

CARDIFF SCHOOL DISTRICT
1888 Montgomery Avenue, Cardiff-by-the-Sea, California

REGULAR MEETING OF THE GOVERNING BOARD
AGENDA

THURSDAY, SEPTEMBER 9, 2021

4:00 PM FACILITIES WALK

CARDIFF SCHOOL OFFICE • 1888 MONTGOMERY AVENUE • CARDIFF-BY-THE-SEA, CA 92007

5:00 PM BOARD MEETING

ADA HARRIS SCHOOL LIBRARY • 1508 WINDSOR ROAD • CARDIFF-BY-THE-SEA, CA 92007

In compliance with Government Code 54957.5, agenda-related documents that have been distributed to the Board less than 72 hours prior to the Board meeting are available for inspection upon request at the Cardiff School District, 1888 Montgomery Avenue, Cardiff or on our [website](#).

The public's health and well-being are a top priority for the Board of Trustees of the Cardiff School District and you are urged to take all appropriate health and safety precautions.

In compliance with the Americans with Disabilities Act, if you need special assistance, disability-related modifications, or accommodations, including auxiliary aids or services, in order to participate in the public meetings of the District's Board of Trustees, please contact the Office of the Superintendent at (760) 632-5890, Extension 101. Notification 24 hours prior to the meeting will enable the District to make the necessary arrangements to ensure accommodation and accessibility to this meeting.

TO ADDRESS THE GOVERNING BOARD REGARDING AN ITEM ON THE AGENDA:

Members of the audience may address the Board of Trustees on items that are within the Board's subject matter jurisdiction. Persons wishing to address the Board concerning items on the agenda are invited to do so when the item is addressed at the meeting. Please complete and submit a written request to the secretary before the meeting. When the Board President invites you to speak, please state your name for the record. In the interest of time and order, each speaker is allotted a maximum of three (3) minutes. When your speaking time is about to expire, you will be prompted with a 15-second warning, after which you will be notified that the time limit has been reached.

I. ORGANIZATIONAL ITEMS

- A. Call to Order
- B. Pledge of Allegiance
- C. Roll Call
 - Ms. Siena Randall, President
 - Ms. Nancy Orr, Clerk
 - Mr. Dave Clark, Member
 - Ms. Rhea Stewart, Member
 - Mr. Mark Whitehouse, Member
 - Ms. Jill Vinson, Superintendent

- D. Approve Agenda for September 9, 2021

(All items are action unless labeled information.)

- E. Approve [Minutes](#) from the Regular Meeting of August 5, 2021

II. HEARING SESSION

- A. Public Comments *(The purpose of the Board meeting is to conduct the School Board's business in public. The Board welcomes and encourages public comments, however, in accordance with the Brown Act, Board members may not respond to comments during the public comment portion of the agenda. Any member of the public who wishes to address the Board on an item on the agenda or on another topic which lies within the Governing Board's jurisdiction may do so, but must submit a written request. Please hand your form to the secretary before the meeting. Presentations are limited to 3 minutes per person per topic. The total amount of time to be allowed on any item is fifteen minutes, unless the time limit is waived by a majority vote of the Board. The Board may 1) acknowledge receipt of the information; 2) refer to staff for further study; or 3) refer the matter to a future agenda.)*
- B. Cardiff Elementary Teachers Association
- C. ELAC/DELAC
- D. School Site Council
- E. Cardiff SEA
- F. School Reports
- G. Reports on Workshops/Conferences
- H. Superintendent's Report

III. CONSENT CALENDAR

Items listed in the Consent Calendar are considered to be routine and are acted on by the Board in one motion unless members of the Board request specific items to be discussed or pulled. It is understood that the Superintendent recommends approval on all Consent Items. Each item of the Consent agenda approved by the Board shall be deemed to have been considered in full and adopted as recommended.

- A. Approve Current Business Items:
 - 1. Payroll Warrants, August 2021- \$564,642.73
- B. Approve [Personnel Report for September 9, 2021](#)
- C. Approve [Enrollment Report as of September 3, 2021](#)
- D. Approve the San Diego County Nonpublic Master Contract between the Cardiff School District and [Ro Health, Inc.](#)
- E. Removal of Items from Consent Calendar
- F. Approval of Consent Calendar

IV. GENERAL FUNCTIONS

- A. [Local Control Accountability Plan](#) (**Information**)
- B. Public Notice of [Contract Articles](#) to be Included in Negotiations Between Cardiff School District and the Cardiff Elementary Teachers Association (CETA)

V. BUSINESS & FINANCE

- A. Adopt [2020-21 Unaudited Financial Report](#)
- B. Adopt [Gann Limit, Resolution No. 21-22-02](#)
- C. Approve [Third Amendment](#) to Professional Services Agreement for Bond Program Management Services for Measure GG

VI. FUTURE AGENDA ITEMS

VII. ANNOUNCEMENT: ADJOURNING TO CLOSED SESSION

- A. Conference with Legal Counsel- Anticipated Litigation-
Significant exposure to litigation pursuant to Government
Code section 54956.9(d)(2): (ONE potential case)

VIII. RECONVENE TO OPEN SESSION

IX. REPORT FROM CLOSED SESSION

X. ADJOURNMENT OF MEETING

CARDIFF SCHOOL DISTRICT
1888 Montgomery Avenue
Cardiff-by-the-Sea, California 92007

MINUTES
REGULAR BOARD MEETING, AUGUST 5, 2021

The Regular Board Meeting of the Governing Board of the Cardiff School District was held on Thursday, August 5, 2021, at Ada Harris Elementary School, located at 1508 Windsor Road, Cardiff-by-the-Sea, California. President Randall called the meeting to order at 9:05 a.m. and led the trustees and visitors in the Pledge of Allegiance.

Members Present: Clark, Orr, Randall, Whitehouse, Stewart

Members Absent: 0

Administrators

Present: Vinson, Giroux, Scheftner

The agenda for the August 5, 2021, Regular Board meeting, was approved as presented.

MOTION: Orr
SECOND: Clark
AYES: Clark, Orr, Randall, Whitehouse, Stewart
NOES: 0
ABSENT: 0

The minutes from the Regular Board Meeting of June 3, 2021, were approved as written.

MOTION: Whitehouse
SECOND: Orr
AYES: Clark, Orr, Randall, Whitehouse, Stewart
NOES: 0
ABSENT: 0

The minutes from the Special Board Meeting of June 8, 2021, were approved as written.

MOTION: Whitehouse
SECOND: Orr
AYES: Clark, Orr, Randall, Whitehouse, Stewart
NOES: 0
ABSENT: 0

The minutes from the Special Board Meeting of July 13, 2021, were approved as written.

MOTION: Whitehouse
SECOND: Orr
AYES: Clark, Orr, Randall, Whitehouse, Stewart
NOES: 0
ABSENT: 0

Hearing Session:

- Superintendent Vinson recognized and thanked the summer staff for all of their hard work. Extended Day ran a successful summer program, the custodians deep cleaned both campuses, and the tech team prepared new MacBooks and iPads for staff and students. Superintendent Vinson welcomed new Cardiff School Principal Michelle Giroux.
- Principal Janelle Scheftner shared that she was happy to return from summer break and looking forward to the year ahead. She is focused on organizing and preparing for the welcome back meetings.
- Principal Giroux expressed her excitement for the new school year and is looking forward to meeting the students, staff and parents of Cardiff School.

The Consent Calendar was approved as presented.

MOTION: Clark
SECOND: Stewart
AYES: Clark, Orr, Randall, Whitehouse, Stewart
NOES: 0
ABSENT: 0

President Randall opened the meeting for public comment related to the 2021-22 Cardiff School District COVID-19 Protocols.

Brittney Triemer, Briana Nelson, Sharon McKeeman, Audra McFarland, Kurt Rein, Abbie Naber, and Parisa Voigt all spoke in advocacy of mask choice within the school district.

Trish d'Entremont spoke in support of following CDPH guidance.

President Randall, the Board members and Superintendent Vinson acknowledged their concerns and expressed their appreciation of the comments shared.

The 2021-22 Cardiff School District COVID-19 Protocols, updated COVID-19 Prevention Program (CPP), and updated School Guidance Checklist and Supporting Documentation (CSP), were approved as presented.

MOTION: Whitehouse
SECOND: Clark
AYES: Clark, Orr, Randall, Whitehouse, Stewart
NOES: 0
ABSENT: 0

The CSBA Board Policy Updates were approved.

MOTION: Orr
SECOND: Clark
AYES: Clark, Orr, Randall, Whitehouse, Stewart
NOES: 0
ABSENT: 0

The Chief Business Officer Contract through 2024 was approved.

MOTION: Orr
SECOND: Stewart
AYES: Clark, Orr, Randall, Whitehouse, Stewart
NOES: 0
ABSENT: 0

The 100% Unpaid Leave Request for Classified Employee #620297, Effective August 17, 2021 through June 6, 2022, was approved.

MOTION: Stewart
SECOND: Orr
AYES: Clark, Orr, Randall, Whitehouse, Stewart
NOES: 0
ABSENT: 0

The dissolution of the Independent Citizens' Oversight Committee was approved.

MOTION: Whitehouse
SECOND: Stewart
AYES: Clark, Orr, Randall, Whitehouse, Stewart
NOES: 0
ABSENT: 0

President Randall opened the public hearing regarding the rededication of facilities at 9:49 a.m. There being no public comment, the hearing was closed at 9:50 a.m.

The proposed rededication of the Cardiff School playfields and wall ball court was approved.

MOTION: Orr
SECOND: Clark
AYES: Clark, Orr, Randall, Whitehouse, Stewart
NOES: 0
ABSENT: 0

Future agenda items include a facilities walkthrough ahead of the next Board meeting, scheduled for September 9, 2021. The walkthrough will start an hour before the meeting at Cardiff School, with Ada Harris to follow. The Regular Board Meeting will begin at 5pm in the Ada Harris Library.

The meeting was adjourned to closed session at 9:53 a.m. The meeting reconvened to open session at 11:50 a.m. President Randall reported that no action was taken during closed session.

There being no other business to come before the Board, the meeting was adjourned at 11:53 a.m.

Respectfully submitted,

Nancy Orr, Clerk

Jill Vinson, Superintendent

PERSONNEL REPORT- SEPTEMBER 9, 2021			
NAME	POSITION	ACTION	EFFECTIVE DATE
Kristen Velit	Teacher- Special Ed.	Prob Contract- Second Year (1.0 FTE)	8/10/2021
Lucette La Viscount	Instructional Assistant I	New Hire	8/16/2021
Erin Will	Instructional Assistant II- Special Ed.	New Hire	8/16/2021
Michelle Sandridge	Instructional Assistant I	New Hire	8/19/2021
Tracy Selby	Instructional Assistant I	New Hire	8/23/2021
Olivia Caughey	Instructional Assistant II- Learning Center	New Hire	9/7/2021
Erin Griffin	Garden Program Instructor	New Hire	9/9/2021

CARDIFF

K	Glass	<u>19</u>
K	McNamara	<u>19</u>
K	Sallans	<u>19</u>
K	Stone	<u>19</u>

TOT K 76

1	Doui/Stuart	<u>22</u>
1	Easson	<u>21</u>
1	Kavan	<u>21</u>
1	Miller	<u>22</u>
1	Rector	<u>22</u>

TOT 1 108

2	Boyesen	<u>19</u>
2	Payte	<u>19</u>
2	Redding	<u>20</u>
2	Pacetti/Paz	<u>21</u>

TOT 2 79Wilson 0**TOT** 0**Subtotal** 263**DISTRICT TOTAL** 631**ADA HARRIS**

3	Herrman	<u>20</u>
3	Milliken	<u>20</u>
3	Murray	<u>22</u>
3	Switzler	<u>23</u>

TOT 3 85

4	Brice	<u>18</u>
4	Green	<u>19</u>
4	Mihaly	<u>20</u>
4	Price	<u>22</u>
4	Trees	<u>18</u>

TOT 4 97

5	d'Entremont	<u>20</u>
5	Ensberg	<u>22</u>
5	Heyer	<u>22</u>
5	Yant	<u>19</u>

TOT 6 83

6	Jewell	<u>24</u>
6	Nguyen	<u>21</u>
6	Therriault	<u>23</u>
6	Tiersma	<u>22</u>

TOT 6 90Velit 13**TOT** 13**Subtotal** 368

**Cardiff School District
Cardiff-By-The-Sea, California 92007
September 9, 2021**

ITEM: APPROVE THE SAN DIEGO COUNTY NONPUBLIC MASTER
CONTRACT BETWEEN THE CARDIFF SCHOOL DISTRICT AND
RO HEALTH, INC.

