

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

**REGULAR MEETING OF THE GOVERNING BOARD
AGENDA
THURSDAY, JUNE 3, 2021
4:00 PM CLOSED SESSION
5:00 PM PUBLIC MEETING**

The Governor of California has declared a State of Emergency to exist in California as a result of the threat of COVID-19 (aka "Coronavirus"). The Governor issued Executive Order N-25-20, which directs Californians to follow public health directives including canceling large gatherings. The Executive Order also allows local legislative bodies to hold meetings via conference/video calls while still satisfying state transparency requirements.

TO ACCESS THE JUNE 3, 2021 GOVERNING BOARD OF TRUSTEES REGULAR MEETING:

The public's health and well-being are the top priority for the Cardiff School District Governing Board of Trustees and you are urged to take all appropriate health and safety precautions. As such, the June 3, 2021 Regular Meeting of the Governing Board of Trustees will be available through telephonic/video means.

Please click the link below to join the webinar:

<https://zoom.us/j/94461095626?pwd=MINIWWExcNBrN0xaMHJ2bHZKSklJQQT09>

Passcode: 108407

Or One tap mobile :

*US: +16699009128,,94461095626#,,, *108407# or +12532158782,,94461095626#,,, *108407#*

Or Telephone:

Dial(for higher quality, dial a number based on your current location):

US: +1 669 900 9128 or +1 253 215 8782 or +1 346 248 7799 or +1 646 558 8656 or +1 301 715 8592 or +1 312 626 6799

Webinar ID: 944 6109 5626

Passcode: 108407

International numbers available: <https://zoom.us/u/aT0xvmbJk>

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

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 the Request to Provide Public Input Form (see link below). When the Board President invites you to speak, the moderator will unmute your device. 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 expires you will be prompted with a 15-second warning, after which the moderator will mute your device. The [Request to Provide Public Input Form](#) will be available one hour prior to the meeting, beginning at 4:00pm, Thursday, June 3, 2021, in order to give the public an opportunity to complete a request to speak. If you are unable to access the live link to the form at 4:00pm on June 3, please email Emily Horta at: emily.horta@cardiffschools.com

If reasonable accommodations are needed to access the meeting based on disability or other reasons, please contact emily.horta@cardiffschools.com or 760-632-5890 x101 at least twelve (12) hours in advance of the meeting to make arrangements for such reasonable accommodations. 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](#).

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

II. 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)

III. RECONVENE TO OPEN SESSION

IV. REPORT FROM CLOSED SESSION *(If applicable)*

V. ORGANIZATIONAL ITEMS *(continued)*

- A. Approve Agenda for June 3, 2021 *(All items are action unless labeled information.)*
- B. Approve [Minutes](#) from the Regular Meeting of May 13, 2021

VI. 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. 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

VII. 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. [Purchase Orders](#), May 2021
 - 2. Commercial Warrants #14-774163 to #14-782861, \$247,973.68
 - 3. Payroll Warrants, May 2021, \$705,525.57
- B. Approve [Enrollment Report as of 05/28/21](#)
- C. Approve [Independent Contractor Agreement](#) Between Cardiff School District and JMD Landscape, Inc.
- D. Approve Agreement for Participation and Services with [San Diego County Office of Education Outdoor Education Program](#), for the 2021-22 School Year
- E. Removal of Items from Consent Calendar
- F. Approval of Consent Calendar

VIII. GENERAL FUNCTIONS

- A. Student Awards Recognition **(Information)**
- B. COVID-19 Update **(Information)**
- C. Public Hearing to Review the Proposed Local Control Accountability Plan (LCAP)
- D. First Reading, [Local Control Accountability Plan \(LCAP\)](#) **(Information)**

- E. Approve the [Declaration of Certain District Personal Property as 'Obsolete and Surplus Property.'](#) to be Disposed of or Donated per Education Code 17546
- F. Approve the Revised [Cardiff School Principal](#) and [Garden Program Instructor](#) Job Descriptions
- G. Approve the Cancellation of the July 8, 2021, Regular Board Meeting
- H. Approve the Date Change of the Regular August Board Meeting to August 5, 2021 at 9:00am
- IX. BUSINESS AND FINANCE
 - A. [Public Hearing](#) to Review the Proposed 2021-22 Budget
 - B. First Reading, [Proposed 2021-22 Budget](#) (**Information**)
- X. FUTURE AGENDA ITEMS
- XI. CLOSED SESSION, CONTINUED (*if applicable*)
- XII. ADJOURNMENT OF MEETING

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

MINUTES
REGULAR BOARD MEETING, MAY 13, 2021

The Regular Board Meeting of the Governing Board of the Cardiff School District was held on Thursday, May 13, 2021, remotely via teleconference. President Randall called the meeting to order at 5:02 p.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, Parker

The agenda for the May 13, 2021, Regular Board meeting, was approved as presented.

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

The minutes from the Special Board Meeting of April 12, 2021, were approved as written.

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

The minutes from the Regular Board Meeting of April 15, 2021, were approved as written.

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

The minutes from the Special Board Meeting of April 26, 2021, were approved as written.

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

Hearing Session:

- CETA reported that teachers are busy and focused on wrapping up the end of the school year.
- Principal Julie Parker provided an update on the Local Control Accountability Plan (LCAP). The County is scheduled to review the draft LCAP on May 25, 2021. The draft will be presented to the Board for review and approval at the June Board meetings.
- The Cardiff SEA raised \$16,800 from the online auction, and \$1,800 from the ice cream social and merchandise sale. The SEA will be voting on their budget in June.
- Principal Julie Parker shared that Cardiff School is busy with end-of-year excitement. A jog-a-thon is scheduled to take place later in the month.
- Ada Harris is busy finishing out the school year as well. Principal Janelle Scheftner is currently planning the six-grade promotion ceremony, and will ensure that the event adheres to COVID-19 guidelines and protocols set forth for promotions/graduations.
- Superintendent Vinson informed the Board that the ICOC held a special meeting last week to finalize the 2020 Annual Report. The final walkthrough for the committee will be held on June 17, 2021.
- Ms. Vinson shared that she, along with Courtney Jasper, attended the Schools for Sound Finance 2021 Virtual Spring Symposium. The event provided an opportunity for collaboration as well as information on current legislative issues.
- Superintendent Vinson congratulated Principal Julie Parker on her retirement. An Induction Colloquium will be held this month to honor the accomplishments of participating teachers, including District teachers Kristen Velit and Meghan Milliken. The Cardiff Virtual Academy will be sunsetting at the end of the 2020-21 school year. Tuesday, May 4th was National Day of the Teacher. Ms. Vinson acknowledged the teachers and all staff members for all their hard work and thanked them for rising to the challenge of this unprecedented year. In honor of Staff Appreciation Day on May 12th, all employees were given a \$15 gift card for a take out or eat in lunch at a local restaurant in the Cardiff community.

The Consent Calendar was approved as presented.

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

A COVID-19 update was provided to the Board. The county currently remains in the orange tier, and the state may sunset the tier system by June 15, 2021. The District has been back in a full return model since April 14, 2021 with no reported COVID-19 cases. Currently we are awaiting guidance on mitigation measures for the fall and will be prepared to implement requirements.

The Interdistrict Attendance Agreements for 2021-22, with the following school districts, were approved.

Carlsbad Unified	Del Mar Union	Vista Unified
Encinitas Union	Solana Beach	Poway Unified
San Marcos Unified	San Diego Unified	

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

The Measure GG Independent Citizens' Oversight Committee 2020 Annual Report was approved.

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

The 2021-22 Declaration of Need for Fully Qualified Educators was approved.

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

The CSBA policy updates were approved.

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

The Second Amendment to the Lease-Leaseback Contract with McCarthy Building Companies, Inc. Acceptance of Phase One Construction as Complete, and Delegation

of Authority to Superintendent to Take All Additional Actions Needed to Close Out Phase One was approved.

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

The online facilities rental storefront agreement between the Cardiff School District and Facilitron Inc. through June 1, 2022 was approved.

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

The proposed Use of Facilities fee schedule was approved.

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

Courtney Jasper provided a brief budget update. The May Budget Revise is scheduled to be released on May 14, 2021. The District qualified for the Expanded Learning and In-Person Grants, which are one-time dollars to be used for pandemic-related learning support. Half of the grant money was received this month, and the other half is expected in August. We are awaiting notification regarding our eligibility for Elementary Secondary School Emergency Relief (ESSER) dollars.

The Expanded Learning Opportunities Grant Plan was approved.

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

The purchase agreement between the Cardiff School District and Apple, Inc. was approved

MOTION: Orr

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

The retirement from employee #339962, effective June 30, 2021, was deferred to closed session.

The request from employee #208128 for a 20% Leave of Absence for the 2021-22 school year, was deferred to closed session.

Future agenda items include the first reading and approval of the 2021-22 Budget and the LCAP.

There being no other regular business to come before the Board, the meeting was adjourned to closed session at 5:50 p.m. The meeting was reconvened at 7:43 p.m. President Randall reported the following action was taken during closed session.

The retirement from employee #339962, effective June 30, 2021, was approved.

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

The request from employee #208128 for a 20% Leave of Absence, for the 2021-22 school year, was approved.

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

There being no other business to come before the Board, the meeting was adjourned at 7:44 p.m.

Respectfully submitted,

Nancy Orr, Clerk

Jill Vinson, Superintendent

MAY 2021 PO LISTING

PO	Date	Supplier	Fund	Resource	Goal	Function	Object	Site	Description	Amount
INSTRUCTIONAL SUPPLIES										
3621	5/6/21	BSN SPORTS INC.	0100	0000000	1110	1000	4300000	222	Instructional Supplies	\$ 77.58
	5/6/21	CHANGWEN BARDIN	0100	0000000	1110	1000	4300000	111	Instructional Supplies	\$ 91.00
3622	5/6/21	SCHOOL SPECIALTY	0100	0000000	1110	1000	4300000	222	Instructional Supplies	\$ 89.22
3624	5/6/21	SOUTHWEST SCHOOL &	0100	0000000	1110	1000	4300000	222	Instructional Supplies	\$ 143.09
	5/6/21	SUSAN YANT	0100	0000000	1110	1000	4300000	111	Instructional Supplies	\$ 53.54
3637	5/13/21	OFFICE DEPOT	0100	0000000	1110	1000	4300000	222	Instructional Supplies	\$ 58.86
3633	5/13/21	SOUTHWEST SCHOOL &	0100	0000000	1110	1000	4300000	111	Instructional Supplies	\$ 571.31
	5/17/21	KRISTINE ENSBERG	0100	0000000	1110	1000	4300000	111	Instructional Supplies	\$ 247.80
3600	5/17/21	SYNCB/AMAZON	0100	0000000	1110	1000	4300000	222	Instructional Supplies	\$ 148.92
3607	5/17/21	SYNCB/AMAZON	0100	0000000	1110	1000	4300000	111	Instructional Supplies	\$ 402.22
3634	5/17/21	SYNCB/AMAZON	0100	0000000	1110	1000	4300000	222	Instructional Supplies	\$ 100.20
3632	5/17/21	SYNCB/AMAZON	0100	0000000	1110	1000	4300000	222	Instructional Supplies	\$ 92.70
3629	5/17/21	SYNCB/AMAZON	0100	0000000	1110	1000	4300000	222	Instructional Supplies	\$ 239.71
3620	5/17/21	SYNCB/AMAZON	0100	0000000	1110	1000	4300000	222	Instructional Supplies	\$ 82.66
3619	5/17/21	SYNCB/AMAZON	0100	0000000	1110	1000	4300000	222	Instructional Supplies	\$ 185.87
3618	5/17/21	SYNCB/AMAZON	0100	0000000	1110	1000	4300000	222	Instructional Supplies	\$ 283.94
3611	5/17/21	SYNCB/AMAZON	0100	0000000	1110	1000	4300000	111	Instructional Supplies	\$ 1,422.12
3609	5/17/21	SYNCB/AMAZON	0100	0000000	1110	1000	4300000	111	Instructional Supplies	\$ 198.52
3642	5/17/21	SYNCB/AMAZON	0100	0000000	1110	1000	4300000	111	Instructional Supplies	\$ 233.84
3608	5/17/21	SYNCB/AMAZON	0100	0000000	1110	1000	4300000	222	Instructional Supplies	\$ 171.56
3607	5/17/21	SYNCB/AMAZON	0100	0000000	1110	1000	4300000	111	Instructional Supplies	\$ 402.22
3647	5/17/21	SYNCB/AMAZON	0100	0000000	1110	1000	4300000	222	Instructional Supplies	\$ 129.02
3650	5/20/21	BLICK ART MATERIALS	0100	0000000	1110	1000	4300000	222	Instructional Supplies	\$ 52.15
	5/20/21	KATHARIN ROTH	0100	0000000	1110	1000	4300000	111	Instructional Supplies	\$ 54.81
	5/20/21	MEGHAN MILLIKEN	0100	0000000	1110	1000	4300000	222	Instructional Supplies	\$ 101.25
3645	5/20/21	SOUTHWEST SCHOOL &	0100	0000000	1110	1000	4300000	222	Instructional Supplies	\$ 541.98
	5/24/21	MISSION FEDERAL CREDIT UNION	0100	0000000	1110	1000	4300000	222	Instructional Supplies	\$ 84.20
	5/24/21	MISSION FEDERAL CREDIT UNION	0100	0000000	1110	1000	4300000	111	Instructional Supplies	\$ 16.76
	5/24/21	MISSION FEDERAL CREDIT UNION	0100	6500000	5770	3120	4300000	000	SPED Instructional Supplies	\$ 297.41
3605	5/6/21	CDW GOVERNMENT, INC.	0100	0000000	0000	2420	4300005	111	Technology Supplies	\$ 449.29
3614	5/6/21	RASIX COMPUTER CENTER, INC.	0100	0000000	0000	2420	4300005	222	Technology Supplies	\$ 289.21
3643	5/17/21	SYNCB/AMAZON	0100	0000000	0000	2420	4300005	222	Technology Supplies	\$ 144.92
3617	5/17/21	SYNCB/AMAZON	0100	0000000	0000	2420	4300005	222	Technology Supplies	\$ 43.09
3613	5/17/21	SYNCB/AMAZON	0100	0000000	0000	2420	4300005	222	Technology Supplies	\$ 71.83
3612	5/17/21	SYNCB/AMAZON	0100	0000000	0000	2420	4300005	222	Instructional Supplies	\$ 66.73
3599	5/17/21	SYNCB/AMAZON	0100	0000000	0000	2420	4300005	111	Technology Supplies	\$ 982.17
	5/24/21	MISSION FEDERAL CREDIT UNION	0100	0000000	1110	1000	4300111	111	Technology Supplies	\$ 16.94

