Fund

## Clerical & Office Sal - Substitute

Assignment	FTEs	Object	Salary	Benefits	Total Cost
SUBSTITUTE - CLERICAL	0.00	240010	\$8,800	\$3,209	\$12,009
	<b>0.00</b>		<b>\$8,800</b>	<b>\$3,209</b>	<b>\$12,009</b>

## Clerical & Office Sal. - OT

Assignment	FTEs	Object	Salary	Benefits	Total Cost
VACATION	0.00	240020	\$18,935	\$6,906	\$25,841
JR HIGH SUMMER SCHOOL-CLERK TYPIST	0.00	240020	\$3,500	\$1,276	\$4,776
SUMMER SCHOOL-CLERK TYPIST	0.00	240020	\$26,000	\$9,482	\$35,482
CLERICAL BANK HOURS	0.00	240020	\$25,641	\$9,351	\$34,992
CLERICAL - OVERTIME	0.00	240020	\$8,079	\$2,946	\$11,025
	<b>0.00</b>		<b>\$82,155</b>	<b>\$29,962</b>	<b>\$112,117</b>

## Clerical & Office Sal - Special Duty

Assignment	FTEs	Object	Salary	Benefits	Total Cost
CLASSIFIED SUMMER ASSISTANCE	0.00	240030	\$52,686	\$19,215	\$71,901
	<b>0.00</b>		<b>\$52,686</b>	<b>\$19,215</b>	<b>\$71,901</b>

## Other Classified Salaries

Assignment	FTEs	Object	Salary	Benefits	Total Cost
NOON SUPERVISOR	27.35	290000	\$835,778	\$304,808	\$1,140,587
MIGRANT TUTOR/BILINGUAL AIDE	0.13	290000	\$5,821	\$2,462	\$8,282
STUDENT SPECIALIST	5.00	290000	\$341,032	\$189,604	\$530,637
SPECIAL EDUCATION AIDE	1.64	290000	\$64,145	\$26,919	\$91,064
PARENT LIAISON SPECIALIST	1.00	290000	\$60,774	\$35,210	\$95,984
STUDENT SPECIALIST, BILINGUAL	3.00	290000	\$218,252	\$118,734	\$336,986
	<b>38.12</b>		<b>\$1,525,801</b>	<b>\$677,738</b>	<b>\$2,203,539</b>

## Substitute Other Classified Salaries

Assignment	FTEs	Object	Salary	Benefits	Total Cost
SUBSTITUTE - YARD AIDE	0.00	290010	\$22,500	\$8,206	\$30,706
	<b>0.00</b>		<b>\$22,500</b>	<b>\$8,206</b>	<b>\$30,706</b>

## Other Classified Salaries - Overtime

Assignment	FTEs	Object	Salary	Benefits	Total Cost
NOON SUPERVISOR BANK	0.00	290020	\$20,264	\$7,390	\$27,654
SUMMER SCHOOL-STUDENT SPECIALIST	0.00	290020	\$36,000	\$13,129	\$49,129
PARENT LIAISON OVERTIME	0.00	290020	\$4,454	\$1,624	\$6,078
TEST RESULTS	0.00	290020	\$799	\$291	\$1,090
TECH - OVERTIME	0.00	290020	\$400	\$146	\$546
	<b>0.00</b>		<b>\$61,917</b>	<b>\$22,581</b>	<b>\$84,498</b>

# General Fund

## Other Classified Salaries - Special Duty

Assignment	FTEs	Object	Salary	Benefits	Total Cost
PARENT INVOLVEMENT	0.00	290030	\$5,036	\$1,837	\$6,873
PARENT ACADEMIES	0.00	290030	\$11,060	\$4,034	\$15,094
OTHER	0.00	290030	\$7,490	\$2,732	\$10,222
TRANSLATION	0.00	290030	\$9,445	\$3,445	\$12,890
CHILDCARE FOR DELAC/PAC	0.00	290030	\$1,327	\$484	\$1,811
CHILD CARE PARENT INVOLVEMENT	0.00	290030	\$6,392	\$2,331	\$8,723
CLASSIFIED SUMMER ASSISTANCE	0.00	290030	\$24,493	\$8,933	\$33,426
SCHOOL CLIMATE	0.00	290030	\$365	\$133	\$498
MEETING TRANSLATORS	0.00	290030	\$799	\$291	\$1,090
	<b>0.00</b>		<b>\$66,407</b>	<b>\$24,219</b>	<b>\$90,626</b>
<b>Fund Totals</b>	<b>623.16</b>		<b>\$52,696,509</b>	<b>\$21,789,601</b>	<b>\$74,486,110</b>
<b>Fund Sub-Totals</b>			<b>\$52,696,509</b>	<b>\$21,789,601</b>	<b>\$74,486,110</b>
<b>STRS on-behalf Totals</b>			<b>\$0</b>	<b>\$3,396,991</b>	<b>\$3,396,991</b>
<b>Estimated activities not eligible for retirement benefits</b>			<b>\$0</b>	<b>(\$283,767)</b>	<b>(\$283,767)</b>
<b>Retiree Benefits</b>			<b>\$0</b>	<b>\$503,166</b>	<b>\$503,166</b>
<b>Rounding</b>			<b>(\$2)</b>	<b>\$14</b>	<b>\$12</b>
<b>Fund Totals</b>			<b>\$52,696,507</b>	<b>\$25,406,005</b>	<b>\$78,102,512</b>

## Total Cafeteria Fund

**BEGINNING BALANCE**

Net Beginning Balance

**REVENUES**

LCFF Sources

Federal Revenues

Other State Revenues

Other Local Revenues

**Total, Revenues**
**EXPENDITURES**

Certificated Salaries

Classified Salaries

Employee Benefits

Books and Supplies

Services, Oth Oper Exp

Capital Outlay

Other Outgo(excl. 7300`s)

Direct/Indirect Support

**Total Expenditures**
**OTHER FINANCING SOURCES/USES**

Transfers

Transfers In

Transfers Out

Other Sources/Uses

Sources

Contributions

**Total, Other Financing Sources/Uses**
**NET INCREASE (DECREASE) IN FUND BALANCE**
**ENDING FUND BALANCE**
**FUND BALANCE DESIGNATIONS AND COMMITMENTS**
**UNCOMMITTED RESERVE BALANCE**
**PROJECTED RESERVE RELATIVE TO EXPENDITURES AND OUTGO**

Unrestricted	Restricted	Total
\$0	\$2,596,010	\$2,596,010
\$0	\$0	\$0
\$0	\$3,404,452	\$3,404,452
\$0	\$1,303,883	\$1,303,883
\$0	\$89,480	\$89,480
<b>\$0</b>	<b>\$4,797,815</b>	<b>\$4,797,815</b>
\$0	\$0	\$0
\$0	\$1,408,199	\$1,408,199
\$0	\$645,894	\$645,894
\$0	\$2,266,990	\$2,266,990
\$0	(\$35,520)	(\$35,520)
\$0	\$0	\$0
\$0	\$0	\$0
\$0	\$65,000	\$65,000
<b>\$0</b>	<b>\$4,350,563</b>	<b>\$4,350,563</b>
\$0	\$0	\$0
\$0	\$0	\$0
\$0	\$0	\$0
<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>\$0</b>	<b>\$447,252</b>	<b>\$447,252</b>
<b>\$0</b>	<b>\$3,043,262</b>	<b>\$3,043,262</b>

\$ -	\$ 3,043,262	\$ 3,043,262
\$ -	\$ -	\$ -
0.0%		

# Cafeteria Fund

## Classified Support Salaries

Assignment	FTEs	Object	Salary	Benefits	Total Cost
CUSTODIAN II	2.00	220000	\$111,842	\$66,881	\$178,723
SUPERVISOR, FOOD SERVICE	2.00	220000	\$176,549	\$95,798	\$272,347
	<b>4.00</b>		<b>\$288,391</b>	<b>\$162,678</b>	<b>\$451,069</b>

## Substitute Classified Support Salaries

Assignment	FTEs	Object	Salary	Benefits	Total Cost
SUBSTITUTE - CUSTODIAN	0.00	220010	\$1,000	\$365	\$1,365
	<b>0.00</b>		<b>\$1,000</b>	<b>\$365</b>	<b>\$1,365</b>

## Classified Support Salaries - Overtime

Assignment	FTEs	Object	Salary	Benefits	Total Cost
SUMMER SCHOOL - CLERICAL	0.00	220020	\$3,000	\$1,094	\$4,094
CUSTODIAN - OVERTIME	0.00	220020	\$1,000	\$365	\$1,365
	<b>0.00</b>		<b>\$4,000</b>	<b>\$1,459</b>	<b>\$5,459</b>

## Class. Supp. Sal. - Food Service Worker

Assignment	FTEs	Object	Salary	Benefits	Total Cost
SUMMER SCHOOL - SEAMLESS	0.00	220080	\$19,000	\$6,929	\$25,929
LEAD FOOD SERVICE WORKER	2.00	220080	\$92,369	\$59,779	\$152,148
FOOD SERVICE UTILITY WORKER	1.75	220080	\$75,933	\$33,117	\$109,050
FOOD SERVICE I	7.13	220080	\$268,273	\$122,247	\$390,521
COOK	3.00	220080	\$134,055	\$88,028	\$222,083
FOOD SERVICE WORKER II	2.00	220080	\$74,454	\$29,866	\$104,320
	<b>15.88</b>		<b>\$664,085</b>	<b>\$339,966</b>	<b>\$1,004,050</b>

## Class. Supp. Sal. - Food Service Worker - Substitute

Assignment	FTEs	Object	Salary	Benefits	Total Cost
SUBSTITUTES - FOOD SERVICE	0.00	220082	\$10,000	\$3,647	\$13,647
	<b>0.00</b>		<b>\$10,000</b>	<b>\$3,647</b>	<b>\$13,647</b>

# Cafeteria Fund

## Classified Supervisors' and Administrators' Salaries

Assignment	FTEs	Object	Salary	Benefits	Total Cost
PROGRAM MANAGER	1.00	230000	\$117,227	\$58,458	\$175,685
	<b>1.00</b>		<b>\$117,227</b>	<b>\$58,458</b>	<b>\$175,685</b>

## Classified Supervisors Extra Duty

Assignment	FTEs	Object	Salary	Benefits	Total Cost
VACATION	0.00	230020	\$6,000	\$2,188	\$8,188
	<b>0.00</b>		<b>\$6,000</b>	<b>\$2,188</b>	<b>\$8,188</b>

## Clerical & Office Salaries

Assignment	FTEs	Object	Salary	Benefits	Total Cost
ACCOUNT CLERK I	3.44	240000	\$157,598	\$69,680	\$227,278
ACCOUNT TECHNICIAN III	1.00	240000	\$69,916	\$38,544	\$108,460
ACCOUNT CLERK II	1.75	240000	\$81,482	\$55,808	\$137,290
	<b>6.19</b>		<b>\$308,996</b>	<b>\$164,033</b>	<b>\$473,029</b>

## Clerical & Office Sal - Substitute

Assignment	FTEs	Object	Salary	Benefits	Total Cost
SUBSTITUTE - CLERICAL	0.00	240010	\$500	\$182	\$682
	<b>0.00</b>		<b>\$500</b>	<b>\$182</b>	<b>\$682</b>

## Clerical & Office Sal. - OT

Assignment	FTEs	Object	Salary	Benefits	Total Cost
CLERICAL - OVERTIME	0.00	240020	\$8,000	\$2,918	\$10,918
	<b>0.00</b>		<b>\$8,000</b>	<b>\$2,918</b>	<b>\$10,918</b>

<b>Fund Totals</b>	<b>27.06</b>		<b>\$1,408,199</b>	<b>\$735,893</b>	<b>\$2,144,092</b>
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<b>Fund Sub-Totals</b>			<b>\$1,408,199</b>	<b>\$735,893</b>	<b>\$2,144,092</b>
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<b>Estimated activities not eligible for retirement benefits</b>			<b>\$0</b>	<b>(\$90,000)</b>	<b>(\$90,000)</b>
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<b>Rounding</b>			<b>\$0</b>	<b>\$1</b>	<b>\$1</b>
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<b>Fund Totals</b>			<b>\$1,408,199</b>	<b>\$645,894</b>	<b>\$2,054,093</b>
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## Other HESD District Funds

<i>District Funds</i>						
<b>Fund</b>	<b>Fund Description</b>	<b>Beginning Balance</b>	<b>Revenues</b>	<b>Expenditures</b>	<b>Other Sources/Uses</b>	<b>Ending Fund Balance</b>
0800	Student Activity Special Revenue Fund	\$ 32,993	\$ -	\$ -	\$ -	\$ 32,993
1400	Deferred Maintenance Fund	\$ 359,922	\$ 304,000	\$ 300,000	\$ -	\$ 363,922
1500	Pupil Transportation Fund	\$ 367,943	\$ 6,000	\$ -	\$ 100,000	\$ 473,943
2000	Special Reserve for Other Post Employment Benefits	\$ 13,162,727	\$ 200,000	\$ -	\$ 173,524	\$ 13,536,251
2120	Building Fund (Series C)	\$ 167,211	\$ -	\$ 167,211	\$ -	\$ -
2500	Capital Facilities Fund	\$ 1,205,034	\$ 215,000	\$ 120,000	\$ -	\$ 1,300,034
3500	State Building Fund	\$ -	\$ -	\$ -	\$ -	\$ -
4000	Special Reserve (capital outlay)	\$ 4,824,316	\$ 45,000	\$ 3,000,000	\$ -	\$ 1,869,316
6720	Self Insurance Fund	\$ 694,374	\$ 833,000	\$ 820,000	\$ -	\$ 707,374

ANNUAL BUDGET REPORT:

July 1, 2023 Budget Adoption

Select applicable boxes:

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

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

Budget available for inspection at:

Place: Hanford Elementary School District Office

Date: 06/07/2023

Adoption Date: 06/28/2023

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

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

Public Hearing:

Place: Hanford Elementary School  
District Boardroom

Date: 06/14/2023

Time: 05:30 PM

Contact person for additional information on the budget reports:

Name: David Endo

Title: Chief Business Official

Telephone: 559-585-3628

E-mail: dendo@hanfordesd.org

Criteria and Standards Review Summary

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

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Budgeted (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.		X
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.	X	
4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.	X	
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.		X
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	
9	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	
SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?		X
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?		X

SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements? • If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2022-23) annual payment?		X
			X	
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)? • If yes, are they lifetime benefits? • If yes, do benefits continue beyond age 65? • If yes, are benefits funded by pay-as-you-go?		X
			X	
			X	
				X
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation, employee health and welfare, or property and liability)?		X
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for: • Certificated? (Section S8A, Line 1) • Classified? (Section S8B, Line 1) • Management/supervisor/confidential? (Section S8C, Line 1)		X
				X
				X
S9	Local Control and Accountability Plan (LCAP)	• Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year? • Adoption date of the LCAP or an update to the LCAP:		X
			06/28/2023	
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X
ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?		X
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?		X
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
ADDITIONAL FISCAL INDICATORS (continued)			No	Yes
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

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

To the County Superintendent of Schools:

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

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

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

Kings County Self-Insured Schools

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

Signed

Clerk/Secretary of the Governing Board

(Original signature required)

Date of Meeting: 06/28/2023

For additional information on this certification, please contact:

Name: Cyndi Logan-Parra

Title: Director

Telephone: 559-589-7059

E-mail: cyndi.logan@kingscoe.org

Description	2022-23 Estimated Actuals			2023-24 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
<b>A. DISTRICT</b>						
<b>1. Total District Regular ADA</b>						
Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	5,157.91	5,157.91	5,620.17	5,157.91	5,157.91	5,426.71
<b>2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA</b>						
Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
<b>3. Total Basic Aid Open Enrollment Regular ADA</b>						
Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
<b>4. Total, District Regular ADA (Sum of Lines A1 through A3)</b>	5,157.91	5,157.91	5,620.17	5,157.91	5,157.91	5,426.71
<b>5. District Funded County Program ADA</b>						
a. County Community Schools						
b. Special Education-Special Day Class	65.30	65.30	65.30	65.30	64.39	64.39
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
<b>g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)</b>	65.30	65.30	65.30	65.30	64.39	64.39
<b>6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)</b>	5,223.21	5,223.21	5,685.47	5,223.21	5,222.30	5,491.10
<b>7. Adults in Correctional Facilities</b>						
<b>8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)</b>						

Description	2022-23 Estimated Actuals			2023-24 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
<b>B. COUNTY OFFICE OF EDUCATION</b>						
<b>1. County Program Alternative Education Grant ADA</b>						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
<b>d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>2. District Funded County Program ADA</b>						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
<b>g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>4. Adults in Correctional Facilities</b>						
<b>5. County Operations Grant ADA</b>						
<b>6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)</b>						

Description	2022-23 Estimated Actuals			2023-24 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
<b>C. CHARTER SCHOOL ADA</b>						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools.						
Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
<b>FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.</b>						
<b>1. Total Charter School Regular ADA</b>						
<b>2. Charter School County Program Alternative Education ADA</b>						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
<b>d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>3. Charter School Funded County Program ADA</b>						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
<b>f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.</b>						
<b>5. Total Charter School Regular ADA</b>						
<b>6. Charter School County Program Alternative Education ADA</b>						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
<b>d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>7. Charter School Funded County Program ADA</b>						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
<b>f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)</b>	0.00	0.00	0.00	0.00	0.00	0.00

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	77,177,530.00	0.53%	77,588,294.00	1.86%	79,034,624.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	1,912,024.00	0.00%	1,912,024.00	0.00%	1,912,024.00
4. Other Local Revenues	8600-8799	761,898.00	0.00%	761,898.00	0.00%	761,898.00
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	(7,110,639.00)	0.00%	(7,110,639.00)	0.00%	(7,110,639.00)
6. Total (Sum lines A1 thru A5c)		72,740,813.00	0.56%	73,151,577.00	1.98%	74,597,907.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				28,658,338.00		29,434,338.00
b. Step & Column Adjustment				776,000.00		776,000.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	28,658,338.00	2.71%	29,434,338.00	2.64%	30,210,338.00
2. Classified Salaries						
a. Base Salaries				10,311,163.00		10,520,163.00
b. Step & Column Adjustment				209,000.00		209,000.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	10,311,163.00	2.03%	10,520,163.00	1.99%	10,729,163.00
3. Employee Benefits	3000-3999	16,606,669.00	2.17%	16,966,271.36	1.88%	17,285,074.84
4. Books and Supplies	4000-4999	6,367,762.19	-37.69%	3,967,762.19	0.00%	3,967,762.19
5. Services and Other Operating Expenditures	5000-5999	4,473,692.07	0.00%	4,473,692.07	0.00%	4,473,692.07
6. Capital Outlay	6000-6999	155,176.67	0.00%	155,176.67	0.00%	155,176.67
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	1,003,937.28	0.00%	1,003,937.28	0.00%	1,003,937.28
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(801,924.67)	0.00%	(801,924.67)	0.00%	(801,924.67)
9. Other Financing Uses						
a. Transfers Out	7600-7629	273,524.00	0.00%	273,524.00	0.00%	273,524.00
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)		67,048,337.54	-1.57%	65,992,939.90	1.98%	67,296,743.38



Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		5,692,475.46		7,158,637.10		7,301,163.62
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		20,176,476.00		25,868,951.46		33,027,588.56
2. Ending Fund Balance (Sum lines C and D1)		25,868,951.46		33,027,588.56		40,328,752.18
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	170,819.03		170,819.03		170,819.03
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	16,534,268.00		14,339,843.00		12,145,418.00
d. Assigned	9780	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	3,000,000.00		3,100,000.00		3,100,000.00
2. Unassigned/Unappropriated	9790	6,163,864.43		15,416,926.53		24,912,515.15
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		25,868,951.46		33,027,588.56		40,328,752.18
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	3,000,000.00		3,100,000.00		3,100,000.00
c. Unassigned/Unappropriated	9790	6,163,864.43		15,416,926.53		24,912,515.15
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750			0.00		0.00
b. Reserve for Economic Uncertainties	9789			0.00		0.00
c. Unassigned/Unappropriated	9790			0.00		0.00
3. Total Available Reserves (Sum lines E1a thru E2c)		9,163,864.43		18,516,926.53		28,012,515.15
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.						
REVENUES: COLA 24-25 3.94% and 3.29% in 25-26 / District ADA projected at 5,158 in the subsequent two years and unduplicated % to remain static (funded ADA 5,298 and 5,222 respectively) EXPENDITURES: \$776k Certificated step and column realized in the unrestricted multi-year projection / \$209k Classified step realized in the unrestricted multi-year projection / STRS rate project to stay at 19.1% the next two subsequent years / PERS rate projected to increase to 27.70% and 28.30% in the next two subsequent years / (\$2,400k) LCAP materials						

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	0.00	0.00%	0.00	0.00%	0.00
2. Federal Revenues	8100-8299	12,854,711.05	-66.19%	4,346,711.05	0.00%	4,346,711.05
3. Other State Revenues	8300-8599	3,577,087.82	205.89%	10,942,087.82	0.00%	10,942,087.82
4. Other Local Revenues	8600-8799	2,657,500.00	0.00%	2,657,500.00	0.00%	2,657,500.00
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	7,110,639.00	0.00%	7,110,639.00	0.00%	7,110,639.00
6. Total (Sum lines A1 thru A5c)		26,199,937.87	-4.36%	25,056,937.87	0.00%	25,056,937.87
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				8,463,242.00		8,199,242.00
b. Step & Column Adjustment				0.00		0.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(264,000.00)		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	8,463,242.00	-3.12%	8,199,242.00	0.00%	8,199,242.00
2. Classified Salaries						
a. Base Salaries				5,263,764.29		5,263,764.29
b. Step & Column Adjustment				0.00		0.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	5,263,764.29	0.00%	5,263,764.29	0.00%	5,263,764.29
3. Employee Benefits	3000-3999	8,799,336.00	-0.07%	8,793,124.80	0.36%	8,824,707.38
4. Books and Supplies	4000-4999	1,896,326.49	55.00%	2,939,326.49	-68.04%	939,326.49
5. Services and Other Operating Expenditures	5000-5999	2,044,261.50	0.00%	2,044,261.50	0.00%	2,044,261.50
6. Capital Outlay	6000-6999	3,214,500.00	-87.11%	414,500.00	0.00%	414,500.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	1,627,969.00	0.00%	1,627,969.00	0.00%	1,627,969.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	736,924.67	0.00%	736,924.67	0.00%	736,924.67
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)		32,046,323.95	-6.33%	30,019,112.75	-6.56%	28,050,695.33
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)</b>						
		(5,846,386.08)		(4,962,174.88)		(2,993,757.46)

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		21,969,861.99		16,123,475.91		11,161,301.03
2. Ending Fund Balance (Sum lines C and D1)		16,123,475.91		11,161,301.03		8,167,543.57
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	16,123,475.91		11,161,301.03		8,167,543.57
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)		16,123,475.91		11,161,301.03		8,167,543.57
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
REVENUES: (\$8,508k) COVID funding in 24-25 / \$7,365k ELOP revenue following removal of carryover EXPENDITURES: \$776k Certificated step and column realized in the unrestricted multi-year projection / (\$264k) Learning loss teacher tutorial / \$209k Classified step realized in the unrestricted multi-year projection / STRS rate project to stay at 19.1% the next two subsequent years / PERS rate projected to increase to 27.70% and 28.30% in the next two subsequent years / (\$757k) COVID computers / (\$200k) KIT materials / \$2,000k textbook adoption 24-25 only / (\$250k) school bus / (\$2,000k) Jr High Schools HVAC projects / (\$400k) Wilson Central Plant replacement / (\$150k) Food service refrigerator						

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	77,177,530.00	0.53%	77,588,294.00	1.86%	79,034,624.00
2. Federal Revenues	8100-8299	12,854,711.05	-66.19%	4,346,711.05	0.00%	4,346,711.05
3. Other State Revenues	8300-8599	5,489,111.82	134.17%	12,854,111.82	0.00%	12,854,111.82
4. Other Local Revenues	8600-8799	3,419,398.00	0.00%	3,419,398.00	0.00%	3,419,398.00
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)		98,940,750.87	-0.74%	98,208,514.87	1.47%	99,654,844.87
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				37,121,580.00		37,633,580.00
b. Step & Column Adjustment				776,000.00		776,000.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(264,000.00)		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	37,121,580.00	1.38%	37,633,580.00	2.06%	38,409,580.00
2. Classified Salaries						
a. Base Salaries				15,574,927.29		15,783,927.29
b. Step & Column Adjustment				209,000.00		209,000.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	15,574,927.29	1.34%	15,783,927.29	1.32%	15,992,927.29
3. Employee Benefits	3000-3999	25,406,005.00	1.39%	25,759,396.16	1.36%	26,109,782.22
4. Books and Supplies	4000-4999	8,264,088.68	-16.42%	6,907,088.68	-28.96%	4,907,088.68
5. Services and Other Operating Expenditures	5000-5999	6,517,953.57	0.00%	6,517,953.57	0.00%	6,517,953.57
6. Capital Outlay	6000-6999	3,369,676.67	-83.09%	569,676.67	0.00%	569,676.67
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	2,631,906.28	0.00%	2,631,906.28	0.00%	2,631,906.28
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(65,000.00)	0.00%	(65,000.00)	0.00%	(65,000.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	273,524.00	0.00%	273,524.00	0.00%	273,524.00
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)		99,094,661.49	-3.11%	96,012,052.65	-0.69%	95,347,438.71
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)</b>						
		(153,910.62)		2,196,462.22		4,307,406.16

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 01, line F1e)		42,146,337.99		41,992,427.37		44,188,889.59
2. Ending Fund Balance (Sum lines C and D1)		41,992,427.37		44,188,889.59		48,496,295.75
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	170,819.03		170,819.03		170,819.03
b. Restricted	9740	16,123,475.91		11,161,301.03		8,167,543.57
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	16,534,268.00		14,339,843.00		12,145,418.00
d. Assigned	9780	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	3,000,000.00		3,100,000.00		3,100,000.00
2. Unassigned/Unappropriated	9790	6,163,864.43		15,416,926.53		24,912,515.15
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		41,992,427.37		44,188,889.59		48,496,295.75
<b>E. AVAILABLE RESERVES</b>						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	3,000,000.00		3,100,000.00		3,100,000.00
c. Unassigned/Unappropriated	9790	6,163,864.43		15,416,926.53		24,912,515.15
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		9,163,864.43		18,516,926.53		28,012,515.15
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		9.25%		19.29%		29.38%
<b>F. RECOMMENDED RESERVES</b>						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	Yes					

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
Kings County SELPA						
2. Special education pass-through funds						
(Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)						
		0.00		0.00		0.00
2. District ADA						
Used to determine the reserve standard percentage level on line F3d (Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)						
		5,157.91		5,157.91		5,157.91
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		99,094,661.49		96,012,052.65		95,347,438.71
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)		99,094,661.49		96,012,052.65		95,347,438.71
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)		3.00%		3.00%		3.00%
e. Reserve Standard - By Percent (Line F3c times F3d)		2,972,839.84		2,880,361.58		2,860,423.16
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)		0.00		0.00		0.00
g. Reserve Standard (Greater of Line F3e or F3f)		2,972,839.84		2,880,361.58		2,860,423.16
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF:			JUNE							
A. BEGINNING CASH			42,900,000.00	39,152,119.00	35,704,238.00	38,508,195.00	37,401,167.00	36,294,139.00	40,754,237.50	39,373,685.50
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		2,926,065.00	2,926,065.00	9,177,903.00	5,266,918.00	5,266,918.00	9,177,903.00	5,266,918.00	5,266,918.00
Property Taxes	8020-8079		0.00	0.00	0.00	0.00	0.00	1,656,141.50	0.00	0.00
Miscellaneous Funds	8080-8099		(300,000.00)	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Federal Revenue	8100-8299		1,071,226.00	1,071,226.00	1,071,226.00	1,071,226.00	1,071,226.00	1,071,226.00	1,071,226.00	1,071,226.00
Other State Revenue	8300-8599		457,426.00	457,426.00	457,426.00	457,426.00	457,426.00	457,426.00	457,426.00	457,426.00
Other Local Revenue	8600-8799		284,950.00	284,950.00	284,950.00	284,950.00	284,950.00	284,950.00	284,950.00	284,950.00
Interfund Transfers In	8910-8929		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources	8930-8979		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECEIPTS			4,439,667.00	4,739,667.00	10,991,505.00	7,080,520.00	7,080,520.00	12,647,646.50	7,080,520.00	7,080,520.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		3,093,465.00	3,093,465.00	3,093,465.00	3,093,465.00	3,093,465.00	3,093,465.00	3,093,465.00	3,093,465.00
Classified Salaries	2000-2999		1,297,911.00	1,297,911.00	1,297,911.00	1,297,911.00	1,297,911.00	1,297,911.00	1,297,911.00	1,297,911.00
Employee Benefits	3000-3999		2,117,167.00	2,117,167.00	2,117,167.00	2,117,167.00	2,117,167.00	2,117,167.00	2,117,167.00	2,117,167.00
Books and Supplies	4000-4999		688,674.00	688,674.00	688,674.00	688,674.00	688,674.00	688,674.00	688,674.00	688,674.00
Services	5000-5999		543,163.00	543,163.00	543,163.00	543,163.00	543,163.00	543,163.00	543,163.00	543,163.00
Capital Outlay	6000-6599		280,806.00	280,806.00	280,806.00	280,806.00	280,806.00	280,806.00	280,806.00	280,806.00
Other Outgo	7000-7499		166,362.00	166,362.00	166,362.00	166,362.00	166,362.00	166,362.00	166,362.00	166,362.00
Interfund Transfers Out	7600-7629		0.00	0.00	0.00	0.00	0.00	0.00	273,524.00	0.00

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
All Other Financing Uses	7630-7699		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL DISBURSEMENTS			8,187,548.00	8,187,548.00	8,187,548.00	8,187,548.00	8,187,548.00	8,187,548.00	8,461,072.00	8,187,548.00
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199									
Accounts Receivable	9200-9299									
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Lease Receivable	9380									
Deferred Outflows of Resources	9490									
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599									
Due To Other Funds	9610									
Current Loans	9640									
Unearned Revenues	9650									
Deferred Inflows of Resources	9690									
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<u>Nonoperating</u>										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
E. NET INCREASE/DECREASE (B - C + D)			(3,747,881.00)	(3,447,881.00)	2,803,957.00	(1,107,028.00)	(1,107,028.00)	4,460,098.50	(1,380,552.00)	(1,107,028.00)
F. ENDING CASH (A + E)			39,152,119.00	35,704,238.00	38,508,195.00	37,401,167.00	36,294,139.00	40,754,237.50	39,373,685.50	38,266,657.50
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										



Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF:		JUNE							
A. BEGINNING CASH		38,266,657.50	41,070,614.50	41,619,728.00	40,512,700.00				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	9,177,903.00	5,266,918.00	5,266,918.00	9,177,900.00	0.00		74,165,247.00	74,165,247.00
Property Taxes	8020-8079	0.00	1,656,141.50	0.00	0.00			3,312,283.00	3,312,283.00
Miscellaneous Funds	8080-8099	0.00	0.00	0.00	0.00			(300,000.00)	(300,000.00)
Federal Revenue	8100-8299	1,071,226.00	1,071,226.00	1,071,226.00	1,071,225.05			12,854,711.05	12,854,711.05
Other State Revenue	8300-8599	457,426.00	457,426.00	457,426.00	457,425.82			5,489,111.82	5,489,111.82
Other Local Revenue	8600-8799	284,950.00	284,950.00	284,950.00	284,948.00			3,419,398.00	3,419,398.00
Interfund Transfers In	8910-8929	0.00	0.00	0.00	0.00			0.00	0.00
All Other Financing Sources	8930-8979	0.00	0.00	0.00	0.00			0.00	0.00
TOTAL RECEIPTS		10,991,505.00	8,736,661.50	7,080,520.00	10,991,498.87	0.00	0.00	98,940,750.87	98,940,750.87
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	3,093,465.00	3,093,465.00	3,093,465.00	3,093,465.00	0.00		37,121,580.00	37,121,580.00
Classified Salaries	2000-2999	1,297,911.00	1,297,911.00	1,297,911.00	1,297,906.29			15,574,927.29	15,574,927.29
Employee Benefits	3000-3999	2,117,167.00	2,117,167.00	2,117,167.00	2,117,168.00			25,406,005.00	25,406,005.00
Books and Supplies	4000-4999	688,674.00	688,674.00	688,674.00	688,674.68			8,264,088.68	8,264,088.68
Services	5000-5999	543,163.00	543,163.00	543,163.00	543,160.57			6,517,953.57	6,517,953.57
Capital Outlay	6000-6599	280,806.00	280,806.00	280,806.00	280,810.67			3,369,676.67	3,369,676.67
Other Outgo	7000-7499	166,362.00	166,362.00	166,362.00	736,924.28			2,566,906.28	2,566,906.28
Interfund Transfers Out	7600-7629	0.00	0.00	0.00	0.00			273,524.00	273,524.00
All Other Financing Uses	7630-7699	0.00	0.00	0.00	0.00			0.00	0.00

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
TOTAL DISBURSEMENTS		8,187,548.00	8,187,548.00	8,187,548.00	8,758,109.49	0.00	0.00	99,094,661.49	99,094,661.49
D. BALANCE SHEET ITEMS									0.00
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299							0.00	
Due From Other Funds	9310							0.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Lease Receivable	9380							0.00	
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599							0.00	
Due To Other Funds	9610							0.00	
Current Loans	9640							0.00	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
<u>Nonoperating</u>									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
E. NET INCREASE/DECREASE (B - C + D)		2,803,957.00	549,113.50	(1,107,028.00)	2,233,389.38	0.00	0.00	(153,910.62)	(153,910.62)
F. ENDING CASH (A + E)		41,070,614.50	41,619,728.00	40,512,700.00	42,746,089.38				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								42,746,089.38	

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF:	JUNE									
A. BEGINNING CASH			42,746,089.38	39,963,767.38	37,481,445.38	37,982,163.38	38,482,881.38	38,983,599.38	41,140,458.88	41,367,652.88
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		3,728,801.00	3,728,801.00	6,711,841.00	6,711,841.00	6,711,841.00	6,711,841.00	6,711,841.00	6,711,841.00
Property Taxes	8020-8079		0.00	0.00	0.00	0.00	0.00	1,656,141.50	0.00	0.00
Miscellaneous Funds	8080-8099		(300,000.00)	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Federal Revenue	8100-8299		362,226.00	362,226.00	362,226.00	362,226.00	362,226.00	362,226.00	362,226.00	362,226.00
Other State Revenue	8300-8599		1,071,176.00	1,071,176.00	1,071,176.00	1,071,176.00	1,071,176.00	1,071,176.00	1,071,176.00	1,071,176.00
Other Local Revenue	8600-8799		284,950.00	284,950.00	284,950.00	284,950.00	284,950.00	284,950.00	284,950.00	284,950.00
Interfund Transfers In	8910-8929		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources	8930-8979		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECEIPTS			5,147,153.00	5,447,153.00	8,430,193.00	8,430,193.00	8,430,193.00	10,086,334.50	8,430,193.00	8,430,193.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		3,136,132.00	3,136,132.00	3,136,132.00	3,136,132.00	3,136,132.00	3,136,132.00	3,136,132.00	3,136,132.00
Classified Salaries	2000-2999		1,315,327.00	1,315,327.00	1,315,327.00	1,315,327.00	1,315,327.00	1,315,327.00	1,315,327.00	1,315,327.00
Employee Benefits	3000-3999		2,146,616.00	2,146,616.00	2,146,616.00	2,146,616.00	2,146,616.00	2,146,616.00	2,146,616.00	2,146,616.00
Books and Supplies	4000-4999		575,591.00	575,591.00	575,591.00	575,591.00	575,591.00	575,591.00	575,591.00	575,591.00
Services	5000-5999		543,163.00	543,163.00	543,163.00	543,163.00	543,163.00	543,163.00	543,163.00	543,163.00
Capital Outlay	6000-6599		47,473.00	47,473.00	47,473.00	47,473.00	47,473.00	47,473.00	47,473.00	47,473.00
Other Outgo	7000-7499		165,173.00	165,173.00	165,173.00	165,173.00	165,173.00	165,173.00	165,173.00	165,173.00
Interfund Transfers Out	7600-7629		0.00	0.00	0.00	0.00	0.00	0.00	273,524.00	0.00

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
All Other Financing Uses	7630-7699		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL DISBURSEMENTS			7,929,475.00	7,929,475.00	7,929,475.00	7,929,475.00	7,929,475.00	7,929,475.00	8,202,999.00	7,929,475.00
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199									
Accounts Receivable	9200-9299									
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Lease Receivable	9380									
Deferred Outflows of Resources	9490									
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599									
Due To Other Funds	9610									
Current Loans	9640									
Unearned Revenues	9650									
Deferred Inflows of Resources	9690									
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<u>Nonoperating</u>										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
E. NET INCREASE/DECREASE (B - C + D)			(2,782,322.00)	(2,482,322.00)	500,718.00	500,718.00	500,718.00	2,156,859.50	227,194.00	500,718.00
F. ENDING CASH (A + E)			39,963,767.38	37,481,445.38	37,982,163.38	38,482,881.38	38,983,599.38	41,140,458.88	41,367,652.88	41,868,370.88
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF:	JUNE								
A. BEGINNING CASH		41,868,370.88	42,369,088.88	44,525,948.38	45,026,666.38				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	6,711,841.00	6,711,841.00	6,711,841.00	6,711,840.00			74,576,011.00	74,576,011.00
Property Taxes	8020-8079	0.00	1,656,141.50	0.00	0.00			3,312,283.00	3,312,283.00
Miscellaneous Funds	8080-8099	0.00	0.00	0.00	0.00			(300,000.00)	(300,000.00)
Federal Revenue	8100-8299	362,226.00	362,226.00	362,226.00	362,225.00			4,346,711.00	4,346,711.00
Other State Revenue	8300-8599	1,071,176.00	1,071,176.00	1,071,176.00	1,071,176.00			12,854,112.00	12,854,112.00
Other Local Revenue	8600-8799	284,950.00	284,950.00	284,950.00	284,948.00			3,419,398.00	3,419,398.00
Interfund Transfers In	8910-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources	8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECEIPTS		8,430,193.00	10,086,334.50	8,430,193.00	8,430,189.00	0.00	0.00	98,208,515.00	98,208,515.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	3,136,132.00	3,136,132.00	3,136,132.00	3,136,128.00			37,633,580.00	37,633,580.00
Classified Salaries	2000-2999	1,315,327.00	1,315,327.00	1,315,327.00	1,315,330.00			15,783,927.00	15,783,927.00
Employee Benefits	3000-3999	2,146,616.00	2,146,616.00	2,146,616.00	2,146,620.00			25,759,396.00	25,759,396.00
Books and Supplies	4000-4999	575,591.00	575,591.00	575,591.00	575,588.00			6,907,089.00	6,907,089.00
Services	5000-5999	543,163.00	543,163.00	543,163.00	543,161.00			6,517,954.00	6,517,954.00
Capital Outlay	6000-6599	47,473.00	47,473.00	47,473.00	47,474.00			569,677.00	569,677.00
Other Outgo	7000-7499	165,173.00	165,173.00	165,173.00	750,003.00			2,566,906.00	2,566,906.00
Interfund Transfers Out	7600-7629	0.00	0.00	0.00	0.00			273,524.00	273,524.00
All Other Financing Uses	7630-7699	0.00	0.00	0.00	0.00			0.00	0.00

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
TOTAL DISBURSEMENTS		7,929,475.00	7,929,475.00	7,929,475.00	8,514,304.00	0.00	0.00	96,012,053.00	96,012,053.00
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299							0.00	
Due From Other Funds	9310							0.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Lease Receivable	9380							0.00	
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599							0.00	
Due To Other Funds	9610							0.00	
Current Loans	9640							0.00	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
<u>Nonoperating</u>									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
E. NET INCREASE/DECREASE (B - C + D)		500,718.00	2,156,859.50	500,718.00	(84,115.00)	0.00	0.00	2,196,462.00	2,196,462.00
F. ENDING CASH (A + E)		42,369,088.88	44,525,948.38	45,026,666.38	44,942,551.38				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								44,942,551.38	

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).  
Deviations from the standards must be explained and may affect the approval of the budget.

**CRITERIA AND STANDARDS**

**1. CRITERION: Average Daily Attendance**

STANDARD: Funded average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

	Percentage Level	District ADA
	3.0%	0 to 300
	2.0%	301 to 1,000
	1.0%	1,001 and over
District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):	5,157.91	
<b>District's ADA Standard Percentage Level:</b>	<b>1.0%</b>	

**1A. Calculating the District's ADA Variances**

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

Fiscal Year	Original Budget Funded ADA (Form A, Lines A4 and C4)	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2020-21)				
District Regular	5,741	5,742		
Charter School				
<b>Total ADA</b>	<b>5,741</b>	<b>5,742</b>	<b>N/A</b>	<b>Met</b>
Second Prior Year (2021-22)				
District Regular	5,742	5,733		
Charter School				
<b>Total ADA</b>	<b>5,742</b>	<b>5,733</b>	<b>0.2%</b>	<b>Met</b>
First Prior Year (2022-23)				
District Regular	5,597	5,620		
Charter School		0		
<b>Total ADA</b>	<b>5,597</b>	<b>5,620</b>	<b>N/A</b>	<b>Met</b>
Budget Year (2023-24)				
District Regular	5,427			
Charter School	0			
<b>Total ADA</b>	<b>5,427</b>			

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**1B. Comparison of District ADA to the Standard**

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

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

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

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

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



2. **CRITERION: Enrollment**

STANDARD: Projected enrollment has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

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

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

District's Enrollment Standard Percentage Level:

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

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

Enrollment

Fiscal Year	Budget	CBEDS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2020-21)				
District Regular	5,928	5,690		
Charter School				
<b>Total Enrollment</b>	<b>5,928</b>	<b>5,690</b>	<b>4.0%</b>	<b>Not Met</b>
Second Prior Year (2021-22)				
District Regular	5,928	5,546		
Charter School				
<b>Total Enrollment</b>	<b>5,928</b>	<b>5,546</b>	<b>6.4%</b>	<b>Not Met</b>
First Prior Year (2022-23)				
District Regular	5,546	5,525		
Charter School				
<b>Total Enrollment</b>	<b>5,546</b>	<b>5,525</b>	<b>0.4%</b>	<b>Met</b>
Budget Year (2023-24)				
District Regular	5,521			
Charter School				
<b>Total Enrollment</b>	<b>5,521</b>			

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

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

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

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

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

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

Enrollment is traditionally based on prior year levels consistent with ADA protection. The District unexpectedly had a reduction in students in the second prior year which the pandemic exacerbated the following year.

3. **CRITERION: ADA to Enrollment**

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

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

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

Fiscal Year	P-2 ADA Estimated/Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CBEDS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2020-21)			
District Regular	5,742	5,690	
Charter School		0	
<b>Total ADA/Enrollment</b>	<b>5,742</b>	<b>5,690</b>	<b>100.9%</b>
Second Prior Year (2021-22)			
District Regular	4,967	5,546	
Charter School	0		
<b>Total ADA/Enrollment</b>	<b>4,967</b>	<b>5,546</b>	<b>89.6%</b>
First Prior Year (2022-23)			
District Regular	5,158	5,525	
Charter School			
<b>Total ADA/Enrollment</b>	<b>5,158</b>	<b>5,525</b>	<b>93.4%</b>
Historical Average Ratio:			94.6%
<b>District's ADA to Enrollment Standard (historical average ratio plus 0.5%):</b>			<b>95.1%</b>

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

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

Fiscal Year	Estimated P-2 ADA Budget (Form A, Lines A4 and C4)	Enrollment Budget/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Budget Year (2023-24)				
District Regular	5,158	5,521		
Charter School	0			
<b>Total ADA/Enrollment</b>	<b>5,158</b>	<b>5,521</b>	<b>93.4%</b>	<b>Met</b>
1st Subsequent Year (2024-25)				
District Regular	5,158	5,521		
Charter School				
<b>Total ADA/Enrollment</b>	<b>5,158</b>	<b>5,521</b>	<b>93.4%</b>	<b>Met</b>
2nd Subsequent Year (2025-26)				
District Regular	5,158	5,521		
Charter School				
<b>Total ADA/Enrollment</b>	<b>5,158</b>	<b>5,521</b>	<b>93.4%</b>	<b>Met</b>

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

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

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

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

4. **CRITERION: LCFF Revenue**

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

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

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

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

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

Indicate which standard applies:

LCFF Revenue

Basic Aid

Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: LCFF Revenue

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

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

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

**Projected LCFF Revenue**

	Prior Year (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Step 1 - Change in Population				
a. ADA (Funded) (Form A, lines A6 and C4)	5,685.47	5,491.10	5,297.63	5,222.30
b. Prior Year ADA (Funded)		5,685.47	5,491.10	5,297.63
c. Difference (Step 1a minus Step 1b)		(194.37)	(193.47)	(75.33)
d. Percent Change Due to Population (Step 1c divided by Step 1b)		(3.42%)	(3.52%)	(1.42%)
Step 2 - Change in Funding Level				
a. Prior Year LCFF Funding		74,039,287.00	77,477,530.00	77,888,294.00
b1. COLA percentage		8.22%	3.94%	3.29%
b2. COLA amount (proxy for purposes of this criterion)		6,086,029.39	3,052,614.68	2,562,524.87
c. Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		8.22%	3.94%	3.29%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)				
		4.80%	.42%	1.87%
LCFF Revenue Standard (Step 3, plus/minus 1%):		3.80% to 5.80%	-0.58% to 1.42%	0.87% to 2.87%

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

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

**Basic Aid District Projected LCFF Revenue**

	Prior Year (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	3,178,281.00	3,312,283.00	3,312,283.00	3,312,283.00
Percent Change from Previous Year		N/A	N/A	N/A
<b>Basic Aid Standard (percent change from previous year, plus/minus 1%):</b>		N/A	N/A	N/A

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

DATA ENTRY: All data are extracted or calculated.

**Necessary Small School District Projected LCFF Revenue**

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
<b>Necessary Small School Standard (COLA Step 2c, plus/minus 1%):</b>	N/A	N/A	N/A

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

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

	Prior Year (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	74,038,681.00	77,477,530.00	77,888,294.00	79,334,624.00
District's Projected Change in LCFF Revenue:		4.64%	.53%	1.86%
<b>LCFF Revenue Standard</b>		<b>3.80% to 5.80%</b>	<b>-0.58% to 1.42%</b>	<b>0.87% to 2.87%</b>
<b>Status:</b>		Met	Met	Met

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

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

1a. STANDARD MET - Projected change in LCFF revenue has met the standard for the budget and two subsequent fiscal years.

Explanation:  
(required if NOT met)

**5. CRITERION: Salaries and Benefits**

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

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

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio
	Salaries and Benefits	Total Expenditures	of Unrestricted Salaries and Benefits
	(Form 01, Objects 1000-3999)	(Form 01, Objects 1000-7499)	to Total Unrestricted Expenditures
Third Prior Year (2020-21)	48,093,825.48	52,581,706.71	91.5%
Second Prior Year (2021-22)	51,121,031.20	56,200,662.92	91.0%
First Prior Year (2022-23)	55,684,266.00	63,401,651.40	87.8%
	Historical Average Ratio:		90.1%

	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2023-24)	(2024-25)	(2025-26)
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):	87.1% to 93.1%	87.1% to 93.1%	87.1% to 93.1%

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

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

Fiscal Year	Budget - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	Salaries and Benefits	Total Expenditures		
	(Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3)	(Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10)		
Budget Year (2023-24)	55,576,170.00	66,774,813.54	83.2%	Not Met
1st Subsequent Year (2024-25)	56,920,772.36	65,719,415.90	86.6%	Not Met
2nd Subsequent Year (2025-26)	58,224,575.84	67,023,219.38	86.9%	Not Met

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

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

- 1a. STANDARD NOT MET - Projected ratio(s) of unrestricted salary and benefit costs to total unrestricted expenditures are outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard, a description of the methods and assumptions used in projecting salaries and benefits, and what changes, if any, will be made to bring the projected salary and benefit costs within the standard.

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

The budgeting of one time purchases related to COVID funding and the budgeted textbook adoption lowers the relative percentage of salaries in the budget year and subsequent year.

**6. CRITERION: Other Revenues and Expenditures**

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

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

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

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	4.80%	.42%	1.87%
<b>2. District's Other Revenues and Expenditures</b>			
<b>Standard Percentage Range (Line 1, plus/minus 10%):</b>	<b>-5.20% to 14.80%</b>	<b>-9.58% to 10.42%</b>	<b>-8.13% to 11.87%</b>
3. District's Other Revenues and Expenditures			
Explanation Percentage Range (Line 1, plus/minus 5%):	-0.20% to 9.80%	-4.58% to 5.42%	-3.13% to 6.87%

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

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

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

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
<b>Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)</b>			
First Prior Year (2022-23)	12,657,491.54		
Budget Year (2023-24)	12,854,711.05	1.56%	No
1st Subsequent Year (2024-25)	4,346,711.05	(66.19%)	Yes
2nd Subsequent Year (2025-26)	4,346,711.05	0.00%	No

**Explanation:**

(required if Yes)

\$7.4 million of ESSER/ELO funds expire in the 2024/25.

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

First Prior Year (2022-23)	25,663,287.66		
Budget Year (2023-24)	5,489,111.82	(78.61%)	Yes
1st Subsequent Year (2024-25)	12,854,111.82	134.17%	Yes
2nd Subsequent Year (2025-26)	12,854,111.82	0.00%	No

**Explanation:**

(required if Yes)

ONE TIME 2022-23 GRANTS: (\$1,654k) one-time Art, Music, Instructional Material, Discretionary block grant / (\$738k) one-time Kitchen Infrastructure Grant / (\$501k) In person grant / (\$6,502k) Emergency block grant / (\$11.4 million) of Expanded Learning Opportunities Program funds expire in 2023-24.

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

First Prior Year (2022-23)	5,280,782.06		
Budget Year (2023-24)	3,419,398.00	(35.25%)	Yes
1st Subsequent Year (2024-25)	3,419,398.00	0.00%	No
2nd Subsequent Year (2025-26)	3,419,398.00	0.00%	No

**Explanation:**

(required if Yes)

Over \$2.1 million in one-time electric bus grants are removed from the 2023-24 budget.

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

First Prior Year (2022-23)	5,019,435.69		
Budget Year (2023-24)	8,264,088.68	64.64%	Yes
1st Subsequent Year (2024-25)	6,907,088.68	(16.42%)	Yes
2nd Subsequent Year (2025-26)	4,907,088.68	(28.96%)	Yes

**Explanation:**

(required if Yes)

Inclusion of a \$4 million technology purchases and \$137k Kitchen Infrastructure supplies included in the 2023-24 budget and removed from subsequent budgets.

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

First Prior Year (2022-23)	7,107,622.65		
Budget Year (2023-24)	6,517,953.57	(8.30%)	Yes
1st Subsequent Year (2024-25)	6,517,953.57	0.00%	No
2nd Subsequent Year (2025-26)	6,517,953.57	0.00%	No

**Explanation:**

(required if Yes)

Reduction of \$388k in software licenses in the 2023-24 budget.

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

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
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## Total Federal, Other State, and Other Local Revenue (Criterion 6B)

First Prior Year (2022-23)	43,601,561.26		
Budget Year (2023-24)	21,763,220.87	(50.09%)	Not Met
1st Subsequent Year (2024-25)	20,620,220.87	(5.25%)	Met
2nd Subsequent Year (2025-26)	20,620,220.87	0.00%	Met

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

First Prior Year (2022-23)	12,127,058.34		
Budget Year (2023-24)	14,782,042.25	21.89%	Not Met
1st Subsequent Year (2024-25)	13,425,042.25	(9.18%)	Met
2nd Subsequent Year (2025-26)	11,425,042.25	(14.90%)	Not Met

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

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

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

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

\$7.4 million of ESSER/ELO funds expire in the 2024/25.

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

ONE TIME 2022-23 GRANTS: (\$1,654k) one-time Art, Music, Instructional Material, Discretionary block grant / (\$738k) one-time Kitchen Infrastructure Grant / (\$501k) In person grant / (\$6,502k) Emergency block grant / (\$11.4 million) of Expanded Learning Opportunities Program funds expire in 2023-24.

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

Over \$2.1 million in one-time electric bus grants are removed from the 2023-24 budget.

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

**Explanation:**

Books and Supplies

(linked from 6B

if NOT met)

Inclusion of a \$4 million technology purchases and \$137k Kitchen Infrastructure supplies included in the 2023-24 budget and removed from subsequent budgets.

**Explanation:**

**Services and Other Exps**

(linked from 6B

if NOT met)

Reduction of \$388k in software licenses in the 2023-24 budget.



7. **CRITERION: Facilities Maintenance**

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

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

**NOTE:** EC Section 17070.75 requires the district to deposit into the account a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year. Statute exclude the following resource codes from the total general fund expenditures calculation: 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690.

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

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

No

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

0.00

2. Ongoing and Major Maintenance/Restricted Maintenance Account

a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999, exclude resources 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690)

86,403,534.49

b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)

0.00

3% Required

Budgeted Contribution<sup>1</sup>

Minimum Contribution  
(Line 2c times 3%)

to the Ongoing and Major  
Maintenance Account

Status

c. Net Budgeted Expenditures and Other Financing Uses

86,403,534.49

2,592,106.03

3,000,000.00

Met

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

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

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

☐ Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])

☐ Other (explanation must be provided)

**Explanation:**

(required if NOT met  
and Other is marked)

**8. CRITERION: Deficit Spending**

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves<sup>1</sup> as a percentage of total expenditures and other financing uses<sup>2</sup> in two out of three prior fiscal years.

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

DATA ENTRY: All data are extracted or calculated.

	Third Prior Year (2020-21)	Second Prior Year (2021-22)	First Prior Year (2022-23)
1. District's Available Reserve Amounts (resources 0000-1999)			
a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	7,796,000.00	0.00	3,100,000.00
c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	8,615,929.89	6,598,856.80	3,371,388.97
d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	0.00	0.00
e. Available Reserves (Lines 1a through 1d)	16,411,929.89	6,598,856.80	6,471,388.97
2. Expenditures and Other Financing Uses			
a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	77,926,727.68	90,817,353.88	101,872,160.84
b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)			0.00
c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	77,926,727.68	90,817,353.88	101,872,160.84
3. District's Available Reserve Percentage (Line 1e divided by Line 2c)	21.1%	7.3%	6.4%
<b>District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):</b>	<b>7.0%</b>	<b>2.4%</b>	<b>2.1%</b>

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

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

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

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000- 7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2020-21)	3,901,614.63	54,292,441.71	N/A	Met
Second Prior Year (2021-22)	1,522,119.67	60,589,003.06	N/A	Met
First Prior Year (2022-23)	2,023,704.87	67,675,175.40	N/A	Met
Budget Year (2023-24) (Information only)	5,692,475.46	67,048,337.54		

**8C. Comparison of District Deficit Spending to the Standard**

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

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

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

--

9. **CRITERION: Fund Balance**

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

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

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

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

District's Fund Balance Standard Percentage Level:

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

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

Fiscal Year	Unrestricted General Fund Beginning Balance <sup>2</sup> (Form 01, Line F1e, Unrestricted Column)		Beginning Fund Balance Variance Level (If overestimated, else N/A)		Status
	Original Budget	Estimated/Unaudited Actuals			
Third Prior Year (2020-21)	11,646,375.69	12,729,036.83	N/A		Met
Second Prior Year (2021-22)	14,951,486.34	16,630,651.46	N/A		Met
First Prior Year (2022-23)	16,845,211.86	18,152,771.13	N/A		Met
Budget Year (2023-24) (Information only)	20,176,476.00				

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

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

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

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

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

**10. CRITERION: Reserves**

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

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

Percentage Level	District ADA
5% or \$80,000 (greater of)	0 to 300
4% or \$80,000 (greater of)	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 400,000
1%	400,001 and over

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

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

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

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	5,158	5,158	5,158
<b>District's Reserve Standard Percentage Level:</b>	<b>3%</b>	<b>3%</b>	<b>3%</b>

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

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

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

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):

Kings County SELPA

b. Special Education Pass-through Funds

(Fund 10, resources 3300-3499, 6500-6540 and 6546,  
objects 7211-7213 and 7221-7223)

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
0.00	0.00	0.00

**10B. Calculating the District's Reserve Standard**

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

All other data are extracted or calculated.

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	99,094,661.49	96,012,052.65	95,347,438.71
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)	99,094,661.49	96,012,052.65	95,347,438.71
4. Reserve Standard Percentage Level	3%	3%	3%
5. Reserve Standard - by Percent (Line B3 times Line B4)	2,972,839.84	2,880,361.58	2,860,423.16
6. Reserve Standard - by Amount			

(\$80,000 for districts with 0 to 1,000 ADA, else 0)		0.00	0.00	0.00
7.	<b>District's Reserve Standard</b>			
	<b>(Greater of Line B5 or Line B6)</b>	<b>2,972,839.84</b>	<b>2,880,361.58</b>	<b>2,860,423.16</b>

**10C. Calculating the District's Budgeted Reserve Amount**

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

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):

		Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
1.	General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00	0.00	0.00
2.	General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	3,000,000.00	3,100,000.00	3,100,000.00
3.	General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	6,163,864.43	15,416,926.53	24,912,515.15
4.	General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	0.00	0.00	0.00
5.	Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00	0.00	0.00
6.	Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	0.00	0.00	0.00
7.	Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00	0.00	0.00
8.	District's Budgeted Reserve Amount (Lines C1 thru C7)	9,163,864.43	18,516,926.53	28,012,515.15
9.	District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	9.25%	19.29%	29.38%
	<b>District's Reserve Standard (Section 10B, Line 7):</b>	<b>2,972,839.84</b>	<b>2,880,361.58</b>	<b>2,860,423.16</b>
	Status:	Met	Met	Met

**10D. Comparison of District Reserve Amount to the Standard**

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

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

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

**SUPPLEMENTAL INFORMATION**

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

**S1. Contingent Liabilities**

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

No

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

**S2. Use of One-time Revenues for Ongoing Expenditures**

- 1a. Does your district have ongoing general fund expenditures in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources?