BACKGROUND

California Government Code Section 53060 authorizes school districts “to contract with...any persons or agencies for the furnishing of special services... if such persons or agencies are specially trained and experienced and competent to perform the special services required...”

Part of the process of paying a nonpublic agency requires an agreement signed between the school district and the consultant.

CURRENT CONSIDERATIONS

Special education students’ IEPs mandate special services. The District does not employ behavior intervention technicians; therefore, we are contracting with a nonpublic agency for these services.

FINANCIAL IMPLICATIONS

The cost is not to exceed \$65,000.00 for the 2021-22 school year.

RECOMMENDATION

It is respectfully recommended that the Board approve the San Diego County Nonpublic Master Contract between Cardiff School District and Ro Health, Inc.

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Cardiff Elementary School District
CDS Code:	37680070000000
LEA Contact Information:	Name: Jill Vinson Position: Superintendent Phone: 760--632--5890
Coming School Year:	2021-22
Current School Year:	2020-21

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

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$9,923,828
LCFF Supplemental & Concentration Grants	\$174,566
All Other State Funds	\$996,578
All Local Funds	\$608,937
All federal funds	\$411,323
Total Projected Revenue	\$11,940,666

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$11,649,416
Total Budgeted Expenditures in the LCAP	\$1,380,821
Total Budgeted Expenditures for High Needs Students in the LCAP	\$661,890
Expenditures not in the LCAP	\$10,268,595

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$21,567
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$28,355

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$487,324
2020-21 Difference in Budgeted and Actual Expenditures	\$6,788

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Special Education Expenses, Maintenance and Operation Expenses, Administrative and Personnel Costs

LCFF Budget Overview for Parents

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

CDS Code: 37680070000000

School Year: 2021-22

LEA contact information:

Jill Vinson

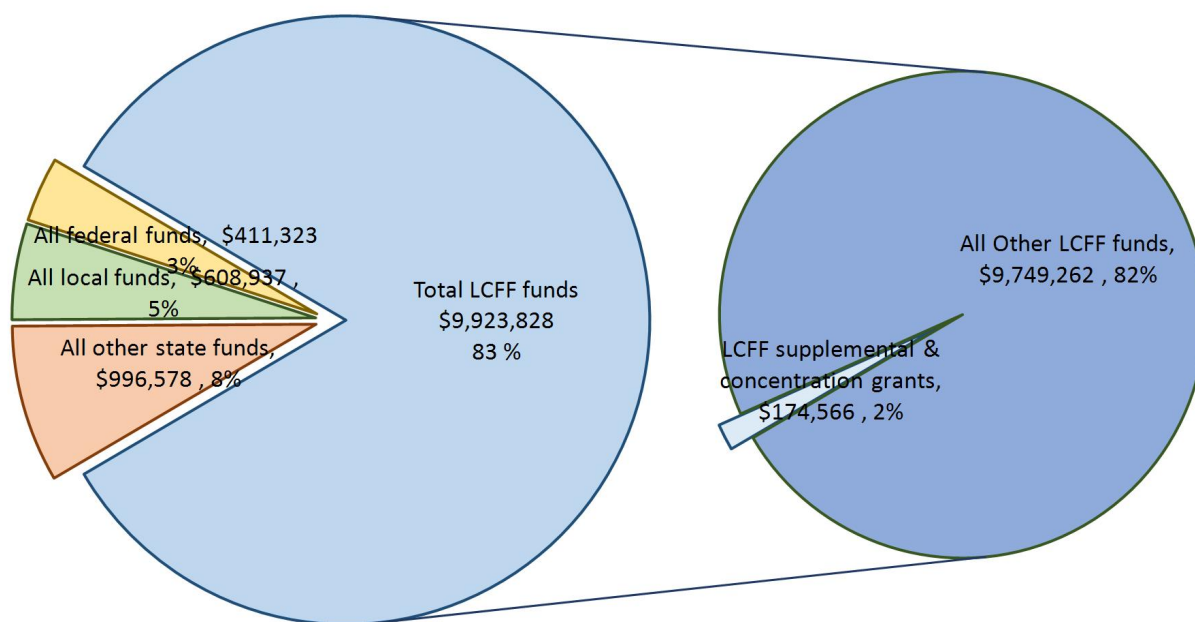
Superintendent

760--632--5890

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

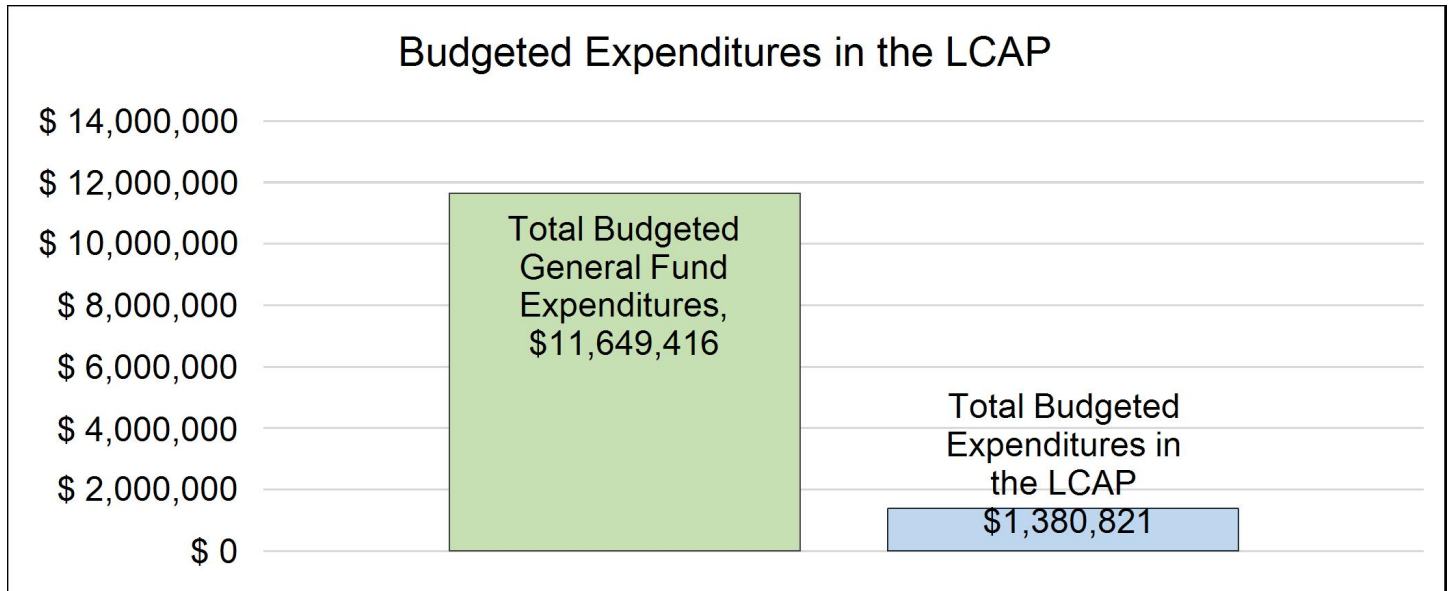


This chart shows the total general purpose revenue Cardiff Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Cardiff Elementary School District is \$11,940,666, of which \$9,923,828 is Local Control Funding Formula (LCFF), \$996,578 is other state funds, \$608,937 is local funds, and \$411,323 is federal funds. Of the \$9,923,828 in LCFF Funds, \$174,566 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 Cardiff Elementary School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Cardiff Elementary School District plans to spend \$11,649,416 for the 2021-22 school year. Of that amount, \$1,380,821 is tied to actions/services in the LCAP and \$10,268,595 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

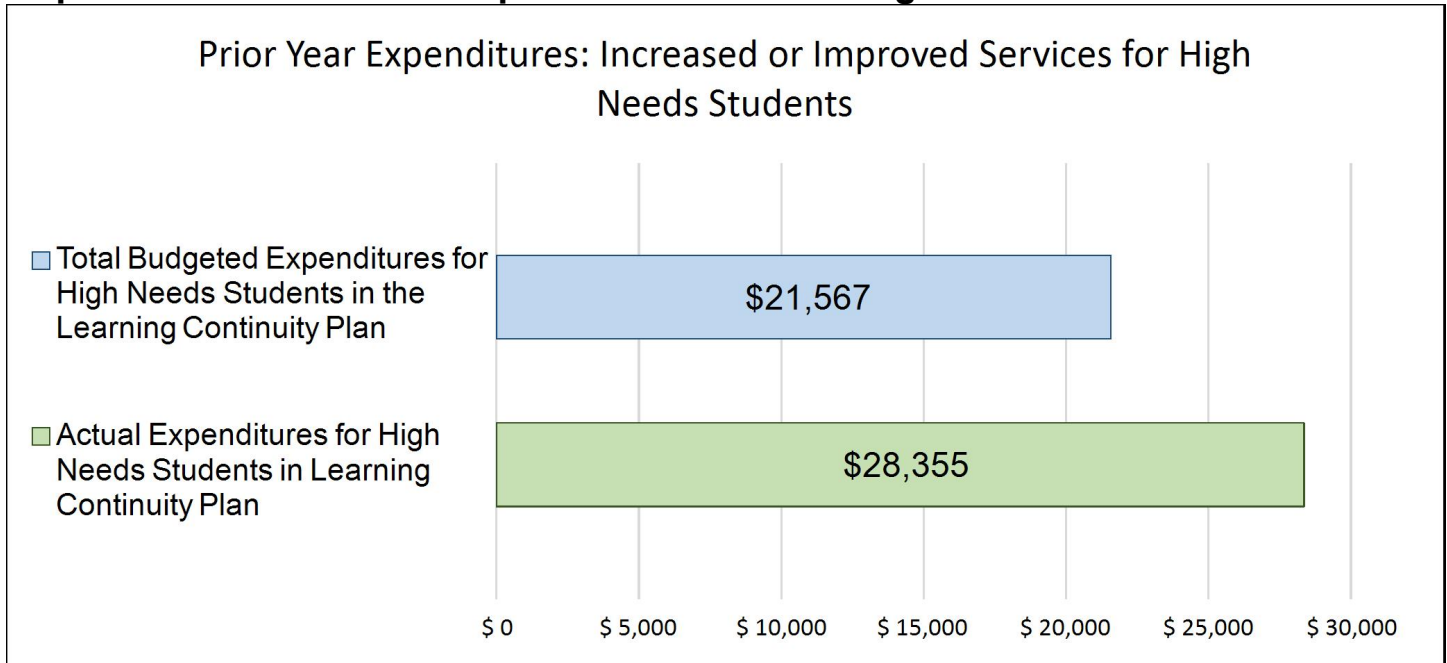
Special Education Expenses, Maintenance and Operation Expenses, Administrative and Personnel Costs

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

In 2021-22, Cardiff Elementary School District is projecting it will receive \$174,566 based on the enrollment of foster youth, English learner, and low-income students. Cardiff Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Cardiff Elementary School District plans to spend \$661,890 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



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

In 2020-21, Cardiff Elementary School District's Learning Continuity Plan budgeted \$21,567 for planned actions to increase or improve services for high needs students. Cardiff Elementary School District actually spent \$28,355 for actions to increase or improve services for high needs students in 2020-21.