\$ 8,638.64

NON-INSTRUCTIONAL SUPPLIES										
	5/3/21	SITEONE LANDSCAPE SUPPLY LLC	0100	8150000	0000	8110	4300000	000	Landscape Supplies	\$ 94.92
3208	5/6/21	HOME DEPOT CREDIT SERVICES	0100	8150000	0000	8110	4300000	000	Maintenance Supplies	\$ 1,089.99
3625	5/6/21	SOUTHWEST SCHOOL &	0100	0000000	0000	7200	4300000	000	Office Supplies	\$ 122.02
3586	5/6/21	SOUTHWEST SCHOOL &	0100	3220000	0000	8200	4300000	000	Health & Safety Supplies	\$ 3,097.70
3217	5/10/21	SHERWIN WILLIAMS	0100	8150000	0000	8110	4300000	000	Maintenance Supplies	\$ 354.06
3212	5/13/21	READY REFRESH BY NESTLE	0100	0000000	0000	2700	4300000	111	Services for April	\$ 40.93
3213	5/13/21	READY REFRESH BY NESTLE	0100	0000000	0000	7200	4300000	000	Services for April	\$ 40.93
3212	5/13/21	READY REFRESH BY NESTLE	0100	0000000	0000	2700	4300000	222	Services for April	\$ 101.28
3648	5/13/21	WAXIE SANITARY SUPPLY	0100	0000000	0000	8200	4300000	000	Maintenance Supplies	\$ 72.13
	5/17/21	SAN DIEGO COUNTY OFFICE OF ED	0100	0000000	0000	8200	4300000	000	Maintenance Supplies	\$ 112.06
3639	5/17/21	SCHOOL OUTFITTERS	0100	3215000	0000	2700	4300000	000	Health Supplies	\$ 749.42
3640	5/17/21	SYNCB/AMAZON	0100	3215000	0000	2700	4300000	000	Health Supplies	\$ 980.30
3626	5/17/21	SYNCB/AMAZON	0100	0000000	0000	8200	4300000	000	Health & Safety Supplies	\$ 274.52
3601	5/17/21	SYNCB/AMAZON	0100	0000000	0000	7100	4300000	000	Office Supplies	\$ 86.15
3575	5/17/21	SYNCB/AMAZON	0100	3220000	0000	8200	4300000	000	Health & Safety Supplies	\$ 46.84
3648	5/17/21	WAXIE SANITARY SUPPLY	0100	0000000	0000	8200	4300000	000	Maintenance Supplies	\$ 34.00
3217	5/20/21	SHERWIN WILLIAMS	0100	8150000	0000	8110	4300000	000	Maintenance Supplies	\$ 331.44
3589	5/20/21	SOUTHWEST SCHOOL &	0100	3220000	0000	8200	4300000	000	Health & Safety Supplies	\$ 2,287.27
3656	5/20/21	MAINTEX, INC.	0100	0000000	0000	8200	4300000	000	Maintenance Supplies	\$ 110.76
3290	5/24/21	AUTO PLUS	0100	0000000	0000	8200	4300000	000	Automotive Supplies	\$ 61.85
3656	5/24/21	MAINTEX, INC.	0100	0000000	0000	8200	4300000	000	Maintenance Supplies	\$ 27.69
	5/24/21	MISSION FEDERAL CREDIT UNION	0100	0000000	0000	7200	4300000	000	Office Supplies	\$ 289.90
	5/24/21	MISSION FEDERAL CREDIT UNION	0100	0000000	0000	7100	4300000	000	Staff Appreciation	\$ 1,940.00
	5/24/21	WAXIE SANITARY SUPPLY	0100	0000000	0000	8200	4300000	000	Maintenance Supplies	\$ 141.24
3218	5/27/21	WEX BANK	0100	8150000	0000	8110	4300000	000	Automotive Supplies	\$ 212.11

\$ 12,699.51**4000 (SUPPLIES) TOTALS: BALANCE: 385,000 ACCUMULATED BALANCE: 369,735 REMAINING BALANCE: 15,264**

UTILITIES										
3213	5/6/21	EDCO WASTE & RECYCLING SERVICE	0100	0000000	0000	8200	5500002	222	Services for April	\$ 524.35
3213	5/6/21	EDCO WASTE & RECYCLING SERVICE	0100	0000000	0000	8200	5500002	111	Services for April	\$ 524.36
	5/6/21	AT&T	0100	0000000	0000	7200	5900001	000	Services for April	\$ 138.19
	5/6/21	AT&T	0100	0000000	0000	7200	5900001	000	Services for April	\$ 138.19
	5/13/21	AT&T	0100	0000000	0000	7200	5900001	000	Services for April	\$ 44.20
	5/13/21	AT&T	0100	0000000	0000	7200	5900001	000	Services for April	\$ 278.83
	5/13/21	AT&T	0100	0000000	0000	7200	5900001	000	Services for April	\$ 767.00
3210	5/13/21	SAN DIEGUITO WATER DISTRICT	0100	0000000	0000	8200	5500003	111	Services for April	\$ 1,991.53
3211	5/20/21	SAN DIEGO GAS & ELECTRIC	0100	0000000	0000	8200	5500001	222	Services for April	\$ 429.16
3211	5/20/21	SAN DIEGO GAS & ELECTRIC	0100	0000000	0000	8200	5500001	222	Services for April	\$ 19.43
3211	5/24/21	SAN DIEGO GAS & ELECTRIC	0100	0000000	0000	8200	5500001	111	Services for April	\$ 9,198.90
3211	5/24/21	SAN DIEGO GAS & ELECTRIC	0100	0000000	0000	8200	5500001	222	Services for April	\$ 3,426.38

\$ 17,480.52

SERVICES										
	5/3/21	ACSA	0100	0000000	0000	7100	5300000	000	Membership Dues	\$ 1,857.40
3209	5/6/21	MISSION LINEN & UNIFORM	0100	8150000	0000	8110	5600000	000	Services for April	\$ 252.55
	5/6/21	MONIKA VAN VLIET	0100	6500000	5760	1190	5800000	000	Services for April	\$ 1,664.64
3418	5/10/21	ALC SCHOOLS	0100	0000000	5760	3600	5100000	000	Transportation	\$ 2,437.50
3307	5/10/21	K.I.D.S. THERAPY ASSOCIATES	0100	6500000	5760	1130	5800000	000	Services for April	\$ 4,976.25
3308	5/10/21	SHRED-IT USA	0100	0000000	0000	7200	5800000	000	Services for April	\$ 166.62
	5/10/21	SYNDEO COMMUNICATIONS	0100	0000000	0000	2420	5800000	000	Technology Repair	\$ 502.00
3263	5/10/21	TRANE U.S. INC.	0100	0000000	0000	8200	5800000	000	Maintenance Services	\$ 3,434.39
	5/13/21	HARRIS SCHOOL SOLUTIONS	0100	0000000	0000	2420	5800000	000	Merchant Fees for April	\$ 128.75
	5/13/21	ISOM ADVISORS, A DIVISION OF URBAN FUTURES	0100	0000000	0000	7200	5800000	000	Professional Services	\$ 3,900.00
3339	5/13/21	VERBAL BEHAVIOR ASSOCIATES	0100	6500000	5760	1190	5800000	000	Services for April	\$ 12,734.00
3649	5/13/21	WAXIE SANITARY SUPPLY	0100	0000000	0000	8200	5800000	000	Maintenance Services	\$ 686.71
3649	5/13/21	WAXIE SANITARY SUPPLY	0100	0000000	0000	8200	5800000	000	Maintenance Services	\$ 892.44
	5/13/21	FAGEN FRIEDMAN & FULFROST, LLP	0100	0000000	0000	7100	5800005	000	Services for March	\$ 20,315.05
3182	5/17/21	AMERICAN PEST CONTROL	0100	0000000	0000	8200	5500004	222	Maintenance Services	\$ 96.00
3182	5/17/21	AMERICAN PEST CONTROL	0100	0000000	0000	8200	5500004	111	Maintenance Services	\$ 60.00
3354	5/17/21	ADT COMMERCIAL LLC	0100	0000000	0000	8200	5800000	000	Maintenance Services	\$ 1,678.99
	5/17/21	STANDARD ELECTRONICS	0100	0000000	0000	8200	5800000	000	Maintenance Services	\$ 190.00
3627	5/20/21	CALBIOTECH REFERENCE LABS	0100	3220000	0000	8200	5800000	000	Health & Safety Services	\$ 334.00
3226	5/20/21	J.M.D. LANDSCAPE INC.	0100	8150000	0000	8110	5800000	000	Landscape Services	\$ 3,588.33
	5/20/21	TOSHIBA BUSINESS SOLUTIONS	0100	0000000	0000	7200	5800000	000	Maintenance Services	\$ 3,008.56
	5/24/21	ATKINSON, ANDELSON, LOYA, RUUD, & ROMO	0100	0000000	0000	7100	5800005	000	Services for April	\$ 2,623.69
3283	5/27/21	TOSHIBA FINANCIAL SERVICES	0100	0000000	0000	2700	5600000	222	Lease Payment May	\$ 294.42
3283	5/27/21	TOSHIBA FINANCIAL SERVICES	0100	0000000	0000	2700	5600000	111	Lease Payment May	\$ 294.42
3283	5/27/21	TOSHIBA FINANCIAL SERVICES	0100	0000000	0000	7200	5600000	000	Lease Payment May	\$ 294.43
	5/27/21	FAGEN FRIEDMAN & FULFROST, LLP	0100	0000000	0000	7100	5800005	000	Services for April	\$ 3,078.00
	5/27/21	VERIZON WIRELESS	0100	0000000	0000	7200	5900001	000	May Statement	\$ 128.28

\$ 69,617.42

5000 (SERVICES) TOTALS: BALANCE: 989,003 ACCUMULATED BALANCE: 766,768 REMAINING BALANCE: 222,235

FUND 4000 - CAPITAL FACILITIES										
3149	5/10/21	MOBILE MINI	4000	0000000	0000	8500	6200000	000	Storage	\$ 189.75
3254	5/10/21	BLUE COAST CONSULTING	4000	0000000	0000	8500	6200000	000	Professional Services	\$ 7,560.00
3378	5/17/21	TWINING CONSULTING	4000	0000000	0000	8500	6200000	000	Professional Services	\$ 170.00
3628	5/17/21	SYNCB/AMAZON	4000	0000000	0000	8500	6200000	000	Professional Services	\$ 1,077.25
	5/20/21	MCCARTHY BUILDING COMPANIES	4000	0000000	0000	8500	6200000	000	Professional Services	\$ 659.80
	5/20/21	MCCARTHY BUILDING COMPANIES	4000	0000000	0000	8500	6200000	000	Professional Services	\$ 12,536.20
3149	5/27/21	MOBILE MINI	4000	0000000	0000	8500	6200000	000	Storage	\$ 189.75
3149	5/27/21	MOBILE MINI	4000	0000000	0000	8500	6200000	000	Storage	\$ 189.75
3149	5/27/21	MOBILE MINI	4000	0000000	0000	8500	6200000	000	Storage	\$ 189.75
3149	5/27/21	MOBILE MINI	4000	0000000	0000	8500	6200000	000	Storage	\$ 189.75
3149	5/27/21	MOBILE MINI	4000	0000000	0000	8500	6200000	000	Storage	\$ 189.75
3149	5/27/21	MOBILE MINI	4000	0000000	0000	8500	6200000	000	Storage	\$ 189.75

\$ 23,331.50

CARDIFF

K	Glass	<u>19</u>
K	McNamara	<u>19</u>
K	Milliken	<u>19</u>
K	Sallans	<u>18</u>
K	Stone	<u>18</u>
K	Van Lear (CVA)	<u>7</u>

TOT K 100

1	Easson	<u>18</u>
1	Kavan	<u>17</u>
1	Miller	<u>21</u>
1	Rector	<u>18</u>
1	Reinoso (CVA)	<u>7</u>

TOT 1 81

2	Boyesen	<u>18</u>
2	Payte	<u>20</u>
2	Redding	<u>19</u>
2	Pacetti/Paz	<u>21</u>
2	Trees (CVA)	<u>3</u>

TOT 2 81Wilson 0**TOT** 0**Subtotal** 262**DISTRICT TOTAL** 631**ADA HARRIS**

3	Doui/Stuart	<u>25</u>
3	Perez	<u>24</u>
3	Murray	<u>25</u>
3	Switzler	<u>25</u>
3	Trees (CVA)	<u>8</u>

TOT 3 107

4	Brice	<u>17</u>
4	Green	<u>20</u>
4	Mihaly	<u>20</u>
4	Price	<u>22</u>
4	Trees (CVA)	<u>3</u>

TOT 4 82

5	d'Entremont	<u>22</u>
5	Ensberg	<u>20</u>
5	Heyer	<u>20</u>
5	Yant	<u>22</u>
5	Trees (CVA)	<u>3</u>

TOT 6 87

6	Jewell	<u>22</u>
6	Nguyen	<u>22</u>
6	Therriault	<u>19</u>
6	Tiersma	<u>20</u>
6	Trees (CVA)	<u>3</u>

TOT 6 86Velit 7**TOT** 7**Subtotal** 369

Cardiff School District
Cardiff-By-The-Sea, California 92007
June 3, 2021

ITEM: APPROVE THE INDEPENDENT CONTRACTOR AGREEMENT
 BETWEEN THE CARDIFF SCHOOL DISTRICT AND JMD
 LANDSCAPE, INC.

