



SANTA CRUZ
COUNTY OFFICE OF
EDUCATION
DR. FARIS SABBAH • SUPERINTENDENT OF SCHOOLS

Santa Cruz County Board of Education • 400 Encinal Street, Santa Cruz, CA 95060 • Tel (831) 466-5900 • www.santacruzcoe.org
Mr. Ed Acosta • Ms. Alyssa Alto • Ms. Rose Filicetti • Ms. Sandra Nichols
Ms. Sue Roth • Mr. Abel Sanchez • Mr. Bruce Van Allen

Santa Cruz County Board of Education
Regular Board Meeting
Thursday, December 15, 2022
4:00pm
Boardroom and/or Zoom

Members of the public may join the meeting either by attending in-person or joining the live video-conference using the following link:

<https://santacruzcoe-org.zoom.us/j/84940406469>

Or join by phone:

Phone Number: +1 (669) 900-6833

Meeting ID: 849 4040 6469

PUBLIC COMMENT:

Any person wishing to make a public comment will have the opportunity to do so either in-person or via videoconference during the meeting for up to three minutes each for any item not listed on the agenda, or for up to three minutes for any item listed on the agenda. To request to speak during public comment or on any item on the agenda, please complete this form: <https://sccoe.link/PublicComment>

To submit a comment to be read aloud on your behalf either listed or not listed on the meeting agenda, please send a comment no longer than 300 words to vvalentin@santacruzcoe.org no later than 2:00 PM on December 15th. Each individual may only make one comment per topic.

Cualquier persona que desee hacer un comentario público tendrá la oportunidad de hacerlo en vivo o por videoconferencia durante la reunión virtual hasta tres minutos cada uno para cualquier tema que no esté incluido en la agenda, y hasta tres minutos para cualquier tema incluido en la agenda. Para solicitar hablar durante los comentarios públicos o sobre cualquier tema de la agenda, complete este formulario: <https://sccoe.link/PublicComment>

Para enviar un comentario para ser leído en voz alta en su nombre, ya sea para un tema en la agenda o no en la agenda, envíe un comentario de no más de 300 palabras a vvalentin@santacruzcoe.org a más tardar a las 2:00 PM del 15 de diciembre. Cada individuo solo puede hacer un comentario por tema.

AGENDA

1. CALL TO ORDER, ROLL CALL AND ESTABLISHMENT OF QUORUM

Abel Sanchez (President), Ed Acosta, Alyssa Alto, Rose Filicetti, Sandra Nichols, Sue Roth, Bruce Van Allen
Faris Sabbah, Secretary

2. PLEDGE OF ALLEGIANCE

Superintendent Sabbah (Secretary) will lead the Pledge of Allegiance.

3. APPROVAL OF AGENDA

Agenda deletions and/or changes of sequence will be approved or the agenda will be approved as submitted.

4. PUBLIC COMMENT

This is an opportunity for the public to address the Board regarding items not on the agenda. The Board President will recognize any member of the audience not previously placed on the agenda who wishes to speak on a matter directly related to school business. Each speaker, on any specific topic, may speak up to **three (3) minutes** unless otherwise limited or extended by the President. The President may allot time to those wishing to speak but no action will be taken on matters presented (EDC § 35145.5). If appropriate, the President, or any Member of the Board, may direct that a matter be referred to the Superintendent's Office for placement on a future agenda. Please refer to item, *Please Note*, on the last item of this agenda.

5. SWEARING-IN CEREMONY

The following trustees will be sworn in to the Santa Cruz County Board of Education:

Sue Roth, Trustee Area 1
Bruce Van Allen, Trustee Area 2
Abel Sanchez, Trustee Area 7

6. ANNUAL ORGANIZATION OF THE BOARD

The Board shall organize a meeting held each year by electing one of their members as president of the Board. The meeting shall be on the first meeting on or after the last Friday in November (EDC § 1009).

6.1 Nominations for President of the Board

Abel Sanchez (President) will call for nominations for Board President.

6.2 Election of the Board President

The Board will, by motion, elect a president.

Call for Motion: Abel Sanchez (President)

6.3 Nominations for the Vice President of the Board

The President will call for nominations of the Vice President.

6.4 Election of Board Vice President

The President will, by motion, elect a vice president.

Call for Motion: Board President

6.5 Appointment of Chairperson, County Committee on School District Organization

The Board will appoint a chairperson to the County Committee on School District Organization.

6.6 Appointment of Representative to the Santa Cruz County School Board Association (SCZCSBA)

The Board will appoint a representative to the Santa Cruz County School Board Association.

6.7 Establishment of Regular Meetings of the Board

The Board will discuss, and by motion, select the day of the month and the time for regular meetings of the County Board of Education.

Call for Motion: Board President

6.8 Appointments to Standing Committees

6.8.1 Agenda Committee

6.9 Appointments to Ad Hoc Committees

6.9.1 Board Budget Committee

6.9.2 Policy Committee

6.9.3 Charter Schools Committee

6.9.4 Community Outreach and Legislative Committee

6.9.5 Other committee(s) as determined

6.9.5.1 Superintendent Salary Committee

7. CONSENT AGENDA

All items appearing on consent agenda are recommended actions which are considered to be routine in nature and will be acted upon as one motion. Specific items may be removed for separate consideration. Item(s) removed will be considered immediately following the consent agenda motion as Deferred Consent Items.

7.0.1 Minutes of the Regular Board Meeting held on November 17, 2022

7.0.2 Budget Revisions for October and November

7.0.3 Donations

7.0.4 Surplus Items

7.1 DEFERRED CONSENT ITEMS (if required)

This item is placed on the agenda to address any items that might be pulled from Agenda Item 7.0 for further discussion/consideration if so determined.

8. CORRESPONDENCE

Official correspondence received by the Board, if any, is included herein. Copies of correspondence received within 72 hours of the meeting will be made available at the meeting location.

9. REPORTS, DISCUSSIONS, AND PRESENTATIONS

9.1 Pacific Collegiate School Annual Report

As the chartering agency, the County Board of Education requires that Pacific Collegiate Charter School make an annual report on the evaluation of its educational program in accordance with the charter petition and fulfillment of the charter's purpose and goals. Their presentation will also present the charter's Diversity Plan.

Presenter(s): Debi Bodenheimer, Associate Superintendent, Educational Services
Dr. Maria Reitano, Head of School, Pacific Collegiate School
Aliyya Hatcher, Director of Diversity, Equity, Inclusion, and Access, PCS

9.2 First Interim Financial Report

In accordance with Education Code § 1240(L), the Superintendent is required to certify the first interim financial report and present it for the Board to review in open session.

Presenter(s): Liann Reyes, Deputy Superintendent, Business Services
Melissa Lopez, Director, Fiscal Services

9.3 Health & Wellness Update

Superintendent Sabbah will give a presentation regarding the ways in which the Santa Cruz County Office of Education has been working in collaboration with School Districts and other partners to keep schools open and students and staff healthy.

Presenter(s): Dr. Faris Sabbah, County Superintendent of Schools

10. NEW BUSINESS AND ACTION ITEMS

10.1 Resolution #22-42 Recognizing Special Education Day

December 2nd is recognized as National Special Education Day. This day celebrates the anniversary of the nation's first special education law as the Individuals with Disabilities Act (IDEA) was signed on December 2, 1972. Special Education Day was first celebrated in 2005 which was the 30th anniversary of IDEA. The Board will consider adopting this Resolution.

Presenter(s): Dr. Faris Sabbah, County Superintendent of Schools

Motion &
Roll Call Vote: Board President

10.2 Consideration and Selection of Date of Board Retreat/Evaluation

The Board will consider scheduling a special meeting to participate in a Board Self-Evaluation and Effective Governance Review workshop conducted by CSBA consultant, Luan Burman Rivera. The meeting is tentatively scheduled for Saturday May 20, 2023.

Presenter(s): Dr. Faris Sabbah, County Superintendent of Schools

Motion &

Roll Call Vote: Board President

10.3 Discussion and Possible Approval of Resolution #22-43 Authorizing Continued Use of Remote Teleconferencing Provisions Pursuant to AB 361 and Government Code section 54953

Consistent with Government code section 54953, on November 17, 2022, the County Board of Education adopted Resolution #22-41, finding that meeting in person would present imminent risks to the health or safety of attendees.

The County Board of Education will discuss and consider adopting Resolution #22-43, to make a finding after reconsidering the state of emergency, that the current circumstances meet the requirements of AB 361 and Government Code section 54953 for the Board to continue conducting meetings remotely.

Presenter(s): Abel Sanchez, Trustee

Motion &

Roll Call Vote: Board President

10.4 Discussion of the Possible Use of Remote Teleconferencing for the January 19, 2023 Board Meeting

The Board discussed the possibility of conducting the January 19, 2023 meeting remotely via teleconferencing. In accordance with Resolution #22-43, Trustees will need to be in agreement that an in-person meeting would present imminent risks to the health or safety of attendees. This decision would meet the requirements of AB 361 and Government Code section 54953 for the Board to continue conducting meetings remotely.

Presenter(s): Dr. Faris Sabbah, County Superintendent of Schools

Motion &

Roll Call Vote: Board President

11. SUPERINTENDENT'S REPORT

Superintendent Sabbah will provide an update on activities and matters of interest.

12. TRUSTEE REPORTS (3 minutes each)

Trustees will report on matters, events and activities as related to Board goals of: Advocating for students, maintaining community relations and promoting student achievement.

13. AD HOC/STANDING COMMITTEE REPORTS/ACTIONS

14. SCHEDULE OF MEETINGS AND UPCOMING EVENTS

Santa Cruz County Board of Education
Regular Meeting

Tentative: January 19, 2023 4:00 p.m.

Santa Cruz COE Annual Event - Santa Cruz
Santa Cruz Museum of Art and History
February 1, 2023

Santa Cruz COE Annual Event - Watsonville
Sequoia Schools
February 9, 2023

Santa Cruz County Board of Education
Regular Meeting

Tentative: February 16, 2023 4:00 p.m.

Santa Cruz County Board of Education
Regular Meeting

Tentative: March 16, 2023 4:00 p.m.

Santa Cruz County Board of Education
Regular Meeting

Tentative: April 20, 2023 4:00 p.m.

Santa Cruz County Board of Education
Regular Meeting

Tentative: May 18, 2023 4:00 p.m.

Santa Cruz County Board of Education
Regular Meeting

Tentative: June 15, 2023 4:00 p.m.

Santa Cruz County Board of Education
Special Meeting

Tentative: June 22, 2023 4:00 p.m.

Santa Cruz County Board of Education
Regular Meeting

Tentative: July 20, 2023 4:00 p.m.

Santa Cruz County Board of Education
Regular Meeting

Tentative: August 17, 2023 4:00 p.m.

Santa Cruz County Board of Education
Regular Meeting
Tentative: September 21, 2023 4:00 p.m.

Santa Cruz County Board of Education
Regular Meeting
Tentative: October 19, 2023 4:00 p.m.

Santa Cruz County Board of Education
Regular Meeting
Tentative: November 16, 2023 4:00 p.m.

Santa Cruz County Board of Education
Regular Meeting
Tentative: December 21, 2023 4:00 p.m.

15. **ADJOURNMENT**
Board President will adjourn the meeting.

PLEASE NOTE:

Public Participation:

All persons are encouraged to attend and, when appropriate, to participate in meetings of the Santa Cruz County Board of Education. If you wish to speak to an item on the agenda, please be present at the beginning of the meeting as any item, upon motion, may be moved to the beginning of the agenda. Persons wishing to address the Board are asked to state their name for the record. The president of the Board will establish a time limit of three (3) minutes, unless otherwise stated by the president, for comments from the public. Consideration of all matters is conducted in open session except those relating to litigation, personnel and employee negotiations, which, by law, may be considered in closed session. Expulsion appeal hearings are heard in closed session unless a request for hearing in open session is made by the appellant.