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

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

LEA Name	Contact Name and Title	Email and Phone
Cardiff Elementary School District	Jill Vinson Superintendent	jill.vinson@cardiffschools.com 760--632--5890

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

Goal 1

Ensure excellence in student learning for all students in all subject areas through high quality instruction and technology integration

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1A. Increase student scores on SBAC in ELA and Math for all students and by 10% for English Learner subgroup 19-20 1A. Continue increase from previous year for all students and 10% for EL's Baseline 1A. The 2015--16 percentage of all students that scored "standard met" or "standard exceeded" in ELA was 70% and Math was 71%. EL's scored 20% in ELA and 20% in Math.	The SBAC was not administered in ELA or Math.
Metric/Indicator 1B. Basic Services 19-20 1B. Maintain 100% Baseline	100% of teachers were fully credentialed in appropriate assignments. All students have access to Common Core aligned instructional materials, Ada Harris rated "Good" on the FIT

Expected	Actual
1B. 100% fully credentialed teachers in appropriate assignments, all students have access to Common Core aligned instructional materials, Ada Harris “Good” or better on the FIT	
Metric/Indicator 1C. Increase the percent of English Learners reclassified as English Proficient from current year 19-20 1C. Continue increase percent of EL’s reclassified by 2% from previous year Baseline 1C. 17% of EL’s were reclassified as English Proficient	1% increase of English Learners were reclassified from previous year
Metric/Indicator 1D. Ensure implementation of Common Core State Standards for all students, and ELD for English Learners, as evidenced by classroom walkthroughs and observations 19-20 1D. Maintain 100% Baseline 1D. Common Core State Standards are being implemented for 100% of students and ELD for English Learners, in all classrooms	Common Core State Standards are being implemented for 100% of students and ELD for English Learners, in all classrooms
Metric/Indicator 1E. Ensure all students, including unduplicated students and students with exceptional needs, are enrolled in a broad course of study as measured by the number of PE and NGSS participation minutes. Increase the percentage of students scoring in the HFZ in 6 out of 6 areas on the State Physical Fitness Test from previous year 19-20 1E. Continue 2% increase for HFZ results and increase participation in NGSS aligned instruction to 90% Baseline	100% of students participate in 200 minutes of physical education every 10 days. The HFZ was not administered. 100% of students participated in NGSS aligned instruction.

Expected	Actual
1E. 100% of students participate in 200 minutes of physical education every 10 days. 60% of students scored on the HFZ in 6 out of 6 areas. No baseline for participation in NGSS aligned instruction has been established.	
Metric/Indicator 1F. Increase the percent of English Learners who make progress in English Proficiency based on the CELDT 19-20 1F. Establish new baseline using the ELPAC results Baseline 1F. 60% of EL's increased by one level or more on the CELDT	Using the ELPAC, a new baseline of 59.5% of EL students making progress in English Proficiency was established.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
a, b, c – Continue increasing student scores on SBAC, Basic services and increasing the percent of English Learners reclassified as English Proficient d. Continue use of upgraded iPads e. Continue ensuring all students are enrolled in a broad course of study	a, b, c –1000, 2000, 3000 Gen. Fund Unres \$25,000 d, e - - 5000 Gen. Fund Unres \$105,903	0 d, e 5000-5999: Services And Other Operating Expenditures Gen. Fund Unres \$107,112
a. Provide additional small group instruction and/or personalized software in Common Core Standards to students not meeting benchmark on DIBELS Math and Reading	1000, 2000, 3000 Gen. Fund Unres \$452,971	1000, 2000, 3000 1000-1999: Certificated Personnel Salaries Gen. Fund Unres \$464,276

Goal Analysis

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

All funds budgeted for Actions/Services were implemented with the exception of 1A, B, C, which did not result in any expenditures.

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

Converting to Distance Learning for the last 3 months of school negatively impacted our ability to provide targeted support services and collect assessment data.

Goal 2

Support the social, emotional and physical well- being of students.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 2A. Decrease Suspension and expulsion rates from the current year 19-20 2A. Continue to decrease total rate from previous year Baseline 2A. Suspension rate is .3% and expulsion rate is 0	Suspension rate was .1% and expulsion rate was 0
Metric/Indicator 2B. Students' sense of emotional and physical safety at school will each show an increase over the previous year's scores on our School Climate Survey 19-20 2B. Continue to increase % overall and by ethnicity and gender from previous year Baseline 2B. 80% of students feel emotionally safe and 91% feel physically safe based on our School Climate Survey	The School Climate Survey was not administered.
Metric/Indicator	The district-wide attendance rate was 96.9%

Expected	Actual
2C. Increase the district--wide attendance rate 19-20 2C. Continue to increase % overall and by ethnicity from previous year Baseline 2C. The district--wide attendance rate is 95.4%	
Metric/Indicator 2D. Decrease chronic absenteeism from the previous year 19-20 2D. Continue to decrease % overall and by ethnicity from previous year, if available. Baseline 2D. Chronic absenteeism is 7.07%	The chronic absenteeism rate was 6.3%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Base Program a. Provide a 20% nurse at each school campus b. Administer a School Climate Survey to students, parents, and staff twice annually c. 100% of students in grades K-6 will participate in a minimum of 200 minutes every 2 weeks of engaging physical education d. The District Nutrition Services will offer high quality, nutritious and appealing lunches to all students and staff e. Bilingual Assistants at both schools will provide outreach to the parents of EL students and Two or More Races about school attendance	a. 1000, 2000, 3000 Resource 6500 \$33,363 c. 1000, 2000, 3000 Gen. Fund Unres \$138,866 b,d,e Not Applicable 0	a. 1000, 2000, 3000 Resource 6500 28,475 c. 1000, 2000, 3000 Gen. Fund Unres 148,775 b,d,e Not Applicable 0

Goal Analysis

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

All funds budgeted for Actions/Services were implemented.

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

Converting to Distance Learning for the final three months of the school year negatively impacted our ability to collect data. Bilingual Assistants at both school sites positively impacted parent communication and were budgeted under Goal 3 Action d.

Goal 3

Improve and/or increase parent participation in their child(ren)s learning process

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 3A. Increase opportunities for parent participation in school, district, and SEA “Family Night” activities from previous year as measured by number of activities offered. 19-20 3A. Offer five Family Nights Baseline 3A. Two Family Nights were offered. (Family Art Night and Ocean Night)	Two Family Night activities were offered in partnership with our parent organization, the Cardiff SEA.
Metric/Indicator 3B. Increase parent engagement by communicating classroom activities with parents through the use of technology 19-20 3B. Maintain 100% Baseline 3B. 75% of classrooms use technology for parent engagement	100% of classrooms used technology to engage students and families in classroom instruction and activities.
Metric/Indicator 3C. Increase the percentage of parents that provide input into district priorities through our SEA Budget Survey form previous year as measured by number of responses 19-20	The SEA Budget Survey was not administered.

Expected	Actual
3C. From previous year, continue to increase the % of parents that provide input Baseline 3C. 32% of parents provided input into district priorities	
Metric/Indicator 3D. Increase the percentage of parents of English Learners, students with exceptional needs, and unduplicated students that participate in Parent Teacher Conferences from previous year as measured by number of attendees 19-20 3D. Increase from previous year to 85% Baseline 3D. No baseline has been established	95% of parents of English Learners, students with exceptional needs, and unduplicated students participated in virtual Parent Teacher Conferences

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
a. Support classroom teachers in implementing SeeSaw for K-3 and Schoology or other program for grades 4-6 to communicate about and share classroom activities with parents b. A survey requesting input from parents about priorities for school programs will be sent to all parents c. The district will support the Cardiff SEA in developing and promoting Family Night activities throughout the year	n/a	
The district will provide Bilingual Assistants to both schools to support English Learner families in understanding student achievement data, intervention services, and home-to-school connections.	Budget Code 2000, 3000 Supplemental \$54,735	Budget Code 2000, 3000 Supplemental 49,094

Goal Analysis

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

All funds budgeted for Actions/Services were implemented.

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

With the transition to Distance Learning, all families were required to engage in their child's learning and participate in Parent-Teacher conferences through technology. All stakeholders found this increased level of engagement to positively benefit the home-school partnership. 95% of families participated in virtual parent-teacher conferences. Due to mandatory social-distancing requirements during the last three months of school, we were unable to offer any Family Nights during that time period.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Hire an additional Instructional Aide for support of students with exceptional needs	25,198	19,359	No

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

The planned actions and budgeted expenditures were implemented.

Analysis of In-Person Instructional Offerings

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

In-person instruction was implemented in grades 2-6 on Sept. 14 and in grades K-1 on Oct. 5. The district utilized a hybrid AM/PM cohort model until April 14, when all students were brought back for a full-day schedule in stable classroom cohorts. Implementing staggered arrival and dismissal schedule as well as incorporating eating, playing, intervention and specialty program schedules that maintain social distancing with no interaction between cohorts was challenging, but we are proud we maintained the same instructional program offerings that we did pre-COVID, including our intervention services and all of our specialty programs. Stakeholders were supportive of the program we offered and we had 100% participation of enrolled students with a 96.9% attendance rate.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide 2 extra Professional Development work days for all teachers	31,092	31,009	No
Purchase Zoom Pro License to help distance learning connectivity	6000	0	No
Purchase Edgenuity curriculum for Virtual Academy	3620	3620	No
Provide iPad and LMS training for all classified staff	1000	1627	No
Provide distance learning for ESY July 2020	6392	6392	Yes
Purchase supplies for students for distance learning	1200	1475	No
Purchase Schoology and Seesaw LMS	6982	7120	No

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

The planned actions and budgeted expenditures were implemented with the exception of the Zoom license, which was provided free of charge.

Analysis of the Distance Learning Program

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

The District offered all parents the option to enroll in the Cardiff Virtual Academy for the entire 2020-21 school year. The Virtual Academy was a fully online distance learning program for families who had health concerns and/or did not feel safe returning to in-person instruction. The Virtual Academy had an enrollment of 33 students, with one teacher assigned to K students, another to 1st grade students and a third teacher assigned to our 2nd-6th grade students. The program consisted of both synchronous and asynchronous instruction and utilized a comprehensive standards-based online curriculum. To begin the year, the District provided a distance learning program that utilized consistent curriculum and resources that ensured instructional continuity when we transitioned

to in-person instruction. The instruction consisted of both synchronous and asynchronous instruction and included all of our specialty program offerings.

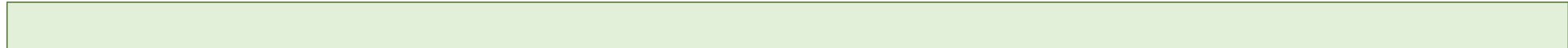
Our 1:1 iPad program in our district provided each student with a district-provided device. We successfully were able to provide the less than 1% of our families that did not have access to the Internet with connectivity through community partnerships with low cost Internet service providers. We signed an MOU with The San Diego County Office of Education to secure mobile hotspots for families, however, all families were able to gain Internet access at home without the use of these mobile hotspots.

All teachers assessed pupil progress through virtual identification and monitored the presence, progress and participation of individual students in their daily, regularly scheduled synchronous class time. There were multiple types of synchronous instruction implemented: whole class, small group, and individual. Each of these synchronous interactions had a range of instructional minutes involved. Additionally, there was asynchronous student presence, progress and participation that added to the instructional time required for effective student learning. All students used an established Learning Management System (LMS) that tracked daily asynchronous participation and progress through daily and weekly schedules and assignment logs. Teachers assigned a time value to all asynchronous assignments, to ensure all students received the daily required instructional minutes through a combination of synchronous and asynchronous sessions. Teachers engaged in tiered re-engagement interventions if a lack of presence, process, and/or participation was indicated. Teachers recorded grades, absences, tardies, and behavioral concerns within our LMS and used student data to drive instruction and multi tiered systems of support.

All staff members were provided with self-paced professional development in video conferencing apps and our Learning Management Systems, including our instructional aides. One challenge was not being able to offer our teachers with distance learning Best Practices training throughout the year due to time constraints.

The District collaborated to ensure that all staff members supported teaching and learning through their roles, or revised roles, during distance learning. There were three staff roles that were revised during distance learning: Child Nutrition Services staff, Extended Day staff, and noon duty supervisors. Staff schedules needed to be adjusted to accommodate the distance learning and AM/PM hybrid models.