BACKGROUND

California Government Code Section 53060 authorizes school districts “to contract with...any persons for the furnishing of special services... if such persons are specially trained and experienced and competent to perform the special services required...” Part of the process of paying an independent contractor requires an agreement signed between the school district and the consultant

CURRENT CONSIDERATION

JMD Landscape, Inc. will provide landscape maintenance for the district.

FINANCIAL IMPLICATIONS

The amount to be paid to JMD Landscape, Inc. is \$60,480, and will be paid using general funds. This amount is in the 2021-22 budget.

RECOMMENDATION

It is respectfully recommended that the Board approve the Independent Contractor Agreement between the Cardiff School District and JMD Landscape, Inc.

San Diego County Office of Education

SCIENCE OUTREACH PROGRAM FIELD TRIP AGREEMENT – 2021-2022

THIS AGREEMENT, made this July 1, 2021 and which will terminate on June 30, 2022, by and between San Diego County Superintendent of Schools, hereinafter called the "County", and Cardiff School District hereinafter called the "District/School/Organization", mutually agree as follows:

1. Basis of Agreement

The County, as coordinator of the education outreach programs, has determined that it is desirable to conduct science outreach programs for schools and districts within the County of San Diego. For each science outreach program scheduled to serve the District/School/Organization, District/School/Organization agrees to adhere to the terms and conditions of this agreement.

It is understood that third parties (such as the Port of San Diego, County of San Diego, City of San Diego, San Diego County Water Authority and various other municipalities and water districts) sometimes agree to pay for a science outreach program to be delivered to a District/School/Organization. In these circumstances, County may invoice the third parties for the designated events (if the third party agrees) or will invoice the District/School/Organization (if the third party provides the funds directly to the District/School/Organization). The fees charged to third parties may be different than those stated below, based on the services requested by them.

Regardless of whether a third party funding source is involved, the District/School/Organization must still execute this agreement and be responsible for payment for any event which is not paid for by a third party.

2. Scope of Agreement

A. General

The County will make available and provide by this contractual agreement the following programs with pricing for school year 2021-2022:

- 1) Green Machine Lab (virtual and onsite formats)
\$540.00 per program, serving up to four 1-hour classes of up to 30 students each.
The Green Machine Lab has a grade level target of K-3. This program delivers interactive lessons to help students understand why a healthy environment is important to sustainable food production. Students learn about the science of soil, alternative pest management practices, get a greater understanding of natural systems, and examine scientific concepts in real-world situations.
- 2) Splash Science Lab (virtual and onsite formats)
\$750.00 per program, serving up to four 1-hour classes of up to 30 students each.
The Splash Science Lab has a grade level target of 4-8. It is an inquiry-based program that provides students with the opportunity to learn about watershed issues. Students participate in three hands-on stations involving microscopes, water chemistry experiments, interactive watershed models, and much more.
- 3) Krazy Kelp Forest Virtual Lab
\$175.00, serving up to 30 students in a 1-hour session.
The Krazy Kelp Forest Lab has a grade level target of 3-8. It is an inquiry-based program that provides students with the opportunity to learn about the species and ecosystem dynamics within a Giant Kelp forest. They become environmental scientists as they participate in three stations involving a dissection, preserved marine animals, and marine plankton.
- 4) Curious Cephalops Virtual Lab
\$175.00, serving up to 30 students in a 1-hour session.
The Curious Cephalopods Lab has a grade level target of 3-5. It is an inquiry-based program that provides students with the opportunity to learn about a unique group of marine organisms. They become marine biologists as they learn about octopus, squid,

cuttlefish, and nautilus by participating in three stations involving a squid dissection and preserved marine animals.

- 5) Geology Rocks Virtual Lab
\$175.00, serving up to 30 students in a 1-hour session.
The Geology Rocks Lab has a grade level target of 6-8. It is an inquiry-based program that provides students with the opportunity to learn about the phenomena that tell the story of planet Earth's past, present, and possible future. They become geologists by participating in four stations involving rock identification, epicenter triangulation, and plate movement calculation.
- 6) Marine Science Floating Lab
\$750.00 per morning trip and \$710.00 per afternoon/ twilight trip, serving up to 40 people on one of two boats. This program consists of half-day field trip on San Diego Bay with hands-on science instruction and materials.

B. County agrees to provide:

- 1) Instructional materials and equipment.
- 2) Boat transportation with qualified crew (Floating Lab only).
- 3) Curriculum and instruction.
- 4) Invoicing of the District/School/Organization for the field trip.

C. District/School/Organization agrees to:

- 1) Schedule their participation in the program of choice with the County by phone or email.
- 2) Provide a written request/authorization for the delivery of the program(s) in the form accepted by District (either a district PO, check or, for Private Schools only, a Personal Letter of Guaranty signed by the site administrator).
- 3) Send no more than the maximum number of allowed per Marine Science Floating Lab field trip (40, including chaperones/teachers). If the school arrives for the field trip with a group size of more than 40, the ship captain may, at his/her sole option; refuse to take more than the maximum of 40 on board or agree to accept additional passengers up to a maximum of 45 with the understanding that the District/School/Organization agrees to pay an additional fee of \$50 for each person in excess of 40. Group sizes in excess of 45 will not be accepted under any circumstances. If the group arrives with more than 40, and the ship captain refuses to take more than 40 on board, the group may elect to leave some behind or cancel the trip. If the trip is canceled by the group in this circumstance, there will be no refund or compensation to the District/School/Organization.
- 4) Provide a minimum number of adult participants authorized by the District/School/Organization to supervise the students and participate in the delivery of each presentation during the day. The Green Machine requires a minimum of one participating adult and the Marine Science Floating Lab requires a minimum of one participating adult.
 - a. Green Machine only - If the school cannot provide the required participating adults, they must inform County a minimum of five days in advance of the scheduled field trip event. County will endeavor to locate suitable adults to participate in the presentation of the program in lieu of the school's participant(s) subject to a minimum charge of \$153 per participant provided by County.
- 5) Provide written notification to County of field trip cancellation a minimum of twenty (20) working days in advance of the scheduled trip. Cancellation with less than twenty working days notification will result in a cancellation fee equal to fifty percent (50%) of the normal fee for the field trip event. Cancellation with less than five (5) days notice will result in a cancellation fee equal to one hundred percent (100%) of the normal fee for the field trip event.

- 6) Pay the agreed upon fees upon receipt of invoice. District/School/Organization will be invoiced 30 days prior to the trip when possible and refunds will be processed based on the above guidelines if the field trip is canceled.
- 7) County may terminate individual scheduled presentations at any time due to mechanical breakdown or other reason outside of their control (sick staff, etc.). If County cancels a program, they will endeavor to reschedule with the District/School/Organization at the District/School/Organization's earliest convenience. If County cannot reschedule the canceled event at a mutually agreeable time, they will refund all fees paid for the undelivered event.

3. Authorization to Copy Materials

The County hereby authorizes the District/School/Organization to make copies of individual pages of the worksheets and teacher's guide as necessary and appropriate to enhance their participation in the County program. Copying materials for any other purpose is prohibited without the express permission of the County.

4. Confidentiality of Service or Work

All curriculum and participant information are considered proprietary and confidential. All requests for information relating to the County's program should be directed to the County Office.

5. Independent Contractor

It is expressly understood that at all times while rendering the services described herein and in complying with any terms and conditions of this Agreement, the County is acting as an independent contractor and is not an officer, agent, or employee of the District/School/Organization.

6. Hold Harmless

Each party agrees to hold harmless, defend, and to indemnify the other, its officers, agents, and employees from every claim, demand, or liability which may be made by reason of:

- A. Any injury to person, including death therefrom, or damage to property sustained by the Party or any person, firm, student, teacher, volunteer, or corporation, employed directly or indirectly associated with or employed by it, however caused; and
- B. Any injury to person, including death therefrom, or damage to property sustained by any person, firm, student, teacher, volunteer, or corporation, caused by any act, neglect, default, or omission of the defending party, or of any person, firm, student, teacher, or corporation directly, or indirectly associated with or employed by it upon, or in connection with the services rendered pursuant to this agreement. The defending party at its own cost, expense and risk, shall defend any and all actions, suits or other legal proceedings, that may be brought or instituted against the non-defending party, its officers, agents, or employees, on any such claim or demand, and pay or satisfy the judgment that may be rendered against the San Diego County Superintendent of Schools, its officers, agents, or employees, in any such action, suit, legal proceedings, or result thereof.

7. Insurance Requirements

Both County and District/School/Organization shall maintain programs of general liability, property damage, worker's compensation, and auto insurance as required to protect the County and District/School/Organization as their interests may appear. Participants who are not covered by the Joint Powers Authority (JPA) program must provide a certificate of insurance for Comprehensive General Liability or Commercial Liability insurance in a minimum amount of \$2,000,000 per occurrence naming the San Diego County Superintendent of Schools as additionally insured and certificate holder under their policy.

8. Compliance With Laws

The District/School/Organization shall be subject to and shall comply with all Federal, State, and local laws, policies and regulations with respect to its performance under this agreement including but not limited to, licensing, employment and purchasing practices, and wages, hours and conditions of employment, including nondiscrimination.

9. Compensation/Costs and Payment Schedule

The contract price is a fixed fee per field trip based on the program and price indicated in Section 2 above. County will prepare and submit an invoice for each field trip. The District/School/Organization agrees to pay County's invoice on a Net 30 day basis from date of receipt of invoice.

10. Termination

It is mutually agreed that either party may terminate this agreement by giving a minimum of twenty (20) working days written notice.

11. Audit

The District/School/Organization agrees to maintain and preserve any pertinent books, documents, papers, and records related to this agreement until three years after termination of this agreement, and to provide access to said documents to the County or any of its duly authorized representatives for examination or audit.

12. Safety

District/School/Organization will take all necessary precautions to ensure the safety of the students, staff, and visitors from any hazards inherent in execution of the field trips under this agreement.

13. Governing Law/Venue San Diego

In the event of litigation, the agreement and related matters shall be governed by and construed in accordance with the laws of the State of California. Venue shall be with the appropriate State or Federal court located in San Diego County.

14. Final Approval

This agreement is of no force and effect until approved by signature by the San Diego County Superintendent of Schools or his designee, the Interim Senior Director of Outdoor Education.

15. Contract Participants

If signed by a District, this contract will apply to all schools in the District, otherwise, it will apply only to the individual school or organization which signs the contract.

16. County Contact Person

San Diego County Office of Education
Bruce Petersen, Executive Director, Student Support Services
6401 Linda Vista Road, San Diego, California 92111-7399
(619) 590-3903

17. Entire Agreement

This agreement represents the entire agreement and understandings of the parties hereto and no prior writings, conversations or representations of any nature shall be deemed to vary from the provisions hereof. This agreement may not be amended in any way except by a writing duly executed by both parties hereto.

IN WITNESS WHEREOF, the parties hereto have caused the Contract to be duly executed, such parties acting by their representatives being duly authorized.

Cardiff School District

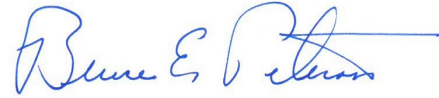
County Superintendent of Schools
San Diego County Office of Education

By _____

Title _____

Date _____

Authorized or ratified by the Board of Education



Authorized Signature

Executive Director, Student Support Services
Title

March 1, 2021
Date

on _____

Rules for acceptance and participation in these outreach programs are the same for everyone without regard to race, color or national origin, sex, age or disability.