Backup Documentation:

Any writings or documents that are public records and are provided to a majority of the governing board regarding an open session item on this agenda will be made available for public inspection in the County Office of Education, located 400 Encinal Street, Santa Cruz, CA 95060, during normal business hours.

Translation Requests:

Spanish language translation is available on an as-needed basis. Please make advance arrangements with Verenise Valentin by telephone at (831) 466-5900 Traducciones del inglés al español y del español al inglés están disponibles en las sesiones de la mesa directiva. Por favor haga arreglos por anticipado con Verenise Valentin por teléfono al número (831) 466-5900.

ADA Compliance:

In compliance with Government Code section 54954.2 (a), The Santa Cruz County Office of Education will, on request, make this agenda available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec 12132), and the federal rules and regulations adopted in implementation thereof. Individuals who need this agenda in an alternative format or who need a disability-related modification or accommodation in order to participate in the meeting should contact Verenise Valentin, Administrative Aide to the Superintendent, 400 Encinal St., Santa Cruz, CA 95060, (831) 466-5900.



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM #5

Board Meeting Date: December 15, 2022

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Action

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Information

TO: Santa Cruz County Board of Education

FROM: Dr. Faris Sabbah, County Superintendent of Schools

SUBJECT: Swearing-In Ceremony

BACKGROUND

The following individuals will be sworn in to the Santa Cruz County Board of Education:

- I. Sue Roth, Trustee Area 1
- II. Bruce Van Allen, Trustee Area 2
- III. Abel Sanchez, Trustee Area 7

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Receive presentation.



SANTA CRUZ
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SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 7.0.1

Board Meeting Date: December 15, 2022

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Action

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Information

TO: Santa Cruz County Board of Education

FROM: Dr. Faris Sabbah, County Superintendent of Schools

SUBJECT: Minutes of the Regular Board Meeting held on November 17, 2022

BACKGROUND

Minutes of the Regular Board Meeting held on November 17, 2022

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Approve the minutes.



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Mr. Ed Acosta • Ms. Alyssa Alto • Ms. Rose Filicetti • Ms. Sandra Nichols
Ms. Sue Roth • Mr. Abel Sanchez • Mr. Bruce Van Allen

Santa Cruz County Board of Education
Regular Board Meeting
Thursday, November 17, 2022
4:00pm
Boardroom and/or Zoom

UNAPPROVED MINUTES

1. CALL TO ORDER, ROLL CALL AND ESTABLISHMENT OF QUORUM

Trustees Present:

Abel Sanchez (President), Ed Acosta, Alyssa Alto, Rose Filicetti, Sandra Nichols, Bruce Van Allen

Trustees Absent:

Sue Roth

Staff Present:

Dr. Faris Sabbah (Secretary), Debi Bodenheimer, Jason Borgen, Dr. Jennifer Izant Gonzales, Richard Reid, Denise Sanson, Elizabeth Shaw, Verenise Valentin, Bryan Wall

2. PLEDGE OF ALLEGIANCE

Superintendent Sabbah led the Pledge of Allegiance.

3. APPROVAL OF AGENDA

A motion was made to approve the agenda as presented (Filicetti/Nichols 6-0-2).

Ayes:	Alto, Filicetti, Nichols, Sanchez, Van Allen
Nays:	None
Abstain:	None
Absent:	Acosta, Roth

4. CLOSED SESSION

4.1 Closed Session Disclosure

President Sanchez disclosed that the Board would be entering closed session to discuss a litigation matter against the Santa Cruz County Office of Education.

4.2 Closed Session: Litigation Matter

Superintendent Sabbah shared a litigation matter with the County Board of Education.

5. OPEN SESSION

Open session began as soon as matters could be heard at 4:15pm

6. REPORT OUT ON CLOSED SESSION

President Sanchez reported that no action(s) were taken by the Board in Closed Session.

7. PUBLIC COMMENT

Bonnie More (*Parent*) shared concerns relating to her grandson's experience with bullying on his school campus.

8. CONSENT AGENDA

8.0.1 Minutes of the Regular Board Meeting held on October 20, 2022

8.0.2 Migrant Head Start Application for Federal Assistance Policy Council/Committee and Board Approval Verification

8.0.3 Donations

A motion was made to approve the consent agenda as presented (Filicetti/Van Allen 6-0-1).

Ayes: Acosta, Alto, Filicetti, Nichols, Sanchez, Van Allen

Nays: None

Abstain: None

Absent: Roth

8.1 DEFERRED CONSENT ITEMS (if required)

This item is placed on the agenda to address any items that might be pulled from Agenda Item 8.0 for further discussion/consideration if so determined.

9. CORRESPONDENCE

None.

10. REPORTS, DISCUSSIONS, AND PRESENTATIONS

10.1 Annual Report: Williams Legislation, Status of Decile 1-3 Schools - Pajaro Valley Unified School District and Santa Cruz City School District

Education Code § 1240(2)(B) requires, pursuant to the Williams Settlement Legislation, that the County Superintendent of Schools report the findings of the visits and reviews of schools within the county designated as decile 1-3 schools. Bryan Wall, Santa Cruz COE Williams Coordinator, and Richard Reid, Director, COE Maintenance and Operations presented the report to the Board.

10.2 Tech+ Student Programs Update

Jason Borgen, Chief Technology Officer, provided an overview of the work of the Tech+ Division. The division formed in 2018 and focuses on all aspects of technology, data, innovation, and educational technologies. The presentation also provided a virtual connection with our CTE IT Essentials Class that is held at Digital Nest in south county and articulated with Cabrillo college for dual credit.

10.3 School Safety Update

The safety and wellness of students, families, and school personnel are the highest priorities of all Santa Cruz County Schools. Given recent local events, there are growing concerns of students' sense of safety across our school community. These incidents highlight the importance of close collaboration between our emergency services and schools. Superintendent Sabbah shared several of these efforts and the high level of prioritization they are given across our county, from scenario-based trainings over the summer at Scotts Valley High School, to our ongoing Incident Command Academy hosted at the County Office of Education to our Safe Schools Consortia, involving local fire and law enforcement agencies, district and COE representatives, and others.

10.4 Health & Wellness Update

Superintendent Sabbah gave a presentation regarding the ways in which the Santa Cruz County Office of Education has been working in collaboration with School Districts and other partners to keep schools open and students and staff healthy.

10.5 Student Trustee AR

In order to enhance communication and collaboration between the County Board of Education and the student body and to teach students the importance of civic involvement, the Board supports the participation of high school students in district governance. Superintendent Sabbah shared his Administrative Regulation, detailing the Student Trustee application process and other important requirements.

Trustees provided feedback to Superintendent Sabbah.

11. NEW BUSINESS AND ACTION ITEMS

11.1 School Plan for Student Achievement (SPSA) for the Santa Cruz COE Alternative Education Community Schools

California Education Code § 64001(i) requires that the School Plan for Student Achievement shall be reviewed and approved by the governing board or body of the local educational agency at a regularly scheduled meeting whenever there are material changes that affect the academic program for pupils covered by programs identified in this part. Dr. Jennifer Izant Gonzales, Director, Alternative Education, presented the plan.

A motion was made to approve the SPSA for the Santa Cruz COE Alternative Education Community Schools (Van Allen/Filicetti 6-0-1).

Ayes:	Acosta, Alto, Filicetti, Nichols, Sanchez, Van Allen
Nays:	None
Abstain:	None
Absent:	Roth

11.2 School Plan for Student Achievement (SPSA) for the Santa Cruz COE Alternative Education Court Schools

California Education Code § 64001(i) requires that the School Plan for Student Achievement shall be reviewed and approved by the governing board or body of the local educational agency at a regularly scheduled meeting whenever there are material changes that affect the academic program for pupils covered by programs identified in this part. Dr. Jennifer Izant Gonzales, Director, Alternative Education, presented the plan.

A motion was made to approve the SPSA for the Santa Cruz COE Alternative Education Court Schools (Van Allen/Filicetti 6-0-1).

Ayes:	Acosta, Alto, Filicetti, Nichols, Sanchez, Van Allen
Nays:	None
Abstain:	None
Absent:	Roth

11.3 School Plan for Student Achievement (SPSA) for the Santa Cruz COE Career Advancement Charter School (CAC)

California Education Code § 64001(i) requires that the School Plan for Student Achievement shall be reviewed and approved by the governing board or body of the local educational agency at a regularly scheduled meeting whenever there are material changes that affect the academic program for pupils covered by programs identified in this part. Denise Sanson, Senior Director, Career and Adult Learning Services presented the plan.

A motion was made to approve the SPSA for the Santa Cruz COE Career Advancement Charter School (Filicetti/Van Allen 6-0-1).

Ayes:	Acosta, Alto, Filicetti, Nichols, Sanchez, Van Allen
Nays:	None
Abstain:	None
Absent:	Roth

11.4 Adopt Resolution #22-39: Recognizing National Native American Heritage Month

In the US, November 1 through November 30 is recognized as National Native American Heritage Month. National Native American Heritage Month is an opportunity to consider and recognize the contributions of Native Americans to the history of the United States. The Santa Cruz County Board of Education urges school districts in Santa Cruz County to observe National Native American Heritage Month and Native American Heritage Day with appropriate programs and activities.

A motion was made to Adopt Resolution #22-39: Recognizing National Native American Heritage Month (Van Allen/Nichols 6-0-1).

Ayes:	Acosta, Alto, Filicetti, Nichols, Sanchez, Van Allen
Nays:	None
Abstain:	None
Absent:	Roth

11.5 Adopt Resolution #22-40: Recognizing United Against Hate Week

Hate has no place in society, and least of all on our school campuses. Alongside our school districts, the Santa Cruz COE and County Board of Education rejects hatred, racism, prejudice, violence, and bullying in all forms. We are committed to ensuring our schools are safe and welcoming spaces for learners of all identities.

A motion was made to Adopt Resolution #22-40: Recognizing United Against Hate Week (Van Allen/Filicetti 6-0-1).

Ayes:	Acosta, Alto, Filicetti, Nichols, Sanchez, Van Allen
Nays:	None
Abstain:	None
Absent:	Roth

11.6 Discussion and Possible Approval of Resolution #22-41 Authorizing Continued Use of Remote Teleconferencing Provisions Pursuant to AB 361 and Government Code section 54953

Consistent with Government code section 54953, on October 20, 2022, the County Board of Education adopted Resolution #22-39, finding that meeting in person would present imminent risks to the health or safety of attendees.

The County Board of Education discussed and considered adopting Resolution #22-41, to make a finding after reconsidering the state of emergency, that the current circumstances meet the requirements of AB 361 and Government Code section 54953 for the Board to continue conducting meetings remotely.

A motion was made to Adopt Resolution #22-41 Authorizing Continued Use of Remote Teleconferencing Provisions Pursuant to AB 361 and Government Code section 54953 (Filicetti/Nichols 6-0-1).

Ayes:	Acosta, Alto, Filicetti, Nichols, Sanchez, Van Allen
Nays:	None
Abstain:	None
Absent:	Roth

11.7 Discussion of the Possible Use of Remote Teleconferencing for the December 15, 2022 Board Meeting

The Board discussed the possibility of conducting the December 15, 2022 meeting remotely via teleconferencing. In accordance with Resolution #22-39, Trustees will need to be in agreement that an in-person meeting would present imminent risks to the health or safety of attendees. This decision would meet the requirements of AB 361 and Government Code section 54953 for the Board to continue conducting meetings remotely.