The Cardiff District ensured all students had equal access to their learning environments. All families had direct access to IT support. We were able to ensure that 100% of our families had connectivity at home. Cardiff provided access to interpreters to ensure parents understood all necessary information. Our interpreters were available to the staff when calls needed to be made to families to assist them in their distance learning. Students in foster care were provided access to free Internet and social emotional support as needed to ensure that all their needs were addressed. Students with unique needs that required academic support were provided small pull-out groups by intervention teachers, their special education providers, and instructional assistants. Students identified with special needs had access to both synchronous and asynchronous activities throughout the week by all of their service providers (i.e. specialized academic instructor, speech and language pathologist, occupational therapist etc.). Students were evaluated through the use of formative and summative assessment tools. If a student with unique needs was not able to access the curriculum, follow up was completed by appropriate administrative team members.



Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase student and staff desk shields for individual support and assessments	10,625	19,165	Yes
Purchase Boom Cards to support students with exceptional needs	300.00	300.	Yes
Purchase Raz Kids to support students who have demonstrated learning loss, including English learners	4250.	2498.	Yes

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

The planned actions and budgeted expenditures were implemented.

Analysis of Pupil Learning Loss

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

All staff members used differentiated instruction based on each student's needs by scaffolding skills being taught as related to grade level standards. Continuous relevant feedback to students as well as culturally and linguistically appropriate instruction was provided. All students were evaluated at multiple time points throughout the school year in ELA and math. This was done for all students. Those with unique needs had their special education goals re-evaluated to ensure that the student was making progress in their areas of need and appropriately adjusted as needed. Students were provided with whole group lessons as well as participated in small groups to address their level of need. All English language learners continued to receive ELL supports in a small group and were evaluated with the rest of the school, including foster youth and pupil experiencing homelessness, to determine their current levels and needs in ELA and math. Each group's instruction was scaffolded to fit the needs of each student. Students with other unique needs were provided necessary tools to access learning, including instructional materials, access to Internet and anything else that was required to help them continuously make progress with their counterparts. There were continued intervention groups in reading and math available to those students who have demonstrated learning loss or are otherwise below grade level expectations at this time. Students with special needs had their goals evaluated to identify any regression and to determine where additional supports through small group or one-on-one were necessary. Additionally, by providing culturally and linguistically relevant instruction, students' cultural knowledge, language, and learning styles were connected to academic content so that students built on and legitimized their experiences..

All students were assessed using DIBELS during the first three weeks of school, after the first trimester, and at the end of the second trimester. Students who have demonstrated learning loss, are English learners, or have exceptional needs received intervention support and were progress monitored at least monthly to determine the effectiveness of the services provided.

Analysis of Mental Health and Social and Emotional Well-Being

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

Cardiff School District's support staff for mental health and social-emotional well-being of students and staff was very successful this year. We were able to refer students to Care Solace in order to begin the process of getting outside support when necessary. We were able to do whole class lessons including yoga and mindfulness for 3rd-6th grade, classroom based social skills lessons and any other necessary area of struggle that a classroom was having. Small groups as well as one-on-one counseling sessions with various focuses framed by CASEL's 5 core competencies were implemented. All of the whole class, small group and one-on-one have been held in either a virtual or face to face model dependent on the time of the year and the needs of the student. Some struggles have been making small groups that follow safety protocols but due to flexibility of staff members we have been able to navigate this effectively. Teachers have been able to continuously refer students for support to various social emotional support team members. Teachers have received consultation via virtual or in person prior to supporting a class, small group or individual. Parents have additionally had the opportunity to reach out to the team when needed for supports, ideas and tools. As appropriate the school psychologists have worked with staff to provide assessment plans to determine eligibility for special education services when the needs have warranted and were appropriate. Lastly, teachers have had opportunities to utilize the self-help tools on the padlet or google drive as well as opportunities to touch base with personnel on campus if needed. Teachers have also had Care Solace available if necessary to get support for themselves or their family. We received positive feedback from stakeholders on our support of the social and emotional well-being of students and staff.

Analysis of Pupil and Family Engagement and Outreach

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

All families in the district had the option of participating in our Virtual Academy in lieu of returning to school in-person. 100% of enrolled Cardiff students fully participated in either the Virtual Academy or returned to school in-person.

Analysis of School Nutrition

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

Once students returned to campus on September 14, a school lunch program was offered on each site to all students. We were able to provide this while still maintaining social distancing. We served a self-contained, bagged lunch daily.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	n/a	n/a	n/a	

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

None.

Overall Analysis

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

The district and its stakeholders recognize that additional resources need to be implemented in the areas of responsive intervention and addressing the social and emotional well-being of students. Our LCAP goals and actions reflect this commitment.

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

When students returned to campus on October 5, all students, including those with unique needs, were assessed K-6 in both Math and ELA using DIBELS. All students that were not meeting benchmark were provided with small group or 1:1 instruction, either in-person or virtually, or both.

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

All actions and services were implemented as described.

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

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

The district and its stakeholders recognize that additional resources need to be implemented in the areas of responsive intervention as well as addressing the social and emotional well-being of students. Our LCAP goals and actions reflect this commitment. While the percentage of students not meeting benchmark was comparable to previous years, we will be providing students with unique needs, including English Learners, with additional support through small group instruction outside of the school day.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	785,838.00	797,732.00
	0.00	0.00
Gen. Fund Unres	697,740.00	720,163.00
Not Applicable	0.00	0.00
Resource 6500	33,363.00	28,475.00
Supplemental	54,735.00	49,094.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	785,838.00	797,732.00
	785,838.00	226,344.00
1000-1999: Certificated Personnel Salaries	0.00	464,276.00
5000-5999: Services And Other Operating Expenditures	0.00	107,112.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	785,838.00	797,732.00
		0.00	0.00
	Gen. Fund Unres	697,740.00	148,775.00
	Not Applicable	0.00	0.00
	Resource 6500	33,363.00	28,475.00
	Supplemental	54,735.00	49,094.00
1000-1999: Certificated Personnel Salaries	Gen. Fund Unres	0.00	464,276.00
5000-5999: Services And Other Operating Expenditures	Gen. Fund Unres	0.00	107,112.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	558,874.00	571,388.00
Goal 2	172,229.00	177,250.00
Goal 3	54,735.00	49,094.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$25,198.00	\$19,359.00
Distance Learning Program	\$56,286.00	\$51,243.00
Pupil Learning Loss	\$15,175.00	\$21,963.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$96,659.00	\$92,565.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$25,198.00	\$19,359.00
Distance Learning Program	\$49,894.00	\$44,851.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$75,092.00	\$64,210.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$6,392.00	\$6,392.00
Pupil Learning Loss	\$15,175.00	\$21,963.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$21,567.00	\$28,355.00

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cardiff Elementary School District	Jill Vinson Superintendent	jill.vinson@cardiffschools.com 760--632--5890

Plan Summary [2021-22]

General Information

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

Established in 1913, the Cardiff School District, with 630 students, is a small school experience by the sea. Our district consists of two award-winning schools; Cardiff School serves approximately 260 students in grades K--2 and Ada Harris School serves approximately 370 students in grades 3--6. The district demographics include 15.1% socioeconomically disadvantaged students and 6% English Learners. Cardiff Schools provide a quality education in a high performance district. We are proud to be part of a community with high expectations for education and achievement. We enjoy a supportive and engaged community and active parent involvement. Our schools provide a positive foundation for a lifetime of learning and friendships. At Cardiff Schools, students discover, find their passion, and develop a love of learning.

Reflections: Successes

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

The Cardiff School District is proud of the quality of instruction that students were provided while both in a distance learning model and a hybrid model during the pandemic. Students were immediately sent home with iPads and teachers were actively engaged with students and directing instruction every school day. All students without internet access were supported by our technology department. Regular parent communication took place and additional supports for both academic and social/emotional needs were available. Based on current local data (DIBELS), 18% of our students are not meeting benchmark standards, which is comparable to previous years.

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.

Based on a review of CA Dashboard data, our greatest need remains in the area of English Learners. In ELA, English Learners scored in the Orange and Students with Disabilities scored in the Yellow. All other student groups scored in the Green. In Mathematics, English Learners and Students with Disabilities scored in the Yellow, while all other student groups scored in the Green or Blue. In Chronic Absenteeism, White students scored in the Yellow and Hispanic students scored in the Orange. We will focus on improving the delivery of our intervention services to our English Learners (Goal 1, Actions 2 and 4). We also are in need of supporting student social-emotional learning in a more effective and consistent way. (Goal 2, Actions 1, 2 and 4) We will support our chronically absent students by providing consistent outreach and needed resources. (Goal 2, Action 6).

LCAP Highlights

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

The Cardiff School District will continue to focus on engaged student learning and parent participation. We will provide additional instructional support to students not meeting benchmarks in State Standards and to English Learners and Students with Disabilities. We will make supporting the social-emotional learning of students a high priority.

Comprehensive Support and Improvement

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

Schools Identified

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

n/a

Support for Identified Schools

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

n/a

Monitoring and Evaluating Effectiveness

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

n/a

Stakeholder Engagement

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

A LCAP Survey Link to collect input on District Priorities was sent to all stakeholders, including certificated and classified staff and all parents, including parents of students with disabilities and EL students. Feedback was collected and reflected in the LCAP. The district also used the priorities reflected in our recently revised Strategic Plan to develop draft goals and actions. A LCAP Draft was sent to all parents, classified staff, and certificated bargaining unit (CETA) members and posted on website. Feedback was collected and input responded to. In addition, the following groups were provided opportunities to provide LCAP input:

- School Site Council was consulted and reviewed LCAP Draft
- The local SELPA (NCCSE) discussed the LCAP and LCAP process
- District English Language Advisory Committee was consulted and reviewed LCAP Draft
- District Parent Advisory (SEA)/Community was consulted and reviewed LCAP Draft
- Student Council was consulted and reviewed LCAP Draft
- Certificated Staff was consulted and reviewed LCAP Draft
- Classified Staff was consulted and reviewed LCAP Draft
- Administrative Leadership, including Principals and Superintendent, were consulted and reviewed LCAP Draft
- Board of Trustees was consulted and reviewed LCAP Draft
- Public Hearing was held June 3, 2021
- Board Approval on June 8, 2021

A summary of the feedback provided by specific stakeholder groups.

All stakeholders, including staff, were supportive of maintaining the current LCAP goals, with an increased focus on the social and emotional well-being of students. Parents want to see students continue to be engaged and challenged through relevant, personalized learning opportunities as well as having a connection to classroom activities. Parents of EL students want EL students to receive more targeted intervention for EL students not meeting benchmarks.

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

An increased focus on the social and emotional well-being of students was addressed in Goal 2, Actions 1, 2, 4. Student engagement through relevant, personalized learning opportunities is included in Goal 1, Action 3e. Parent connections to classroom activities is addressed in Goal 3 Action 1a. Targeted intervention for students not meeting benchmarks, including English Learner students, is Goal 1, Action 2.

Goals and Actions

Goal

Goal #	Description
1	Ensure excellence in student learning for all students in all subject areas through high quality instruction and responsive intervention

An explanation of why the LEA has developed this goal.