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:

There are several positions funded with ESSER/ELO funding that will be absorbed into the general fund budget.

**S3. Use of Ongoing Revenues for One-time Expenditures**

- 1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues?

No

- 1b. If Yes, identify the expenditures:

**S4. Contingent Revenues**

- 1a. Does your district have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?

No

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

**S5. Contributions**

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

Estimate the impact of any capital projects on the general fund operational budget.

District's Contributions and Transfers Standard:

-10.0% to +10.0% or -\$20,000 to +\$20,000

**S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund**

DATA ENTRY: For Contributions, enter data in the Projection column for the 1st and 2nd Subsequent Years. Contributions for the First Prior Year and Budget Year data will be extracted. For Transfers In and Transfers Out, the First Prior Year and Budget Year data will be extracted. If Form MYP exists, the data will be extracted for the 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data for the 1st and 2nd Subsequent Years. Click the appropriate button for 1d. All other data are extracted or calculated.

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
<b>1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)</b>				
First Prior Year (2022-23)	(6,676,092.50)			
Budget Year (2023-24)	(7,110,639.00)	434,546.50	6.5%	Met
1st Subsequent Year (2024-25)	(7,110,639.00)	0.00	0.0%	Met
2nd Subsequent Year (2025-26)	(7,110,639.00)	0.00	0.0%	Met
<b>1b. Transfers In, General Fund *</b>				
First Prior Year (2022-23)	1,698.73			
Budget Year (2023-24)	0.00	(1,698.73)	(100.0%)	Met
1st Subsequent Year (2024-25)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2025-26)	0.00	0.00	0.0%	Met
<b>1c. Transfers Out, General Fund *</b>				
First Prior Year (2022-23)	4,273,524.00			
Budget Year (2023-24)	273,524.00	(4,000,000.00)	(93.6%)	Not Met
1st Subsequent Year (2024-25)	273,524.00	0.00	0.0%	Met
2nd Subsequent Year (2025-26)	273,524.00	0.00	0.0%	Met

**1d. Impact of Capital Projects**

Do you have any capital projects that may impact the general fund operational budget?

No

\* Include transfers used to cover operating deficits in either the general fund or any other fund.

**S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects**

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for item 1d.

1a. MET - Projected contributions have not changed by more than the standard for the budget and two subsequent fiscal years.

**Explanation:**

(required if NOT met)

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

**Explanation:**

(required if NOT met)



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- 1c. NOT MET - The projected transfers out of the general fund have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify the amount(s) transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timeframes, for reducing or eliminating the transfers.

**Explanation:**

(required if NOT met)

Removal of transfers out to the Building Reserve Fund and Other Postemployment Benefit Fund.

- 1d. NO - There are no capital projects that may impact the general fund operational budget.

**Project Information:**

(required if YES)

**S6. Long-term Commitments**

Identify all existing and new multiyear commitments<sup>1</sup> and their annual required payments for the budget year and two subsequent fiscal years. Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.

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

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

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

1. Does your district have long-term (multiyear) commitments?

(If No, skip item 2 and Sections S6B and S6C)

Yes

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

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For:		Principal Balance as of July 1, 2023
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Leases	17	01-8010	01-7439	2,335,754
Certificates of Participation				
General Obligation Bonds	26	51-8651	51-5800	22,300,000
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences	1	01-8010	various	460,694

Other Long-term Commitments (do not include OPEB):

Bond Premiums	27	51-8651	51-5800	1,511,406
TOTAL:				26,607,854

Type of Commitment (continued)	Prior Year	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2022-23)	(2023-24)	(2024-25)	(2025-26)
	Annual Payment	Annual Payment	Annual Payment	Annual Payment
	(P & I)	(P & I)	(P & I)	(P & I)
Leases				
Certificates of Participation				
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
Bond Premiums				
Total Annual Payments:	0	0	0	0
Has total annual payment increased over prior year (2022-23)?	No	No	No	No

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

DATA ENTRY: Enter an explanation if Yes.

- 1a. No - Annual payments for long-term commitments have not increased in one or more of the budget and two subsequent fiscal years.

**Explanation:**  
(required if Yes  
to increase in total  
annual payments)**S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments**

DATA ENTRY: Click the appropriate Yes or No button in item 1; if Yes, an explanation is required in item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.

**Explanation:**  
(required if Yes)

**S7. Unfunded Liabilities**

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the actuarially determined contribution (if available); and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and indicate how the obligation is funded (level of risk retained, funding approach, etc.).

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

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

- 1 Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5)

Yes

- 2 For the district's OPEB:

a. Are they lifetime benefits?

No

b. Do benefits continue past age 65?

No

c. Describe any other characteristics of the district's OPEB program including eligibility criteria and amounts, if any, that retirees are required to contribute toward their own benefits:

District employees may retire with District-paid medical and dental benefits after satisfaction of age and service requirements that vary by bargaining unit or employee classification. Classified: Age 55 and 13 years of consecutive service. Benefits for retirements prior to July 1, 2007 extend for a maximum of five years and do not include District-paid dental premiums. Certificated: Age 55 and 13 years of service, including five years immediately before retirement. Management/Confidential/Professional: Age 55 and 10 years of service (13 years for those hired on or after January 1, 2013).

- 3 a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method?

Pay-as-you-go

b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or governmental fund

Self-Insurance Fund	Governmental Fund
0	11,734,405

- 4 OPEB Liabilities

a. Total OPEB liability

13,158,775.00

b. OPEB plan(s) fiduciary net position (if applicable)

0.00

c. Total/Net OPEB liability (Line 4a minus Line 4b)

13,158,775.00

d. Is total OPEB liability based on the district's estimate or an actuarial valuation?

Actuarial

e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation

7/1/2021

- 5 OPEB Contributions

a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement

Method

1,512,944.00

1,512,944.00

1,512,944.00

b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)

503,166.00

503,166.00

503,166.00

c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)

503,166.00

503,166.00

503,166.00

d. Number of retirees receiving OPEB benefits

38.00

38.00

38.00

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

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

1 Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip items 2-4)

Yes

2 Describe each self-insurance program operated by the district, including details for each such as level of risk retained, funding approach, basis for valuation (district's estimate or actuarial), and date of the valuation:

The District is self funded for dental insurance and performs triennial actuarial studies to ensure proper funding levels. The most recent study was as of June 30, 2021

3. Self-Insurance Liabilities

a. Accrued liability for self-insurance programs

78,596.00
0.00

b. Unfunded liability for self-insurance programs

4. Self-Insurance Contributions

a. Required contribution (funding) for self-insurance programs

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
824,158.00	824,158.00	824,158.00
784,383.56	748,000.00	822,000.00

b. Amount contributed (funded) for self-insurance programs

**S8. Status of Labor Agreements**

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

**If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:**

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the district governing board and superintendent.

**S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees**

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Number of certificated (non-management) full - time - equivalent(FTE) positions	283.50	288	288	288

**Certificated (Non-management) Salary and Benefit Negotiations**

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Negotiations Settled

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

- 2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date:

End Date:

5. Salary settlement:

Budget Year

1st Subsequent Year

2nd Subsequent Year

(2023-24)

(2024-25)

(2025-26)

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

**One Year Agreement**

Total cost of salary settlement

% change in salary schedule from prior year

or

**Multiyear Agreement**

Total cost of salary settlement

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

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

--

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

337689

Budget Year  
(2023-24)1st Subsequent Year  
(2024-25)2nd Subsequent Year  
(2025-26)

7. Amount included for any tentative salary schedule increases

0

0

0

Budget Year  
(2023-24)1st Subsequent Year  
(2024-25)2nd Subsequent Year  
(2025-26)**Certificated (Non-management) Health and Welfare (H&W) Benefits**

1. Are costs of H&W benefit changes included in the budget and MYPs?
2. Total cost of H&W benefits
3. Percent of H&W cost paid by employer
4. Percent projected change in H&W cost over prior year

Yes

Yes

Yes

4802665

4802665

4802665

95.4%

95.4%

95.4%

6.6%

0.0%

0.0%

**Certificated (Non-management) Prior Year Settlements**

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

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

If Yes, explain the nature of the new costs:

No

Budget Year  
(2023-24)1st Subsequent Year  
(2024-25)2nd Subsequent Year  
(2025-26)**Certificated (Non-management) Step and Column Adjustments**

1. Are step & column adjustments included in the budget and MYPs?
2. Cost of step & column adjustments
3. Percent change in step & column over prior year

Yes

Yes

Yes

677423

677423

677423

2.4%

0.0%

0.0%

Budget Year  
(2023-24)1st Subsequent Year  
(2024-25)2nd Subsequent Year  
(2025-26)**Certificated (Non-management) Attrition (layoffs and retirements)**

1. Are savings from attrition included in the budget and MYPs?
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?

Yes

Yes

Yes

Yes

Yes

Yes

**Certificated (Non-management) - Other**

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




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

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Number of classified(non - management) FTE positions	256.3	262.7	262.7	262.7

**Classified (Non-management) Salary and Benefit Negotiations**

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

**Negotiations Settled**

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

- 2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date:

End Date:

5. Salary settlement:

Budget Year  
(2023-24)

1st Subsequent Year  
(2024-25)

2nd Subsequent Year  
(2025-26)

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

No

No

No

**One Year Agreement**

Total cost of salary settlement

% change in salary schedule from prior year

or

**Multiyear Agreement**

Total cost of salary settlement

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

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

Hanford Elementary  
Kings County2023-24 Budget, July 1  
General Fund  
School District Criteria and Standards ReviewNegotiations Not Settled

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

168025

Budget Year  
(2023-24)1st Subsequent Year  
(2024-25)2nd Subsequent Year  
(2025-26)

7. Amount included for any tentative salary schedule increases

0

0

0

Budget Year  
(2023-24)1st Subsequent Year  
(2024-25)2nd Subsequent Year  
(2025-26)**Classified (Non-management) Health and Welfare (H&W) Benefits**

1. Are costs of H&W benefit changes included in the budget and MYPs?
2. Total cost of H&W benefits
3. Percent of H&W cost paid by employer
4. Percent projected change in H&W cost over prior year

Yes

Yes

Yes

2191299

2191299

2191299

75.8%

75.8%

75.8%

7.0%

0.0%

0.0%

**Classified (Non-management) Prior Year Settlements**

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

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

If Yes, explain the nature of the new costs:

No

**Classified (Non-management) Step and Column Adjustments**

1. Are step & column adjustments included in the budget and MYPs?
2. Cost of step & column adjustments
3. Percent change in step & column over prior year

Yes

Yes

Yes

175185

175185

175185

(6.7%)

0.0%

0.0%

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

1. Are savings from attrition included in the budget and MYPs?
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?

Yes

Yes

Yes

Yes

Yes

Yes

**Classified (Non-management) - Other**

List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):


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

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Number of management, supervisor, and confidential FTE positions	94.2	94.5	94.5	94.5

**Management/Supervisor/Confidential****Salary and Benefit Negotiations**

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

If n/a, skip the remainder of Section S8C.

**Negotiations Settled**

2. Salary settlement:

Budget Year

1st Subsequent Year

2nd Subsequent Year

(2023-24)

(2024-25)

(2025-26)

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

No

No

No

Total cost of salary settlement

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

**Negotiations Not Settled**

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

143153

Budget Year

1st Subsequent Year

2nd Subsequent Year

(2023-24)

(2024-25)

(2025-26)

4. Amount included for any tentative salary schedule increases

0

0

0

**Management/Supervisor/Confidential****Health and Welfare (H&W) Benefits**

1. Are costs of H&W benefit changes included in the budget and MYPs?
2. Total cost of H&W benefits
3. Percent of H&W cost paid by employer
4. Percent projected change in H&W cost over prior year

Yes

Yes

Yes

1725373

1725373

1725373

89.9%

89.9%

89.9%

6.7%

0.0%

0.0%

**Management/Supervisor/Confidential****Step and Column Adjustments**

1. Are step & column adjustments included in the budget and MYPs?
2. Cost of step and column adjustments
3. Percent change in step & column over prior year

Yes

Yes

Yes

133395

133395

133395

(20.1%)

0.0%

0.0%

**Management/Supervisor/Confidential****Other Benefits (mileage, bonuses, etc.)**

1. Are costs of other benefits included in the budget and MYPs?
2. Total cost of other benefits
3. Percent change in cost of other benefits over prior year

Yes

Yes

Yes

35839

35839

35839

3.3%

0.0%

0.0%

Hanford Elementary  
Kings County

2023-24 Budget, July 1  
General Fund  
School District Criteria and Standards Review

**S9. Local Control and Accountability Plan (LCAP)**

Confirm that the school district's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.

DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

1. Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?

Yes

2. Adoption date of the LCAP or an update to the LCAP.

Jun 28, 2023

**S10. LCAP Expenditures**

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

DATA ENTRY: Click the appropriate Yes or No button.

Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?

Yes

**ADDITIONAL FISCAL INDICATORS**

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review. DATA ENTRY: Click the appropriate Yes or No button for items A1 through A9 except item A3, which is automatically completed based on data in Criterion 2.

<b>A1.</b>	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	No
<b>A2.</b>	Is the system of personnel position control independent from the payroll system?	Yes
<b>A3.</b>	Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Yes or No)	Yes
<b>A4.</b>	Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?	No
<b>A5.</b>	Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	No
<b>A6.</b>	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	No
<b>A7.</b>	Is the district's financial system independent of the county office system?	No
<b>A8.</b>	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
<b>A9.</b>	Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?	No

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

**Comments:**  
(optional)

--

**End of School District Budget Criteria and Standards Review**

Budget, July 1  
2022-23 Estimated Actuals  
Schedule of Long-Term Liabilities

Description	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30	Amounts Due Within One Year
<b>Governmental Activities:</b>							
General Obligation Bonds Payable	23,165,000.00	(865,000.00)	22,300,000.00		865,000.00	21,435,000.00	680,000.00
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Leases Payable	2,473,151.00	(137,397.28)	2,335,753.72		137,397.28	2,198,356.44	137,397.28
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt	1,588,146.00	(76,740.00)	1,511,406.00		77,862.00	1,433,544.00	77,862.00
Net Pension Liability			0.00			0.00	
Total/Net OPEB Liability	13,158,775.00	3,025,888.00	16,184,663.00	1,512,944.00		17,697,607.00	
Compensated Absences Payable	475,257.17	(14,563.17)	460,694.00			460,694.00	
Subscription Liability			0.00			0.00	
Governmental activities long-term liabilities	40,860,329.17	1,932,187.55	42,792,516.72	1,512,944.00	1,080,259.28	43,225,201.44	895,259.28
<b>Business-Type Activities:</b>							
General Obligation Bonds Payable			0.00			0.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Leases Payable			0.00			0.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt			0.00			0.00	
Net Pension Liability			0.00			0.00	
Total/Net OPEB Liability			0.00			0.00	
Compensated Absences Payable			0.00			0.00	
Subscription Liability			0.00			0.00	
Business-type activities long-term liabilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Hanford Elementary  
Kings County

Budget, July 1  
2022-23 Estimated Actuals  
GENERAL FUND  
Current Expense Formula/Minimum Classroom  
Compensation

16 63917 0000000  
Form CEA  
E8BXXNN6N2(2023-24)

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense- Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	36,615,613.91	301	3,650.00	303	36,611,963.91	305	85,900.00		307	36,526,063.91	309
2000 - Classified Salaries	14,969,272.29	311	47,796.60	313	14,921,475.69	315	2,142,812.00		317	12,778,663.69	319
3000 - Employee Benefits	24,822,556.01	321	521,461.00	323	24,301,095.01	325	997,227.13		327	23,303,867.88	329
4000 - Books, Supplies Equip Replace. (6500)	8,969,832.79	331	820,278.20	333	8,149,554.59	335	3,016,681.56		337	5,132,873.03	339
5000 - Services. . & 7300 - Indirect Costs	7,042,622.65	341	4,295.15	343	7,038,327.50	345	147,618.48		347	6,890,709.02	349
TOTAL					91,022,416.70	365	TOTAL			84,632,177.53	369

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

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

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

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

11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10). . . . .	42,307,936.33	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2. . . . .	0.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted). . . . .	0.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*. . . . .		396
14. TOTAL SALARIES AND BENEFITS. . . . .	42,307,936.33	397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372. . . . .	49.99%	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X') . . . . .		

**PART III: DEFICIENCY AMOUNT**

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

1. Minimum percentage required (60% elementary, 55% unified, 50% high) . . . . .	60.00%	
2. Percentage spent by this district (Part II, Line 15) . . . . .	49.99%	
3. Percentage below the minimum (Part III, Line 1 minus Line 2) . . . . .	10.01%	
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369). . . . .	84,632,177.53	
5. Deficiency Amount (Part III, Line 3 times Line 4) . . . . .	8,471,680.97	

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




Hanford Elementary  
Kings County

Budget, July 1  
2023-24 Budget  
GENERAL FUND  
Current Expense Formula/Minimum Classroom  
Compensation

16 63917 0000000  
Form CEB  
E8BXXNN6N2(2023-24)

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense- Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	37,121,580.00	301	3,650.00	303	37,117,930.00	305	85,569.00		307	37,032,361.00	309
2000 - Classified Salaries	15,574,927.29	311	47,796.60	313	15,527,130.69	315	2,192,532.00		317	13,334,598.69	319
3000 - Employee Benefits	25,406,005.00	321	521,851.00	323	24,884,154.00	325	1,033,104.00		327	23,851,050.00	329
4000 - Books, Supplies Equip Replace. (6500)	11,011,265.35	331	725,000.00	333	10,286,265.35	335	580,074.26		337	9,706,191.09	339
5000 - Services. . & 7300 - Indirect Costs	6,452,953.57	341	0.00	343	6,452,953.57	345	123,373.94		347	6,329,579.63	349
TOTAL					94,268,433.61	365	TOTAL			90,253,780.41	369

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

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

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

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

11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10). . . . .	43,236,129.33	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2. . . . .	0.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted). . . . .	0.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*. . . . .		396
14. TOTAL SALARIES AND BENEFITS. . . . .	43,236,129.33	397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372. . . . .	47.91%	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X') . . . . .		

**PART III: DEFICIENCY AMOUNT**

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

1. Minimum percentage required (60% elementary, 55% unified, 50% high) . . . . .	60.00%	
2. Percentage spent by this district (Part II, Line 15) . . . . .	47.91%	
3. Percentage below the minimum (Part III, Line 1 minus Line 2) . . . . .	12.09%	
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369). . . . .	90,253,780.41	
5. Deficiency Amount (Part III, Line 3 times Line 4) . . . . .	10,911,682.05	

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


Hanford Elementary  
Kings County

Budget, July 1  
2022-23 Estimated Actuals Unaudited Actuals  
SUMMARY OF INTERFUND ACTIVITIES  
FOR ALL FUNDS

16 63917 0000000  
Form SIAA  
E8BXXNN6N2(2023-24)

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
01 GENERAL FUND								
Expenditure Detail	97,846.82	0.00	0.00	(65,000.00)				
Other Sources/Uses Detail					1,698.73	4,273,524.00		
Fund Reconciliation							0.00	0.00
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	1,698.73		
Fund Reconciliation							0.00	0.00
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	(97,846.82)	65,000.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					100,000.00	0.00		
Fund Reconciliation							0.00	0.00
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		

Budget, July 1  
2022-23 Estimated Actuals Unaudited Actuals  
SUMMARY OF INTERFUND ACTIVITIES  
FOR ALL FUNDS

240  
16 63917 0000000  
Form SIAA  
E8BXXNN6N2(2023-24)

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Fund Reconciliation							0.00	0.00
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					1,173,524.00	0.00		
Fund Reconciliation							0.00	0.00
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	311,682.86		
Fund Reconciliation							0.00	0.00
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					311,682.86	1,955,678.00		
Fund Reconciliation							0.00	0.00
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					4,955,678.00	0.00		
Fund Reconciliation							0.00	0.00
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
53 TAX OVERRIDE FUND								
Expenditure Detail								

Budget, July 1  
2022-23 Estimated Actuals Unaudited Actuals  
SUMMARY OF INTERFUND ACTIVITIES  
FOR ALL FUNDS

241  
16 63917 0000000  
Form SIAA  
E8BXXNN6N2(2023-24)

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

Budget, July 1  
2022-23 Estimated Actuals Unaudited Actuals  
SUMMARY OF INTERFUND ACTIVITIES  
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
TOTALS	97,846.82	(97,846.82)	65,000.00	(65,000.00)	6,542,583.59	6,542,583.59	0.00	0.00

Hanford Elementary  
Kings County

Budget, July 1  
2023-24 Budget Budget, July 1  
SUMMARY OF INTERFUND ACTIVITIES  
FOR ALL FUNDS

16 63917 0000000  
Form SIAB  
E8BXXNN6N2(2023-24)

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900- 8929	Interfund Transfers Out 7600- 7629	Due From Other Funds 9310	Due To Other Funds 9610
01 GENERAL FUND								
Expenditure Detail	89,815.00	0.00	0.00	(65,000.00)				
Other Sources/Uses Detail					0.00	273,524.00		
Fund Reconciliation								
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	(89,815.00)	65,000.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					100,000.00	0.00		
Fund Reconciliation								
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

Budget, July 1  
2023-24 Budget Budget, July 1  
SUMMARY OF INTERFUND ACTIVITIES  
FOR ALL FUNDS

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900- 8929	Interfund Transfers Out 7600- 7629	Due From Other Funds 9310	Due To Other Funds 9610
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					173,524.00	0.00		
Fund Reconciliation								
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								



Budget, July 1  
2023-24 Budget Budget, July 1  
SUMMARY OF INTERFUND ACTIVITIES  
FOR ALL FUNDS

245  
16 63917 0000000  
Form SIAB  
E8BXXNN6N2(2023-24)

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900- 8929	Interfund Transfers Out 7600- 7629	Due From Other Funds 9310	Due To Other Funds 9610
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
TOTALS	89,815.00	(89,815.00)	65,000.00	(65,000.00)	273,524.00	273,524.00		



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

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

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

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)  
(Functions 7200-7700, goals 0000 and 9000) 2,806,659.00
2. Contracted general administrative positions not paid through payroll
  - a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800. \_\_\_\_\_
  - b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

**B. Salaries and Benefits - All Other Activities**

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)  
(Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) 73,097,617.21

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

(Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) 3.84%

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

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

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

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

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

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

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

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

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

**A. Indirect Costs**

1. Other General Administration, less portion charged to restricted resources or specific goals  
(Functions 7200-7600, objects 1000-5999, minus Line B9) 3,111,251.91
2. Centralized Data Processing, less portion charged to restricted resources or specific goals  
(Function 7700, objects 1000-5999, minus Line B10) 839,112.35

3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000 - 5999)	56,791.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000 - 5999)	0.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	311,076.37
6. Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	0.00
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	4,318,231.63
9. Carry-Forward Adjustment (Part IV, Line F)	(623,358.86)
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	3,694,872.76

**B. Base Costs**

1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	48,635,566.32
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	12,586,090.70
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	10,368,526.71
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	3,333,209.09
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	0.00
6. Enterprise (Function 6000, objects 1000-5999 except 4700 and 5100)	0.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	712,972.60
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000 - 5999, minus Part III, Line A3)	0.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	29,507.84
10. Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	7,789,870.66
12. Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	0.00
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Student Activity (Fund 08, functions 4000-5999, objects 1000-5999 except 5100)	0.00
15. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
16. Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	2,232,584.23
18. Foundation (Funds 19 & 57, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
19. Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)	85,688,328.15

**C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment**

(For information only - not for use when claiming/recovering indirect costs)

(Line A8 divided by Line B19)	5.04%
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**D. Preliminary Proposed Indirect Cost Rate**

(For final approved fixed-with-carry-forward rate for use in 2024-25 see [www.cde.ca.gov/fg/ac/ic](http://www.cde.ca.gov/fg/ac/ic))

(Line A10 divided by Line B19)	4.31%
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**Part IV - Carry-forward Adjustment**

The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates

the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the approved rate was based.

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

<b>A. Indirect costs incurred in the current year (Part III, Line A8)</b>	4,318,231.63
<b>B. Carry-forward adjustment from prior year(s)</b>	
1. Carry-forward adjustment from the second prior year	181,037.00
2. Carry-forward adjustment amount deferred from prior year(s), if any	0.00
<b>C. Carry-forward adjustment for under- or over-recovery in the current year</b>	
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (6.07%) times Part III, Line B19); zero if negative	0.00
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (6.07%) times Part III, Line B19) or (the highest rate used to recover costs from any program (5.98%) times Part III, Line B19); zero if positive	(623,358.86)
<b>D. Preliminary carry-forward adjustment (Line C1 or C2)</b>	(623,358.86)
<b>E. Optional allocation of negative carry-forward adjustment over more than one year</b>	
Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.	
Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	4.31%
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment (\$-311679.43) is applied to the current year calculation and the remainder (\$-311679.43) is deferred to one or more future years:	4.68%
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment (\$-207786.29) is applied to the current year calculation and the remainder (\$-415572.57) is deferred to one or more future years:	4.80%
LEA request for Option 1, Option 2, or Option 3	1
<b>F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)</b>	(623,358.86)

Approved  
indirect  
cost rate: 6.07%

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Highest  
rate used  
in any  
program: 5.98%

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except 4700 & 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	2600	2,431,406.88	130,000.00	5.35%
01	3010	1,923,653.00	115,000.00	5.98%
01	3150	799,347.00	47,000.00	5.88%
01	3213	2,656,974.00	150,000.00	5.65%
01	3215	29,804.67	1,286.84	4.32%
01	3305	41,824.00	2,317.00	5.54%
01	3327	57,211.00	3,400.00	5.94%
01	4035	402,292.00	4,671.07	1.16%
01	6010	1,396,414.21	37,196.77	2.66%
01	6266	207,258.00	9,000.00	4.34%
01	6500	4,413,792.00	159,892.00	3.62%
01	6546	337,735.00	11,000.00	3.26%
01	8150	2,413,596.29	104,000.00	4.31%
13	5310	2,232,584.23	65,000.00	2.91%

Budget, July 1  
2022-23 Unaudited Actuals  
LOTTERY REPORT  
Revenues, Expenditures and  
Ending Balances - All Funds

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
<b>A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>					
1. Adjusted Beginning Fund Balance	9791-9795	2,139,763.31		1,401,352.76	3,541,116.07
2. State Lottery Revenue	8560	918,000.00		362,000.00	1,280,000.00
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
6. Total Available (Sum Lines A1 through A5)		3,057,763.31	0.00	1,763,352.76	4,821,116.07
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>					
1. Certificated Salaries	1000-1999	41,995.00		0.00	41,995.00
2. Classified Salaries	2000-2999	3,620.00		0.00	3,620.00
3. Employee Benefits	3000-3999	11,015.00		0.00	11,015.00
4. Books and Supplies	4000-4999	384,090.50		85,564.04	469,654.54
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	237,625.05			237,625.05
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800			0.00	0.00
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800			5,000.00	5,000.00
6. Capital Outlay	6000-6999	20,673.76		0.00	20,673.76
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211, 7212, 7221, 7222, 7281, 7282	0.00			0.00
b. To JPAs and All Others	7213, 7223, 7283, 7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399	0.00			0.00
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11 )		699,019.31	0.00	90,564.04	789,583.35
<b>C. ENDING BALANCE (Must equal Line A6 minus Line B12)</b>	979Z	2,358,744.00	0.00	1,672,788.72	4,031,532.72
<b>D. COMMENTS:</b>					
Software Licenses					

Data from this report will be used to prepare a report to the Legislature as required by Control Section 24.60 of the Budget Act.

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

Hanford Elementary  
Kings County

**Budget, July 1  
2023-24  
General Fund  
Special Education Revenue  
Allocations  
Setup**

**16 63917 0000000  
Form SEAS  
E8BXXNN6N2(2023-24)**

Current LEA:	16-63917-0000000 Hanford Elementary	
Selected SELPA:	AC	(Enter a SELPA ID from the list below then save and close)
POTENTIAL SELPAS FOR THIS LEA	DATE APPROVED	
ID	SELPA-TITLE	(from Form SEA)
AC	Kings County	



Section I - Expenditures	Funds 01, 09, and 62			2022-23 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	101,873,859.57
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	12,658,754.54
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	0.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999 except 6600, 6910	5,161,747.20
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	137,397.28
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	4,275,222.73
6. All Other Financing Uses	All	9100, 9200	7699, 7651	0.00
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	7,835.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00

9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			0.00
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				9,582,202.21
D. Plus additional MOE expenditures:			1000-7143, 7300-7439	
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	minus 8000-8699	0.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			0.00
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				79,632,902.82
<b>Section II - Expenditures Per ADA</b>				<b>2022-23 Annual ADA/Exps. Per ADA</b>
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A6 and C9)				5,223.21
B. Expenditures per ADA (Line I.E divided by Line II.A)				15,245.97

Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)	Total	Per ADA
A. Base expenditures (Preloaded expenditures from prior year official CDE MOE calculation). (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)	71,872,894.87	12,339.44
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)	0.00	0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)	71,872,894.87	12,339.44
B. Required effort (Line A.2 times 90%)	64,685,605.38	11,105.50
C. Current year expenditures (Line I.E and Line II.B)	79,632,902.82	15,245.97
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00

<p>E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)</p> <p>F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2024-25 may be reduced by the lower of the two percentages)</p>	MOE Met	
	0.00%	0.00%
<b>SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)</b>		
Description of Adjustments	Total Expenditures	Expenditures Per ADA
Total adjustments to base expenditures	0.00	0.00

Budget, July 1  
General Fund  
Unrestricted and Restricted  
Expenditures by Object

			2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Resource Codes	Object Codes							
A. REVENUES									
1) LCFF Sources		8010-8099	73,738,681.00	0.00	73,738,681.00	77,177,530.00	0.00	77,177,530.00	4.7%
2) Federal Revenue		8100-8299	0.00	12,657,491.54	12,657,491.54	0.00	12,854,711.05	12,854,711.05	1.6%
3) Other State Revenue		8300-8599	1,852,495.04	23,810,792.62	25,663,287.66	1,912,024.00	3,577,087.82	5,489,111.82	-78.6%
4) Other Local Revenue		8600-8799	782,098.00	4,498,684.06	5,280,782.06	761,898.00	2,657,500.00	3,419,398.00	-35.2%
5) TOTAL, REVENUES			76,373,274.04	40,966,968.22	117,340,242.26	79,851,452.00	19,089,298.87	98,940,750.87	-15.7%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	28,857,768.00	7,757,845.91	36,615,613.91	28,658,338.00	8,463,242.00	37,121,580.00	1.4%
2) Classified Salaries		2000-2999	10,137,793.00	4,831,479.29	14,969,272.29	10,311,163.00	5,263,764.29	15,574,927.29	4.0%
3) Employee Benefits		3000-3999	16,688,705.00	8,133,851.01	24,822,556.01	16,606,669.00	8,799,336.00	25,406,005.00	2.4%
4) Books and Supplies		4000-4999	2,367,637.04	2,651,798.65	5,019,435.69	6,367,762.19	1,896,326.49	8,264,088.68	64.6%
5) Services and Other Operating Expenditures		5000-5999	4,328,926.14	2,778,696.51	7,107,622.65	4,473,692.07	2,044,261.50	6,517,953.57	-8.3%
6) Capital Outlay		6000-6999	856,648.62	6,206,919.64	7,063,568.26	155,176.67	3,214,500.00	3,369,676.67	-52.3%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	1,003,937.28	1,061,630.75	2,065,568.03	1,003,937.28	1,627,969.00	2,631,906.28	27.4%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(839,763.68)	774,763.68	(65,000.00)	(801,924.67)	736,924.67	(65,000.00)	0.0%
9) TOTAL, EXPENDITURES			63,401,651.40	34,196,985.44	97,598,636.84	66,774,813.54	32,046,323.95	98,821,137.49	1.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			12,971,622.64	6,769,982.78	19,741,605.42	13,076,638.46	(12,957,025.08)	119,613.38	-99.4%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	1,698.73	0.00	1,698.73	0.00	0.00	0.00	-100.0%
b) Transfers Out		7600-7629	4,273,524.00	0.00	4,273,524.00	273,524.00	0.00	273,524.00	-93.6%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(6,676,092.50)	6,676,092.50	0.00	(7,110,639.00)	7,110,639.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(10,947,917.77)	6,676,092.50	(4,271,825.27)	(7,384,163.00)	7,110,639.00	(273,524.00)	-93.6%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			2,023,704.87	13,446,075.28	15,469,780.15	5,692,475.46	(5,846,386.08)	(153,910.62)	-101.0%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	18,152,771.13	8,523,786.71	26,676,557.84	20,176,476.00	21,969,861.99	42,146,337.99	58.0%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Budget, July 1  
General Fund  
Unrestricted and Restricted  
Expenditures by Object

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
c) As of July 1 - Audited (F1a + F1b)			18,152,771.13	8,523,786.71	26,676,557.84	20,176,476.00	21,969,861.99	42,146,337.99	58.0%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			18,152,771.13	8,523,786.71	26,676,557.84	20,176,476.00	21,969,861.99	42,146,337.99	58.0%
2) Ending Balance, June 30 (E + F1e)			20,176,476.00	21,969,861.99	42,146,337.99	25,868,951.46	16,123,475.91	41,992,427.37	-0.4%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	5,100.00	0.00	5,100.00	5,100.00	0.00	5,100.00	0.0%
Stores		9712	165,719.03	0.00	165,719.03	165,719.03	0.00	165,719.03	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	21,969,861.99	21,969,861.99	0.00	16,123,475.91	16,123,475.91	-26.6%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	13,534,268.00	0.00	13,534,268.00	16,534,268.00	0.00	16,534,268.00	22.2%
d) Assigned									
Other Assignments		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	3,100,000.00	0.00	3,100,000.00	3,000,000.00	0.00	3,000,000.00	-3.2%
Unassigned/Unappropriated Amount		9790	3,371,388.97	0.00	3,371,388.97	6,163,864.43	0.00	6,163,864.43	82.8%
<b>G. ASSETS</b>									
1) Cash									
a) in County Treasury		9110	0.00	0.00	0.00				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	0.00	0.00	0.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	0.00	0.00				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				

Budget, July 1  
General Fund  
Unrestricted and Restricted  
Expenditures by Object

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
9) Lease Receivable		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			0.00	0.00	0.00				
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
<b>I. LIABILITIES</b>									
1) Accounts Payable		9500	0.00	0.00	0.00				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			0.00	0.00	0.00				
<b>J. DEFERRED INFLOWS OF RESOURCES</b>									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
<b>K. FUND EQUITY</b>									
Ending Fund Balance, June 30									
(G10 + H2) - (I6 + J2)			0.00	0.00	0.00				
<b>LCFF SOURCES</b>									
Principal Apportionment									
State Aid - Current Year		8011	55,905,534.00	0.00	55,905,534.00	58,521,307.00	0.00	58,521,307.00	4.7%
Education Protection Account State Aid - Current Year		8012	14,954,866.00	0.00	14,954,866.00	15,643,940.00	0.00	15,643,940.00	4.6%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	32,964.00	0.00	32,964.00	32,964.00	0.00	32,964.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	4,019,384.00	0.00	4,019,384.00	4,153,386.00	0.00	4,153,386.00	3.3%
Unsecured Roll Taxes		8042	260,217.00	0.00	260,217.00	260,217.00	0.00	260,217.00	0.0%
Prior Years' Taxes		8043	104,841.00	0.00	104,841.00	104,841.00	0.00	104,841.00	0.0%
Supplemental Taxes		8044	109,116.00	0.00	109,116.00	109,116.00	0.00	109,116.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	(1,369,965.00)	0.00	(1,369,965.00)	(1,369,965.00)	0.00	(1,369,965.00)	0.0%

Description Resource Codes Object Codes			2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Community Redevelopment Funds (SB 617/699/1992)		8047	21,724.00	0.00	21,724.00	21,724.00	0.00	21,724.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			74,038,681.00	0.00	74,038,681.00	77,477,530.00	0.00	77,477,530.00	4.6%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	(300,000.00)		(300,000.00)	(300,000.00)		(300,000.00)	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			73,738,681.00	0.00	73,738,681.00	77,177,530.00	0.00	77,177,530.00	4.7%
<b>FEDERAL REVENUE</b>									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	223,481.00	223,481.00	0.00	223,481.00	223,481.00	0.0%
Special Education Discretionary Grants		8182	0.00	104,752.00	104,752.00	0.00	60,611.00	60,611.00	-42.1%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	4,382.00	4,382.00	0.00	0.00	0.00	-100.0%
Title I, Part A, Basic	3010	8290		2,749,881.00	2,749,881.00		2,270,074.00	2,270,074.00	-17.4%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		406,963.07	406,963.07		300,000.00	300,000.00	-26.3%
Title III, Part A, Immigrant Student Program	4201	8290		12,370.00	12,370.00		12,370.00	12,370.00	0.0%
Title III, Part A, English Learner Program	4203	8290		733,843.00	733,843.00		288,334.00	288,334.00	-60.7%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%



Budget, July 1  
General Fund  
Unrestricted and Restricted  
Expenditures by Object

Description			2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Other NCLB / Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290		403,891.00	403,891.00		405,705.05	405,705.05	0.4%
Career and Technical Education	3500-3599	8290		0.00	0.00		0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	8,017,928.47	8,017,928.47	0.00	9,294,136.00	9,294,136.00	15.9%
TOTAL, FEDERAL REVENUE			0.00	12,657,491.54	12,657,491.54	0.00	12,854,711.05	12,854,711.05	1.6%
<b>OTHER STATE REVENUE</b>									
Other State Apportionments									
ROC/P Entitlement									
Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan									
Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	737,634.00	737,634.00	0.00	0.00	0.00	-100.0%
Mandated Costs Reimbursements		8550	173,524.00	0.00	173,524.00	173,524.00	0.00	173,524.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	918,000.00	362,000.00	1,280,000.00	918,000.00	362,000.00	1,280,000.00	0.0%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from									
State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		1,433,610.98	1,433,610.98		1,485,000.00	1,485,000.00	3.6%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		0.00	0.00		0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		0.00	0.00		0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	760,971.04	21,277,547.64	22,038,518.68	820,500.00	1,730,087.82	2,550,587.82	-88.4%
TOTAL, OTHER STATE REVENUE			1,852,495.04	23,810,792.62	25,663,287.66	1,912,024.00	3,577,087.82	5,489,111.82	-78.6%
<b>OTHER LOCAL REVENUE</b>									

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	43,752.55	43,752.55	0.00	43,752.00	43,752.00	0.0%
Penalties and Interest from Delinquent Non- LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	20,000.00	0.00	20,000.00	20,000.00	0.00	20,000.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	20,000.00	0.00	20,000.00	20,000.00	0.00	20,000.00	0.0%
Interest		8660	370,000.00	0.00	370,000.00	370,000.00	0.00	370,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	372,098.00	2,076,498.51	2,448,596.51	351,898.00	121,791.00	473,689.00	-80.7%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		2,378,433.00	2,378,433.00		2,491,957.00	2,491,957.00	4.8%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			782,098.00	4,498,684.06	5,280,782.06	761,898.00	2,657,500.00	3,419,398.00	-35.2%
TOTAL, REVENUES			76,373,274.04	40,966,968.22	117,340,242.26	79,851,452.00	19,089,298.87	98,940,750.87	-15.7%
<b>CERTIFICATED SALARIES</b>									
Certificated Teachers' Salaries		1100	22,980,022.00	4,070,214.00	27,050,236.00	22,747,768.00	4,777,606.00	27,525,374.00	1.8%
Certificated Pupil Support Salaries		1200	1,308,338.00	2,292,517.91	3,600,855.91	1,311,870.00	2,302,318.00	3,614,188.00	0.4%
Certificated Supervisors' and Administrators' Salaries		1300	4,569,408.00	107,489.00	4,676,897.00	4,598,700.00	148,375.00	4,747,075.00	1.5%
Other Certificated Salaries		1900	0.00	1,287,625.00	1,287,625.00	0.00	1,234,943.00	1,234,943.00	-4.1%
TOTAL, CERTIFICATED SALARIES			28,857,768.00	7,757,845.91	36,615,613.91	28,658,338.00	8,463,242.00	37,121,580.00	1.4%
<b>CLASSIFIED SALARIES</b>									
Classified Instructional Salaries		2100	99,073.00	1,658,902.33	1,757,975.33	101,623.00	1,768,887.33	1,870,510.33	6.4%
Classified Support Salaries		2200	4,116,539.00	2,656,518.88	6,773,057.88	4,152,080.00	2,908,352.88	7,060,432.88	4.2%
Classified Supervisors' and Administrators' Salaries		2300	512,579.00	151,594.00	664,173.00	512,579.00	157,658.00	670,237.00	0.9%
Clerical, Technical and Office Salaries		2400	3,915,970.00	287,020.08	4,202,990.08	3,949,030.00	348,090.08	4,297,120.08	2.2%
Other Classified Salaries		2900	1,493,632.00	77,444.00	1,571,076.00	1,595,851.00	80,776.00	1,676,627.00	6.7%
TOTAL, CLASSIFIED SALARIES			10,137,793.00	4,831,479.29	14,969,272.29	10,311,163.00	5,263,764.29	15,574,927.29	4.0%
<b>EMPLOYEE BENEFITS</b>									
STRS		3101-3102	5,411,841.00	4,726,755.18	10,138,596.18	5,373,748.00	5,013,470.00	10,387,218.00	2.5%
PERS		3201-3202	2,439,987.00	1,173,619.13	3,613,606.13	2,620,330.00	1,351,297.00	3,971,627.00	9.9%
OASDI/Medicare/Alternative		3301-3302	1,209,187.00	466,284.19	1,675,471.19	1,219,564.00	510,170.00	1,729,734.00	3.2%

Budget, July 1  
General Fund  
Unrestricted and Restricted  
Expenditures by Object

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Health and Welfare Benefits		3401-3402	6,105,465.00	1,445,305.00	7,550,770.00	6,051,641.00	1,634,899.00	7,686,540.00	1.8%
Unemployment Insurance		3501-3502	195,972.00	61,896.67	257,868.67	195,856.00	67,640.00	263,496.00	2.2%
Workers' Compensation		3601-3602	823,087.00	259,990.84	1,083,077.84	642,364.00	221,860.00	864,224.00	-20.2%
OPEB, Allocated		3701-3702	503,166.00	0.00	503,166.00	503,166.00	0.00	503,166.00	0.0%
OPEB, Active Employees		3751-3752	0.00	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	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			16,688,705.00	8,133,851.01	24,822,556.01	16,606,669.00	8,799,336.00	25,406,005.00	2.4%
<b>BOOKS AND SUPPLIES</b>									
Approved Textbooks and Core Curricula Materials		4100	10,000.00	17,100.00	27,100.00	50,000.00	17,100.00	67,100.00	147.6%
Books and Other Reference Materials		4200	106,495.92	284,806.27	391,302.19	183,414.00	125,738.00	309,152.00	-21.0%
Materials and Supplies		4300	2,093,057.26	2,163,338.21	4,256,395.47	1,481,242.81	1,620,591.49	3,101,834.30	-27.1%
Noncapitalized Equipment		4400	158,083.86	186,554.17	344,638.03	4,653,105.38	132,897.00	4,786,002.38	1,288.7%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			2,367,637.04	2,651,798.65	5,019,435.69	6,367,762.19	1,896,326.49	8,264,088.68	64.6%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>									
Subagreements for Services		5100	171,040.00	589,485.00	760,525.00	175,000.00	589,485.00	764,485.00	0.5%
Travel and Conferences		5200	138,844.48	138,583.55	277,428.03	156,405.00	97,824.00	254,229.00	-8.4%
Dues and Memberships		5300	26,002.09	1,500.00	27,502.09	27,002.09	1,500.00	28,502.09	3.6%
Insurance		5400 - 5450	535,072.75	0.00	535,072.75	564,000.00	0.00	564,000.00	5.4%
Operations and Housekeeping Services		5500	1,330,050.00	28,764.00	1,358,814.00	1,329,300.00	750.00	1,330,050.00	-2.1%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	299,464.28	565,595.00	865,059.28	227,048.00	582,185.00	809,233.00	-6.5%
Transfers of Direct Costs		5710	(264,427.79)	264,427.79	0.00	(112,577.50)	112,577.50	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	75,720.82	22,126.00	97,846.82	82,605.00	7,210.00	89,815.00	-8.2%
Professional/Consulting Services and Operating Expenditures		5800	1,941,343.49	1,166,616.17	3,107,959.66	1,949,107.48	650,530.00	2,599,637.48	-16.4%
Communications		5900	75,816.02	1,599.00	77,415.02	75,802.00	2,200.00	78,002.00	0.8%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			4,328,926.14	2,778,696.51	7,107,622.65	4,473,692.07	2,044,261.50	6,517,953.57	-8.3%
<b>CAPITAL OUTLAY</b>									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	137,670.76	137,670.76	0.00	30,000.00	30,000.00	-78.2%
Buildings and Improvements of Buildings		6200	0.00	100,001.00	100,001.00	0.00	100,000.00	100,000.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	535,950.53	2,339,548.87	2,875,499.40	72,500.00	420,000.00	492,500.00	-82.9%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Equipment Replacement		6500	320,698.09	3,629,699.01	3,950,397.10	82,676.67	2,664,500.00	2,747,176.67	-30.5%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			856,648.62	6,206,919.64	7,063,568.26	155,176.67	3,214,500.00	3,369,676.67	-52.3%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>									
Tuition									
Tuition for Instruction Under Interdistrict									
Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	866,540.00	1,057,248.75	1,923,788.75	866,540.00	1,627,969.00	2,494,509.00	29.7%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	1,695.00	1,695.00	0.00	0.00	0.00	-100.0%
To County Offices		7212	0.00	2,687.00	2,687.00	0.00	0.00	0.00	-100.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	137,397.28	0.00	137,397.28	137,397.28	0.00	137,397.28	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			1,003,937.28	1,061,630.75	2,065,568.03	1,003,937.28	1,627,969.00	2,631,906.28	27.4%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>									

Budget, July 1  
General Fund  
Unrestricted and Restricted  
Expenditures by Object

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Transfers of Indirect Costs		7310	(774,763.68)	774,763.68	0.00	(736,924.67)	736,924.67	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(65,000.00)	0.00	(65,000.00)	(65,000.00)	0.00	(65,000.00)	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(839,763.68)	774,763.68	(65,000.00)	(801,924.67)	736,924.67	(65,000.00)	0.0%
TOTAL, EXPENDITURES			63,401,651.40	34,196,985.44	97,598,636.84	66,774,813.54	32,046,323.95	98,821,137.49	1.3%
<b>INTERFUND TRANSFERS</b>									
<b>INTERFUND TRANSFERS IN</b>									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	1,698.73	0.00	1,698.73	0.00	0.00	0.00	-100.0%
(a) TOTAL, INTERFUND TRANSFERS IN			1,698.73	0.00	1,698.73	0.00	0.00	0.00	-100.0%
<b>INTERFUND TRANSFERS OUT</b>									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	4,173,524.00	0.00	4,173,524.00	173,524.00	0.00	173,524.00	-95.8%
To State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	100,000.00	0.00	100,000.00	100,000.00	0.00	100,000.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			4,273,524.00	0.00	4,273,524.00	273,524.00	0.00	273,524.00	-93.6%
<b>OTHER SOURCES/USES</b>									
<b>SOURCES</b>									
State Apportionments									
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>									

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>									
Contributions from Unrestricted Revenues		8980	(6,676,092.50)	6,676,092.50	0.00	(7,110,639.00)	7,110,639.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(6,676,092.50)	6,676,092.50	0.00	(7,110,639.00)	7,110,639.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> <b>(a- b + c - d + e)</b>			(10,947,917.77)	6,676,092.50	(4,271,825.27)	(7,384,163.00)	7,110,639.00	(273,524.00)	-93.6%

			2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Function Codes	Object Codes							
A. REVENUES									
1) LCFF Sources		8010-8099	73,738,681.00	0.00	73,738,681.00	77,177,530.00	0.00	77,177,530.00	4.7%
2) Federal Revenue		8100-8299	0.00	12,657,491.54	12,657,491.54	0.00	12,854,711.05	12,854,711.05	1.6%
3) Other State Revenue		8300-8599	1,852,495.04	23,810,792.62	25,663,287.66	1,912,024.00	3,577,087.82	5,489,111.82	-78.6%
4) Other Local Revenue		8600-8799	782,098.00	4,498,684.06	5,280,782.06	761,898.00	2,657,500.00	3,419,398.00	-35.2%
5) TOTAL, REVENUES			76,373,274.04	40,966,968.22	117,340,242.26	79,851,452.00	19,089,298.87	98,940,750.87	-15.7%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999	Except 7600- 7699	35,697,281.94	13,094,441.54	48,791,723.48	39,259,762.97	13,467,647.42	52,727,410.39	8.1%
2) Instruction - Related Services	2000-2999		9,480,780.99	3,228,282.56	12,709,063.55	9,517,947.00	2,964,006.41	12,481,953.41	-1.8%
3) Pupil Services	3000-3999		6,931,549.28	7,281,924.36	14,213,473.64	6,585,428.16	5,069,501.16	11,654,929.32	-18.0%
4) Ancillary Services	4000-4999		420,133.87	2,913,075.22	3,333,209.09	400,386.00	3,051,686.39	3,452,072.39	3.6%
5) Community Services	5000-5999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		4,000,032.92	824,568.52	4,824,601.44	4,257,453.29	774,077.67	5,031,530.96	4.3%
8) Plant Services	8000-8999		5,867,935.12	5,793,062.49	11,660,997.61	5,749,898.84	5,091,435.90	10,841,334.74	-7.0%
9) Other Outgo	9000-9999		1,003,937.28	1,061,630.75	2,065,568.03	1,003,937.28	1,627,969.00	2,631,906.28	27.4%
10) TOTAL, EXPENDITURES			63,401,651.40	34,196,985.44	97,598,636.84	66,774,813.54	32,046,323.95	98,821,137.49	1.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			12,971,622.64	6,769,982.78	19,741,605.42	13,076,638.46	(12,957,025.08)	119,613.38	-99.4%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	1,698.73	0.00	1,698.73	0.00	0.00	0.00	-100.0%
b) Transfers Out		7600-7629	4,273,524.00	0.00	4,273,524.00	273,524.00	0.00	273,524.00	-93.6%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(6,676,092.50)	6,676,092.50	0.00	(7,110,639.00)	7,110,639.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(10,947,917.77)	6,676,092.50	(4,271,825.27)	(7,384,163.00)	7,110,639.00	(273,524.00)	-93.6%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			2,023,704.87	13,446,075.28	15,469,780.15	5,692,475.46	(5,846,386.08)	(153,910.62)	-101.0%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	18,152,771.13	8,523,786.71	26,676,557.84	20,176,476.00	21,969,861.99	42,146,337.99	58.0%



Budget, July 1  
General Fund  
Unrestricted and Restricted  
Expenditures by Function

Description	Function Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			18,152,771.13	8,523,786.71	26,676,557.84	20,176,476.00	21,969,861.99	42,146,337.99	58.0%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			18,152,771.13	8,523,786.71	26,676,557.84	20,176,476.00	21,969,861.99	42,146,337.99	58.0%
2) Ending Balance, June 30 (E + F1e)			20,176,476.00	21,969,861.99	42,146,337.99	25,868,951.46	16,123,475.91	41,992,427.37	-0.4%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	5,100.00	0.00	5,100.00	5,100.00	0.00	5,100.00	0.0%
Stores		9712	165,719.03	0.00	165,719.03	165,719.03	0.00	165,719.03	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	21,969,861.99	21,969,861.99	0.00	16,123,475.91	16,123,475.91	-26.6%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	13,534,268.00	0.00	13,534,268.00	16,534,268.00	0.00	16,534,268.00	22.2%
d) Assigned									
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	3,100,000.00	0.00	3,100,000.00	3,000,000.00	0.00	3,000,000.00	-3.2%
Unassigned/Unappropriated Amount		9790	3,371,388.97	0.00	3,371,388.97	6,163,864.43	0.00	6,163,864.43	82.8%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
2600	Expanded Learning Opportunities Program	9,825,032.47	4,406,727.00
6266	Educator Effectiveness, FY 2021-22	1,177,682.00	963,710.00
6300	Lottery: Instructional Materials	1,672,788.72	1,944,224.68
6546	Mental Health-Related Services	173,382.67	17,193.00
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	1,580,650.00	1,580,650.00
7032	Child Nutrition: Kitchen Infrastructure and Training Funds - 2022 KIT Funds	737,634.00	412,634.00
7426	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	5,927.37	5,927.37
7435	Learning Recovery Emergency Block Grant	6,501,795.00	6,501,795.00
8150	Ongoing & Major Maintenance Account (RMA: Education Code Section 17070.75)	154,084.05	142,298.15
9010	Other Restricted Local	140,885.71	148,316.71
Total, Restricted Balance		21,969,861.99	16,123,475.91

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			0.00	0.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	0.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	32,993.24	32,993.24	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			32,993.24	32,993.24	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			32,993.24	32,993.24	0.0%
2) Ending Balance, June 30 (E + F1e)			32,993.24	32,993.24	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	32,993.24	32,993.24	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenues		9650	0.00		
6) TOTAL, LIABILITIES			0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30					
(G10 + H2) - (I6 + J2)			0.00		
<b>REVENUES</b>					
Sale of Equipment and Supplies		8631	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
<b>CERTIFICATED SALARIES</b>					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>					

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
<b>CAPITAL OUTLAY</b>					
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES					
(a- b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			0.00	0.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	0.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	32,993.24	32,993.24	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			32,993.24	32,993.24	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			32,993.24	32,993.24	0.0%
2) Ending Balance, June 30 (E + F1e)			32,993.24	32,993.24	0.0%
Components of Ending Fund Balance					



Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	32,993.24	32,993.24	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
8210	Student Activity Funds	32,993.24	32,993.24
Total, Restricted Balance		32,993.24	32,993.24

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	1,697.00	0.00	-100.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			1,697.00	0.00	-100.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			1,697.00	0.00	-100.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	1,698.73	0.00	-100.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(1,698.73)	0.00	-100.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(1.73)	0.00	-100.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1.73	0.00	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1.73	0.00	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1.73	0.00	-100.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
(G10 + H2) - (I6 + J2)			0.00		
<b>LCFF SOURCES</b>					
Principal Apportionment					
State Aid - Current Year		8011	0.00	0.00	0.0%
Education Protection Account State Aid - Current Year		8012	0.00	0.00	0.0%
State Aid - Prior Years		8019	0.00	0.00	0.0%
LCFF Transfers					
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
<b>FEDERAL REVENUE</b>					
Maintenance and Operations		8110	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	0.00	0.00	0.0%
Title III, Part A, Immigrant Student Program	4201	8290	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3040, 3060, 3061, 3150, 3155, 3180, 3182, 4037, 4124, 4126, 4127, 4128, 5630	8290	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>					
Other State Apportionments					
Special Education Master Plan					
Current Year	6500	8311	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Lottery - Unrestricted and Instructional Materials		8560	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	1,697.00	0.00	-100.0%
TOTAL, OTHER STATE REVENUE			1,697.00	0.00	-100.0%
<b>OTHER LOCAL REVENUE</b>					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	0.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.0%
Transfers of Apportionments					
Special Education SELPA Transfers					
From Districts or Charter Schools	6500	8791	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			1,697.00	0.00	-100.0%
<b>CERTIFICATED SALARIES</b>					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Tuition					
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	1,698.73	0.00	-100.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			1,698.73	0.00	-100.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(1,698.73)	0.00	-100.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	1,697.00	0.00	-100.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			1,697.00	0.00	-100.0%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			1,697.00	0.00	-100.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	1,698.73	0.00	-100.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(1,698.73)	0.00	-100.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(1.73)	0.00	-100.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1.73	0.00	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1.73	0.00	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1.73	0.00	-100.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%



Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	3,499,598.00	3,404,452.00	-2.7%
3) Other State Revenue		8300-8599	1,245,761.00	1,303,883.00	4.7%
4) Other Local Revenue		8600-8799	115,786.25	89,480.00	-22.7%
5) TOTAL, REVENUES			4,861,145.25	4,797,815.00	-1.3%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	1,405,199.00	1,408,199.00	0.2%
3) Employee Benefits		3000-3999	632,854.00	645,894.00	2.1%
4) Books and Supplies		4000-4999	2,572,039.75	2,266,990.00	-11.9%
5) Services and Other Operating Expenditures		5000-5999	(45,766.41)	(35,520.00)	-22.4%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	65,000.00	65,000.00	0.0%
9) TOTAL, EXPENDITURES			4,629,326.34	4,350,563.00	-6.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			231,818.91	447,252.00	92.9%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			231,818.91	447,252.00	92.9%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,364,190.61	2,596,009.52	9.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,364,190.61	2,596,009.52	9.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,364,190.61	2,596,009.52	9.8%
2) Ending Balance, June 30 (E + F1e)			2,596,009.52	3,043,261.52	17.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	910.00	910.00	0.0%
Stores		9712	110,231.84	110,231.84	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	2,484,867.68	2,932,119.68	18.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
(G10 + H2) - (I6 + J2)			0.00		
<b>FEDERAL REVENUE</b>					
Child Nutrition Programs		8220	3,254,598.00	3,166,214.00	-2.7%
Donated Food Commodities		8221	245,000.00	238,238.00	-2.8%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			3,499,598.00	3,404,452.00	-2.7%
<b>OTHER STATE REVENUE</b>					
Child Nutrition Programs		8520	1,245,761.00	1,303,883.00	4.7%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			1,245,761.00	1,303,883.00	4.7%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	5,000.00	5,000.00	0.0%
Food Service Sales		8634	31,480.00	21,480.00	-31.8%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	20,000.00	40,000.00	100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	54,306.25	0.00	-100.0%
Fees and Contracts					
Interagency Services		8677	0.00	18,000.00	New
Other Local Revenue					
All Other Local Revenue		8699	5,000.00	5,000.00	0.0%
TOTAL, OTHER LOCAL REVENUE			115,786.25	89,480.00	-22.7%
TOTAL, REVENUES			4,861,145.25	4,797,815.00	-1.3%
<b>CERTIFICATED SALARIES</b>					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	962,457.00	967,476.00	0.5%
Classified Supervisors' and Administrators' Salaries		2300	123,076.00	123,227.00	0.1%
Clerical, Technical and Office Salaries		2400	317,496.00	317,496.00	0.0%
Other Classified Salaries		2900	2,170.00	0.00	-100.0%
TOTAL, CLASSIFIED SALARIES			1,405,199.00	1,408,199.00	0.2%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	266,499.00	285,708.00	7.2%
OASDI/Medicare/Alternative		3301-3302	107,497.00	107,727.00	0.2%
Health and Welfare Benefits		3401-3402	222,323.00	222,323.00	0.0%
Unemployment Insurance		3501-3502	7,026.00	7,041.00	0.2%
Workers' Compensation		3601-3602	29,509.00	23,095.00	-21.7%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			632,854.00	645,894.00	2.1%
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	201,545.00	203,545.00	1.0%
Noncapitalized Equipment		4400	38,752.64	12,000.00	-69.0%
Food		4700	2,331,742.11	2,051,445.00	-12.0%
TOTAL, BOOKS AND SUPPLIES			2,572,039.75	2,266,990.00	-11.9%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	3,650.00	6,000.00	64.4%
Dues and Memberships		5300	985.41	3,000.00	204.4%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	3,630.00	1,480.00	-59.2%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	12,740.00	12,740.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(97,846.82)	(89,815.00)	-8.2%
Professional/Consulting Services and Operating Expenditures		5800	30,875.00	30,875.00	0.0%
Communications		5900	200.00	200.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			(45,766.41)	(35,520.00)	-22.4%
<b>CAPITAL OUTLAY</b>					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>					
Transfers of Indirect Costs - Interfund		7350	65,000.00	65,000.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			65,000.00	65,000.00	0.0%
TOTAL, EXPENDITURES			4,629,326.34	4,350,563.00	-6.0%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
From: General Fund		8916	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	3,499,598.00	3,404,452.00	-2.7%
3) Other State Revenue		8300-8599	1,245,761.00	1,303,883.00	4.7%
4) Other Local Revenue		8600-8799	115,786.25	89,480.00	-22.7%
5) TOTAL, REVENUES			4,861,145.25	4,797,815.00	-1.3%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		4,554,196.34	4,277,583.00	-6.1%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		65,000.00	65,000.00	0.0%
8) Plant Services	8000-8999		10,130.00	7,980.00	-21.2%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			4,629,326.34	4,350,563.00	-6.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			231,818.91	447,252.00	92.9%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			231,818.91	447,252.00	92.9%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,364,190.61	2,596,009.52	9.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,364,190.61	2,596,009.52	9.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,364,190.61	2,596,009.52	9.8%
2) Ending Balance, June 30 (E + F1e)			2,596,009.52	3,043,261.52	17.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	910.00	910.00	0.0%
Stores		9712	110,231.84	110,231.84	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	2,484,867.68	2,932,119.68	18.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	2,484,867.68	2,932,119.68
Total, Restricted Balance		2,484,867.68	2,932,119.68

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	300,000.00	300,000.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	17,389.61	4,000.00	-77.0%
5) TOTAL, REVENUES			317,389.61	304,000.00	-4.2%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	296,850.00	300,000.00	1.1%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			296,850.00	300,000.00	1.1%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			20,539.61	4,000.00	-80.5%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			20,539.61	4,000.00	-80.5%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	339,382.06	359,921.67	6.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			339,382.06	359,921.67	6.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			339,382.06	359,921.67	6.1%
2) Ending Balance, June 30 (E + F1e)			359,921.67	363,921.67	1.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	359,921.67	363,921.67	1.1%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		



Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
(G10 + H2) - (I6 + J2)			0.00		
<b>LCFF SOURCES</b>					
LCFF Transfers					
LCFF Transfers - Current Year		8091	300,000.00	300,000.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			300,000.00	300,000.00	0.0%
<b>OTHER STATE REVENUE</b>					
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	4,000.00	4,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	13,389.61	0.00	-100.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			17,389.61	4,000.00	-77.0%
TOTAL, REVENUES			317,389.61	304,000.00	-4.2%
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	296,850.00	300,000.00	1.1%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			296,850.00	300,000.00	1.1%
<b>CAPITAL OUTLAY</b>					
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			296,850.00	300,000.00	1.1%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	300,000.00	300,000.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	17,389.61	4,000.00	-77.0%
5) TOTAL, REVENUES			317,389.61	304,000.00	-4.2%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		296,850.00	300,000.00	1.1%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			296,850.00	300,000.00	1.1%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			20,539.61	4,000.00	-80.5%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			20,539.61	4,000.00	-80.5%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	339,382.06	359,921.67	6.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			339,382.06	359,921.67	6.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			339,382.06	359,921.67	6.1%
2) Ending Balance, June 30 (E + F1e)			359,921.67	363,921.67	1.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	359,921.67	363,921.67	1.1%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	14,194.71	6,000.00	-57.7%
5) TOTAL, REVENUES			14,194.71	6,000.00	-57.7%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	30,000.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			30,000.00	0.00	-100.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(15,805.29)	6,000.00	-138.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	100,000.00	100,000.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			100,000.00	100,000.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			84,194.71	106,000.00	25.9%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	283,748.56	367,943.27	29.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			283,748.56	367,943.27	29.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			283,748.56	367,943.27	29.7%
2) Ending Balance, June 30 (E + F1e)			367,943.27	473,943.27	28.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	367,943.27	473,943.27	28.8%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
(G10 + H2) - (I6 + J2)			0.00		
<b>OTHER STATE REVENUE</b>					
All Other State Apportionments - Current Year		8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years		8319	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	3,000.00	6,000.00	100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	11,194.71	0.00	-100.0%
Other Transfers of Apportionments					
From Districts or Charter Schools		8791	0.00	0.00	0.0%
From County Offices		8792	0.00	0.00	0.0%
From JPAs		8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			14,194.71	6,000.00	-57.7%
TOTAL, REVENUES			14,194.71	6,000.00	-57.7%
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
<b>CAPITAL OUTLAY</b>					
Equipment		6400	30,000.00	0.00	-100.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			30,000.00	0.00	-100.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			30,000.00	0.00	-100.0%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	100,000.00	100,000.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			100,000.00	100,000.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			100,000.00	100,000.00	0.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	14,194.71	6,000.00	-57.7%
5) TOTAL, REVENUES			14,194.71	6,000.00	-57.7%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		30,000.00	0.00	-100.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			30,000.00	0.00	-100.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			(15,805.29)	6,000.00	-138.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	100,000.00	100,000.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			100,000.00	100,000.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			84,194.71	106,000.00	25.9%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	283,748.56	367,943.27	29.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			283,748.56	367,943.27	29.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			283,748.56	367,943.27	29.7%
2) Ending Balance, June 30 (E + F1e)			367,943.27	473,943.27	28.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	367,943.27	473,943.27	28.8%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%



Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	560,880.53	200,000.00	-64.3%
5) TOTAL, REVENUES			560,880.53	200,000.00	-64.3%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			560,880.53	200,000.00	-64.3%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	1,173,524.00	173,524.00	-85.2%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			1,173,524.00	173,524.00	-85.2%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			1,734,404.53	373,524.00	-78.5%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	11,428,322.05	13,162,726.58	15.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			11,428,322.05	13,162,726.58	15.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			11,428,322.05	13,162,726.58	15.2%
2) Ending Balance, June 30 (E + F1e)			13,162,726.58	13,536,250.58	2.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	13,162,726.58	13,536,250.58	2.8%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
(G10 + H2) - (I6 + J2)			0.00		
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Interest		8660	110,000.00	200,000.00	81.8%
Net Increase (Decrease) in the Fair Value of Investments		8662	450,880.53	0.00	-100.0%
TOTAL, OTHER LOCAL REVENUE			560,880.53	200,000.00	-64.3%
TOTAL, REVENUES			560,880.53	200,000.00	-64.3%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
From: General Fund/CSSF		8912	1,173,524.00	173,524.00	-85.2%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			1,173,524.00	173,524.00	-85.2%
<b>INTERFUND TRANSFERS OUT</b>					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			1,173,524.00	173,524.00	-85.2%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	560,880.53	200,000.00	-64.3%
5) TOTAL, REVENUES			560,880.53	200,000.00	-64.3%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			560,880.53	200,000.00	-64.3%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	1,173,524.00	173,524.00	-85.2%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			1,173,524.00	173,524.00	-85.2%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			1,734,404.53	373,524.00	-78.5%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	11,428,322.05	13,162,726.58	15.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			11,428,322.05	13,162,726.58	15.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			11,428,322.05	13,162,726.58	15.2%
2) Ending Balance, June 30 (E + F1e)			13,162,726.58	13,536,250.58	2.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	13,162,726.58	13,536,250.58	2.8%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	97,934.22	0.00	-100.0%
5) TOTAL, REVENUES			97,934.22	0.00	-100.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	1,721,147.29	167,210.65	-90.3%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			1,721,147.29	167,210.65	-90.3%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(1,623,213.07)	(167,210.65)	-89.7%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	311,682.86	0.00	-100.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(311,682.86)	0.00	-100.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(1,934,895.93)	(167,210.65)	-91.4%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,102,106.58	167,210.65	-92.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,102,106.58	167,210.65	-92.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,102,106.58	167,210.65	-92.0%
2) Ending Balance, June 30 (E + F1e)			167,210.65	0.00	-100.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	167,210.65	0.00	-100.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
<b>FEDERAL REVENUE</b>					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	15,000.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	82,934.22	0.00	-100.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			97,934.22	0.00	-100.0%
TOTAL, REVENUES			97,934.22	0.00	-100.0%
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	1,721,147.29	167,210.65	-90.3%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			1,721,147.29	167,210.65	-90.3%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			1,721,147.29	167,210.65	-90.3%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
From: All Other Funds To: State School Building Fund/County School Facilities Fund		7613	311,682.86	0.00	-100.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			311,682.86	0.00	-100.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Proceeds					
Proceeds from Sale of Bonds		8951	0.00	0.00	0.0%
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%



Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(311,682.86)	0.00	-100.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	97,934.22	0.00	-100.0%
5) TOTAL, REVENUES			97,934.22	0.00	-100.0%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		1,721,147.29	167,210.65	-90.3%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			1,721,147.29	167,210.65	-90.3%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)</b>			(1,623,213.07)	(167,210.65)	-89.7%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	311,682.86	0.00	-100.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(311,682.86)	0.00	-100.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)</b>			(1,934,895.93)	(167,210.65)	-91.4%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,102,106.58	167,210.65	-92.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,102,106.58	167,210.65	-92.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,102,106.58	167,210.65	-92.0%
2) Ending Balance, June 30 (E + F1e)			167,210.65	0.00	-100.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	167,210.65	0.00	-100.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
9010	Other Restricted Local	167,210.65	0.00
Total, Restricted Balance		167,210.65	0.00

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	437,576.55	215,000.00	-50.9%
5) TOTAL, REVENUES			437,576.55	215,000.00	-50.9%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	120,000.00	120,000.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			120,000.00	120,000.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			317,576.55	95,000.00	-70.1%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			317,576.55	95,000.00	-70.1%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	887,458.12	1,205,034.67	35.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			887,458.12	1,205,034.67	35.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			887,458.12	1,205,034.67	35.8%
2) Ending Balance, June 30 (E + F1e)			1,205,034.67	1,300,034.67	7.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,205,034.67	1,300,034.67	7.9%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
<b>OTHER STATE REVENUE</b>					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	9,000.00	15,000.00	66.7%
Net Increase (Decrease) in the Fair Value of Investments		8662	28,576.55	0.00	-100.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	400,000.00	200,000.00	-50.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			437,576.55	215,000.00	-50.9%
TOTAL, REVENUES			437,576.55	215,000.00	-50.9%
<b>CERTIFICATED SALARIES</b>					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	100,000.00	100,000.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	20,000.00	20,000.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			120,000.00	120,000.00	0.0%
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			120,000.00	120,000.00	0.0%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
From: All Other Funds To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	437,576.55	215,000.00	-50.9%
5) TOTAL, REVENUES			437,576.55	215,000.00	-50.9%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		20,000.00	20,000.00	0.0%
8) Plant Services	8000-8999		100,000.00	100,000.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			120,000.00	120,000.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)</b>			317,576.55	95,000.00	-70.1%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)</b>			317,576.55	95,000.00	-70.1%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	887,458.12	1,205,034.67	35.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			887,458.12	1,205,034.67	35.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			887,458.12	1,205,034.67	35.8%
2) Ending Balance, June 30 (E + F1e)			1,205,034.67	1,300,034.67	7.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,205,034.67	1,300,034.67	7.9%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%



Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
9010	Other Restricted Local	1,205,034.67	1,300,034.67
Total, Restricted Balance		1,205,034.67	1,300,034.67

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	1,955,678.00	0.00	-100.0%
4) Other Local Revenue		8600-8799	47,679.19	0.00	-100.0%
5) TOTAL, REVENUES			2,003,357.19	0.00	-100.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	1,593.98	0.00	-100.0%
6) Capital Outlay		6000-6999	1,270,561.81	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			1,272,155.79	0.00	-100.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			731,201.40	0.00	-100.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	311,682.86	0.00	-100.0%
b) Transfers Out		7600-7629	1,955,678.00	0.00	-100.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(1,643,995.14)	0.00	-100.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(912,793.74)	0.00	-100.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	912,793.74	0.00	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			912,793.74	0.00	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			912,793.74	0.00	-100.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
<b>FEDERAL REVENUE</b>					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>					
School Facilities Apportionments		8545	1,955,678.00	0.00	-100.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			1,955,678.00	0.00	-100.0%
<b>OTHER LOCAL REVENUE</b>					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	47,679.19	0.00	-100.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			47,679.19	0.00	-100.0%
TOTAL, REVENUES			2,003,357.19	0.00	-100.0%
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,593.98	0.00	-100.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,593.98	0.00	-100.0%
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	1,270,561.81	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			1,270,561.81	0.00	-100.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			1,272,155.79	0.00	-100.0%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
To: State School Building Fund/County School Facilities Fund From: All Other Funds		8913	311,682.86	0.00	-100.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			311,682.86	0.00	-100.0%
<b>INTERFUND TRANSFERS OUT</b>					
From: All Other Funds To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	1,955,678.00	0.00	-100.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			1,955,678.00	0.00	-100.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(1,643,995.14)	0.00	-100.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	1,955,678.00	0.00	-100.0%
4) Other Local Revenue		8600-8799	47,679.19	0.00	-100.0%
5) TOTAL, REVENUES			2,003,357.19	0.00	-100.0%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		1,272,155.79	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			1,272,155.79	0.00	-100.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)</b>			731,201.40	0.00	-100.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	311,682.86	0.00	-100.0%
b) Transfers Out		7600-7629	1,955,678.00	0.00	-100.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(1,643,995.14)	0.00	-100.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)</b>			(912,793.74)	0.00	-100.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	912,793.74	0.00	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			912,793.74	0.00	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			912,793.74	0.00	-100.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	40,579.63	45,000.00	10.9%
5) TOTAL, REVENUES			40,579.63	45,000.00	10.9%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	250,000.00	3,000,000.00	1,100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			250,000.00	3,000,000.00	1,100.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(209,420.37)	(2,955,000.00)	1,311.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	4,955,678.00	0.00	-100.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			4,955,678.00	0.00	-100.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			4,746,257.63	(2,955,000.00)	-162.3%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	78,058.38	4,824,316.01	6,080.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			78,058.38	4,824,316.01	6,080.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			78,058.38	4,824,316.01	6,080.4%
2) Ending Balance, June 30 (E + F1e)			4,824,316.01	1,869,316.01	-61.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	4,824,316.01	1,869,316.01	-61.3%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		



Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
<b>FEDERAL REVENUE</b>					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>					
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	37,500.00	45,000.00	20.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	3,079.63	0.00	-100.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			40,579.63	45,000.00	10.9%
TOTAL, REVENUES			40,579.63	45,000.00	10.9%
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	250,000.00	3,000,000.00	1,100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			250,000.00	3,000,000.00	1,100.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			250,000.00	3,000,000.00	1,100.0%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
To: Special Reserve Fund From: General Fund/CSSF		8912	3,000,000.00	0.00	-100.0%
Other Authorized Interfund Transfers In		8919	1,955,678.00	0.00	-100.0%
(a) TOTAL, INTERFUND TRANSFERS IN			4,955,678.00	0.00	-100.0%
<b>INTERFUND TRANSFERS OUT</b>					
From: Special Reserve Fund To: General Fund/CSSF		7612	0.00	0.00	0.0%
From: All Other Funds To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			4,955,678.00	0.00	-100.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	40,579.63	45,000.00	10.9%
5) TOTAL, REVENUES			40,579.63	45,000.00	10.9%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		250,000.00	3,000,000.00	1,100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			250,000.00	3,000,000.00	1,100.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)</b>			(209,420.37)	(2,955,000.00)	1,311.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	4,955,678.00	0.00	-100.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			4,955,678.00	0.00	-100.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)</b>			4,746,257.63	(2,955,000.00)	-162.3%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	78,058.38	4,824,316.01	6,080.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			78,058.38	4,824,316.01	6,080.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			78,058.38	4,824,316.01	6,080.4%
2) Ending Balance, June 30 (E + F1e)			4,824,316.01	1,869,316.01	-61.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	4,824,316.01	1,869,316.01	-61.3%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			0.00	0.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	0.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,616,929.88	1,616,929.88	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,616,929.88	1,616,929.88	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,616,929.88	1,616,929.88	0.0%
2) Ending Balance, June 30 (E + F1e)			1,616,929.88	1,616,929.88	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,616,929.88	1,616,929.88	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
<b>FEDERAL REVENUE</b>					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>					
Tax Relief Subventions					
Voted Indebtedness Levies					
Homeowners' Exemptions		8571	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8572	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
County and District Taxes					
Voted Indebtedness Levies					
Secured Roll		8611	0.00	0.00	0.0%
Unsecured Roll		8612	0.00	0.00	0.0%
Prior Years' Taxes		8613	0.00	0.00	0.0%
Supplemental Taxes		8614	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Debt Service					
Bond Redemptions		7433	0.00	0.00	0.0%
Bond Interest and Other Service Charges		7434	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
From: Bond Interest and Redemption Fund To: General Fund		7614	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%



Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)</b>			0.00	0.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)</b>			0.00	0.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,616,929.88	1,616,929.88	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,616,929.88	1,616,929.88	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,616,929.88	1,616,929.88	0.0%
2) Ending Balance, June 30 (E + F1e)			1,616,929.88	1,616,929.88	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,616,929.88	1,616,929.88	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
9010	Other Restricted Local	1,616,929.88	1,616,929.88
Total, Restricted Balance		1,616,929.88	1,616,929.88

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	780,317.42	833,000.00	6.8%
5) TOTAL, REVENUES			780,317.42	833,000.00	6.8%
<b>B. EXPENSES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenses		5000-5999	749,000.00	820,000.00	9.5%
6) Depreciation and Amortization		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			749,000.00	820,000.00	9.5%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			31,317.42	13,000.00	-58.5%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)</b>			31,317.42	13,000.00	-58.5%
<b>F. NET POSITION</b>					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	663,056.16	694,373.58	4.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			663,056.16	694,373.58	4.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			663,056.16	694,373.58	4.7%
2) Ending Net Position, June 30 (E + F1e)			694,373.58	707,373.58	1.9%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	694,373.58	707,373.58	1.9%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) Fixed Assets					
a) Land		9410	0.00		
b) Land Improvements		9420	0.00		
c) Accumulated Depreciation - Land Improvements		9425	0.00		
d) Buildings		9430	0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
e) Accumulated Depreciation - Buildings		9435	0.00		
f) Equipment		9440	0.00		
g) Accumulated Depreciation - Equipment		9445	0.00		
h) Work in Progress		9450	0.00		
i) Lease Assets		9460	0.00		
j) Accumulated Amortization-Lease Assets		9465	0.00		
k) Subscription Assets		9470	0.00		
l) Accumulated Amortization-Subscription Assets		9475	0.00		
11) TOTAL, ASSETS			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) Long-Term Liabilities					
a) Subscription Liability		9660	0.00		
b) Net Pension Liability		9663	0.00		
c) Total/Net OPEB Liability		9664	0.00		
d) Compensated Absences		9665	0.00		
e) COPs Payable		9666	0.00		
f) Leases Payable		9667	0.00		
g) Lease Revenue Bonds Payable		9668	0.00		
h) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. NET POSITION</b>					
Net Position, June 30 (G11 + H2) - (I7 + J2)			0.00		
<b>OTHER STATE REVENUE</b>					
STRS On-Behalf Pension Contributions	7690	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	7,000.00	11,000.00	57.1%
Net Increase (Decrease) in the Fair Value of Investments		8662	25,317.42	0.00	-100.0%
Fees and Contracts					
In-District Premiums/					
Contributions		8674	748,000.00	822,000.00	9.9%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			780,317.42	833,000.00	6.8%
TOTAL, REVENUES			780,317.42	833,000.00	6.8%
<b>CERTIFICATED SALARIES</b>					
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENSES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and					
Operating Expenditures		5800	749,000.00	820,000.00	9.5%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			749,000.00	820,000.00	9.5%
<b>DEPRECIATION AND AMORTIZATION</b>					
Depreciation Expense		6900	0.00	0.00	0.0%
Amortization Expense-Lease Assets		6910	0.00	0.00	0.0%
Amortization Expense-Subscription Assets		6920	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			0.00	0.00	0.0%
TOTAL, EXPENSES			749,000.00	820,000.00	9.5%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES					
(a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	780,317.42	833,000.00	6.8%
5) TOTAL, REVENUES			780,317.42	833,000.00	6.8%
<b>B. EXPENSES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		749,000.00	820,000.00	9.5%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENSES			749,000.00	820,000.00	9.5%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			31,317.42	13,000.00	-58.5%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)</b>			31,317.42	13,000.00	-58.5%
<b>F. NET POSITION</b>					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	663,056.16	694,373.58	4.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			663,056.16	694,373.58	4.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			663,056.16	694,373.58	4.7%
2) Ending Net Position, June 30 (E + F1e)			694,373.58	707,373.58	1.9%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	694,373.58	707,373.58	1.9%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
Total, Restricted Net Position		0.00	0.00

**SACS Web System - SACS V5.1**

5/24/2023 10:42:24 AM

16-63917-0000000

Budget, July 1  
Estimated Actuals 2022-23  
**Technical Review Checks**

Phase - All  
Display - All Technical Checks

**Hanford Elementary****Kings 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**

**CHECKFUNCTION** - (**Fatal**) - All FUNCTION codes must be valid. **Passed**

**CHECKFUND** - (**Fatal**) - All FUND codes must be valid. **Passed**

**CHECKGOAL** - (**Fatal**) - All GOAL codes must be valid. **Passed**

**CHECKOBJECT** - (**Fatal**) - All OBJECT codes must be valid. **Passed**

**CHECKRESOURCE** - (**Warning**) - All RESOURCE codes must be valid. **Passed**

**CHK-FDXRS7690xOB8590** - (**Fatal**) - 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-FUNCTIONxOBJECT** - (**Fatal**) - All FUNCTION and OBJECT account code combinations must be valid. **Passed**

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

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

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

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

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

**CHK-GOALxFUNCTION-A** - (**Fatal**) - 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** - (**Fatal**) - 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**



**CHK-RES6500XOBJ8091 - (Fatal)** - 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-RESOURCExOBJECTA - (Warning)** - All RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) account code combinations should be valid. **Passed**

**CHK-RESOURCExOBJECTB - (Informational)** - All RESOURCE and OBJECT(objects 9791, 9793, and 9795) account code combinations should be valid. **Passed**

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

**PY-EFB=CY-BFB - (Fatal)** - Prior year ending fund balance (preloaded from last year's unaudited actuals submission) must equal current year beginning fund balance (Object 9791). **Passed**

**PY-EFB=CY-BFB-RES - (Fatal)** - Prior year ending balance (preloaded from last year's unaudited actuals submission) must equal current year beginning balance (Object 9791), by fund and resource. **Passed**

**SPECIAL-ED-GOAL - (Fatal)** - 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 3307, 3309, 3312, 3318, and 3332. **Passed**

## **GENERAL LEDGER CHECKS**

**AR-AP-POSITIVE - (Warning)** - Accounts Receivable (Object 9200), Due from Other Funds (Object 9310), Accounts Payable (Object 9500), and Due to Other Funds (Object 9610) should have a positive balance by resource, by fund. **Passed**

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

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

**CONTRIB-UNREST-REV - (Fatal)** - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund. **Passed**

**DUE-FROM=DUE-TO - (Fatal)** - Due from Other Funds (Object 9310) must equal Due to Other Funds (Object 9610). **Passed**

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

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

**EXCESS-ASSIGN-REU - (Fatal)** - 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**

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

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

<b>INTERFD-IN-OUT - (Fatal)</b> - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629).	<b><u>Passed</u></b>
<b>INTERFD-INDIRECT - (Fatal)</b> - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds.	<b><u>Passed</u></b>
<b>INTERFD-INDIRECT-FN - (Fatal)</b> - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function.	<b><u>Passed</u></b>
<b>INTRA-FD-DIR-COST - (Fatal)</b> - Transfers of Direct Costs (Object 5710) must net to zero by fund.	<b><u>Passed</u></b>
<b>INTRA-FD-INDIRECT - (Fatal)</b> - Transfers of Indirect Costs (Object 7310) must net to zero by fund.	<b><u>Passed</u></b>
<b>INTRA-FD-INDIRECT-FN - (Fatal)</b> - Transfers of Indirect Costs (Object 7310) must net to zero by function.	<b><u>Passed</u></b>
<b>LCFF-TRANSFER - (Fatal)</b> - LCFF Transfers (objects 8091 and 8099) must net to zero, individually.	<b><u>Passed</u></b>
<b>LOTTERY-CONTRIB - (Fatal)</b> - There should be no contributions (objects 8980-8999) to the lottery (resources 1100 and 6300) or from the Lottery: Instructional Materials (Resource 6300).	<b><u>Passed</u></b>
<b>NET-INV-CAP-ASSETS - (Warning)</b> - If capital asset amounts are imported/keyed, objects 9400-9489, (Capital Assets) in funds 61-95, then an amount should be recorded for Object 9796 (Net Investment in Capital Assets) within the same fund.	<b><u>Passed</u></b>
<b>OBJ-POSITIVE - (Warning)</b> - All applicable objects should have a positive balance by resource, by fund.	<b><u>Passed</u></b>
<b>PASS-THRU-REV=EXP - (Warning)</b> - 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 fund and resource.	<b><u>Passed</u></b>
<b>REV-POSITIVE - (Warning)</b> - Revenue amounts exclusive of contributions (objects 8000-8979) should be positive by resource, by fund.	<b><u>Passed</u></b>
<b>RS-NET-POSITION-ZERO - (Fatal)</b> - Restricted Net Position (Object 9797), in unrestricted resources, must be zero, by resource, in funds 61 through 95.	<b><u>Passed</u></b>
<b>SE-PASS-THRU-REVENUE - (Warning)</b> - 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.	<b><u>Passed</u></b>
<b>UNASSIGNED-NEGATIVE - (Fatal)</b> - Unassigned/Unappropriated Balance (Object 9790) must be zero or negative, by resource, in all funds except the general fund and funds 61 through 95.	<b><u>Passed</u></b>
<b>UNR-NET-POSITION-NEG - (Fatal)</b> - Unrestricted Net Position (Object 9790), in restricted resources, must be zero or negative, by resource, in funds 61 through 95.	<b><u>Passed</u></b>
<b><u>SUPPLEMENTAL CHECKS</u></b>	
<b>ASSET-ACCUM-DEPR-NEG - (Fatal)</b> - In Form ASSET, accumulated depreciation and amortization for governmental and business-type activities must be zero or negative.	<b><u>Passed</u></b>
<b>DEBT-ACTIVITY - (Informational)</b> - If long-term debt exists, there should be activity entered in the Schedule of Long-Term Liabilities (Form DEBT) for each type of debt.	<b><u>Passed</u></b>

**DEBT-POSITIVE - (Fatal)** - In Form DEBT, long-term liability ending balances must be positive.

**Passed**

## **EXPORT VALIDATION CHECKS**

**ADA-PROVIDE - (Fatal)** - Average Daily Attendance data (Form A) must be provided.

**Passed**

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

**Passed**

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

**Passed**

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

**Passed**

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

**Passed**

**VERSION-CHECK - (Warning)** - A new version of the following item(s) has been released. Please review and save again, then clear any resulting dependency checks. Otherwise please provide a reason for not using the new version.

**Exception**

COMPONENT VERSION	SYSTEM VERSION	SYSTEM UPDATED ON
IFC.CS011 - SACS V5	SACS V5.1	05/18/2023 18:46:23 +00:00
Explanation: The new version of SACS is not allowing for the TRC to be cleared after opening and saving all forms and internal form checks and re-running all the TRCs for both budget and estimated actual data types.		
IFC.CS012 - SACS V5	SACS V5.1	05/18/2023 18:46:23 +00:00
Explanation: The new version of SACS is not allowing for the TRC to be cleared after opening and saving all forms and internal form checks and re-running all the TRCs for both budget and estimated actual data types.		
IFC.CS013 - SACS V5	SACS V5.1	05/18/2023 18:46:23 +00:00
Explanation: The new version of SACS is not allowing for the TRC to be cleared after opening and saving all forms and internal form checks and re-running all the TRCs for both budget and estimated actual data types.		
IFC.CS014 - SACS V5	SACS V5.1	05/18/2023 18:46:23 +00:00
Explanation: The new version of SACS is not allowing for the TRC to be cleared after opening and saving all forms and internal form checks and re-running all the TRCs for both budget and estimated actual data types.		
IFC.CS015 - SACS V5	SACS V5.1	05/18/2023 18:46:23 +00:00
Explanation: The new version of SACS is not allowing for the TRC to be cleared after opening and saving all forms and internal form checks and re-running all the TRCs for both budget and estimated actual data types.		

**SACS Web System - SACS V5.1**

5/24/2023 10:41:34 AM

16-63917-0000000

Budget, July 1  
Budget 2023-24**Technical Review Checks**

Phase - All

Display - All Technical Checks

**Hanford Elementary****Kings 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****CHECKFUNCTION - (Fatal)** - All FUNCTION codes must be valid. **Passed****CHECKFUND - (Fatal)** - All FUND codes must be valid. **Passed****CHECKGOAL - (Fatal)** - All GOAL codes must be valid. **Passed****CHECKOBJECT - (Fatal)** - All OBJECT codes must be valid. **Passed****CHECKRESOURCE - (Warning)** - All RESOURCE codes must be valid. **Passed****CHK-FDXRS7690xOB8590 - (Fatal)** - 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-FUNCTIONxOBJECT - (Fatal)** - All FUNCTION and OBJECT account code combinations must be valid. **Passed****CHK-FUNDxFUNCTION-A - (Warning)** - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid. **Passed****CHK-FUNDxFUNCTION-B - (Fatal)** - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid. **Passed****CHK-FUNDxGOAL - (Warning)** - All FUND and GOAL account code combinations should be valid. **Passed****CHK-FUNDxOBJECT - (Fatal)** - All FUND and OBJECT account code combinations must be valid. **Passed****CHK-FUNDxRESOURCE - (Warning)** - All FUND and RESOURCE account code combinations should be valid. **Passed****CHK-GOALxFUNCTION-A - (Fatal)** - 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 - (Fatal)** - 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**

**CHK-RES6500XOBJ8091 - (Fatal)** - 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-RESOURCExOBJECTA - (Warning)** - All RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) account code combinations should be valid. **Passed**

**CHK-RESOURCExOBJECTB - (Informational)** - All RESOURCE and OBJECT(objects 9791, 9793, and 9795) account code combinations should be valid. **Passed**

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

**SPECIAL-ED-GOAL - (Fatal)** - 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 3307, 3309, 3312, 3318, and 3332. **Passed**

## **GENERAL LEDGER CHECKS**

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

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

**CONTRIB-UNREST-REV - (Fatal)** - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund. **Passed**

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

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

**EXCESS-ASSIGN-REU - (Fatal)** - 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**

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

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

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

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

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

**INTRA-FD-DIR-COST - (Fatal)** - Transfers of Direct Costs (Object 5710) must net to zero by fund. **Passed**

**INTRA-FD-INDIRECT - (Fatal)** - Transfers of Indirect Costs (Object 7310) must net to zero by fund. **Passed**

**INTRA-FD-INDIRECT-FN - (Fatal)** - Transfers of Indirect Costs (Object 7310) must net to zero by function.

**Passed**

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

**Passed**

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

**Passed**

**OBJ-POSITIVE - (Warning)** - The following objects have a negative balance by resource, by fund:

**Exception**

FUND	RESOURCE	OBJECT	VALUE
01	2600	8590	(\$2,959,737.47)

Explanation: Negative revenue is due to the expiration of carryover in the ELOP

**PASS-THRU-REV=EXP - (Warning)** - 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 fund and resource.

**Passed**

**REV-POSITIVE - (Warning)** - In the following resources, total revenues exclusive of contributions (objects 8000-8979) are negative, by fund:

**Exception**

FUND	RESOURCE	VALUE
01	2600	(\$2,959,737.47)

Explanation: Negative revenue is due to the expiration of carryover in the ELOP

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

**Passed**

**SE-PASS-THRU-REVENUE - (Warning)** - 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**

**UNASSIGNED-NEGATIVE - (Fatal)** - 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 - (Fatal)** - Unrestricted Net Position (Object 9790), in restricted resources, must be zero or negative, by resource, in funds 61 through 95.

**Passed**

## **SUPPLEMENTAL CHECKS**

**CB-BALANCE-ABOVE-MIN - (Warning)** - In Form CB, the district checked the box relating to compliance with EC Section 42127(a)(2)(B) and (C).

**Passed**

**CB-BUDGET-CERTIFY - (Fatal)** - In Form CB, the district checked the box relating to the required budget certifications.

**Passed**

**CS-EXPLANATIONS - (Fatal)** - Explanations must be provided in the Criteria and Standards Review (Form 01CS) 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 - (Fatal)** - Supplemental information items and additional fiscal indicator items in the Criteria and Standards Review (Form 01CS) must be answered Yes or No, where applicable, for the form to be complete.

**Passed**

## **EXPORT VALIDATION CHECKS**

**ADA-PROVIDE - (Fatal)** - Average Daily Attendance data (Form A) must be provided.

**Passed**

<b>BUDGET-CERT-PROVIDE - (Fatal)</b> - Budget Certification (Form CB) must be provided.	<b><u>Passed</u></b>
<b>CHK-DEPENDENCY - (Fatal)</b> - If data has changed that affect other forms, the affected forms must be opened and saved.	<b><u>Passed</u></b>
<b>CHK-UNBALANCED-A - (Warning)</b> - Unbalanced and/or incomplete data in any of the forms should be corrected before an official export is completed.	<b><u>Passed</u></b>
<b>CHK-UNBALANCED-B - (Fatal)</b> - Unbalanced and/or incomplete data in any of the forms must be corrected before an official export is completed.	<b><u>Passed</u></b>
<b>CS-PROVIDE - (Fatal)</b> - The Criteria and Standards Review (Form 01CS) has been provided.	<b><u>Passed</u></b>
<b>FORM01-PROVIDE - (Fatal)</b> - Form 01 (Form 01I) must be opened and saved.	<b><u>Passed</u></b>
<b>MYP-PROVIDE - (Warning)</b> - A Multiyear Projection Worksheet must be provided with your Budget. (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.)	<b><u>Passed</u></b>
<b>VERSION-CHECK - (Warning)</b> - All versions are current.	<b><u>Passed</u></b>
<b>WK-COMP-CERT-PROVIDE - (Fatal)</b> - Workers' Compensation Certification (Form CC) must be provided.	<b><u>Passed</u></b>

## HANFORD ELEMENTARY SCHOOL DISTRICT

**AGENDA REQUEST FORM**

TO: Joy C. Gabler

FROM: David Endo

DATE: 06/05/2023

FOR: ☒ Board Meeting  
☐ Superintendent's Cabinet

FOR: ☐ Information  
☒ Action

Date you wish to have your item considered: 06/14/2023

**ITEM:**

Consider approval of warrants.

**PURPOSE:**

The administration is requesting the approval of the warrants as listed on the registers dated: 05/19/23, 05/26/23 and 06/02/23.

**FISCAL IMPACT:**

See attached.

**RECOMMENDATIONS:**

Approve the warrants.



# Warrant Register For Warrants

## Dated 05/19/2023

Warrant Number	Vendor Number	Vendor Name	Amount
12716077	6403	A BOUNCIN' BLAST – Other Services	\$2,820.00
12716078	2	A-Z BUS SALES INC – Materials/Supplies	\$600.72
12716079	8195	ERIKA ALFARO-MEZA – Reimburse-Other Services	\$37.00
12716080	7879	CARMEN ALVAREZ-VARGAS – Reimburse-Materials/Supplies	\$89.31
12716081	949	AMERICAN INCORPORATED – Services/Repair	\$14,726.00
12716082	6253	AT&T – Telephone Communications	\$2,661.77
12716083	3258	BANK OF AMERICA – Travel/Conference, Materials/Supplies, Other Services	\$10,912.16
12716084	7594	BLINK NETWORK LLC – Materials/Supplies	\$12,138.53
12716085	7366	BRECK'S ELECTRIC MOTORS INC. – Services/Repair	\$296.13
12716086	184	BUREAU OF EDUCATION & RESEARCH – Other Services	\$279.00
12716087	3967	CAHPERD CONFERENCE – Travel/Conference	\$770.00
12716088	236	STATE OF CALIFORNIA – Other Services	\$331.00
12716089	8104	STATE OF CALIFORNIA – Other Services	\$68,698.64
12716090	3644	TIFFANY D CARPENTIERI – Reimburse-Mileage	\$248.71
12716091	7891	CINTAS CORPORATION NO. 2 – Materials/Supplies	\$130.82
12716092	405	DASSEL'S PETROLEUM INC. – Materials/Supplies	\$3,981.10
12716093	405	DASSEL'S PETROLEUM INC. – Materials/Supplies	\$4,824.49
12716094	6669	DEERE & COMPANY – Equipment	\$33,571.08
12716095	415	DELRAY TIRE & RETREADING INC. – Services/Repair	\$1,035.17
12716096	4512	DIV. OF STATE ARCHITECT – Washington Portable Relocation Project	\$3,130.00
12716097	4512	DIV. OF STATE ARCHITECT – Richmond Portable Relocation Project	\$3,130.00
12716098	5786	DOCUMENT TRACKING SERVICES – Other Services	\$1,297.50
12716099	5710	E & M'S REPTILE FAMILY LLC – Other Services	\$295.00
12716100	5284	EMPLOYMENT DEVELOPMENT DEPT. – State Unemployment Insurance	\$1,127.30
12716101	3643	FERGUSON ENTERPRISES LLC #686 – Materials/Supplies	\$10,300.65
12716102	7699	EVELYN GALVAN – Reimburse-Materials/Supplies	\$15.74
12716103	1393	GAS COMPANY – Utilities	\$2,936.76
12716104	8164	GSP STUDIO INC. – Materials/Supplies	\$159.80
12716105	647	HANFORD JT. UNION HIGH SCHOOL – Other Services	\$4,640.24
12716106	632	CITY OF HANFORD – Utilities	\$19,673.91
12716107	5855	HOBBY LOBBY – Materials/Supplies	\$221.85
12716108	2715	INSTITUTE FOR ART-BASED – Materials/Supplies	\$4,972.80
12716109	3718	ISLAND WATER PARK – Jefferson Field Trip	\$957.17
12716110	5290	KEENAN & ASSOCIATES – Other Services	\$3,697.50
12716111	1783	KELLER MOTORS – Materials/Supplies	\$229.93
12716112	7457	KG COMMUNICATIONS INC. – Other Services	\$1,174.45
12716113	3760	KINGS COUNTY AIR – Equipment	\$45,866.00
12716114	3962	KINGS COUNTY GLASS – Materials/Supplies	\$199.79
12716115	796	KINGS COUNTY OFFICE OF ED – Other Services	\$602.00
12716116	808	KINGS WASTE & RECYCLING – Utilities	\$544.38
12716117	7507	KNOWBE4 INC – Other Services	\$7,045.92
12716118	986	LAWNMOWER MAN – Materials/Supplies, Services/Repair	\$423.55
12716119	838	LAWRENCE TRACTOR COMPANY – Materials/Supplies	\$660.33
12716120	8125	MCKINLEY ELEVATOR CORPORATION – Equipment	\$12,600.00
12716121	8189	ROBERT MCKINNEY – Refund-Payroll	\$49.40
12716122	6737	JULIE O'DANIEL – Materials/Supplies	\$93.63
12716123	7997	LAURA ORDONEZ – Materials/Supplies	\$321.75
12716124	7928	ESTELA PATINO – Reissue Reimbursement-Other Services	\$25.00

## Warrant Register For Warrants

### Dated 05/19/2023

Warrant Number	Vendor Number	Vendor Name	Amount
12716125	8196	SALOMON PINA – Reimburse-Other Services	\$37.00
12716126	3689	PIONEER VALLEY ED. PRESS – Books	\$517.44
12716127	1303	SAVE MART SUPERMARKETS – Food Services-Food	\$494.88
12716128	5170	SCORE SPORTS – Materials/Supplies	\$646.31
12716129	4366	SCOUT ISLAND EDUCATION CENTER – Washington Study Trip	\$950.00
12716130	4330	SIERRA SCHOOL EQUIPMENT CO – Materials/Supplies	\$5,980.78
12716131	1801	SMART & FINAL STORES (HFD KIT) – Food Services-Food	\$53.97
12716132	1392	SOUTHERN CALIFORNIA EDISON CO. – Utilities	\$27,585.34
12716133	773	SPORTS OFFICIATING SERVICE – Other Services	\$940.00
12716134	1403	STANISLAUS FOUNDATION – DENTAL – Health/Welfare Benefits	\$9,499.45
12716135	7906	JOHN TATUM – Reissue Refund-Book	\$15.00
12716136	7159	ZACHARY WESTOVER – Reissue Advance-Travel/Conference	\$63.98
<b>Total Amount of All Warrants:</b>			<b>\$331,328.13</b>

**Credit Card Register For Payments**  
**Dated 05/19/2023**

Document Number	Vendor Number	Vendor Name	Amount
14036021	3599	4IMPRINT INC – Materials/Supplies	\$2,048.70
14036022	273	CASBO – Other Services	\$9,975.00
14036023	509	EWING IRRIGATION PRODUCTS – Materials/Supplies	\$1,508.02
14036024	806	KINGS COUNTY TROPHY – Materials/Supplies	\$3,517.54
14036025	1121	PERMA-BOUND – Books	\$48,426.48
<b>Total Amount of All Credit Card Payments:</b>			<b>\$65,475.74</b>

# Warrant Register For Warrants

## Dated 05/26/2023

Warrant Number	Vendor Number	Vendor Name	Amount
12716634	6909	AAF FLANDERS – Materials/Supplies	\$8,649.07
12716635	6820	ASHLEY ACLE – Food Services-Refund	\$5.50
12716636	6431	AMAZON.COM – Materials/Supplies	\$3,415.37
12716637	8110	AMERICAN MUSICAL SUPPLY INC – Materials/Supplies	\$150.80
12716638	2352	AMS.NET – Equipment	\$12,260.84
12716639	59	ARAMARK UNIFORM & CAREER Food Services-Other Services	\$320.87
12716640	6253	AT&T – Telephone Communications	\$103.80
12716641	91	AUTOMATED OFFICE SYSTEMS – Equipment	\$17,896.07
12716642	113	BARNES AND NOBLE-5886056 – Books	\$543.65
12716643	7399	BIMBO BAKERIES USA – Food Services-Food	\$2,660.04
12716644	6454	BOOKS-A-MILLION (BAM) – Books	\$33.15
12716645	4911	CALIFORNIA DEPT. OF EDUCATION – Interest	\$5,725.82
12716646	5651	CALIFORNIA JUMPING OF FRESNO – Other Services	\$4,133.00
12716647	6964	CENTRAL VALLEY PRINT SOLUTIONS INC. – Materials/Supplies	\$28,709.43
12716648	303	CHAFFEE ZOO – Study Trips	\$4,185.00
12716649	324	CHILDS & COMPANY INC. – Materials/Supplies	\$458.87
12716650	7985	COAST TROPICAL – Food Services-Food	\$8,632.00
12716651	416	DEMCO INC. – Materials/Supplies	\$450.01
12716652	4815	DIGITECH INTEGRATIONS INC – Other Services, Materials/Supplies	\$1,510.94
12716653	8026	KELSI EASLEY – Other Services	\$864.00
12716654	7685	ELEVATE GLOBAL IT – Materials/Supplies	\$2,457.69
12716655	7330	NICOLE D. ESQUEDA OD – Materials/Supplies	\$450.00
12716656	8047	FUN TIME ENTERTAINMENT – Other Services	\$700.00
12716657	8047	FUN TIME ENTERTAINMENT – Other Services	\$435.00
12716658	3862	SHELLY GARRETT – Food Services-Refund	\$27.95
12716659	1393	GAS COMPANY – Utilities	\$354.84
12716660	3305	GILBERT ELECTRIC COMPANY – Services/Repair	\$7,650.00
12716661	591	GOLD STAR FOODS – Food Services-Food	\$13,889.82
12716662	5813	HANFORD FOX THEATER – Washington Field Trip	\$1,400.00
12716663	630	CITY OF HANFORD – Other Services	\$184,000.00
12716664	3512	BETHANY HANKE – Food Services-Refund	\$17.80
12716665	8030	HELPING EVERY LEARNER PROSPER – Other Services	\$2,000.00
12716666	687	HIGH NOON BOOKS – Books	\$890.76
12716667	2188	THE HOME DEPOT PRO – Materials/Supplies, Warehouse Inventory	\$674.27
12716668	711	THE HORN SHOP – Materials/Supplies, Services/Repair	\$33,304.89
12716669	7881	INNOVED – Materials/Supplies	\$32,256.00
12716670	3718	ISLAND WATER PARK – JFK Field Trip	\$5,632.55
12716671	2062	JOHN'S INCREDIBLE PIZZA – Monroe Field Trip	\$499.71
12716672	3494	KINGS COUNTY BOWL – Richmond Field Trip	\$430.00
12716673	7260	LOWE'S PRO SERVICES – Materials/Supplies	\$6,540.54
12716674	886	LRP PUBLICATIONS INC. – Other Services	\$1,485.00
12716675	8100	NAPA AUTO PARTS – Materials/Supplies	\$676.32
12716676	1058	ODP BUSINESS SOLUTIONS LLC – Materials/Supplies	\$183.56
12716677	8197	ERIN PEREIRA – Food Services-Refund	\$20.45
12716678	1168	PRODUCERS DAIRY PRODUCTS – Food Services-Food	\$17,642.74
12716679	1303	SAVE MART SUPERMARKETS – Food Services-Food	\$337.88
12716680	2013	MICHELLE SCHOFIELD – Reimburse-Materials/Supplies	\$57.10
12716681	7979	SENSORY ROCK LLC – Summer School Study Trips	\$4,400.00

## Warrant Register For Warrants Dated 05/26/2023

Warrant Number	Vendor Number	Vendor Name	Amount
12716682	3131	SHERWIN-WILLIAMS CO – Materials/Supplies	\$200.32
12716683	1356	SILVAS OIL COMPANY INC. – Materials/Supplies	\$889.02
12716684	8095	SKYLINE BUS CHARTER LLC – Other Services	\$19,100.00
12716685	1374	SMART & FINAL STORES (HFD DO) – Materials/Supplies	\$1,317.10
12716686	1801	SMART & FINAL STORES (HFD KIT) – Food Services-Food	\$146.68
12716687	1392	SOUTHERN CALIFORNIA EDISON CO. – Utilities	\$22,181.74
12716688	1403	STANISLAUS FOUNDATION – DENTAL – Health/Welfare Benefits	\$12,117.20
12716689	5622	JOANNA STONE – Reimburse-Mileage	\$197.68
12716690	8088	SUGAR MUTT COTTON CANDY – Other Services	\$150.00
12716691	1444	SYSCO FOODSERVICES OF MODESTO – Food Services-Food	\$40,072.38
12716692	1519	UNITED LABORATORIES INC. – Materials/Supplies	\$745.98
12716693	1521	UNITED REFRIGERATION INC. – Materials/Supplies	\$3,795.84
12716694	7149	VALLEY ELEVATOR INC – Other Services	\$819.00
12716695	8198	SAMANTHA WHALEY – Food Services-Refund	\$21.74
<b>Total Amount of All Warrants:</b>			<b>\$520,877.78</b>

## Credit Card Register For Payments

### Dated 05/26/2023

Document Number	Vendor Number	Vendor Name	Amount
14036078	176	BSN SPORTS – Materials/Supplies	\$392.32
14036079	4795	BULLET IMPRESSIONS – Materials/Supplies	\$3,145.65
14036080	4271	GOLDEN EAGLE CHARTER INC. – Other Services	\$5,512.00
14036081	3015	INSECT LORE – Materials/Supplies	\$81.86
14036082	1111	J W PEPPER & SON INC – Books	\$57.90
14036083	806	KINGS COUNTY TROPHY – Materials/Supplies	\$200.02
14036084	1802	MEDALLION SUPPLY – Materials/Supplies	\$374.01
14036085	1002	MORGAN & SLATES INC. – Materials/Supplies	\$598.37
14036086	5111	P & R PAPER SUPPLY COMPANY INC – Food Services-Materials/Supplies	\$6,350.05
<b>Total Amount of All Credit Card Payments:</b>			<b>\$16,712.18</b>

## Warrant Register For Warrants Dated 06/02/2023

Warrant Number	Vendor Number	Vendor Name	Amount
12717388	2352	AMS.NET – Services/Repair	\$26,598.00
12717389	8096	ARBITERSPORTS LLC – Other Services	\$11,622.00
12717390	6253	AT&T – Telephone Communications	\$54.07
12717391	91	AUTOMATED OFFICE SYSTEMS – Services/Repair	\$6,520.35
12717392	3989	CALIFORNIA STATE UNIVERSITY – Other Services	\$6,000.00
12717393	304	NICK CHAMPI ENTERPRISES INC. – Beulah Street Improvement Project	\$15,113.00
12717394	6552	CHILDREN'S STORYBOOK GARDEN – Study Trips	\$660.00
12717395	4654	CLASSIC SOCCER – Materials/Supplies	\$241.31
12717396	4970	CORE – Travel/Conference	\$225.00
12717397	3200	CROWN AWARDS – Materials/Supplies	\$5,849.54
12717398	7836	FOLLETT CONTENT SOLUTIONS LLC – Books, Material/Supplies	\$5,923.75
12717399	7965	JEANNIE FROMME – Reimburse-Mileage	\$225.71
12717400	8177	GALAG SECURITIES INC – Other Services	\$480.00
12717401	1393	GAS COMPANY – Utilities	\$434.05
12717402	8175	SHAWN GLYDE – Books	\$85.00
12717403	2188	THE HOME DEPOT PRO – Warehouse Inventory	\$333.98
12717404	711	THE HORN SHOP – Materials/Supplies	\$115.23
12717405	7881	INNOVED – Summer Study Trips	\$24,900.00
12717406	7706	KAWEAH LIFT INC – Materials/Supplies	\$111.37
12717407	3494	KINGS COUNTY BOWL – Woodrow/Roosevelt Field Trips	\$1,270.00
12717408	801	KINGS COUNTY MOBILE LOCKSMITH – Services/Repair	\$5,348.98
12717409	796	KINGS COUNTY OFFICE OF ED – Travel/Conference	\$2,400.00
12717410	3782	KINGS COUNTY SPORTS OFFICIALS – Other Services	\$1,600.00
12717411	8134	LICE CLINICS OF AMERICA – Other Services	\$232.66
12717412	912	MANGINI ASSOCIATES INC. – Woodrow Admin & Monroe TK Wing	\$10,659.62
12717413	6436	MATCO TOOLS – Other Services	\$2,654.38
12717414	5312	MCDERMONT VENTURE INC. – Woodrow Field Trip	\$3,196.20
12717415	7041	MUSIC & ARTS – Materials/Supplies	\$3,336.55
12717416	1021	NASCO – Materials/Supplies	\$3,621.61
12717417	4188	CHAD NIELSEN – Reimburse-Mileage	\$27.71
12717418	8076	P.A.T.Y. STUDIO – Other Services	\$2,100.00
12717419	7203	PARADIGM HEALTHCARE SERVICES LLC. – Other Services	\$3,650.99
12717420	3689	PIONEER VALLEY ED. PRESS – Books, Materials/Supplies	\$6,155.29
12717421	7445	PRO-PT – Other Services	\$55.00
12717422	8122	RODRIGUEZ SISTERS' LLC – Materials/Supplies	\$225.00
12717423	6328	SAM ACADEMY – Summer Study Trips	\$25,200.00
12717424	1303	SAVE MART SUPERMARKETS – Food Services-Food	\$212.96
12717425	3743	SHRED-IT USA – FRESNO – Services	\$374.57
12717426	1801	SMART & FINAL STORES (HFD KIT) – Food Services-Food	\$106.79
12717427	1392	SOUTHERN CALIFORNIA EDISON CO. – Utilities	\$885.65
12717428	1404	STANISLAUS FOUNDATION – ADMIN – Health/Welfare Benefits	\$2,898.86
12717429	1403	STANISLAUS FOUNDATION – DENTAL – Health/Welfare Benefits	\$9,545.20
12717430	4764	STEPS TO LITERACY L.L.C. – Books	\$1,117.31
12717431	5622	JOANNA STONE – Reimburse-Mileage	\$125.83
12717432	6036	SURVEYMONKEY INC – Other Services	\$3,780.00
12717433	4114	TULARE COUNTY OFFICE OF EDUCATION – Other Services	\$16,200.00
12717434	1558	VERIZON WIRELESS – Telephone Communications	\$1,598.05
12717435	21	VISALIA ADVENTURE PARK – JFK & Richmond Field Trips	\$5,256.00

**Warrant Register For Warrants  
Dated 06/02/2023**

<b>Warrant Number</b>	<b>Vendor Number</b>	<b>Vendor Name</b>	<b>Amount</b>
12717436	6681	VOIP SUPPLY LLC – Materials/Supplies	\$6,347.17
12717437	1575	WALMART COMMUNITY RFCSLLC – Materials/Supplies	\$2,468.23
12717438	1591	WENGER CORPORATION – Materials/Supplies	\$2,786.81
12717439	1603	WESTERN BUILDING MATERIALS – Materials/Supplies	\$855.96
12717440	7170	WEVIDEO INC. – Other Services	\$299.00
<b>Total Amount of All Warrants:</b>			<b>\$232,084.74</b>



**Credit Card Register For Payments**  
**Dated 06/02/2023**

Document Number	Vendor Number	Vendor Name	Amount
14036143	179	BUDDY'S TROPHIES – Materials/Supplies	\$589.88
14036144	6625	COSCO FIRE PROTECTION – Materials/Supplies	\$85.00
14036145	806	KINGS COUNTY TROPHY – Materials/Supplies	\$11,205.49
14036146	831	LAKESHORE LEARNING MATERIALS – Materials/Supplies	\$426.18
14036147	854	LIBRARY STORE INC. – Materials/Supplies	\$778.44
14036148	1071	ORIENTAL TRADING CO. INC. – Materials/Supplies	\$1,624.10
14036149	1147	POSITIVE PROMOTIONS – Materials/Supplies	\$2,314.60
14036150	1278	S & S WORLDWIDE INC. – Materials/Supplies	\$5,372.11
14036151	1350	SIGN WORKS – Materials/Supplies	\$145.74
14036152	6100	TULARE POLARIS – Services/Repair	\$165.69
14036153	1637	WOODWIND & BRASSWIND – Materials/Supplies	\$83.62
<b>Total Amount of All Credit Card Payments:</b>			<b>\$22,790.85</b>

Hanford Elementary School District  
*Minutes of the Regular Board Meeting*  
*May 24, 2023*

Minutes of the Regular Board Meeting of the Hanford Elementary School District Board of Trustees on May 24, 2023, at the District Office Board Room, 714 N. White Street, Hanford, CA.