SAN DIEGO COUNTY OFFICE OF EDUCATION

OUTDOOR EDUCATION PROGRAM

FEES AND CHARGES 2021-22

<u>PROGRAM NAME</u>	<u>UNIT BASE FOR CHARGE</u>	<u>NOTES</u>	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>
<u>OUTDOOR SCHOOL PROGRAM</u>					
5-day Program	Per student	*	\$330.00	\$335.00	\$335.00
4-day Program	Per student	(3) *	280.00	285.00	285.00
Classroom Teachers-Food Serv Ops	Per Teacher/Per Day				
Insurance	Per Student/Per Day	(1)			

Discounts 5-day Program

*Equity Credit: \$90 discount multiplied by the percentage of students who have been identified as socioeconomically disadvantaged, as reported to the CDE, will be applied to the final invoice.

*Introductory Credit: \$10 credit per full fee student.

*Three Year "Discount" Contract: Locks in Base Fee and Equity Credits for three years and adds a \$10 credit per full fee student.

Two Year "Fee Lock" Contract: Locks in Base Fee and Equity Credits for two years.

September Rates: \$325.00 per student. Other discounts may be combined.

October thru December Rates: \$330.00 per student. Other discounts may be combined.

**Does not apply to out of county schools, private schools, or non-school groups.*

Discounts 4-day Program

*Equity Credit: \$78 discount multiplied by the percentage of students who have been identified as socioeconomically disadvantaged, as reported to the CDE, will be applied to the final invoice.

*Introductory Credit: \$8 credit per full fee student.

*Three Year "Discount" Contract: Locks in Base Fee and Equity Credits for three years and adds an \$8 credit per full fee student.

Two Year "Fee Lock" Contract: Locks in Base Fee and Equity Credits for two years.

September Rates: \$275.00 per student. Other discounts may be combined.

October thru December Rates: \$280.00 per student. Other discounts may be combined.

**Does not apply to out of county schools, private schools, or non-school groups.*

OUTREACH PROGRAMS

Marine Science Floating Lab	Per Morning Trip		730.00	750.00	750.00
Marine Science Floating Lab	Per Afternoon/Twilight Trip		690.00	710.00	710.00
Splash Science Mobile Lab	Per Day	(8)	740.00	750.00	750.00
Green Machine Mobile Classroom	Per Day	(8)	510.00	540.00	540.00
Curious Cephalopods	1 hour session			175.00	175.00
Krazy Kelp Forest	1 hour session			175.00	175.00
Geology Rocks!	1 hour session			175.00	175.00

SITE RENTAL PROGRAM

(4) (5) (7)

One overnight - 3 meals with cabin	Per Guest		77.00	80.00	80.00
Two overnights - 5 meals with cabin	Per Guest		130.00	140.00	140.00
Three overnights - 8 meals with cabin	Per Guest		203.00	210.00	210.00
Overnights - no meals with cabin	Per Guest/Per Night	(9)	55.00	58.00	58.00
Visitor Meal - Food Service Operations	Per Meal/Min 3 Meals		8.50	8.75	8.75
Kitchen access for self-prep meals	Per Scheduled Meal	(9)	190.00	195.00	195.00
Plus State Park Fee (Cuyamaca /Palomar)	Per Guest/Per Night	(2)	3.00	3.00	3.00

**SAN DIEGO COUNTY OFFICE OF EDUCATION
OUTDOOR EDUCATION PROGRAM
FEES AND CHARGES 2021-22**

<u>PROGRAM NAME</u>	<u>UNIT BASE FOR CHARGE</u>	<u>NOTES</u>	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>
<u>ADDITIONAL SERVICES/FACILITIES</u>		(4)			
Overnights (after 4 nights)	Per Guest/Per Night		\$37.00	\$40.00	\$40.00
6th Grade Camper Insurance	Per Guest/Per Day	(1)			
Day Use Fee - Outside only	Per 4 hours or Part Thereof During Regular Work Day		437.00	\$447.00	\$454.00
Facilities:		(4)			
Individual Bedroom	Per night or Part Thereof		28.00	\$29.00	\$30.00
Assembly Hall	Per Day or Part Thereof				
Assembly Hall, Craft Shop, Infirmary, Lodge, or Staff Lounge	Per Day or Part Thereof		41.00	\$42.00	\$43.00
Dining Room or Meeting Room	Per Day or Part Thereof (for day use group)		347.00	\$355.00	\$360.00
Auxiliary SDCOE Staff:		(4)			
Instructional or Summer Program Staff	Per 8 Hour Day/Per Staff Member or Part Thereof	(4) (6)	385.00	\$393.00	\$400.00
Lifeguard	Per 8 Hour Day/Per Staff Member or Part Thereof	(4) (6)	385.00	\$393.00	\$400.00
Nurse	Per 8 Hour Day/Per Staff Member or Part Thereof	(4) (6)	510.00	\$521.00	\$535.00

Notes:

- Insurance premium will be paid by Cuyamaca Outdoor School.
- State Park fees are set by State Parks & Recreation and are subject to change.
- 4-day programs are available on designated SDCOE holiday weeks only. Refer to your Outdoor School Schedule.
- All accommodations and staffing are subject to availability and must be arranged in advanced.
- Minimum group sizes for 1-2 nights: 50; for more than 2 nights: 100. Smaller groups may call the Director for consideration.
- This rate charged for up to a maximum of 8 hours per day or 40 hours per week. OT will be charged if these hours are exceeded. The availability of auxiliary staff is not guaranteed, it is highly recommended that groups bring their own staff (lifeguard must be certified).
- The Director reserves the right to alter the above fee schedule to accommodate special staffing, group sizes, or unusual program needs.
- Schools may request an additional TA to accompany the Splash Lab or Green Machine in lieu of the school providing a volunteer. Additional TAs are subject to availability and an additional fee of \$153.00 per day/per TA. Please request at least two weeks in advance of the trip.
- Site rental without meals is by special arrangement. Kitchen access fee includes supervision.

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	\$9,500,513
LCFF Supplemental & Concentration Grants	\$166,652
All Other State Funds	\$707,397
All Local Funds	\$488,686
All federal funds	\$297,558
Total Projected Revenue	\$10,994,154

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$10,974,947
Total Budgeted Expenditures in the LCAP	\$96,659
Total Budgeted Expenditures for High Needs Students in the LCAP	\$89,677
Expenditures not in the LCAP	\$10,878,288

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$682,241
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$702,352

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$-76,975
2020-21 Difference in Budgeted and Actual Expenditures	\$20,111

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

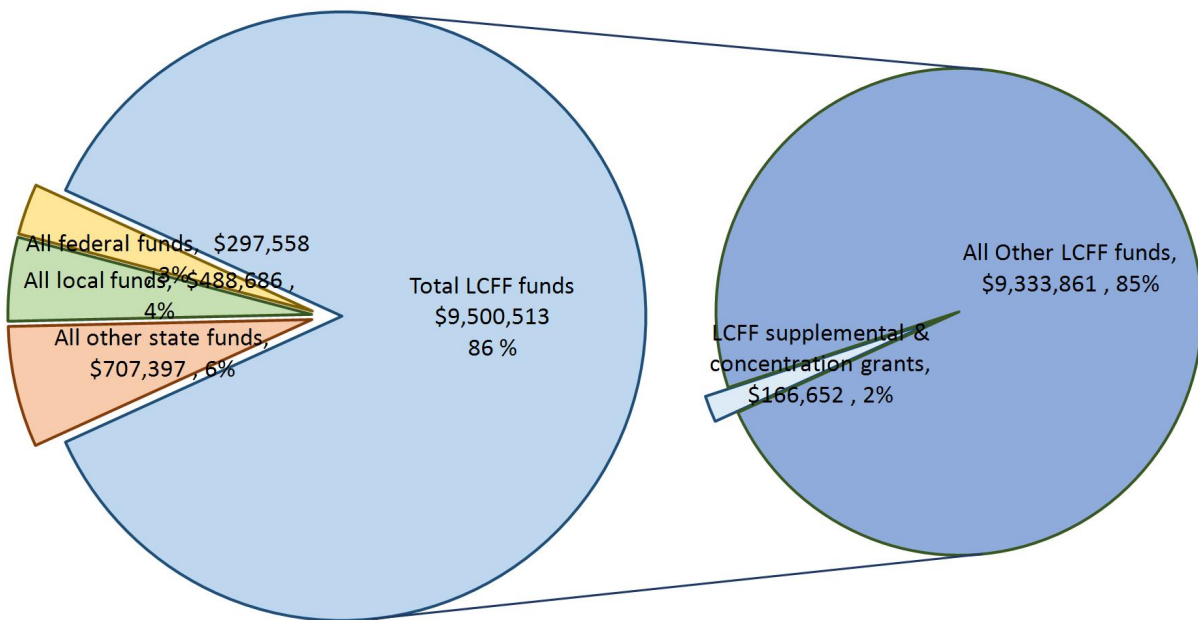
Superintendent

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

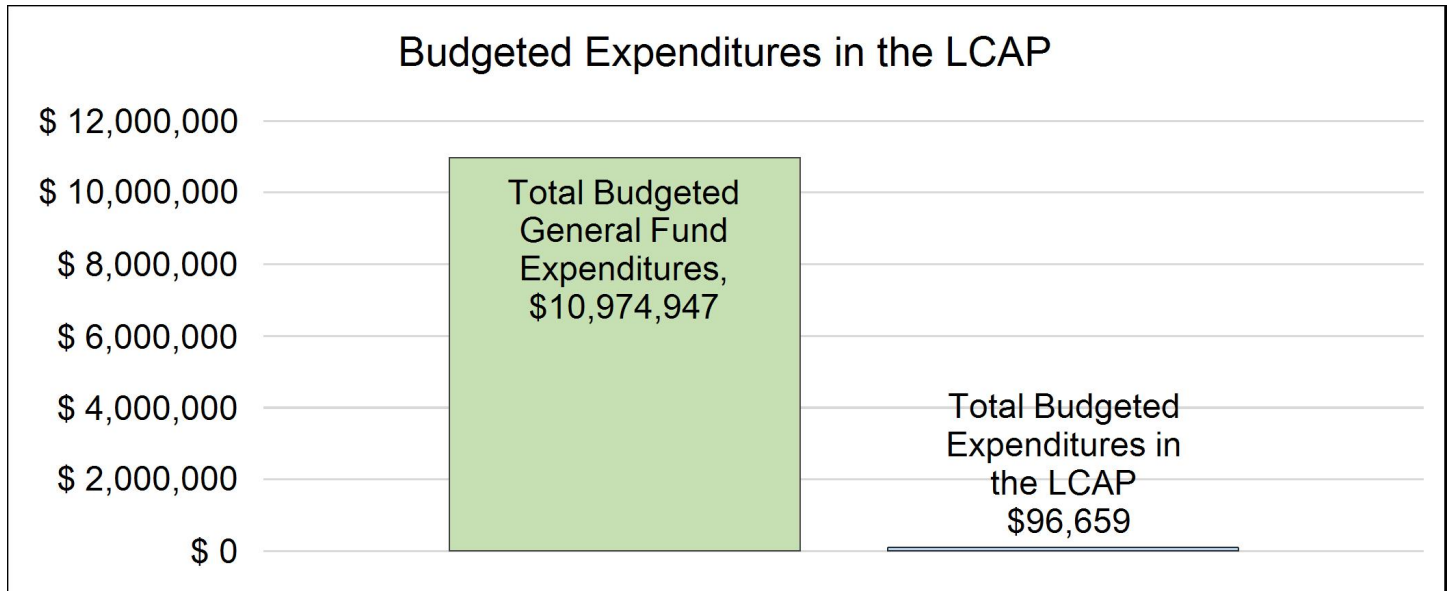


This chart shows the total general purpose revenue Cardiff Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Cardiff Elementary School District is \$10,994,154, of which \$9,500,513 is Local Control Funding Formula (LCFF), \$707,397 is other state funds, \$488,686 is local funds, and \$297,558 is federal funds. Of the \$9,500,513 in LCFF Funds, \$166,652 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 \$10,974,947 for the 2021-22 school year. Of that amount, \$96,659 is tied to actions/services in the LCAP and \$10,878,288 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