A focus on high-quality instruction and providing intervention for students not meeting benchmark standards emerged as a continuing high priority from stakeholder groups.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1A. Increase student scores on local data measures in ELA and Math for all students and by 10% for English Learner subgroup	1A. 82% of K-2 students and 84% of 3-6 students scored above Proficiency on local assessments (DIBELS and HM Reading Inventory). Additional local data measures and baselines for subgroups will be established in 20-21.				The scores of all students will increase and English Learner scores will increase by 10% on the established local data measures
1B. Basic Services	1B. 100% fully credentialed teachers in appropriate assignments, all students have access to Common Core aligned instructional materials, both schools scored				100% fully credentialed teachers in appropriate assignments, all students have access to Common Core aligned instructional materials, both schools scored

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	“Good” or better on the FIT				“Good” or better on the FIT
1C. Increase the number of English Learners reclassified as English Proficient from current year	1C. 2 EL’s (.8%) were reclassified as English Proficient in 2019. No EL’s were reclassified in 2020.				Increase the percentage to 3%
1D. Ensure implementation and access to Common Core State Standards for all students, including English Learners, and ELD for English Learners, for purposes of gaining content knowledge and English language proficiency as evidenced by classroom walkthroughs and observations	1D. Common Core State Standards are being implemented for 100% of students and ELD for English Learners, in all classrooms				Implement Common Core State Standards for 100% of students and ELD for English Learners, in all classrooms
1E. Ensure all students, including unduplicated students and students with exceptional needs, are enrolled in a broad course of study as measured by the number of PE and NGSS participation minutes. Increase the percentage of	1E. 100% of students participate in 200 minutes of physical education every 10 days. No HFZ data is available for 2020. A new baseline will be established. Baseline for participation in NGSS aligned instruction is 100%				100% participation in 200 minutes of physical education every 10 days and NGSS aligned instruction. 15% increase in the percentage of students scoring in 6 out of 6 areas on the State Physical Fitness

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students scoring in the HFZ in 6 out of 6 areas on the State Physical Fitness Test from previous year					Test from previous year
1F. Increase the percent of English Learners who make progress in English Proficiency based on the ELPAC	1F. 41.2% of English Learners made progress in English Proficiency based on the ELPAC				51.2% of English Learners will make progress in English Proficiency based on the ELPAC

Actions

Action #	Title	Description	Total Funds	Contributing
1	Local Data Measures	Research, purchase and implement assessment tools to be used at grades K-6 to determine student progress	\$53,861.00	No
2	Responsive Intervention	Provide additional small group instruction in Common Core Standards to students not meeting benchmark on DIBELS Math and ELA and to English Learners	\$605,240.00	Yes
3	Basic Services	a. Appropriately credentialed and assigned Certificated and Classified staff provide instruction and support to all students, including EIs and students with exceptional needs b. Provide standards aligned materials to all students c. Provide Professional Development and teacher support in California Standards d. Provide 1:1 iPads for all K-6 students e. Engage students in relevant, personalized learning experiences that require critical thinking, communication, collaboration and creativity	\$109,408.00	No

Action #	Title	Description	Total Funds	Contributing
4	English Learners	Research, purchase and implement ELD curriculum to provide additional intervention support for English Learners. English Learners will be provided additional small group support in reading, writing, listening or speaking based on their ELPAC subtest scores. All staff will engage in professional development to further their knowledge of ELD standards, integrated, and designated ELD.	\$95,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Support the social and emotional growth of all students

An explanation of why the LEA has developed this goal.

This goal was a priority for all stakeholders as evidenced by survey results

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2A. Decrease the suspension and expulsion rates from the current year	Suspension rate is .1% and expulsion rate is 0				Decrease from previous year
2B. Student sense of safety and school connectedness will increase from the previous year based on the Panorama student screener administered annually to all students	No Universal screener is currently in place. A baseline will be established in 21-22 using the Panorama student screener.				Increase student sense of safety and school connectedness from the previous year
2C. Increase the district-wide attendance rates	Disttricwide attendance rate is 96.9%				Attendance rate will increase from the previous year
2D. Decrease chronic absenteeism from the previous year	Chronic absenteeism rate is 6.4%				Chronic absenteeism will decrease from the previous year
2E. Students will have access to a social and	No students have access to a social and				100% of students will have access to a

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
emotional learning curriculum	emotional learning curriculum				social and emotional learning curriculum

Actions

Action #	Title	Description	Total Funds	Contributing
1	SEL Curriculum	Research, purchase and implement a social and emotional learning curriculum	\$2,000.00	No
2	SEL Universal Screener	Research, purchase and implement a social and emotional Universal screener	\$27,000.00	No
3	Base Program	a. Provide a 20% nurse at each school site b. 100% of students in grades K-6 will participate in a minimum of 200 minutes every 10 days of engaging physical education c. The district Nutrition Services will offer high quality, nutritious and appealing lunches to students and staff	\$370,680.00	No
4	SEL Counselor	Site based counseling services and community support for outside referrals will be available to support all K-6 students	\$54,000.00	No
5	Cultural Awareness and Diversity	Students will be engaged in activities that promote cultural awareness and diversity	\$0.00	No
6	Student Engagement	Students who are identified as chronically absent will receive outreach, support, and resources from office and other appropriate staff.	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Improve and/or increase parent participation in their child(ren)s learning process

An explanation of why the LEA has developed this goal.

Active parent engagement emerged as a high priority based on parent input

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3A. Increase opportunities for parent participation in classroom, school and district activities	There were no opportunities for in-person parent participation in classrooms or at schoolwide activities. A baseline will be established in 21-22				Increase opportunities annually
3B. Increase the percentage of families that provide input into district priorities through our annual SEA Budget Survey	45% percent of families provided input into district priorities through our annual SEA Budget Survey				60% percent of families provide input into district priorities through our annual SEA Budget Survey
3C. Increase the percentage of parents of English Learners, students with disabilities, and unduplicated students that participate in	95% of parents of English Learners, students with disabilities, and unduplicated students participated in Parent Teacher Conferences				The percentage of parents of English Learners, students with disabilities, and unduplicated students that participate in Parent Teacher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Teacher Conferences from the previous year					Conferences will increase from the previous year

Actions

Action #	Title	Description	Total Funds	Contributing
1	Base Program	a. All classroom teachers will communicate and share classroom activities with parents using a Learning Management System b. A survey will be sent to all parents to provide input into district priorities c. The district will work with our parent organization to develop and promote Family Night activities at each school site	\$6,982.00	No
2	Bilingual Assistants	The district will provide a bilingual assistant at each school site to support English Learner families in their understanding of achievement data, intervention services and home-school connections and communication	\$56,650.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
3.28%	174,566

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

Cardiff School District ensures that our foster youth, English learners, and socio-economically disadvantaged students needs are the primary focus in Goal 1/Action 1, Goal 1/Action 2, Goal 1/Action 4, Goal 2/Actions 1,2, and 4, and Goal 3/Action 2.

Goal 1 Action 2: Foster youth, English learners, and low-income students are prioritized to be placed in classrooms with fully credentialed teachers in appropriate assignments and have access to Common Core aligned instructional materials. Two 0.5 FTE Teacher on Special Assignment and 4.91 FTE Instructional Assistants provide strategic small group instruction in flexible small groups for students identified as not meeting grade level standards in ELA and math.

Goal 2 Action 6: Bilingual Office Assistants at each school site 1.17 FTE will provide outreach, support, and resources to students identified as chronically absent.

Goal 3 Action 2: Bilingual Assistants at each school site will support English Learner families in their understanding of achievement data, intervention services and home-school connections and communication. Each school office has a Bilingual Office Assistant 1.17 FTE to assist with translation of parent communication and assisting families with securing community resources. Instructional Assistants 5.53 FTE provide additional support to English learners in the classroom to assist students with grade level curriculum.

These services and actions have proven the most effective use of funds to support unduplicated pupils based on district data, which shows evidence of academic growth for unduplicated pupils on our local assessments. The district also had successful experience increasing involvement of families of unduplicated pupils in their child's academic progress through our bilingual assistant outreach programs, including increased participation in parent conferences and Student Study Team meetings.

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

The district has exceeded its requirement to increase or improve services for unduplicated pupils since the District is currently providing services above its Increased Appointment. The District continually monitors the services it provides and improves any deficiencies to the programs that serve its low-income, English learners and foster youth population.

As described in the district's Local Control Accountability Plan, the following services for all students considered the needs for pupils within the unduplicated population first:

- For low-income pupils, certificated and paraprofessional support staff will provide direct instruction to students, professional development, and consultations with classroom teachers. Additional intervention programs will be provided for students who do not make expected progress.
- For English learners, support teachers and staff will provide direct instruction to students, professional development and consultations with classroom teachers. A bilingual assistant at each school site will provide outreach with families, translations and will network within community organizations. Additional intervention programs will be provided for students who do not make expected progress.
- For foster youth, the district will provide individual outreach to families of Foster Youth to coordinate services and will provide intervention programs for pupils that do not make expected progress.
- Based on district data, which shows evidence of academic growth on our local assessments, these services and actions are the most effective use of funds to support unduplicated pupils.

Students who are identified as chronically absent will receive outreach, support, and resources from office and other appropriate staff.

- For English learners, support teachers and staff will provide direct instruction to students, professional development and consultations with classroom teachers. A bilingual assistant at each school site will provide outreach with families, translations and will network within community organizations. Additional intervention programs will be provided for students who do not make expected progress.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$844,481.00	\$351,000.00	\$185,340.00		\$1,380,821.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$901,230.00	\$479,591.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Local Data Measures	\$3,861.00	\$50,000.00			\$53,861.00
1	2	English Learners Foster Youth Low Income	Responsive Intervention	\$480,240.00	\$125,000.00			\$605,240.00
1	3	All	Basic Services	\$109,408.00				\$109,408.00
1	4	English Learners	English Learners		\$95,000.00			\$95,000.00
2	1	All	SEL Curriculum	\$2,000.00				\$2,000.00
2	2	All	SEL Universal Screener		\$27,000.00			\$27,000.00
2	3	All	Base Program	\$185,340.00		\$185,340.00		\$370,680.00
2	4	All	SEL Counselor		\$54,000.00			\$54,000.00
2	5	All	Cultural Awareness and Diversity					\$0.00
2	6	Low Income	Student Engagement					\$0.00
3	1	All	Base Program	\$6,982.00				\$6,982.00
3	2	English Learners	Bilingual Assistants	\$56,650.00				\$56,650.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$536,890.00	\$661,890.00
LEA-wide Total:	\$536,890.00	\$661,890.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Responsive Intervention	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$480,240.00	\$605,240.00
2	6	Student Engagement	LEA-wide	Low Income	All Schools		\$0.00
3	2	Bilingual Assistants	LEA-wide	English Learners	All Schools	\$56,650.00	\$56,650.00

Annual Update Table Year 1 [2021-22]

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

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

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

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

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

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

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

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

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

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

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

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

Articles for Consideration
Negotiations 2021-22

Article X – Teaching Hours

Article XI – Payment For Extracurricular Duties

Article XVII- Employee Benefits

Article XVIII – Salaries

**Cardiff School District
Cardiff-By-The-Sea, California 92007
September 9, 2021**

ITEM: ADOPT 2020-2021 UNAUDITED ACTUALS FINANCIAL REPORT

BACKGROUND

Education Code Section 42100 requires school districts to adopt prior year unaudited actuals financial report and file with the County Superintendent of Schools.

CURRENT CONSIDERATIONS

The ending balance for the 2020-2021 fiscal year is \$1,880,456. The ending balance is comprised of \$1,500 for revolving cash and \$352,371 for restricted components.

FINANCIAL IMPLICATIONS

Ending balances in the general fund reflect dollars, which remain in Cardiff accounts, which must include a minimum of a 4% reserve designated for economic uncertainties. The actual reserves of \$1,526,585 is calculated to 15.0%

RECOMMENDATION

It is respectfully recommended that the Board adopt the 2020-2021 unaudited actuals financial reports as presented. The Superintendent and CBO are available for questions regarding this report.

Unaudited Actuals
FINANCIAL REPORTS
2020-21 Unaudited Actuals
Summary of Unaudited Actual Data Submission

Following is a summary of the critical data elements contained in your unaudited actual data. Since these data may have fiscal implications for your agency, please verify their accuracy before filing your unaudited actual financial reports.