**Call to Order** President Revious called the meeting to order at 5:30 p.m. Trustee Garcia, Garner, Hernandez and Strickland were present.

**HESD Managers Present** Joy C. Gabler, Superintendent, and the following administrators were present: Kristina Baldwin, David Endo, David Goldsmith, Lucy Gomez, Robert Heugly, Jaime Martinez, Karen McConnell, William Potter, Jill Rubalcava and Jay Strickland.

**CLOSED SESSION**

**Closed Session** Trustees adjourned to closed session at 5:30 for the purpose of:

- Student Discipline pursuant to Education Code section 48918
- Personnel pursuant to Government Code 54956.9

**Open Session** Trustees returned to open session at 6:32 p.m.

**Case #23-29 & #23-31** Trustee Hernandez moved to accept the Findings of Facts and expel Case #23-29 and #23-31 for the remainder of the 2022-2023 school year for violation of Education Code 48900 and/or 48915 as determined by the Administrative Panel at hearings held on May 22, 2023. Parents may apply for readmission on or after June 2, 2023. Trustee Garcia seconded; motion carried 5-0:

Garcia – Yes  
 Garner – Yes  
 Hernandez – Yes  
 Revious – Yes  
 Strickland – Yes

**Case #23-30, #23-32, #23-33 & #23-35** Trustee Hernandez moved move to accept the Findings of Facts expel Case #23-30, #23-32, #23-33 and #23-35 for the remainder of the 2022-2023 school year and the first semester of the 2023-2024 school year for violation of Education Code 48900 and/or 48915 as determined by the Administrative Panel at hearings held on May 22, 2023. Parents may apply for readmission on or after June 2, 2023. If readmission is granted, student may return to regular school in probationary status on a Behavior Conditions Plan through December 15, 2023. Trustee Garcia seconded; motion carried 4-1:

Garcia – Yes  
 Garner – No  
 Hernandez – Yes  
 Revious – Yes

Strickland – Yes

**Personnel** No action was taken by the Board.

## **PRESENTATION, REPORTS AND COMMUNICATIONS**

**Public Comments** None

**Board and Staff Comments** None

**Requests to Address the Board** None

**Dates to Remember** President Revious reviewed dates to remember: Holiday-Memorial Day – May 22<sup>nd</sup>; Junior High Promotions – May 31<sup>st</sup>; Last Day of School – June 2<sup>nd</sup>; Regular Board Meeting – June 14<sup>th</sup>.

## **CONSENT ITEMS**

Trustee Garner made a motion to take consent items “a” through “g” together. Trustee Hernandez seconded; motion carried 5-0:

Garcia – Yes  
Garner – Yes  
Hernandez – Yes  
Revious – Yes  
Strickland – Yes

Trustee Garner then made a motion to approve consent items “a” through “g”. Trustee Hernandez seconded; motion carried 5-0:

Garcia – Yes  
Garner – Yes  
Hernandez – Yes  
Revious – Yes  
Strickland – Yes

The items approved are as follows:

- a) Warrant listings dated May 5, 2023 and May 12, 2023.
- b) Approve minutes of Regular Board Meeting held on May 10, 2023.
- c) Interdistrict transfers as recommended.
- d) Donation of \$2.70 from Box Tops for Education.
- e) Donation of buckets and plungers from Home Depot for End of Year ROAR Fest at Lincoln.
- f) Donation of \$2,852.85 from Washington Parent Teacher Club.

- g) Donation of \$6,296.29 from Jefferson PTC.

Trustee Garner thanked donors.

### **INFORMATION ITEMS**

**Monthly  
Financial  
Reports**

- a) David Endo, Chief Business Official, presented for information the monthly financial reports for the period of 07/01/2022-04/30/2023. David said everything is going according to plan.

**CSEA's Initial  
Proposal**

- b) Jaime Martinez, Assistant Superintendent to Human Resources, presented for information the California School Employee Association's (CSEA's) Initial Proposal for a Successor Agreement between HESD and CSEA.

**District's Initial  
Proposal**

- c) Jaime Martinez, Assistant Superintendent to Human Resources, presented for information the District's Initial Proposal for a Successor Agreement between HESD and CSEA.

### **BOARD POLICIES AND ADMINISTRATION**

- Resolution #29-23** a) Trustee Strickland made a motion to adopt Resolution #29-23: Regarding Absent Board Member Compensation – L. Hernandez. Trustee Garner seconded; motion carried 5-0:

Garcia – Yes  
Garner – Yes  
Hernandez – Yes  
Revious – Yes  
Strickland – Yes

**2023-2024  
School Plans**

- b) Trustee Garcia made a motion to approve 2023-2024 School Plans for Student Achievement. Trustee Hernandez seconded; motion carried 5-0:

Garcia – Yes  
Garner – Yes  
Hernandez – Yes  
Revious – Yes  
Strickland – Yes

**2022-2023  
LCAP Federal  
Addendum  
Annual Update**

- c) Trustee Garner made a motion to approve the approval the 2022-2023 LCAP Federal Addendum Annual Update and 2023 Federal Addendum, and Spending Plan for Title I, II, III, IV. Trustee Garcia seconded; motion carried 5-0:

Garcia – Yes  
Garner – Yes  
Hernandez – Yes  
Revious – Yes  
Strickland – Yes

- AR 5131.41** d) Trustee Strickland made a motion to approve the revised Administrative Regulation 5131.41 – Use of Seclusion and Restraint. Trustee Garcia seconded; motion carried 5-0:  
Garcia – Yes  
Garner – Yes  
Hernandez – Yes  
Revious – Yes  
Strickland – Yes
- AR 5144** e) Trustee Strickland made a motion to approve the revised Administrative Regulation 5144 – Discipline. Trustee Garcia seconded; motion carried 5-0:  
Garcia – Yes  
Garner – Yes  
Hernandez – Yes  
Revious – Yes  
Strickland – Yes
- BP 5141.33** f) Trustee Strickland made a motion to approve the revised Board Policy 5141.33 – Head Lice. Trustee Garcia seconded; motion carried 5-0:  
Garcia – Yes  
Garner – Yes  
Hernandez – Yes  
Revious – Yes  
Strickland – Yes
- AR 5141.33** g) Trustee Strickland made a motion to approve the deleted Administrative Regulation 5141.33 – Head Lice. Trustee Hernandez seconded; motion carried 5-0:  
Garcia – Yes  
Garner – Yes  
Hernandez – Yes  
Revious – Yes  
Strickland – Yes

## **PERSONNEL**

Trustee Garner made a motion to take Personnel items “a” through “f” together. Trustee Garcia seconded; the motion carried 5-0:

Garcia – Yes  
Garner – Yes  
Hernandez – Yes  
Revious – Yes  
Strickland – Yes

Trustee Garner then made a motion to approve Personnel items “a” through “f”. Trustee Hernandez seconded; the motion carried 5-0:

Garcia – Yes  
Garner – Yes  
Hernandez – Yes  
Revious – Yes  
Strickland – Yes

The following items were approved:

***Item "a" –  
Employment***

Certificated, effective 8/10/2023

- Ryne Santos, Music Teacher, Probationary
- Teresa Vasquez, Teacher, Probationary
- Kristine Gonzales, Special Education Teacher, Probationary

Classified

- Maria Palacios, Yard Supervisor – 3.25 hrs., Wilson, effective 5/1/23
- Marco Rios Rodriguez, Groundskeeper II – 8.0 hrs., DSF Grounds, effective 5/15/23

Classified Temps/Subs

- Melissa Luna, Short-Term Yard Supervisor – 3.0 hrs., Hamilton, effective 5/1/23-6/2/23
- Francisca Perez, Short-Term Yard Supervisor – 1.5 hrs., King, effective 5/1/23-6/2/23

Classified Temps/Subs

- Karina Mendez Solorio, Substitute Yard Supervisor, effective 5/10/23
- Cristina Nuno, Substitute Yard Supervisor, effective 5/11/23

***Item "b" –  
Transfers***

Certificated Management

- Dorian Cronk, from Learning Director, Wilson, to Learning Director, Richmond, effective 7/1/23
- Carin DeLaTorre, from Learning Director, Roosevelt, to Learning Director, Kennedy, effective 7/1/23
- Cristy Goins, from Learning Director, Kennedy, to Learning Director, Woodrow Wilson, effective 7/1/23
- Miranda Mendoza-Robinson, from Learning Director, Richmond, to Learning Director, Roosevelt, effective 7/1/23

***Item "c" –  
Promotions***

Certificated Management

- Leslie Marain, from School Psychologist – 8.0 hrs., Special Services, to Program Specialist – Special Education – 8.0 hrs., Special Services, effective 7/1/23

***Item "d" –  
Resignations***

Classified

- Diego de Alba, READY Site Lead – 5.0 hrs., King, effective 6/30/23
- Xavier Garcia, Alternative Education Program Aide – 5.5 hrs., Community Day School, effective 5/1/23
- Fernando Martinez, READY Program Tutor – 4.5 hrs., Jefferson, effective 6/2/23
- Judie Morgan, Yard Supervisor – 2.5 hrs., Kennedy, effective 6/2/23
- Rosa Rios de Gonzalez, Substitute Food Service Worker I, effective 1/12/23

Certificated

- Nadia D'Agostino, Teacher, Wilson, effective 6/2/23

Retirement

- Kristi Bachman, Teacher, JFK, effective 6/2/23

**Item "e" –  
Volunteers**

<u>Name</u>	<u>School</u>
Salomon Pina	Washington
Dulce Ambrocio	Wilson

**Item "e" – MOU** Consider approval of an Internship Memorandum of Understanding between California State University, Fresno and Hanford Elementary School District

- with California State University, Fresno**
- Authorize agreement to enter into a Memorandum of Understanding between Hanford Elementary School District and California State University, Fresno regarding the placement of student teachers for 2023-24 school year.

**FINANCIAL**

**KCOE –  
Classroom  
Lease**

- a) Trustee Garcia made a motion to approve the classroom lease agreement with Kings County Office of Education for the 2023-2024 fiscal year. Trustee Garner seconded; motion carried 5-0:
- Garcia – Yes
  - Garner – Yes
  - Hernandez – Yes
  - Revious – Yes
  - Strickland – Yes

**Legal Contracts** b) Trustee Garcia made a motion to approve legal contracts for the 2023-2024 fiscal year. Trustee Garner seconded; motion carried 5-0:

- Garcia – Yes
- Garner – Yes
- Hernandez – Yes
- Revious – Yes
- Strickland – Yes

**Kings County  
Treasurer's  
Quarterly  
Report**

- c) Trustee Strickland made a motion to approve the Kings County Treasurer's Quarterly Compliance Report. Trustee Hernandez seconded; motion carried 5-0:
- Garcia – Yes
  - Garner – Yes
  - Hernandez – Yes
  - Revious – Yes
  - Strickland – Yes

**Resolution #30-23** d) Trustee Garcia made a motion to adopt the Resolution #30-23 Commitment of Fund Balance. Trustee Hernandez seconded; motion carried 5-0:

- Garcia – Yes
- Garner – Yes
- Hernandez – Yes
- Revious – Yes
- Strickland – Yes

**Adjournment**     There being no further business, President Revious adjourned the meeting at 6:45 p.m.

Respectfully submitted,

Joy C. Gabler,  
Secretary to the Board of Trustees

Approved:

\_\_\_\_\_  
Timothy Revious, President

\_\_\_\_\_  
Lupe Hernandez, Clerk



No	A/D	Sch Req'd	Home Sch	Date
I-327	A	Simas	Pioneer	6/05/2023

## HANFORD ELEMENTARY SCHOOL DISTRICT

**AGENDA REQUEST FORM**

TO: May 17, 2023

FROM: Samantha Hernandez

DATE: 05/17/2023

FOR: ☒ Board Meeting  
☐ Superintendent's Cabinet

FOR: ☐ Information  
☒ Action

Date you wish to have your item considered: June 14, 2023

**ITEM:** Donation of school items

**PURPOSE:** To thank community member (Paula Huntley) for donation of supplies for homeless/foster basic needs closet to be provided to foster/homeless students in our district.

**FISCAL IMPACT:** zero

**RECOMMENDATIONS:** approval

**HANFORD ELEMENTARY SCHOOL DISTRICT****AGENDA REQUEST FORM**

TO: Joy Gabler

FROM: Robert Heugly

DATE: June 2, 2023

For: ☒ Board Meeting  
☐ Superintendent's Cabinet

For: ☒ Information  
☐ Action

Date you wish to have your item considered: June 14, 2023

**ITEM:** Receive for information a report from the District Parent Advisory Committee for the meeting held on May 16, 2023 (For PAC Meeting #4)

**PURPOSE:** The PAC advises the board on the educational programs and services included in the Local Control Accountability Plan.

**FISCAL IMPACT:** PAC is a requirement of the Local Control Funding Formula.

## #4 Hanford Elementary School District

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Hanford Elementary School District (HESD)  
Parent Advisory Committee  
Report to the HESD Board of Trustees

Date of Meeting: May 16, 2023  
Starting Time: 9:00 a.m. to 10:30 a.m.  
Location: District Office Board Room

Purpose of the Meeting: To consult, review, and comment on the Hanford Elementary Local Control Accountability Plan.

The Parent Advisory Committee received information on the following topics.

- The School Family Compact
  - A Draft of the 2021-2022 to 2023-2024 (Year 3) Local Control Accountability Plan
- 

The Parent Advisory Committee made the following recommendations.

- Approve the changes to the School Family Compact (School Site Councils will approve this during SSC meeting #1 next school year.)
  - The committee recommends that the HESD Board of Trustees approve the 2021-2022 to 2023-2024 (Year 3) Local Control Accountability Plan
- 

The Superintendent responds:

- The superintendent concurs with the recommendation to approve the changes to the School Family Compact (School Site Councils will approve this.)
- The superintendent concurs with the recommendation that the HESD Board of Trustees approve the 2021-2022 to 2023-2024 (Year 3) Local Control Accountability Plan

**HANFORD ELEMENTARY SCHOOL DISTRICT****AGENDA REQUEST FORM**

TO: Joy Gabler

FROM: Lucy Gomez

DATE: June 5, 2023

For: ☒ Board Meeting  
☐ Superintendent's Cabinet

For: ☒ Information  
☐ Action

Date you wish to have your item considered: June 14, 2023

**ITEM:** Receive for information a report from the District English Learner Advisory Committee for the meeting held on May18, 2023 (For DELAC Meeting #4)

**PURPOSE:** The DELAC advises the board on the educational programs and services for English learners including services that are part of the Local Control Accountability Plan.

**FISCAL IMPACT:** DELAC is a requirement of the Local Control Funding Formula and several Federally funded programs.

# Hanford Elementary School District

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Hanford Elementary School District (HESD)  
District English Learner Advisory Committee (DELAC)  
Report to the Board

Date of Meeting: May 18, 2023  
Starting Time: 9:00a.m. to 10:30a.m.  
Location: Board Room

The District English Learner Advisory Committee received information on the following topics:

- Review the School Family Compact
  - Review the draft of the 2021-2022 to 2023-2024 (Year 3) Local Control Accountability Plan
  - Requirements for Paraprofessionals pursuant to the Elementary and Secondary Education Act (ESA)
- 

The District English Learner Advisory Committee made the following recommendations:

- Approve the School Family Compact
  - Provide parent training that aligns with the “*Parent Promises*” listed in the School Family Compact (e.g. the importance of sleep which impacts students’ ability to come to school each day prepared to learn).
  - The DELAC recommends that the HESD Board of Trustees approve the 2021-2022 to 2023-2024 (Year 3) Local Control Accountability Plan.
- 

The Superintendent Responds:

- The Superintendent concurs with the recommendation to approve the School Family Compact.
- The Superintendent concurs with the recommendation to provide parent training that aligns with the “Parent Promises” listed in the School Family Compact (e.g. the importance of sleep which impacts students’ ability to come to school each day prepared to learn).
- The DELAC recommends that the HESD Board of Trustees approve the 2021-2022 to 2023-2024 (Year 3) Local Control Accountability Plan.

# HANFORD ELEMENTARY SCHOOL DISTRICT

## AGENDA REQUEST FORM

TO: Joy Gabler

FROM: Robert Heugly

DATE: June 2, 2023

For: ☒ Board Meeting  
☐ Superintendent's Cabinet

For: ☒ Information  
☐ Action

Date you wish to have your item considered: June 28, 2023

**ITEM:** Consider for information the California School Dashboard Local Indicators

**PURPOSE:** The State Board of Education (SBE) approved standards for the local indicators that support local educational agencies (LEAs) in measuring and reporting their progress within the appropriate priority area. For each local indicator, the performance standards are as follows:

1. Annually measure its progress in meeting the requirements of the specific LCFF priority; and
2. Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP; and
3. Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

An LEA uses the SBE-adopted self-reflection tools to report its progress through the Dashboard. The collection and reflection on locally available information relevant to progress regarding local priority areas will support LEAs in completing the self-reflection tools, reporting in the Dashboard, and in local planning and improvement efforts.

The Local Indicator can be view on the following link:

<https://resources.finalsite.net/images/v1685730145/hesdk12caus/ve6veeltspbhbyx3pmsc/HESDLocalIndicatorSelf-ReflectionJune2023.pdf>

**Fiscal Impact:**

The Local Indicators are a requirement of LCFF funding.

**RECOMMENDATION:** Consider for Information the California School Dashboard Local Indicators.



# Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Hanford Elementary School District	Robert Heugly Director of Program Development, Assessment, and Accountability	rheugly@hanfordesd.org 5595853600

## Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

## Performance Standards

The performance standards for the local performance indicators are:

### **Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)**

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

### **Implementation of State Academic Standards (LCFF Priority 2)**

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.



### **Parent and Family Engagement (LCFF Priority 3)**

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

### **School Climate (LCFF Priority 6)**

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

### **Access to a Broad Course of Study (LCFF Priority 7)**

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### **Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)**

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### **Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)**

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

## Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

### Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	1	0.4%
Total Teacher Misassignments	0	0
Vacant Teacher Positions	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

### Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

#### OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) - Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics - Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
  - 2 - Beginning Development
  - 3 - Initial Implementation
  - 4 - Full Implementation
  - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards			3		
History-Social Science			3		

2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
  - 2 - Beginning Development
  - 3 - Initial Implementation
  - 4 - Full Implementation
  - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5

Academic Standards	1	2	3	476	5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

#### Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education	1				
Health Education Content Standards			3		
Physical Education Model Content Standards					5
Visual and Performing Arts				4	
World Language		2			

**5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

**Optional Narrative (Limited to 1,500 characters)**

**6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

## Parental Involvement and Family Engagement (LCFF Priority 3)

### Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: <sup>1</sup>

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

### Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

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

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
  - 1 – Exploration and Research
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

### Sections of the Self-Reflection Tool

#### Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
  - 2 - Beginning Development
  - 3 - Initial Implementation
  - 4 - Full Implementation
  - 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				4	
2. Rate the LEA's progress in creating welcoming environments for all families in the community.					5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				4	

Building Relationships	1	2	3	479	5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.					5

#### Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

The district continues to expand upon its success in building relationships between school staff and families. The district's 2022-2023 annual LCAP Parent Survey indicates that parents are satisfied with the communication and support they receive from their child's school.

98% of parents agree/strongly agree with the statement: My child is receiving satisfactory instruction in Language Arts and Math.

98% of parents agree/strongly agree with the statement: My child receives adequate support so he/she can make satisfactory progress toward the Standards in Language Arts and/or Math.

92% of parents agree/strongly agree with the statement: I have been given suggestions/ideas to use at home to help my child meet grade level standards in English Language Arts and Math.

96% of parents agree/strongly agree with the statement: There are adequate opportunities for me to become informed about the school's programs.

98% of parents agree/strongly agree with the statement: When I have questions about my child's class work, I can ask for clarification and assistance from my child's school.

The district, school administration, and individual teachers make extensive use of the district's online communication tools including Parent Square, Zoom, and Teams to communicate with families. The district upgraded its online parent communication tools to Parent Square in 2022-2023.

The district plans to expand parent education/training opportunities in 2023-2024.

The District's (and school site) websites provide information about school operations, our instructional programs, and opportunities for involvement and participation in decision-making.

The district maintains a Facebook feed as another layer of communication.

The district surveys parents for feedback and input.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

1. In 2023-2024, the district will continue to implement the new (2nd year) parent/family communication tool Parent Square. The district will continue provide families and staff information and training in the use of this application.

2. The district's Parent Advisory Committee and District English Learner Advisory Committee enthusiastically support the parent support and training programs that are currently being offered. The district will work to expand these programs in 2023-2024.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.



Expansion of the district's parent education and training programs will include classes that specifically address the needs of underrepresented families including English Learners, Long-Term English Learners (LTELS), and the families of other subgroups of students.

## Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.			3		
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	

### Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

The district continues to work on developing partnerships with families to build partnerships for student outcomes. The HESD Parent Survey indicates that:

97% of parents strongly agree or agree with the statement, "The Report to Parents helps me to understand what my child is expected to achieve in ELA and math."

92% of parents strongly agree or agree with the statement, "I have been given suggestions/ideas to use at home to help my child meet grade level standards in ELA and math."

98% of parents strongly agree or agree with the statement, "When I have questions about my child's classwork, I can ask for clarification and assistance from my child's school."

Parent/teacher conferences were attended at a rate of 99.8%.

The district's parent committees (PAC and DELAC) both recommend the expansion of the popular parent training/education opportunities including, Kinder Counts, First and Forward, Digital Literacy Project (partnership with CSU Fresno). There are versions of these popular parent education programs that are focused on the families of English learners and focused on all students. The committees also recommend expanding parent training opportunities to include those that are targeted to families of Long-Term English Learners and other lower achieving subgroups.

The district plans to expand these programs and offer additional opportunities targeted to the families of subgroups.



2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

The district's parent committees (PAC and DELAC) both recommend the expansion of the popular parent training/education opportunities including, Kinder Counts, First and Forward, Digital Literacy Project (partnership with CSU Fresno). There are versions of these popular parent education programs that are focused on the families of English learners and focused on all students. The committees also recommend expanding parent training opportunities to include those that are targeted to families of Long-Term English Learners and other lower achieving subgroups.

The district's focus on Building Partnerships for Student Outcomes will look to expand the training and education offerings for parents. The expansion of parent education/training opportunities will necessitate additional outreach, staff, facilities, and materials. The district's planning will include provisions for these resources.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

The district's parent committees (PAC and DELAC) both recommend the expansion of the popular parent training/education opportunities including, Kinder Counts, First and Forward, Digital Literacy Project (partnership with CSU Fresno). There are versions of these popular parent education programs that are focused on the families of English learners and focused on all students. The committees also recommend expanding parent training opportunities to include those that are targeted to families of Long-Term English Learners and other lower achieving subgroups.

The district plans to expand the offering of parent education and training opportunities to underrepresented families that include families of underachieving student subgroups. These include families of English learners, Long-Term English Learners, African American, homeless and foster youth.

### Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4	
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	

Seeking Input	1	2	3	482	5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				4	

### Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

The district maintains a Parent Advisory Committee (PAC) that meets regularly throughout the year, providing input into the districts' programs and services for students. Although the primary purpose of the Parent Advisory Committee is to provide input into the development of the district's Local Control Accountability Plan (LCAP), the recommendations made by the PAC go beyond the LCAP, supporting the needs of students across the district, regardless of specific plans or funding sources (although these funds were specifically discussed at these meetings). The PAC is a well informed group of parents who have received substantial training and support and have participated in analysis of the district's student achievement data, school climate data, and data showing students' social and emotional needs. Members of the PAC understand the opportunity gaps that were exacerbated by the COVID-19 pandemic. Members of the PAC are well-informed on the district's programs and services for students, also going beyond programs and services in the LCAP, and are active participants in the district's comprehensive strategic planning.

The District English Learner Advisory Committee (DELAC) is comprised of a majority of parents of students who are English learners. The DELAC meets regularly throughout the school year. Although the primary purpose of the DELAC is to provide input into the development of the district's federal Title I and Title III programs and services for English learners, the recommendations made by the DELAC go beyond these funding sources and plans, supporting the unique needs of students who are English learners across the district, regardless of specific plans or funding sources (although these funds were specifically discussed at these meetings). The the DELAC is a well informed group of parents who have received substantial training and support and have participated in analysis of the district's student achievement data, school climate data, and data showing students' social and emotional needs as they relate to students who are English learners. Members of the DELAC understand the opportunity gaps that were exacerbated by the COVID-19 pandemic. Members of the DELAC are well-informed on the district's programs and services for all students, with an emphasis on students who are English learners, and are active participants in the district's comprehensive strategic planning.

99% of parents agree/strongly agree with the statement: I receive adequate information regarding parent meeting/activities such as School Site Council, English Learner Advisory Committee, parent Workshops, Back to School Night, and Parent Education Presentations, on the HESD LCAP Parent Survey.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

The district will continue to support committee members' understanding of the district's achievement, school climate and other metrics along with their the knowledge of the district's programs and services for students with the goal of leading them toward providing thoughtful, informed input and recommendations.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

The district will continue to include, on its committees, parent representatives of the district's student subgroups.

## School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.

Students overwhelmingly support the district's efforts to deliver a broad educational program:

- I think it is important to have physical education activities at my school. (91.31% of students Agree/Strongly Agree)
- I think it is important to have music at my school. (77.27% Agree/Strongly Agree)
- Participating in music enriches my experience at school. (80.83% Agree/Strongly Agree)
- Participating in Art motivates me to come to school ever day. (59.83% Agree/Strongly Agree)

Students feel safe at school and connected to their school:

- I feel safe at school. (74.06% Agree/Strongly Agree)
- There is an adult I can talk to if I have a problem at school. (78.89% Agree/Strongly Agree)
- I plan to go to college. (87.67% Agree/Strongly Agree)

Students have some concerns about bullying, but feel that adults at the school are able to prevent most bullying.

- There is a lot of bullying at my school (49.03% Agree/Strongly Agree)
- Teachers, principals, learning directors, student specialists, counselors or other adults are able to prevent bullying at my school. (65.42% Agree/Strongly Agree)

2. MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

Students in grades 5 through 8, from all of the district's schools, participated in the survey. There were 1,914 responses. The survey was conducted online. Results are not disaggregated by subgroup.

The data shows that students overwhelmingly support the district's efforts to deliver a broad educational program and that students feel safe at school and connected to their school. Although students have some concerns about bullying, they feel supported by adults in the school and that adults at the school are able to prevent most bullying.

3. USE: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

The district will continue to deliver a broad educational program to its students. The district's educational partners have provided a mandate that says a good education is focused on reading and math, but is also well-rounded, providing science, history, art, music, and physical education.

The district will continue its efforts to ensure that students learn in a safe, well maintained school where they are supported, engaged, and connected to their school. The district will continue to provide health and social/emotional support to students with health professionals, counselors, student specialists, learning directors and vice principals, a social worker, and other personnel and non-personnel support.

**Access to a Broad Course of Study (LCFF Priority 7)**

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

The following metrics are used to track a broad course of study:

- The number of minutes of physical education instruction
- The number of elementary students who receive art instruction
- The number of junior high students who select art as an elective
- The number of 5th and 6th graders who choose to participate in elementary band
- The number of junior high students who choose band as an elective
- The number of classes participating in academic study trips
- Results from the HESD parent survey and student survey indicating parent and student satisfaction with the district's art, music, physical education and academic study trip programs

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

One of the greatest successes of the HESD LCAP has been the district's efforts to provide students with a broad educational program. A continuing mandate, reiterated by every educational partner group in advisory committees,

through surveys, and in student focus groups has been that a good education is focused on reading and math, but is also well-rounded, providing science, history, art, music, and physical education. Moreover, a well-rounded education includes opportunities to travel to museums and scientific exhibits, to participate in concerts and sporting events, and to have access to modern technology.

- Junior high and elementary school students received the required number of PE minutes.
- All students in the elementary grades received art instruction. In the junior high schools, 227 students chose art as an elective.
- 463 students in 5th and 6th grade participated in band. 248 junior high students chose band as an elective.
- All students in 4th grade at Richmond, Roosevelt, Lincoln, and King schools received music instruction (The schools with the highest #s of low income students).
- All elementary and junior high students participated in an academic study trip.
- Students and parents overwhelmingly express support and high levels of satisfaction for the districts’ art, music, physical education programs as well as with academic study trips on district surveys.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

All students will participate in the district’s programs and services that provide a broad instructional program. The district’s LCAP is designed to reduce/eliminate barriers to a broad educational program. The district’s LCAP provides for supplies and materials for art, music, physical education, after school sporting events, and academic study trips. No fees are collected for participation or supplies for any district activity. Students who are unable to obtain musical instruments have them provided by the district.

Nevertheless, some barriers to a broad instructional program include:

- Three art teachers provide art instruction to all elementary students and to junior high students who choose art as an elective. This may limit the quantity of art instruction elementary students receive.
- A lack of museums, zoos, state and national parks in close proximity to the schools in the district mean that travel to major cities such as Los Angeles or San Francisco is often necessary. Long travel times can place strain on students, especially younger children, and school staff.
- While all students received English language arts, mathematics, science, history, visual and performing arts, and physical education, scheduling these activities so that students have choices, all instructional minutes requirements are met, and that there are no conflicts continues to be a challenge.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

With the 2023-2024 school year, district will continue it’s programs and services that provide students with a broad educational program, including concerts, sporting events, academic study trips, and art exhibits will resume. The district will look to expand it’s arts and band programs with additional staff.

**Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)**

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
  - 2 - Beginning Development
  - 3 - Initial Implementation
  - 4 - Full Implementation
  - 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]



Coordinating Instruction	1	2	3	4	386 5
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

### Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

**Assess the degree of implementation of coordinated service program components for foster youth in your county.**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	387 5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					

Coordinating Services	1	2	3	4	388 5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					



## HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Joy Gabler  
 FROM: Jason Strickland  
 DATE: June 5, 2023

For: ☒ Board Meeting  
☐ Superintendent's Cabinet  
☒ Information  
☐ Action

Date you wish to have your item considered:  
 6/14/23

ITEM: Receive the following revised Administrative Regulation for information:

AR 5144.1 - Suspension and Expulsion/Due Process

PURPOSE:

Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process Regulation updated to provide that "suspension" does not include removal from class, as specified, so long as removal from a particular class does not occur more than once every five school days, add definitions related to electronic acts as a mode of bullying, include that a teacher may, in addition to suspending a student from class, refer a student for specified acts to the Principal or designee for consideration of a suspension from school, and clarify that immediate suspension is required for any student found at school or a school activity away from school who committed any of the enumerated acts for which a recommendation of expulsion is required. Regulation also updated to reflect NEW LAW (AB 740, 2022) which provides for additional due process procedures for suspension of foster youth and Indian children

FISCAL IMPACT (if any): None

RECOMMENDATION (if any): Review for Information and consider for adoption at the next regular Board meeting.

### **Regulation 5144.1: Suspension And Expulsion/Due Process**

**Status:** ADOPTED

**Original Adopted Date:** 03/25/2015 | **Last Revised Date:** 09/25/2019 | **Last Reviewed Date:** 09/25/2019

#### **Definitions**

Suspension means removal of a student from ongoing instruction for adjustment purposes. -However, suspension does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Board of Trustees for students of the same grade level
2. Referral to a certificated employee designated by the principal to advise students
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910, so long as removal from a particular class does not occur more than once every five school days.

*Expulsion* means removal of a student from the immediate supervision and control or the general supervision of school personnel. (Education Code 48925)

#### **Notice of Regulations**

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)

#### **Grounds for Suspension and Expulsion: -Grades K-12**

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows and in the section "Additional Grounds for Suspension and Expulsion: Grades 4-12" below:

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900(a) and (t))
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))
3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-~~11058~~11059, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-~~11058~~11059, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the same as ~~such~~a controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))

5. Committed or attempted to commit robbery or extortion (Education Code 48900(e))
6. Caused or attempted to cause damage to school property or private property (Education Code 48900(f))
7. Stole or attempted to steal school property or private property (Education Code 48900(g))
8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing ~~his/her own~~ prescription products (Education Code 48900(h))
9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))
10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))
11. Knowingly received stolen school property or private property (Education Code 48900(l))
12. Possessed an imitation firearm (Education Code 48900(m))

*Imitation firearm* means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

- ~~13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 287, 288, 289, or former 288a, or~~  
13. ~~289~~, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))
  14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from ~~—~~being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))
  15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))
  16. Engaged in, or attempted to engage in, hazing (Education Code 48900(q))
- Hazing* means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))
17. Engaged in an act of bullying (Education Code 48900(r))

*Bullying* means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student(s) in fear of harm to

~~himself/herself~~ or ~~his/her~~ property; cause the student to experience a substantially detrimental effect on ~~his/her~~ physical or mental health; or cause the student to experience substantial interferences with ~~his/her~~ academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. (Education Code 48900(r))

*Bullying* includes any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in ~~items #1-3 of the section~~ "Additional Grounds for Suspension and Expulsion:- Grades 4-12," that has any of the effects described above on a reasonable student.

*Bullying* also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, seminude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

*Electronic act* means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication including, but not limited to: (Education Code 48900(r))

- a. A message, text, sound, video, or image
- b. A post on a social network Internet web site, including, but not limited to, posting to or creating a burn page or creating a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.

*Reasonable student* means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of ~~his/her~~ the student's age, or for a person of ~~his/her~~ the student's age ~~with his/her~~ and disability. (Education Code 48900(r))

*Burn page* means an internet web site created for the purpose of causing a reasonable student any of the effects of bullying described above. (Education Code 48900(r))

*Credible impersonation* means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that the student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated. (Education Code 48900(r))

*False profile* means a profile of a fictitious student or profile using the likeness or attributes of an actual student other than the student who created the false profile. (Education Code 48900(r))

*An electronic act* is not considered pervasive conduct solely on the basis that it has been transmitted to the internet or is currently posted on the internet. (Education Code 48900(r))

18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))
19. Made terrorist threats against school officials and/or school property (Education Code 48900.7)

A *terrorist threat* includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying ~~it out~~ the crime. (Education Code 48900.7)

### **Additional Grounds for Suspension and Expulsion: -Grades 4-12**

Any student in grades 4-12 may be suspended, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))

A student in grades 4-12 shall be subject to suspension or recommendation for expulsion when it is determined that ~~he/she~~ the student:

1. Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

*Sexual harassment* means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in  
Education Code 233 (Education Code 48900.3)

*Hate violence* means any act punishable under Penal Code 422.6, 422.7, or 422.75. ~~Such acts include~~ injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. ~~Such acts include~~ (Education Code 233; Penal Code 422.55)

3. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment. (Education Code 48900.4)

### **Suspension from Class by a Teacher**

A teacher may suspend a student, ~~including a grade K-3 student,~~ from class for the remainder of the day and the following day for ~~disruption, willful defiance, or any of the other~~ acts specified in Education Code 48900 and listed as ~~items~~ Items #1-1819 under "Grounds for Suspension and Expulsion: -Grades K-12" above or for disruption or willful defiance at any grade level, including grades K-8. (Education Code 48910)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. ~~If that action requires~~ the continuing presence of the student at school, ~~he/she~~ the student shall be appropriately supervised during the class periods from which ~~he/she~~ the student has been suspended. (Education Code 48910)

As soon as possible after the teacher decides to suspend the student, ~~he/she~~ the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. ~~A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests.~~ (Education Code 48910)

A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the principal or designee. (Education Code 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which ~~he/she~~ the student was suspended. (Education Code 48910)

A teacher may also refer a student, for any of the acts specified above in Education Code 48900, to the principal or designee for consideration of a suspension from school. (Education Code 48910)

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

### **Suspension by Superintendent, Principal or Principal's Designee**

To implement disciplinary procedures at a school site, the principal may, in writing, designate as the principal's designee another administrator or, if the principal is the only administrator at the school site, a certificated employee. As necessary, the principal may, in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the principal and the principal's primary designee are absent from the school site.

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity away from school to have committed any of the acts listed in the Board policy under "Authority to Expel" ~~and for which he/she~~ a recommendation of expulsion is required ~~to recommend expulsion~~. (Education Code 48915(c))

The Superintendent, principal, or designee may impose a suspension for a first offense if ~~he/she determines it is determined~~ that the student violated any of ~~items~~ items #1-5 listed under "Grounds for Suspension and Expulsion:- Grades K-12" above or if the student's presence causes a danger to persons. (Education Code 48900.5)

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

When other means of correction are implemented prior to imposing suspension ~~or upon a student,~~ including supervised suspension ~~upon a student~~, the Superintendent, principal, or designee shall document the other means of correction used and retain the documentation in the student's record. (Education Code 48900.5)

### **Length of Suspension**

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year. -However, if a student enrolls in or is transferred to another regular school, an opportunity school or class, or continuation school or class for the purpose of adjustment, ~~he/she~~ the student may be suspended for not more than 30 school days in a school year. - The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903, 48911, 48912)

These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion. (Education Code 48911)

### **Due Process Procedures for Suspension**

Suspensions shall be imposed in accordance with the following procedures:

1. Informal Conference:- Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension as required pursuant to Education Code 48900.5, and the evidence against ~~him/her~~the student, and shall be given the opportunity to present ~~his/her~~the student's version and evidence in ~~support of his/her~~the student's defense. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, ~~both the student, the student's parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and student county social worker, or if the student is an Indian child, the Indian child's tribal social worker and, if applicable, county social worker,~~ shall be notified of the student's right to a conference and the right to return to school for the purpose of the conference ~~and the~~. The conference shall be held within two school days, unless the student waives ~~his/her~~the right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school- for the conference. (Education Code 48911)

2. Administrative Actions:- All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. -(Education Code 48911)

3. Notice to Parents/Guardians:- At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or if the student is an Indian child, the Indian child's tribal social worker, and, if applicable, the county social worker, in person, by email, or by telephone ~~or in person~~. Whenever a student is suspended, the parent/guardian, or, if applicable, the foster youth's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, the county social worker, shall also be notified in writing of the suspension. (Education Code 48911)

~~3.~~ This notice shall state the specific offense committed by the student. (Education Code 48900.8)

4. In addition, the notice may state the date and time when the student may return to school.

- 4.5. Parent/Guardian Conference: -Whenever a student is suspended, school officials may request ~~conduct~~ a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

If school officials request to meet with the parent/guardian, a foster youth's educational rights holder, attorney, and county social worker, or an Indian child's tribal social worker, and, if applicable, the county social worker, the notice may state that the law requires ~~the parent/guardians~~such individuals to respond to ~~such requests~~the request without delay. However, ~~no penalties may be imposed on~~ the student shall not be penalized for the failure of the parent/guardian, a foster youth's educational rights holder, attorney, and county social worker, or an Indian child's tribal social worker, and, if applicable, the county social worker, to attend such a conference. The student may not be denied reinstatement solely because ~~the parent/guardians~~such individuals failed to attend the conference. (Education Code 48911)

- 5.6. Extension of Suspension:- If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school,



the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed: (Education Code 48911)

- a. The extension of the original period of suspension is preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.
- b. The Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. ~~-(Education Code 48911)~~
- c. If the student involved is a foster youth or Indian child, the Superintendent or designee shall notify the ~~district~~district's educational liaison ~~for foster youth~~ of the need to invite the ~~student's foster youth's educational rights holder~~, attorney and ~~a representative of the appropriate county child welfare agency social worker, or the Indian child's tribal social worker or, if applicable, the county social worker~~, to attend the meeting. (Education Code 48853.5, 48911, 48918.1)
- d. If the student involved is a homeless child or youth, the Superintendent or designee shall notify the district liaison for homeless students. (Education Code 48918.1)
- e. In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct ~~his/her~~the behavior and keep ~~him/her~~the student in school.

### **Suspension by the Board**

The Board may suspend a student for any of the acts listed under "Grounds for Suspension and Expulsion: Grades ~~K12" and K-~~12," "Additional Grounds for Suspension and Expulsion: ~~-Grades 4-12"~~ above and within the limits specified under "Suspension by Superintendent, Principal, or Designee" above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold a closed session if a public hearing would lead to disclosure of information that would violate a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

The Board shall provide the student and ~~his/her~~ parent/guardian with written notice of the closed session by registered or certified mail or personal service. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

### **On-Campus Suspension**

A student for whom an expulsion action has not been initiated and who poses no imminent danger or threat to the school, students, or staff may be assigned to on-campus suspension in a separate classroom.



building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

1. The on-campus suspension classroom shall be staffed in accordance with law.
2. The student shall have access to appropriate counseling services.
3. The on-campus suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.
4. The student shall be responsible for contacting the student's teacher(s) to receive assignments to be completed in the supervised suspension classroom. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

At the time a student is assigned to an on-campus suspension classroom, the principal or designee shall notify the student's parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or, if the student is an Indian child, the Indian child's tribal social worker and, if applicable, county social worker, in person, by email, or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing. (Education Code 48911.1)

### **Superintendent or Principal's Authority to Recommend Expulsion**

Unless the Superintendent or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, ~~he/she~~ the Superintendent or principal shall recommend a student's expulsion for any of the following acts: (Education Code 48915)

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058 ~~11059~~, except for ~~(a) the~~:
  - a. The first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the concentrated cannabis
  - b. The student's possession of over-the-counter medication for his/her use or other medication use by the student for medical purposes
  - ~~3-c.~~ Medication prescribed for ~~him/her~~ the student by a physician
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether ~~or not~~ to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

### **Student's Right to Expulsion Hearing**

Any student recommended for expulsion shall be entitled to a hearing to determine whether ~~he/she~~the student should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed the act(s) that form the basis for the expulsion recommendation. (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

### **Stipulated Expulsion**

After a determination that a student has committed an ~~expellable~~ offense for which the student may be expelled, the Superintendent, principal, or designee shall offer the student ~~and his/her, the student's parent/guardian, or, when applicable, other person holding the right to make educational decisions for the student,~~ the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. ~~The offer shall be made only after the student or his/her parent/guardian has been given~~ written notice of the expulsion hearing pursuant to Education Code 48918 has been given.

The stipulation agreement shall be in writing and shall be signed by the student ~~and his/her, the student's parent/guardian, or, when applicable, the person holding the right to make educational decisions for the student.~~ The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of ~~his/her~~the right to have a full hearing, to appeal the expulsion to the County Board of Education, and to consult legal counsel.

A stipulated expulsion agreed to by the student ~~and his/her parent/guardian, the student's parent/guardian, or, when applicable, the person holding the right to make educational decisions for the student,~~ shall be effective upon approval by the Board.

### **Rights of Complaining Witness**

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness.  
(Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, ~~he/she~~the Superintendent or designee shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of ~~his/her~~the right to: (Education Code 48918.5)

1. Receive five days' notice of ~~his/her~~the scheduled testimony at the hearing

2. Have up to two adult support persons ~~of his/her choosing~~ present at the hearing at the time ~~he/she~~ the witness testifies
3. Have a closed hearing during the time ~~he/she~~ the witness testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

### Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

1. The date and place of the hearing
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based
3. A copy of district disciplinary rules which relate to the alleged violation
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment

This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney adviser

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney adviser means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

6. The right to inspect and obtain copies of all documents to be used at the hearing
7. The opportunity to confront and question all witnesses who testify at the hearing
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses

### Additional Notice of Expulsion Hearing for Foster Youth ~~and~~, Homeless Students, and Indian Children

If the student facing expulsion is a foster student or Indian child, the Superintendent or designee shall also send notice of the hearing to the ~~student's foster youth's~~ educational rights holder, attorney, ~~and a representative of an appropriate child welfare agency~~ county social worker, or the Indian child's tribal social worker and, if applicable, county social worker, at least 10 calendar days prior to the hearing. (Education Code 48918.1)

If the student facing expulsion is a homeless student, the Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 calendar days prior to the hearing. (Education Code 48918.1)

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

### Conduct of Expulsion Hearing

1. Closed Session:- Notwithstanding Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that privacy rights of other students are not violated. (Education Code 48918)

2. Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether ~~or not~~ the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to ~~have his/her testimony heard~~ testify in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, a videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

- 2.3. Record of Hearing:- A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))

- 3.4. Subpoenas:- Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in ~~item #4~~ Item #6 below. (Education Code 48918(i))

- 4.5. Presentation of Evidence:- Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. -The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: -Grades K-12"-~~and,~~ "

"Additional Grounds for Suspension and Expulsion: -Grades ~~4124-12,~~" and "Additional Grounds for Suspension and Expulsion: Grades 9-12" above. (Education Code 48918(h))

6. Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

- ~~5.7.~~ Testimony by Complaining Witnesses:- The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

- a. Any complaining witness shall be given five days' notice before being called to testify.
- b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during ~~his/her~~the testimony.
- c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
- d. The person presiding over the hearing may remove a support person ~~whom he/she finds~~who is disrupting the hearing.
- e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.
- f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.
- g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.
  - i. The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.
  - ii. At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which ~~he/she~~the complaining witness may leave the hearing room.
  - iii. The person conducting the hearing may:

- ~~a.A.~~ Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness

~~b.B.~~ Limit the time for taking the testimony of a complaining witness to ~~the hours~~ ~~he/she is normally in normal~~ school hours, if there is no good cause to take the testimony during other hours

~~c.C.~~ Permit one of the support persons to accompany the complaining witness to the witness stand

~~6.8.~~ Decision:- The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from ~~his/her school of attendance~~, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

### **Alternative Expulsion Hearing:- Hearing Officer or Administrative Panel**

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. The Board may also appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918)

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue a decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. ~~Before the student's placement decision is made by his/her the student's~~ parent/guardian, the Superintendent or designee shall consult with the parent/guardian and district staff, including the student's teachers, regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion. If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation. (Education Code 48917, 48918)

### **Final Action by the Board**

Whether the expulsion hearing is conducted in closed or open session by the Board, a hearing officer, or an administrative panel or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board in public. (Education Code 48918(j))

The Board's decision is final. If the decision is to not expel, the student shall be reinstated immediately. -If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any "mandatory recommendation and mandatory expulsion" act listed in the section "Authority to Expel" in the accompanying Board policy, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

1. Periodic review, as well as assessment at the time of review, for readmission
2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

### **Written Notice to Expel**

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian.

This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: ~~Grades K-12~~," "Additional Grounds for Suspension and Expulsion: Grades 4-12," or "Additional Grounds for Suspension and Expulsion: Grades 49-12" (Education Code ~~48900.8~~) 48900.8)
2. The fact that a description of readmission procedures will be made available to the student and ~~his/her~~ parent/guardian (Education Code 48916)
3. Notice of the right to appeal the expulsion to the County Board (Education Code 48918)
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion  
(Education Code 48918)
5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

### **Decision to Suspend Expulsion Order**

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

1. The student's pattern of behavior
2. The seriousness of the misconduct



3. The student's attitude toward the misconduct and ~~his/her~~ willingness to follow a rehabilitation program. The suspension of the enforcement of an expulsion shall be governed by the following:

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: ~~Grades K-12,~~" "Additional Grounds for Suspension and Expulsion: Grades 4-12," or "Additional Grounds for Suspension and Expulsion: ~~Grades 49-12~~" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
4. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)
5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. ~~Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings.~~ (Education Code 48917)
6. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of ~~his/her~~ the student's status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))
7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. ~~(Education Code 48917)~~

### Appeal

~~If a student is expelled from school, the~~ student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. ~~The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation.~~ (Education Code 48919)

If the student submits a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board, the district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

### Notification to Law Enforcement Authorities



Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance, or of any student acts involving the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate county or district law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

### Placement During Expulsion

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

1. Appropriately prepared to accommodate students who exhibit discipline problems
2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at any of these
3. Not housed at the school site attended by the student at the time of suspension

When the placement described above is not available and when the County Superintendent so certifies, students expelled for only acts described in ~~items~~ Items #6-12 under "Grounds for Suspension and Expulsion: -Grades K-12" and ~~items~~ Items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 4-12" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

### Readmission After Expulsion

Prior to the date set by the Board for the student's readmission:

1. The Superintendent or designee shall hold a conference with the student's parent/guardian, or other person holding the right to make educational decisions for the student, and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and the student's parent/guardian or other person holding the right to make educational decisions for the student shall be asked to indicate in writing their willingness to comply with these regulations.
2. The Superintendent or designee shall transmit to the Board ~~his/her~~ recommendation regarding readmission. The Board shall consider this recommendation in closed session. If a written request for open session is received from the student's parent/guardian or other person holding the right to make educational decisions for the student, or adult student, it shall be honored to the extent that privacy rights of other students are not violated.
3. If the readmission is granted, the Superintendent or designee shall notify the student and ~~parent/guardian~~ the student's parent/guardian, or other person holding the right to make

educational decisions for the student, by registered mail, of the Board's decision regarding readmission.

4. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)
5. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school.
6. The Board shall provide written notice to the expelled student and ~~parent/guardian~~the student's parent/guardian, or other person holding the right to make educational decisions for the student, describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. ~~(Education Code 48916)~~

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code 48645.5)

### Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

**Policy Reference Disclaimer:** These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

#### State References

State References	Description
CCP. 1985-1997	Production of evidence; means of production - <a href="https://simbli.eboardsolutions.com/SU/T8d1wvorbapplusWplusNqpxsaj0A==">https://simbli.eboardsolutions.com/SU/T8d1wvorbapplusWplusNqpxsaj0A==</a>
Civ. Code 47	Privileged communication - <a href="https://simbli.eboardsolutions.com/SU/UaEr9ZLNpDYok3IsIshyDvE3w==">https://simbli.eboardsolutions.com/SU/UaEr9ZLNpDYok3IsIshyDvE3w==</a>
Civ. Code 48.8	Defamation liability - <a href="https://simbli.eboardsolutions.com/SU/YzebvHslsh0srfUgdEh3bvmQQ==">https://simbli.eboardsolutions.com/SU/YzebvHslsh0srfUgdEh3bvmQQ==</a>
Ed. Code 17292.5	Program for expelled students; facilities
Ed. Code 1981-1983	Enrollment of students in community school
Ed. Code 212.5	Sexual harassment
Ed. Code 233	Hate violence
Ed. Code 32260-32262	Interagency School Safety Demonstration Act of 1985
Ed. Code 35145	Open board meetings

Ed. Code 35146	Closed sessions regarding suspensions
Ed. Code 35291	Rules for government and discipline of schools
Ed. Code 35291.5	Rules and procedures on school discipline
Ed. Code 48645.5	Former juvenile court school students; enrollment
Ed. Code 48660-48666	Community day schools
Ed. Code 48853-48853.5	Foster youth
Ed. Code 48900-48927	Suspension and expulsion
Ed. Code 48950	Speech and other communication
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 49073-49079	Privacy of student records
Ed. Code 52052	Numerically significant student subgroups
Ed. Code 52060-52077	Local control and accountability plan
Ed. Code 64000-64001	Consolidated application
Ed. Code 8489-8489.1	Prohibition against expulsion of preschool student
Gov. Code 11455.20	Informal hearing procedures
Gov. Code 54950-54963	The Ralph M. Brown Act
H&S Code 11014.5	Drug paraphernalia
H&S Code 11053-11059	Controlled substances; standards and schedules
Lab. Code 230.7	Employee time off to appear in school on behalf of a child
Pen. Code 240	Assault defined
Pen. Code 241.2	Assault fines
Pen. Code 242	Battery defined
Pen. Code 243.2	Battery on school property
Pen. Code 243.4	Sexual battery
Pen. Code 245	Assault with deadly weapon
Pen. Code 245.6	Hazing
Pen. Code 261	Rape defined
Pen. Code 266c	Unlawful sexual intercourse
Pen. Code 286	Sodomy defined
Pen. Code 287	Oral Copulation
Pen. Code 288	Lewd or lascivious acts with child under age 14
Pen. Code 289	Penetration of genital or anal openings
Pen. Code 31	Principal of a crime; defined
Pen. Code 417.27	Laser pointers
Pen. Code 422.55	Definition of hate crime
Pen. Code 422.6	Crimes; harassment
Pen. Code 422.7	Aggravating factors for punishment
Pen. Code 422.75	Enhanced penalties for hate crimes
Pen. Code 626.10	Dirks, daggers, knives, razors, or stun guns
Pen. Code 626.2	Entry upon campus after written notice of suspension or dismissal without permission
Pen. Code 626.9	Gun-Free School Zone Act of 1995

Pen. Code 868.5	Supporting person; attendance during testimony of witness
W&I Code 224.1	Indian child; definition
W&I Code 729.6	Counseling

**Federal References****Description**

18 USC 921	Definitions; firearms and ammunition
20 USC 1415(K)	Students with disabilities; placement in alternative educational setting
<del>20 USC 7961</del>	<del>Gun-Free Schools Act</del>
<del>42 USC 11431-11435</del>	<del>Education of homeless children and youths</del>

~~**Management Resources References**~~~~**Description**~~

<del>Attorney General Opinion</del>	<del>80 Ops.Cal.Atty.Gen. 348 (1997)</del>
<del>Attorney General Opinion</del>	<del>80 Ops.Cal.Atty.Gen. 85 (1997)</del>
<del>Attorney General Opinion</del>	<del>80 Ops.Cal.Atty.Gen. 91 (1997)</del>
<del>Attorney General Opinion</del>	<del>84 Ops.Cal.Atty.Gen. 146 (2001)</del>
<del>Board of Education of Sacramento City Unified School District v.</del>	
<del>Court Decision</del>	<del>Sacramento County Board of Education and Kenneth H. (2001) 85</del>
<del>Cal.App.4th 1321</del>	
<del>Fremont Union High School District v. Santa Clara County Board (1991) 235</del>	
<del>Court Decision</del>	
<del>Cal. App. 3d 1182</del>	
<del>Court Decision</del>	<del>Garcia v. Los Angeles Board of Education (1981) 123 Cal. App. 3d 807</del>
<del>Court Decision</del>	<del>John A. v. San Bernardino School District (1982) 33 Cal. 3d 301</del>
<del>Court Decision</del>	<del>T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267</del>
<del>Court Decision</del>	<del>Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421</del>
<del>Dear Colleague Letter on the Nondiscriminatory Administration of School</del>	
<del>U.S. DOE, Office for Civil Rights Publication</del>	

20 USC 7961Gun-Free Schools Act42 USC 11431-11435Education of homeless children and youths**Management Resources References****Description**

<u>Attorney General Opinion</u>	<u>80 Ops.Cal.Atty.Gen. 348 (1997)</u>
<u>Attorney General Opinion</u>	<u>80 Ops.Cal.Atty.Gen. 85 (1997)</u>
<u>Attorney General Opinion</u>	<u>80 Ops.Cal.Atty.Gen. 91 (1997)</u>
<u>Attorney General Opinion</u>	<u>84 Ops.Cal.Atty.Gen. 146 (2001)</u>
<u>Court Decision</u>	<u>Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H. (2001) 85 Cal.App.4th 1321</u>
<u>Court Decision</u>	<u>Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 1182</u>

Court Decision Garcia v. Los Angeles Board of Education (1981) 123 Cal. App. 3d 807  
Court Decision John A. v. San Bernardino School District (1982) 33 Cal. 3d 301  
Court Decision T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267  
Court Decision Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421  
U.S. DOE, Office for Civil Rights Publication Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014  
CSBA District and County Office of Education Legal Services -

Website

<https://simbli.eboardsolutions.com/SU/UdykszdmPETuDsIshXk6R5akQ==>

U.S. Department of Education, Office of Safe and Healthy Students -

Website

<https://simbli.eboardsolutions.com/SU/F0ZAt2fGjItWb49UuDxaPA==>

California Attorney General's Office -

Website

<https://simbli.eboardsolutions.com/SU/5qNsIsh5DoKuytasYcv9khGiA==>

California Department of Education -

Website

<https://simbli.eboardsolutions.com/SU/os2jq5DcA2RawmY2VZ5FZQ==>

CSBA -

Website

<https://simbli.eboardsolutions.com/SU/W3QxkK2FPsDsQBnMIENxGg==>

U.S. Department of Education, Office for Civil Rights -

Website

<https://simbli.eboardsolutions.com/SU/xmCPrTcoZle111WmbX10Vg==>

## Cross References

## Description

Comprehensive Safety Plan -

0450

<https://simbli.eboardsolutions.com/SU/Pw53k7slshWwK5WnlplAj4TaQdw4Mu0HzpPvVSoa7fOkpVA==>

Comprehensive Safety Plan -

0450

<https://simbli.eboardsolutions.com/SU/l4Efl6y2kHuwWKAC7AyywwQiplusdFal2gPYgdKC0GeMxy1A==>

Local Control And Accountability Plan -

0460

<https://simbli.eboardsolutions.com/SU/NjH48PpquPHPD24uL1VWUQiyXUkRQ0cHZVplusLvplusla9WLQ==>

Local Control And Accountability Plan -

0460

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District-Sponsored Social Media -

1114 https://simbli.eboardsolutions.com/SU/SkeZpeyPgBBulxjshcj68xA==

District-Sponsored Social Media -

1114 https://simbli.eboardsolutions.com/SU/Ygi1QwQGsdjOs5DS7HLR6g==

Uniform Complaint Procedures -

1312.3 <https://simbli.eboardsolutions.com/SU/vqhv8IsIshLyYuc1rDWYBysIshOw==>

Uniform Complaint Procedures -

1312.3 <https://simbli.eboardsolutions.com/SU/GSzd1S7B9JsIshbNoEjPwo1plusA==>

Uniform Complaint Procedures -

1312.3

-E(1)