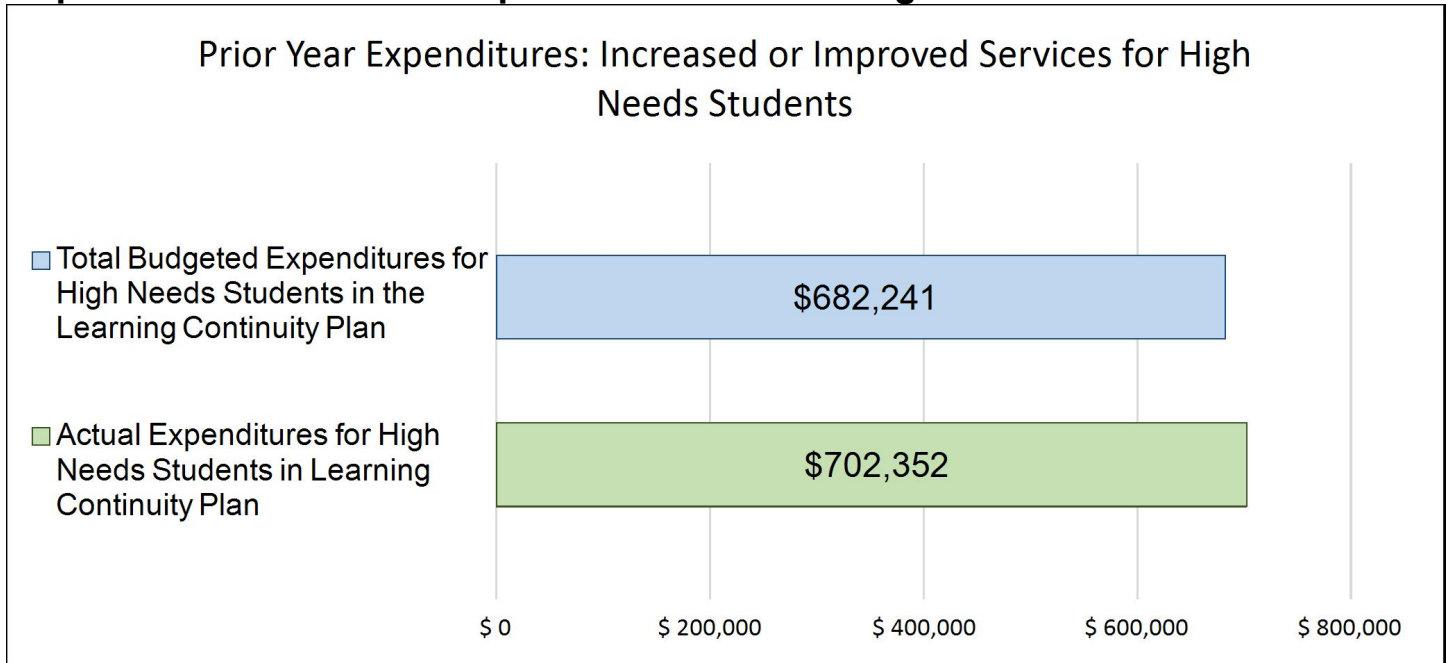
Special Education Expenses, Maintenance and Operation Expenses, Administrative and Personnel Costs

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 \$166,652 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 \$89,677 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 \$682,241 for planned actions to increase or improve services for high needs students. Cardiff Elementary School District actually spent \$702,352 for actions to increase or improve services for high needs students in 2020-21.

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. 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)

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. 68% of English Learners made progress in English Proficiency based on the ELPAC				60% 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	ELD Curriculum	Research, purchase and implement ELD curriculum to provide additional intervention support for English Learners	\$95,000.00	Yes

Goal Analysis [2021-22]

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

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

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 emotional well-being will increase from the previous year based on a Universal Screener administered annually to all students	No Universal screener is currently in place. A baseline will be established in 21-22				Increase student sense of emotional well-being from the previous year
2C. Increase the district-wide attendance rates	Districtwide 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

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
1.11%	58,106

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.

Goal 1 Action 1: Data for foster youth, English learners, and low-income students are disaggregated for each sub-groups and all services provided are prioritized

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

Goal 1 Action 4: English Learners will be provided with additional support in language acquisition through an ELD curriculum

Goal 2 Action 1, 2, 4: All SEL support services will be prioritized for foster youth, English learners, and low-income students

Goal 2 Action 3: Base Program, including lunch, will be prioritized for foster youth, English learners, and low-income students

Goal 3 Action 1: Base Program, including parent communication, will be prioritized for foster youth, English learners, and low-income students utilizing our bi-lingual assistant and community outreach coordinator

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

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.
- 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	ELD Curriculum		\$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
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	\$756,890.00
LEA-wide Total:	\$536,890.00	\$756,890.00
Limited Total:	\$480,240.00	\$605,240.00
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 Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$480,240.00	\$605,240.00
1	4	ELD Curriculum	LEA-wide	English Learners	All Schools		\$95,000.00
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.

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.

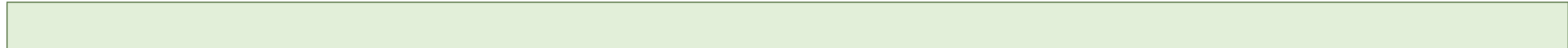
Our 1:1 iPad program in our district provided each student with a district-provided device. We successfully were able to provide the less than 1% of our families that did not have access to the Internet with connectivity through community partnerships with low cost Internet service providers. We signed 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

Cardiff School District
Cardiff-By-The-Sea, California 92007
June 3, 2021

ITEM: APPROVE THE DECLARATION OF CERTAIN DISTRICT PERSONAL PROPERTY AS 'OBSOLETE AND SURPLUS PROPERTY,' TO BE DISPOSED OF OR DONATED PER EDUCATION CODE 17546

BACKGROUND

In the summer of 2017, the District leased/purchased 479 iPad5s from Apple. As of the summer of 2020, the District now owns all of these iPads. These iPads have been heavily used during distance learning, are starting to exhibit slow performance, and battery life is steadily declining.

CURRENT CONSIDERATION

The District is preparing to enter into a lease for new iPads and will no longer need the outdated iPad5s. Diamond Assets is a company that buys used iPads from school districts at different rates, depending on the condition of the iPad. The maximum number of iPad5s for this sale would be 479 but the actual number may be lower due to any iPads that are not functional nor repairable.

FINANCIAL IMPLICATIONS

Income will be used to offset the planned technology refresh.

RECOMMENDATION

It is respectfully recommended that the Board approve the declaration of certain District personal property as 'obsolete and surplus property,' to be disposed of or donated per Education Code 17546.

CARDIFF SCHOOL DISTRICT

CARDIFF SCHOOL PRINCIPAL

DEFINITION:

The site principal is the instructional leader of the school. As instructional leader, the principal defines and communicates the educational vision, manages curriculum and instruction, supervises all teaching, monitors student learning, and creates a positive climate in which learning is valued. The site principal is responsible for the administration of the school within the rules, policies, and regulations established by the Governing Board, and reports to the Superintendent. This position also includes responsibility for the coordination of various District compliance programs and related documentation.

TYPICAL DUTIES:

1. INSTRUCTIONAL LEADERSHIP

- Establishes a positive school climate
- Knowledgeable about education theory, educational research, curriculum development, and contemporary educational issues
- Knowledgeable about California's Academic Content Standards
- Utilizes a variety of sources of data to assess the effectiveness of the instructional program, including analysis of student performance data, and frequent, ongoing implementation of observations in classrooms
- Through a variety of strategies, assists staff in the implementation of a systematic approach to continuous improvement of the site educational program
- Actively supports the District's vision and goals
- Design and implement professional development strategies to improve student achievement and address site/district curriculum goals/priorities
- Collaborates in the development of, and implements the goals of the District's Strategic Plan
- Supports and refines the school-wide student discipline program to support student achievement
- Knowledgeable about state and federal education laws, including those regarding special education and Section 504 of the Americans with Disabilities Act
- Knowledgeable about effective instructional strategies for special needs students including special education students, English Language Learners and high performing students

2. PERSONNEL MANAGEMENT

- Evaluates certificated and classified employees in a competent, meaningful and timely manner
- Motivates and inspires staff to work collaboratively as a team
- Promotes a school culture of continuous reflection and improvement, including site programs, the educational process and student achievement
- Involves staff in decision making appropriate to the situation
- Guides the school site hiring process

3. COMMUNITY RELATIONS AND INVOLVEMENT

- Demonstrates ability to create a friendly learning environment that makes children, parents, staff, and the community feel welcome
- Skillfully and appropriately involves parents and community in school activities
- Encourages parents to participate in Cardiff SEA, School Site Council, and ELAC/DELAC committees and activities
- Provides parent education opportunities as appropriate to enhance and extend student learning beyond the school day
- Assists parents with enrollment information

4. COMMUNICATIONS

- Is warm, enthusiastic, and has a sense of humor
- Establishes and maintains highly effective oral and written communications with all stakeholders
- Communicates District/site program information to parents, staff and students in a timely manner
- Provides weekly news updates to parents
- Encourages web-based communication with all stakeholders
- Uses proactive strategies to regularly communicate the accomplishments of staff/students to parents and community
- Has the personal security and integrity necessary for healthy acceptance of a variety of different points of view

5. BUDGET, PLANT, AND SAFETY MANAGEMENT

- Practices sound budgetary management at school site
- Uses established business practices as described by auditors, business manager, and superintendent
- Insures that the school plant is safe, clean, attractive and conducive to a high quality instructional program
- In conjunction with the District Superintendent, effectively manages the school site custodial/maintenance program
- In conjunction with the District Superintendent, effectively manages the school site safety program (including supervision)

6. FUNCTIONS AS A MEMBER OF THE DISTRICT'S LEADERSHIP TEAM

- Works cooperatively with District and site personnel
- Supports and carries out Board/Superintendent directives/policies
- Attends and participates in District professional development and Leadership Team activities
- Provides leadership for District-wide curriculum and instructional development
- Leads the School Site Council process, including the development of the Single Plan for Student Achievement
- Completes and publishes the annual School Accountability Report Card for both school sites
- Leads the process and development of the District's Local Control and Accountability Plan and all related documents
- Carries out other site and District level responsibilities as assigned by the Superintendent
- Recognizes the importance of and cultivates mutual trust and respect among the Board, administration, staff and community

QUALIFICATIONS:

- Masters Degree Required
- Must hold valid Teaching and Administrative Credential
- Must have a strong record of instructional leadership as a teacher and as an administrator
- Previous experience as a Principal or Assistant Principal desired
- Must possess outstanding oral and written communication skills

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to stand, walk, and talk or hear. The employee is occasionally required to sit; use hands to finger, handle, or feel objects, tools, or controls; and reach with hands and arms.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee occasionally works in outside weather conditions. The noise level in the work environment is usually moderate.

CARDIFF SCHOOL DISTRICT

GARDEN PROGRAM INSTRUCTOR

DESCRIPTION:

Under the supervision of the site principals, lead all students in grades K-3 through standards-based, hands-on gardening lessons and lead a garden club and/or class rotations for grades 4-6.

TYPICAL DUTIES:

- Organic gardening, food production, agricultural practices and ecology
- Possess and utilize strong organizational skills
- Ability to communicate and work well with others
- Manage groups of students in a positive manner, and tailor activities to meet the needs of all assigned students
- Facilitate the maintenance of the school garden
- Collaborate with classroom teachers to incorporate current skills, themes and activities where appropriate
- Adjust lessons in response to the immediate needs of the garden
- Work outdoors and walk different classes of students out to the garden and back, up to six times per day
- Regularly communicate garden program highlights to the school community
- Coordinate garden clean up days/other community garden activities as appropriate
- Use manual and/or electric gardening tools as appropriate
- Perform other related duties as assigned

QUALIFICATIONS:

- High School Diploma (or equivalent) AND Associate's Degree or completion of at least two years of study at an institution of higher education
- Bachelor's Degree preferred
- Experience working with elementary-aged students for at least three of the last ten years (e.g. coaching, tutoring, instructional aide, camp counselor)
- Prior experience instructing and participating in garden-based educational activities preferred
- Knowledge of irrigation systems, native species and composting practices is desired

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to stand, walk, and talk or hear. The employee is occasionally required to sit; use hands to finger, handle, or feel objects, tools, or controls; and reach with hands and arms. The employee must regularly lift and/or move up to 25 pounds and occasionally lift and/or move up to 50 pounds.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee occasionally works in outside weather conditions. The noise level in the work environment is usually moderate.

**Cardiff School District
Cardiff-By-The-Sea, California 92007
June 3, 2021**

ITEM: PUBLIC HEARING ON PROPOSED BUDGET FOR 2021-2022

BACKGROUND

In accordance with the provisions of Education Code Section 42103, you are hereby notified of the preparation of the proposed 2021-2022 budget for the Cardiff School District.

In accordance with the provisions of Education Code Section 42127(a)(2)(B), districts are required to provide a statement of the reasons that substantiate the need for assigned and unassigned ending fund balances in excess of the minimum reserve standard for economic uncertainties for each fiscal year identified in the budget.

FINANCIAL IMPLICATIONS

Holding of public hearing carries no fiscal considerations.

RECOMMENDATION

It is recommended that the opportunity be provided by public comment at this meeting through an announcement by the president as follows:

“Now is the time and place for comments from the public concerning the 2021-2022 proposed budget for the Cardiff School District. Are there any comments?”