Form	Description	Value
CEA	Percent of Current Cost of Education Expended for Classroom Compensation Must equal or exceed 60% for elementary, 55% for unified, and 50% for high school districts or future apportionments may be affected. (EC 41372)	64.55%
	CEA Deficiency Amount Applicable to districts not exempt from the requirement and not meeting the minimum classroom compensation percentage - see Form CEA for further details.	\$0.00
ESMOE	Every Student Succeeds Act (ESSA) Maintenance of Effort (MOE) Determination If MOE Not Met, the 2022-23 apportionment may be reduced by the lesser of the following two percentages: MOE Deficiency Percentage - Based on Total Expenditures MOE Deficiency Percentage - Based on Expenditures Per ADA	MOE Met
GANN	Adjustments to Appropriations Limit Per Government Code Section 7902.1 If this amount is not zero, it represents an increase to your Appropriations Limit. The Department of Finance must be notified of increases within 45 days of budget adoption.	\$73,760.02
	Adjusted Appropriations Limit	\$9,336,408.57
	Appropriations Subject to Limit	\$9,336,408.57
	These amounts represent the board approved Appropriations Limit and Appropriations Subject to Limit pursuant to Government Code Section 7906 and EC 42132.	
ICR	Preliminary Proposed Indirect Cost Rate Fixed-with-carry-forward indirect cost rate for use in 2022-23, subject to CDE approval.	5.18%

1/15/2021

UNAUDITED ACTUAL FINANCIAL REPORT:

To the County Superintendent of Schools:

2020-21 UNAUDITED ACTUAL FINANCIAL REPORT. This report was prepared in accordance with Education Code Section 41010 and is hereby approved and filed by the governing board of the school district pursuant to Education Code Section 42100.

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

Date of Meeting: Sep 09, 2021

To the Superintendent of Public Instruction:

2020-21 UNAUDITED ACTUAL FINANCIAL REPORT. This report has been verified for accuracy by the County Superintendent of Schools pursuant to Education Code Section 42100.

Signed: _____
County Superintendent/Designee
(Original signature required)

Date: _____

For additional information on the unaudited actual reports, please contact:

For County Office of Education:

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Description	2020-21 Unaudited Actuals			2021-22 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	617.40	617.40	615.75	626.00	626.00	626.00
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	617.40	617.40	615.75	626.00	626.00	626.00
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	0.00	0.00	0.00	0.00	0.00	0.00
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	617.40	617.40	615.75	626.00	626.00	626.00
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

CARDIFF SCHOOL DISTRICT							
2020-2021 YEAR TO DATE SUMMARY							
		6/8/2020 BOARD ADOPTED	THRU 10/31/2020 BUDGET CHANGES	THRU 10/31/2020 REVISED	THRU 1/31/21 BUDGET CHANGES	THRU 1/31/21 REVISED	THRU 6/30/21 ACTUALS
BEGINNING BALANCE		1,550,707		1,531,052		1,531,052	1,531,052
REVENUES	Revenue Limit/LCFF Sources	9,500,513		9,500,513		9,500,513	9,753,543
	Federal Revenue	112,304	185,254	297,558	34,601	332,159	340,506
	State Revenue	653,215	54,182	707,397		707,397	1,045,381
	Local Revenue	470,301	18,375	488,676		488,676	598,973
	TOTAL REVENUE	10,736,333	257,811	10,994,144	34,601	11,028,745	11,738,403
EXPENDITURES	Certificated Salaries	4,918,004	37,173	4,955,177		4,955,177	4,958,934
	Classified Salaries	1,640,015	26,502	1,666,517		1,666,517	1,541,501
	Employee Benefits	2,484,605	7,747	2,492,352		2,492,352	2,346,810
	Books/Supplies	199,096	127,315	326,411		326,411	387,224
	Services	915,034	73,970	989,004	23,000	1,012,004	899,978
	Equipment	64,097		64,097		64,097	42,786
	Tuition - Special Ed Regional	216,500		216,500		216,500	119,340
	Debt Service - Apple Lease A&B	107,112		107,112		107,112	107,112
	Debt Service - Capital Lease	157,778		157,778		157,778	157,778
	TOTAL EXPENDITURES	10,702,241	272,707	10,974,948	23,000	10,997,948	10,561,463
EXCESS/DEFIENCY		34,092		19,196		30,797	1,176,940
Contributions	FUND 1300	(60,000)		(60,000)		(60,000)	(86,000)
	FUND 4000	(1,025)		0		0	(741,536)
NET EXCESS/DEFIENCY		(26,933)		(40,804)		(29,203)	349,404
ENDING BALANCE		1,523,774		1,490,248		1,501,849	1,880,456
RESERVES							
	Restricted Monies	194,738		226,238		196,946	352,371
	Revolving Cash	1,500		1,500		1,500	1,500
NET ENDING BALANCE		1,327,536		1,262,510		1,303,403	1,526,585
	<i>Budget Assumptions-Reserves</i>	14.9%		14.2%		14.3%	15.0%

			2020-21 Unaudited Actuals			2021-22 Budget			
			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		9,710,658.83	42,884.00	9,753,542.83	9,884,763.00	39,065.00	9,923,828.00	1.7%
2) Federal Revenue	8100-8299		0.00	340,505.74	340,505.74	0.00	411,323.00	411,323.00	20.8%
3) Other State Revenue	8300-8599		127,254.65	918,126.08	1,045,380.73	112,335.00	884,243.00	996,578.00	-4.7%
4) Other Local Revenue	8600-8799		273,520.64	325,453.00	598,973.64	301,144.00	307,793.00	608,937.00	1.7%
5) TOTAL, REVENUES			10,111,434.12	1,626,968.82	11,738,402.94	10,298,242.00	1,642,424.00	11,940,666.00	1.7%
B. EXPENDITURES									
1) Certificated Salaries	1000-1999		4,314,314.26	644,620.02	4,958,934.28	4,394,999.96	696,112.95	5,091,112.91	2.7%
2) Classified Salaries	2000-2999		1,250,882.07	290,619.16	1,541,501.23	1,559,292.82	251,241.66	1,810,534.48	17.5%
3) Employee Benefits	3000-3999		1,590,026.68	756,783.09	2,346,809.77	1,981,852.91	842,236.13	2,824,089.04	20.3%
4) Books and Supplies	4000-4999		154,674.79	232,549.16	387,223.95	142,421.23	190,047.16	332,468.39	-14.1%
5) Services and Other Operating Expenditures	5000-5999		586,446.10	313,531.31	899,977.41	789,946.00	340,179.00	1,130,125.00	25.6%
6) Capital Outlay	6000-6999		42,785.48	0.00	42,785.48	0.00	0.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)	7100-7299 7400-7499		264,890.07	119,340.73	384,230.80	267,109.73	193,976.00	461,085.73	20.0%
8) Other Outgo - Transfers of Indirect Costs	7300-7399		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			8,204,019.45	2,357,443.47	10,561,462.92	9,135,622.65	2,513,792.90	11,649,415.55	10.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			1,907,414.67	(730,474.65)	1,176,940.02	1,162,619.35	(871,368.90)	291,250.45	-75.3%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In	8900-8929		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out	7600-7629		827,536.00	0.00	827,536.00	104,347.00	0.00	104,347.00	-87.4%
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		(942,621.54)	942,621.54	0.00	(1,096,566.90)	1,096,566.90	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(1,770,157.54)	942,621.54	(827,536.00)	(1,200,913.90)	1,096,566.90	(104,347.00)	-87.4%

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals			2021-22 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			137,257.13	212,146.89	349,404.02	(38,294.55)	225,198.00	186,903.45	-46.5%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	1,390,827.21	140,224.61	1,531,051.82	1,528,084.34	352,371.50	1,880,455.84	22.8%
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)			1,390,827.21	140,224.61	1,531,051.82	1,528,084.34	352,371.50	1,880,455.84	22.8%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,390,827.21	140,224.61	1,531,051.82	1,528,084.34	352,371.50	1,880,455.84	22.8%
2) Ending Balance, June 30 (E + F1e)			1,528,084.34	352,371.50	1,880,455.84	1,489,789.79	577,569.50	2,067,359.29	9.9%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	1,500.00	0.00	1,500.00	0.00	0.00	0.00	-100.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	352,371.50	352,371.50	0.00	577,569.50	577,569.50	63.9%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	1,526,584.34	0.00	1,526,584.34	1,489,789.79	0.00	1,489,789.79	-2.4%

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals			2021-22 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
G. ASSETS									
1) Cash									
a) in County Treasury		9110	2,217,314.30	51,851.95	2,269,166.25				
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	1,500.00	0.00	1,500.00				
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	83,953.94	346,985.50	430,939.44				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) TOTAL, ASSETS			2,302,768.24	398,837.45	2,701,605.69				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	33,147.90	12,583.95	45,731.85				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	741,536.00	0.00	741,536.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	33,882.00	33,882.00				
6) TOTAL, LIABILITIES			774,683.90	46,465.95	821,149.85				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30									

			2020-21 Unaudited Actuals			2021-22 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Resource Codes	Object Codes							
(must agree with line F2) (G9 + H2) - (I6 + J2)			1,528,084.34	352,371.50	1,880,455.84				

			2020-21 Unaudited Actuals			2021-22 Budget			
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
Description	Resource Codes	Object Codes							
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	386,643.00	0.00	386,643.00	348,000.00	0.00	348,000.00	-10.0%
Education Protection Account State Aid - Current Year		8012	123,150.00	0.00	123,150.00	121,350.00	0.00	121,350.00	-1.5%
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	53,356.82	0.00	53,356.82	50,000.00	0.00	50,000.00	-6.3%
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	8,909,820.53	0.00	8,909,820.53	9,144,913.00	0.00	9,144,913.00	2.6%
Unsecured Roll Taxes		8042	276,879.38	0.00	276,879.38	250,000.00	0.00	250,000.00	-9.7%
Prior Years' Taxes		8043	584.10	0.00	584.10	2,500.00	0.00	2,500.00	328.0%
Supplemental Taxes		8044	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			9,750,433.83	0.00	9,750,433.83	9,916,763.00	0.00	9,916,763.00	1.7%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	(39,775.00)	0.00	(39,775.00)	(32,000.00)	0.00	(32,000.00)	-19.5%
Property Taxes Transfers		8097	0.00	42,884.00	42,884.00	0.00	39,065.00	39,065.00	-8.9%

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals			2021-22 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			9,710,658.83	42,884.00	9,753,542.83	9,884,763.00	39,065.00	9,923,828.00	1.7%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	93,795.77	93,795.77	0.00	94,782.00	94,782.00	1.1%
Special Education Discretionary Grants		8182	0.00	9,475.97	9,475.97	0.00	10,479.00	10,479.00	10.6%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		0.00	0.00		60,000.00	60,000.00	New
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		0.00	0.00		7,000.00	7,000.00	New
Title III, Part A, Immigrant Student Program	4201	8290		0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals			2021-22 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Title III, Part A, English Learner Program	4203	8290		0.00	0.00		0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
	3020, 3040, 3041, 3045, 3060, 3061, 3110, 3150, 3155, 3177, 3180, 3181, 3182, 3185, 4037, 4050, 4123, 4124, 4126, 4127, 4128, 5510, 5630	8290		0.00	0.00		0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act		8290		0.00	0.00		0.00	0.00	0.0%
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	237,234.00	237,234.00	0.00	239,062.00	239,062.00	0.8%
TOTAL, FEDERAL REVENUE			0.00	340,505.74	340,505.74	0.00	411,323.00	411,323.00	20.8%
OTHER STATE REVENUE									
Other State Apportionments									
ROC/P Entitlement Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	19,815.00	0.00	19,815.00	20,085.00	0.00	20,085.00	1.4%
Lottery - Unrestricted and Instructional Materials		8560	105,417.65	46,144.08	151,561.73	92,250.00	30,135.00	122,385.00	-19.3%
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		0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals			2021-22 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		0.00	0.00		0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		0.00	0.00		0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
Quality Education Investment Act	7400	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	2,022.00	871,982.00	874,004.00	0.00	854,108.00	854,108.00	-2.3%
TOTAL, OTHER STATE REVENUE			127,254.65	918,126.08	1,045,380.73	112,335.00	884,243.00	996,578.00	-4.7%

			2020-21 Unaudited Actuals			2021-22 Budget			
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
Description	Resource Codes	Object Codes							
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	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	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from									
Delinquent Non-LCFF									
Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	65,144.00	0.00	65,144.00	New
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	73,200.00	0.00	73,200.00	95,000.00	0.00	95,000.00	29.8%
Interest		8660	27,257.33	0.00	27,257.33	21,000.00	0.00	21,000.00	-23.0%
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: Misc Funds Non-LCFF									