No action was taken.

12. SUPERINTENDENT'S REPORT

Superintendent Sabbah provided an update on activities and matters of interest.

13. TRUSTEE REPORTS (3 minutes each)

President Sanchez

He presented to the City of Watsonville's Teen Action Council. He participated in the Agenda and Charter Committee meeting at Pacific Collegiate Charter.

Trustee Alto

She participated in the Agenda and Charter Committee meeting at Pacific Collegiate Charter.

Trustee Acosta

He had no report to share.

Trustee Nichols

She reviewed Resolutions for this Board Meeting.

Trustee Van Allen

He worked on different election campaigns.

Trustee Filicetti

October 22 – worked the reception desk and joined the Santa Cruz COE table for the Diversity Center Gala, first inside event

November 1 – County-wide Collaboration: The Impact of Environment on Health & Well-being

November 8 – results from the election

November 13 – Simitian Brunch, worked the reception desk for “ Who’s Winning the Culture Wars?”

November 14 – SCZCCSBA Meeting. Topics discussed included election results and discussion of student board members and training.

14. AD HOC/STANDING COMMITTEE REPORTS/ACTIONS

15. SCHEDULE OF MEETINGS AND UPCOMING EVENTS

Regular Meeting

Santa Cruz County Board of Education

December 15, 2022

4:00 p.m.

Santa Cruz COE Annual Event - Santa Cruz

Santa Cruz Museum of Art and History

February 1, 2022

Santa Cruz COE Annual Event - Watsonville

Sequoia Schools

February 8, 2022

16. ADJOURNMENT

President Sanchez adjourned the meeting at 6:50 p.m.



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SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 7.0.2

Board Meeting Date: December 15, 2022

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Action

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Information

TO: Santa Cruz County Board of Education

FROM: Business Department

SUBJECT: Budget Revisions

BACKGROUND

Budget Revisions for November and December.

FUNDING IMPLICATIONS

Included herein.

RECOMMENDATION

Approve the revisions.



MEMO

DATE: December 10, 2022

TO: Santa Cruz County Board of Education
Dr. Faris Sabbah, County Superintendent of Schools

FROM: Liann Reyes, Deputy Superintendent, Business Services
Melissa Lopez, Director of Fiscal Services

RE: October Budget Revisions

Significant changes to the budget during the month of October, 2022 are as follows:

UNRESTRICTED:

Budget revisions to the unrestricted revenues were in the LCFF and Local Revenue categories. The LCFF increase of \$1,616,489 is related to a revised calculation for the County Operations Grant based on language in the Enacted State Budget. An increase to Other Local Revenue in the amount of \$1,083,469 was the reversing Fair Market Value Adjustment entry related to GASB 31. Revisions processed for the unrestricted expenditures were related to updating salary and benefit projections based on current positions and vacancies. Capital Outlay increased \$100,558 for the Data Center upgrade project.

Budget revisions processed in October had an overall increase to the unrestricted fund balance in the amount of \$1,980,375.

RESTRICTED:

Budget revisions for restricted revenues and corresponding expense were processed based on revised Federal, State allocations for American Rescue Plan (ARP) Homeless and Special Education, Title I entitlements, and In-Person Instruction, Ethnic Studies, and A-G Success grants. Local grants and program revenues reflect 2021-22 carryover for the Mental Health Student Services Act (MHSSA) \$454,996 and the County of Santa Cruz COVID Support grant \$138,766. Outdoor Education program revenue has an increase of \$125,061 due to increased school/student participation.

Routine budget revisions processed in October 2022 had an overall increase to the restricted ending fund balance in the amount of \$56,349.

PACHECO BILL COMPLIANCE:

There was no professional services agreement/contract in excess of \$25,000 that required a budget revision be processed during October 2022.

Business department staff continue to communicate and work closely with department staff and managers to review revenues, expenditures, and budgets as we finalize the 2022-23 First Interim reporting period.

Should you have any questions, please feel free to contact us.

LR:ml

cc: Rebecca Olker

Santa Cruz County Office of Education
2022-23 Revised Budget

Fund 01 October Budget Revisions
County School Service Fund
Unrestricted and Restricted
Revenues and Expenditures by Object

44 10447
Form 01

REVENUES	2022-23 Adopted Budget			2022-23 Revised Budget as of September 30, 2022			October 2022 Budget Revisions Processed			2022-23 Revised Budget as of October 31, 2022		
	UNRESTRICTED	RESTRICTED	TOTAL FUND	UNRESTRICTED	RESTRICTED	TOTAL FUND	UNRESTRICTED	RESTRICTED	TOTAL FUND	UNRESTRICTED	RESTRICTED	TOTAL FUND
LCFF Sources	\$ 21,186,880	\$ 7,741,895	\$ 28,928,775	\$ 21,186,880	\$ 7,741,895	\$ 28,928,775	\$ 1,616,489	\$ -	\$ 1,616,489	\$ 22,803,369	\$ 7,741,895	\$ 30,545,264
Federal Revenue	\$ 4,500,000	\$ 3,112,195	\$ 7,612,195	\$ 4,500,000	\$ 3,531,308	\$ 8,031,308	\$ -	\$ 26,160	\$ 26,160	\$ 4,500,000	\$ 3,557,468	\$ 8,057,468
Other State Revenue	\$ 287,790	\$ 9,711,496	\$ 9,999,286	\$ 287,790	\$ 9,711,496	\$ 9,999,286	\$ -	\$ (108,505)	\$ (108,505)	\$ 287,790	\$ 9,602,991	\$ 9,890,782
Other Local Revenue	\$ 1,235,404	\$ 9,171,302	\$ 10,406,707	\$ 1,235,404	\$ 9,346,774	\$ 10,582,179	\$ 1,083,900	\$ 658,967	\$ 1,742,867	\$ 2,319,304	\$ 10,005,741	\$ 12,325,045
TOTAL, REVENUES	\$ 27,210,074	\$ 29,736,889	\$ 56,946,963	\$ 27,210,074	\$ 30,331,474	\$ 57,541,548	\$ 2,700,389	\$ 576,622	\$ 3,277,011	\$ 29,910,464	\$ 30,908,096	\$ 60,818,559
EXPENDITURES												
Certificated Salaries	\$ 6,835,270	\$ 6,318,104	\$ 13,153,374	\$ 6,835,270	\$ 6,421,485	\$ 13,256,755	\$ (130,605)	\$ 31,227	\$ (99,378)	\$ 6,704,665	\$ 6,452,712	\$ 13,157,377
Classified Salaries	\$ 7,033,835	\$ 8,201,308	\$ 15,235,143	\$ 7,033,835	\$ 8,201,308	\$ 15,235,143	\$ 181,661	\$ (35,826)	\$ 145,835	\$ 7,215,496	\$ 8,165,482	\$ 15,380,978
Employee Benefits	\$ 7,756,303	\$ 9,253,802	\$ 17,010,105	\$ 7,756,303	\$ 9,295,168	\$ 17,051,471	\$ 70,410	\$ 150,394	\$ 220,804	\$ 7,826,712	\$ 9,445,562	\$ 17,272,274
Books and Supplies	\$ 772,388	\$ 1,164,891	\$ 1,937,279	\$ 834,937	\$ 1,306,543	\$ 2,141,480	\$ 407,993	\$ 456,503	\$ 864,496	\$ 1,242,930	\$ 1,763,046	\$ 3,005,976
Services and Other Operating Expenditures	\$ 4,126,491	\$ 5,456,937	\$ 9,583,429	\$ 4,127,168	\$ 5,749,808	\$ 9,876,976	\$ 7,417	\$ 19,248	\$ 26,665	\$ 4,134,585	\$ 5,769,056	\$ 9,903,640
Capital Outlay	\$ 100,000	\$ 385,120	\$ 485,120	\$ 100,000	\$ 385,120	\$ 485,120	\$ 100,558	\$ -	\$ 100,558	\$ 200,558	\$ 385,120	\$ 585,678
Other Outgo (excluding Transfers of Indirect Costs)	\$ 4,500,000	\$ 624,756	\$ 5,124,756	\$ 4,500,000	\$ 624,756	\$ 5,124,756	\$ -	\$ -	\$ -	\$ 4,500,000	\$ 624,756	\$ 5,124,756
Other Outgo - Transfers of Indirect Costs	\$ (2,132,502)	\$ 1,991,618	\$ (140,884)	\$ (2,168,443)	\$ 2,027,560	\$ (140,883)	\$ 18,362	\$ (37,053)	\$ (18,691)	\$ (2,150,081)	\$ 1,990,506	\$ (159,574)
TOTAL EXPENDITURES	\$ 28,991,785	\$ 33,396,537	\$ 62,388,322	\$ 29,019,070	\$ 34,011,747	\$ 63,030,817	\$ 655,795	\$ 584,493	\$ 1,240,287	\$ 29,674,865	\$ 34,596,240	\$ 64,271,105
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES												
	\$ (1,781,710)	\$ (3,659,648)	\$ (5,441,358)	\$ (1,808,996)	\$ (3,680,273)	\$ (5,489,269)	\$ 2,044,594	\$ (7,871)	\$ 2,036,724	\$ 235,598	\$ (3,688,144)	\$ (3,452,546)
OTHER FINANCING SOURCES/USES												
Interfund Transfers												
a) Transfers In	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
b) Transfers Out	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Sources/Uses												
a) Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
b) Uses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Contributions	\$ (1,245,741)	\$ 1,245,741	\$ (0)	\$ (1,246,226)	\$ 1,246,226	\$ (0)	\$ (64,220)	\$ 64,220	\$ -	\$ (1,310,445)	\$ 1,310,445	\$ (0)
TOTAL OTHER FINANCING SOURCES/USES	\$ (1,245,741)	\$ 1,245,741	\$ (0)	\$ (1,246,226)	\$ 1,246,226	\$ (0)	\$ (64,220)	\$ 64,220	\$ -	\$ (1,310,445)	\$ 1,310,445	\$ (0)
NET INCREASE (DECREASE) IN FUND BALANCE												
	\$ (3,027,451)	\$ (2,413,907)	\$ (5,441,358)	\$ (3,055,222)	\$ (2,434,048)	\$ (5,489,269)	\$ 1,980,375	\$ 56,349	\$ 2,036,724	\$ (1,074,847)	\$ (2,377,699)	\$ (3,452,546)
FUND BALANCE, RESERVES												
Beginning Fund Balance												
a) As of July 1 Unaudited	\$ 27,447,824	\$ 4,900,280	\$ 32,348,104	\$ 27,970,162	\$ 5,630,832	\$ 33,600,994	\$ -	\$ -	\$ -	\$ 27,970,162	\$ 5,630,832	\$ 33,600,994
b) Audit Adjustments	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
c) As of July 1 Audited	\$ 27,447,824	\$ 4,900,280	\$ 32,348,104	\$ 27,970,162	\$ 5,630,832	\$ 33,600,994	\$ -	\$ -	\$ -	\$ 27,970,162	\$ 5,630,832	\$ 33,600,994
d) Other Restatements	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
e) Adjusted Beginning Balance	\$ 27,447,824	\$ 4,900,280	\$ 32,348,104	\$ 27,970,162	\$ 5,630,832	\$ 33,600,994	\$ -	\$ -	\$ -	\$ 27,970,162	\$ 5,630,832	\$ 33,600,994
Ending Balance, June 30	\$ 24,420,372	\$ 2,486,373	\$ 26,906,745	\$ 24,914,940	\$ 3,196,784	\$ 28,111,724	\$ 1,980,375	\$ 56,349	\$ 2,036,724	\$ 26,895,315	\$ 3,253,133	\$ 30,148,448



MEMO

DATE: December 10, 2022

TO: Santa Cruz County Board of Education
Dr. Faris Sabbah, County Superintendent of Schools

FROM: Liann Reyes, Deputy Superintendent, Business Services
Melissa Lopez, Director of Fiscal Services

RE: November Budget Revisions

Significant changes to the budget during the month of November, 2022 are as follows:

UNRESTRICTED:

There were no material adjustments made to the unrestricted budget during the month of November.