ANNUAL BUDGET REPORT:
July 1, 2021 Budget Adoption

Insert "X" in applicable boxes:

☒

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

☒

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

Budget available for inspection at:

Public Hearing:

Place: www.cardiffschools.com

Date: May 31, 2021

Place: Teleconference via Zoom

Date: June 03, 2021

Time: 05:00 PM

Adoption Date: June 08, 2021

Signed: _____

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

Contact person for additional information on the budget reports:

Name: Courtney Jasper

Telephone: 760-632-5890 ext 102

Title: CBO

E-mail: courtney.jasper@cardiffschools.com

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review (Form 01CS). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern for fiscal solvency purposes and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Budgeted (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	

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

SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?	X	

SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		X
		• If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2020-21) annual payment?	X	
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		X
		• If yes, are they lifetime benefits?	X	
		• If yes, do benefits continue beyond age 65?	X	
		• If yes, are benefits funded by pay-as-you-go?	X	
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:		
		• Certificated? (Section S8A, Line 1)		X
		• Classified? (Section S8B, Line 1)		X
		• Management/supervisor/confidential? (Section S8C, Line 1)		X
S9	Local Control and Accountability Plan (LCAP)	• Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?		X
		• Adoption date of the LCAP or an update to the LCAP:	Jun 08, 2021	
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X

ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	X	
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?	X	
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	

ADDITIONAL FISCAL INDICATORS (continued)			No	Yes
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	

CARDIFF SCHOOL DISTRICT
BUDGET SUMMARY 2021 - 2022

			<u>UNRESTRICTED</u>	<u>RESTRICTED</u>	<u>TOTAL</u>
BEGINNING BALANCE					
			\$1,333,270	\$158,580	\$1,491,850
REVENUES					
	Revenue Limit/LCFF Sources		\$9,884,763	\$39,065	\$9,923,828
	Federal Revenue		\$0	\$411,323	\$411,323
	State Revenue		\$112,335	\$884,243	\$996,578
	Local Revenue		\$301,144	\$307,793	\$608,937
	TOTAL REVENUES		\$10,298,242	\$1,642,424	\$11,940,666
EXPENDITURES					
	Certificated Salaries		\$4,395,000	\$696,113	\$5,091,113
	Classified Salaries		\$1,559,293	\$251,242	\$1,810,534
	STRS & PERS		\$1,088,281	\$718,389	\$1,806,670
	Other Labor Related Costs		\$893,572	\$123,847	\$1,017,419
	Books/Supplies		\$142,421	\$190,047	\$332,468
	Services		\$789,946	\$340,179	\$1,130,125
	Equipment		\$0	\$0	\$0
	Tuition - Special Ed Regional		\$0	\$193,976	\$193,976
	Ipad Lease B + 2021 New Lease		\$109,155	\$0	\$109,155
	Debt Service (Capital Lease)		\$157,955	\$0	\$157,955
	TOTAL EXPENDITURES		\$9,135,623	\$2,513,793	\$11,649,416
EXCESS/DEFIENCY			\$1,162,619	(\$871,369)	\$291,250
Contributions	FUND 1300				(\$54,000)
	FUND 4000				(\$50,347)
NET EXCESS/DEFIENCY					\$186,903
ENDING BALANCE					\$1,678,754
	Restricted Monies				\$383,778
	Revolving Cash				\$1,500
NET ENDING BALANCE					\$1,293,476
	Reserves Percentage				15.00%

			2020-21 Estimated 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							% Diff Column C & F
A. REVENUES									
1) LCFF Sources	8010-8099		9,463,197.00	37,316.00	9,500,513.00	9,884,763.00	39,065.00	9,923,828.00	4.5%
2) Federal Revenue	8100-8299		0.00	332,159.00	332,159.00	0.00	411,323.00	411,323.00	23.8%
3) Other State Revenue	8300-8599		118,273.25	589,123.79	707,397.04	112,335.00	884,243.00	996,578.00	40.9%
4) Other Local Revenue	8600-8799		211,375.00	277,301.00	488,676.00	301,144.00	307,793.00	608,937.00	24.6%
5) TOTAL, REVENUES			9,792,845.25	1,235,899.79	11,028,745.04	10,298,242.00	1,642,424.00	11,940,666.00	8.3%
B. EXPENDITURES									
1) Certificated Salaries	1000-1999		4,338,642.00	616,534.71	4,955,176.71	4,394,999.96	696,112.95	5,091,112.91	2.7%
2) Classified Salaries	2000-2999		1,407,668.98	258,847.78	1,666,516.76	1,559,292.82	251,241.66	1,810,534.48	8.6%
3) Employee Benefits	3000-3999		1,756,269.97	736,082.14	2,492,352.11	1,981,852.91	842,236.13	2,824,089.04	13.3%
4) Books and Supplies	4000-4999		168,762.00	167,649.14	336,411.14	142,421.23	190,047.16	332,468.39	-1.2%
5) Services and Other Operating Expenditures	5000-5999		676,658.51	335,344.70	1,012,003.21	789,946.00	340,179.00	1,130,125.00	11.7%
6) Capital Outlay	6000-6999		64,096.76	0.00	64,096.76	0.00	0.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)	7100-7299 7400-7499		264,890.07	216,500.00	481,390.07	267,109.73	193,976.00	461,085.73	-4.2%
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			8,676,988.29	2,330,958.47	11,007,946.76	9,135,622.65	2,513,792.90	11,649,415.55	5.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			1,115,856.96	(1,095,058.68)	20,798.28	1,162,619.35	(871,368.90)	291,250.45	1300.4%
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		60,000.00	0.00	60,000.00	104,347.00	0.00	104,347.00	73.9%
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		(1,113,414.26)	1,113,414.26	0.00	(1,096,566.90)	1,096,566.90	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(1,173,414.26)	1,113,414.26	(60,000.00)	(1,200,913.90)	1,096,566.90	(104,347.00)	73.9%

Description	Resource Codes	Object Codes	2020-21 Estimated 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)			(57,557.30)	18,355.58	(39,201.72)	(38,294.55)	225,198.00	186,903.45	-576.8%
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	1,333,269.91	158,580.19	1,491,850.10	-2.6%
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	1,333,269.91	158,580.19	1,491,850.10	-2.6%
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	1,333,269.91	158,580.19	1,491,850.10	-2.6%
2) Ending Balance, June 30 (E + F1e)			1,333,269.91	158,580.19	1,491,850.10	1,294,975.36	383,778.19	1,678,753.55	12.5%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	1,500.00	0.00	1,500.00	1,500.00	0.00	1,500.00	0.0%
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	158,580.56	158,580.56	0.00	383,778.56	383,778.56	142.0%
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	1,331,769.91	(0.37)	1,331,769.54	1,293,475.36	(0.37)	1,293,474.99	-2.9%

Description	Resource Codes	Object Codes	2020-21 Estimated 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	0.00	0.00	0.00				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	0.00	0.00	0.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	0.00	0.00				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) TOTAL, ASSETS			0.00	0.00	0.00				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	0.00	0.00	0.00				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			0.00	0.00	0.00				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30									

			2020-21 Estimated 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							
(G9 + H2) - (I6 + J2)			0.00	0.00	0.00				

			2020-21 Estimated 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	347,979.00	0.00	347,979.00	348,000.00	0.00	348,000.00	0.0%
Education Protection Account State Aid - Current Year		8012	133,566.00	0.00	133,566.00	121,350.00	0.00	121,350.00	-9.1%
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	54,805.00	0.00	54,805.00	50,000.00	0.00	50,000.00	-8.8%
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	8,688,047.00	0.00	8,688,047.00	9,144,913.00	0.00	9,144,913.00	5.3%
Unsecured Roll Taxes		8042	275,000.00	0.00	275,000.00	250,000.00	0.00	250,000.00	-9.1%
Prior Years' Taxes		8043	(1,200.00)	0.00	(1,200.00)	2,500.00	0.00	2,500.00	-308.3%
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			9,498,197.00	0.00	9,498,197.00	9,916,763.00	0.00	9,916,763.00	4.4%
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	(35,000.00)	0.00	(35,000.00)	(32,000.00)	0.00	(32,000.00)	-8.6%
Property Taxes Transfers		8097	0.00	37,316.00	37,316.00	0.00	39,065.00	39,065.00	4.7%

Description	Resource Codes	Object Codes	2020-21 Estimated 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			9,463,197.00	37,316.00	9,500,513.00	9,884,763.00	39,065.00	9,923,828.00	4.5%
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	92,825.00	92,825.00	0.00	94,782.00	94,782.00	2.1%
Special Education Discretionary Grants		8182	0.00	10,479.00	10,479.00	0.00	10,479.00	10,479.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		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		16,000.00	16,000.00		7,000.00	7,000.00	-56.3%
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 Estimated 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%
Other NCLB / Every Student Succeeds Act	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%
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	212,855.00	212,855.00	0.00	239,062.00	239,062.00	12.3%
TOTAL, FEDERAL REVENUE			0.00	332,159.00	332,159.00	0.00	411,323.00	411,323.00	23.8%
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	19,828.00	0.00	19,828.00	20,085.00	0.00	20,085.00	1.3%
Lottery - Unrestricted and Instructional Materials		8560	98,445.25	33,964.79	132,410.04	92,250.00	30,135.00	122,385.00	-7.6%
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 Estimated 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	0.00	555,159.00	555,159.00	0.00	854,108.00	854,108.00	53.8%
TOTAL, OTHER STATE REVENUE			118,273.25	589,123.79	707,397.04	112,335.00	884,243.00	996,578.00	40.9%

			2020-21 Estimated 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	71,000.00	0.00	71,000.00	95,000.00	0.00	95,000.00	33.8%
Interest		8660	25,000.00	0.00	25,000.00	21,000.00	0.00	21,000.00	-16.0%
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									

			2020-21 Estimated 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							
(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	115,375.00	0.00	115,375.00	120,000.00	0.00	120,000.00	4.0%
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		277,301.00	277,301.00		307,793.00	307,793.00	11.0%
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			211,375.00	277,301.00	488,676.00	301,144.00	307,793.00	608,937.00	24.6%
TOTAL, REVENUES			9,792,845.25	1,235,899.79	11,028,745.04	10,298,242.00	1,642,424.00	11,940,666.00	8.3%

			2020-21 Estimated 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	3,825,663.00	436,063.41	4,261,726.41	3,877,636.96	501,949.87	4,379,586.83	2.8%
Certificated Pupil Support Salaries		1200	0.00	180,471.30	180,471.30	0.00	194,163.08	194,163.08	7.6%
Certificated Supervisors' and Administrators' Salaries		1300	512,979.00	0.00	512,979.00	517,363.00	0.00	517,363.00	0.9%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			4,338,642.00	616,534.71	4,955,176.71	4,394,999.96	696,112.95	5,091,112.91	2.7%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	378,363.05	252,617.78	630,980.83	522,015.54	251,241.66	773,257.20	22.5%
Classified Support Salaries		2200	315,222.47	6,230.00	321,452.47	325,639.82	0.00	325,639.82	1.3%
Classified Supervisors' and Administrators' Salaries		2300	152,282.00	0.00	152,282.00	161,858.00	0.00	161,858.00	6.3%
Clerical, Technical and Office Salaries		2400	471,344.54	0.00	471,344.54	507,034.47	0.00	507,034.47	7.6%
Other Classified Salaries		2900	90,456.92	0.00	90,456.92	42,744.99	0.00	42,744.99	-52.7%
TOTAL, CLASSIFIED SALARIES			1,407,668.98	258,847.78	1,666,516.76	1,559,292.82	251,241.66	1,810,534.48	8.6%
EMPLOYEE BENEFITS									
STRS		3101-3102	709,654.10	543,905.37	1,253,559.47	809,138.56	642,944.78	1,452,083.34	15.8%
PERS		3201-3202	235,958.99	68,204.81	304,163.80	279,142.77	75,444.07	354,586.84	16.6%
OASDI/Medicare/Alternative		3301-3302	165,238.02	33,300.64	198,538.66	179,619.30	34,152.47	213,771.77	7.7%
Health and Welfare Benefits		3401-3402	530,909.31	57,117.78	588,027.09	520,141.00	60,044.00	580,185.00	-1.3%
Unemployment Insurance		3501-3502	7,235.47	537.25	7,772.72	76,161.64	11,652.32	87,813.96	1029.8%
Workers' Compensation		3601-3602	107,274.08	33,016.29	140,290.37	117,649.64	17,998.49	135,648.13	-3.3%
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			1,756,269.97	736,082.14	2,492,352.11	1,981,852.91	842,236.13	2,824,089.04	13.3%
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	168,762.00	167,649.14	336,411.14	136,421.23	190,047.16	326,468.39	-3.0%

Description	Resource Codes	Object Codes	2020-21 Estimated 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			168,762.00	167,649.14	336,411.14	142,421.23	190,047.16	332,468.39	-1.2%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	157,000.00	0.00	157,000.00	162,000.00	0.00	162,000.00	3.2%
Travel and Conferences		5200	26,000.00	0.00	26,000.00	25,000.00	0.00	25,000.00	-3.8%
Dues and Memberships		5300	10,350.00	0.00	10,350.00	19,350.00	0.00	19,350.00	87.0%
Insurance		5400 - 5450	55,887.00	0.00	55,887.00	58,000.00	0.00	58,000.00	3.8%
Operations and Housekeeping Services		5500	161,500.00	0.00	161,500.00	191,600.00	0.00	191,600.00	18.6%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	20,000.00	7,500.00	27,500.00	29,445.00	0.00	29,445.00	7.1%
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	(16,048.49)	0.00	(16,048.49)	(16,048.00)	0.00	(16,048.00)	0.0%
Professional/Consulting Services and Operating Expenditures		5800	231,970.00	327,844.70	559,814.70	294,599.00	340,179.00	634,778.00	13.4%
Communications		5900	30,000.00	0.00	30,000.00	26,000.00	0.00	26,000.00	-13.3%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			676,658.51	335,344.70	1,012,003.21	789,946.00	340,179.00	1,130,125.00	11.7%