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals			2021-22 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
(50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	173,063.31	0.00	173,063.31	120,000.00	0.00	120,000.00	-30.7%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		325,453.00	325,453.00		307,793.00	307,793.00	-5.4%
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			273,520.64	325,453.00	598,973.64	301,144.00	307,793.00	608,937.00	1.7%
TOTAL, REVENUES			10,111,434.12	1,626,968.82	11,738,402.94	10,298,242.00	1,642,424.00	11,940,666.00	1.7%

			2020-21 Unaudited Actuals			2021-22 Budget			
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
Description	Resource Codes	Object Codes							
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	3,788,335.98	461,817.90	4,250,153.88	3,877,636.96	501,949.87	4,379,586.83	3.0%
Certificated Pupil Support Salaries		1200	0.00	182,802.12	182,802.12	0.00	194,163.08	194,163.08	6.2%
Certificated Supervisors' and Administrators' Salaries		1300	525,978.28	0.00	525,978.28	517,363.00	0.00	517,363.00	-1.6%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			4,314,314.26	644,620.02	4,958,934.28	4,394,999.96	696,112.95	5,091,112.91	2.7%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	294,289.87	213,059.87	507,349.74	522,015.54	251,241.66	773,257.20	52.4%
Classified Support Salaries		2200	302,437.73	37,805.66	340,243.39	325,639.82	0.00	325,639.82	-4.3%
Classified Supervisors' and Administrators' Salaries		2300	158,235.71	0.00	158,235.71	161,858.00	0.00	161,858.00	2.3%
Clerical, Technical and Office Salaries		2400	477,774.59	0.00	477,774.59	507,034.47	0.00	507,034.47	6.1%
Other Classified Salaries		2900	18,144.17	39,753.63	57,897.80	42,744.99	0.00	42,744.99	-26.2%
TOTAL, CLASSIFIED SALARIES			1,250,882.07	290,619.16	1,541,501.23	1,559,292.82	251,241.66	1,810,534.48	17.5%
EMPLOYEE BENEFITS									
STRS		3101-3102	697,482.24	600,371.66	1,297,853.90	809,138.56	642,944.78	1,452,083.34	11.9%
PERS		3201-3202	194,330.85	56,990.28	251,321.13	279,142.77	75,444.07	354,586.84	41.1%
OASDI/Medicare/Alternative		3301-3302	155,056.92	35,819.68	190,876.60	179,619.30	34,152.47	213,771.77	12.0%
Health and Welfare Benefits		3401-3402	451,447.47	48,351.88	499,799.35	520,141.00	60,044.00	580,185.00	16.1%
Unemployment Insurance		3501-3502	3,510.42	1,089.02	4,599.44	76,161.64	11,652.32	87,813.96	1809.2%
Workers' Compensation		3601-3602	88,198.78	14,160.57	102,359.35	117,649.64	17,998.49	135,648.13	32.5%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			1,590,026.68	756,783.09	2,346,809.77	1,981,852.91	842,236.13	2,824,089.04	20.3%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	154,674.79	232,549.16	387,223.95	136,421.23	190,047.16	326,468.39	-15.7%

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals			2021-22 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Noncapitalized Equipment		4400	0.00	0.00	0.00	6,000.00	0.00	6,000.00	New
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			154,674.79	232,549.16	387,223.95	142,421.23	190,047.16	332,468.39	-14.1%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	21,070.00	0.00	21,070.00	162,000.00	0.00	162,000.00	668.9%
Travel and Conferences		5200	6,641.46	0.00	6,641.46	25,000.00	0.00	25,000.00	276.4%
Dues and Memberships		5300	15,211.20	0.00	15,211.20	19,350.00	0.00	19,350.00	27.2%
Insurance		5400 - 5450	56,272.00	0.00	56,272.00	58,000.00	0.00	58,000.00	3.1%
Operations and Housekeeping Services		5500	228,727.36	0.00	228,727.36	191,600.00	0.00	191,600.00	-16.2%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	10,888.64	4,223.55	15,112.19	29,445.00	0.00	29,445.00	94.8%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	(16,048.00)	0.00	(16,048.00)	New
Professional/Consulting Services and Operating Expenditures		5800	225,359.93	309,307.76	534,667.69	294,599.00	340,179.00	634,778.00	18.7%
Communications		5900	22,275.51	0.00	22,275.51	26,000.00	0.00	26,000.00	16.7%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			586,446.10	313,531.31	899,977.41	789,946.00	340,179.00	1,130,125.00	25.6%

			2020-21 Unaudited Actuals			2021-22 Budget			
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
Description	Resource Codes	Object Codes							
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	42,785.48	0.00	42,785.48	0.00	0.00	0.00	-100.0%
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	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			42,785.48	0.00	42,785.48	0.00	0.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	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	119,340.73	119,340.73	0.00	193,976.00	193,976.00	62.5%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals			2021-22 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
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	87,943.16	0.00	87,943.16	84,051.73	0.00	84,051.73	-4.4%
Other Debt Service - Principal		7439	176,946.91	0.00	176,946.91	183,058.00	0.00	183,058.00	3.5%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			264,890.07	119,340.73	384,230.80	267,109.73	193,976.00	461,085.73	20.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			8,204,019.45	2,357,443.47	10,561,462.92	9,135,622.65	2,513,792.90	11,649,415.55	10.3%

			2020-21 Unaudited Actuals			2021-22 Budget			
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
Description	Resource Codes	Object Codes							
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	83,250.00	0.00	83,250.00	54,000.00	0.00	54,000.00	-35.1%
Other Authorized Interfund Transfers Out		7619	744,286.00	0.00	744,286.00	50,347.00	0.00	50,347.00	-93.2%
(b) TOTAL, INTERFUND TRANSFERS OUT			827,536.00	0.00	827,536.00	104,347.00	0.00	104,347.00	-87.4%
OTHER SOURCES/USES									
SOURCES									
State Apportionments Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals			2021-22 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(942,621.54)	942,621.54	0.00	(1,096,566.90)	1,096,566.90	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			(942,621.54)	942,621.54	0.00	(1,096,566.90)	1,096,566.90	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(1,770,157.54)	942,621.54	(827,536.00)	(1,200,913.90)	1,096,566.90	(104,347.00)	-87.4%

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	8,274.90	40,000.00	383.4%
3) Other State Revenue		8300-8599	515.43	2,000.00	288.0%
4) Other Local Revenue		8600-8799	19,267.42	65,100.00	237.9%
5) TOTAL, REVENUES			28,057.75	107,100.00	281.7%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	74,068.52	99,305.00	34.1%
3) Employee Benefits		3000-3999	14,470.82	22,350.00	54.4%
4) Books and Supplies		4000-4999	20,494.98	37,000.00	80.5%
5) Services and Other Operating Expenditures		5000-5999	553.00	500.00	-9.6%
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			109,587.32	159,155.00	45.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(81,529.57)	(52,055.00)	-36.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	83,250.00	54,000.00	-35.1%
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			83,250.00	54,000.00	-35.1%

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,720.43	1,945.00	13.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,458.92	3,179.35	117.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,458.92	3,179.35	117.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,458.92	3,179.35	117.9%
2) Ending Balance, June 30 (E + F1e)			3,179.35	5,124.35	61.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	448.86	0.00	-100.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	2,730.49	5,124.35	87.7%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	2,816.83		
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	4.68		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	448.86		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			3,270.37		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	91.02		
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			91.02		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (must agree with line F2) (G9 + H2) - (I6 + J2)			3,179.35		

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
FEDERAL REVENUE					
Child Nutrition Programs		8220	8,274.90	40,000.00	383.4%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			8,274.90	40,000.00	383.4%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	515.43	2,000.00	288.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			515.43	2,000.00	288.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	19,236.30	65,000.00	237.9%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	31.12	100.00	221.3%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			19,267.42	65,100.00	237.9%
TOTAL, REVENUES			28,057.75	107,100.00	281.7%

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	74,068.52	99,305.00	34.1%
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			74,068.52	99,305.00	34.1%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	6,053.77	12,100.00	99.9%
OASDI/Medicare/Alternative		3301-3302	5,684.72	7,300.00	28.4%
Health and Welfare Benefits		3401-3402	1,633.84	1,300.00	-20.4%
Unemployment Insurance		3501-3502	0.00	50.00	New
Workers' Compensation		3601-3602	1,098.49	1,600.00	45.7%
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			14,470.82	22,350.00	54.4%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	1,095.76	2,000.00	82.5%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	19,399.22	35,000.00	80.4%
TOTAL, BOOKS AND SUPPLIES			20,494.98	37,000.00	80.5%

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
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	553.00	500.00	-9.6%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			553.00	500.00	-9.6%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			109,587.32	159,155.00	45.2%

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	83,250.00	54,000.00	-35.1%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			83,250.00	54,000.00	-35.1%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			83,250.00	54,000.00	-35.1%

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	21,584.38	0.00	-100.0%
5) TOTAL, REVENUES			21,584.38	0.00	-100.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	3,305,907.13	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			3,305,907.13	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(3,284,322.75)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	741,536.00	50,347.00	-93.2%
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			741,536.00	50,347.00	-93.2%

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(2,542,786.75)	50,347.00	-102.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,766,946.55	1,224,159.80	-67.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,766,946.55	1,224,159.80	-67.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,766,946.55	1,224,159.80	-67.5%
2) Ending Balance, June 30 (E + F1e)			1,224,159.80	1,274,506.80	4.1%
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	1,224,159.80	1,274,506.80	4.1%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	481,324.44		
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	1,312.35		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	741,536.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			1,224,172.79		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	12.99		
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			12.99		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (must agree with line F2) (G9 + H2) - (I6 + J2)			1,224,159.80		

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
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%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	21,584.38	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			21,584.38	0.00	-100.0%
TOTAL, REVENUES			21,584.38	0.00	-100.0%

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

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	3,305,907.13	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%
TOTAL, CAPITAL OUTLAY			3,305,907.13	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			3,305,907.13	0.00	-100.0%

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	741,536.00	50,347.00	-93.2%
(a) TOTAL, INTERFUND TRANSFERS IN			741,536.00	50,347.00	-93.2%
INTERFUND TRANSFERS OUT					
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%

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			741,536.00	50,347.00	-93.2%

**Cardiff School District
Cardiff-By-The-Sea, California 92007
September 9, 2021**

ITEM: ADOPT GANN LIMIT RESOLUTION No. 21-22-02

BACKGROUND

In November 1979, Proposition 4 was adopted, which “established constitutional limits on the allowable growth in state and local government spending. These appropriations limits, popularly called Gann limits, allow government spending to grow at a rate no faster than inflation and the change in population.” (Reference: 1993 edition of Revenues and Limits: A Guide to School Finance in California by Paul Goldfinger, School Services of California, Inc.)

Education Code sections 1629 and 42132 specify that by September 30, district governing boards shall adopt a resolution identifying their estimated appropriations limits for the current year and their actual appropriations limit for the preceding year. The documentation supporting the adoption resolution shall be made available to the public.

CURRENT CONSIDERATIONS

This agenda item brings to the Board Resolution 21-22-02 to adopt the Gann Limit. The Gann Limit calculation forms for the 2020-2021 and 2021-2022 school years are attached.

FINANCIAL IMPLICATIONS

Adoption of the Gann Limit Resolution will have no impact on the District's general fund.

RECOMMENDATION

It is respectfully recommended that the Board adopt Gann Limit Resolution No. 21-22-02, which identifies actual appropriations for 2020-2021 and estimated appropriations for 2021-2022.