RESTRICTED:

Budget revisions processed reflect an increase in Other Local Revenue and corresponding expense for two programs. CTEP's Fire Technology program increased \$6,000 due to increased enrollment and a Science Fair Mentor Project grant in the amount of \$15,000 is a partnership with Madera County Superintendent of School.

Routine budget revisions processed in November 2022 had an overall decrease to ending fund balance in the amount of \$1,054.

PACHECO BILL COMPLIANCE:

There were no professional service agreements/contracts in excess of \$25,000 that required a budget revision be processed during November 2022.

There is one professional services agreement/contract in excess of \$25,000 that will require a budget revision be processed during December 2022. The birth to career integrated data system presented during the November Board meeting, COE's Tech+ Team will be

partnering with our current Student Information System vendor, PowerSchool LLC. PowerSchool has acquired a comprehensive integrated data system that allows COEs, districts, school sites, and classrooms to view a multitude of student information, from behavior and wellness to academics and engagement. The first phase of this project will be to onboard two to three pilot districts, with COE paying only the implementation costs for the programs which the COE will oversee; with implementation costs not to exceed \$85,000 through June 2023.

Business department staff continue to communicate and work closely with department staff and managers to review revenues, expenditures, and budgets as we finalize the 2022-23 First Interim reporting period and begin preparing for Second Interim.

Should you have any questions, please feel free to contact us.

LR:ml

cc: Rebecca Olker

Santa Cruz County Office of Education
2022-23 Revised Budget

Fund 01 November Budget Revisions
County School Service Fund
Unrestricted and Restricted
Revenues and Expenditures by Object

44 10447
Form 01

	2022-23 Adopted Budget			2022-23 Revised Budget as of October 31, 2022			November 2022 Budget Revisions Processed			2022-23 Revised Budget as of November 30, 2022		
	UNRESTRICTED	RESTRICTED	TOTAL FUND	UNRESTRICTED	RESTRICTED	TOTAL FUND	UNRESTRICTED	RESTRICTED	TOTAL FUND	UNRESTRICTED	RESTRICTED	TOTAL FUND
REVENUES												
LCFF Sources	\$ 21,186,880	\$ 7,741,895	\$ 28,928,775	\$ 22,803,369	\$ 7,741,895	\$ 30,545,264	\$ -	\$ -	\$ -	\$ 22,803,369	\$ 7,741,895	\$ 30,545,264
Federal Revenue	\$ 4,500,000	\$ 3,112,195	\$ 7,612,195	\$ 4,500,000	\$ 3,557,468	\$ 8,057,468	\$ -	\$ -	\$ -	\$ 4,500,000	\$ 3,557,468	\$ 8,057,468
Other State Revenue	\$ 287,790	\$ 9,711,496	\$ 9,999,286	\$ 287,790	\$ 9,602,991	\$ 9,890,782	\$ -	\$ -	\$ -	\$ 287,790	\$ 9,602,991	\$ 9,890,782
Other Local Revenue	\$ 1,235,404	\$ 9,171,302	\$ 10,406,707	\$ 2,319,304	\$ 10,005,741	\$ 12,325,045	\$ -	\$ 21,000	\$ 21,000	\$ 2,319,304	\$ 10,026,741	\$ 12,346,045
TOTAL, REVENUES	\$ 27,210,074	\$ 29,736,889	\$ 56,946,963	\$ 29,910,464	\$ 30,908,096	\$ 60,818,559	\$ -	\$ 21,000	\$ 21,000	\$ 29,910,464	\$ 30,929,096	\$ 60,839,559
EXPENDITURES												
Certificated Salaries	\$ 6,835,270	\$ 6,318,104	\$ 13,153,374	\$ 6,704,665	\$ 6,452,712	\$ 13,157,377	\$ -	\$ -	\$ -	\$ 6,704,665	\$ 6,452,712	\$ 13,157,377
Classified Salaries	\$ 7,033,835	\$ 8,201,308	\$ 15,235,143	\$ 7,215,496	\$ 8,165,482	\$ 15,380,978	\$ -	\$ -	\$ -	\$ 7,215,496	\$ 8,165,482	\$ 15,380,978
Employee Benefits	\$ 7,756,303	\$ 9,253,802	\$ 17,010,105	\$ 7,826,712	\$ 9,445,562	\$ 17,272,274	\$ -	\$ -	\$ -	\$ 7,826,712	\$ 9,445,562	\$ 17,272,274
Books and Supplies	\$ 772,388	\$ 1,164,891	\$ 1,937,279	\$ 1,242,930	\$ 1,763,046	\$ 3,005,976	\$ 4,456	\$ (269)	\$ 4,187	\$ 1,247,386	\$ 1,762,777	\$ 3,010,163
Services and Other Operating Expenditures	\$ 4,126,491	\$ 5,456,937	\$ 9,583,429	\$ 4,134,585	\$ 5,769,056	\$ 9,903,640	\$ (3,208)	\$ 21,076	\$ 17,867	\$ 4,131,377	\$ 5,790,131	\$ 9,921,508
Capital Outlay	\$ 100,000	\$ 385,120	\$ 485,120	\$ 200,558	\$ 385,120	\$ 585,678	\$ -	\$ -	\$ -	\$ 200,558	\$ 385,120	\$ 585,678
Other Outgo (excluding Transfers of Indirect Costs)	\$ 4,500,000	\$ 624,756	\$ 5,124,756	\$ 4,500,000	\$ 624,756	\$ 5,124,756	\$ -	\$ -	\$ -	\$ 4,500,000	\$ 624,756	\$ 5,124,756
Other Outgo - Transfers of Indirect Costs	\$ (2,132,502)	\$ 1,991,618	\$ (140,884)	\$ (2,150,081)	\$ 1,990,506	\$ (159,574)	\$ (1,247)	\$ 1,247	\$ -	\$ (2,151,328)	\$ 1,991,754	\$ (159,574)
TOTAL EXPENDITURES	\$ 28,991,785	\$ 33,396,537	\$ 62,388,322	\$ 29,674,865	\$ 34,596,240	\$ 64,271,105	\$ -	\$ 22,054	\$ 22,054	\$ 29,674,865	\$ 34,618,294	\$ 64,293,159
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES	\$ (1,781,710)	\$ (3,659,648)	\$ (5,441,358)	\$ 235,598	\$ (3,688,144)	\$ (3,452,546)	\$ -	\$ (1,054)	\$ (1,054)	\$ 235,598	\$ (3,689,198)	\$ (3,453,600)
OTHER FINANCING SOURCES/USES												
Interfund Transfers												
a) Transfers In	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
b) Transfers Out	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Sources/Uses												
a) Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
b) Uses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Contributions	\$ (1,245,741)	\$ 1,245,741	\$ (0)	\$ (1,310,445)	\$ 1,310,445	\$ (0)	\$ -	\$ -	\$ -	\$ (1,310,445)	\$ 1,310,445	\$ (0)
TOTAL OTHER FINANCING SOURCES/USES	\$ (1,245,741)	\$ 1,245,741	\$ (0)	\$ (1,310,445)	\$ 1,310,445	\$ (0)	\$ -	\$ -	\$ -	\$ (1,310,445)	\$ 1,310,445	\$ (0)
NET INCREASE (DECREASE) IN FUND BALANCE	\$ (3,027,451)	\$ (2,413,907)	\$ (5,441,358)	\$ (1,074,847)	\$ (2,377,699)	\$ (3,452,546)	\$ -	\$ (1,054)	\$ (1,054)	\$ (1,074,847)	\$ (2,378,753)	\$ (3,453,600)
FUND BALANCE, RESERVES												
Beginning Fund Balance												
a) As of July 1 Unaudited	\$ 27,447,824	\$ 4,900,280	\$ 32,348,104	\$ 27,970,162	\$ 5,630,832	\$ 33,600,994	\$ -	\$ -	\$ -	\$ 27,970,162	\$ 5,630,832	\$ 33,600,994
b) Audit Adjustments	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
c) As of July 1 Audited	\$ 27,447,824	\$ 4,900,280	\$ 32,348,104	\$ 27,970,162	\$ 5,630,832	\$ 33,600,994	\$ -	\$ -	\$ -	\$ 27,970,162	\$ 5,630,832	\$ 33,600,994
d) Other Restatements	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
e) Adjusted Beginning Balance	\$ 27,447,824	\$ 4,900,280	\$ 32,348,104	\$ 27,970,162	\$ 5,630,832	\$ 33,600,994	\$ -	\$ -	\$ -	\$ 27,970,162	\$ 5,630,832	\$ 33,600,994
Ending Balance, June 30	\$ 24,420,372	\$ 2,486,373	\$ 26,906,745	\$ 26,895,315	\$ 3,253,133	\$ 30,148,448	\$ -	\$ (1,054)	\$ (1,054)	\$ 26,895,315	\$ 3,252,079	\$ 30,147,394



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 7.0.3

Board Meeting Date: December 15, 2022

☒

Action

☐

Information

TO: Santa Cruz County Board of Education

FROM: Business Department

SUBJECT: Donations and Gifts

BACKGROUND

County Board of Education Policy 3280 requires that all gifts and donations received by programs conducted by the County Superintendent of Schools be accepted by the County Board of Education.

FUNDING IMPLICATIONS

Gifts/donations received will be utilized by the programs/staff to which they are donated.

RECOMMENDATION

Accept gifts and donations as follows:

Program:
Cypress Charter

Donor:
Various donors

Value:
\$1,099



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 7.0.4

Board Meeting Date: December 15, 2022

☒

Action

☐

Information

TO: Santa Cruz County Board of Education

FROM: Business Department

SUBJECT: Surplus Items

BACKGROUND

The Santa Cruz County Office of Education (COE) owns two (2) Konica Minolta Bizhub copiers that are no longer viable for business.

We determined that they do not hold monetary value and therefore we advise to implement Education Code 17545.

Per Board Policy 3260, the Board must evaluate and vote on the disposal method for computers. This Board Policy is attached for your review.

FUNDING IMPLICATIONS

Detailed herein.

RECOMMENDATION

Approve disposal of surplus items.



400 Encinal Street, Santa Cruz, CA 95060 ♦ Tel (831) 466-5600 ♦ Fax (831) 466-5607 ♦ www.santacruzcoe.org

Date: December 2, 2022
To: County Office of Education Board of Trustees
From: Liann Reyes, Deputy Superintendent, Business
RE: Surplus Property

The County Office of Education (COE) owns two Konica Minolta Bizhub copiers model 652's serial # A2WU011002036 and A2WU011002002 purchased from Monterey Business Systems in May 2012 at a cost of \$14,176.00 per copier. Both copiers have experienced a lot of downtime due to repeated breakdowns and are no longer serviceable due to their age and or obsolescence of parts. These copiers made 1,163,704 and 1,355,866 copies respectively during their lifetime.

Additionally we purchased 15 Bizhub 25e copiers from Monterey Business Systems in September 2015. The BH 25e's are also no longer serviceable due to their age and or obsolescence of parts as well as no longer supporting Apple products for printing purposes. The 15 Bizhub 25e copiers were purchased at a cost of \$1,543.76 each. The Bizhub 25e copiers made an aggregate of approximately 1,000,000 copies over their lifetime of use. Through research we have found these copiers have no value on the local market. Our recommendation is to dispose of the copiers.