			2020-21 Estimated 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	64,096.76	0.00	64,096.76	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			64,096.76	0.00	64,096.76	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	216,500.00	216,500.00	0.00	193,976.00	193,976.00	-10.4%
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 Estimated 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	87,943.17	0.00	87,943.17	84,051.73	0.00	84,051.73	-4.4%
Other Debt Service - Principal		7439	176,946.90	0.00	176,946.90	183,058.00	0.00	183,058.00	3.5%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			264,890.07	216,500.00	481,390.07	267,109.73	193,976.00	461,085.73	-4.2%
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			8,676,988.29	2,330,958.47	11,007,946.76	9,135,622.65	2,513,792.90	11,649,415.55	5.8%

			2020-21 Estimated 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	60,000.00	0.00	60,000.00	54,000.00	0.00	54,000.00	-10.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	50,347.00	0.00	50,347.00	New
(b) TOTAL, INTERFUND TRANSFERS OUT			60,000.00	0.00	60,000.00	104,347.00	0.00	104,347.00	73.9%
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 Estimated 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	(1,113,414.26)	1,113,414.26	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			(1,113,414.26)	1,113,414.26	0.00	(1,096,566.90)	1,096,566.90	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(1,173,414.26)	1,113,414.26	(60,000.00)	(1,200,913.90)	1,096,566.90	(104,347.00)	73.9%

Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	9,923,828.00	3.84%	10,305,267.00	2.76%	10,589,562.00
2. Federal Revenues	8100-8299	411,323.00	-56.24%	180,000.00	0.00%	180,000.00
3. Other State Revenues	8300-8599	996,578.00	-23.34%	764,000.00	2.75%	785,000.00
4. Other Local Revenues	8600-8799	608,937.00	-8.53%	557,000.00	2.33%	570,000.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		11,940,666.00	-1.13%	11,806,267.00	2.70%	12,124,562.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				5,091,112.91		5,344,480.91
b. Step & Column Adjustment				172,145.00		134,583.00
c. Cost-of-Living Adjustment				81,223.00		89,531.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	5,091,112.91	4.98%	5,344,480.91	4.19%	5,568,594.91
2. Classified Salaries						
a. Base Salaries				1,810,534.48		1,895,652.48
b. Step & Column Adjustment				36,209.00		41,031.00
c. Cost-of-Living Adjustment				48,909.00		56,005.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	1,810,534.48	4.70%	1,895,652.48	5.12%	1,992,688.48
3. Employee Benefits	3000-3999	2,824,089.04	2.82%	2,903,855.00	2.17%	2,967,006.00
4. Books and Supplies	4000-4999	332,468.39	-41.05%	196,000.00	6.12%	208,000.00
5. Services and Other Operating Expenditures	5000-5999	1,130,125.00	-12.40%	990,000.00	1.21%	1,002,000.00
6. Capital Outlay	6000-6999	0.00	0.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	461,085.73	-14.33%	395,000.00	0.76%	398,000.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%	0.00	0.00%	0.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	104,347.00	-42.50%	60,000.00	0.00%	60,000.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		11,753,762.55	0.27%	11,784,988.39	3.49%	12,196,289.39
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)		186,903.45		21,278.61		(71,727.39)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		1,491,850.10		1,678,753.55		1,700,032.16
2. Ending Fund Balance (Sum lines C and D1)		1,678,753.55		1,700,032.16		1,628,304.77
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	383,778.56		369,606.58		346,308.97
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
2. Unassigned/Unappropriated	9790	1,294,974.99		1,330,425.58		1,281,995.80
f. Total Components of Ending Fund Balance		1,678,753.55		1,700,032.16		1,628,304.77
(Line D3f must agree with line D2)						

Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	1,294,975.36		1,330,425.58		1,281,995.80
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z	(0.37)		0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		1,294,974.99		1,330,425.58		1,281,995.80
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		11.02%		11.29%		10.51%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	Yes					
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)		0.00				
2. District ADA						
Used to determine the reserve standard percentage level on line F3d (Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)		625.65		635.04		622.30
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		11,753,762.55		11,784,988.39		12,196,289.39
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		11,753,762.55		11,784,988.39		12,196,289.39
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)		4%		4%		4%
e. Reserve Standard - By Percent (Line F3c times F3d)		470,150.50		471,399.54		487,851.58
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)		71,000.00		71,000.00		71,000.00
g. Reserve Standard (Greater of Line F3e or F3f)		470,150.50		471,399.54		487,851.58
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

**CARDIFF SCHOOL DISTRICT
MULTIYEAR PROJECTIONS**

		2021-2022	2022-2023	2023-2024
BEGINNING BALANCE		\$ 1,491,850	\$ 1,678,753	\$ 1,700,032
REVENUES	Revenue Limit/LCFF Sources	\$ 9,923,828	\$ 10,305,267	\$ 10,589,562
	Federal Revenue	\$ 411,323	\$ 180,000	\$ 180,000
	State Revenue	\$ 996,578	\$ 764,000	\$ 785,000
	Local Revenue	\$ 608,937	\$ 557,000	\$ 570,000
	TOTAL REVENUE	\$ 11,940,666	\$ 11,806,267	\$ 12,124,562
EXPENDITURES	Certificated Salaries	\$ 5,091,113	\$ 5,344,481	\$ 5,568,595
	Classified Salaries	\$ 1,810,534	\$ 1,895,653	\$ 1,992,688
	Employee Benefits	\$ 2,824,089	\$ 2,903,855	\$ 2,967,006
	Books/Supplies	\$ 332,468	\$ 196,000	\$ 208,000
	Services	\$ 1,130,125	\$ 990,000	\$ 1,002,000
	Equipment	\$ -		\$ -
	Tuition - Special Ed Regional	\$ 193,976	\$ 195,000	\$ 198,000
	Debt Service	\$ 267,110	\$ 200,000	\$ 200,000
	TOTAL EXPENDITURES	\$ 11,649,415	\$ 11,724,989	\$ 12,136,289
EXCESS/DEFIENCY		\$ 291,251	\$ 81,278	\$ (11,727)
Contributions	FUND 1300	\$ (54,000)	\$ (60,000)	\$ (60,000)
	FUND 4000	\$ (50,347)		\$ -
NET EXCESS/DEFIENCY		\$ 186,904	\$ 21,278	\$ (71,727)
ENDING BALANCE		\$ 1,678,754	\$ 1,700,031	\$ 1,628,305
RESERVES				
	Restricted Monies	\$ 383,778	\$ 369,606	\$ 346,308
	Revolving Cash	\$ 1,500	\$ 1,500	\$ 1,500
NET ENDING BALANCE		\$ 1,293,476	\$ 1,328,925	\$ 1,280,497
	<i>Reserve Percentage</i>	<i>15.00%</i>	<i>15.00%</i>	<i>13.87%</i>
	<i>Property Tax Assumption</i>	<i>2.75%</i>	<i>2.00%</i>	<i>2.00%</i>

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	30,000.00	40,000.00	33.3%
3) Other State Revenue		8300-8599	1,500.00	2,000.00	33.3%
4) Other Local Revenue		8600-8799	75,040.00	65,100.00	-13.2%
5) TOTAL, REVENUES			106,540.00	107,100.00	0.5%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	99,932.10	99,305.00	-0.6%
3) Employee Benefits		3000-3999	21,498.62	22,350.00	4.0%
4) Books and Supplies		4000-4999	44,000.00	37,000.00	-15.9%
5) Services and Other Operating Expenditures		5000-5999	500.00	500.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			165,930.72	159,155.00	-4.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(59,390.72)	(52,055.00)	-12.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	60,000.00	54,000.00	-10.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			60,000.00	54,000.00	-10.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			609.28	1,945.00	219.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,458.92	2,068.20	41.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,458.92	2,068.20	41.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,458.92	2,068.20	41.8%
2) Ending Balance, June 30 (E + F1e)			2,068.20	4,013.20	94.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	2,068.20	4,013.20	94.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
FEDERAL REVENUE					
Child Nutrition Programs		8220	30,000.00	40,000.00	33.3%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			30,000.00	40,000.00	33.3%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	1,500.00	2,000.00	33.3%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			1,500.00	2,000.00	33.3%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	75,000.00	65,000.00	-13.3%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	40.00	100.00	150.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			75,040.00	65,100.00	-13.2%
TOTAL, REVENUES			106,540.00	107,100.00	0.5%

Description	Resource Codes	Object Codes	2020-21 Estimated 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	99,932.10	99,305.00	-0.6%
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			99,932.10	99,305.00	-0.6%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	11,785.13	12,100.00	2.7%
OASDI/Medicare/Alternative		3301-3302	7,644.81	7,300.00	-4.5%
Health and Welfare Benefits		3401-3402	120.00	1,300.00	983.3%
Unemployment Insurance		3501-3502	49.97	50.00	0.1%
Workers' Compensation		3601-3602	1,898.71	1,600.00	-15.7%
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			21,498.62	22,350.00	4.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	4,000.00	2,000.00	-50.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	40,000.00	35,000.00	-12.5%
TOTAL, BOOKS AND SUPPLIES			44,000.00	37,000.00	-15.9%

Description	Resource Codes	Object Codes	2020-21 Estimated 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	500.00	500.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			500.00	500.00	0.0%
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			165,930.72	159,155.00	-4.1%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	60,000.00	54,000.00	-10.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			60,000.00	54,000.00	-10.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			60,000.00	54,000.00	-10.0%

Description	Resource Codes	Object Codes	2020-21 Estimated 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	20,000.00	0.00	-100.0%
5) TOTAL, REVENUES			20,000.00	0.00	-100.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	2,650,715.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			2,650,715.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(2,630,715.00)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	50,347.00	New
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	50,347.00	New

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(2,630,715.00)	50,347.00	-101.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,766,946.55	1,136,231.55	-69.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,766,946.55	1,136,231.55	-69.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,766,946.55	1,136,231.55	-69.8%
2) Ending Balance, June 30 (E + F1e)			1,136,231.55	1,186,578.55	4.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	1,136,231.55	1,186,578.55	4.4%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

			2020-21	2021-22	Percent
Description	Resource Codes	Object Codes	Estimated Actuals	Budget	Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30					
(G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2020-21 Estimated 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	20,000.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			20,000.00	0.00	-100.0%
TOTAL, REVENUES			20,000.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2020-21 Estimated 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 Estimated 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	2,650,715.00	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			2,650,715.00	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			2,650,715.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2020-21 Estimated 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	0.00	50,347.00	New
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	50,347.00	New
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 Estimated 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)			0.00	50,347.00	New

District: Cardiff School District
CDS #: 37-68007

Adopted Budget
2021-22 Budget Attachment
Balances in Excess of Minimum Reserve Requirements

Reasons for Assigned and Unassigned Ending Fund Balances in Excess of Minimum Recommended Reserves

Education Code Section 42127(a)(2)(B) requires a statement of the reasons that substantiates the need for assigned and unassigned ending fund balances in excess of the minimum reserve standard for economic uncertainties for each fiscal year identified in the budget.

Combined Assigned and Unassigned/unappropriated Fund Balances			
Form	Fund	2021-22 Budget	Objects 9780/9789/9790
01	General Fund/County School Service Fund	\$1,678,753.55	Form 01
17	Special Reserve Fund for Other Than Capital Outlay Projects	\$0.00	Form 17
	Total Assigned and Unassigned Ending Fund Balances	\$1,678,753.55	
	District Standard Reserve Level	4%	Form 01CS Line 10B-4
	Less District Minimum Reserve for Economic Uncertainties	\$468,136.62	Form 01CS Line 10B-7
	Remaining Balance to Substantiate Need	\$1,210,616.93	

Reasons for Fund Balances in Excess of Minimum Reserve for Economic Uncertainties			
Form	Fund	2021-22 Budget	Description of Need
01	General Fund/County School Service Fund		Approved Budget Assumptions are to target 20%-25% reserves
	Total of Substantiated Needs	\$1,210,616.93	

Remaining Unsubstantiated Balance **\$0.00** **Balance should be Zero**

Education Code Section 42127 (d)(1) requires a county superintendent to either conditionally approve or disapprove a school district budget if the district does not provide for EC 42127 (a)(2)(B) public review and discussion at its public budget hearing.