**CARDIFF SCHOOL DISTRICT
RESOLUTION 21-22-02**

RESOLUTION FOR ADOPTING THE “GANN” LIMIT

WHEREAS, in November of 1979, the California electorate did adopt Proposition 4, commonly called the Gann Amendment, which added Article XIII B to the California Constitution; and,

WHEREAS, the provisions of that Article establish maximum appropriation limitations, commonly called “Gann Limits”, for public agencies, including school districts; and,

WHEREAS, the District must establish a revised Gann Limit for the 2020-2021 fiscal year and a projected Gann Limit for the 2021-2022 fiscal year in accordance with the provisions of Article XIII B and applicable statutory law; and

WHEREAS, Government Code Section 7902.1 provides that school districts may increase their Gann Limits under specified circumstances;

NOW, THEREFORE, BE IT RESOLVED that this Board does provide public notice that the attached calculations and documentation of the Gann Limits for the 2020-2021 and 2021-2022 fiscal years are made in accord with applicable constitutional and statutory law;

AND BE IT FURTHER RESOLVED that this Board does hereby provide public notice that the attached calculations and documentations of the Gann Limits for the 2020-2021 and 2021-2022 fiscal years include an increase of \$73,760.02 to the 2020-2021 Gann Limit pursuant to the provisions of Government Code Section 7902.1;

AND BE IT FURTHER RESOLVED that the superintendent notify the Director of the State Department of Finance of the increase to the 2020-2021 Gann Limit;

AND BE IT FURTHER RESOLVED that this Board does hereby declare that the appropriations in the Budget for the 2020-2021 and 2021-2022 fiscal years do not exceed the limitations imposed by Proposition 4;

AND BE IT FURTHER RESOLVED that the Superintendent provides copies of this resolution along with appropriate attachments to interested citizens of this district.

Superintendent
Cardiff School District

President of the Governing Board
Cardiff School District

	2020-21 Calculations			2021-22 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
A. PRIOR YEAR DATA (2019-20 Actual Appropriations Limit and Gann ADA are from district's prior year Gann data reported to the CDE)	2019-20 Actual			2020-21 Actual		
1. FINAL PRIOR YEAR APPROPRIATIONS LIMIT (Preload/Line D11, PY column)	8,905,530.46		8,905,530.46			9,336,408.57
2. PRIOR YEAR GANN ADA (Preload/Line B3, PY column)	615.75		615.75			617.40
ADJUSTMENTS TO PRIOR YEAR LIMIT	Adjustments to 2019-20			Adjustments to 2020-21		
3. District Lapses, Reorganizations and Other Transfers						
4. Temporary Voter Approved Increases						
5. Less: Lapses of Voter Approved Increases						
6. TOTAL ADJUSTMENTS TO PRIOR YEAR LIMIT (Lines A3 plus A4 minus A5)		0.00				0.00
7. ADJUSTMENTS TO PRIOR YEAR ADA (Only for district lapses, reorganizations and other transfers, and only if adjustments to the appropriations limit are entered in Line A3 above)						
B. CURRENT YEAR GANN ADA (2020-21 data should tie to Principal Apportionment Software Attendance reports and include ADA for charter schools reporting with the district)	2020-21 P2 Report			2021-22 P2 Estimate		
1. Total K-12 ADA (Form A, Line A6)	617.40		617.40	626.00		626.00
2. Total Charter Schools ADA (Form A, Line C9)	0.00		0.00	0.00		0.00
3. TOTAL CURRENT YEAR P2 ADA (Line B1 plus B2)			617.40			626.00
C. CURRENT YEAR LOCAL PROCEEDS OF TAXES/STATE AID RECEIVED	2020-21 Actual			2021-22 Budget		
TAXES AND SUBVENTIONS (Funds 01, 09, and 62)						
1. Homeowners' Exemption (Object 8021)	53,356.82		53,356.82	50,000.00		50,000.00
2. Timber Yield Tax (Object 8022)	0.00		0.00	0.00		0.00
3. Other Subventions/In-Lieu Taxes (Object 8029)	0.00		0.00	0.00		0.00
4. Secured Roll Taxes (Object 8041)	8,909,820.53		8,909,820.53	9,144,913.00		9,144,913.00
5. Unsecured Roll Taxes (Object 8042)	276,879.38		276,879.38	250,000.00		250,000.00
6. Prior Years' Taxes (Object 8043)	584.10		584.10	2,500.00		2,500.00
7. Supplemental Taxes (Object 8044)	0.00		0.00	0.00		0.00
8. Ed. Rev. Augmentation Fund (ERAF) (Object 8045)	0.00		0.00	0.00		0.00
9. Penalties and Int. from Delinquent Taxes (Object 8048)	0.00		0.00	0.00		0.00
10. Other In-Lieu Taxes (Object 8082)	0.00		0.00	0.00		0.00
11. Comm. Redevelopment Funds (objects 8047 & 8625)	0.00		0.00	0.00		0.00
12. Parcel Taxes (Object 8621)	0.00		0.00	0.00		0.00
13. Other Non-Ad Valorem Taxes (Object 8622) (Taxes only)	0.00		0.00	0.00		0.00
14. Penalties and Int. from Delinquent Non-LCFF Taxes (Object 8629) (Only those for the above taxes)	0.00		0.00	0.00		0.00
15. Transfers to Charter Schools in Lieu of Property Taxes (Object 8096)						
16. TOTAL TAXES AND SUBVENTIONS (Lines C1 through C15)	9,240,640.83	0.00	9,240,640.83	9,447,413.00	0.00	9,447,413.00
OTHER LOCAL REVENUES (Funds 01, 09, and 62)						
17. To General Fund from Bond Interest and Redemption Fund (Excess debt service taxes) (Object 8914)	0.00		0.00	0.00		0.00
18. TOTAL LOCAL PROCEEDS OF TAXES (Lines C16 plus C17)	9,240,640.83	0.00	9,240,640.83	9,447,413.00	0.00	9,447,413.00

	2020-21 Calculations			2021-22 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
EXCLUDED APPROPRIATIONS						
19. Medicare (Enter federally mandated amounts only from objs. 3301 & 3302; do not include negotiated amounts)			0.00			0.00
OTHER EXCLUSIONS						
20. Americans with Disabilities Act						
21. Unreimbursed Court Mandated Desegregation Costs						
22. Other Unfunded Court-ordered or Federal Mandates						
23. TOTAL EXCLUSIONS (Lines C19 through C22)			0.00			0.00
STATE AID RECEIVED (Funds 01, 09, and 62)						
24. LCFF - CY (objects 8011 and 8012)	509,793.00		509,793.00	469,350.00		469,350.00
25. LCFF/Revenue Limit State Aid - Prior Years (Object 8019)	0.00		0.00	0.00		0.00
26. TOTAL STATE AID RECEIVED (Lines C24 plus C25)	509,793.00	0.00	509,793.00	469,350.00	0.00	469,350.00
DATA FOR INTEREST CALCULATION						
27. Total Revenues (Funds 01, 09 & 62; objects 8000-8799)	11,738,402.94		11,738,402.94	11,940,666.00		11,940,666.00
28. Total Interest and Return on Investments (Funds 01, 09, and 62; objects 8660 and 8662)	27,257.33		27,257.33	21,000.00		21,000.00
D. APPROPRIATIONS LIMIT CALCULATIONS	2020-21 Actual			2021-22 Budget		
PRELIMINARY APPROPRIATIONS LIMIT						
1. Revised Prior Year Program Limit (Lines A1 plus A6)			8,905,530.46			9,336,408.57
2. Inflation Adjustment			1.0373			1.0573
3. Program Population Adjustment (Lines B3 divided by [A2 plus A7]) (Round to four decimal places)			1.0027			1.0139
4. PRELIMINARY APPROPRIATIONS LIMIT (Lines D1 times D2 times D3)			9,262,648.55			10,008,597.03
APPROPRIATIONS SUBJECT TO THE LIMIT						
5. Local Revenues Excluding Interest (Line C18)			9,240,640.83			9,447,413.00
6. Preliminary State Aid Calculation						
a. Minimum State Aid in Local Limit (Greater of \$120 times Line B3 or \$2,400; but not greater than Line C26 or less than zero)			74,088.00			75,120.00
b. Maximum State Aid in Local Limit (Lesser of Line C26 or Lines D4 minus D5 plus C23; but not less than zero)			22,007.72			469,350.00
c. Preliminary State Aid in Local Limit (Greater of Lines D6a or D6b)			74,088.00			469,350.00
7. Local Revenues in Proceeds of Taxes						
a. Interest Counting in Local Limit (Line C28 divided by [Lines C27 minus C28] times [Lines D5 plus D6c])			21,679.74			17,471.30
b. Total Local Proceeds of Taxes (Lines D5 plus D7a)			9,262,320.57			9,464,884.30
8. State Aid in Proceeds of Taxes (Greater of Line D6a, or Lines D4 minus D7b plus C23; but not greater than Line C26 or less than zero)			74,088.00			469,350.00
9. Total Appropriations Subject to the Limit						
a. Local Revenues (Line D7b)			9,262,320.57			
b. State Subventions (Line D8)			74,088.00			
c. Less: Excluded Appropriations (Line C23)			0.00			
d. TOTAL APPROPRIATIONS SUBJECT TO THE LIMIT (Lines D9a plus D9b minus D9c)			9,336,408.57			

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**THIRD AMENDMENT TO
PROFESSIONAL SERVICES AGREEMENT FOR
BOND PROGRAM MANAGEMENT SERVICES FOR MEASURE GG**

THIS THIRD AMENDMENT ("Third Amendment") is made and entered into this 9th day of September, 2021, by and between the **CARDIFF SCHOOL DISTRICT**, (hereinafter referred to as the "District"), and **PETERSON CONSULTING, INC.** ("Consultant") .

RECITALS

A. On or about February 13, 2017, the District and Consultant entered into a Professional Services Agreement (the "Agreement") with Consultant for the provision of Bond Program Management Services for Measure GG, the District's general obligation bond passed by voters in 2016; and

B. The scope of services set forth in the Agreement originally contemplated services associated with the Cardiff School Reconstruction Project ("Project") based on a planned schedule for the Project and corresponding term of the Agreement of three (3) years.

C. The Project has required substantial additional services from the Consultant associated with addressing adjacent neighbor opposition, including support in obtaining local, state, and federal approvals for the Project, as well as a second additional legal challenge filed against the National Park Service, the State of California Department of Parks and Recreation, the District and the Project, which has also resulted in a significant delay to the Project schedule beyond the delays addressed in the First Amendment to the Agreement entered into in April 2020.

D. In light of these issues, the District and Consultant have negotiated the time and cost impacts of these additional services and the delay to the Project schedule in order to amend the Agreement a third time to address these issues in accordance with Section 10.17 of the Agreement, which permits the District and Consultant to amend the terms and conditions of the Agreement upon mutual written agreement of the Parties; and

E. The District and Consultant now desire to further amend the Agreement to explicitly memorialize the mutually agreed upon extension of the schedule and Project duration..

AGREEMENT

NOW, THEREFORE, in good and valuable consideration of the mutual promises and covenants contained herein, the receipt and sufficiency of which are hereby acknowledged, the Parties hereto agree as follows:

Third Amendment Terms.

1. The Agreement is hereby amended as follows:

- a. The Parties have agreed that the Agreement shall be amended to incorporate and compensate the Consultant for all of the additional consulting services and extension to the Project Schedule including, but not limited to, addressing adjacent neighbor opposition, support in obtaining local, state, and federal approvals for the Project, and assistance with an additional legal challenge filed against the Project. The Parties

have mutually agreed that based on the additional services provided to date and those that will be required in light of the current Project schedule shall entitle the Consultant to additional compensation, to be paid in one lump sum, and to not exceed the amount of \$16,275.

2. This Third Amendment shall only be effective upon the execution by both the District and Consultant.
3. This Third Amendment may be executed in any number of counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.
4. This Third Amendment shall affect only the items specifically set forth herein, and all other terms and conditions of the original Agreement shall remain in full force and effect.

IN WITNESS WHEREOF, the parties hereto have, by their duly authorized representatives, executed this Third Amendment to the Agreement for Professional Services, as of the month, day and year first above written.

CARDIFF SCHOOL DISTRICT

PETERSON CONSULTING, INC.

By: _____

By: _____

Name: _____

Name: _____

Title: _____

Title: _____