Monterey Bay Systems will, at no cost to the County Office of Education, dispose of the copier at A&S Metals a recycling plant in Castroville, California. A&S Metals will separate plastics and metals that can be re-used/re-purposed in different products instead of being put into a landfill.

EC § 1279. Disposal of personal property by county superintendent of schools

“(a) The county superintendent of schools shall not in any manner dispose of any item of personal property worth *over* twenty-five thousand dollars (\$25,000) that belongs to the county office of education without meeting the following conditions:

- (1) Obtaining an independent valuation of the property.

- (2) Advertising the property for sale in a newspaper of general circulation within the district, or, if there is no newspaper of general circulation within the district, in any newspaper of general circulation that is regularly circulated in the district. The advertisement shall be published for a period of time in accordance with the policy of the county board of education.
 - (3) Bringing the matter to the attention of the county board of education for its discussion at a regularly scheduled public meeting.
 - (4) Obtaining the approval of the county board of education.
- (b) The county superintendent of schools shall not in any manner dispose of any personal property worth less than twenty-five thousand dollars (\$25,000) that belongs to the county office of education unless he or she certifies the value of the property in a quarterly report and submits that report to the county board of education for its review.”

EC § 17546. Private sale of personal property; disposition of property unsold at public auction or of insufficient value to defray cost of sale

- (a) If the governing board, by a unanimous vote of those members present, finds that the property, whether one or more items, does not exceed in value the sum of two thousand five hundred dollars (\$2,500), it may be sold at private sale without advertising, by any employee of the district empowered for that purpose by the board.
- (b) Any item or items of property having previously been offered for sale pursuant to Section 17545, but for which no qualified bid was received, may be sold at private sale without advertising by any employee of the district empowered for that purpose by the board.
- (c) *If the board, by a unanimous vote of those members present, finds that the property is of insufficient value to defray the costs of arranging a sale, the property may be donated to a charitable organization deemed appropriate by the board, or it may be disposed .”*

Education Code 17546 (c) the board must evaluate and vote on the disposal method for the copier.

RECOMMENDATION: The administration recommends upon a unanimous vote per EC 17546 c to dispose of the property through A&S Metals, a recycling plant in Castroville, California or a like organization.



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM #9.1

Board Meeting Date: December 15, 2022

☐

Action

☒

Information

TO: Santa Cruz County Board of Education

FROM: Dr. Maria Reitano, Head of School, Pacific Collegiate School
Aliyya Hatcher, Director of Diversity, Equity, Inclusion, and Access, PCS

SUBJECT: Pacific Collegiate School Annual Report

BACKGROUND

As the chartering agency, the County Board of Education requires that Pacific Collegiate Charter School make an annual report on the evaluation of its educational program in accordance with the charter petition and fulfillment of the charter's purpose and goals. Their presentation will also present the charter's Diversity Plan.

RECOMMENDATION

Receive presentation.



Pacific Collegiate School

**Annual Report & Diversity Plan Update
to Santa Cruz County Board of Education
November 30, 2022**

Pacific Collegiate School

2022 Annual Report & Diversity Update

Santa Cruz County Board of Education

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Pacific Collegiate School

Annual Report & Diversity Plan Update to Santa Cruz County

Board of Education: 2022

Vision, Mission, and Values

During the 2021-2021 school year, PCS engaged educational partners in an iterative process over many months to co-create revised Vision, Mission, and Values statements for our school. These statements reflect our shared commitment to making high quality college preparatory education accessible to all students in our surrounding communities. The resulting Vision, Mission, and Values statements are foundational to our work and outline community standards to which we hold ourselves accountable. These statements create a framework for the goals and actions outlined in the 2021-2026 PCS Strategic Plan (see appendix).

Vision Statement

PCS engages and supports every student in inclusive college preparatory learning that ignites curiosity, critical thinking, and innovation, while developing resilient, globally-minded, socially responsible changemakers.

Mission Statement

PCS inspires students to discover the interests, purpose, and passion that will enable them to thrive. We cultivate a love of learning within a community of care, advancing and celebrating diversity, equity, and inclusion. Students explore and excel through academically rich and culturally relevant learning, integrated with visual and performing arts and world languages. Our exemplary college preparatory curriculum empowers all students to be creative problem-solvers, effective collaborators, and engaged leaders of today and tomorrow.

Values Statements

PCS values...

Inclusion and Belonging: fostering and maintaining an inclusive and anti-racist school culture that welcomes, supports, and celebrates all members of our diverse community.

Relationships: creating and nurturing supportive relationships among students, families, teachers, staff, Board members, volunteers, and community partners.

Creativity: encouraging innovation, self-expression, and expansive thinking.

Learning: pursuing academic excellence, whole student development, and intellectual curiosity.

Integrity: reflecting the importance of honesty, ethics, openness and respect.

Responsibility: fostering a sense of mutual care and active engagement in our school, local, and global communities.

Accountability: demonstrating personal and institutional responsibility for student learning, ethical conduct, and our shared vision, including through meaningful stakeholder engagement.

Introduction

Pacific Collegiate School (PCS), operating as a charter school authorized by the Santa Cruz County Office of Education (SCCOE) in 1998, first served students in the fall of 1999. Since then, PCS and the SCCOE have enjoyed a strong and collaborative partnership in providing an alternative school of choice for students seeking a college preparatory education. PCS currently operates under a charter renewed in 2020 for a five-year term (2020-2025). In recognition of the challenges presented by the COVID-19 pandemic, Education Code Section 47607.4 extended this charter term by two years (2020-2027). This report outlines progress towards goals described in the most recent charter renewal petition, as well as agreements made in the Memorandum of Understanding between PCS and the SCCOE on February 15, 2020.

Executive Summary

Pacific Collegiate School continues to maintain a very strong track record of preparing all students to enter and thrive at the world's finest colleges and universities. PCS students consistently perform at high levels, as measured by CAASPP, SAT, and AP scores, as well as local assessment measures. Our graduates fulfill all CSU/UC a-g requirements and emerge from our school prepared for success in college and beyond.

This record of excellence and achievement has garnered many accolades over the years. In 2021, PCS was recognized by the California Department of Education (CDE) as a California Distinguished School and U.S. News and World Report ranked PCS the #1 High School in the Greater Santa Cruz Area, #10 High School in California, #22 Charter High School in the Nation, and the #95 High School in the Nation. Most recently, Niche ranked PCS the #1 High School in Santa Cruz County, #6 Charter High School in California, and #32 Best Charter High School in the Nation. Also in 2022, the Challenge Index ranked PCS among the top 1% of High Schools in the Nation, with an Equity and Access score of 68%, reflecting the fact that the majority of PCS students in the Class of 2022 passed at least 1 Advanced Placement exam (with a score of 3, 4, or 5).

Despite this external recognition, we know that our school has work to do in order to realize our vision and mission. PCS strongly values a student, faculty, staff, and Board population that reflects the diversity of Santa Cruz County in all respects, including but not limited to demography, socioeconomic status, race, ethnicity, culture, religion, gender identity, sexual orientation, and ability levels. PCS deeply recognizes that creating a diverse and inclusive school benefits all members of our community. It is our obligation as a public school to provide equitable access and support for all community members seeking a high-quality, standards-based, college preparatory and fine arts education. Further, there is a robust amount of research underscoring the positive contributions of diverse school communities to student learning, including critical thinking, communications, and problem solving.

Looking back over the first two decades of PCS history, we credit much of our school's success to a singular focus on creating a rigorous academic environment, rich in opportunities for students to explore complex ideas, engage with challenging curriculum, and express themselves through a robust art and music program. However, to date, this academic excellence has been achieved without the adequate inclusion of students from the surrounding communities that have been historically marginalized in Santa Cruz County. PCS drafted the 2020-2025 Diversity Status Report and Action Plan (see appendix) to guide work in DEIA for the current charter term. In that plan, PCS committed to goals including:

- Goal A: Recruit more diverse student population
- Goal B: Build mechanisms of student support
- Goal C: Recruit diverse school leadership
- Goal D: Build an inclusive and supportive school culture
- Goal E: Refine data collection and assessment

In our school wide Strategic Plan for 2021-2026 (see appendix), we have expanded on these goals to make sure that DEIA work is folded into all parts of PCS planning and action. In collaboration with educational partners at all levels, PCS created a 5-year strategic plan that will create a school environment in which all members can thrive, regardless of the identities they hold. Our plan includes 5 main focal points that will guide our work:

- Excellence for All
- School Climate and Culture
- Faculty and Staff Recruitment, Retention, and Development
- Family and Community Engagement
- Financial Sustainability

COVID-19 Response

In response to public health concerns, PCS made the shift to distance learning in March, 2020. We surveyed families and distributed Chromebooks and Wi-Fi hotspots to all students who needed them to ensure that every student had equitable access to the technology needed to engage in distance learning. We held training and completed tech checks with all PCS students to confirm each student's readiness for synchronous online classes. We allowed students to retain devices over the summer to complete summer assignments and distributed additional technology for new students in preparation for the start of the 2020-2021 school year.

A PCS Reopening Task Force that included representative educational partners collaborated for months to prepare contingency health, safety, and instructional plans in alignment with state and local guidance. As it became clear that health conditions in Santa Cruz County would require that PCS begin the school year in distance learning mode, PCS engaged students and parents in additional distance learning orientations, tech checks, and training to prepare for the 2020-2021 school year.

Thanks to careful planning and preparation, PCS was able to provide substantive synchronous and asynchronous instruction to all students last school year. The bell

schedule during distance learning provided all PCS students with at least 915 minutes of synchronous instruction, 150 minutes of tutorial support, and 125 minutes of asynchronous learning per week.

Student attendance in synchronous classes during 2020-21 was consistently over 97%, and completion of asynchronous learning assignments was also high, reflecting significant student engagement. This level of engagement continued during hybrid instruction in the Spring of 2021, when PCS was able to re-open for in-person instruction with reduced capacity. 83% of our students participated in hybrid instruction (with 50% of those students attending in-person classes in stable groups each day), while 17% of our students elected to remain in remote learning mode.

PCS was pleased to reopen with in-person learning for all students for the 2021-2022 academic year, with COVID-19 mitigation strategies in place to ensure safety for all students, staff, families, and visitors. We appreciate the support of the Santa Cruz COE in arranging COVID-19 testing and vaccination clinics, as well as hosting community learning events and other critical work in support of all Santa Cruz County public schools.

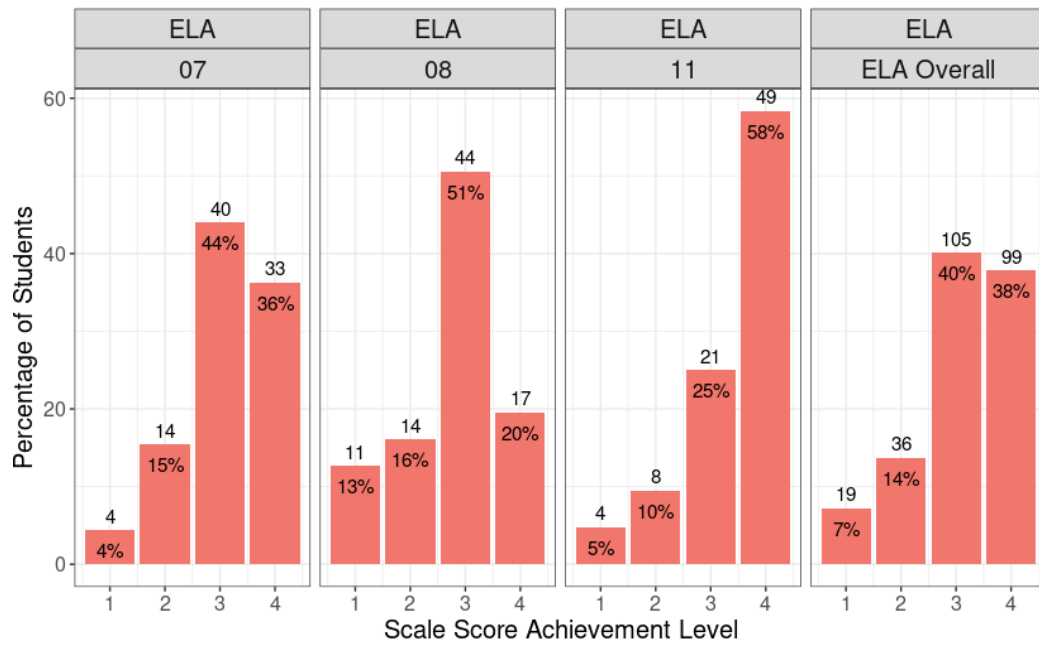
Student Achievement Data

California Assessment of Student Performance and Progress (CAASPP)

The CAASPP is traditionally taken by students at PCS in grades 7, 8, and 11. Pacific Collegiate students perform very well on these assessments, including those in all significant subgroups.