<https://simbli.eboardsolutions.com/SU/loJ1XyeplussIshLQ70hOMHiOLHwucNvj1fTa1F2QLwQ7xYoYA==>

Uniform Complaint Procedures -

1312 Tobacco-Free Schools -

3513.3-E(2)

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1313

Civility - <https://simbli.eboardsolutions.com/SU/1OMIHnTAgdeUqq8L6keFqQ==>

Tobacco-Free Schools -

<https://simbli.eboardsolutions.com/SU/SSkMWa5e2plus7dG39WUnHI5A3513.3>

<https://simbli.eboardsolutions.com/SU/fAJtGipb2UkHoqX4plusqDvAw==>

Tobacco-Free Schools -

3513.3

<https://simbli.eboardsolutions.com/SU/aDeberkEE0uNxHqW5Q1k9wEREo7qn8AcwytkG4YFhlw==>

Drug And Alcohol Free Schools -

3513.4

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Campus Security -

3515

<https://simbli.eboardsolutions.com/SU/iAJncgFRE6o6pc0uHnAiSAplussEj6dYslshOfjBCslshqamuwziw==>

Campus Security -

3515 <https://simbli.eboardsolutions.com/SU/uCquXQKJwdgkhCyslsh6poGdg4WWp03h5Zv3ccslshAFyD0EoA==>

Unmanned Aircraft Systems (Drones) -

3515.21

<https://simbli.eboardsolutions.com/SU/vSudOGzLiQrR0GBslshlvXzmARplush7FN5uNsKe4pK1Wf48sQ==>

District Police/Security Department -

3515.3

<https://simbli.eboardsolutions.com/SU/dPvyGySsmCQoqAL43qiD8Q==>

District Police/Security Department -

3515.3

<https://simbli.eboardsolutions.com/SU/ToqGfLXg0Yoak4VM8qmGzg==>

School Resource Officers -

3515.31 <https://simbli.eboardsolutions.com/SU/OkpN1BCCebQsprzf1mJKKA==>

Recovery For Property Loss Or Damage -

3515.4

<https://simbli.eboardsolutions.com/SU/xdolGZCtAmslsh2Una0w6ebYg1w9L0l1rktplusaFplusWVqZdolg==>

Recovery For Property Loss Or Damage -

3515.4

	<a href="https://simbli.eboardsolutions.com/SU/7BF3AYQJx7F0fOh9plus2nFJAzjoAP9coeahWEQ6c2T1WAQ==">https://simbli.eboardsolutions.com/SU/7BF3AYQJx7F0fOh9plus2nFJAzjoAP9coeahWEQ6c2T1WAQ==</a>
	Bomb Threats -
3516.2	<a href="https://simbli.eboardsolutions.com/SU/kpm3fM1rMXyKEJiZWxdUXQaqKslshJiQHA3MUef3JnXTI9A==">https://simbli.eboardsolutions.com/SU/kpm3fM1rMXyKEJiZWxdUXQaqKslshJiQHA3MUef3JnXTI9A==</a>
	Employee Security -
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	Employee Security -
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	Employee Security -
4258	<a href="https://simbli.eboardsolutions.com/SU/eanS1xCP0WglAkdyS1siwQAzDCfslshZxhIGuHUaA8tVdBw==">https://simbli.eboardsolutions.com/SU/eanS1xCP0WglAkdyS1siwQAzDCfslshZxhIGuHUaA8tVdBw==</a>
	Employee Security -
4258	<a href="https://simbli.eboardsolutions.com/SU/asw55O86I8UAyQzeg8iLrA0DHslshuifrpqYlplus4HbCydmg==">https://simbli.eboardsolutions.com/SU/asw55O86I8UAyQzeg8iLrA0DHslshuifrpqYlplus4HbCydmg==</a>
	Employee Security -
4358	<a href="https://simbli.eboardsolutions.com/SU/Y4i5C5sZTHFjrNax47sAwwDrWgNBfH3YpwwJslshplusY7HfQQ==">https://simbli.eboardsolutions.com/SU/Y4i5C5sZTHFjrNax47sAwwDrWgNBfH3YpwwJslshplusY7HfQQ==</a>
	Employee Security -
4358	<a href="https://simbli.eboardsolutions.com/SU/ntObaxZ7zrAPplusiphS4AurQKTWwPDeZGXXVoZNkixts9w==">https://simbli.eboardsolutions.com/SU/ntObaxZ7zrAPplusiphS4AurQKTWwPDeZGXXVoZNkixts9w==</a>
	Concepts And Roles -
5000	<a href="https://simbli.eboardsolutions.com/SU/hWdc7mIFh2BVNPbJvR8slsh5wKplus9MG5m7Cs3C3IkKjCplusPFQ==">https://simbli.eboardsolutions.com/SU/hWdc7mIFh2BVNPbJvR8slsh5wKplus9MG5m7Cs3C3IkKjCplusPFQ==</a>
	Exemptions From Attendance -
5112.1	<a href="https://simbli.eboardsolutions.com/SU/I6e9eEttvRUxvIQCVRpFgX778CGiplusFaO1Hghk8Qe25g==">https://simbli.eboardsolutions.com/SU/I6e9eEttvRUxvIQCVRpFgX778CGiplusFaO1Hghk8Qe25g==</a>
	Exemptions From Attendance -
5112.1	<a href="https://simbli.eboardsolutions.com/SU/x3zgx20zbDz3glr36FpaKQKyTrg2cE11UdR75jeDlnMA==">https://simbli.eboardsolutions.com/SU/x3zgx20zbDz3glr36FpaKQKyTrg2cE11UdR75jeDlnMA==</a>
	Open/Closed Campus -
5112.5	<a href="https://simbli.eboardsolutions.com/SU/5rGhROEV3iw6plusyDJG6K57Q31leCeslshdgggPB5odDvgEplusg==">https://simbli.eboardsolutions.com/SU/5rGhROEV3iw6plusyDJG6K57Q31leCeslshdgggPB5odDvgEplusg==</a>
	Absences And Excuses -
5113	<a href="https://simbli.eboardsolutions.com/SU/wUud9plus8Hpk3cClv5rfISslshwoHC8plusmsxksDHe4M2wKkl2w==">https://simbli.eboardsolutions.com/SU/wUud9plus8Hpk3cClv5rfISslshwoHC8plusmsxksDHe4M2wKkl2w==</a>
	Absences And Excuses -
5113	<a href="https://simbli.eboardsolutions.com/SU/46wwwdvCkhzIT2JZRmvf3vQqslshw75rM2cplusymbjJplustLQ3Ng==">https://simbli.eboardsolutions.com/SU/46wwwdvCkhzIT2JZRmvf3vQqslshw75rM2cplusymbjJplustLQ3Ng==</a>
	Chronic Absence And Truancy -
5113.1	<a href="https://simbli.eboardsolutions.com/SU/Mnda7np5drgNHgZw3aJR3QePtBGlCfFa6EWtX1RVYtg==">https://simbli.eboardsolutions.com/SU/Mnda7np5drgNHgZw3aJR3QePtBGlCfFa6EWtX1RVYtg==</a>
	Chronic Absence And Truancy -
5113.1	<a href="https://simbli.eboardsolutions.com/SU/g4JcFPDZWKOJZGCSvVBCxgOPVzslshqXFcpusDbyDMPoXNNGA==">https://simbli.eboardsolutions.com/SU/g4JcFPDZWKOJZGCSvVBCxgOPVzslshqXFcpusDbyDMPoXNNGA==</a>
	Attendance Supervision -
5113.11	<a href="https://simbli.eboardsolutions.com/SU/H8rT1c8DG3AEQdHY1IWPmA6oy0MHPPEhayLqRX6QDhXQ==">https://simbli.eboardsolutions.com/SU/H8rT1c8DG3AEQdHY1IWPmA6oy0MHPPEhayLqRX6QDhXQ==</a>
	Involuntary Student Transfers -
5116.2	<a href="https://simbli.eboardsolutions.com/SU/mODplhSbrGFcQxp4x3ypxgpdBZVZJ2Q3w4e8J6HSrNOA==">https://simbli.eboardsolutions.com/SU/mODplhSbrGFcQxp4x3ypxgpdBZVZJ2Q3w4e8J6HSrNOA==</a>
	Interdistrict Attendance -
5117	<a href="https://simbli.eboardsolutions.com/SU/eplusQftd5lswCSI6v6h7VXnwUx72dLdUnvAkEGMZrJpB7Q==">https://simbli.eboardsolutions.com/SU/eplusQftd5lswCSI6v6h7VXnwUx72dLdUnvAkEGMZrJpB7Q==</a>
	Interdistrict Attendance -
5117	

<https://simbli.eboardsolutions.com/SU/lhQdtaYDopIOWXFANn3d6Q9WlXgQfplusj5dKeplusfgslshlvLslshA==>

Students Expelled From Other Districts -

5119

<https://simbli.eboardsolutions.com/SU/plusDrdw45lkSIH0AvnQIWbIAplusHBLw6nORvL3BP5Gplusrz3xw==>

Student Records -

5125 <https://simbli.eboardsolutions.com/SU/uJ63XhuR1b7LnleaOfHgXg==>

Student Records -

5125

<https://simbli.eboardsolutions.com/SU/uiVJk3G6TkTplusVR2QwgWBtwc1rj7w6FmPaKrC01S69Lslshg==>

Student Records -

5125 <https://simbli.eboardsolutions.com/SU/aoTt3s0aYvG7slshk1b5KoNOA==>

Withholding Grades, Diploma Or Transcripts -

5125.2 <https://simbli.eboardsolutions.com/SU/be9slshCo14Wsl3CyTFbmrdeAmDs0SYbeeLJ3CwcysSmNIA==>

Conduct -

5131 <https://simbli.eboardsolutions.com/SU/TufdILlplus8L1HslshVzdsRm3TQyIGxtG9vuZoe3WwO6leMmg==>

Bus Conduct -

5131.1 <https://simbli.eboardsolutions.com/SU/kyrA1w6lshfA2TM7KU4D3QLUatK3BPIsyJWcPQAwa67A==>

Bus Conduct -

5131.1 <https://simbli.eboardsolutions.com/SU/5Av0Ymp9qyXgkoEkf1SZOQzplusTCx8xEMzPjgrNgslshVWtig==>

Bullying -

5131.2 <https://simbli.eboardsolutions.com/SU/SIPFLEuF6RP5ziUSilDW1AplusSVxpvniZiltVOXcRslshfEwA==>

Bullying -

5131.2 <https://simbli.eboardsolutions.com/SU/gnGFyvAHKgLTpHmQboUdYQwdXI0TFGO16LVUIM8vwKQQ==>

Student Disturbances -

5131.4 <https://simbli.eboardsolutions.com/SU/76XgGDPEQ1aQ5deLYkXzUw42RiiVUMvXxEQeNSucpvhA==>

Student Disturbances -

5131.4 <https://simbli.eboardsolutions.com/SU/BuUBhFHIVVRBE7WhIMIPJAxtusPilsQtXQ6YFhCBYAWg==>

Vandalism And Graffiti -

5131.5

<https://simbli.eboardsolutions.com/SU/mmRyn2RHUwrUmGNp52m96Q==>

Alcohol And Other Drugs -

5131.6 <https://simbli.eboardsolutions.com/SU/szE1NALKCM744pom7F2iVQ33d10RctOgxI4BeQm6plusuUg==>

Alcohol And Other Drugs -

5131.6

<https://simbli.eboardsolutions.com/SU/b4c4eaplustKilAsLG2FZUXTAyMZ5rHa8yAx7Slpdl7zcKw==>

5131.62 Tobacco -

5131.62 <https://simbli.eboardsolutions.com/SU/ijbc54VheaHUL8HJpluslcsFgsppdAqwLRFrJVuEoRdt8Wg==>

Tobacco -

5131.62 <https://simbli.eboardsolutions.com/SU/DRslshj0GzqskplusgpcNiwrldUA==>

Steroids -

5131.63 <https://simbli.eboardsolutions.com/SU/if1EI5R9C3YslshzPKdG5uuUQ==>

Steroids -



5131.63 <https://simbli.eboardsolutions.com/SU/eRplusDX6bm4UgFYC4YQWxa8A==>

Weapons And Dangerous Instruments -

5131.7

<https://simbli.eboardsolutions.com/SU/vVplusrOetxncohuYddCMTmqwPQbPOh3plusTBJ87BUKWJ0Zrg==>

Weapons And Dangerous Instruments -

5131.7 <https://simbli.eboardsolutions.com/SU/slsh1Oq9XpNEhHKdCIT9LlxAplusvLeOb1qhLyu5EGffS4AA==>

Positive School Climate -

5137

<https://simbli.eboardsolutions.com/SU/vCslsh0nVAXAHmfIH7gplustoHqwyGNNiplus979CEkiSU2M8Kbtw==>

Safety-

5142 Conflict Resolution/Peer Mediation -

5138

<https://simbli.eboardsolutions.com/SU/mto5kOjSDnOWK1zUL8hkYASjuZRcTXDplusGCerlkRnKVHg==>

5142

Safety - <https://simbli.eboardsolutions.com/SU/YndVPqjIlCtJRQsNVUcNA==>

Safety -

5142

<https://simbli.eboardsolutions.com/SU/e92TTgnCEEYy7D9plusplusrCFQMbEXbJYSer4GfslshAwPBhrUA==>

Discipline -

5144

<https://simbli.eboardsolutions.com/SU/E8rglcYhbAfK9IGTT1fk1gcUwP3EErPEFtVrMkRurGFA==>

Discipline -

5144

<https://simbli.eboardsolutions.com/SU/sem6UI6SLzteMgKx7klRbgzg7ApQgaStXmeRZVxMgaCg==>

Suspension And Expulsion/Due Process (Students With Disabilities) -

5144.2 <https://simbli.eboardsolutions.com/SU/bJ9BfrAyiOM1a9rGZU0EtQ1EKwqXb7WQzWplus4JHplUSDxqQ==>

Required Parental Attendance -

5144.4 <https://simbli.eboardsolutions.com/SU/mxkoxfuSshr8F4mwBYJDwwsrnynEplusNlmuhxNw4zslshjMaA==>

Required Parental Attendance -

5144.4

<https://simbli.eboardsolutions.com/SU/GBa7slshq4OvSKw1OHMxslshqzYQ1QkC5LGR8DH1hq7Kn7h12Q==>

Search And Seizure -

5145.12 <https://simbli.eboardsolutions.com/SU/wozycZ7eYedqWzQsbad6AHAQslshslshuUOTFWbWHHDplusl4kINPQ==>

Search And Seizure -

5145.12

<https://simbli.eboardsolutions.com/SU/QO02Wtslsh3PgDslsh2TMYBPH4gFMwhHkOvo5BOqXjr2nxNNA==>

Freedom Of Speech/Expression -

5145.2

<https://simbli.eboardsolutions.com/SU/826WslshFdWbRIL89Lyh8slshvAQslshNBHWhDRplushuJg2jksUBtQ==>

Freedom Of Speech/Expression -

5145.2

<https://simbli.eboardsolutions.com/SU/LcZtaVH4gOxqplusB8tC8Sx7gJSmKtkwgAi15sicOjkih3w==>

Nondiscrimination/Harassment -

5145.3

<https://simbli.eboardsolutions.com/SU/4K1w1cplusH8plusG4l9sn9y8l-rQR6D31ShEXUoeyPplusWeJOn8w==>

Nondiscrimination/Harassment -

5145.3

<https://simbli.eboardsolutions.com/SU/tUe4xmObMslshYUugUigi7tCQmfC3Ow5H7plus3l8CANPm8uiQ==>

Parent/Guardian Notifications -

5145.6

<https://simbli.eboardsolutions.com/SU/SVh9c5vAppvZXDHe9LvEsQKfMKwvu1XmzFCy8uho7aslshA==>

Parent/Guardian Notifications -

5145.6-E-PDF(1)

<https://simbli.eboardsolutions.com/SU/1tnmC4RSauktplus5lQACGBpAv6hK1kjdaUrmAmW9Nplus2plusQ==>

Sexual Harassment -

5145.7 <https://simbli.eboardsolutions.com/SU/NU5QmSjabtKdULr1hssnPQAdESgKeplusT0dbGfisshMQCmDQ==>

Sexual Harassment -

5145.7 <https://simbli.eboardsolutions.com/SU/9B4ZZyZr4Jnho59xCiF8WQ9lchsJpY8rQTNwTslshjGamA==>

Title IX Sexual Harassment Complaint Procedures -

5145.71

<https://simbli.eboardsolutions.com/SU/89dpu34Mhbw7Uwv06ms1ywJWfwplusl4o2lUspQ1WG8nzbQ==>

Title IX Sexual Harassment Complaint Procedures -

5145.71-E-PDF(1)

<https://simbli.eboardsolutions.com/SU/3eAaYr2slshucauLOslQGWQewbkqvgb09WOAKii855Sv9HQ==>

Hate-Motivated Behavior -

5145.9

<https://simbli.eboardsolutions.com/SU/BCpWbC2n8mxqBpIMkeCxPg0hytEaqWR2mD9oplusefYWJIsA==>

Preschool/Early Childhood Education -

5148.3 <https://simbli.eboardsolutions.com/SU/sECDYZXJhtUoRKHfkcwLNg==>

Preschool/Early Childhood Education -

5148.3

<https://simbli.eboardsolutions.com/SU/gM0bQkhxFj0XIRmGmfTuvw==>

Extracurricular And Cocurricular Activities -

6145

6145 <https://simbli.eboardsolutions.com/SU/pluswaCfGCSRiuJLQclQ5StRg7cY2fsPcplusGcO5ZJW8SfGslshQ==>

Extracurricular And Cocurricular Activities -

6145 <https://simbli.eboardsolutions.com/SU/KgJkFfdEnD4jh9dqlshc8cZg==>

Athletic Competition -

6145.2 <https://simbli.eboardsolutions.com/SU/jr5UwkkYg2lBliJlDYipBwx5n9dMzXC7zbQLs0lUUrDQ==>

Athletic Competition -

6145.2

<https://simbli.eboardsolutions.com/SU/mRU87AAuJVNmvgqslshGnHBAHYpNgE24UG6Bg7eGD24NvQ==>

Student Organizations And Equal Access -

6145.5 <https://simbli.eboardsolutions.com/SU/nzikezEdOFNgF1A7isFjGgFl3NkiRC2wPE5PmWplusu3OJA==>

Student Organizations And Equal Access -

6145.5

<https://simbli.eboardsolutions.com/SU/NswC4DF4HChiSmoVMPOM1wuOuCojg2slshClgslshslsh9dbfEgKw==>

## Assemblies And Special Events -

6145.8 <https://simbli.eboardsolutions.com/SU/eL1cJTUePswUBS8GmYe9QesGG3sslshyIN0efu1slshbUjCslshQ==>

## School-Sponsored Trips -

6153 <https://simbli.eboardsolutions.com/SU/2adsCy42nxuxkX3RvfyDOg9CD1ltqbszQpLwchsdSemw==>

## School-Sponsored Trips -

[6153](#)

<https://simbli.eboardsolutions.com/SU/29De69FuqZraEU4JY4v6hgUjWad7ZALCslshhtoUp5zBliw==>

## Homework/Makeup Work -

[6154](#)

<https://simbli.eboardsolutions.com/SU/TCQtbOzSNluxe5ZbSiga8ASvHsjpofRtDslOeSg4JSZg==>

## Independent Study -

6158 <https://simbli.eboardsolutions.com/SU/vlpbKiKDQGcQUrWm6Yk27wqK66GbjtsPQc6Yz2NqYFzg==>

## Independent Study -

6158 <https://simbli.eboardsolutions.com/SU/utslshTD7aogewiwcmlGxPytQB3bg5pMls5slshlvJR9RKH7Q==>

## Damaged Or Lost Instructional Materials -

6161.2

<https://simbli.eboardsolutions.com/SU/ppluscBlFgg4KslshGdRfQaeGGgPLMuQslshE0kLOj0yfi67bsYw==>

## Student Use Of Technology -

6163.4 <https://simbli.eboardsolutions.com/SU/Pa9GrEWIFCaRR4zshb5WRQnjLe7plus9rzTslsh44Xj6YGQdga==>

## Student Use Of Technology -

6163.4-E-PDF(1)  
<https://simbli.eboardsolutions.com/SU/H46Vlw9cWCtoycUqIBfPFgbbxbVCxvYEJbCplusXC1sj92w==>

## Identification And Education Under Section 504 -

6164.6

<https://simbli.eboardsolutions.com/SU/QbYAokVsEt94prJULkGrCgv7xJBjEVMiq4Q6v8UzQyVQ==>

## Identification And Education Under Section 504 -

6164.6

<https://simbli.eboardsolutions.com/SU/H2yokXijul6zKjd25EdDwKAyQSBZLLslshNch51TXFzIQ==>

## Education For Homeless Children -

6173 <https://simbli.eboardsolutions.com/SU/D31zrTlmbBMxbJ3n1IPFkgF3slsh1FH8Khb7r4ALb0AfE9g==>

## Education For Homeless Children -

<https://simbli.eboardsolutions.com/SU/LslshovvKSDP51HPXYeFDbFzALM86qVBd51r1vdyq3xYUpA==>

## Education For Homeless Children -

6173-E(1) <https://simbli.eboardsolutions.com/SU/PnBYqelOOwdtQfxnA0sWOg==>

## Education For Homeless Children -

~~6173~~6173-E(2) <https://simbli.eboardsolutions.com/SU/yxdC7oor5aa2uv8pRmznBg==>

## Education For Foster Youth -

6173.1

<https://simbli.eboardsolutions.com/SU/eVhjcNplus5gaKuXiDnh3LFRQXLft3eO2oQFWvYKgpQRACw==>

## Education For Foster Youth -

6173.1 <https://simbli.eboardsolutions.com/SU/VcEjIYgNuC6q7nkrQQ0EQw==>

## Continuation Education -

6184 <https://simbli.eboardsolutions.com/SU/plusFr7aC6pfaMHWaf1plusplusjVlg==>

## Continuation Education -

[6184 https://simbli.eboardsolutions.com/SU/pZRI84CdivTbOvUcA0yvA==](https://simbli.eboardsolutions.com/SU/pZRI84CdivTbOvUcA0yvA==)

Community Day School -

6185 ~~9zSYbslshmj955flW8slshWtTClw~~  
<https://simbli.eboardsolutions.com/SU/xhXY3U4QhsPBWOTPzFdnMQ==>

## Community Day School -

~~6184~~ 6185  
<https://simbli.eboardsolutions.com/SU/k19elmknaFjCTsfBCTDTeg75wlpbNP2plus0plusyMhUNHOFqA==>

Community Day School -

6185 <https://simbli.eboardsolutions.com/SU/Dv4raLcYv5Yw1OTByxTpluscg==>

## Role Of The Board -

9000 <https://simbli.eboardsolutions.com/SU/NA2meCbJWeCoA6XkibraCgIP9oLqh85EvLcOG3qjY0Pg==>

Closed Session -

9321 <https://simbli.eboardsolutions.com/SU/Hr5ipsbTSJSplus5qjq5YDJmA==>

Closed Session -

9321-E(1) <https://simbli.eboardsolutions.com/SU/LT85j3evNDPBoNLfMRExrg==>

Closed Session -

9321-E(2) <https://simbli.eboardsolutions.com/SU/LCslshKTx0oqqORNYnAVnmHCg==>

## Agenda/Meeting Materials -

9322  
<https://simbli.eboardsolutions.com/SU/xe0zAnoLaAkgejBqslsh8T57Qslsh2HUqXT0slshKcuOSqUNI85Lg==>

## HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Joy Gabler  
 FROM: Jason Strickland  
 DATE: June 5, 2023

For: ☒ Board Meeting  
☐ Superintendent's Cabinet  
☒ Information  
☐ Action

Date you wish to have your item considered: 6/14/23

ITEM: Receive the following revised Administrative Regulation for information:

AR 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities)

PURPOSE:

Administrative Regulation 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities) updates new guidance from the U.S. Department of Education's Office of Special Education and Rehabilitative Services and the U.S. Department of Civil Rights, which recommends that districts identify ways to significantly reduce the use of exclusionary discipline and its disproportionate effect on students with disabilities by implementing positive behavioral interventions and supports and other strategies to address the behavior. The regulation also updates changes outlined in new law (AB 740) which provides that foster youth's educational rights holder, attorney, and county social worker, and an Indian child's tribal social worker and, if applicable, county social worker, have the same rights as a parent/guardian to receive a suspension notice, expulsion notice, manifestation determination notice and invitation to the manifestation determination meeting, involuntary transfer notice, and other documents and related information.

FISCAL IMPACT (if any): None

RECOMMENDATION (if any): Review for Information and consider for adoption at the next regular Board meeting.

**Regulation 5144.2: Suspension And Expulsion/Due Process (Students With Disabilities)**

Status: ADOPTED

Original Adopted Date: 06/16/2010 | Last Revised Date: 03/01/2023 | Last Reviewed Date: 03/01/2023

A student identified as an individual with a disability pursuant to the Individuals with Disabilities Education Act (IDEA), 20 USC 1400-1482, is subject to the same grounds and procedures for suspension and expulsion which apply to students without disabilities, except as otherwise specified in this administrative regulation.

~~(cf. Suspension or expulsion of a student with disabilities shall be in accordance with Board Policy 5144.1 - Suspension and Expulsion/Due Process)~~ and this administrative regulation.

**~~Procedures for Students Not Yet Eligible for Special Education Services~~**

~~A student who has not been officially identified as~~ When a student with a disability pursuant to IDEA and ~~who has engaged in disabilities exhibits behavior that violated which impedes the district's code student's own learning or that of student conduct may assert any of others,~~ the ~~protections under IDEA only if the district had knowledge that the student is disabled before student's individualized education program (IEP) team shall consider positive behavioral interventions and supports, and other strategies, to address the behavior that precipitated the disciplinary action occurred.~~ (20 USC 1415(k)(5); 34 CFR 300.534)

~~The district shall be deemed to have knowledge that the student has a disability if one of the following conditions exists: (20 USC 1415(k)(5); 34 CFR 300.534)~~

- ~~1. The parent/guardian has expressed concern to district supervisory or administrative personnel in writing, or to a teacher of the student, that the student is in need of special education or related services.~~
- ~~2. The parent/guardian has requested an evaluation of the student for special education pursuant to 34 CFR 300.300-300.311.~~

~~(cf. 6164.4 Identification and Evaluation of Individuals for Special Education)~~

- ~~3. The teacher of the student or other district personnel has expressed specific concerns directly to the district's director of special education or to other supervisory district personnel about a pattern of behavior demonstrated by the student.~~

~~The district would be deemed to not have knowledge that a student is disabled if the parent/guardian has not allowed the student to be evaluated for special education services or has refused services. In addition, the district would be deemed to not have knowledge if the district conducted an evaluation pursuant to 34 CFR~~

~~300.300-300.311 and determined that the student was not an individual with a disability. When the district is deemed to not have knowledge of the disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior. (20 USC 1415(k)(5); 34 CFR 300.534)~~

~~If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures pursuant to 34 CFR 300.530, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. (20 USC 1415(k)(5); 34 CFR 300.534 Code 56521.2; 20 USC 1414)~~

## Suspension

The Superintendent or designee may suspend a student with a disability for up to 10 consecutive school days for a single incident of misconduct, and for up to 20 cumulative school days in a school year, as long as the pattern of suspension(s) does not constitute a change in placement pursuant to 34 CFR 300.536. ~~(34 CFR 300.530; (Education Code 48903; 34 CFR 300.530)~~

The ~~principal~~Superintendent or designee shall ~~monitor the number of days, including portions of days, in which a student with a valid individualized education program (IEP) has been suspended during the school year.~~

~~(cf. 6159—Individualized Education Program)~~

~~The district shall~~ determine, on a case-by-case basis, whether a pattern of removals of a student from ~~his/her~~the student's current educational placement for disciplinary reasons constitutes a change of placement. A change of placement shall be deemed to have occurred under ~~any~~either of the following circumstances: (34 CFR 300.536)

1. The removal is for more than 10 consecutive school days.
2. The student has been subjected to a series of removals that constitute a pattern because of all of the following:
  - a. The series of removals total more than 10 school days in a school year.
  - b. The student's behavior is substantially similar to ~~his/her~~the student's behavior in previous incidents that resulted in the series of removals.
  - c. Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another, ~~indicate a change of placement.~~

If ~~the~~a student's removal ~~has been~~is determined to be a change of placement as specified in Items #1-2 above, the student's IEP team shall determine the appropriate educational services. ~~(34 CFR 300.530)~~

### ~~Services During Suspension~~

~~Any student suspended for more than 10 school days in the same school year shall continue to receive~~Such services ~~during the term of the suspension. School personnel, in consultation with at least one of the student's teachers, shall determine the extent to which services are needed as provided in 34 CFR 300.101(a), so as~~shall be designed to enable the student to continue to participate in the general education curriculum in another setting ~~and, to progress toward meeting the goals as set out in his/her~~the student's IEP, and to address the student's behavior violation so that it does not recur. (20 USC 1412(a)(1)(A); 34 CFR 300.530)

If ~~the IEP of~~ a student with a disability ~~is excluded from school bus transportation, the~~requires the district to provide the student with transportation, the district shall be provided~~provide the student~~ with an alternative form of transportation at no cost to the student or ~~his/her~~the student's parent/guardian, ~~provided that when, as a result of a suspension, the student is excluded from school bus transportation is specified in his/her IEP.~~  
(Education Code 48915.5)

~~(cf. 3541.2—Transportation for Students with Disabilities)~~

The principal or designee shall monitor the number of days, including portions of days, in which a student with an IEP has been suspended during the school year.

### **Interim Alternative Educational Placement Due to Dangerous Behavior**

The district may unilaterally place a student with a disability in an appropriate interim alternative educational setting for up to 45 school days, without regard to whether the behavior is a manifestation of the student's disability, when the student commits one of the following acts while at school, going to or from school, or at a school-related function: (20 USC 1415(k)(1)(G); 34 CFR 300.530)

1. Carries or possesses a weapon, as defined in 18 USC 930
2. Knowingly possesses or uses illegal drugs
3. Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c), Schedules I-V
4. Inflicts serious bodily injury upon another person as defined in 18 USC 1365

The student's interim alternative educational setting shall be determined by ~~his/her~~the student's IEP team. (20 USC 1415(k)(1)(G); 34 CFR 300.531)

On the date the decision to take disciplinary action is made, the ~~parents/guardians of the student~~student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

A student who has been removed from ~~his/her~~the student's current placement because of dangerous behavior shall receive services, although in another setting, to the extent necessary to allow ~~him/her~~the student to participate in the general education curriculum and to progress toward meeting the goals set out in ~~his/her~~the IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

### **Manifestation Determination**

The following procedural safeguards shall apply when a student with a disability is suspended for more than 10 consecutive school days, when a series of removals of a student constitutes a pattern, or when a change of placement of a student is contemplated due to a violation of the district's code of conduct:

1. Notice: On the date the decision to take disciplinary action is made, the ~~parents/guardians of the student~~student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. ~~If the student is a foster youth, the notice shall be given to the student's educational rights holder, attorney, and county social worker, and, if the student is an Indian child, the student's tribal social worker and, if applicable, county social worker.~~ (Education Code 48853.5; 20 USC 1415(k)(1)(H); 34 CFR 300.530)

~~(cf. 5145.6 – Parental Notifications)~~

~~(cf. 6159.1 – Procedural Safeguards and Complaints for Special Education)~~

2. Manifestation Determination Review: Immediately if possible, but in no case later than 10 school days after the date the decision to take disciplinary action is made, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action. (20 USC 1415(k)(1)(~~E~~)(E); 34 CFR 300.530)



If the student is a foster youth or Indian child, the foster youth's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker and, if applicable, county social worker, shall be invited to participate in the manifestation determination review. (Education Code 48915.5)

At the manifestation determination review, the district, the student's parent/guardian, and relevant members of the IEP team (as determined by the district and parent/guardian) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents/guardians, to determine whether the conduct in question was either of the following: (20 USC 1415(k)(1)(E); 34 CFR 300.530)

- a. Caused by or had a direct and substantial relationship to the student's disability
- b. A direct result of the district's failure to implement the student's IEP, in which case the district shall take immediate steps to remedy those deficiencies

If the manifestation review team determines that ~~a condition in~~ either ~~#a or #b of the~~ above ~~was met~~ conditions applies, the student's conduct shall then be determined to be a manifestation of the student's disability. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

3. Determination that Behavior is a Manifestation of the Student's Disability: When the student's conduct has been determined to be a manifestation of the student's disability, the IEP team shall conduct a functional behavioral assessment, unless ~~a functional behavioral assessment one~~ had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan for the student. If a behavioral intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

The student shall be returned to the placement from which ~~he/she~~ the student was removed, unless the parent/guardian and ~~district~~ Superintendent or designee agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

~~(cf. 6159.4 Behavioral Interventions for Special Education Students)~~

4. Determination that Behavior is Not a Manifestation of the Student's Disability: ~~If the manifestation determination review team determines~~ When it has been determined that the student's ~~behavior~~ conduct was not a manifestation of ~~his/her~~ the disability, the student may be disciplined in accordance with the procedures for students without disabilities. ~~(20 USC 1415(k)(1)(D); 34 CFR 300.530)~~ However, the student's IEP team shall determine services necessary to enable the student to participate in the general education curriculum in another setting and to allow the student to progress toward meeting the goals set out in the IEP. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

~~The student shall receive services to the extent necessary to participate in the general education curriculum in another setting and to allow him/her to progress toward meeting the goals set out in his/her IEP.~~ As appropriate, the student also shall receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530) ~~(cf. 6158 Independent Study)~~

~~(cf. 6185 Community Day School)~~

## Due Process Appeals

If the parent/guardian disagrees with any district decision regarding placement under 34 CFR 300.530 (suspension and removal for dangerous circumstances) ~~or~~ 34 CFR 300.531 (interim alternative

placement), or the manifestation determination under 34 CFR 300.530(e), ~~he/she~~the parent/guardian may appeal the decision by requesting a hearing. The district may request a hearing if the district believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. In order to request a due process hearing, the requesting party shall file a complaint pursuant to 34 CFR 300.507 and 300.508(a) and (b). (20 USC 1415(k)(3); 34 CFR 300.532)

Whenever a hearing is requested as specified above, the parent/guardian or the district shall have an opportunity for an expedited due process hearing consistent with requirements specified in 34 CFR 300.507, 300.508 (a)-(c), and 300.510-300.514.

If the student's parent/guardian or the district has initiated a due process hearing under 34 CFR 300.532 as detailed above, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and district agree otherwise. (20 USC 1415(k)(4); 34 CFR 300.533)

### **Readmission**

Readmission procedures for students with disabilities shall be the same as those ~~used~~adopted for ~~all~~ students ~~without disabilities~~. Upon readmission of a student with disabilities, an IEP team meeting shall be convened to review and, as necessary, modify the student's IEP.

### **Suspension of Decision Not to Enforce Expulsion Order**

The Board of Trustees' criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students. (Education Code 48917)

### **Notification to Law Enforcement Authorities**

Law enforcement notification requirements involving students with disabilities shall be the same as those specified for all students in AR 5144.1 - Suspension and Expulsion/Due Process.

~~(cf. 5131.7 - Weapons and Dangerous Instruments)~~

When giving any required notification concerning a student with disabilities to any law enforcement official, the principal or designee shall require the law enforcement official to certify in writing that the student's information or records will not be disclosed to any other person without the prior written consent of the student's parent/guardian.  
(Education Code 49076)

### **Report to County Superintendent of Schools**

The Superintendent or designee shall report to the County Superintendent of Schools when any special education student has been expelled or suspended for more than 10 school days. The report shall include the student's name, last known address, and the reason for the action. (Education Code 48203)

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### **Procedures for Students Not Yet Eligible for Special Education Services**

A student who has not been determined to be eligible for special education and related services and who has violated the district's code of student conduct may nevertheless assert any of the protections under IDEA, if the district had knowledge of the student's disability. (20 USC 1415(k)(5); 34 CFR 300.534)

Knowledge means that, before the occurrence of the behavior that precipitated the disciplinary action, one of the following occurred: (20 USC 1415(k)(5); 34 CFR 300.534)

1. The parent/guardian, in writing, has expressed concern to district supervisory or administrative personnel, or to a teacher of the student, that the student is in need of special education or related services
2. The parent/guardian has requested an evaluation of the student for special education pursuant to 20 USC 1414(a)(1)(B) or 34 CFR 300.300-300.311
3. The teacher of the student or other district personnel has expressed specific concerns directly to the district's director of special education or other supervisory district personnel about a pattern of behavior demonstrated by the student

However, the district shall not be deemed to have knowledge of a student's disability if the student's parent/guardian has not allowed the student to be evaluated for special education services or has refused services or, after evaluating the student pursuant to 34 CFR 300.300-300.311, the district determined that the student was not an individual with a disability. (20 USC 1415(k)(5); 34 CFR 300.534)

When the district is deemed to not have knowledge of a student's disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior. (20 USC 1415(k)(5); 34 CFR 300.534)

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures pursuant to 34 CFR 300.530, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. (20 USC 1415(k)(5); 34 CFR 300.534)

**Policy Reference Disclaimer:** These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

#### **State References**

<b>State References</b>	<b>Description</b>
Ed. Code 35146	Closed sessions regarding suspensions
Ed. Code 35291	Rules of governing board
Ed. Code 48203	Reports of severance of attendance of disabled students
Ed. Code 48853.5	Foster youth and Indian child's representatives' right to receive notices
Ed. Code 48900-48925	Suspension and expulsion
Ed. Code 49076	Access to student records
Ed. Code 56000	Special education; legislative findings and declarations
Ed. Code 56320	Educational needs; requirements
Ed. Code 56321	Development or revision of individualized education program
Ed. Code 56329	Independent educational assessment
Ed. Code 56340-56347	Individualized education program teams
Ed. Code 56505	State hearing
Ed. Code 56521.2	Behavioral interventions
Pen. Code 245	Assault with deadly weapon
Pen. Code 626.10	Dirks, daggers, knives, razors, or stun guns
Pen. Code 626.2	Entry upon campus after written notice of suspension or dismissal without permission

Pen. Code 626.9

Gun-Free School Zone Act of 1995

### Federal References

### Description

18 USC 1365

Serious bodily injury

18 USC 930

Weapons

20 USC 1412

State eligibility

~~Evaluations, eligibility determinations, individualized education programs,~~

20 USC 1414

Evaluations, eligibility determinations, individualized education programs, and educational placements

20 USC 1415

Procedural safeguards

21 USC 812

Schedule of controlled substances

29 USC 794

Rehabilitation Act of 1973; Section 504

34 CFR 104.35

Evaluation and placement

34 CFR 104.36

Procedural safeguards

34 CFR 300.1-300.818

Assistance to states for the education of students with disabilities

34 CFR 300.530-300.537

Discipline procedures

### Management Resources References

### Description

Court Decision

Honig v. Doe (1988) 484 U.S. 305

Court Decision

M.P. v. Governing Board of Grossmont Union High School District (1994) 858 F.Supp. 1044

Court Decision

Parents of Student W. v. Puyallup School District (1994 9th Cir.) 31 F.3d 1489

Court Decision

Schaffer v. Weast (2005) 546 U.S. 49

Federal Register

Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845

Letter Commenting on Hearing Officer Authority to Determine whether

Ofc of Special Education & Rehabilitative Svcs Pub

Conduct is a Violation of Student Code of Conduct, July 2012

Dear Colleague Letter on Supporting the Needs of Students with

Ofc of Special Education & Rehabilitative Svcs Pub

Disabilities, July 2022

Dear Colleague Letter on Supporting the Needs of Students with

Ofc of Special Education & Rehabilitative Svcs Pub

Disabilities, July 2022

Questions and Answers: Addressing the Needs of Children with Disabilities

Ofc of Special Education & Rehabilitative Svcs Pub

and IDEA's Discipline Provisions, July 2022

Positive, Proactive Approaches to Supporting Children with Disabilities: A

Ofc of Special Education & Rehabilitative Svcs Pub

Guide for Stakeholders, July 2022

Office of Administrative Hearings

2012030917

Fact Sheet: Supporting Students with Disabilities and Avoiding the

U.S. Dept of Education Office for Civil Rights Pub Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973, July 2022

Supporting Students with Disabilities and Avoiding the Discriminatory Use

U.S. Dept of Education Office for Civil Rights Pub of Student Discipline under Section 504 of the Rehabilitation Act of 1973,

July 2022

Website

CSBA District and County Office of Education Legal Services

<https://simbli.eboardsolutions.com/SU/UdykszdmPETuDsIshXk6R5akQ==>Website

U.S. Department of Education, Office of Special Education and Rehabilitative Services -

<https://simbli.eboardsolutions.com/SU/qL0cle1gncukY8IMLvzRw==>Website

California Department of Education, Special Education -

<https://simbli.eboardsolutions.com/SU/wbtzINw8puwslshjTsrnVmBCA==>Website

U.S. Department of Education, Office for Civil Rights -

<https://simbli.eboardsolutions.com/SU/xmCPrTcoZle111WmbX10Vg==>**Cross References****Description**

0430

~~Comprehensive Local Plan For Special Education -~~

Parent v. Fairfield-Suisun Unified School District (2012) Case No.

Office of Administrative Hearings

2012030917

Fact Sheet: Supporting Students with Disabilities and Avoiding theU.S. Dept of Education Office for Civil Rights Pub Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973, July 2022Supporting Students with Disabilities and Avoiding the Discriminatory UseU.S. Dept of Education Office for Civil Rights Pub of Student Discipline under Section 504 of the Rehabilitation Act of 1973,July 2022CSBA District and County Office of Education Legal Services -Website <https://simbli.eboardsolutions.com/SU/UdykszdmPETuDsIshXk6R5akQ==>WebsiteU.S. Department of Education, Office of Special Education and Rehabilitative Services -<https://simbli.eboardsolutions.com/SU/qL0cle1gncukY8IMLvzRw==>WebsiteCalifornia Department of Education, Special Education -<https://simbli.eboardsolutions.com/SU/wbtzINw8puwslshjTsrnVmBCA==>U.S. Department of Education, Office for Civil Rights -Website <https://simbli.eboardsolutions.com/SU/xmCPrTcoZle111WmbX10Vg==>**Cross References****Description**Comprehensive Local Plan For Special Education -0430 <https://simbli.eboardsolutions.com/SU/OfNjkgBH37rdVvKLejksydg==Ls2EnGVUsplusopLGdSlshNHkv0A==>

Comprehensive Local Plan For Special Education -

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	Comprehensive Safety Plan -	
0450	<a href="https://simbli.eboardsolutions.com/SU/Pw53k7sIshWwK5WnplAj4TaQdw4Mu0HzpPvVSoa7fOkpVA==">https://simbli.eboardsolutions.com/SU/Pw53k7sIshWwK5WnplAj4TaQdw4Mu0HzpPvVSoa7fOkpVA==</a>	
	Comprehensive Safety Plan -	
0450	<a href="https://simbli.eboardsolutions.com/SU/l4EfI6y2kHuwWKAC7AywwQiplusdFal2gPYgdKC0GeMxy1A==">https://simbli.eboardsolutions.com/SU/l4EfI6y2kHuwWKAC7AywwQiplusdFal2gPYgdKC0GeMxy1A==</a>	
	Local Control And Accountability Plan -	
0460	<a href="https://simbli.eboardsolutions.com/SU/NjH48PpquPHPD24uL1VWUQiyXUkRQ0cHZVplusLvplusla9WLQ==">https://simbli.eboardsolutions.com/SU/NjH48PpquPHPD24uL1VWUQiyXUkRQ0cHZVplusLvplusla9WLQ==</a>	
	Local Control And Accountability Plan -	
0460	<a href="https://simbli.eboardsolutions.com/SU/Y2QJSPFbbg2eZibBMslshZepAShpez6eC2mvUTlzyTetlslshg==">https://simbli.eboardsolutions.com/SU/Y2QJSPFbbg2eZibBMslshZepAShpez6eC2mvUTlzyTetlslshg==</a>	
	Drug And Alcohol Free Schools -	
3513.4	<a href="https://simbli.eboardsolutions.com/SU/nOszGEGo0HAcyegNRLcYXg7NE3ggpcnofY5PRTJxCo6Q==">https://simbli.eboardsolutions.com/SU/nOszGEGo0HAcyegNRLcYXg7NE3ggpcnofY5PRTJxCo6Q==</a>	
	Transportation For Students With Disabilities -	
3541.2	<a href="https://simbli.eboardsolutions.com/SU/k5F9xQH1GNVF6FUILe57dwsIshzmzh5e0IX55M7jPbNcFsw==">https://simbli.eboardsolutions.com/SU/k5F9xQH1GNVF6FUILe57dwsIshzmzh5e0IX55M7jPbNcFsw==</a>	
	Dismissal/Suspension/Disciplinary Action -	
4118	<a href="https://simbli.eboardsolutions.com/SU/ZcOzrl9intjs3TPCwGZOLAwcPXvCSwNQmMjhZwuqef1Q==">https://simbli.eboardsolutions.com/SU/ZcOzrl9intjs3TPCwGZOLAwcPXvCSwNQmMjhZwuqef1Q==</a>	
	Dismissal/Suspension/Disciplinary Action -	
4118	<a href="https://simbli.eboardsolutions.com/SU/dQQsexA4kmlAIdMgu59tcAp6sO2YY1fEAvfBLZE38mMQ==">https://simbli.eboardsolutions.com/SU/dQQsexA4kmlAIdMgu59tcAp6sO2YY1fEAvfBLZE38mMQ==</a>	
	Employee Security -	
4158	<a href="https://simbli.eboardsolutions.com/SU/HbTIV4ylinhZlrvwMJ3Jw7FrXlsAMdCs5UToG6hbK7Q==">https://simbli.eboardsolutions.com/SU/HbTIV4ylinhZlrvwMJ3Jw7FrXlsAMdCs5UToG6hbK7Q==</a>	
	Employee Security -	
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	Employee Security -	
4258	<a href="https://simbli.eboardsolutions.com/SU/easS1xCP0WgIAkdyS1siwQAzDCfslshZxhIGuHUaA8tVdBw==">https://simbli.eboardsolutions.com/SU/easS1xCP0WgIAkdyS1siwQAzDCfslshZxhIGuHUaA8tVdBw==</a>	
	Employee Security -	
4258	<a href="https://simbli.eboardsolutions.com/SU/aSw55O86I8UAyQzeg8iLrA0DHslshuifrpqYlplus4HbCydmg==">https://simbli.eboardsolutions.com/SU/aSw55O86I8UAyQzeg8iLrA0DHslshuifrpqYlplus4HbCydmg==</a>	
	Employee Security -	
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	Employee Security -	
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	Attendance Supervision -	
5113.11	<a href="https://simbli.eboardsolutions.com/SU/H8rT1c8DG3AEQdHY1IWPmA6oy0MHPPEhayLqRX6QDhXQ==">https://simbli.eboardsolutions.com/SU/H8rT1c8DG3AEQdHY1IWPmA6oy0MHPPEhayLqRX6QDhXQ==</a>	
	Involuntary Student Transfers -	
5116.2	<a href="https://simbli.eboardsolutions.com/SU/mODpIhSbrGFcQxp4x3yxpqpdBVZJ2Q3w4e8J6HSrN0A==">https://simbli.eboardsolutions.com/SU/mODpIhSbrGFcQxp4x3yxpqpdBVZJ2Q3w4e8J6HSrN0A==</a>	
	Student Records -	
5125	<a href="https://simbli.eboardsolutions.com/SU/uiVJk3G6TktplusVR2QwgWBtwuJ63XhuR1b7LnleaOfHgXg==">https://simbli.eboardsolutions.com/SU/uiVJk3G6TktplusVR2QwgWBtwuJ63XhuR1b7LnleaOfHgXg==</a>	
	Student Records -	
5125	<a href="https://simbli.eboardsolutions.com/SU/aoTt3s0aYvG7slshk1b5KoNOAc1rj7w6FmPaKrC01S69Lslshg==">https://simbli.eboardsolutions.com/SU/aoTt3s0aYvG7slshk1b5KoNOAc1rj7w6FmPaKrC01S69Lslshg==</a>	

## Conduct -

5131 <https://simbli.eboardsolutions.com/SU/TufdILlplus8L1HslshVzdsRm3TQyIGxtG9vuZoe3WwO6leMmg==>

## Bullying -

5131.2 <https://simbli.eboardsolutions.com/SU/SIPFLEuF6RP5ziUSiIDW1AplusSVxpvniZiltVOXcRslshfEwA==>

## Bullying -

5131.2 <https://simbli.eboardsolutions.com/SU/gnGFyVvAHKgLTpHMQboUdYQwdXIOTFGO16LVUIM8vwKQQ==>

## Student Disturbances -

5131.4 <https://simbli.eboardsolutions.com/SU/76XgGDPEQ1aQ5deLYkXzUw42RiiVUMvXxEQeNSucpvhA==>

## Student Disturbances -

5131.4 <https://simbli.eboardsolutions.com/SU/BuUBhFHIVVRBE7WhIMIPJAxtusPilsQtXQ6YFhCBYAWg==>

## Tobacco -

5131.62 <https://simbli.eboardsolutions.com/SU/sppdAqwlRFRJVuEoRdt8Wg==>

## Tobacco -

5131.62 <https://simbli.eboardsolutions.com/SU/ijbc54VhcaHUL8HplusicsFgDRslshjOGzqskplusgpcNiwrldUA==>

## Weapons And Dangerous Instruments -

5131.7 <https://simbli.eboardsolutions.com/SU/PQbPOh3plusTBJ87BUKWJ0Zrg==>

## Weapons And Dangerous Instruments -

5131.7 <https://simbli.eboardsolutions.com/SU/iVplusrOetxncohuYddCMTmqw==>

~~Weapons And Dangerous Instruments -~~

5131.7 <https://simbli.eboardsolutions.com/SU/slsh1Oq9XpNEHKKdCIT9LixAplusvLeOb1qhLyu5EGffS4AA==>

## Positive School Climate -

5137 <https://simbli.eboardsolutions.com/SU/vCslshOnVAXAHmfIH7gplustoHqwyGNNiplus979CEkiSU2M8Kbtw==>

## Conflict Resolution/Peer Mediation -

5138 <https://simbli.eboardsolutions.com/SU/SjuZRcTXDplusGCerlkRnKVHg==>

## Discipline -

5144 <https://simbli.eboardsolutions.com/SU/E8rglcYhbAfK9IGTT1fk1gcUwP3EErPEftVrMkRurGFA==>

## Discipline -

5144 <https://simbli.eboardsolutions.com/SU/sem6UI6SLzteMgKx7klRbgzg7ApQgaStXmeRZVxMgaCg==>

## Suspension And Expulsion/Due Process -

5144.1 <https://simbli.eboardsolutions.com/SU/SpCDFWKslshRfaYM7mk14wYslshw8iINqJabE3Btplus8bU0wlqYQ==>

## Suspension And Expulsion/Due Process -

5144.1 <https://simbli.eboardsolutions.com/SU/wr9slshuF7RbjDWdhnFi3JMdQOI7qdAY1Qplus2b87FvnjUt7Q==>

## Required Parental Attendance -

5144.4 <https://simbli.eboardsolutions.com/SU/mxkoxfuSshr8F4mwBYJDwwsrnynEplusNImuhxNw4zslshjMaA==>

## Required Parental Attendance -

5144.4 <https://simbli.eboardsolutions.com/SU/GBa7slshq4OvSKw1OHMxslshqzYQ1QkC5LGR8DH1hq7Kn7h12Q==>

## Freedom Of Speech/Expression -

5145.2 <https://simbli.eboardsolutions.com/SU/826WslshFdWbRIL89Lyn8slshvAQslshNBHWhDRplushuJg2jksUBtQ==>

## Freedom Of Speech/Expression -



5145.2 <https://simbli.eboardsolutions.com/SU/LcZtaVH4gOxqplusB8tC8Sx7gJSmKtkwgAi15sicOjkih3w==>

Nondiscrimination/Harassment -

5145.3 <https://simbli.eboardsolutions.com/SU/4K1w1cplusH8plusG4I9sn9y8lrQR6D31ShEXUoeyPplusWeJOn8w==>

Nondiscrimination/Harassment -

5145.3

<https://simbli.eboardsolutions.com/SU/IUe4xmObMslshYUugUigi7tCQmfC3Ow5H7plus3I8CANPm8uiQ==>

Parent/Guardian Notifications -

5145.6

<https://simbli.eboardsolutions.com/SU/SVh9c5vAppvZXDHg9LvEsQKfMKwvu1XmzFCy8uho7aslshA==>

Parent/Guardian Notifications -

5145.6-E-PDF(1) <https://simbli.eboardsolutions.com/SU/v6hK1kidAuMrmAmW9Nplus2plusQ==>

Sexual Harassment -

5145.7 <https://simbli.eboardsolutions.com/SU/1tnmC4RSauktplus5IQACGBpAAAdESgKeplusT0dbGfisshMQCMdQ==>

Sexual Harassment -

5145.7 <https://simbli.eboardsolutions.com/SU/NU5QmSjabtKdULr1hssnPQ==>

~~9IchsJJpY8rQTNwTslshjGamASexual Harassment~~

5145.7 <https://simbli.eboardsolutions.com/SU/9B4ZZyZr4Jnho59xCiF8WQ==>

Hate-Motivated Behavior -

5145.9

<https://simbli.eboardsolutions.com/SU/BCpWbC2n8mxqBpIMkeCxPg0hytEaqWR2mD9oplusefYWJsA==>

Response To Instruction And Intervention -

6120

<https://simbli.eboardsolutions.com/SU/eKkETd7OHmYf7E7pluswzveMQ==>

Extracurricular And Cocurricular Activities -

6145

<https://simbli.eboardsolutions.com/SU/pluswaCfGCSRjuJLQcIQ5StRg7cY2fsPcplusGcO5ZJW8SfGslshQ==>

Extracurricular And Cocurricular Activities -

6145 <https://simbli.eboardsolutions.com/SU/KgJkFfdEnD4jh9dqslshc8cZg==>

Athletic Competition -

6145.2 <https://simbli.eboardsolutions.com/SU/jr5UwkkYg2IBjiDYipBwx5n9dMzXC7zbQLs0IUUrdQ==>

Athletic Competition -

6145.2

<https://simbli.eboardsolutions.com/SU/mRU87AAuJVNmYgeislshGnHBAHYPngE24UG6Bg7eGD24NvQ==>

Individualized Education Program -

6159

<https://simbli.eboardsolutions.com/SU/znZXtCu1BAuMByacP1m8cAnaqX8DfCGAKzm6Wxd12xYg==>

Individualized Education Program -

6159

<https://simbli.eboardsolutions.com/SU/v0Nplus9t1ecowMNpSKnOtWvA==>

Procedural Safeguards And Complaints For Special Education -

2wZM24OxvMTJ5LadVDUgA6159.1 <https://simbli.eboardsolutions.com/SU/Z2Vgf2U21tUd14DoZilDiA==>

Procedural Safeguards And Complaints For Special Education -

6159.1 <https://simbli.eboardsolutions.com/SU/tRoPeHJFngslshokbxTnRdR0Q9nXU2QR6plusN2zTarSSVslmg==>



~~Procedural Safeguards And Complaints For Special Education~~

6159.1

<https://simbli.eboardsolutions.com/SU/mQtCIXDEKpxo8uENBC67OQ==>

Appointment Of Surrogate Parent For Special Education Students -

6159.3 <https://simbli.eboardsolutions.com/SU/COZPD5I6SgN6LoWTL4lz7AkZsrfv322mVOOTeKIKxl8A==>

Appointment Of Surrogate Parent For Special Education Students -

6159.3 <https://simbli.eboardsolutions.com/SU/xGPm9Ja5iHNKe9Hf9bAHjg2MiD9Ppe2X675Z6z8vtf8w==>

Behavioral Interventions For Special Education Students -

6159.4 <https://simbli.eboardsolutions.com/SU/Qo2VRbOsJWo0nr3gwmWYnwZDisKo6tTsVSHjrYTNe7Ew==>

Student Use Of Technology -

6163.4 <https://simbli.eboardsolutions.com/SU/Pa9GrEWIFCaRR4zshb5WRQnjLe7plus9rzTslsh44Xj6YGQdGA==>

Student Use Of Technology -

6163.4-E-PDF(1)

<https://simbli.eboardsolutions.com/SU/H46Vlw9cWCtoycUqIBfPFgbxbvBCxvYEJbCplusXC1sj92w==>

Identification And Evaluation Of Individuals For Special Education -

6164.4

<https://simbli.eboardsolutions.com/SU/I6vyslshYBvaSWWJGXRfzdRplusAVvplus86wIplusgSpuSU0tFYvw1A==>

Identification And Evaluation Of Individuals For Special Education -

6164.4 <https://simbli.eboardsolutions.com/SU/gslshxIkE4W9t05AcSPQ43k5w9wN2t70auDhkGykwxJ9hTA==>

Student Success Teams -

6164.5 <https://simbli.eboardsolutions.com/SU/xDeoRDkSTBoZmZZt0nslshuplusQNpLVQH3CIDXU0Gt1Lcbplus8w==>

Student Success Teams -

6164.5 <https://simbli.eboardsolutions.com/SU/T6QVMe3Z2r2bMiclVxZdQgN2gPiP2tGhH65poTBABGbW==>

Identification And Education Under Section 504 -

6164.6 <https://simbli.eboardsolutions.com/SU/QbYAokVsEt94prJULkGrCgv7xJBJEVMiq4Q6v8UzQyVQ==>

Identification And Education Under Section 504 -

6164.6

<https://simbli.eboardsolutions.com/SU/H2yokXijul6zKjd25EdDwKAYQSBZLLlslshNcH51TXFzIQ==>

Education For Homeless Children -

6173 <https://simbli.eboardsolutions.com/SU/D31zrTlmbBMXbJ3n1IPFkgF3slsh1FH8Khb7r4ALb0AfE9g==>

Education For Homeless Children -

6173 <https://simbli.eboardsolutions.com/SU/LslshovvKSDP51HPXYeFDbFzALM86qVBd5lr1vdyq3xYUpA==>

Education For Homeless Children -

6173-E(1) <https://simbli.eboardsolutions.com/SU/PnBYqelOOwdtQfxnA0sWOg==>

Education For Homeless Children -

61736173-E(2) <https://simbli.eboardsolutions.com/SU/yxdC7oor5aa2uv8pRmznBg==>

Education For Foster Youth -

6173.1

<https://simbli.eboardsolutions.com/SU/eVhicNplus5gaKuXiDnh3LfrQXLf3eO2oQFWvYKgpQRACw==>

Education For Foster Youth -

6173.1 <https://simbli.eboardsolutions.com/SU/9zSYbSlshMj955fIW8slshWtTClwVcEjIYgNuC6q7nkrQQ0EQw==>

Continuation Education -

6184 <https://simbli.eboardsolutions.com/SU/plusFr7aC6pfaMHWaf1plusplusjVlg==>

Continuation Education -

6184 <https://simbli.eboardsolutions.com/SU/pZRiT84CdivTbOvUcA0yvA==>

Community Day School -

6185 <https://simbli.eboardsolutions.com/SU/xhXY3U4QhsPBWOTPzFdnMQ==>

Community Day School -

6185 <https://simbli.eboardsolutions.com/SU/kI9elmknAfJCTsfBCTDTgg75wIpbNP2plus0plusyMhUNHOFqA==>

Community Day School-

6185

Closed Session -

9321 <https://simbli.eboardsolutions.com/SU/Dv4raLeYv5Yw1OTByxTpluscgHr5ipsbTSJSplus5qjq5YDJmA==>

Closed Session -

9321-E(1) <https://simbli.eboardsolutions.com/SU/LT85j3evNDPBoNlfMRExrg==>

Closed Session -

9321-E(2)

<https://simbli.eboardsolutions.com/SU/LCslshKTx0oqqORNYnAVnmHCg==>

## HANFORD ELEMENTARY SCHOOL DISTRICT

**Agenda Request Form**

**TO:** Joy C. Gabler

**FROM:** Bill Potter

**DATE:** June 5, 2023

**FOR:** (X) Board Meeting  
( ) Superintendent's Cabinet

**FOR:** ( ) Information  
(X) Action

Date you wish to have your item considered June 14, 2023

**ITEM:**

Consider award for the Lincoln Classrooms & Monroe Kitchen Roofing Project

**PURPOSE:**

To replace roofs on 6 buildings at Lincoln and the Kitchen at Monroe

**FISCAL IMPACT:**

Cost of the project will be \$499,990.00

**RECOMMENDATION:**

Award bid as presented for the Lincoln Campus and Monroe Kitchen Roofing Project

## HANFORD ELEMENTARY SCHOOL DISTRICT

**Agenda Request Form**

**TO:** Joy C. Gabler  
**FROM:** Bill Potter  
**DATE:** June 5, 2023  
**FOR:** ☒ Board Meeting  
          ☐ Superintendent's Cabinet  
**FOR:** ☐ Information  
          ☒ Action

Date you wish to have your item considered June 14, 2023

**ITEM:**

Consider approval of Architectural services with Mangini Associates for the HVAC upgrade in the Administration and Kitchen Buildings at John Kennedy Jr High

**PURPOSE:**

Mangini and Associates will provide architectural services for the HVAC upgrade

**FISCAL IMPACT:**

Cost of the design will be \$69,804.06

**RECOMMENDATION:**

Approve the contract with Mangini & Associates



**MANGINI**

ARCHITECTURE  
INGENUITY

McLAIN BARENG MORRELLI SCOTT

**MANGINI ASSOCIATES INC.**  
4320 West Mineral King Avenue  
Visalia, California 93291

**www.mangini.us**  
(559) 627-0530 *Office*  
(559) 627-1926 *Fax*

Architect's Project No.: 23114

**AGREEMENT BETWEEN  
OWNER AND ARCHITECT FOR**

**ADMINISTRATION/KITCHEN BUILDINGS  
HVAC UPGRADE AT  
JOHN F. KENNEDY JR. HIGH SCHOOL  
(Buildings A and B)**

**AGREEMENT** made as of May 16, 2023,

**BETWEEN** the **Owner** (hereafter referred to as Owner):

**HANFORD ELEMENTARY SCHOOL DISTRICT**  
714 North White Street  
Hanford, CA 93232

and the **Architect** (hereafter referred to as Architect):

**MANGINI ASSOCIATES INC.**  
4320 W. Mineral King Avenue  
Visalia, CA 93291

For the following **Project**:

**ADMINISTRATION/KITCHEN BUILDINGS HVAC UPGRADE AT JOHN F. KENNEDY JR. HIGH SCHOOL  
(Buildings A and B)**  
1000 E. Florinda St.  
Hanford, CA 93230

The Owner and the Architect agree as follows:

## **ARTICLE 1 - INITIAL INFORMATION**

**1.1** This Agreement is based on the Initial Information set forth in this Article 1.

### **1.2 THE OWNER'S PROGRAM (EDUCATIONAL SPECIFICATION) FOR THE PROJECT**

**1.2.1** The Architect will assist the Owner in developing the project scope of work as part of Basic Services.

### **1.3 THE PROJECT'S PHYSICAL CHARACTERISTICS**

**1.3.1** A new HVAC upgrade with electrical service of Admin Building A and Cafeteria Building B located at John F. Kennedy Jr. High School in Hanford, CA.