CARDIFF ELEMENTARY

2020-21 CASHFLOW

UPDATE DATE	ACTUALS TO MONTH OF:	LEAID	BUSINESS UNIT	BUSINESS ADVISOR
5/12/21	APRIL	68007	00700	A. Wilmot


District's authorizing signature

				JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	TOTAL	2020-21	
				BEGINNING BALANCE:	\$ 2,984,690	\$ 2,621,861	\$ 2,124,067	\$ 592,114	\$ 365,563	\$ 273,412	\$ 1,444,918	\$ 1,974,873	\$ 1,485,214	\$ 1,035,126	\$ 2,331,147	\$ 2,858,413	July - June 30th	SECOND INTERIM
LCFF SOURCES																		
1.1	S	8011		LCFF	\$ 57,996	\$ 57,996	\$ 57,996	\$ 57,996	\$ -	\$ -	\$ 23,199	\$ 13,601	\$ 6,660	\$ 6,413	\$ 6,413	\$ -	\$ 288,270	\$ 386,643
1.2	S	8021-8046		Property Taxes	\$ 17,442	\$ 124,630	\$ 109,834	\$ 176,327	\$ 528,821	\$ 2,853,721	\$ 1,319,204	\$ 333,838	\$ 274,965	\$ 2,151,400	\$ 1,036,915	\$ 89,554	\$ 9,016,652	\$ 9,016,652
1.3	S	8012		EPA	\$ -	\$ -	\$ 33,270	\$ -	\$ -	\$ 33,269	\$ -	\$ -	\$ 25,807	\$ -	\$ -	\$ 30,804	\$ 123,150	\$ 123,150
1.4	S	8047		RDA Residual Balance & CRD	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1.5	S	8096		Charter In Lieu Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (2,450)	\$ (2,450)	\$ (4,900)	\$ (35,000)
1.6	S	8097		Special Education - Prop Tax Transfer	\$ -	\$ 1,970	\$ -	\$ 1,564	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 21,717	\$ -	\$ 12,065	\$ 37,316	\$ 37,316
1.7	A	Multiple		Other Revenue Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8000-8099 TOTAL LCFF SOURCES					\$ 75,438	\$ 184,596	\$ 201,100	\$ 235,887	\$ 528,821	\$ 2,886,990	\$ 1,342,403	\$ 347,439	\$ 307,432	\$ 2,179,530	\$ 1,040,878	\$ 129,973	\$ 9,460,488	\$ 9,528,761
FEDERAL REVENUE																		
2.1	A	8110		Impact Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2.2	S	8181&8182		Special Education	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 9,476	\$ -	\$ -	\$ 9,476	\$ 103,304
2.3	S/A	8285 9068		Assets - Pass Through	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2.4	S	8290 3010&3025		Title I - Fed Cash Mgmt System	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2.5	S	8290 4035		Title II - Fed Cash Mgmt System	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,500	\$ -	\$ 4,000	\$ 11,500	\$ 16,000
2.6	S	8290 4201&4203		Title III - Fed Cash Mgmt System	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2.7	A	Multiple		Other Federal	\$ -	\$ -	\$ -	\$ 185,254	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 6,900	\$ -	\$ -	\$ 192,154	\$ 212,855
2.8	M	Multiple		Other Federal (One-Time Funding)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2.9	M	8290 3212		One-Time Funding ESSER II	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 23,908	\$ 23,908	\$ -	\$ -
8100-8299 TOTAL FEDERAL REVENUE					\$ -	\$ -	\$ -	\$ 185,254	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 23,876	\$ -	\$ 27,908	\$ 237,038	\$ 332,159
OTHER STATE REVENUE																		
3.1	S	8311 6500&6510		PA Sp. Ed. (SDUSD, Poway & Infant)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3.2	M	8311-8319		PA Recomputations CY & PY	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3.3	S	8550		Mandate Block	\$ -	\$ -	\$ -	\$ -	\$ 19,815	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 13	\$ 19,828	\$ 19,828
3.4	S	8560		Lottery	\$ -	\$ -	\$ -	\$ 4,124	\$ 755	\$ -	\$ 25,869	\$ -	\$ 32,029	\$ -	\$ -	\$ 33,103	\$ 95,879	\$ 132,410
3.5	O	8590 7690		STRS On-Behalf - Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 462,712	\$ 462,712	\$ 462,712
3.6	A	Multiple		Other State	\$ -	\$ -	\$ -	\$ 68,967	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,022	\$ -	\$ 21,458	\$ 92,447	\$ 92,447
3.7	M	Multiple		Other State (One-Time Funding)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3.8	M	8590 7422		One-Time Funding IPI Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 87,681	\$ -	\$ 87,681	\$ -
3.9	M	8590 7425&7426		One-Time Funding ELO Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 184,685	\$ -	\$ 184,685	\$ -
8300-8599 TOTAL OTHER STATE REVENUE					\$ -	\$ -	\$ -	\$ 73,091	\$ 20,570	\$ -	\$ 25,869	\$ -	\$ 32,029	\$ 2,022	\$ 272,366	\$ 517,286	\$ 943,232	\$ 707,397
OTHER LOCAL REVENUE																		
4.1	S	8792 SPED		PA Special Education - Pass Through	\$ 41,847	\$ 15,996	\$ 28,663	\$ 28,663	\$ 28,663	\$ 28,663	\$ 14,714	\$ 7,205	\$ 10,675	\$ 10,675	\$ -	\$ 244,427	\$ 277,301	\$ 277,301
4.2	A	Multiple		Other Local	\$ 2,401	\$ 28,106	\$ (214)	\$ 31,508	\$ 100,376	\$ (14,061)	\$ 10,431	\$ 8,238	\$ 7,675	\$ 12,573	\$ 28,646	\$ (4,304)	\$ 211,375	\$ 211,375
8600-8799 TOTAL OTHER LOCAL REVENUE					\$ 44,248	\$ 44,102	\$ 28,449	\$ 60,171	\$ 129,039	\$ 14,602	\$ 39,094	\$ 22,952	\$ 14,880	\$ 23,248	\$ 39,321	\$ (4,304)	\$ 455,802	\$ 488,676
OTHER FINANCING SOURCES																		
5.1	A	8900-8998		Transfers In & Other Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8900-8998 TOTAL OTHER FINANCING SOURCES					\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8000-8998 TOTAL REVENUE					\$ 119,687	\$ 228,698	\$ 229,549	\$ 554,403	\$ 678,430	\$ 2,901,592	\$ 1,407,366	\$ 370,391	\$ 354,340	\$ 2,228,676	\$ 1,352,565	\$ 670,862	\$ 11,096,559	\$ 11,056,993
SALARIES & BENEFITS																		
6.1	A	1000-1999		Certificated	\$ 75,630	\$ 462,991	\$ 440,616	\$ 431,087	\$ 439,452	\$ 450,441	\$ 439,397	\$ 447,735	\$ 435,392	\$ 438,918	\$ 444,437	\$ 458,922	\$ 4,965,019	\$ 4,955,177
6.2	A	2000-2999		Classified	\$ 50,033	\$ 62,657	\$ 149,224	\$ 164,982	\$ 124,598	\$ 136,804	\$ 140,579	\$ 124,758	\$ 144,700	\$ 128,121	\$ 168,247	\$ 141,861	\$ 1,536,563	\$ 1,666,517
6.3	A	3000-3999		Benefits	\$ 33,923	\$ 140,236	\$ 166,913	\$ 173,764	\$ 157,320	\$ 159,546	\$ 168,838	\$ 164,969	\$ 165,408	\$ 163,226	\$ 145,983	\$ 143,550	\$ 1,783,678	\$ 2,029,640
6.4	O	3101-3112 7690		STRS On-Behalf - Expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 462,712	\$ 462,712	\$ 462,712
6.5	M	1000-3999		Salaries & Benefits (One-Time Funding)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1000-3999 TOTAL SALARIES & BENEFITS					\$ 159,587	\$ 665,883	\$ 756,753	\$ 769,833	\$ 721,370	\$ 746,790	\$ 748,814	\$ 737,463	\$ 745,500	\$ 730,265	\$ 758,668	\$ 1,207,045	\$ 8,747,971	\$ 9,114,046
OTHER EXPENDITURES																		
7.1	A	4000-4999		Supplies	\$ 44,844	\$ 81,262	\$ 45,519	\$ 18,086	\$ 24,492	\$ 11,387	\$ 51,193	\$ 18,240	\$ 18,517	\$ 30,245	\$ 9,095	\$ 16,793	\$ 369,672	\$ 326,411
7.2	A	5500-5599		Utilities	\$ 156	\$ 10,602	\$ 17,979	\$ 26,293	\$ 16,958	\$ 22,303	\$ 20,235	\$ 19,324	\$ 12,228	\$ 17,927	\$ 8,901	\$ 15,471	\$ 188,378	\$ 161,500
7.3	A	5000-5999		Other Services (Excl. Utilities)	\$ 34,094	\$ 13,056	\$ 54,093	\$ 93,834	\$ 86,188	\$ 59,402	\$ 40,386	\$ 86,523	\$ 35,406	\$ 65,221	\$ 45,210	\$ 76,243	\$ 689,657	\$ 850,503
7.4	A	6000-6999		Capital	\$ 27,333	\$ 14,488	\$ -	\$ -	\$ 964	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 42,785	\$ 64,097
7.5	O	7200-7299		Pass Through Revenues	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7.6	A	7000-7998		Transfers Out, Other Uses & Outgo	\$ 107,112	\$ -	\$ 3,912	\$ 651	\$ 86,171	\$ -	\$ 4,538	\$ (2,177)	\$ 2,973	\$ -	\$ 3,425	\$ 63,617	\$ 270,223	\$ 541,390
7.7	M	4000-7999		Other Expenditures (One-Time Funding)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4000-7998 TOTAL OTHER EXPENDITURES					\$ 213,539	\$ 119,409	\$ 121,503	\$ 138,864	\$ 214,772	\$ 93,092	\$ 116,352	\$ 121,911	\$ 69,124	\$ 113,393	\$ 66,631	\$ 172,125	\$ 1,560,715	\$ 1,943,901

CARDIFF ELEMENTARY

2020-21 CASHFLOW

UPDATE DATE	ACTUALS TO MONTH OF:	LEAID	BUSINESS UNIT	BUSINESS ADVISOR
5/12/21	APRIL	68007	00700	A. Wilmot

District's authorizing signature

		JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	TOTAL July - June 30th	2020-21 SECOND INTERIM
	 BEGINNING BALANCE:	\$ 2,984,690	\$ 2,621,861	\$ 2,124,067	\$ 592,114	\$ 365,563	\$ 273,412	\$ 1,444,918	\$ 1,974,873	\$ 1,485,214	\$ 1,035,126	\$ 2,331,147	\$ 2,858,413		
1000-7998	TOTAL EXPENDITURES	\$ 373,126	\$ 785,292	\$ 878,256	\$ 908,697	\$ 936,142	\$ 839,883	\$ 865,167	\$ 859,374	\$ 814,623	\$ 843,658	\$ 825,299	\$ 1,379,171	\$ 10,308,686	\$ 11,057,947

2020-21 CASHFLOW

District's authorizing signature[illegible]

9.1	NP	9500-9599	Payables	\$	171,584	\$	(34,917)	\$	(27,988)	\$	(21,510)	\$	(12,653)	\$	10,978	\$	10,349	\$	(2,415)	\$	(5,363)	\$	12,392	\$	(12,903)		\$	87,555	
9.2	NP	9650-9659	Unearned Revenue	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-		\$	-	
9.3	M	95XX	Deferrals (EPA Recover)	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-		\$	-	
9500-9659 TOTAL CURRENT LIABILITIES				\$	171,584	\$	(34,917)	\$	(27,988)	\$	(21,510)	\$	(12,653)	\$	10,978	\$	10,349	\$	(2,415)	\$	(5,363)	\$	12,392	\$	(12,903)	\$	-	\$	87,555

10.1	NP	9793	Audit Adjustments	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -								\$ -
10.2	NP	9795	Other Restatements	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -								\$ -
10.3	NP	7999	Expense Suspense	\$ (66,113)	\$ (18,064)	\$ (37,212)	\$ 70,858	\$ (11)	\$ (8,970)	\$ (20,862)	\$ (14,574)	\$ (10,842)	\$ (27,856)				\$ (133,645)
10.4	NP	8999	Revenue Suspense	\$ 66,556	\$ 35,451	\$ 735,249	\$ (71,503)	\$ 141,676	\$ (889,363)	\$ 3,750	\$ 21,743	\$ 8,507	\$ (47,082)				\$ 4,994
10.5	NP	9910	Payroll Suspense	\$ (74,915)	\$ 69,652	\$ 9,227	\$ (5,167)	\$ (2,080)	\$ (2,219)	\$ 7,283	\$ (2,482)	\$ 137	\$ (1,156)				\$ (1,722)
10.6	NP	Multiple	Treasury Reconciling Items	\$ -	\$ (507)	\$ 507	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -				\$ -
		9111-9499	TOTAL OTHER ACTIVITY	\$ (74,472)	\$ 86,532	\$ 707,771	\$ (5,812)	\$ 139,585	\$ (900,552)	\$ (9,829)	\$ 4,686	\$ (2,198)	\$ (76,094)	\$ -	\$ -	\$ -	\$ (130,383)

Prior to Borrowing	\$ 1,052,354	\$ 554,559	\$ 2,161,622	\$ 365,563	\$ 273,412	\$ 1,444,918	\$ 1,974,873	\$ 1,485,214	\$ 1,035,126	\$ 2,331,147	\$ 2,858,413	\$ 2,150,105	\$ 2,034,236
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Description	2020-21 Estimated 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	625.65	625.65	615.75
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
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	625.65	625.65	615.75
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	625.65	625.65	615.75
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

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

To the County Superintendent of Schools:

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

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

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

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

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

Date of Meeting: _____

For additional information on this certification, please contact:

Name: Courtney Jasper

Title: CBO

Telephone: 760-632-5890 ext 102

E-mail: courtney.jasper@cardiffschools.com