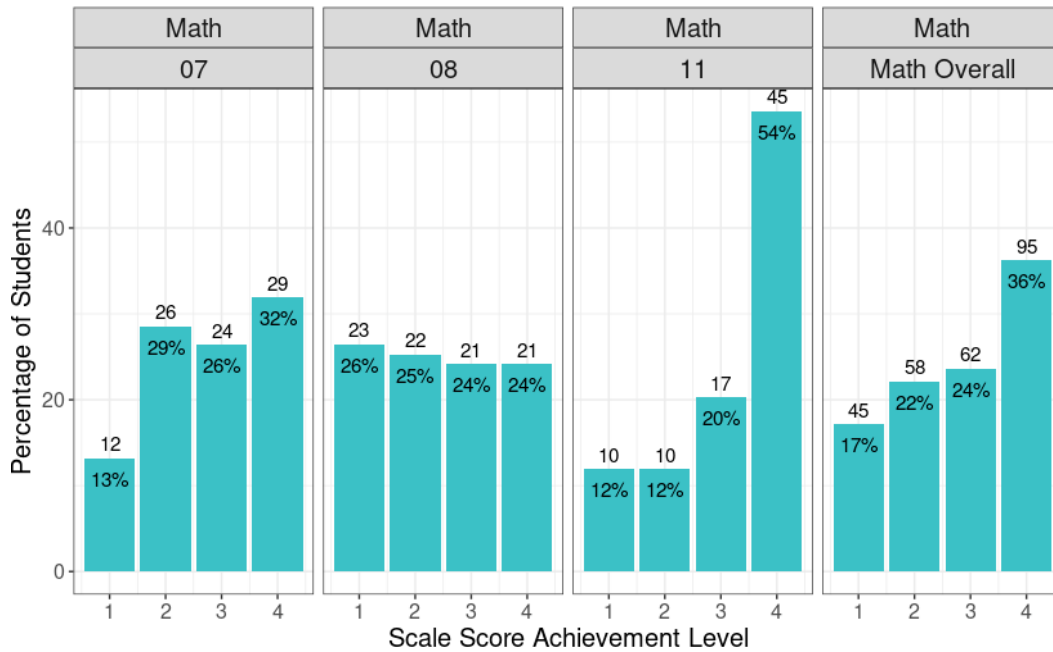
In response to the coronavirus pandemic, the California Department of Education determined that CAASPP testing would not take place in 2020. In April 2021, PCS attempted to utilize the online CAASPP system to test students at home. Unfortunately, approximately 25% of students could not log into the system during the practice tests, and we were unable to resolve the issues in time for the testing window. Utilizing state guidelines for the use of alternative local assessments, PCS used the standards-aligned iReady test for 7th, 8th and 11th grade students in the Spring of 2021 in lieu of CAASPP testing.

PCS CAASPP Data



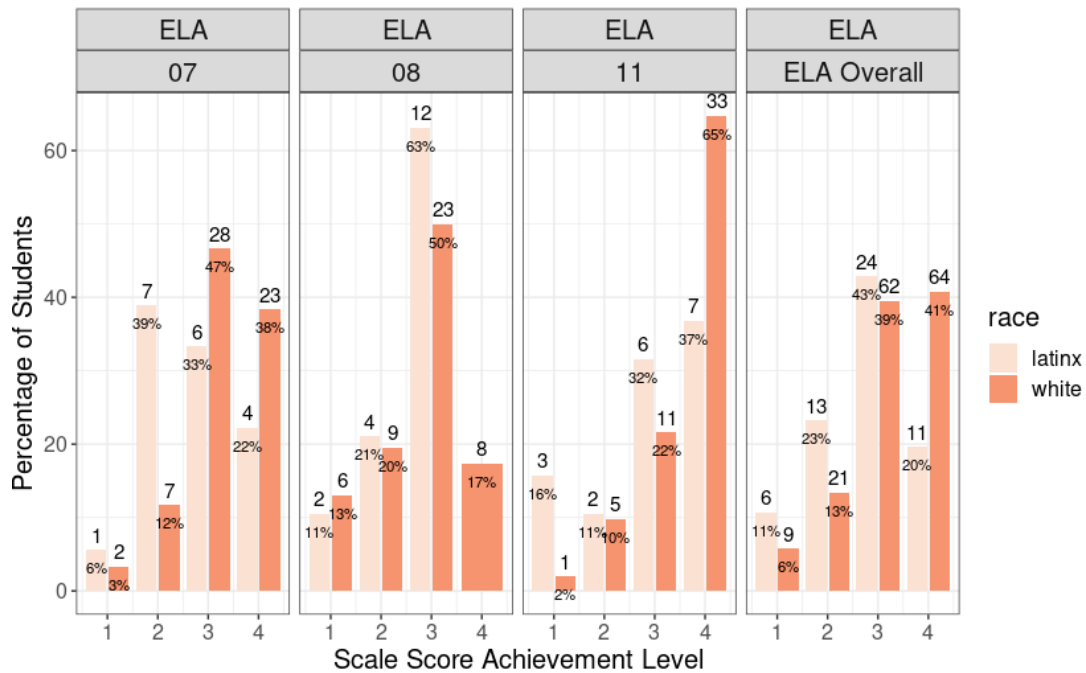
The numbers above the bars represent the number of students within that Achievement Level.
 Figure 1: 2022 CAASPP Data - English Language Arts, Grades 7, 8, 11 and Overall

PCS CAASPP Data



The numbers above the bars represent the number of students within that Achievement Level.
 Figure 2: 2022 CAASPP Data - Math, Grades 7, 8, 11 and Overall

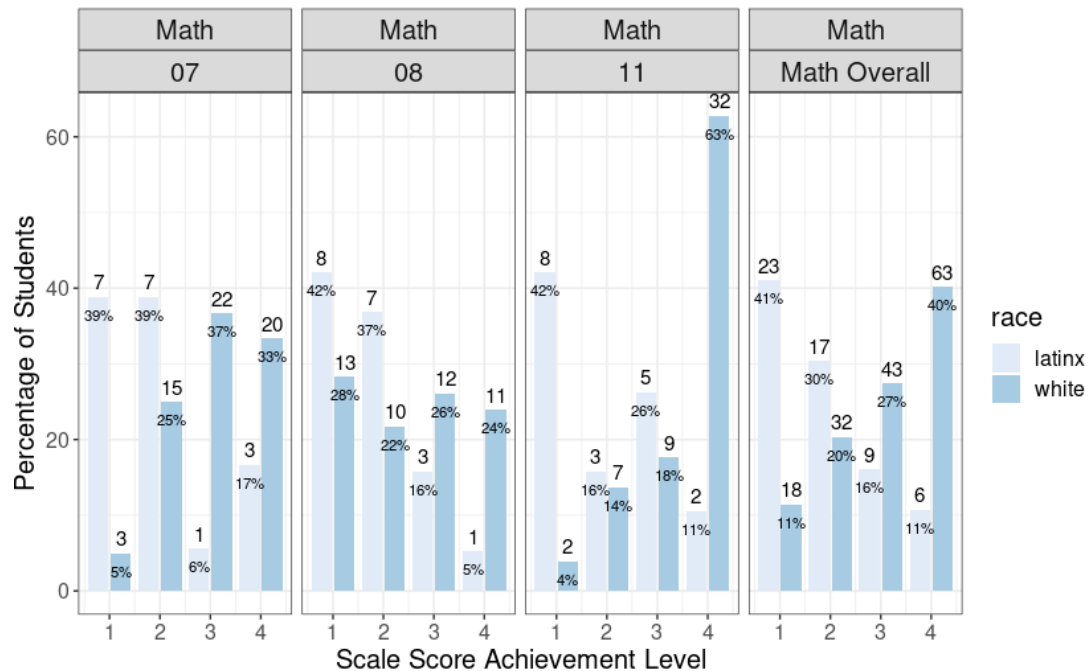
PCS CAASPP Data



The numbers above the bars represent the number of students within that Achievement Level.

Figure 3: 2022 CAASPP Data by Ethnicity (Subgroups: Latinx, White) - ELA, Grades 7, 8, 11, and Overall

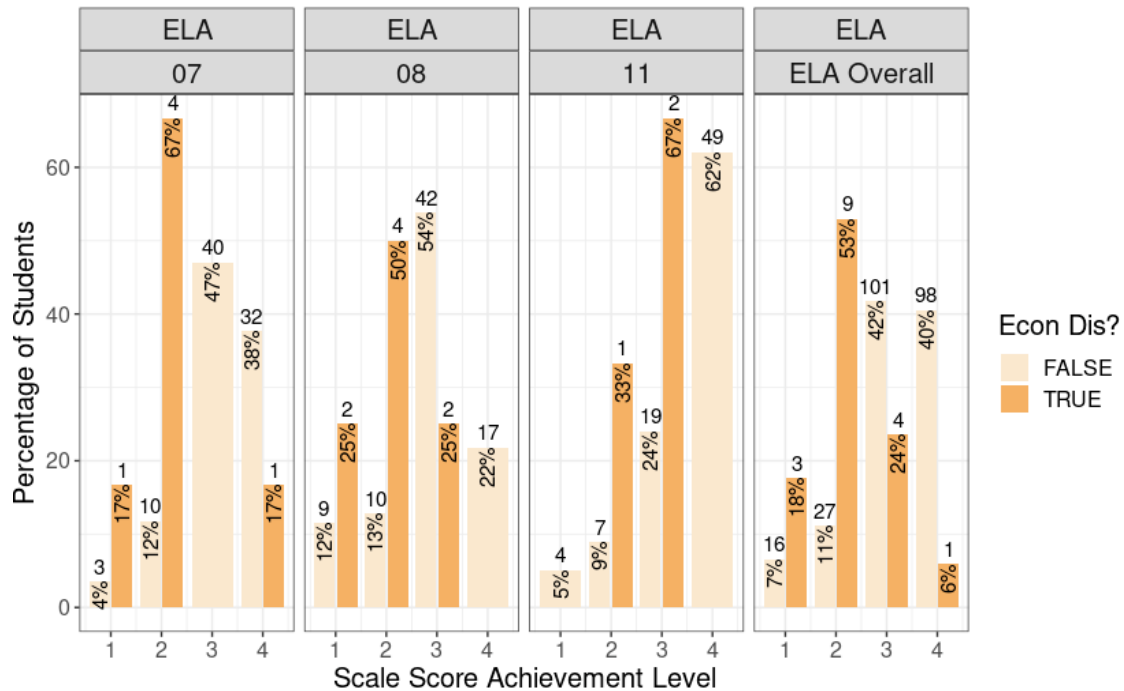
PCS CAASPP Data



The numbers above the bars represent the number of students within that Achievement Level.