### **1.4 FINANCIAL INFORMATION**

**1.4.1** The Owner's budget for the Project is \$844,000 based on the Architect's preliminary Project Budget Summary dated 5/15/2023.

**1.4.2** The initial Cost of the Work for the Project as defined in Section 6.1 is based on \$595,252.71.

**1.4.3** The Owner will fund the Project.

### **1.5 SCHEDULE INFORMATION**

**1.5.1** The Owner intends to use the Project when completed.

### **1.6 PROCUREMENT INFORMATION**

**1.6.1** The Owner intends to procure the project by contracting with a single general contract based on a single lump sum open bid.

### **1.7 OTHER PROJECT INFORMATION**

**1.7.1** The Owner will furnish all of the mechanical equipment which will be installed by the Contractor.

**1.7.2** The Owner and the Architect may rely on the Initial Information. Both parties, however, recognize that such information may materially change and, in that event, the Owner and the Architect shall appropriately adjust the schedule, the Architect's services, and the Architect's compensation.

## **ARTICLE 2 - ARCHITECT'S RESPONSIBILITIES**

**2.1** The Architect shall provide the professional services as set forth in this Agreement.

**2.2** In providing services under this agreement, the Architect shall exercise that degree of professional skill and care ordinarily used by other reputable architects, practicing in the same or similar locality and under similar circumstances. Nothing in this agreement shall be interpreted to require Architect to meet any higher standard or have any obligation in excess of what is required by said standard and this paragraph shall control over any such contrary provision.

### **2.3 COMPLIANCE WITH LAW**

**2.3.1** The Architect shall use due professional care to provide services in accordance with applicable Federal, State, and local laws, regulations and directives.

**2.3.2** With respect to Architect's employees, Architect shall comply with all laws and regulations pertaining to wages and hours, state and federal income tax, unemployment insurance, Social Security, disability insurance, workers' compensation insurance, and discrimination in employment.

**2.3.3** The Architect shall be properly licensed as an architect under the laws of the State of California during the term of this Agreement and shall be qualified to provide the services required by the Owner pursuant to this Agreement.

### **ARTICLE 3 - SCOPE OF ARCHITECT'S BASIC SERVICES**

#### **3.1 BASIC SERVICES**

**3.1.1** The Architect's Basic Services consist of those described in Article 3, and include usual and customary structural, mechanical, and electrical engineering services. Services not set forth in Article 3 are Additional Services.

**3.1.2** The Architect represents that the Architect's drawings and specifications shall comply with the California Building Code and shall be submitted to the Division of the State Architect (DSA) and the California Department of Education (CDE) as required. The Architect shall assist the Owner and its consultants to apply for funding for the Project from OPSC as required and the Architect shall be responsible for all submittals required of the Architect by the DSA, OPSC and CDE in connection therewith.

**3.1.3** The Architect shall mutually coordinate its services with those services provided by the Owner and the Owner's consultants. The Architect shall be entitled to rely on the accuracy and completeness of services and information furnished by the Owner and the Owner's consultants. The Architect shall provide prompt written notice to the Owner if the Architect becomes aware of any error, omission or inconsistency in such services or information. Upon the Owner's reasonable request, the Architect and the Architect's consultants shall cooperate with the Owner and the Owner's consultants in verifying that the Architect's plans, specifications, studies, drawings, estimates or other documents relating to the Project are constructible and otherwise comply with the Construction Documents. The Architect has no duty to discover errors, omissions or inconsistencies in the services provided by the Owner, the Owner's consultants or others.

**3.1.4** The Architect shall not be liable for claims resulting from an Owner's directive or substitution, or for the Owner's acceptance of non-conforming Work, made without the Architect's approval.

**3.1.5** The Architect shall, at appropriate times, contact the governmental authorities required to approve the Construction Documents and the entities providing utility services to the Project. In designing the Project, the Architect shall respond to applicable design requirements imposed by such governmental authorities and by such entities providing utility services.

**3.1.6** The Architect shall assist the Owner in connection with the Owner's responsibility for filing documents required for approval of governmental authorities having jurisdiction over the Project. The Architect shall be responsible for any design submittals which are required by said governmental authorities in connection with the Owner's filing of such documents.

#### **3.2 SCHEMATIC DESIGN (DATA GATHERING) PHASE SERVICES**

**3.2.1** The Architect shall review the program and all other information furnished by the Owner to ascertain the requirements of the Project, and shall review the laws, codes, and regulations applicable to the Architect's services and shall arrive at a mutual understanding of such requirements with the Owner.

**3.2.2** The Architect shall prepare a preliminary evaluation of the Owner's program, schedule and budget for the Cost of the Work, Project site, and the proposed procurement or delivery method and other Initial Information, each in terms of the other, to ascertain the requirements of the Project. The Architect shall promptly notify the Owner in

writing of (1) any inconsistencies discovered in the information, and (2) other information or consulting services that may be reasonably needed for the Project.

**3.2.3** The Architect shall present its preliminary evaluation to the Owner and shall discuss with the Owner alternative approaches to design and construction of the Project that may reduce the cost of the Project. The Architect shall reach an understanding with the Owner regarding the requirements of the Project.

**3.2.4** Based on the Projects' requirements agreed upon with the Owner, the Architect shall prepare and present for Owner's approval a preliminary design illustrating the scale and relationship of Project components.

**3.2.5** Based on the Owner's approval of the preliminary design, the Architect shall prepare Schematic Design Documents for the Owner's approval. The Schematic Design Documents shall consist of drawings and other documents, including a site plan, if appropriate, and preliminary building plans, sections, and elevations; and may include some combination of study models, perspective sketches, or digital modeling. Preliminary selections of major building systems and construction material shall be noted on the drawings or described in writing.

**3.2.6** The Architect shall submit to the Owner a preliminary Statement of the Probable Cost of the Work prepared in accordance with Section 6.3 and a written schedule for the performance of the Work.

**3.2.7** The Architect shall submit the Schematic Design Documents to the Owner, and request Owner's approval. If Owner incorporates any recommended changes, then Architect shall revise the Schematic Design Documents, including but not limited to the written statement of Probable Cost of the Work and written schedule for the performance of work, as necessary until Owner's governing board approves them. Architect shall attend, and present at, as many meetings of the Owner's governing board as may be necessary to obtain the board's approval of the Schematic Design Documents.

### **3.3 DESIGN DEVELOPMENT (SCOPE DEVELOPMENT) PHASE SERVICES**

**3.3.1.** Following the Owner's approval of the Schematic Design Documents, and on the Owner's authorization of any adjustments in the Project requirements and the budget for the Cost of the Work, the Architect shall prepare Design Development Documents for the Owner's review and approval. The Design Development Documents shall illustrate and describe the development of the approved Schematic Design Documents and shall consist of drawings and other documents including but not limited to site and floor plans, sections, elevations, typical construction details, and diagrammatic layouts of building systems to fix and describe the size and character of the Project as to architectural, structural, mechanical and electrical systems, and shall outline the specifications of the entire Project as to kind and quality of materials, and other elements as may be appropriate.

**3.3.2.** The Architect shall update the Statement of Probable Cost of the Work.

**3.3.3** The Architect shall submit the Design Development Documents to the Owner, advise the Owner of any adjustments to the Statement of Probable Cost of the Work, and request Owner's approval.

**3.3.4** The Architect shall provide at no expense to the Owner one complete set of preliminary plans for the review and approval of the Owner and one set for each public agency having approval authority over such plans for their review and approval at no expense to the Owner.

### **3.4 CONSTRUCTION DOCUMENTS PHASE SERVICES**

**3.4.1** Following the Owner's approval of the Design Development Documents, and on the Owner's authorization of any adjustments in the Project requirements and the budget for the Cost of the Work, the Architect shall prepare Construction Documents for the Owner's approval. The Construction Documents shall illustrate and describe further development of the approved Design Development Documents and shall consist of customary working drawings and specifications setting forth in detail sufficient for construction of the Work to be done and the materials, workmanship,



finishes and equipment required for the architectural, structural, mechanical, electrical system, and other requirements for the construction of the Work. The Owner and the Architect acknowledge that in order to construct the Work the Contractor will provide additional information, including shop drawings, product data, samples, and other submittals, which the Architect shall review in accordance with Section 3.6.4.

**3.4.2** The Architect shall incorporate into the Construction Documents the design requirements of governmental authorities having jurisdiction over the Project.

**3.4.3** During the development of the Construction Documents, the Architect shall assist the Owner in the development and preparation of (1) bidding and procurement information that describes the time, place, and conditions of bidding, including bidding or proposal forms; (2) the form of agreement between the Owner and Contractor; and (3) the Conditions of the Contract for Construction (General, Supplementary, and other Conditions). The Architect shall also compile a project manual, which manual shall be subject to the Owner's review and approval, that includes the Conditions of the Contract for Construction and specifications that may include bidding requirements and sample forms.

**3.4.4** The Architect shall update the Statement of Probable Cost of the Work.

**3.4.5** The Architect shall submit the Construction Documents to the Owner, advise the Owner of any adjustments to the Statement of Probable Cost of the Work, take any action required under Section 6.5, and request Owner's approval.

### **3.5 AGENCY APPROVAL PHASE SERVICES**

**3.5.1** The Architect will submit the Construction Documents to DSA and local jurisdictions as may be required and make the necessary corrections to secure approval. The Architect shall assist the Owner in connection with the Owner's responsibility for filing documents required for approval with CDE, OPSC, and other governmental authorities having jurisdiction over the Project.

### **3.6 BIDDING PHASE OR NEGOTIATION PHASE SERVICES**

**3.6.1** Following DSA and the Owner's written approval of the Construction Documents, the Architect shall assist the Owner in (1) obtaining either competitive bids or proposals, as the owner shall direct; (2) confirming responsiveness of bids or proposals; (3) determining successful bid or proposal, if any; and (4) awarding and preparing contracts for construction.

**3.6.1.2** If, in the Owner's discretion, the Owner will seek total or partial State funding for this Project, then if so requested by the Owner the Architect shall, in addition to the above, publish the invitation to bid in the appropriate regional trade papers and publications devoted to Disabled Veteran Business Enterprises. If so requested by the Owner, the Architect shall also prepare and submit the appropriate documentation to the OPSC.

**3.6.1.3** If the Owner decides to seek competitive bids for construction of the Project, then Section 3.6.2 and following shall apply to Architect's services under the "Bidding Phase or Proposal Phase" of said services. However, if the Owner decides to seek proposals for construction of the Project, then Section 3.6.3 and following shall apply to Architect's services under the "Bidding Phase or Proposal Phase" of said services.

#### **3.6.2 Competitive Bidding**

**3.6.2.1** Bidding Documents consist of bidding requirements and proposed Contract Documents.

**3.6.2.2** The Architect shall assist the Owner in bidding the Project by (1) procuring the reproduction of Bidding Documents for distribution to prospective bidders; (2) distributing Bidding Documents to prospective bidders, requesting their return upon completion of the bidding process, and maintaining a log of distribution and retrieval and

of the amounts of deposits, if any, received from and returned to prospective bidders; (3) organizing and conducting a pre-bid conference for prospective bidders; (4) preparing responses to questions from prospective bidders and providing clarifications and interpretations of the Bidding Documents to all prospective bidders in the form of addenda; and (5) organizing and conducting the opening of the bids, and subsequently documenting and distributing bid results, as directed by the Owner.

**3.6.2.3** The Architect shall consider requests for substitutions, if the Bidding Documents permit substitutions, and shall prepare and distribute addenda identifying approved substitutions to all prospective bidders.

### **3.6.3 Proposals**

**3.6.3.1** Proposal Documents consist of proposal requirements and proposed Contract Documents.

**3.6.3.2** The Architect shall assist the Owner by (1) procuring the reproduction of Proposal Documents for distribution to prospective contractors, and requesting their return upon completion of the negotiation process; (2) organizing and participating in selection interviews with prospective contractors; and (3) participating in negotiations with prospective contractors, and subsequently preparing a summary report of the negotiation results, as directed by the Owner.

## **3.7 CONSTRUCTION PHASE SERVICES**

### **3.7.1 General**

**3.7.1.1** The Architect shall provide administration of the Contract between the Owner and the Contractor as forth below and in the General Conditions of the Contract for Construction. In the event of conflicts between this Agreement and the General Conditions of the Contract for Construction, this Agreement shall govern with respect to Architect's responsibilities. Duties, responsibilities and limitations of authority of the Architect shall not be restricted, modified or extended without written agreement of the Owner and Architect.

**3.7.1.2** All instructions to the Contractor shall be forwarded through the Architect. The Architect shall timely provide Owner with copies of all correspondence between the Architect and the Contractor. The Architect shall advise, consult with, and serve as the Owner's representative in the general administration of the Contract for Construction and in the Owner's dealings with the Contractor, however, the Architect shall have authority to act on behalf of the Owner only to the extent provided in this Agreement. The Architect shall not have control over, charge of, or responsibility for construction means, methods, techniques, sequences or procedures, or for safety precautions and programs in connection with the Work, since these are solely the Contractor's responsibility under the Contract for Construction. The Architect shall not be responsible for the Contractor's failure to perform the Work in accordance with the Contract Documents, unless such failure is caused by Architect's negligent acts or omissions in breach of this Agreement, the applicable standard of care, or law. The Architect shall not have control over or charge of, and shall not be responsible for, acts or omissions of the Contractor, or of any other persons performing portions of the Work.

**3.7.1.3** Subject to Section 4.3, the Architect's responsibility to provide Construction Phase Services shall commence on the date stated in the official Notice to Proceed and, solely for purposes of payment of the Architect, shall be deemed complete upon the Owner's written approval of the Architect's final Certificate for Payment to the Contractor, provided that such certification and payment shall not constitute an admission by Architect or Owner that the Project has been completed in accordance with the Contract Documents or in conformance with this Agreement.

### **3.7.2 Evaluations of the Work**

**3.7.2.1** The Architect shall visit the site at intervals appropriate to the stage of construction, both as the Architect deems necessary and as required by the Owner, to become generally familiar with the progress and quality of the portion of the Work completed, and to determine, in general, if the Work observed is being performed in a manner indicating that the Work, when fully completed will be in accordance with the Contract Documents. On the basis of the site visits, the Architect shall keep the Owner promptly informed of the progress and quality of the portion of the Work

completed, and report to the Owner (1) known deviations from the Contract Documents and from the most recent construction schedule submitted by the Contractor, (2) defects and deficiencies observed in the Work, and (3) any default by the Contractor in the orderly and timely prosecution of the Project.

**3.7.2.2** The Architect has the authority to reject Work that does not conform to the Contract Documents. Whenever the Architect considers it necessary or advisable, the Architect shall have authority to require inspection or testing of the Work in accordance with the provisions of the Contract Documents, whether or not such Work is fabricated, installed or completed. The Architect shall also recommend substitution of materials or equipment when, in the Architect's reasonable judgment, such action is necessary to the accomplishment of the intent and purpose of the Contract Documents. Such actions as are described in this paragraph shall be taken with reasonable promptness. However, neither this authority of the Architect nor a decision made in good faith either to exercise or not to exercise such authority shall give rise to a duty or responsibility of the Architect to the Contractor, Subcontractors, material and equipment suppliers, their agents or employees or other persons performing portions of the Work.

**3.7.2.3** The Architect shall also make such regular reports as shall be required by agencies having jurisdiction over the Project and keep the Owner informed in writing of the progress of the Project.

**3.7.2.4** The Architect shall provide advice to the Owner on apparent deficiencies in construction during the construction phase.

**3.7.2.5** The Architect shall interpret and decide matters concerning performance under, and requirements of, the Contract Documents on written request of either the Owner or Contractor. The Architect's response to such requests shall be made in writing within any time limits agreed upon or otherwise with reasonable promptness. The Owner will be the final interpreter of the requirements of the Contract Documents and the judge of the performance thereunder by the Contractor. The Owner shall not disregard the Architect's interpretation without good cause.

**3.7.2.6** Interpretations and decisions of the Architect shall be consistent with the intent of and reasonably inferable from the Contract Documents and shall be in writing or in the form of drawings. When making such interpretations and decisions, the Architect shall endeavor to secure faithful performance by both Owner and Contractor, shall not show partiality to either, and shall not be liable for the results of interpretations or decisions rendered in good faith.

**3.7.2.7** The Architect's decisions on matters relating to aesthetic effect shall be final if consistent with the intent expressed in the Contract Documents.

### **3.7.3 Certificates of Payment to Contractor**

**3.7.3.1** The Architect shall review and certify the amounts due the Contractor and shall issue certifications in such amounts. The Architect's certification for payment shall constitute a representation to the Owner, based on the Architect's observations at the site as provided in Section 3.7.2 and on the data comprising the Contractor's Application for Payment, that, to the best of the Architect's knowledge, information and belief, the Work has progressed to the point indicated and that quality of the Work is in accordance with the Contract Documents. The foregoing representations are subject (1) to an evaluation of the Work for conformance with the Contract Documents upon Notice of Completion, (2) to results of subsequent tests and inspections, (3) to minor deviations from the Contract Documents correctable prior to completion, and (4) to specific qualifications expressed by the Architect.

**3.7.3.2** The issuance of a Certificate for Payment shall not be a representation that the Architect has (1) made exhaustive or continuous on-site inspections to check the quality or quantity of the Work beyond the scope required by Section 3.7.2, (2) reviewed construction means, methods, techniques, sequences or procedures, (3) reviewed copies of requisitions received from Subcontractors and material suppliers and other data requested by the Owner to substantiate the Contractor's right to payment, or (4) ascertained how or for what purpose the Contractor has used money previously paid on account of the Contract Sum.

### **3.7.4 Submittals**

**3.7.4.1** The Architect shall timely review and take appropriate action upon Contractor's submittals such as Shop Drawings, Product Data and Samples, but only for the limited purpose of checking for conformance with information given and the design concept expressed in the Contract Documents. The Architect's action shall be taken with such reasonable promptness as to cause no delay in the Work or in the construction of the Owner or of separate contractors, while allowing sufficient time to permit adequate review.

**3.7.4.2** Review of such submittals is not conducted for the purpose of determining the accuracy and completeness of other details such as dimensions and quantities or for substantiating instructions for installation or performance of equipment or systems which are the Contractor's responsibility. The Architect's review shall not constitute approval of safety precautions, or, unless otherwise specifically stated by the Architect, of any construction means, methods, techniques, sequences or procedures. The Architect's review of a specific item shall not indicate approval of an assembly of which the item is a component.

**3.7.4.3** If the Contract Documents specifically require the Contractor to provide professional design services or certifications by a design professional related to systems, materials, or equipment, the Architect shall specify the appropriate performance and design criteria that such services must satisfy. The Architect shall review shop drawings and other submittals related to the Work designed or certified by the design professional retained by the Contractor that bear such professional's seal and signature when submitted to the Architect. The Architect shall be entitled to rely upon such the accuracy and completeness of the services, certifications and approvals performed or provided by such design professionals.

**3.7.4.4** Subject to the provisions of Section 4.3, the Architect shall timely review and respond to requests for information about the Contract Documents. The Architect shall set forth in the Contract Documents the requirements for requests for information. Requests for information shall include, at a minimum, a detailed written statement that includes the specific Drawings or Specifications in need of clarification and the nature of the clarification requested. The Architect's response to such requests shall be made in writing within the time frames agreed upon, or otherwise with reasonable promptness. If appropriate, the Architect shall prepare and issue supplemental Drawings and Specifications in response to requests for information.

### **3.7.5 Changes in the Work**

**3.7.5.1** The Architect may authorize minor changes in the Work that are consistent with the intent of the Contract Documents and do not involving an adjustment in the Contract Sum or an extension of the Contract Time.

**3.7.5.2** The Architect shall prepare change orders and Construction Change Directives for the Owner's approval and execution in accordance with the Contract Documents.

### **3.7.6 Project Completion**

**3.7.6.1** The Architect shall conduct reviews to determine the date of Notice of Completion; receive from the Contractor and forward to the Owner, for the Owner's review and records, written warranties, guaranties, instruction books, diagram, chart, and related documents required by the Contract Documents and assembled by the Contractor; and shall issue a final Certificate for Payment based upon a final review indicating the Work complies with the requirements of the Contract Documents.

**3.7.6.2** The Architect's reviews shall be conducted with the Owner to check conformance of the Work with the requirements of the Contract Documents and to verify the accuracy and completeness of the list submitted by the Contractor of Work to be completed or corrected.

**3.7.6.3** When the Work is found to be substantially complete, the Architect shall inform the Owner about the balance of the Contract Sum remaining to be paid to the Contractor, including the amount to be retained from the Contract Sum,

if any, for final completion or correction of the Work. The Architect shall also forward to the Owner warranties, operation and maintenance manuals, record drawings and other closeout documents prepared by the Contractor.

### **3.7.7 Evaluation of Claims**

**3.7.7.1** Notwithstanding anything else in this Agreement, as a part of its Basic Services, the Architect shall assist the Owner in evaluating and responding to claims, disputes and other matters in question between the Contractor and the Owner, including but not limited to claims made against the Owner as a result of alleged or claimed wrongful acts or omissions, and shall in all instances provide such truthful testimonial assistance as may be required by the Owner.

## **ARTICLE 4 - ADDITIONAL SERVICES**

**4.1** The Additional Services listed below are not included in Basic Services but may be required for the Project. The Architect shall provide the listed Additional Services only if authorized or confirmed in writing by the Owner prior to such services being rendered. Compensation for Additional Services shall be as provided in Section 11.3, in addition to compensation for Basic Services.

**4.2** Additional Services may be provided after execution of this agreement, without invalidating the Agreement, provided that such Additional Services are approved by Owner prior to such services being rendered. Except for services required due to the fault of the Architect, any Additional Services provided in accordance with this Article 4 shall entitle the Architect to compensation pursuant to Section 11.3 and an appropriate adjustment in the Architect's schedule.

**4.2.1** Upon recognizing the need to perform Additional Services, the Architect shall notify the Owner with reasonable promptness and explain the facts and circumstances giving rise to the need. The Architect shall not proceed to provide Additional Services until the Architect receives the Owner's written authorization.

### **4.3 Additional Services**

**4.3.1** Services necessitated by a material change in the Initial Information, previous instructions or approvals given by the Owner, or a material change in the Project, including, but not limited to, size, quality, complexity, the Owner's schedule or budget for Cost of the Work, or procurement or delivery method.

**4.3.2** Services necessitated by concealed or unknown conditions encountered during the progress of the Work.

**4.3.3** Changing or editing previously prepared Instruments of Service necessitated by the enactment or revision of codes, laws, or regulations or official interpretations subsequent to Owner's approval of the Contract Documents.

**4.3.4** Services necessitated by decisions of the Owner not rendered in a timely manner or any other failure of performance on the part of the Owner.

**4.3.5** Services necessitated by the Owner's request for extensive environmentally responsible design alternatives, such as unique systems designs, in-depth material research, energy modeling, LEED or CHPS certification, or DSA HPI approved unless such alternatives were requested prior to the effective date of this Agreement.

**4.3.6** Providing financial feasibility or other special studies.

**4.3.7** Providing special surveys, environmental studies and submissions required for approval of governmental authorities having jurisdiction over the Project, other than those identified in Article 3.

**4.3.8** Providing services relative to future facilities, systems or equipment.

- 4.3.9** Providing services to investigate existing conditions or facilities or to make measured drawings thereof, or to verify the accuracy of drawings or other information furnished by the Owner.
- 4.3.10** Making investigations, inventories of materials or equipment, or valuations and detailed appraisals of existing facilities.
- 4.3.11** Providing planning surveys, site evaluations or comparative studies of prospective sites.
- 4.3.12** Providing services for planning tenant or rental spaces.
- 4.3.13** Providing services in connection with the work of a construction manager or separate consultants retained by the Owner, unless said manager or consultant was engaged prior to the effective date of this Agreement.
- 4.3.14** Providing detailed estimates (as defined by Section 6.3) of Construction Cost.
- 4.3.15** Preparing a set of reproducible record drawings showing significant changes in the Work made during construction based on marked-up prints, drawings and other data furnished by the Contractor to the Architect.
- 4.3.16** Providing analyses of owning and operating costs.
- 4.3.17** Providing coordination of Work performed by separate contractors or by the Owner's own forces.
- 4.3.18** Providing on-site project representation during construction beyond Basic Services.
- 4.3.19** Providing building commissioning services, including assistance in the utilization of equipment or systems, such as testing, adjustment and balancing, preparation of operation and maintenance manuals, training personnel for operation and maintenance, and consultation during operation.
- 4.3.20** Providing coordination of construction performed by separate contractors or by the Owner's own forces and coordination of services required in connection with construction performed and equipment supplied by the Owner.
- 4.3.21** Providing detailed quantity surveys or inventories of material, equipment and labor.
- 4.3.22** Attendance at a dispute resolution proceeding or legal proceeding, except where the Architect is a party thereto.
- 4.3.23** Preparing Drawings, Specifications and supporting data and providing other services in connection with change orders unless such change orders are required due to errors or omissions of the Architect.
- 4.3.24** Consultation concerning replacement of any Work damaged by fire or other cause during construction, and furnishing services as may be required in connection with the replacement of such Work.
- 4.3.25** Providing services made necessary by the default of the Contractor, or by major defects or deficiencies in the Work of the Contractor, or by failure of performance of either the Owner or Contractor under the Contract for Construction.
- 4.3.26** Providing services after issuance to the Owner of the final Certificate for Payment, or in the absence of a final Certificate for Payment, more than sixty days after the Date of Notice of Completion of the Work.
- 4.3.27** Providing services of consultants for other than the normal architectural, civil, structural, mechanical and electrical engineering services for the Project.
- 4.3.28** Providing services of consultants for electrical load testing of existing site or building infrastructure.

**4.3.29** Providing services of consultants for fire flow testing for city or county infrastructure.

**4.3.30** Providing services for evaluation and design criteria reports of existing facilities as required by governmental agencies (DSA) and/or the California Administrative Code.

**4.3.31** Providing any other services not otherwise included in this Agreement or not customarily furnished in accordance with generally accepted architectural practice.

## **ARTICLE 5 - OWNER'S RESPONSIBILITIES**

**5.1** Unless otherwise provided for under this Agreement, the Owner shall provide information in a timely manner regarding requirements for and limitations on the Project, including a written program which shall set forth the Owner's objectives, schedule, constraints, and criteria, including space requirements and relationships, flexibility and expandability, special equipment, systems and site requirements. Within 15 days after receipt of a written request from the Architect, or such additional time as may be commercially reasonable under the circumstances, the Owner shall furnish the requested information as necessary and relevant for the Architect to evaluate, give notice of or enforce lien rights.

**5.2** The Owner shall establish and periodically update the Owner's budget for the Project, including (1) the budget for the Cost of the Work as defined in Section 6.1; (2) the Owner's other costs; and (3) reasonable contingencies related to all of these costs. If the Owner significantly increases or decreases the Owner's budget for the Cost of the Work, the Owner shall notify the Architect. The Owner and Architect shall thereafter meet and confer in an effort to modify the Project's scope and quality.

**5.2.1** The Owner acknowledges that accelerated, phased or fast-track scheduling provides a benefit, but also carries with it associated risks. Such risks include the Owner incurring costs for the Architect to coordinate and redesign portions of the Project affected by procuring or installing elements of the Project prior to the completion of all relevant Construction Documents, and costs for the Contractor to remove and replace previously installed Work. If the Owner selects in writing an accelerated, phased, or fast-track scheduling, the Owner agrees to include in the budget for the Project sufficient contingencies to cover such costs.

**5.3** The Owner shall identify a representative authorized to act in the Owner's behalf with respect to the Project. The Owner shall render decisions and approve the Architect's submittals in a timely manner in order to avoid unreasonable delay in the orderly and sequential progress of the Architect's services.

**5.4** The Owner shall furnish surveys reasonably necessary to describe physical characteristics, legal limitations and utility locations for the site of the Project, and a written legal description of the site. The surveys and legal description shall include, as applicable, grades and lines of streets, alleys, pavements and adjoining property and structures; designated wet-lands; adjacent drainage; flood plain designations; rights-of-way, restrictions, easements, encroachments, zoning, deed restrictions, boundaries and contours of the site; locations, dimensions and necessary data pertaining to existing buildings, other improvements and trees; and information concerning available utility services and lines both public and private, above and below grade, including inverts and depths. All information on the survey shall be referenced to a Project benchmark.

**5.5** The Owner shall furnish the services of geotechnical engineers and other such consultants when such services are reasonably required by the scope of the Project and are requested by the Architect. Such services may include test borings, test pits, determinations of soil bearing values, percolation tests, evaluations of hazardous materials, seismic evaluations, ground corrosion and resistivity tests, including necessary operations for anticipating subsoil conditions, with written reports and appropriate recommendations.

**5.6** The Owner shall coordinate the services of its own consultants with those services provided by the Architect. Upon the Architect's request, the Owner shall furnish copies of the scope of services in the contracts between the Owner and the Owner's consultants. The Owner shall furnish the services of consultants other than those designated in this Agreement, or authorize the Architect to furnish them as an Additional Service, when the Architect requests such services and demonstrates that they are reasonably required by the scope of the Project. The Owner shall require that its consultants maintain professional liability insurance appropriate to the services provided.

**5.7** The Owner shall furnish tests, inspections and reports required by law or the Contract Documents, such as structural, mechanical, and chemical tests, tests for air and water pollution, and tests for hazardous materials, which the Owner shall own.

**5.8** The Owner shall furnish all legal, insurance, and accounting services, including auditing services, that may be reasonably necessary at any time for the Project to meet the Owner's needs and interests.

**5.9** The Owner shall provide prompt written notice to the Architect if the Owner becomes aware of any fault or defect in the Project, including errors, omissions or inconsistencies in the Architect's Instruments of Service.

**5.10** The Owner shall furnish required information and services and shall render approvals and decisions as expeditiously as necessary for the orderly progress of the Architect's services and of the Work.

**5.11** The Owner shall provide the Architect access to the Project site prior to commencement of the Work and shall obligate the Contractor to provide the Architect access to the Work wherever it is in preparation or progress.

## **ARTICLE 6 - COST OF THE WORK**

**6.1** For purposes of this Agreement, the Cost of the Work shall be the total cost to the Owner to construct of all elements of the Project designed or specified by the Architect and shall include contractors' general conditions costs, overhead and profit. The Cost of the Work does not include the compensation of the Architect, the costs of land, rights-of-way, financing, contingencies for changes in the Work or other costs that are the responsibility of the Owner.

**6.2** The Owner's budget for the Cost of the Work is provided in the Initial Information, and may be adjusted throughout the Project as required under Sections 5.2, 6.4 and 6.5. Evaluations of the Owner's budget for the Cost of the Work, the preliminary statement of the Probable Cost of the Work, and updated Statements of Probable Cost of the Work prepared by the Architect, represent the Architect's judgment as a design professional. It is recognized, however, that neither the Architect nor the Owner has control over the cost of labor, materials or equipment, over the Contractor's methods of determining bid prices, or over competitive bidding, market or negotiating conditions. Accordingly, the Architect cannot and does not warrant or represent that bids or price proposals will not vary from the Project budget for the Cost of the Work or from any Statement of Probable Cost of the Work prepared by the Architect.

**6.3** In preparing Statements of Probable Cost of the Work, the Architect shall be permitted to include contingencies for design, bidding and price escalation; to determine what materials, equipment, component systems and types of construction are to be included in the Contract Documents; to make reasonable adjustments in the scope of the Project; and to include in the Contract Documents alternate bids to adjust the Probable Cost of the Work to meet the Owner's budget for the Cost of the Work. The Architect's opinion of the Probable Cost of the Work shall be based on current area, volume, or similar conceptual estimating techniques. If the Owner requests detailed cost estimating services, the Architect shall provide such services as an Additional Service under Article 4.

**6.4** If the Bidding or Negotiation Phase has not commenced within 90 days after the Owner approves the Construction Documents, the Owner's budget for the Cost of the Work shall be adjusted to reflect changes in the general level of prices in the applicable construction market, if applicable.

**6.5** If at any time the Architect's opinion of the Probable Cost of the Work exceeds the Owner's budget for the Cost of the Work, the Architect shall make appropriate recommendations to the Owner to adjust the Project's size, quality



or budget for the Cost of the Work, and the Owner reasonably shall cooperate with the Architect in making such adjustments.

**6.6** If the Owner's budget for the Cost of the Work at the conclusion of the Construction Documents Phase Services is exceeded by the lowest bona fide bid or price proposal, the Owner shall:

- .1 give written approval of an increase in the budget for the Cost of the Work;
- .2 authorize rebidding or renegotiating of the Project within a reasonable time;
- .3 terminate in accordance the terms of this Agreement;
- .4 in consultation with the Architect, revise the Project program, scope, or quality as required to reduce the Cost of the Work; or
- .5 implement any other mutually acceptable alternative.

**6.7** If the Owner's budget for the Cost of the Work is exceeded by the lowest bona fide bid or price proposal by more than 10%, and the Owner chooses to proceed under Section 6.6.4, the Architect, without additional compensation, shall modify the Construction Documents as necessary to comply with the Owner's budget for the Cost of the Work at the conclusion of the Construction Documents Phase Services, or the budget as adjusted under Section 6.6.1. Except for the cost of such modifications, Architect shall not be responsible for any increase in the Cost of the Work.

**6.8** If the Owner's budget for the Cost of the Work is exceeded by the lowest bona fide bid or price proposal by less than 10%, and the Owner chooses to proceed under Section 6.6.4, the Architect shall modify the Construction Documents as necessary to comply with said bid or proposal, or the budget as adjusted under Section 6.6.1 and be compensated for modifications to the Construction Documents as Additional Services as provided under Section 11.3.

## **ARTICLE 7 - OWNERSHIP AND USE OF DOCUMENTS**

**7.1** Drawings, specifications and other documents, including those in electronic form, prepared by the Architect and the Architect's consultants are Instruments of Service for use solely with respect to this Project, except as otherwise provided in Section 7.2 below. The Architect's Instruments of Service shall be the property of the Owner as provided by Education Code Section 17316, provided that the Owner shall comply with all obligations, including prompt payment of all sums when due, under this Agreement.

**7.2** This Agreement creates a non-exclusive and perpetual license for Owner to copy, use, modify, reuse, or sublicense any and all copyrights, designs, and other intellectual property embodied in the Architect's Instruments of Service, including drawings, specifications, studies, estimates, and other documents, or any other works of authorship fixed in any tangible medium of expression, including, but not limited to, physical drawings, data magnetically or otherwise recorded on computer disks, or other writings prepared or caused to be prepared by Architect pursuant to this Agreement. This transfer of rights pertains not only to this Project (including but not limited to any repair, maintenance, renovation, modernization or other alterations or revisions to this Project) but as they relate or may relate to other projects, provided that any invalidity of such license in relation to such other projects shall not affect the validity of such license in relation to this Project (including but not limited to any repair, maintenance, renovation, modernization or other alterations or revisions to this Project under Education Code Section 17316. This Agreement is an express transfer of rights as specified in Education Code Section 17316(b).

**7.3** Architect represents and warrants that Architect has the legal right to license any and all copyrights, designs and other intellectual property embodied in the Architect's Instruments of Service that Architect or its consultant's prepares or causes to be prepared pursuant to this Agreement. The Architect shall indemnify and hold the Owner harmless pursuant to Section 7.2 of this Agreement for any breach of this Article 7. The Architect makes no such representation and warranty in regard to previously prepared designs, plans, specifications, studies, drawings, estimates, or other documents or any other works of authorship fixed in any tangible medium of expression, including but not limited to physical drawings, data magnetically or otherwise recorded on computer disks, or other writings, that were prepared by design professionals other than Architect and provided to Architect by the Owner.

**7.4** The parties acknowledge the Architect's Instruments of Service are not represented to be appropriate for reuse without modification. Any reuse by Owner of documents prepared under this Agreement, without employing the services of Architect, shall be at Owner's own risk. In the event the Owner reuses or modifies the Architect's Instruments of Service developed by the Architect pursuant to this Contract for purposes other than that for which they are contemplated, the Owner shall indemnify, defend, and hold harmless the Architect, its employees and consultants for damages and expenses caused by the Owner's use or modification of the Architect's Instruments of Service, and the parties agree that the provisions of this Article shall be the terms and conditions for the reuse as authorized by Education Code Section 17316(c).

**7.5** The Architect will provide the Owner with a customary set of reproducible designs, plans, specifications, studies, drawings, estimates and other documents or any other works of authorship fixed in any tangible medium of expression, including but not limited to physical drawings, data magnetically or otherwise recorded on computer disks, or other writings prepared or caused to be prepared by the Architect pursuant to this Agreement, and will retain, on the Owner's behalf, the original documents or reproducible copies of all such original documents, however stored, in the Architect's files for a period of no less than fifteen (15) years. The Architect shall promptly make available to Owner any original documents it has retained pursuant to this Agreement upon reasonable request by the Owner.

## **ARTICLE 8 - CLAIMS AND DISPUTES**

### **8.1 GENERAL**

**8.1.1** The Owner and Architect shall commence all claims and causes of action, whether in contract, tort, or otherwise, against the other arising out of or relating to this Agreement within the period specified by applicable law.

**8.1.2** The Architect and Owner waive consequential damages for claims, disputes or other matters in question arising out of or relating to this Agreement. This mutual waiver is applicable, with limitation, to all consequential damages due to either party's termination of this Agreement, except as specifically provided in Article 9.

### **8.2 MEDIATION**

**8.2.1** If a dispute arises out of or relating to this Agreement, or the breach thereof, and if said dispute cannot be settled through negotiation, the parties agree first to try in good faith to settle the dispute by non-binding mediation before resorting to litigation or some other dispute resolution procedure, unless the parties mutually agree otherwise. The mediator shall be mutually selected by the parties, but in case of disagreement, the mediator shall be selected by lot from among two nominations provided by each party. All costs and fees required by the mediator shall be shared equally by the parties, otherwise each party shall bear its own costs of mediation. If mediation fails to resolve the dispute within 60 days, either party may pursue litigation to resolve the dispute.

**8.2.2** Demand for mediation shall be filed in writing with the other party to this Agreement and with the American Arbitration Association. A demand for mediation shall be made within reasonable time after the claim, dispute or other matter in question has arisen. In no event shall the demand for mediation be made after the date when institution of legal or equitable proceedings based on such a claim, dispute or other matter in question would be barred by California statutes of limitations.

## **ARTICLE 9 - TERMINATION OR SUSPENSION**

**9.1** The right to terminate this Agreement under this provision may be exercised without prejudice to any other right or remedy to which the terminating party may be entitled at law or under the Agreement.

### **9.2 TERMINATION WITHOUT CAUSE**

**9.2.1** The Owner may terminate this Agreement upon not less than 7 days' written notice to the Architect for Owner's convenience and without cause. Upon the Owner's request and authorization, the Architect shall perform any

and all Basic Services and Additional Services reasonably necessary to wind up the work performed to the date of termination.

### **9.3 SUSPENSION OF THE PROJECT**

**9.3.1** If the Owner suspends the Project, the Architect shall be compensated for services performed prior to notice of such suspension. If and when the Project is resumed, the Architect's fees for the remaining services and the time schedules shall be equitably adjusted.

**9.3.2** If the Owner suspends the Project for more than 90 cumulative days for reasons other than the fault of the Architect or the Architect's consultants, the Architect may terminate this Agreement by giving not less than 7 days' written notice.

### **9.4 TERMINATION WITH CAUSE**

**9.4.1** Either party may terminate this Agreement upon not less than 7 days' written notice should the other party fail substantially to perform in accordance with the terms of this Agreement through no fault of the party initiating the termination.

**9.4.2** Failure of the Owner to make payments to the Architect in accordance with this Agreement shall be considered substantial nonperformance and cause for termination.

**9.4.3** If the Owner fails to make payments to the Architect in accordance with this Agreement, other than those payments withheld pursuant to Section 11.7.1, such failure shall be considered substantial nonperformance and cause for termination or, at the Architect's option, cause for suspension of performance of services under this Agreement. If the Architect elects to suspend services, the Architect shall give 7 days' written notice to the Owner before suspending services. Before resuming services, the Architect shall be paid all sums due prior to suspension services and any expenses incurred in the interruption and resumption of the Architect's services. The Architect's fee for the remaining services and the time schedules shall be equitably adjusted.

### **9.5 EFFECTS OF TERMINATION**

**9.5.1** In the event of termination not the fault of the Architect, the Architect shall be compensated for services performed prior to termination, together with Reimbursable Expenses then due.

**9.5.2** The Owner's rights to use the Architect's Instruments of Service in the event of a termination of this Agreement are set forth in Article 7.

## **ARTICLE 10 - MISCELLANEOUS PROVISIONS**

**10.1** This Agreement shall be governed by the law of the State of California. If any action is instituted to enforce or interpret this Agreement, venue shall only be in the appropriate state or federal court having venue over matters arising in Kings County, California.

**10.2** The Owner and the Architect, respectively, bind themselves, their partners, successors, permitted assigns and legal representatives to this Agreement. Neither the Owner nor Architect shall assign this Agreement without the written consent of the other.

**10.3** If the Owner requests the Architect to execute certificates, the proposed language of such certificates shall be submitted to the Architect for review within a reasonable period of time prior to the requested dates of execution. The Architect shall not be required to execute certificates or consents that would require knowledge, services or responsibilities beyond the scope of this Agreement.

**10.4** Nothing contained in this Agreement shall create a contractual relationship with or a cause of action in favor of a third party against either the Owner or Architect.

**10.5** Unless otherwise provided in this Agreement, the Architect shall have no responsibility for the discovery, presence, handling, removal or disposal of or exposure of persons to, hazardous materials or toxic substances in any form at the Project site. Notwithstanding the foregoing, in the event the Owner or the Architect is or becomes aware of the presence of, or exposure of persons to hazardous materials or toxic substances, or the substantial risk thereof, each shall have a duty to immediately notify the other in writing.

**10.6** The Architect shall have the right to include photographic or artistic representations of the design of the Project among the Architect's promotional and professional materials. The Architect shall be given reasonable access to the completed Project to make such representations. However, the Architect's materials shall not include the Owner's confidential or proprietary information if the Owner has previously advised the Architect in writing of the specific information considered by the Owner to be confidential or proprietary. The Owner shall provide professional credit for the Architect in the Owner's promotional materials for the Project.

**10.7** If any provision of this Agreement shall be held invalid or unenforceable by a court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision hereof.

**10.8** The terms of this Agreement shall not be waived, altered, modified, supplemented or amended in any manner whatsoever except by written agreement signed by the parties.

**10.9** Each individual executing this Agreement on behalf of the Architect hereby represents and warrants that Architect is a duly formed and existing entity qualified to do business in the state in which the Project is located and that Architect has full right and authority to execute and deliver this Agreement and that each person signing on behalf of Architect is authorized to do so.

**10.10** Owner recognizes that circumstances may occur beyond the reasonable control of either the Owner or the Architect and extensions for such delays shall be made to the schedule. Notwithstanding anything stated herein to the contrary, any time during which the Architect is delayed in the Architect's work by acts of Owner or its employees or those in a direct contractual relationship with Owner or by acts of nature or other occurrences which were not or could not have been reasonably foreseen and provided for, and which are not due to any wrongful acts or omissions, shall be added to the time for completion of any obligations of the Architect.

## **ARTICLE 11 - COMPENSATION**

### **11.1 BASIC SERVICES**

**11.1.1 Percent of Construction Cost:** For the Architect's Basic Services described in Article 3, the Owner shall compensate the Architect on the basis of a percentage of the Cost of the Work, using the OPSC Sliding Scale as follows:

12.0% of the first	\$ 500,000.00
11.5% of the next	\$ 500,000.00
11.0% of the next	\$ 1,000,000.00
10.0% of the next	\$ 4,000,000.00
9.0% of the next	\$ 4,000,000.00
8.0% of costs in excess of	\$ 10,000,000.00

**11.1.2 Initial Basic Services Compensation:** The calculation of the Initial Basic Services Compensation shall be based on the application of the initial Cost of the Work to the OPSC Sliding Scale as follows:

COMPENSATION CALCULATION			
Fee Basis	% Fee	Const. Cost	Fee
500,000	12.0%	\$ 500,000.00	\$ 60,000.00
500,000	11.5%	\$ 85,252.71	\$ 9,804.06
1,000,000	11.0%	\$ -	\$ -
4,000,000	10.0%	\$ -	\$ -
4,000,000	9.0%	\$ -	\$ -
Remainder	8.0%	\$ -	\$ -
Probable Construction Cost →		\$ 585,252.71	
		Fee Sub-total →	\$ 69,804.06
Initial Basic Services Compensation →			\$ 69,804.06

#### 11.1.3 Adjustments to Basic Services Compensation:

- .1 At the end of the Schematic Design, Design Development, Construction Documents, and Agency Approval phases, Initial Basic Services Compensation shall be adjusted to the latest Probable Cost of Construction.
- .2 Initial Basic Services Compensation shall be adjusted after receipt of bids to the amount of the Contract Sum of the awarded construction contract, which shall be the basis for calculating compensation during the construction phase.
- .3 Basic Services Compensation shall be finally adjusted at the completion of the Project to the final Contract Sum of the construction contract, as documented in approved change orders.
- .4 Change Orders items determined to be caused by Architect error or omission shall not increase the Architect's compensation.
- .5 Change Order items which reduce the Contract Sum shall not reduce Compensation.
- .6 When any portions of the Project are deleted or otherwise not constructed, compensation for those portions of the Project shall be payable to the extent services are performed on those portions, in accordance with the schedule set forth in Section 11.2.1, based on (1) the lowest bona fide bid, or (2) if no such bid or proposal is received, the most recent Statement of Probable Construction Cost for such portions of the Project. The Architect shall be entitled to compensation in accordance with this Agreement for services performed whether or not the Construction Phase is commenced.
- .7 When additive alternate bids are provided, and the Owner decides not to accept them after bidding, the Architect shall be compensated based on 75% of 8% of the actual awarded bidders bid for such alternate bids, thereby compensating the architect for design and preparation of the alternate item.
- .8 When deductive alternate bids are provided, and the Owner decides to accept them after bidding, the Architect shall be compensated based on 75% of 8% of the actual difference between the awarded bidder's bid for such alternate bids, thereby compensating the Architect for design and preparation of the alternate item.

## 11.2 PROGRESS PAYMENTS

11.2.1 Progress payments for each phase of Basic Services shall be as follows:

Schematic Design Phase:	10%
Design Development Phase:	20%
Construction Documents Phase:	35%
Agency Approval Phase:	5%
Bidding Phase:	5%
Construction Phase:	25%
<b>Total Basic Compensation:</b>	<b>100%</b>

## 11.3 ADDITIONAL SERVICES

11.3.1 For approved Additional Services that may arise during the course of the Project, the Owner shall compensate the Architect on the basis of a stipulated sum agreed to by the parties in advance of the services being performed, or on an hourly basis, plus compensation for reimbursable expenses.

11.3.2 When compensation for Additional Services is on an hourly basis, compensation for Additional Services of the Architect's consultants will be computed at a rate of 1.10 times the amount billed to the Architect for such services.

11.3.3 For Reimbursable Expenses incurred in the furnishing of Additional Services, compensation will be computed at a rate of 1.10 times the amount of expenses incurred by the Architect and the Architect's Consultants.

## 11.4 HOURLY BILLING RATES

11.4.1 The hourly billing rates for services of the Architect are set forth below:

### Standard Hourly Billing Rates Schedule:

Principal Architect	\$ 225.00
Architect III	185.00
Architect II	160.00
Architect I	140.00
Construction Administrator III	165.00
Construction Administrator II	145.00
Construction Administrator I	120.00
Business Manager	165.00
Project Manager	150.00
Interior Designer II	100.00
Interior Designer I	80.00
Drafting Technician IV	110.00
Drafting Technician III	100.00
Drafting Technician II	90.00
Drafting Technician I	70.00
Administrative Asst. II	90.00
Administrative Asst. I	70.00

The above rates are effective through December 31, 2022. Work continuing beyond December 31, 2022, shall be subject to increases in the above noted schedule based on Engineering News Record's, "Cost of Living Index Adjustment", until this agreement is modified.

## **11.5 COMPENSATION FOR REIMBURSABLE EXPENSES**

**11.5.1** Reimbursable Expenses are in addition to compensation for Basic and Additional Services and include reasonable expenses incurred by the Architect and Architect's consultants directly related to the Project, as follows:

- .1 Transportation in connection with the project shall be compensated at the yearly established rate as permitted and published by the Internal Revenue Service for compensated mileage.
- .2 Expense of out of region meals and lodging in connection with the Project.
- .3 If authorized in advance by the Owner, expense of overtime work requiring higher than regular rates for non-exempt employees.
- .4 Expense of renderings, models and mock-ups requested by the Owner.
- .5 Expense of additional insurance coverage or limits, including professional liability insurance, requested by the Owner in excess of that required by Article 12.
- .6 Expense of reproductions, postage and handling of Drawings, Specifications, and other documents required for approval, bidding, and construction of the Project in the Owner's interest, excluding reproductions for the office use of the Architect and the Architect's consultants.

**11.5.2** For Reimbursable Expenses, compensation will be computed at a rate of 1.10 times the amount of expenses incurred by the Architect and the Architect's Consultants.

## **11.6 PAYMENTS TO THE ARCHITECT**

**11.6.1** For services satisfactorily performed, payment for Basic Services, Additional Services and Reimbursable Expenses shall be made on a monthly basis after receipt and approval by the Owner of the Architect's properly documented and submitted invoices. To be "properly documented and submitted," an invoice shall be timely, be accompanied by all necessary documentation, list all activities performed, and for each activity performed list the person performing it and the person's billing rate. Architect's invoice shall be submitted within ten (10) days of the end of the monthly billing period. Invoices, receipts and other documentation to establish the validity of all Reimbursable Expenses shall be a prerequisite to Owner payment of such expenses. If Owner disputes a portion of a properly submitted invoice, it shall notify Architect of the dispute and, upon Architect's request, arrange for a meeting to confer about, and potentially resolve, the dispute. Prior to this meeting, Architect shall provide all documentation requested to support disputed portions of a properly submitted invoice. Regardless of any such dispute about an invoice or payment, both parties shall continue to provide all services required by this Agreement and law until the end of the Project, even if Owner and Architect cannot resolve all such disputes. Payments of undisputed portions of a properly submitted invoice shall be made within 60 days of receipt of the invoice.

**11.6.2** Amounts unpaid 30 calendar days after the 5th of the month shall bear interest at the rate of 1-1/2%.

## **11.7 PAYMENTS WITHHELD**

**11.7.1** The Architect's compensation shall be paid notwithstanding a Contractor-caused delay in completion of the project or reduction of final construction cost by reason of penalties, liquidated damages, or other amounts withheld from the Contractor. However, Owner may withhold from payments to Architect to the extent that Basic and Additional Services remain to be performed, including but not limited to those required for project closeout and payments to Contractor. If the total amount invoiced by Architect reaches the not-to-exceed Basic Services amount before Architect's Basic Services under this Agreement are complete, Architect must complete the Basic Services without submitting additional invoices, or receiving additional payment, for Basic Services.

## **11.8 ARCHITECT'S ACCOUNTING RECORDS**

**11.8.1** Architect shall maintain complete and accurate records showing all hours worked with respect to the services rendered and the costs incurred under this Agreement, including but not limited to Reimbursable Expenses and expenses pertaining to Additional Services. In addition, the Architect shall maintain complete and accurate records with respect to any payments to employees or subcontractors. Architect shall also be responsible for Architect's

consultants keeping similar records. All such records shall be prepared in accordance with generally accepted accounting procedures, shall be clearly identified, and shall be kept readily accessible. Upon request, Architect shall make such records available within Fresno County to the Auditor of Owner and to its agents and representatives, for the purpose of auditing and/or copying such records for a period of 5 years from the date of final payment under this Agreement.