Figure 4: 2022 CAASPP Data by Ethnicity (Subgroups: Latinx, White) - Math, Grades 7, 8, 11, and Overall

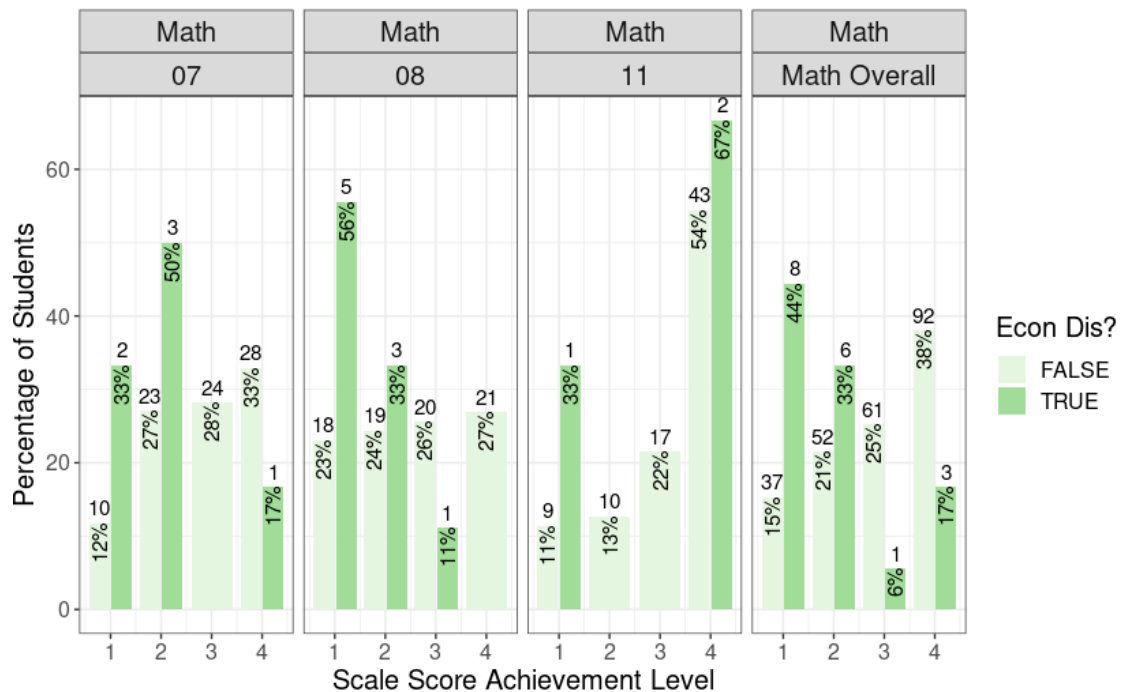
PCS CAASPP Data



The numbers above the bars represent the number of students within that Achievement Level.

Figure 5: 2022 CAASPP Data - Economically Disadvantaged Subgroup - ELA, Grades 7, 8, 11, and Overall

PCS CAASPP Data



The numbers above the bars represent the number of students within that Achievement Level.

Figure 6: 2022 CAASPP Data - Economically Disadvantaged Subgroup - Math, Grades 7, 8, 11, and Overall

Cohort Analysis of CAASPP Scores for Class of 2020

Annual analysis of CAASPP scores for PCS graduates reveals significant growth in student mastery of standards over time. In fact, cohort studies of the graduating Classes of 2020, 2021, and 2022 show that the number of students who meet or exceed standards increases significantly for each year during the span of students' study at PCS. This growth trend is true for all subgroups of students.

As mentioned previously, PCS used the iReady test as an alternative assessment for 7th, 8th, and 11th grade students in the Spring of 2021 in lieu of CAASPP testing. This means the Class of 2022 did not take the CAASPP as 11th graders. The CAASPP data is shown below in Figure 4 and the iReady data from 2021 is shown in Figure 5.

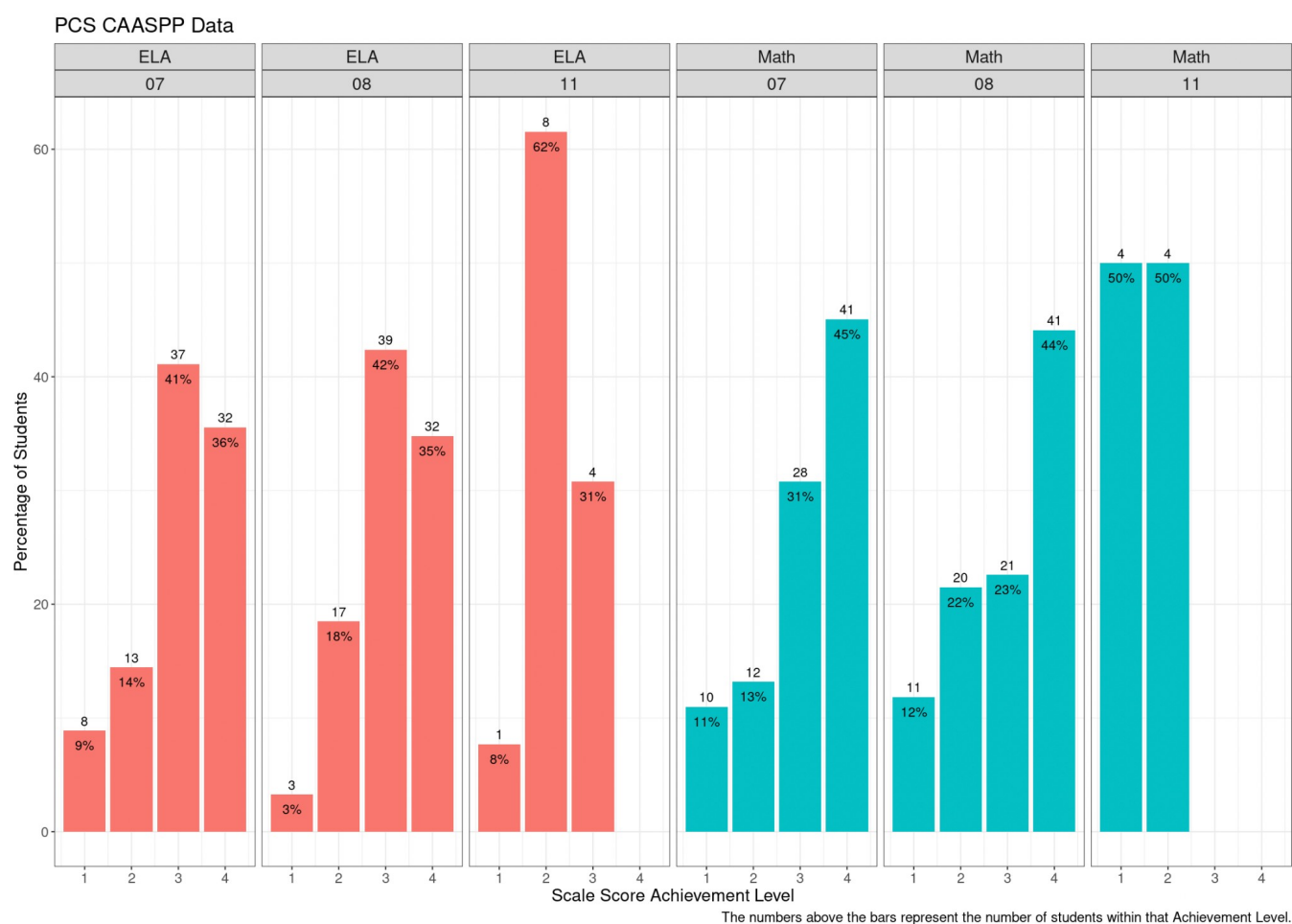


Figure 7: Class of 2022 CAASPP Cohort Analysis Data - ELA and Math, Grades 7, 8, 11, and Overall

iReady ELA and Math Results - 2021 (11th Grade)

	ELA	Math
Percent Participation	99%	92%
Mid or above grade level	59%	28%
Early on grade level	22%	34%
One grade level below	12%	22%
Two grade levels below	6%	9%
Three or more grade levels below	1%	8%

Table 1: 2022 CAASPP Cohort Analysis Data - 11th Grade iReady ELA and Math Scores

Advanced Placement (AP)[1]

AP courses are intended to be college level courses for high school students. Scores are given on a scale of 1-5, with scores of 3, 4, and 5 typically considered to be worthy of college credit. Students who take AP courses are not required to take AP exams, but are strongly encouraged to do so.

AP Scores across all AP exams, 2018-2022

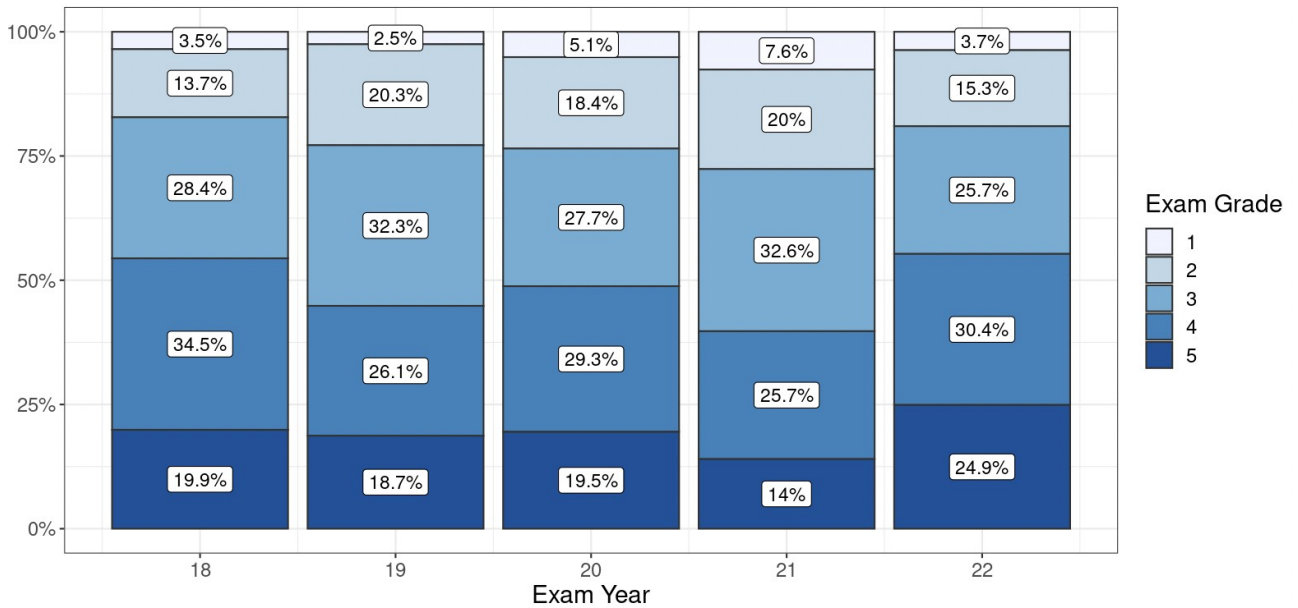


Figure 8: Advanced Placement Data (2018-2022)

Additional PCS AP Exam Information (2018 - 2022)

Test Year	Total Tests	Average Score	Percent Tested
2018	423	3.5	69
2019	433	3.4	74
2020	610	3.4	88
2021	564	3.2	82
2022	595	3.6	84

Table 2: AP Exam Participation for all PCS students (2018-2022)

AP scores demonstrate that PCS students continue to excel on AP exams. In order to graduate, PCS students must take AP World History, AP United States History, one AP English class, and at least one AP Science class. The results from these exams place PCS as one of the top performing schools in the state and the nation (see the results for 2022 in Figure below). The majority of students who took AP courses were able to successfully pass their exams and, in most subjects, score close to or significantly better than the overall average of students taking the tests state-wide.