## **ARTICLE 12 - INSURANCE PROVISIONS**

**12.1 Insurance Requirements:** Architect shall maintain at its own costs and expense the following minimum insurance coverage and shall provide a certificate of insurance and any required endorsements to Owner. The certificate of insurance and required endorsements shall be provided prior to commencement of any work and prior to the expiration of each renewal of the policy. Owner may request and Architect shall, upon request, provide a true and certified copy of each policy. No payment will be issued until Owner has received acceptable insurance documentation.

**12.2** In addition to the requirements outlined below for each insurance policy, Architect agrees that it will have each insurance policy endorsed to provide:

1. The policy shall be endorsed to provide thirty (30) day notice of cancellation, except ten (10) day notice for nonpayment of premium to Owner.
2. When required, the Commercial General Liability, Automobile Liability, and Aviation Liability insurance policies shall be endorsed to include as additional insured for on-going operations, products completed operations and ownership, operation or use of automobiles and aircraft, Owner and any other person or organization which Architect is required to include as additional insured under an Agreement and their respective owners, directors, officers, employees, agents and volunteers.
3. When required, the Workers Compensation insurance policies shall be endorsed to provide a waiver of subrogation in favor of the Owner and any other person or organization to which Owner is required in a written agreement to provide a waiver of subrogation.
4. If any insurance policy includes a cross suits endorsement or an insured vs. insured exclusion endorsement, the endorsement may not exclude a claim by an additional insured against the named insured or a claim by an additional insured against another additional insured.

**12.3 General Liability Insurance:** Without limiting Architect's indemnification, Architect shall secure and maintain in full force and effect, at its sole cost and expense during the term of this Agreement, a comprehensive general liability insurance policy with combined single limits of \$2,000,000.00 per occurrence, with a General Aggregate limit of \$4,000,000.00.

**12.3.1** The policy shall include contractual liability. The policy may not include any limitation, exclusion or coverage restriction for explosion, collapse or underground hazards. The policy shall not include an exclusion for job site safety or injury to employees of independent contractors. If the policy includes an exclusion of professional services, the exclusion shall not include job site safety as part of the definition of professional services. The certificate of insurance shall include a statement that the policy does not exclude claims alleging job site safety.

**12.3.2** Should any of the required insurance be provided under a claims-made form, Architect shall maintain coverage continuously throughout the term of this Agreement, and without lapse, for a period of at least ten (10) years beyond this Agreement expiration or the filing of a Notice of Completion (whichever is later), to the effect that, should occurrences during the Agreement term give rise to claims made after expiration of the Agreement, such claims shall be covered by such claims-made policy. Nothing herein shall in any way limit or diminish Architect's obligations to the Owner under any provision, including any duty to indemnify and defend the District.



**12.4 Worker's Compensation and Employer's Insurance:** Architect shall furnish to the Owner satisfactory proof that the Architect and all engineers, experts, consultants and employees for the period of this Agreement, is providing workers' compensation insurance with \$1,000,000.00 coverage for all persons whom they may employ in carrying out the Work contemplated under this Agreement in accordance with the Workers' Compensation Laws of the State of California. If the Architect employs any engineer, expert consultant or subcontractor which it did not intend to employ prior to commencement of services, it must furnish such proof of insurance covering said engineer, expert, consultant or subcontractor to the Owner immediately upon their employment. Such insurance shall be maintained in full force and effect during the period covered by this Agreement including any extensions of time.

**12.5 Professional Liability Insurance:** Architect shall furnish to the Owner satisfactory proof that the Architect has Professional Liability Insurance (errors and omissions) with limits of \$1,000,000.00 per claim/\$2,000,000.00 annual aggregate. This insurance shall be maintained in force during the entire period of time the Architect renders service to the Owner under this Agreement. Each of the Architect's professional sub-contractors shall comply with this Section, and Architect shall include such provisions in its contracts with them.

**12.6 Commercial Automobile Liability:** Commercial Automobile Liability Insurance including coverage for all owned, non-owned and hired automobiles. The limit of liability shall not be less than \$2,000,000 each accident. The policy shall include contractual liability.

**12.7 Aviation Liability:** To the extent drones are used, Architect will carry liability insuring bodily injury and property damage arising out of the use of owned and non-owned unmanned aircraft.

## **ARTICLE 13 - SPECIAL PROVISIONS**

### **13.1 INDEMNIFICATION**

**13.1.1** The Architect agrees, to the extent permitted by law, to hold harmless and indemnify but not defend the Owner, its Governing Board, each member of the Board, and their officers and employees harmless from any liability for damages to the extent actually caused by the Architect's negligent acts, errors, omissions, or recklessness, or willful misconduct in the performance of professional services arising out of this Agreement and those of his or her officers, employees, consultants or sub-consultants or anyone for whom the Architect is legally responsible (collectively, the "Architect's Parties"). The Architect is not obligated to indemnify the Owner and employees or any other third party in any manner whatsoever for their own negligence.

**13.1.2** This indemnification specifically includes any claims that may be made against Owner or against Architect by any taxing authority asserting that an employer-employee relationship exists by reason of this Agreement. The Architect specifically agrees to hold harmless and indemnify the Owner for any and all claims arising out of any injury, disability, or death of the Architect's employees or agents to the extent that the above are caused by the negligent acts, errors, or omissions of the Architect. This indemnification obligation shall continue beyond the term of this Agreement as to any negligent acts or omissions occurring under this Agreement or any extension of this Agreement, subject to the applicable statute of limitations.

### **13.2 FINGERPRINTING**

**13.2.1** Pursuant to California Education Code Section 45125.1, before any agents or employees of Architect may enter school grounds where they may have any contact with pupils, Architect shall submit fingerprints of its agents and employees in a manner authorized by the California Department of Justice, together with a fee determined by the Department of Justice. Architect shall not permit any of its agents or employees to come in contact with pupils of the Owner until the Department of Justice has ascertained that the Architect's agents or employees have not been convicted of a felony as defined in Education Code Section 45122.1.

**13.2.2** Architect shall provide Owner with a written list of the names of its agents or employees who may come in contact with pupils before commencement of work. Architect shall certify, in a form provided by Owner, under penalty

of perjury, that it has complied with the requirements of Education Code Section 45125.1, and that none of its agents or employees who may come in contact with pupils have been convicted of a felony as defined in Education Code Section 45122.1, based upon the information Architect has received from the Department of Justice.

**13.2.3** If Architect believes that its agents or employees will have only limited contact with pupils and should therefore be exempted from these requirements, Architect must contact the Owner with its request for exemption within 15 days prior to the commencement of work. The request for exemption must specify the grounds for such proposed exemption, considering the totality of circumstances, including but not limited to the length of time Architect will be on school grounds, whether pupils will be in proximity to the site where the Architect's employees are working, and whether the Architect's employees will be working by themselves or with others. Whether to grant or deny the exemption is within the sole discretion of the Owner's governing board.

### **13.3 ASSURANCES OF NON-DISCRIMINATION**

**13.3.1** Architect expressly agrees that it will not discriminate in employment or in the provision of services on the basis of any characteristic or condition upon which discrimination is prohibited by state or federal law or regulation.

### **13.4 INDEPENDENT CONTRACTOR STATUS**

**13.4.1** This Agreement is entered into by both parties with the express understanding that Architect will perform all services required under this Agreement as an independent contractor. Nothing in this Agreement shall be construed to constitute the Architect or any of its agents, employees or officers as an agent, employee or officer of Owner. Architect agrees to advise everyone it assigns or hires to perform any duty under this Agreement that they are not employees of Owner. Subject to any performance criteria contained in this Agreement, Architect shall be solely responsible for determining the means and methods of performing the specified services and Owner, except to the extent stated otherwise in this Agreement, shall have no right to control or exercise any supervision over Architect as to how the services will be performed. As Architect is not Owner's employee, Architect is responsible for paying all required state and federal taxes. In particular, Owner will not (1) withhold FICA (Social Security) from Architect payments, (2) make state or federal unemployment insurance contributions on Architect's behalf, (3) withhold state or federal income tax from payments to Architect, (4) make disability insurance contributions on behalf of Architect, (5) obtain unemployment compensation insurance on behalf of Architect. Notwithstanding this independent contractor relationship, Owner shall have the right to monitor and evaluate the performance of Architect to assure compliance with this Agreement.

### **13.5 MANUFACTURER'S PRODUCT DATA**

**13.5.1** To the extent the Architect collects product manufacturer materials disclosing product contents; the Owner acknowledges that it is not relying on the Architect for any analysis of material composition or the human or environmental health impacts of specific material selections. Any assessments or evaluations of this kind should be conducted by a toxicologist or other trained professionals retained by the Owner.

**13.6 NOTICE**

**13.6.1** All notices, certificates, or other communications hereunder shall be deemed given when personally delivered or mailed by certified mail, postage prepaid, to the parties at the address set forth below:

**Owner:** Hanford Elementary School District  
Attn: Joy Gabler  
714 North White Street  
Hanford, CA 93232

**Architect:** Mangini Associates, Inc.  
Attn: Gilbert Bareng  
4320 W. Mineral King Avenue  
Visalia, California 93291

**ARTICLE 14 - SCOPE OF THE AGREEMENT**

**14.1** This Agreement represents the entire and integrated agreement between the Owner and the Architect and supersedes all prior negotiations, representations or agreements, either written or oral. This Agreement may be amended only by written instrument signed by both Owner and Architect.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement on the terms set and agreed upon as of the day and year first written above.

**OWNER**  
**HANFORD ELEMENTARY SCHOOL DISTRICT**

**ARCHITECT**  
**MANGINI ASSOCIATES INC.**

By: \_\_\_\_\_  
Joy Gabler, Superintendent

By:  \_\_\_\_\_  
Gilbert M. Bareng, Vice President, C33544

## HANFORD ELEMENTARY SCHOOL DISTRICT

**Agenda Request Form****TO:** Joy C. Gabler**FROM:** Bill Potter**DATE:** June 5, 2023**FOR:** ☒ Board Meeting  
☐ Superintendent's Cabinet**FOR:** ☐ Information  
☒ Action

Date you wish to have your item considered June 14, 2023

**ITEM:**

Consider approval of Architectural services with Mangini Associates for the HVAC upgrade in the classroom wings at John Kennedy Jr High

**PURPOSE:**

Manginini and Associates will provide architectural services for the HVAC upgrade

**FISCAL IMPACT:**

Cost of the design will be \$108,496.95

**RECOMMENDATION:**

Approve the contract with Mangini &amp; Associates



**MANGINI**

ARCHITECTURE  
INGENUITY

McLAIN BARENG MORRELLI SCOTT

**MANGINI ASSOCIATES INC.**  
4320 West Mineral King Avenue  
Visalia, California 93291

**www.mangini.us**  
(559) 627-0530 *Office*  
(559) 627-1926 *Fax*

Architect's Project No.: 2233

**AGREEMENT BETWEEN  
OWNER AND ARCHITECT FOR**

**CLASSROOM WINGS HVAC UPGRADE AT  
JOHN F. KENNEDY JR. HIGH SCHOOL**  
(Buildings E and F)

**AGREEMENT** made as of May 16, 2023,

**BETWEEN** the **Owner** (hereafter referred to as Owner):

**HANFORD ELEMENTARY SCHOOL DISTRICT**  
714 North White Street  
Hanford, CA 93232

and the **Architect** (hereafter referred to as Architect):

**MANGINI ASSOCIATES INC.**  
4320 W. Mineral King Avenue  
Visalia, CA 93291

For the following **Project**:

**HCLASSROOM WINGS HVAC UPGRADE AT JOHN F. KENNEDY JR. HIGH SCHOOL (Buildings E and F)**  
1000 E. Florinda St.  
Hanford, CA 93230

The Owner and the Architect agree as follows:

## **ARTICLE 1 - INITIAL INFORMATION**

**1.1** This Agreement is based on the Initial Information set forth in this Article 1.

### **1.2 THE OWNER'S PROGRAM (EDUCATIONAL SPECIFICATION) FOR THE PROJECT**

**1.2.1** The Architect will assist the Owner in developing the project scope of work as part of Basic Services.

### **1.3 THE PROJECT'S PHYSICAL CHARACTERISTICS**

**1.3.1** A new HVAC upgrade with electrical service of Classroom Building E and Classroom Building F located at John F. Kennedy Jr. High School in Hanford, CA.

### **1.4 FINANCIAL INFORMATION**

**1.4.1** The Owner's budget for the Project is \$1,257,000 based on the Architect's preliminary Project Budget Summary dated 5/15/2023.

**1.4.2** The initial Cost of the Work for the Project as defined in Section 6.1 is based on \$921,712.58.

**1.4.3** The Owner will fund the Project.

### **1.5 SCHEDULE INFORMATION**

**1.5.1** The Owner intends to use the Project when completed.

### **1.6 PROCUREMENT INFORMATION**

**1.6.1** The Owner intends to procure the project by contracting with a single general contract based on a single lump sum open bid.

### **1.7 OTHER PROJECT INFORMATION**

**1.7.1** The Owner and the Architect may rely on the Initial Information. Both parties, however, recognize that such information may materially change and, in that event, the Owner and the Architect shall appropriately adjust the schedule, the Architect's services, and the Architect's compensation.

## **ARTICLE 2 - ARCHITECT'S RESPONSIBILITIES**

**2.1** The Architect shall provide the professional services as set forth in this Agreement.

**2.2** In providing services under this agreement, the Architect shall exercise that degree of professional skill and care ordinarily used by other reputable architects, practicing in the same or similar locality and under similar circumstances. Nothing in this agreement shall be interpreted to require Architect to meet any higher standard or have any obligation in excess of what is required by said standard and this paragraph shall control over any such contrary provision.

### **2.3 COMPLIANCE WITH LAW**

**2.3.1** The Architect shall use due professional care to provide services in accordance with applicable Federal, State, and local laws, regulations and directives.

**2.3.2** With respect to Architect's employees, Architect shall comply with all laws and regulations pertaining to wages and hours, state and federal income tax, unemployment insurance, Social Security, disability insurance, workers' compensation insurance, and discrimination in employment.

**2.3.3** The Architect shall be properly licensed as an architect under the laws of the State of California during the term of this Agreement and shall be qualified to provide the services required by the Owner pursuant to this Agreement.

## **ARTICLE 3 - SCOPE OF ARCHITECT'S BASIC SERVICES**

### **3.1 BASIC SERVICES**

**3.1.1** The Architect's Basic Services consist of those described in Article 3, and include usual and customary structural, mechanical, and electrical engineering services. Services not set forth in Article 3 are Additional Services.

**3.1.2** The Architect represents that the Architect's drawings and specifications shall comply with the California Building Code.

**3.1.3** The Architect shall mutually coordinate its services with those services provided by the Owner and the Owner's consultants. The Architect shall be entitled to rely on the accuracy and completeness of services and information furnished by the Owner and the Owner's consultants. The Architect shall provide prompt written notice to the Owner if the Architect becomes aware of any error, omission or inconsistency in such services or information. Upon the Owner's reasonable request, the Architect and the Architect's consultants shall cooperate with the Owner and the Owner's consultants in verifying that the Architect's plans, specifications, studies, drawings, estimates or other documents relating to the Project are constructible and otherwise comply with the Construction Documents. The Architect has no duty to discover errors, omissions or inconsistencies in the services provided by the Owner, the Owner's consultants or others.

**3.1.4** The Architect shall not be liable for claims resulting from an Owner's directive or substitution, or for the Owner's acceptance of non-conforming Work, made without the Architect's approval.

**3.1.5** The Architect shall, at appropriate times, contact the governmental authorities required to approve the Construction Documents and the entities providing utility services to the Project. In designing the Project, the Architect shall respond to applicable design requirements imposed by such governmental authorities and by such entities providing utility services.

**3.1.6** The Architect shall assist the Owner in connection with the Owner's responsibility for filing documents required for approval of governmental authorities having jurisdiction over the Project. The Architect shall be responsible for any design submittals which are required by said governmental authorities in connection with the Owner's filing of such documents.

### **3.2 SCHEMATIC DESIGN (DATA GATHERING) PHASE SERVICES**

**3.2.1** The Architect shall review the program and all other information furnished by the Owner to ascertain the requirements of the Project, and shall review the laws, codes, and regulations applicable to the Architect's services and shall arrive at a mutual understanding of such requirements with the Owner.

**3.2.2** The Architect shall prepare a preliminary evaluation of the Owner's program, schedule and budget for the Cost of the Work, Project site, and the proposed procurement or delivery method and other Initial Information, each in terms of the other, to ascertain the requirements of the Project. The Architect shall promptly notify the Owner in writing of (1) any inconsistencies discovered in the information, and (2) other information or consulting services that may be reasonably needed for the Project.

**3.2.3** The Architect shall present its preliminary evaluation to the Owner and shall discuss with the Owner alternative approaches to design and construction of the Project that may reduce the cost of the Project. The Architect shall reach an understanding with the Owner regarding the requirements of the Project.

**3.2.4** Based on the Projects' requirements agreed upon with the Owner, the Architect shall prepare and present for Owner's approval a preliminary design illustrating the scale and relationship of Project components.

**3.2.5** Based on the Owner's approval of the preliminary design, the Architect shall prepare Schematic Design Documents for the Owner's approval. The Schematic Design Documents shall consist of drawings and other documents, including a site plan, if appropriate, and preliminary building plans, sections, and elevations; and may include some combination of study models, perspective sketches, or digital modeling. Preliminary selections of major building systems and construction material shall be noted on the drawings or described in writing.

**3.2.6** The Architect shall submit to the Owner a preliminary Statement of the Probable Cost of the Work prepared in accordance with Section 6.3 and a written schedule for the performance of the Work.

**3.2.7** The Architect shall submit the Schematic Design Documents to the Owner, and request Owner's approval. If Owner incorporates any recommended changes, then Architect shall revise the Schematic Design Documents, including but not limited to the written statement of Probable Cost of the Work and written schedule for the performance of work, as necessary until Owner's governing board approves them. Architect shall attend, and present at, as many meetings of the Owner's governing board as may be necessary to obtain the board's approval of the Schematic Design Documents.

### **3.3 DESIGN DEVELOPMENT (SCOPE DEVELOPMENT) PHASE SERVICES**

**3.3.1.** Following the Owner's approval of the Schematic Design Documents, and on the Owner's authorization of any adjustments in the Project requirements and the budget for the Cost of the Work, the Architect shall prepare Design Development Documents for the Owner's review and approval. The Design Development Documents shall illustrate and describe the development of the approved Schematic Design Documents and shall consist of drawings and other documents including but not limited to site and floor plans, sections, elevations, typical construction details, and diagrammatic layouts of building systems to fix and describe the size and character of the Project as to architectural, structural, mechanical and electrical systems, and shall outline the specifications of the entire Project as to kind and quality of materials, and other elements as may be appropriate.

**3.3.2.** The Architect shall update the Statement of Probable Cost of the Work.

**3.3.3** The Architect shall submit the Design Development Documents to the Owner, advise the Owner of any adjustments to the Statement of Probable Cost of the Work, and request Owner's approval.

**3.3.4** The Architect shall provide at no expense to the Owner one complete set of preliminary plans for the review and approval of the Owner and one set for each public agency having approval authority over such plans for their review and approval at no expense to the Owner.

### **3.4 CONSTRUCTION DOCUMENTS PHASE SERVICES**

**3.4.1** Following the Owner's approval of the Design Development Documents, and on the Owner's authorization of any adjustments in the Project requirements and the budget for the Cost of the Work, the Architect shall prepare Construction Documents for the Owner's approval. The Construction Documents shall illustrate and describe further development of the approved Design Development Documents and shall consist of customary working drawings and specifications setting forth in detail sufficient for construction of the Work to be done and the materials, workmanship, finishes and equipment required for the architectural, structural, mechanical, electrical system, and other requirements for the construction of the Work. The Owner and the Architect acknowledge that in order to construct



the Work the Contractor will provide additional information, including shop drawings, product data, samples, and other submittals, which the Architect shall review in accordance with Section 3.6.4.

**3.4.2** The Architect shall incorporate into the Construction Documents the design requirements of governmental authorities having jurisdiction over the Project.

**3.4.3** During the development of the Construction Documents, the Architect shall assist the Owner in the development and preparation of (1) bidding and procurement information that describes the time, place, and conditions of bidding, including bidding or proposal forms; (2) the form of agreement between the Owner and Contractor; and (3) the Conditions of the Contract for Construction (General, Supplementary, and other Conditions). The Architect shall also compile a project manual, which manual shall be subject to the Owner's review and approval, that includes the Conditions of the Contract for Construction and specifications that may include bidding requirements and sample forms.

**3.4.4** The Architect shall update the Statement of Probable Cost of the Work.

**3.4.5** The Architect shall submit the Construction Documents to the Owner, advise the Owner of any adjustments to the Statement of Probable Cost of the Work, take any action required under Section 6.5, and request Owner's approval.

### **3.5 NOT USED**

### **3.6 BIDDING PHASE OR NEGOTIATION PHASE SERVICES**

**3.6.1** Following the Owner's written approval of the Construction Documents, the Architect shall assist the Owner in (1) obtaining either competitive bids or proposals, as the owner shall direct; (2) confirming responsiveness of bids or proposals; (3) determining successful bid or proposal, if any; and (4) awarding and preparing contracts for construction.

**3.6.1.2** If, in the Owner's discretion, the Owner will seek total or partial State funding for this Project, then if so requested by the Owner the Architect shall, in addition to the above, publish the invitation to bid in the appropriate regional trade papers and publications devoted to Disabled Veteran Business Enterprises. If so requested by the Owner, the Architect shall also prepare and submit the appropriate documentation to the OPSC.

**3.6.1.3** If the Owner decides to seek competitive bids for construction of the Project, then Section 3.6.2 and following shall apply to Architect's services under the "Bidding Phase or Proposal Phase" of said services. However, if the Owner decides to seek proposals for construction of the Project, then Section 3.6.3 and following shall apply to Architect's services under the "Bidding Phase or Proposal Phase" of said services.

#### **3.6.2 Competitive Bidding**

**3.6.2.1** Bidding Documents consist of bidding requirements and proposed Contract Documents.

**3.6.2.2** The Architect shall assist the Owner in bidding the Project by (1) procuring the reproduction of Bidding Documents for distribution to prospective bidders; (2) distributing Bidding Documents to prospective bidders, requesting their return upon completion of the bidding process, and maintaining a log of distribution and retrieval and of the amounts of deposits, if any, received from and returned to prospective bidders; (3) organizing and conducting a pre-bid conference for prospective bidders; (4) preparing responses to questions from prospective bidders and providing clarifications and interpretations of the Bidding Documents to all prospective bidders in the form of addenda; and (5) organizing and conducting the opening of the bids, and subsequently documenting and distributing bid results, as directed by the Owner.

**3.6.2.3** The Architect shall consider requests for substitutions, if the Bidding Documents permit substitutions, and shall prepare and distribute addenda identifying approved substitutions to all prospective bidders.

### **3.6.3 Proposals**

**3.6.3.1** Proposal Documents consist of proposal requirements and proposed Contract Documents.

**3.6.3.2** The Architect shall assist the Owner by (1) procuring the reproduction of Proposal Documents for distribution to prospective contractors, and requesting their return upon completion of the negotiation process; (2) organizing and participating in selection interviews with prospective contractors; and (3) participating in negotiations with prospective contractors, and subsequently preparing a summary report of the negotiation results, as directed by the Owner.

## **3.7 CONSTRUCTION PHASE SERVICES**

### **3.7.1 General**

**3.7.1.1** The Architect shall provide administration of the Contract between the Owner and the Contractor as forth below and in the General Conditions of the Contract for Construction. In the event of conflicts between this Agreement and the General Conditions of the Contract for Construction, this Agreement shall govern with respect to Architect's responsibilities. Duties, responsibilities and limitations of authority of the Architect shall not be restricted, modified or extended without written agreement of the Owner and Architect.

**3.7.1.2** All instructions to the Contractor shall be forwarded through the Architect. The Architect shall timely provide Owner with copies of all correspondence between the Architect and the Contractor. The Architect shall advise, consult with, and serve as the Owner's representative in the general administration of the Contract for Construction and in the Owner's dealings with the Contractor, however, the Architect shall have authority to act on behalf of the Owner only to the extent provided in this Agreement. The Architect shall not have control over, charge of, or responsibility for construction means, methods, techniques, sequences or procedures, or for safety precautions and programs in connection with the Work, since these are solely the Contractor's responsibility under the Contract for Construction. The Architect shall not be responsible for the Contractor's failure to perform the Work in accordance with the Contract Documents, unless such failure is caused by Architect's negligent acts or omissions in breach of this Agreement, the applicable standard of care, or law. The Architect shall not have control over or charge of, and shall not be responsible for, acts or omissions of the Contractor, or of any other persons performing portions of the Work.

**3.7.1.3** Subject to Section 4.3, the Architect's responsibility to provide Construction Phase Services shall commence on the date stated in the official Notice to Proceed and, solely for purposes of payment of the Architect, shall be deemed complete upon the Owner's written approval of the Architect's final Certificate for Payment to the Contractor, provided that such certification and payment shall not constitute an admission by Architect or Owner that the Project has been completed in accordance with the Contract Documents or in conformance with this Agreement.

### **3.7.2 Evaluations of the Work**

**3.7.2.1** The Architect shall visit the site at intervals appropriate to the stage of construction, both as the Architect deems necessary and as required by the Owner, to become generally familiar with the progress and quality of the portion of the Work completed, and to determine, in general, if the Work observed is being performed in a manner indicating that the Work, when fully completed will be in accordance with the Contract Documents. On the basis of the site visits, the Architect shall keep the Owner promptly informed of the progress and quality of the portion of the Work completed, and report to the Owner (1) known deviations from the Contract Documents and from the most recent construction schedule submitted by the Contractor, (2) defects and deficiencies observed in the Work, and (3) any default by the Contractor in the orderly and timely prosecution of the Project.

**3.7.2.2** The Architect has the authority to reject Work that does not conform to the Contract Documents. Whenever the Architect considers it necessary or advisable, the Architect shall have authority to require inspection or testing of the Work in accordance with the provisions of the Contract Documents, whether or not such Work is fabricated, installed or completed. The Architect shall also recommend substitution of materials or equipment when, in the

Architect's reasonable judgment, such action is necessary to the accomplishment of the intent and purpose of the Contract Documents. Such actions as are described in this paragraph shall be taken with reasonable promptness. However, neither this authority of the Architect nor a decision made in good faith either to exercise or not to exercise such authority shall give rise to a duty or responsibility of the Architect to the Contractor, Subcontractors, material and equipment suppliers, their agents or employees or other persons performing portions of the Work.

**3.7.2.3** The Architect shall also make such regular reports as shall be required by agencies having jurisdiction over the Project and keep the Owner informed in writing of the progress of the Project.

**3.7.2.4** The Architect shall provide advice to the Owner on apparent deficiencies in construction during the construction phase.

**3.7.2.5** The Architect shall interpret and decide matters concerning performance under, and requirements of, the Contract Documents on written request of either the Owner or Contractor. The Architect's response to such requests shall be made in writing within any time limits agreed upon or otherwise with reasonable promptness. The Owner will be the final interpreter of the requirements of the Contract Documents and the judge of the performance thereunder by the Contractor. The Owner shall not disregard the Architect's interpretation without good cause.

**3.7.2.6** Interpretations and decisions of the Architect shall be consistent with the intent of and reasonably inferable from the Contract Documents and shall be in writing or in the form of drawings. When making such interpretations and decisions, the Architect shall endeavor to secure faithful performance by both Owner and Contractor, shall not show partiality to either, and shall not be liable for the results of interpretations or decisions rendered in good faith.

**3.7.2.7** The Architect's decisions on matters relating to aesthetic effect shall be final if consistent with the intent expressed in the Contract Documents.

### **3.7.3 Certificates of Payment to Contractor**

**3.7.3.1** The Architect shall review and certify the amounts due the Contractor and shall issue certifications in such amounts. The Architect's certification for payment shall constitute a representation to the Owner, based on the Architect's observations at the site as provided in Section 3.7.2 and on the data comprising the Contractor's Application for Payment, that, to the best of the Architect's knowledge, information and belief, the Work has progressed to the point indicated and that quality of the Work is in accordance with the Contract Documents. The foregoing representations are subject (1) to an evaluation of the Work for conformance with the Contract Documents upon Notice of Completion, (2) to results of subsequent tests and inspections, (3) to minor deviations from the Contract Documents correctable prior to completion, and (4) to specific qualifications expressed by the Architect.

**3.7.3.2** The issuance of a Certificate for Payment shall not be a representation that the Architect has (1) made exhaustive or continuous on-site inspections to check the quality or quantity of the Work beyond the scope required by Section 3.7.2, (2) reviewed construction means, methods, techniques, sequences or procedures, (3) reviewed copies of requisitions received from Subcontractors and material suppliers and other data requested by the Owner to substantiate the Contractor's right to payment, or (4) ascertained how or for what purpose the Contractor has used money previously paid on account of the Contract Sum.

### **3.7.4 Submittals**

**3.7.4.1** The Architect shall timely review and take appropriate action upon Contractor's submittals such as Shop Drawings, Product Data and Samples, but only for the limited purpose of checking for conformance with information given and the design concept expressed in the Contract Documents. The Architect's action shall be taken with such reasonable promptness as to cause no delay in the Work or in the construction of the Owner or of separate contractors, while allowing sufficient time to permit adequate review.

**3.7.4.2** Review of such submittals is not conducted for the purpose of determining the accuracy and completeness of other details such as dimensions and quantities or for substantiating instructions for installation or performance of equipment or systems which are the Contractor's responsibility. The Architect's review shall not constitute approval of safety precautions, or, unless otherwise specifically stated by the Architect, of any construction means, methods, techniques, sequences or procedures. The Architect's review of a specific item shall not indicate approval of an assembly of which the item is a component.

**3.7.4.3** If the Contract Documents specifically require the Contractor to provide professional design services or certifications by a design professional related to systems, materials, or equipment, the Architect shall specify the appropriate performance and design criteria that such services must satisfy. The Architect shall review shop drawings and other submittals related to the Work designed or certified by the design professional retained by the Contractor that bear such professional's seal and signature when submitted to the Architect. The Architect shall be entitled to rely upon such the accuracy and completeness of the services, certifications and approvals performed or provided by such design professionals.

**3.7.4.4** Subject to the provisions of Section 4.3, the Architect shall timely review and respond to requests for information about the Contract Documents. The Architect shall set forth in the Contract Documents the requirements for requests for information. Requests for information shall include, at a minimum, a detailed written statement that includes the specific Drawings or Specifications in need of clarification and the nature of the clarification requested. The Architect's response to such requests shall be made in writing within the time frames agreed upon, or otherwise with reasonable promptness. If appropriate, the Architect shall prepare and issue supplemental Drawings and Specifications in response to requests for information.

### **3.7.5 Changes in the Work**

**3.7.5.1** The Architect may authorize minor changes in the Work that are consistent with the intent of the Contract Documents and do not involving an adjustment in the Contract Sum or an extension of the Contract Time.

**3.7.5.2** The Architect shall prepare change orders and Construction Change Directives for the Owner's approval and execution in accordance with the Contract Documents.

### **3.7.6 Project Completion**

**3.7.6.1** The Architect shall conduct reviews to determine the date of Notice of Completion; receive from the Contractor and forward to the Owner, for the Owner's review and records, written warranties, guaranties, instruction books, diagram, chart, and related documents required by the Contract Documents and assembled by the Contractor; and shall issue a final Certificate for Payment based upon a final review indicating the Work complies with the requirements of the Contract Documents.

**3.7.6.2** The Architect's reviews shall be conducted with the Owner to check conformance of the Work with the requirements of the Contract Documents and to verify the accuracy and completeness of the list submitted by the Contractor of Work to be completed or corrected.

**3.7.6.3** When the Work is found to be substantially complete, the Architect shall inform the Owner about the balance of the Contract Sum remaining to be paid to the Contractor, including the amount to be retained from the Contract Sum, if any, for final completion or correction of the Work. The Architect shall also forward to the Owner warranties, operation and maintenance manuals, record drawings and other closeout documents prepared by the Contractor.

### **3.7.7 Evaluation of Claims**

**3.7.7.1** Notwithstanding anything else in this Agreement, as a part of its Basic Services, the Architect shall assist the Owner in evaluating and responding to claims, disputes and other matters in question between the Contractor and the

Owner, including but not limited to claims made against the Owner as a result of alleged or claimed wrongful acts or omissions, and shall in all instances provide such truthful testimonial assistance as may be required by the Owner.

#### **ARTICLE 4 - ADDITIONAL SERVICES**

**4.1** The Additional Services listed below are not included in Basic Services but may be required for the Project. The Architect shall provide the listed Additional Services only if authorized or confirmed in writing by the Owner prior to such services being rendered. Compensation for Additional Services shall be as provided in Section 11.3, in addition to compensation for Basic Services.

**4.2** Additional Services may be provided after execution of this agreement, without invalidating the Agreement, provided that such Additional Services are approved by Owner prior to such services being rendered. Except for services required due to the fault of the Architect, any Additional Services provided in accordance with this Article 4 shall entitle the Architect to compensation pursuant to Section 11.3 and an appropriate adjustment in the Architect's schedule.

**4.2.1** Upon recognizing the need to perform Additional Services, the Architect shall notify the Owner with reasonable promptness and explain the facts and circumstances giving rise to the need. The Architect shall not proceed to provide Additional Services until the Architect receives the Owner's written authorization.

#### **4.3 Additional Services**

**4.3.1** Services necessitated by a material change in the Initial Information, previous instructions or approvals given by the Owner, or a material change in the Project, including, but not limited to, size, quality, complexity, the Owner's schedule or budget for Cost of the Work, or procurement or delivery method.

**4.3.2** Services necessitated by concealed or unknown conditions encountered during the progress of the Work.

**4.3.3** Changing or editing previously prepared Instruments of Service necessitated by the enactment or revision of codes, laws, or regulations or official interpretations subsequent to Owner's approval of the Contract Documents.

**4.3.4** Services necessitated by decisions of the Owner not rendered in a timely manner or any other failure of performance on the part of the Owner.

**4.3.5** Services necessitated by the Owner's request for extensive environmentally responsible design alternatives, such as unique systems designs, in-depth material research, energy modeling, LEED or CHPS certification, or DSA HPI approved unless such alternatives were requested prior to the effective date of this Agreement.

**4.3.6** Providing financial feasibility or other special studies.

**4.3.7** Providing special surveys, environmental studies and submissions required for approval of governmental authorities having jurisdiction over the Project, other than those identified in Article 3.

**4.3.8** Providing services relative to future facilities, systems or equipment.

**4.3.9** Providing services to investigate existing conditions or facilities or to make measured drawings thereof, or to verify the accuracy of drawings or other information furnished by the Owner.

**4.3.10** Making investigations, inventories of materials or equipment, or valuations and detailed appraisals of existing facilities.

**4.3.11** Providing planning surveys, site evaluations or comparative studies of prospective sites.

- 4.3.12** Providing services for planning tenant or rental spaces.
- 4.3.13** Providing services in connection with the work of a construction manager or separate consultants retained by the Owner, unless said manager or consultant was engaged prior to the effective date of this Agreement.
- 4.3.14** Providing detailed estimates (as defined by Section 6.3) of Construction Cost.
- 4.3.15** Preparing a set of reproducible record drawings showing significant changes in the Work made during construction based on marked-up prints, drawings and other data furnished by the Contractor to the Architect.
- 4.3.16** Providing analyses of owning and operating costs.
- 4.3.17** Providing coordination of Work performed by separate contractors or by the Owner's own forces.
- 4.3.18** Providing on-site project representation during construction beyond Basic Services.
- 4.3.19** Providing building commissioning services, including assistance in the utilization of equipment or systems, such as testing, adjustment and balancing, preparation of operation and maintenance manuals, training personnel for operation and maintenance, and consultation during operation.
- 4.3.20** Providing coordination of construction performed by separate contractors or by the Owner's own forces and coordination of services required in connection with construction performed and equipment supplied by the Owner.
- 4.3.21** Providing detailed quantity surveys or inventories of material, equipment and labor.
- 4.3.22** Attendance at a dispute resolution proceeding or legal proceeding, except where the Architect is a party thereto.
- 4.3.23** Preparing Drawings, Specifications and supporting data and providing other services in connection with change orders unless such change orders are required due to errors or omissions of the Architect.
- 4.3.24** Consultation concerning replacement of any Work damaged by fire or other cause during construction, and furnishing services as may be required in connection with the replacement of such Work.
- 4.3.25** Providing services made necessary by the default of the Contractor, or by major defects or deficiencies in the Work of the Contractor, or by failure of performance of either the Owner or Contractor under the Contract for Construction.
- 4.3.26** Providing services after issuance to the Owner of the final Certificate for Payment, or in the absence of a final Certificate for Payment, more than sixty days after the Date of Notice of Completion of the Work.
- 4.3.27** Providing services of consultants for other than the normal architectural, civil, structural, mechanical and electrical engineering services for the Project.
- 4.3.28** Providing services of consultants for electrical load testing of existing site or building infrastructure.
- 4.3.29** Providing services of consultants for fire flow testing for city or county infrastructure.
- 4.3.30** Providing services for evaluation and design criteria reports of existing facilities as required by governmental agencies (DSA) and/or the California Administrative Code.
- 4.3.31** Providing any other services not otherwise included in this Agreement or not customarily furnished in accordance with generally accepted architectural practice.

## ARTICLE 5 - OWNER'S RESPONSIBILITIES

**5.1** Unless otherwise provided for under this Agreement, the Owner shall provide information in a timely manner regarding requirements for and limitations on the Project, including a written program which shall set forth the Owner's objectives, schedule, constraints, and criteria, including space requirements and relationships, flexibility and expandability, special equipment, systems and site requirements. Within 15 days after receipt of a written request from the Architect, or such additional time as may be commercially reasonable under the circumstances, the Owner shall furnish the requested information as necessary and relevant for the Architect to evaluate, give notice of or enforce lien rights.

**5.2** The Owner shall establish and periodically update the Owner's budget for the Project, including (1) the budget for the Cost of the Work as defined in Section 6.1; (2) the Owner's other costs; and (3) reasonable contingencies related to all of these costs. If the Owner significantly increases or decreases the Owner's budget for the Cost of the Work, the Owner shall notify the Architect. The Owner and Architect shall thereafter meet and confer in an effort to modify the Project's scope and quality.

**5.2.1** The Owner acknowledges that accelerated, phased or fast-track scheduling provides a benefit, but also carries with it associated risks. Such risks include the Owner incurring costs for the Architect to coordinate and redesign portions of the Project affected by procuring or installing elements of the Project prior to the completion of all relevant Construction Documents, and costs for the Contractor to remove and replace previously installed Work. If the Owner selects in writing an accelerated, phased, or fast-track scheduling, the Owner agrees to include in the budget for the Project sufficient contingencies to cover such costs.

**5.3** The Owner shall identify a representative authorized to act in the Owner's behalf with respect to the Project. The Owner shall render decisions and approve the Architect's submittals in a timely manner in order to avoid unreasonable delay in the orderly and sequential progress of the Architect's services.

**5.4** The Owner shall furnish surveys reasonably necessary to describe physical characteristics, legal limitations and utility locations for the site of the Project, and a written legal description of the site. The surveys and legal description shall include, as applicable, grades and lines of streets, alleys, pavements and adjoining property and structures; designated wet-lands; adjacent drainage; flood plain designations; rights-of-way, restrictions, easements, encroachments, zoning, deed restrictions, boundaries and contours of the site; locations, dimensions and necessary data pertaining to existing buildings, other improvements and trees; and information concerning available utility services and lines both public and private, above and below grade, including inverts and depths. All information on the survey shall be referenced to a Project benchmark.

**5.5** The Owner shall furnish the services of geotechnical engineers and other such consultants when such services are reasonably required by the scope of the Project and are requested by the Architect. Such services may include test borings, test pits, determinations of soil bearing values, percolation tests, evaluations of hazardous materials, seismic evaluations, ground corrosion and resistivity tests, including necessary operations for anticipating subsoil conditions, with written reports and appropriate recommendations.

**5.6** The Owner shall coordinate the services of its own consultants with those services provided by the Architect. Upon the Architect's request, the Owner shall furnish copies of the scope of services in the contracts between the Owner and the Owner's consultants. The Owner shall furnish the services of consultants other than those designated in this Agreement, or authorize the Architect to furnish them as an Additional Service, when the Architect requests such services and demonstrates that they are reasonably required by the scope of the Project. The Owner shall require that its consultants maintain professional liability insurance appropriate to the services provided.

5.7 The Owner shall furnish tests, inspections and reports required by law or the Contract Documents, such as structural, mechanical, and chemical tests, tests for air and water pollution, and tests for hazardous materials, which the Owner shall own.

5.8 The Owner shall furnish all legal, insurance, and accounting services, including auditing services, that may be reasonably necessary at any time for the Project to meet the Owner's needs and interests.

5.9 The Owner shall provide prompt written notice to the Architect if the Owner becomes aware of any fault or defect in the Project, including errors, omissions or inconsistencies in the Architect's Instruments of Service.

5.10 The Owner shall furnish required information and services and shall render approvals and decisions as expeditiously as necessary for the orderly progress of the Architect's services and of the Work.

5.11 The Owner shall provide the Architect access to the Project site prior to commencement of the Work and shall obligate the Contractor to provide the Architect access to the Work wherever it is in preparation or progress.

## **ARTICLE 6 - COST OF THE WORK**

6.1 For purposes of this Agreement, the Cost of the Work shall be the total cost to the Owner to construct of all elements of the Project designed or specified by the Architect and shall include contractors' general conditions costs, overhead and profit. The Cost of the Work does not include the compensation of the Architect, the costs of land, rights-of-way, financing, contingencies for changes in the Work or other costs that are the responsibility of the Owner.

6.2 The Owner's budget for the Cost of the Work is provided in the Initial Information, and may be adjusted throughout the Project as required under Sections 5.2, 6.4 and 6.5. Evaluations of the Owner's budget for the Cost of the Work, the preliminary statement of the Probable Cost of the Work, and updated Statements of Probable Cost of the Work prepared by the Architect, represent the Architect's judgment as a design professional. It is recognized, however, that neither the Architect nor the Owner has control over the cost of labor, materials or equipment, over the Contractor's methods of determining bid prices, or over competitive bidding, market or negotiating conditions. Accordingly, the Architect cannot and does not warrant or represent that bids or price proposals will not vary from the Project budget for the Cost of the Work or from any Statement of Probable Cost of the Work prepared by the Architect.

6.3 In preparing Statements of Probable Cost of the Work, the Architect shall be permitted to include contingencies for design, bidding and price escalation; to determine what materials, equipment, component systems and types of construction are to be included in the Contract Documents; to make reasonable adjustments in the scope of the Project; and to include in the Contract Documents alternate bids to adjust the Probable Cost of the Work to meet the Owner's budget for the Cost of the Work. The Architect's opinion of the Probable Cost of the Work shall be based on current area, volume, or similar conceptual estimating techniques. If the Owner requests detailed cost estimating services, the Architect shall provide such services as an Additional Service under Article 4.

6.4 If the Bidding or Negotiation Phase has not commenced within 90 days after the Owner approves the Construction Documents, the Owner's budget for the Cost of the Work shall be adjusted to reflect changes in the general level of prices in the applicable construction market, if applicable.

6.5 If at any time the Architect's opinion of the Probable Cost of the Work exceeds the Owner's budget for the Cost of the Work, the Architect shall make appropriate recommendations to the Owner to adjust the Project's size, quality or budget for the Cost of the Work, and the Owner reasonably shall cooperate with the Architect in making such adjustments.

6.6 If the Owner's budget for the Cost of the Work at the conclusion of the Construction Documents Phase Services is exceeded by the lowest bona fide bid or price proposal, the Owner shall:

- .1 give written approval of an increase in the budget for the Cost of the Work;
- .2 authorize rebidding or renegotiating of the Project within a reasonable time;



- .3 terminate in accordance the terms of this Agreement;
- .4 in consultation with the Architect, revise the Project program, scope, or quality as required to reduce the Cost of the Work; or
- .5 implement any other mutually acceptable alternative.

**6.7** If the Owner's budget for the Cost of the Work is exceeded by the lowest bona fide bid or price proposal by more than 10%, and the Owner chooses to proceed under Section 6.6.4, the Architect, without additional compensation, shall modify the Construction Documents as necessary to comply with the Owner's budget for the Cost of the Work at the conclusion of the Construction Documents Phase Services, or the budget as adjusted under Section 6.6.1. Except for the cost of such modifications, Architect shall not be responsible for any increase in the Cost of the Work.

**6.8** If the Owner's budget for the Cost of the Work is exceeded by the lowest bona fide bid or price proposal by less than 10%, and the Owner chooses to proceed under Section 6.6.4, the Architect shall modify the Construction Documents as necessary to comply with said bid or proposal, or the budget as adjusted under Section 6.6.1 and be compensated for modifications to the Construction Documents as Additional Services as provided under Section 11.3.

## **ARTICLE 7 - OWNERSHIP AND USE OF DOCUMENTS**

**7.1** Drawings, specifications and other documents, including those in electronic form, prepared by the Architect and the Architect's consultants are Instruments of Service for use solely with respect to this Project, except as otherwise provided in Section 7.2 below. The Architect's Instruments of Service shall be the property of the Owner as provided by Education Code Section 17316, provided that the Owner shall comply with all obligations, including prompt payment of all sums when due, under this Agreement.

**7.2** This Agreement creates a non-exclusive and perpetual license for Owner to copy, use, modify, reuse, or sub-license any and all copyrights, designs, and other intellectual property embodied in the Architect's Instruments of Service, including drawings, specifications, studies, estimates, and other documents, or any other works of authorship fixed in any tangible medium of expression, including, but not limited to, physical drawings, data magnetically or otherwise recorded on computer disks, or other writings prepared or caused to be prepared by Architect pursuant to this Agreement. This transfer of rights pertains not only to this Project (including but not limited to any repair, maintenance, renovation, modernization or other alterations or revisions to this Project) but as they relate or may relate to other projects, provided that any invalidity of such license in relation to such other projects shall not affect the validity of such license in relation to this Project (including but not limited to any repair, maintenance, renovation, modernization or other alterations or revisions to this Project under Education Code Section 17316. This Agreement is an express transfer of rights as specified in Education Code Section 17316(b).

**7.3** Architect represents and warrants that Architect has the legal right to license any and all copyrights, designs and other intellectual property embodied in the Architect's Instruments of Service that Architect or its consultant's prepares or causes to be prepared pursuant to this Agreement. The Architect shall indemnify and hold the Owner harmless pursuant to Section 7.2 of this Agreement for any breach of this Article 7. The Architect makes no such representation and warranty in regard to previously prepared designs, plans, specifications, studies, drawings, estimates, or other documents or any other works of authorship fixed in any tangible medium of expression, including but not limited to physical drawings, data magnetically or otherwise recorded on computer disks, or other writings, that were prepared by design professionals other than Architect and provided to Architect by the Owner.

**7.4** The parties acknowledge the Architect's Instruments of Service are not represented to be appropriate for reuse without modification. Any reuse by Owner of documents prepared under this Agreement, without employing the services of Architect, shall be at Owner's own risk. In the event the Owner reuses or modifies the Architect's Instruments of Service developed by the Architect pursuant to this Contract for purposes other than that for which they are contemplated, the Owner shall indemnify, defend, and hold harmless the Architect, its employees and consultants for damages and expenses caused by the Owner's use or modification of the Architect's Instruments of

Service, and the parties agree that the provisions of this Article shall be the terms and conditions for the reuse as authorized by Education Code Section 17316(c).

**7.5** The Architect will provide the Owner with a customary set of reproducible designs, plans, specifications, studies, drawings, estimates and other documents or any other works of authorship fixed in any tangible medium of expression, including but not limited to physical drawings, data magnetically or otherwise recorded on computer disks, or other writings prepared or caused to be prepared by the Architect pursuant to this Agreement, and will retain, on the Owner's behalf, the original documents or reproducible copies of all such original documents, however stored, in the Architect's files for a period of no less than fifteen (15) years. The Architect shall promptly make available to Owner any original documents it has retained pursuant to this Agreement upon reasonable request by the Owner.

## **ARTICLE 8 - CLAIMS AND DISPUTES**

### **8.1 GENERAL**

**8.1.1** The Owner and Architect shall commence all claims and causes of action, whether in contract, tort, or otherwise, against the other arising out of or relating to this Agreement within the period specified by applicable law.

**8.1.2** The Architect and Owner waive consequential damages for claims, disputes or other matters in question arising out of or relating to this Agreement. This mutual waiver is applicable, with limitation, to all consequential damages due to either party's termination of this Agreement, except as specifically provided in Article 9.

### **8.2 MEDIATION**

**8.2.1** If a dispute arises out of or relating to this Agreement, or the breach thereof, and if said dispute cannot be settled through negotiation, the parties agree first to try in good faith to settle the dispute by non-binding mediation before resorting to litigation or some other dispute resolution procedure, unless the parties mutually agree otherwise. The mediator shall be mutually selected by the parties, but in case of disagreement, the mediator shall be selected by lot from among two nominations provided by each party. All costs and fees required by the mediator shall be shared equally by the parties, otherwise each party shall bear its own costs of mediation. If mediation fails to resolve the dispute within 60 days, either party may pursue litigation to resolve the dispute.

**8.2.2** Demand for mediation shall be filed in writing with the other party to this Agreement and with the American Arbitration Association. A demand for mediation shall be made within reasonable time after the claim, dispute or other matter in question has arisen. In no event shall the demand for mediation be made after the date when institution of legal or equitable proceedings based on such a claim, dispute or other matter in question would be barred by California statutes of limitations.

## **ARTICLE 9 - TERMINATION OR SUSPENSION**

**9.1** The right to terminate this Agreement under this provision may be exercised without prejudice to any other right or remedy to which the terminating party may be entitled at law or under the Agreement.

### **9.2 TERMINATION WITHOUT CAUSE**

**9.2.1** The Owner may terminate this Agreement upon not less than 7 days' written notice to the Architect for Owner's convenience and without cause. Upon the Owner's request and authorization, the Architect shall perform any and all Basic Services and Additional Services reasonably necessary to wind up the work performed to the date of termination.

### **9.3 SUSPENSION OF THE PROJECT**

**9.3.1** If the Owner suspends the Project, the Architect shall be compensated for services performed prior to notice of such suspension. If and when the Project is resumed, the Architect's fees for the remaining services and the time schedules shall be equitably adjusted.

**9.3.2** If the Owner suspends the Project for more than 90 cumulative days for reasons other than the fault of the Architect or the Architect's consultants, the Architect may terminate this Agreement by giving not less than 7 days' written notice.

### **9.4 TERMINATION WITH CAUSE**

**9.4.1** Either party may terminate this Agreement upon not less than 7 days' written notice should the other party fail substantially to perform in accordance with the terms of this Agreement through no fault of the party initiating the termination.

**9.4.2** Failure of the Owner to make payments to the Architect in accordance with this Agreement shall be considered substantial nonperformance and cause for termination.

**9.4.3** If the Owner fails to make payments to the Architect in accordance with this Agreement, other than those payments withheld pursuant to Section 11.7.1, such failure shall be considered substantial nonperformance and cause for termination or, at the Architect's option, cause for suspension of performance of services under this Agreement. If the Architect elects to suspend services, the Architect shall give 7 days' written notice to the Owner before suspending services. Before resuming services, the Architect shall be paid all sums due prior to suspension services and any expenses incurred in the interruption and resumption of the Architect's services. The Architect's fee for the remaining services and the time schedules shall be equitably adjusted.

### **9.5 EFFECTS OF TERMINATION**

**9.5.1** In the event of termination not the fault of the Architect, the Architect shall be compensated for services performed prior to termination, together with Reimbursable Expenses then due.

**9.5.2** The Owner's rights to use the Architect's Instruments of Service in the event of a termination of this Agreement are set forth in Article 7.

## **ARTICLE 10 - MISCELLANEOUS PROVISIONS**

**10.1** This Agreement shall be governed by the law of the State of California. If any action is instituted to enforce or interpret this Agreement, venue shall only be in the appropriate state or federal court having venue over matters arising in Kings County, California.

**10.2** The Owner and the Architect, respectively, bind themselves, their partners, successors, permitted assigns and legal representatives to this Agreement. Neither the Owner nor Architect shall assign this Agreement without the written consent of the other.

**10.3** If the Owner requests the Architect to execute certificates, the proposed language of such certificates shall be submitted to the Architect for review within a reasonable period of time prior to the requested dates of execution. The Architect shall not be required to execute certificates or consents that would require knowledge, services or responsibilities beyond the scope of this Agreement.

**10.4** Nothing contained in this Agreement shall create a contractual relationship with or a cause of action in favor of a third party against either the Owner or Architect.

**10.5** Unless otherwise provided in this Agreement, the Architect shall have no responsibility for the discovery, presence, handling, removal or disposal of or exposure of persons to, hazardous materials or toxic substances in any form at the Project site. Notwithstanding the foregoing, in the event the Owner or the Architect is or becomes aware of the presence of, or exposure of persons to hazardous materials or toxic substances, or the substantial risk thereof, each shall have a duty to immediately notify the other in writing.

**10.6** The Architect shall have the right to include photographic or artistic representations of the design of the Project among the Architect's promotional and professional materials. The Architect shall be given reasonable access to the completed Project to make such representations. However, the Architect's materials shall not include the Owner's confidential or proprietary information if the Owner has previously advised the Architect in writing of the specific information considered by the Owner to be confidential or proprietary. The Owner shall provide professional credit for the Architect in the Owner's promotional materials for the Project.

**10.7** If any provision of this Agreement shall be held invalid or unenforceable by a court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision hereof.

**10.8** The terms of this Agreement shall not be waived, altered, modified, supplemented or amended in any manner whatsoever except by written agreement signed by the parties.

**10.9** Each individual executing this Agreement on behalf of the Architect hereby represents and warrants that Architect is a duly formed and existing entity qualified to do business in the state in which the Project is located and that Architect has full right and authority to execute and deliver this Agreement and that each person signing on behalf of Architect is authorized to do so.

**10.10** Owner recognizes that circumstances may occur beyond the reasonable control of either the Owner or the Architect and extensions for such delays shall be made to the schedule. Notwithstanding anything stated herein to the contrary, any time during which the Architect is delayed in the Architect's work by acts of Owner or its employees or those in a direct contractual relationship with Owner or by acts of nature or other occurrences which were not or could not have been reasonably foreseen and provided for, and which are not due to any wrongful acts or omissions, shall be added to the time for completion of any obligations of the Architect.

## **ARTICLE 11 - COMPENSATION**

### **11.1 BASIC SERVICES**

**11.1.1 Percent of Construction Cost:** For the Architect's Basic Services described in Article 3, the Owner shall compensate the Architect on the basis of a percentage of the Cost of the Work, using the OPSC Sliding Scale as follows:

12.0% of the first	\$	500,000.00
11.5% of the next	\$	500,000.00
11.0% of the next	\$	1,000,000.00
10.0% of the next	\$	4,000,000.00
9.0% of the next	\$	4,000,000.00
8.0% of costs in excess of	\$	10,000,000.00

**11.1.2 Initial Basic Services Compensation:** The calculation of the Initial Basic Services Compensation shall be based on the application of the initial Cost of the Work to the OPSC Sliding Scale as follows:

COMPENSATION CALCULATION					
Fee Basis	% Fee	Const. Cost		Fee	
500,000	12.0%	\$	500,000.00	\$	60,000.00
500,000	11.5%	\$	421,712.58	\$	48,496.95
1,000,000	11.0%	\$	-	\$	-
4,000,000	10.0%	\$	-	\$	-
4,000,000	9.0%	\$	-	\$	-
Remainder	8.0%	\$	-	\$	-
Probable Construction Cost →		\$	921,712.58		
		Fee Sub-total →		\$	108,496.95
		Initial Basic Services Compensation →		\$	108,496.95

#### 11.1.3 Adjustments to Basic Services Compensation:

- .1 At the end of the Schematic Design, Design Development, Construction Documents, and Agency Approval phases, Initial Basic Services Compensation shall be adjusted to the latest Probable Cost of Construction.
- .2 Initial Basic Services Compensation shall be adjusted after receipt of bids to the amount of the Contract Sum of the awarded construction contract, which shall be the basis for calculating compensation during the construction phase.
- .3 Basic Services Compensation shall be finally adjusted at the completion of the Project to the final Contract Sum of the construction contract, as documented in approved change orders.
- .4 Change Orders items determined to be caused by Architect error or omission shall not increase the Architect's compensation.
- .5 Change Order items which reduce the Contract Sum shall not reduce Compensation.
- .6 When any portions of the Project are deleted or otherwise not constructed, compensation for those portions of the Project shall be payable to the extent services are performed on those portions, in accordance with the schedule set forth in Section 11.2.1, based on (1) the lowest bona fide bid, or (2) if no such bid or proposal is received, the most recent Statement of Probable Construction Cost for such portions of the Project. The Architect shall be entitled to compensation in accordance with this Agreement for services performed whether or not the Construction Phase is commenced.
- .7 When additive alternate bids are provided, and the Owner decides not to accept them after bidding, the Architect shall be compensated based on 75% of 8% of the actual awarded bidders bid for such alternate bids, thereby compensating the architect for design and preparation of the alternate item.
- .8 When deductive alternate bids are provided, and the Owner decides to accept them after bidding, the Architect shall be compensated based on 75% of 8% of the actual difference between the awarded bidder's bid for such alternate bids, thereby compensating the Architect for design and preparation of the alternate item.

## 11.2 PROGRESS PAYMENTS

11.2.1 Progress payments for each phase of Basic Services shall be as follows:

Schematic Design Phase:	10%
Design Development Phase:	20%
Construction Documents Phase:	40%
Bidding Phase:	5%
<u>Construction Phase:</u>	<u>25%</u>
<b>Total Basic Compensation:</b>	<b>100%</b>

## 11.3 ADDITIONAL SERVICES

11.3.1 For approved Additional Services that may arise during the course of the Project, the Owner shall compensate the Architect on the basis of a stipulated sum agreed to by the parties in advance of the services being performed, or on an hourly basis, plus compensation for reimbursable expenses.

11.3.2 When compensation for Additional Services is on an hourly basis, compensation for Additional Services of the Architect's consultants will be computed at a rate of 1.10 times the amount billed to the Architect for such services.

11.3.3 For Reimbursable Expenses incurred in the furnishing of Additional Services, compensation will be computed at a rate of 1.10 times the amount of expenses incurred by the Architect and the Architect's Consultants.

## 11.4 HOURLY BILLING RATES

11.4.1 The hourly billing rates for services of the Architect are set forth below:

### Standard Hourly Billing Rates Schedule:

Principal Architect	\$ 225.00
Architect III	185.00
Architect II	160.00
Architect I	140.00
Construction Administrator III	165.00
Construction Administrator II	145.00
Construction Administrator I	120.00
Business Manager	165.00
Project Manager	150.00
Interior Designer II	100.00
Interior Designer I	80.00
Drafting Technician IV	110.00
Drafting Technician III	100.00
Drafting Technician II	90.00
Drafting Technician I	70.00
Administrative Asst. II	90.00
Administrative Asst. I	70.00

The above rates are effective through December 31, 2022. Work continuing beyond December 31, 2022, shall be subject to increases in the above noted schedule based on Engineering News Record's, "Cost of Living Index Adjustment", until this agreement is modified.

## **11.5 COMPENSATION FOR REIMBURSABLE EXPENSES**

**11.5.1** Reimbursable Expenses are in addition to compensation for Basic and Additional Services and include reasonable expenses incurred by the Architect and Architect's consultants directly related to the Project, as follows:

- .1 Transportation in connection with the project shall be compensated at the yearly established rate as permitted and published by the Internal Revenue Service for compensated mileage.
- .2 Expense of out of region meals and lodging in connection with the Project.
- .3 If authorized in advance by the Owner, expense of overtime work requiring higher than regular rates for non-exempt employees.
- .4 Expense of renderings, models and mock-ups requested by the Owner.
- .5 Expense of additional insurance coverage or limits, including professional liability insurance, requested by the Owner in excess of that required by Article 12.
- .6 Expense of reproductions, postage and handling of Drawings, Specifications, and other documents required for approval, bidding, and construction of the Project in the Owner's interest, excluding reproductions for the office use of the Architect and the Architect's consultants.

**11.5.2** For Reimbursable Expenses, compensation will be computed at a rate of 1.10 times the amount of expenses incurred by the Architect and the Architect's Consultants.

## **11.6 PAYMENTS TO THE ARCHITECT**

**11.6.1** For services satisfactorily performed, payment for Basic Services, Additional Services and Reimbursable Expenses shall be made on a monthly basis after receipt and approval by the Owner of the Architect's properly documented and submitted invoices. To be "properly documented and submitted," an invoice shall be timely, be accompanied by all necessary documentation, list all activities performed, and for each activity performed list the person performing it and the person's billing rate. Architect's invoice shall be submitted within ten (10) days of the end of the monthly billing period. Invoices, receipts and other documentation to establish the validity of all Reimbursable Expenses shall be a prerequisite to Owner payment of such expenses. If Owner disputes a portion of a properly submitted invoice, it shall notify Architect of the dispute and, upon Architect's request, arrange for a meeting to confer about, and potentially resolve, the dispute. Prior to this meeting, Architect shall provide all documentation requested to support disputed portions of a properly submitted invoice. Regardless of any such dispute about an invoice or payment, both parties shall continue to provide all services required by this Agreement and law until the end of the Project, even if Owner and Architect cannot resolve all such disputes. Payments of undisputed portions of a properly submitted invoice shall be made within 60 days of receipt of the invoice.

**11.6.2** Amounts unpaid 30 calendar days after the 5th of the month shall bear interest at the rate of 1-1/2%.

## **11.7 PAYMENTS WITHHELD**

**11.7.1** The Architect's compensation shall be paid notwithstanding a Contractor-caused delay in completion of the project or reduction of final construction cost by reason of penalties, liquidated damages, or other amounts withheld from the Contractor. However, Owner may withhold from payments to Architect to the extent that Basic and Additional Services remain to be performed, including but not limited to those required for project closeout and payments to Contractor. If the total amount invoiced by Architect reaches the not-to-exceed Basic Services amount before Architect's Basic Services under this Agreement are complete, Architect must complete the Basic Services without submitting additional invoices, or receiving additional payment, for Basic Services.

## **11.8 ARCHITECT'S ACCOUNTING RECORDS**

**11.8.1** Architect shall maintain complete and accurate records showing all hours worked with respect to the services rendered and the costs incurred under this Agreement, including but not limited to Reimbursable Expenses and expenses pertaining to Additional Services. In addition, the Architect shall maintain complete and accurate records with respect to any payments to employees or subcontractors. Architect shall also be responsible for Architect's

consultants keeping similar records. All such records shall be prepared in accordance with generally accepted accounting procedures, shall be clearly identified, and shall be kept readily accessible. Upon request, Architect shall make such records available within Fresno County to the Auditor of Owner and to its agents and representatives, for the purpose of auditing and/or copying such records for a period of 5 years from the date of final payment under this Agreement.

## **ARTICLE 12 - INSURANCE PROVISIONS**

**12.1 Insurance Requirements:** Architect shall maintain at its own costs and expense the following minimum insurance coverage and shall provide a certificate of insurance and any required endorsements to Owner. The certificate of insurance and required endorsements shall be provided prior to commencement of any work and prior to the expiration of each renewal of the policy. Owner may request and Architect shall, upon request, provide a true and certified copy of each policy. No payment will be issued until Owner has received acceptable insurance documentation.

**12.2** In addition to the requirements outlined below for each insurance policy, Architect agrees that it will have each insurance policy endorsed to provide:

1. The policy shall be endorsed to provide thirty (30) day notice of cancellation, except ten (10) day notice for nonpayment of premium to Owner.
2. When required, the Commercial General Liability, Automobile Liability, and Aviation Liability insurance policies shall be endorsed to include as additional insured for on-going operations, products completed operations and ownership, operation or use of automobiles and aircraft, Owner and any other person or organization which Architect is required to include as additional insured under an Agreement and their respective owners, directors, officers, employees, agents and volunteers.
3. When required, the Workers Compensation insurance policies shall be endorsed to provide a waiver of subrogation in favor of the Owner and any other person or organization to which Owner is required in a written agreement to provide a waiver of subrogation.
4. If any insurance policy includes a cross suits endorsement or an insured vs. insured exclusion endorsement, the endorsement may not exclude a claim by an additional insured against the named insured or a claim by an additional insured against another additional insured.

**12.3 General Liability Insurance:** Without limiting Architect's indemnification, Architect shall secure and maintain in full force and effect, at its sole cost and expense during the term of this Agreement, a comprehensive general liability insurance policy with combined single limits of \$2,000,000.00 per occurrence, with a General Aggregate limit of \$4,000,000.00.

**12.3.1** The policy shall include contractual liability. The policy may not include any limitation, exclusion or coverage restriction for explosion, collapse or underground hazards. The policy shall not include an exclusion for job site safety or injury to employees of independent contractors. If the policy includes an exclusion of professional services, the exclusion shall not include job site safety as part of the definition of professional services. The certificate of insurance shall include a statement that the policy does not exclude claims alleging job site safety.

**12.3.2** Should any of the required insurance be provided under a claims-made form, Architect shall maintain coverage continuously throughout the term of this Agreement, and without lapse, for a period of at least ten (10) years beyond this Agreement expiration or the filing of a Notice of Completion (whichever is later), to the effect that, should occurrences during the Agreement term give rise to claims made after expiration of the Agreement, such claims shall be covered by such claims-made policy. Nothing herein shall in any way limit or diminish Architect's obligations to the Owner under any provision, including any duty to indemnify and defend the District.



**12.4 Worker's Compensation and Employer's Insurance:** Architect shall furnish to the Owner satisfactory proof that the Architect and all engineers, experts, consultants and employees for the period of this Agreement, is providing workers' compensation insurance with \$1,000,000.00 coverage for all persons whom they may employ in carrying out the Work contemplated under this Agreement in accordance with the Workers' Compensation Laws of the State of California. If the Architect employs any engineer, expert consultant or subcontractor which it did not intend to employ prior to commencement of services, it must furnish such proof of insurance covering said engineer, expert, consultant or subcontractor to the Owner immediately upon their employment. Such insurance shall be maintained in full force and effect during the period covered by this Agreement including any extensions of time.

**12.5 Professional Liability Insurance:** Architect shall furnish to the Owner satisfactory proof that the Architect has Professional Liability Insurance (errors and omissions) with limits of \$1,000,000.00 per claim/\$2,000,000.00 annual aggregate. This insurance shall be maintained in force during the entire period of time the Architect renders service to the Owner under this Agreement. Each of the Architect's professional sub-contractors shall comply with this Section, and Architect shall include such provisions in its contracts with them.

**12.6 Commercial Automobile Liability:** Commercial Automobile Liability Insurance including coverage for all owned, non-owned and hired automobiles. The limit of liability shall not be less than \$2,000,000 each accident. The policy shall include contractual liability.

**12.7 Aviation Liability:** To the extent drones are used, Architect will carry liability insuring bodily injury and property damage arising out of the use of owned and non-owned unmanned aircraft.

## **ARTICLE 13 - SPECIAL PROVISIONS**

### **13.1 INDEMNIFICATION**

**13.1.1** The Architect agrees, to the extent permitted by law, to hold harmless and indemnify but not defend the Owner, its Governing Board, each member of the Board, and their officers and employees harmless from any liability for damages to the extent actually caused by the Architect's negligent acts, errors, omissions, or recklessness, or willful misconduct in the performance of professional services arising out of this Agreement and those of his or her officers, employees, consultants or sub-consultants or anyone for whom the Architect is legally responsible (collectively, the "Architect's Parties"). The Architect is not obligated to indemnify the Owner and employees or any other third party in any manner whatsoever for their own negligence.

**13.1.2** This indemnification specifically includes any claims that may be made against Owner or against Architect by any taxing authority asserting that an employer-employee relationship exists by reason of this Agreement. The Architect specifically agrees to hold harmless and indemnify the Owner for any and all claims arising out of any injury, disability, or death of the Architect's employees or agents to the extent that the above are caused by the negligent acts, errors, or omissions of the Architect. This indemnification obligation shall continue beyond the term of this Agreement as to any negligent acts or omissions occurring under this Agreement or any extension of this Agreement, subject to the applicable statute of limitations.

### **13.2 FINGERPRINTING**

**13.2.1** Pursuant to California Education Code Section 45125.1, before any agents or employees of Architect may enter school grounds where they may have any contact with pupils, Architect shall submit fingerprints of its agents and employees in a manner authorized by the California Department of Justice, together with a fee determined by the Department of Justice. Architect shall not permit any of its agents or employees to come in contact with pupils of the Owner until the Department of Justice has ascertained that the Architect's agents or employees have not been convicted of a felony as defined in Education Code Section 45122.1.

**13.2.2** Architect shall provide Owner with a written list of the names of its agents or employees who may come in contact with pupils before commencement of work. Architect shall certify, in a form provided by Owner, under penalty

of perjury, that it has complied with the requirements of Education Code Section 45125.1, and that none of its agents or employees who may come in contact with pupils have been convicted of a felony as defined in Education Code Section 45122.1, based upon the information Architect has received from the Department of Justice.

**13.2.3** If Architect believes that its agents or employees will have only limited contact with pupils and should therefore be exempted from these requirements, Architect must contact the Owner with its request for exemption within 15 days prior to the commencement of work. The request for exemption must specify the grounds for such proposed exemption, considering the totality of circumstances, including but not limited to the length of time Architect will be on school grounds, whether pupils will be in proximity to the site where the Architect's employees are working, and whether the Architect's employees will be working by themselves or with others. Whether to grant or deny the exemption is within the sole discretion of the Owner's governing board.

### **13.3 ASSURANCES OF NON-DISCRIMINATION**

**13.3.1** Architect expressly agrees that it will not discriminate in employment or in the provision of services on the basis of any characteristic or condition upon which discrimination is prohibited by state or federal law or regulation.

### **13.4 INDEPENDENT CONTRACTOR STATUS**

**13.4.1** This Agreement is entered into by both parties with the express understanding that Architect will perform all services required under this Agreement as an independent contractor. Nothing in this Agreement shall be construed to constitute the Architect or any of its agents, employees or officers as an agent, employee or officer of Owner. Architect agrees to advise everyone it assigns or hires to perform any duty under this Agreement that they are not employees of Owner. Subject to any performance criteria contained in this Agreement, Architect shall be solely responsible for determining the means and methods of performing the specified services and Owner, except to the extent stated otherwise in this Agreement, shall have no right to control or exercise any supervision over Architect as to how the services will be performed. As Architect is not Owner's employee, Architect is responsible for paying all required state and federal taxes. In particular, Owner will not (1) withhold FICA (Social Security) from Architect payments, (2) make state or federal unemployment insurance contributions on Architect's behalf, (3) withhold state or federal income tax from payments to Architect, (4) make disability insurance contributions on behalf of Architect, (5) obtain unemployment compensation insurance on behalf of Architect. Notwithstanding this independent contractor relationship, Owner shall have the right to monitor and evaluate the performance of Architect to assure compliance with this Agreement.

### **13.5 MANUFACTURER'S PRODUCT DATA**

**13.5.1** To the extent the Architect collects product manufacturer materials disclosing product contents; the Owner acknowledges that it is not relying on the Architect for any analysis of material composition or the human or environmental health impacts of specific material selections. Any assessments or evaluations of this kind should be conducted by a toxicologist or other trained professionals retained by the Owner.

**13.6 NOTICE**

**13.6.1** All notices, certificates, or other communications hereunder shall be deemed given when personally delivered or mailed by certified mail, postage prepaid, to the parties at the address set forth below:

**Owner:** Hanford Elementary School District  
Attn: Joy Gabler  
714 North White Street  
Hanford, CA 93232

**Architect:** Mangini Associates, Inc.  
Attn: Gilbert Bareng  
4320 W. Mineral King Avenue  
Visalia, California 93291

**ARTICLE 14 - SCOPE OF THE AGREEMENT**

**14.1** This Agreement represents the entire and integrated agreement between the Owner and the Architect and supersedes all prior negotiations, representations or agreements, either written or oral. This Agreement may be amended only by written instrument signed by both Owner and Architect.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement on the terms set and agreed upon as of the day and year first written above.

**OWNER**  
**HANFORD ELEMENTARY SCHOOL DISTRICT**

**ARCHITECT**  
**MANGINI ASSOCIATES INC.**

By: \_\_\_\_\_  
Joy Gabler, Superintendent

By:  \_\_\_\_\_  
Gilbert M. Bareng, Vice President, C33544

## HANFORD ELEMENTARY SCHOOL DISTRICT

**AGENDA REQUEST FORM**

TO: Joy C. Gabler

FROM: Lucy Gomez

DATE: June 5, 2023

FOR: ☒ Board Meeting  
☐ Superintendent's Cabinet

FOR: ☐ Information  
☒ Action

Date you wish to have your item considered: June 14, 2023

**ITEM:** Request approval of Consulting Services Agreement with California State University, Fresno Foundation to provide Parent University Virtual Modules

**PURPOSE:** Approval of this Consulting Services Agreement with California State University, Fresno Foundation would provide parents in our district with the opportunity to participate in Parent University modules addressing the following topics: Social and Emotional Wellness, Health and Wellness, Parenting Skills, Pathways to College, Digital Literacy, Financial Literacy, Business Development, English Conversation, and Spanish Conversation. Each module includes eight sessions taught across four weeks in English, Spanish, Hmong and Punjabi, with parents having the option to choose topics and language of preference.

**FISCAL IMPACT:** \$7,000

**RECOMMENDATIONS:** Approve

## Consulting Services Agreement Parent University

This consulting services agreement ("Agreement") is made and entered into by and between the **Hanford Elementary Unified School District** ("Agency") and California State University, Fresno Foundation ("Foundation"), a California nonprofit public benefit corporation organized and operating as an auxiliary organization supporting Fresno State in accordance with California Education Code Sections 89900, et seq. and Title 5 CCR Sections 42400, et seq.). This Agreement shall be effective as of July 1, 2023 ("Effective Date").

Foundation agrees to provide the following services, and Agency agrees to pay the Foundation for such services, as follows:

### 1. Consulting Services.

Foundation shall provide the Agency the following consulting services (hereinafter referred to as the "Services"):

- Produce a bilingual (English and Spanish or other language as requested) flier for Agency and Foundation to use in its participant recruitment efforts;
- Deliver the following virtual Parent University training classes:

Business Development	Parenting Skills
Digital Literacy I, II, III, IV	Pathway to College
English Conversation I, II	Social and Emotional Wellness
Financial Literacy I, II	Spanish Conversation I, II
Health and Wellness	

Classes will be delivered in September, October, November, February, March and April to participants (no minimum and no maximum in each class) recruited by Agency and Foundation, using a schedule determined by Agency;

- Deliver eight (8) training sessions for each selected class over a four (4) week period per class to be determined by the Agency within the Agreement term.
- Deliver two (2) hours of instruction per training session
- Provide written notice to Agency if a training session needs to be rescheduled, postponed or canceled, and assist Agency in notifying participants of any changes to regularly scheduled training sessions;
- Provide staff member(s) for delivery of virtual Parent University training classes;
- Provide oversight of Parent University training class curriculum implementation through constant communication with staff member(s) responsible for delivering instruction;
- Provide Certificates of Completion to all participants who complete a minimum of five out of the eight sessions.

The Agency shall provide Foundation the following:

- Assist with recruitment of participants for Parent University training classes using a bilingual flier produced by Foundation.

Consulting Services Agreement  
Parent University

2. Term.

Foundation shall provide the Services beginning on the Effective Date and expiring on June 30, 2024, unless earlier terminated by either party in accordance with section 7 below.

3. Payment.

The Agency agrees to pay Foundation a Consulting Services Fee in the amount of Seven Thousand US Dollars (\$7,000) for the Services. The Agency agrees to pay Foundation no later than thirty (30) calendar days after the invoice date.

4. Reimbursement of Mileage.

All travel expenses incurred by Foundation are included in the Consulting Services Fee.

5. Independent Contractor/Agency Status.

Foundation and its employees shall perform this Agreement as an independent contractor and not as officers, employees, or agents of the Agency. Foundation shall retain the right to perform similar services for others during the term of this Agreement.

6. Indemnity.

To the extent of Foundation's fault, Foundation shall indemnify, defend, and hold harmless the Agency, its directors, officers, agents, and employees, from and against any and all claims, damages, losses, causes of action, and demands, arising out of the negligence or intentional misconduct of Foundation or its employees in connection with the performance of the Services. To the extent of the Agency's fault, the Agency shall indemnify, defend and hold harmless Foundation; the Trustees of the California State University; the State of California; California State University, Fresno; and all of said entities' directors, officers, agents, and employees from and against any and all claims, damages, losses, causes of action and demands, arising out of the negligence or intentional misconduct of the Agency or its employees in connection with this Agreement. The obligation of each party to indemnify, defend and hold the other harmless as specified in this section 6 shall survive any expiration or earlier termination of this Agreement. Each party shall carry and maintain a general liability insurance policy with limits of no less than One Million Dollars (\$1,000,000) combined single limit per occurrence coverage that insures against personal injury and property damage claims.

7. Termination of Agreement.

Either party hereto may terminate this Agreement at any time for any reason or no reason by providing the other party thirty (30) calendar days' advance written notice. In the event of early termination, the Agency shall pay Foundation for work performed and obligations incurred to the date of termination of this Agreement. The Agency may then proceed with the work in any manner deemed appropriate by the Agency.

8. Workers' Compensation Insurance.

Foundation agrees to provide all necessary Workers Compensation Insurance for its employees, at its own cost and expense.

Consulting Services Agreement  
Parent University

9. Taxes.

Foundation agrees that its employees working under this Agreement have no entitlement to any future work from the Agency or to any employment or fringe benefits from the Agency. Payments to Foundation pursuant to this Agreement will be reported to federal and state taxing authorities as required. The Agency will not withhold any money from compensation payable to Foundation. In particular, the Agency will not withhold FICA (social security), state or federal unemployment insurance contributions, and/or state or federal income tax, or disability insurance. Foundation agrees that it is independently responsible for the payment of all applicable payroll taxes with respect to Foundation employees working under this contract.

10. Notices.

All payments and any notices or communications under this Agreement shall be in writing and shall be deemed to be duly given if served personally on the party to whom notice is directed or if mailed to such party, in which case notice shall be deemed given forty-eight (48) hours after the same has been deposited in the United States mail, certified or registered, return receipt requested, postage prepaid, and addressed in the case of:

California State University, Fresno Foundation  
4910 N. Chestnut Ave.  
Fresno, CA 93726

With a copy to:

California State University, Fresno  
San Joaquin Valley Rural Development Center  
Attention: Eduardo González, Director  
550 E. Shaw Avenue, Suite 230  
Fresno, CA 93710

and

**Hanford Elementary Unified School District**  
**Attn: Lucy Gomez & Accounts Payable**  
**Address: P.O. Box 1067, Hanford, CA 93232**  
**Email: [lgomez@hanfordesd.org](mailto:lgomez@hanfordesd.org) & [acctpay@hanfordesd.org](mailto:acctpay@hanfordesd.org)**  
**Phone Number: 559-585-3638**

11. No Entitlement.

Foundation agrees that there is no entitlement to any future contracts or work from the Agency or to any employment or fringe benefits from the Agency. The Agency agrees that Foundation has no obligation to provide Services to the Agency after the expiration or earlier termination of this Agreement.

Consulting Services Agreement  
Parent University

12. Governing Law and Venue.

This Agreement and the rights and obligations of the parties shall be construed and enforced in accordance with the laws of the State of California, excluding its choice of law provisions. The parties also agree that in the event of litigation, the venue shall only lie with the appropriate state court or federal court located in Fresno County. The parties to this Agreement submit to the jurisdiction of the federal and state courts located in the County of Fresno, State of California.

13. Binding Effect.

This Agreement shall inure to the benefit of and shall be binding upon Foundation and Agency and their respective heirs, executors, administrators, or successors.

14. Severability.

If any provision of this Agreement shall be held invalid or unenforceable by a court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provisions of this Agreement.

15. Amendment.

The term of this Agreement shall not be amended in any manner whatsoever except by written agreement signed by the parties.

16. Entire Agreement.

This Agreement constitutes the entire agreement and understanding between the parties. There are no understandings, agreements, representations, or warranties, expressed or implied, not specified in this Agreement.

17. Attorneys' Fees.

In the event that either party hereto initiates litigation against the other to interpret or to enforce any of the terms or conditions of this Agreement, the prevailing party shall be entitled to an award of its attorneys' fees and costs incurred in such litigation.

18. Compliance with Law.

Foundation agrees to perform the Services outlined by the Agreement in a professional and a competent manner. Each party hereto agrees to abide by all applicable federal, state and local laws relative to the subject matter of this Agreement.



Consulting Services Agreement  
Parent University

IN WITNESS WHEREOF, this Agreement has been executed by the parties on the date and year first-above written.

**Hanford Elementary Unified School District**

BY: \_\_\_\_\_ Date: \_\_\_\_\_  
Joy C. Gabler/Superintendent

**California State University, Fresno Foundation**

BY: \_\_\_\_\_ Date: \_\_\_\_\_  
Deborah S. Adishian-Astone  
Executive Director

BY: \_\_\_\_\_ Date: \_\_\_\_\_  
Joy J. Goto  
Interim Dean of Research and Graduate Studies

## HANFORD ELEMENTARY SCHOOL DISTRICT

## AGENDA REQUEST FORM

TO: Joy C. Gabler

FROM: Lucy Gomez

DATE: June 5, 2023

FOR: ☒ Board Meeting  
☐ Superintendent's Cabinet

FOR: ☐ Information  
☒ Action

Date you wish to have your item considered: June 14, 2023

**ITEM:** Request approval of Memorandum of Understanding to continue to work with Tulare County Office of Education/Migrant Program Region VIII Model B district.

**PURPOSE:** Approval of this Memorandum of Understanding would allow Tulare County Office of Education/Migrant Education Program Region VIII to directly receive Migrant funds. As the Lead Agency, TCOE would coordinate and collaborate with our district to provide supplemental educational services for Migrant families and students residing in our district.

**FISCAL IMPACT:** HESD will bill Tulare County Office of Education/Migrant Program Region VIII for any applicable costs (facilities/custodial, transportation, food services, nursing services).

**RECOMMENDATIONS:** Approve



# MEMORANDUM OF UNDERSTANDING

FOR SERVICES TO  
MIGRANT STUDENTS, MIGRANT EDUCATION REGION VIII

The School District(s) in Migrant Region VIII that selected Model B, hereinafter referred to as “Model B District”, and the TULARE COUNTY SUPERINTENDENT OF SCHOOLS Migrant Education Program, Region VIII, hereinafter referred to as the “Migrant Education Program”, hereby concur that this Agreement shall be in effect as soon as both parties ratify it. This Agreement is for the period of July 1, 2023 to June 30, 2024, inclusive, and shall be effective July 1, 2023.

## PURPOSE:

To unify and coordinate **supplemental educational services** and resources for Migrant families and their children residing within the boundaries of participating district(s).

The services to be rendered and the terms and conditions of this Agreement are as follows:

## The Migrant Education Program, Region VIII, as Lead Agency, will:

1. Implement all required mandated Migrant components in collaboration with the District contact person or designee assigned to work with the Region.

### Mandated components of the Migrant Program:

- Provide Measureable Educational Instruction to Students.
  - Provide a Migrant Education School Readiness Program (MESRP).
  - Facilitation of Parent Advisory Councils will be administered through the Regional Advisory Committee.
  - Provide Opportunities for Parent Involvement.
  - Conduct Identification and Recruitment of Migrant Families.
  - Identify and serve Out-of-School Youth.
  - Provide Summer School services.
  - Establish a Memorandum of Understanding (MOU) with Region VIII to delineate District and Regional responsibilities.
  - Region VIII will hire highly qualified teachers/paraprofessionals OR contract an outside Agency to provide measureable educational instruction to students.
  - The District is not required to complete a DSA and the Program Evaluation.
  - The District School Plan will be discussed by the Area Administrator with contact or designee personnel.
2. Migrant funds are designated to direct measureable instructional services for Migrant students. Direct services are defined as:
    - Services provided directly to the student.

**Tulare County**  
**Office of Education**

*Tim A. Hire, County Superintendent of Schools*



# MEMORANDUM OF UNDERSTANDING

FOR SERVICES TO  
MIGRANT STUDENTS, MIGRANT EDUCATION REGION VIII

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- Services that answer the question: “How does the service directly impact student achievement in Mathematics and English Language Arts?”
  - Services that are measurable and produce data to determine student academic progress.
3. Migrant funds are intended to support the administering and monitoring of the Migrant Education Program.
  4. Certificated teachers/paraprofessionals provide instructional services to Migrant students.
  5. Migrant Education School Readiness Program (MESRP) staff must hold a Teaching Credential or a Permit Title (Teacher / Master Teacher) in the Child Development Permit Matrix.
  6. Services are provided before school, after school, or Saturdays and during Summer School (CDE, DSA, Migrant Program is supplemental to the supplementary core programs).
  7. Instructional services shall be relevant and rigorous.
  8. Provide direct supplemental services to Migrant students in the District, after a Needs Assessment has been conducted and collaboration has been occurred with the District.
  9. Assist and provide documentation during Migrant Regional FPM reviews.
  10. In coordination with the District, ensure that at least one parent representative from the district consortium attends a minimum of six Regional Parent Advisory Council (RPAC) trainings at the county level. (The RPAC meets six times per year).

**The District, as Participant in the Migrant Education Program Model B, will:**

1. Agree to participate in Model B for one fiscal year and shall notify the Migrant Education Program, Region VIII, by the end of November, if the District intends to change from Model B to Model A.
2. Agree that Region VIII will provide and/or coordinate all Migrant services.
3. Provide written approval for the Migrant Education Program, Region VIII, to access student-specific academic, benchmark—data for the purposes of research and for developing interventions using data analysis to identify the academic gaps and needs of Migrant students.
4. Provide Migrant students with equal access to educational opportunities and resources that are available to any other district students.
5. Approve use of facilities for Migrant Education activities within the District based on district operational cost and services requested for Regular Year and Summer.
6. Support the Region with the Migrant Education Program rules, regulations, and restrictions as described in the official Migrant Education Program Assurances.
7. If a student injury occurs in the Migrant Education Program, the District’s policies and procedures will be followed. The Tulare County Superintendent of Schools’ liability coverage would be primary for liability purposes as to Claims for Damages filed against the Tulare County Superintendent of Schools. Tulare County Superintendent of Schools will not provide any Student Accident Coverage.

**Tulare County**  
**Office of Education**

*Tim A. Hire, County Superintendent of Schools*



# MEMORANDUM OF UNDERSTANDING

FOR SERVICES TO  
MIGRANT STUDENTS, MIGRANT EDUCATION REGION VIII

8. Provide attendance data for purposes of identifying Migrant children enrolling and departing from the District (i.e. district gains/loss reports).
9. Assist in providing office space for migrant staff (Area Administrators and/or Student Recruiters).

Agreed upon by:

District Superintendent:

**Joy C. Gabler**

Printed Name

Signature

District: Hanford Elementary School District

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

Agreed upon by:

LEA: Tulare County Office of Education

County Superintendent of Schools:

Tim A. Hire

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

Migrant Education Director, Administrator:

Anabel González

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

**Tulare County  
Office of Education**

*Tim A. Hire, County Superintendent of Schools*

## HANFORD ELEMENTARY SCHOOL DISTRICT

**AGENDA REQUEST FORM**

TO: Joy Gabler

FROM: Jill Rubalcava

DATE: 6/5/2023

FOR: ☒ Board Meeting  
☐ Superintendent's Cabinet

FOR: ☐ Information  
☒ Action

Date you wish to have your item considered: 6/28/2023

**ITEM:** Consultant Contract for professional development and coaching with HB3 Literacy (24 calendar dates and 2 consultants on each scheduled date).

**PURPOSE:** PD/coaching focus will be teaching to mastery of foundational skills and grade level reading in primary grades. Coaching and PD will include Jan Richardson's Next Step Forward in Guided Reading and Word Work Frameworks.

**FISCAL IMPACT:** \$72,000.00

**RECOMMENDATIONS:** Approval

Hanford Elementary School District  
**HUMAN RESOURCES DEPARTMENT**

**AGENDA REQUEST FORM**

TO: Joy C. Gabler

FROM: Jaime Martinez

DATE: June 5, 2023

FOR: ☒ Board Meeting  
☐ Superintendent's Cabinet  
  
☐ Information  
☒ Action

DATE YOU WISH TO HAVE YOUR ITEM CONSIDERED: **June 14, 2023**

**ITEM:** Hear public input on Classified School Employees Association's (CSEA's) initial proposal for a successor agreement between Hanford Elementary School District and CSEA, beginning with the 2023-24 school year.

**PURPOSE:** CSEA's initial proposal for a successor agreement with HESD was presented at the May 24, 2023 Board Meeting. Comments from the public regarding the proposal are to be heard prior to Board action to accept the proposal [ Gov. Code 3547 (b) and (c)].

The current collective bargaining agreement between the District and CSEA expires on June 30, 2023.

**FISCAL IMPACT:** Unknown at this time.

**RECOMMENDATION:** Hear comments from the public and accept CSEA's initial proposal for contract negotiations with HESD.

**Initial Proposal of the  
California School Employees Association (CSEA) and its Hanford Chapter #344  
To the Hanford Elementary School District  
For the 2023-2026 Successor Negotiations**

CSEA desires to alter or amend the current collective bargaining agreement, which expires on June 30, 2023, as follows:

**Article 9: Unit Vacancies**

CSEA has an interest in adding language to address promotional opportunities within the bargaining unit.

**Article 19: Layoff, Reemployment, and Separation**

CSEA has an interest in amending language regarding notification of layoff to reflect current law.

**Article 22: Health and Welfare Benefits**

CSEA has an interest in improving the fringe benefits package for all bargaining unit members.

**Article 23: Pay and Allowances**

CSEA has an interest in securing a fair and equitable salary increase for all bargaining unit members.

**Article 26: Staff Development and Training**

CSEA has an interest in delineating the parties expected to train newly hired employees securing compensation for bargaining unit members expected to train newly hired employees.

**Article 27: Effect of Agreement**

CSEA has an interest amending the term of the Collective Bargaining Agreement.

**The California School Employees Association and its Hanford Chapter #344 reserves the right to make additional proposals at any time during the bargaining process; including but not limited to responses to proposals made by the District.**



Hanford Elementary School District  
**HUMAN RESOURCES DEPARTMENT**

**AGENDA REQUEST FORM**

TO: Joy C. Gabler

FROM: Jaime Martinez

DATE: June 5, 2023

FOR: ☒ Board Meeting  
☐ Superintendent's Cabinet

☐ Information  
☒ Action

DATE YOU WISH TO HAVE YOUR ITEM CONSIDERED: **June 14, 2023**

**ITEM:** Hear public input on District's Initial Proposal for a Successor Agreement between Hanford Elementary School District (HESD) and California School Employees Association (CSEA), beginning with the 2023-24 school year.

**PURPOSE:** Hanford Elementary School District's initial proposal for a successor agreement was presented at the May 24, 2023 Board Meeting. Comments from the public regarding the proposal are to be heard prior to Board action to accept the proposal [ Gov. Code 3547 (b) and (c) ].

The current collective bargaining agreement between the District and CSEA expires on June 30, 2023.

**FISCAL IMPACT:** Unknown at this time.

**RECOMMENDATION:** Hear comments from the public and accept HESD's initial proposal for contract negotiations with CSEA.

**HANFORD ELEMENTARY SCHOOL DISTRICT'S  
INITIAL PROPOSAL  
FOR SUCCESSOR COLLECTIVE BARGAINING AGREEMENT WITH  
CLASSIFIED SCHOOL EMPLOYEES ASSOCIATION (CSEA)  
EFFECTIVE JULY 1, 2023**

**ARTICLE 14: HOLIDAYS**

Incorporate Juneteenth into Holidays article consistent with requirements from Assembly Bill 1655.

**ARTICLE 16: LEAVES**

Revise language related to Extended Sick Leave with Half Pay to allow the District discretion to authorize half pay without documentation from a treating physician. Revise leave language for Family Illness/Injury Leave and Parental Bonding to align with current Labor Code. Revise Bereavement Leave language to remove Labor Code reference. Revise request notice language for Personal Necessity Leave.

**ARTICLE 19: LAYOFF, REEMPLOYMENT, AND SEPARATION**

Revise layoff language to align with new requirements from Assembly Bill 438.

**ARTICLE 22: HEALTH AND WELFARE BENEFITS**

Discuss Health and Welfare Benefit premium costs in combination with any salary increase as a total compensation package.

**ARTICLE 23: PAY AND ALLOWANCES**

Discuss any proposed salary increase in combination with Health and Welfare Benefit premium costs as a total compensation package.

**Article 27: Effect of Agreement**

Revise dates and limit articles to Pay and Allowances (Article 23) and/or Health and Welfare Benefits (Article 22) during negotiations in between full contract years.

Non substantive editing revisions to **Articles 9 and 12.**

## HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Joy C. Gabler  
FROM: Jay Strickland  
DATE: June 6, 2023

For: ☒ Board Meeting  
☐ Superintendent's Cabinet  
☐ Information  
☒ Action

Date you wish to have your item considered: 06/14/2023

ITEM: Consider approval of SARB agreement with KCOE for the 2023-24 school year

PURPOSE: To partnership with KCOE and other county resources to help make up our Local SARB board and to have available the resources of those involved for cases that go forward through the County SARB process.

FISCAL IMPACT (if any): Approximately \$21,000 (\$3.75 per student)

RECOMMENDATION (if any): For Approval

# **Kings County Office of Education**

Todd Barlow - County Superintendent of Schools

## SCHOOL ATTENDANCE REVIEW BOARD AGREEMENT

2023-2024

THIS AGREEMENT made between the Kings County Office of Education, hereinafter called "SUPERINTENDENT" and **Hanford Elementary School District**, hereinafter called "DISTRICT", provides SCHOOL ATTENDANCE REVIEW BOARD (SARB) services to the District for the 2023-2024 school year.

The Superintendent agrees to furnish to the District the following School Attendance Review Board services by staff of the Superintendent as follows:

**District & County SARB Services:**

- 1) The SARB staff will provide consultation services to the District prior to a District SARB referral, and
- 2) The SARB staff will generate and issue summonses for all District referrals, and
- 3) The SARB staff will create an agenda and organize the District SARB, and
- 4) The SARB staff will facilitate and chair all District SARB hearings, and
- 5) The SARB staff will coordinate and maintain the District SARB membership, and

**County SARB Only:**

- 6) The SARB staff will review and process all County SARB referrals, and
- 7) The SARB staff will create an agenda and facilitate the County SARB, and
- 8) The SARB staff will prepare the necessary documents when the County SARB approves a referral for a criminal complaint and file with the appropriate law enforcement agency, and
- 9) The SARB staff will maintain, facilitate and host the Truancy Intervention Prevention Program (TIPP) at a KCOE approved facility.

The Superintendent agrees to deposit any monies awarded by the Court in the account of the said District.

FOR AND IN CONSIDERATION of the School Attendance Review Board services provided to the District by the Superintendent, the District agrees to pay the Superintendent an amount determined to be **\$4.75** for District **and** County SARB Board services or **\$3.75** for County SARB services only, based on the October 2022 CBEDS count minus "Independent Study Based Charter School" Programs, (i.e. Mid-Valley Charter, Crossroads Charter). (See attached fee schedule.) Please check choice of service:

\_\_\_\_\_ District **and** County SARB @ \$4.75 per CBEDS (Items 1-9 above)

\_\_\_\_\_ County SARB only @ \$3.75 per CBEDS (Items 6-9 at County level only)

**CONTRACT TERMS AND CONDITIONS:**

- The term shall be from July 1, 2023 through June 30, 2024.
- Will be invoiced August 1, 2023

IN WITNESS WHEREOF the Superintendent of the District and the Superintendent of Schools of Kings County have affixed their signatures below.

 3/9/23

Todd Barlow, Superintendent  
Kings County Office of Education

Date

Joy Gabler, Superintendent  
Hanford Elementary School District

Date

HANFORD ELEMENTARY SCHOOL DISTRICT  
**Human Resources Department**  
**AGENDA REQUEST FORM**

**TO:** Joy C. Gabler

**FROM:** Jaime Martinez

**DATE:** June 5, 2023

**RE:** (X ) Board Meeting  
 ( ) Superintendent's Cabinet  
 ( ) Information  
 (X ) Action

DATE YOU WISH TO HAVE YOUR ITEM CONSIDERED: **June 14, 2023**

**ITEM:** Consider approval of personnel transactions and related matters.

**PURPOSE:**

**a. Employment**

Certificated, effective 8/10/2023

- Gage Dominguez, Intern Teacher, Probationary
- Alyssa Hope, Teacher, Probationary

Classified

- Ezequiel Arroyo, Custodian II – 8.0 hrs., Wilson, effective 5/16/23
- Savina Magana, Special Education Aide – 5.0 hrs., Washington, effective 8/15/23
- Marco Rios Rodriguez, Groundskeeper II – 8.0 hrs., DSF-Grounds, effective 5/15/23

Classified Temps/Subs

- Martha Estrada, Substitute READY Program Tutor, effective 5/19/23
- Ileanna Molina, Substitute Food Service Worker I/II, effective 5/18/23
- Erica Tijero, Substitute Yard Supervisor, effective 5/25/23

Temporary Out of Class Assignment

- Sherman Royal, from Custodian II – 8.0 hrs., District Office, to lead Custodian – 8.0 hrs., Simas, effective 3/28/23-3/31/23

### Lateral Change of Position

- Leah Blanco, from Educational Tutor (K-8) – 4.5 hrs., Monroe, to Paraprofessional (TK/K) – 7.0 hrs., Monroe, effective 8/15/23
- Karla Magana, from Educational Tutor (K-8) – 4.5 hrs., Simas, to Paraprofessional (TK/K) – 7.0 hrs., Simas, effective 8/15/23
- Audussie Martinez, from Educational Tutor (K-8) – 4.5 hrs., Washington, to Paraprofessional (TK/K) – 7.0 hrs., Washington, effective 8/15/23
- Katie Reid-Eckert, from Special Educational Aide – 5.0 hrs., to Paraprofessional (TK/K) – 7.0 hrs., King, effective 8/15/23

## **b. Transfers**

### Administrative Transfer

- Aureliano Arroyo, from Custodian II – 8.0 hrs., Wilson to Custodian II – 8.0 hrs., Washington, effective 5/16/23
- Jessieca Vallin, from Special Circumstances Aide – 5.75 hrs., Wilson to Special Circumstances Aide – 5.75 hrs., Simas, effective 8/15/23

### Voluntary Transfer

- Janice Deloza, from Bilingual Clerk Typist II – 8.0 hrs., Monroe, to Bilingual Clerk Typist II – 8.0 hrs., Roosevelt, effective 8/1/23

## **c. Promotions**

### Classified

- Nancy Acosta, from Special Education Aide – 5.0 hrs., Jefferson, to Library Media Technician – 8.0 hrs., Jefferson, effective 8/1/23
- Bernice Meraz, from READY Program tutor – 4.5 hrs., Roosevelt, to Special Education Aide – 5.0 hrs., Hamilton, effective 8/15/23

## **d. Classified Staff Summer Programs**

### Elementary Summer Program

- Melissa Acosta, Bus Driver – hours vary, Transportation, effective 6/12/23-6/30/23
- Abel Aguilar, Bus Driver – hours vary, Transportation, effective 6/12/23-6/30/23
- April Allen, READY Program Tutor – 5.5 hrs., Richmond, effective 6/8/23-6/30/23
- Danna Bailey, Bus Driver – hours vary, Transportation, effective 6/12/23-6/30/23
- Paul Borges, Substitute Bus Driver – hours vary, Transportation, effective 6/12/23-6/30/23
- Jessica Bravo, Student Specialist – 8.0 hrs., Richmond, effective 6/12/23-6/30/23
- Kristin Brieno, READY Program Tutor – 5.5 hrs., Richmond, effective 6/8/23-6/30/23

- Rylyn Burnett, READY Program Tutor – 5.5 hrs., Monroe, effective 6/8/23-6/30/23
- Emily Bush, READY Program Tutor – 5.5 hrs., Richmond, effective 6/8/23-6/30/23
- Cassandra Bustamante, Bus Driver – hours vary, Transportation, effective 6/12/23-6/30/23
- Britney Caetana, READY Program Tutor – 5.5 hrs., King, effective 6/8/23-6/30/23
- Monique Cantu, READY Program Tutor – 5.5 hrs., King, effective 6/8/23-6/30/23
- Elizabeth Chavez, READY Program Tutor – 5.5 hrs., Monroe, effective 6/8/23-6/30/23
- Baylee Chrisman, READY Program Tutor – 5.5 hrs., Richmond, effective 6/8/23-6/30/23
- Diego De Alba, READY Program Tutor – 5.5 hrs., King, effective 6/8/23-6/30/23
- Melissa Escobar, READY Program Tutor – 5.5 hrs., King, effective 6/8/23-6/30/23
- Maria Flores, Bilingual Clerk Typist II – 8.0 hrs., Kennedy, effective 6/12/23-6/30/23
- Mayra Garcia, Bus Driver – hours vary, Transportation, effective 6/12/23-6/30/23
- Tania Garcia, Bus Driver – hours vary, Transportation, effective 6/12/23-6/30/23
- Lilly Goins, READY Program Tutor – 5.5 hrs., Richmond, effective 6/8/23-6/30/23
- Julie Gonzales, READY Program Tutor – 5.5 hrs., Richmond, effective 6/8/23-6/30/23
- Marissa Gonzales, READY Program Tutor – 5.5 hrs., Monroe, effective 6/8/23-6/30/23
- Lizette Gutierrez, Bilingual Clerk Typist II – 8.0 hrs., King, effective 6/12/23-6/30/23
- Yara Gutierrez, READY Program Tutor – 5.5 hrs., King, effective 6/8/23-6/30/23
- Yvonne Hernandez, READY Program Tutor – 5.5 hrs., Monroe, effective 6/8/23-6/30/23
- Giovanni Herrera, READY Program Tutor – 5.5 hrs., King, effective 6/8/23-6/30/23
- Sierra Hilyard, READY Program Tutor – 5.5 hrs., King, effective 6/8/23-6/30/23
- Alisa Hout, READY Program Tutor – 5.5 hrs., Richmond, effective 6/8/23-6/30/23
- Elizabeth Jackson, Licensed Vocational Nurse – 8.0 hrs., Kennedy, effective 6/9/23-6/30/23
- Savannah Juarez, READY Program Tutor – 5.5 hrs., Richmond, effective 6/8/23-6/21/23

- Jarrod King, Student Specialist – 8.0 hrs., King, effective 6/12/23-6/30/23
- Michael Leon, READY Program Tutor – 5.5 hrs., King, effective 6/8/23-6/30/23
- Adrianna Luna, READY Program Tutor – 5.5 hrs., Richmond, effective 6/8/23-6/30/23
- Alayah Mendoza, READY Program Tutor – 5.5 hrs., Richmond, effective 6/8/23-6/30/23
- Hector Mendoza, Substitute Custodian – hours vary, DSF-Custodial Service, effective 6/12/23-6/30/23
- Anadalila Mendoza Martinez, READY Program Tutor – 5.5 hrs., Monroe, effective 6/8/23-6/30/23
- Alize Moreno, READY Program Tutor – 5.5 hrs., Monroe, effective 6/8/23-6/27/23
- Crystal Moreno, READY Program Tutor – 5.5 hrs., Monroe, effective 6/8/23-6/30/23
- Marcilina Ocampo, READY Program Tutor – 5.5 hrs., Monroe, effective 6/8/23-6/30/23
- Kristi Ochoa, READY Program Tutor – 5.5 hrs., Monroe, effective 6/8/23-6/30/23
- Carolina Ortega de Garcia, Bilingual Clerk Typist II – 8.0 hrs., Monroe, effective 6/12/23-6/30/23
- Jannette Perez, READY Program Tutor – 5.5 hrs., Richmond, effective 6/8/23-6/30/23
- Carlos Perez-Reyna, READY Program Tutor – 5.5 hrs., King, effective 6/8/23-6/30/23
- LydiaKeren Ramirez, READY Program Tutor – 5.5 hrs., King, effective 6/8/23-6/30/23
- Dana Raulino, Bus Driver – hours vary, Transportation, effective 6/8/23-6/30/23
- Stephen Reyes, READY Program Tutor – 5.5 hrs., Monroe, effective 6/8/23-6/30/23
- Maria Rodriguez, Bilingual Clerk Typist II – 8.0 hrs., Richmond, effective 6/12/23-6/30/23
- Mayra Rodriguez Delgado, Substitute Custodian I – hours vary, DSF-Custodial Services, effective 6/12/23-6/30/23
- Andrea Rodriguez, READY Program Tutor – 5.5 hrs., Monroe, effective 6/8/23-6/30/23
- Alicia Sanchez, READY Program Tutor – 5.5 hrs., King, effective 6/8/23-6/30/23
- Veronica Sanchez, Bus Driver – hours vary, Transportation, effective 6/12/23-6/30/23
- Sandra Solorio, Licensed Vocational Nurse – 8.0 hrs., Richmond, effective 6/8/23-6/30/23
- Maddison Tomey, READY Program Tutor – 5.5 hrs., Richmond, effective 6/8/23-6/30/23



- Natasha Treviño, Bus Driver – hours vary, Transportation, effective 6/9/23-6/30/23
- Hanna Valdez, READY Program Tutor – 5.5 hrs., King, effective 6/8/23-6/30/23
- Brenn Vallin, READY Program Tutor – 5.5 hrs., Richmond, effective 6/22/23-6/30/23
- Rachelle Vasquez, Student Specialist – 8.0 hrs., Monroe, effective 6/12/23-6/30/23
- Silvia Villegas-Esteves, READY Program Tutor – 5.5 hrs., Monroe, effective 6/8/23-6/30/23
- Daisy Wallace, Licensed Vocational Nurse (Bilingual) – 8.0 hrs., Monroe, effective 6/8/23-6/30/23
- Norma Zuniga, Licensed Vocational Nurse (Bilingual) – 8.0 hrs., King, effective 6/9/23-6/30/23

#### Seamless Summer Meal Program at Kennedy, King, Monroe, Richmond and Food Services

- Carrie Canada, Food Service Worker I – 4.0 hrs., King, effective 6/12-6/30/23 and 2.25 hrs., effective 7/3/23-7/28/23
- Corina Carrera, Cook/Baker – 5.0 hrs., Food Services, effective 6/12/23-6/21/23
- Veronica Grever, Food Service Worker I – 4.0 hrs., Monroe, effective 6/12-6/30/23 and 2.25 hrs., effective 7/3/23-7/28/23
- Ruby Hernandez, Food Service Worker I – 4.0 hrs., Kennedy, effective 6/12/23-6/16/23 and 1.75 hr., effective 6/20/23-6/30/23
- Citlali Jimenez Garcia, Food Service Worker I – 4.0 hrs., King, effective 6/12-6/30/23 and 2.25 hrs., effective 7/3/23-7/28/23
- Veronica Leach, Food Service Worker I – 4.0 hrs., Richmond, effective 6/12-6/30/23 and 2.25 hrs., effective 7/3/23-7/28/23
- Korin Lopez, Food Service Worker I – 4.0 hrs., Richmond, effective 6/12-6/30/23 and 2.25 hrs., effective 7/3/23-7/28/23
- Norma Navarrete Navarro, Food Service Worker I – 4.0 hrs., Monroe, effective 6/12-6/30/23 and 2.25 hrs., effective 7/3/23-7/28/23
- Wendy Santimore, Cook/Baker – 5.0 hrs., Food Services, effective 6/22/23-6/30/23
- Rosa Temores, Food Service Worker I – 1.75 hrs., Kennedy, effective 6/20/23-6/30/23

#### Extended School Year Program

- Tia Cooper, Special Circumstances Aide – 5.0 hrs., Monroe, effective 6/12/23-6/30/23
- Andrice Dean, Special Education Aide – 5.0 hrs., King, effective 6/9/23-6/30/23
- Kimberly Milbrodt, Special Education Aide – 5.0 hrs., Monroe, effective 6/8/23-6/30/23

- Diana Romero, Special Education Aide – 5.0 hrs., King, effective 6/8/23-6/30/23
- Jessieca Vallin, Special Education Aide – 5.0 hrs., Richmond, effective 6/12/23-6/30/23
- Alison Vidal, Special Education Aide – 5.0 hrs., Monroe, effective 6/8/23-6/30/23

**e. Resignations**

Classified

- Dominic Gomes, Substitute Custodian I, effective 1/20/23
- Anahi Linan, Substitute Yard Supervisor, effective 6/2/23
- Diego Lopez, Substitute Custodian I, effective 3/13/23
- Savina Magana, Yard Supervisor – 3.5 hrs., King, effective 6/2/23
- Brayden Milam, READY Program Tutor – 4.5 hrs., effective 6/2/23
- Sydra Montes, Substitute READY Program Tutor, effective 2/7/23
- Sandra Romero Aguilar, Substitute READY Program Tutor, effective 5/25/23

Certificated

- Amy L. Neumann, Teacher, Hamilton, effective 6/2/23

**RECOMMENDATION:** Approve.

## HANFORD ELEMENTARY SCHOOL DISTRICT

**AGENDA REQUEST FORM**

TO: Joy C. Gabler

FROM: David Endo

DATE: 06/05/2023

FOR: ☒ Board Meeting  
☐ Superintendent's Cabinet

FOR: ☐ Information  
☒ Action

Date you wish to have your item considered: 06/14/2023

**ITEM:**

Consider approval of contract with School Services of California for the 2023-2024 fiscal year.

**PURPOSE:**

School Service of California is the leading consultant in California school finance and is primarily used to provide updates on state activities as it relates to school districts finance.

**FISCAL IMPACT:**

There cost of the contract is \$4,500.

**RECOMMENDATIONS:**

Approve the contract with School Services of California for the 2023-2024 fiscal year.

Client # 0009850/S15

P.O. # \_\_\_\_\_

**AGREEMENT FOR SPECIAL SERVICES**  
Fiscal and Management Information Services

This is an Agreement between the **HANFORD ELEMENTARY SCHOOL DISTRICT**, hereinafter referred to as "Client," and **SCHOOL SERVICES OF CALIFORNIA INC.**, hereinafter referred to as "Consultant," entered into as of July 1, 2023.

**RECITALS**

**WHEREAS**, the Client needs assistance regarding issues of school finance, legislation, school budgeting, general fiscal issues, and the state-mandated program cost claims process; and

**WHEREAS**, the Consultant is professionally and specially trained and competent to provide these services; and

**WHEREAS**, the authority for entering into this Agreement is contained in Section 53060 of the Government Code and such other provisions of California law as may be applicable;

**NOW, THEREFORE**, the parties to this Agreement do hereby mutually agree as follows:

1. The Consultant agrees to perform such duties relating to issues of school finance, including:
  - a. Electronic delivery of the *Fiscal Report* containing information on issues of school finance, budgets, or practices and policy issues that impact local educational agency fiscal policies, and an electronic copy of the *Analysis of the Governor's Proposals for the State Budget and K-12 Education*
  - b. An analysis of all major school finance/fiscal legislation and reports on its legislative/executive branch progress
  - c. Participation at the Consultant's school finance conferences and workshops at the Consultant's client rate
  - d. Counsel the Client on new mandates and information relating to the local mandate reimbursement process for all applicable legislation already adopted that contains a reimbursement appropriation, and maintain liaison with the State Controller, the Commission on State Mandates, and the State Department of Finance
2. The Consultant shall provide the Client with services as requested to a total of ten direct service hours during the 12-month period of this Agreement at no additional cost beyond the annual fee. The hours of service may be used as the Client directs on fiscal and mandate service issues, including mandate counseling, analysis of specific local educational agency revenue or expenditure issues, analysis of specific legislative or regulatory issues, including a "quick query"

service to provide telephone response to specific fiscal or mandate questions of the Client.

Services for which the base service hours may not be used, include: Client specific economy, efficiency, or management consulting services, including, but not limited to efficiency or management studies, demographic or school facility studies, special education studies, fiscal health analysis, and/or an in-depth budget review, direct collective bargaining or factfinding assistance; fiscal analysis for purposes of collective bargaining, legislative representation or advocacy; appearance as an expert witness; provision of depositions or declarations for local educational agency legal issues; major customized research projects or studies; or, on-site speeches or presentations.

3. The Client agrees to pay to the Consultant for services rendered under this Agreement:
  - a. \$4,500 annually, plus expenses, or payable at \$375 per month, plus expenses, upon receipt of a billing from the Consultant
  - b. For all requested services in excess of ten direct service hours as indicated in Item 2 above in the 12-month period, the applicable hourly rate for the person(s) performing the services shall apply
  - c. "Hours" are defined as hours of direct service to the Client, as well as reasonable travel time to and from the Client's site
  - d. "Expenses" are defined as actual, out-of-pocket expenses, such as travel, meals, shipping, and duplication of materials
4. This Agreement shall be for the period of one year, beginning July 1, 2023, and terminating June 30, 2024. This Agreement may be terminated prior to June 30, 2024, by either party on 30 days' written notice. In the event that the Client elects to terminate services at the end of the Agreement, the Client shall give a 30-day written notice of nonrenewal. The Consultant will provide continuing services for 90 days after the expiration date of the Agreement or until the client provides written notice. The Client is responsible for these accrued charges and the Consultant may bill these additional days. In the case of cancellation, the Client shall be liable for any costs accrued to the date of cancellation.
5. It is expressly understood and agreed to by both parties that the Consultant, while carrying out and complying with any of the terms and conditions of this Agreement, is an independent contractor and is not an employee of the Client.

**IN WITNESS WHEREOF**, the parties have caused this Agreement to be executed as indicated below:

By: \_\_\_\_\_

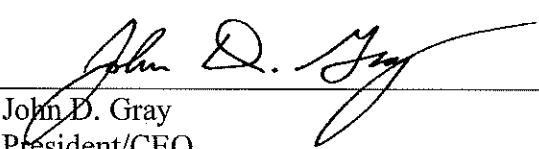
Date: \_\_\_\_\_

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Job Title

Hanford Elementary School District

By: \_\_\_\_\_

  
John D. Gray

President/CEO

School Services of California Inc.

Date: May 25, 2023