Comparison of PCS, California, and Global Students who took an AP Exam in 2022 (% with scores 3 or above)
Minimum 20 PCS Students

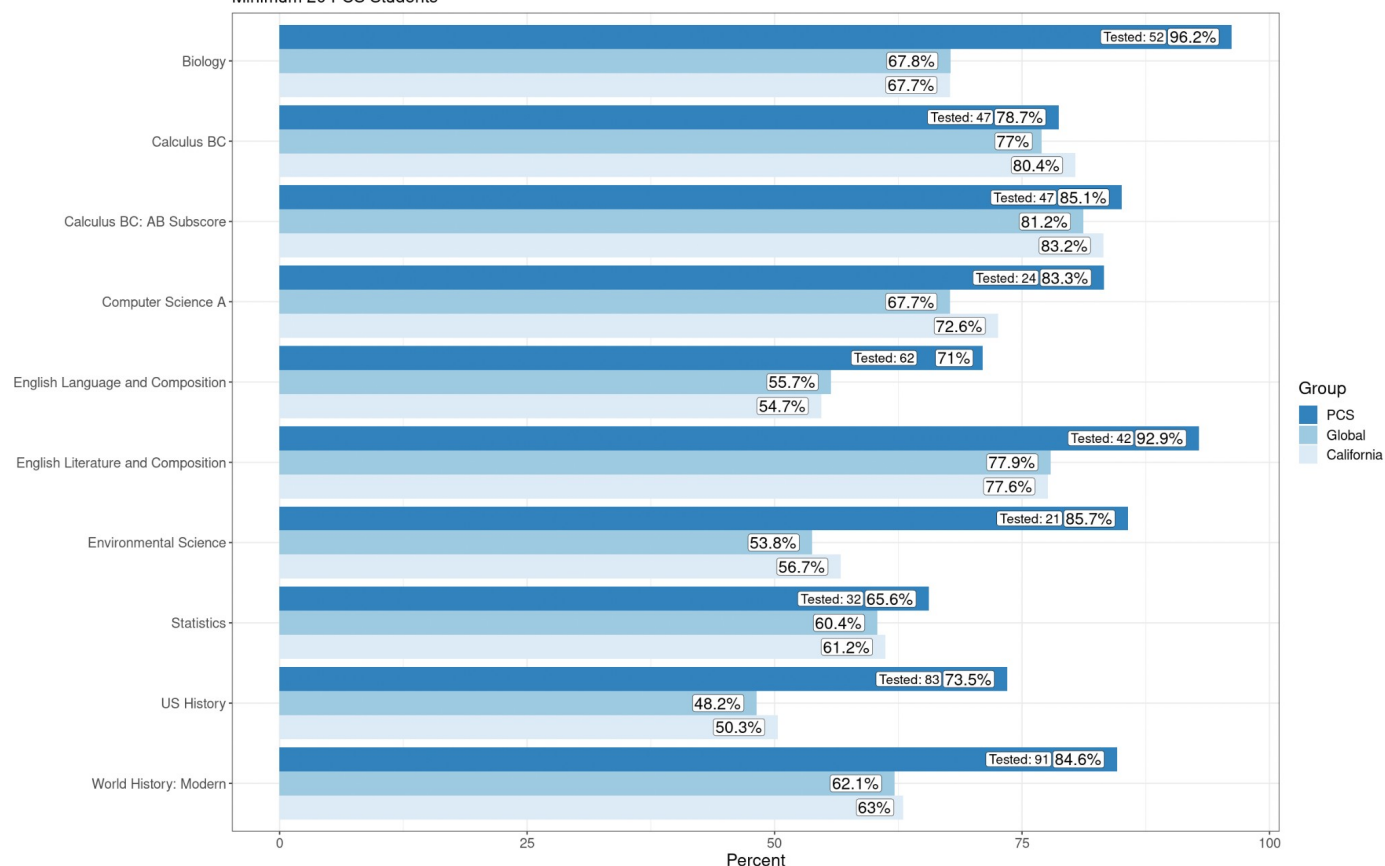


Figure 9: Percent of students earning a 3, 4, or 5 on AP Exam - Comparison of PCS to CA-wide and Global performance by Test Subject.

Scholastic Aptitude Test (SAT)

The Scholastic Aptitude Test (SAT) is commonly used by colleges and universities as one of the metrics for admissions. Students typically take the test for the first time in the second half of their junior year, and can retake the test multiple times to earn a higher score. Scores are reported as the average of the best score earned by students on each section of the test, or by the best total score. Each section is scored on a scale of 200 to 800, with a total score out of 2400.

PCS Class of	Evidence Based Reading and Writing	Mathematics	Total
2017	650	622	1272
2018	679	683	1362
2019	642	629	1271
2020	627	613	1240
2021	668	642	1310

2022	679	685	1364
2022 (National Avg.)	529	521	1050

Table 3: SAT data for PCS Graduating Classes 2017 -2022, with Comparison to the National Average (2022)

Overall, students at PCS continue to excel on all standardized tests. We attribute this in large part to the success of the excellent college preparatory curriculum in which all PCS students are engaged. This is also supported by PSAT, SAT, and ACT test preparation classes offered free of charge to all students. While standardized tests do not paint the entire picture of academic excellence at PCS, these exams are an external metric that validates the strength of our program and curriculum.

It is worth noting that standardized test administrations (SAT/ACT/PSAT) were canceled in Santa Cruz County from March-October 2020. As a result, students in Classes of 2020 and 2021 had limited access to these exams than in previous years.

College Admissions

The table below shows where PCS students matriculated to over the past five years. The proportion of students attending 2-year vs. 4-year schools has stayed relatively steady over this time period.

	2017		2018		2019		2020		2021		2022	
	#	%	#	%	#	%	#	%	#	%	#	%
2-year college	17	23%	14	20%	13	15%	24	28%	17	19%	11	14%
4-year college	53	72%	51	73%	74	83%	56	66%	71	81%	63	82%
Military	2	3%	1	1%	-	-	-	-	-	-	-	-
Non-US college	2	3%	1	1%	-	-	-	-	4	4.5%	-	-
Gap/Year off	1	1%	4	6%	1	1%	4	5%	-	-	3	4%

Table 4: College Admissions Data for PCS Graduating Classes (2017-2022)

Progress Towards Goals:

Local Control Accountability Plan (LCAP)[2]

Pacific Collegiate School met or exceeded goals as outlined in the LCAP. In particular, the 2019-2020 Annual Update for LCAP highlighted a variety of ways PCS provided access to high quality college preparatory resources to all students:

- Focused on success of First to College students through increased academic counseling, outreach to parents, and targeted academic support.
- Provided free test preparation classes for the PSAT, SAT, and ACT for all PCS students.
- Increased the opportunities for students to engage in college level research during high school.
- Provided access to technology and technology literacy learning for all students - all students take our Study Skills and Technology course in 7th grade, and digital devices are available for student use in all classes and study areas.

- Focused on equity, access, and opportunities for families with fewer financial resources, including providing free lunch, test preparation, AP exams, tutoring, and participation in curricular activities.
- Ensured parent participation through Board and school committee membership.
- Maintained high student engagement and attendance.
- Maintained a highly qualified and effective faculty and staff.
- Maintained a school facility that is safe and supportive of the PCS learning environment.
- Provided access for all students to Advanced Placement classes.

The LCAP for 2021-2024 (see Appendix) is aligned to our recently revised vision, mission, and values statements and the 2021-2026 Strategic Plan. Our community is committed to ensuring that PCS continues the tradition of excellence that has earned us a reputation for academic excellence, and that the opportunities that a PCS education affords are available to all students. Working with equity and access as our “true north”, the PCS LCAP outlines goals aimed at eliminating educational barriers and ensuring that our outstanding program leads to excellence for all.

Western Association of Schools and Colleges (WASC) Accreditation Goals

PCS was scheduled to complete a WASC Self-Study during the 2020-2021 school year, with an accreditation visit in Spring 2021. Due to the pandemic, WASC visits were postponed, and our Self-Study and WASC site visit have been rescheduled for Spring of 2024. PCS is currently in the process of conducting a self-study in anticipation of our accreditation visit next year.

The previous WASC Action Plan, revised with comments from the visiting committee, is included in the Appendix of this report. The goals included in this self-study influenced the goals of the school LCAP, the previous Strategic Plan, and our most recent charter renewal. The plan identified two critical needs:

1. Develop the new PCS school facility in a manner that is consistent with the school’s Charter.
2. Support all entering students to graduate from PCS prepared to enter and succeed at their chosen college or university.

PCS has made significant progress on the goals outlined in the WASC plan, including:

- Taking full advantage of our new facility, including increased classroom space for computer-based classes and science labs.
- Ensuring availability of dedicated rehearsal space for performing arts, our new outdoor amphitheater space, as well as outside facility agreements to accommodate performances for Music, Drama, and Choir.
- Continued partnership with the Santa Cruz Land Trust for stewardship of the Antonelli Pond riparian area.
- Increased use of the outdoor space around Antonelli Pond for instructional purposes.

- Additional academic services and support for all students, with particular focus on support for traditionally underrepresented students and their families.
- Increased number of graduates who complete college level research via Capstone project.
- Comprehensive curriculum review in all academic departments, in alignment with CCSS and NGSS.
- Ongoing annual cycle of stakeholder engagement, including alumni surveys and tracking of alumni college persistence rates.

Diversity, Equity, Inclusion, and Access - Plan and Progress

Cultivating a safe and welcoming school community for students from diverse, racial, linguistic, and socio-economic backgrounds is an integral part of the equity and inclusion work underway at PCS. Our unwavering commitment to listen deeply to all members of our community is enabling us to provide equitable access and support for all students that are seeking a high quality, standards-based, college preparatory and fine arts education. Through continued partnership with our students, their families, and community organizations, we are working diligently to remove historical barriers that have made college less accessible for first-generation, low-income, and racially minoritized populations.

PCS has utilized a multi-year Diversity Plan to guide its ever-expanding equity efforts. Beginning in 2014, PCS created a part-time Outreach Coordinator position to foster positive community relationships and created a lottery preference for First to College (FTC) students. In 2019, as part of our Charter renewal process, we expanded lottery preferences to include a greater number of FTC students, as well as providing preference to economically disadvantaged students. We also began work to significantly expand our academic and social emotional student support.

Through an initial revision of our hiring practices we have been working to create diverse hiring panels, to ensure that educational partners from all levels have input regarding school staff and leadership. As our understanding of equity work deepened, the Head of School and Board of Directors expanded the part-time Outreach Coordinator role to a full-time Director of Diversity, Equity, and Inclusion (DEI) position, and added a full-time Bilingual Community Liaison and English Language Coordinator role to support PCS students and families. To expand our capacity to support students' social-emotional needs, we hired a full-time School Counselor, and contracted with Encompass Community Services, to increase the number of counselors on campus to support the mental health and wellness of our students.

The 2020-2025 Diversity Plan outlines bold priorities and actions, including: (1) enhanced outreach and expanded lottery preferences for traditionally underrepresented students; (2) a multi-tiered system of robust supports to ensure all students can succeed at PCS, including a variety of academic programs and targeted intervention and support systems; (3) continued efforts to recruit diverse leadership, faculty, and staff; (4) a variety of strategic initiatives to engage all stakeholders in building an inclusive, equitable, and anti-racist school community; and (5) refined data collection and usage to uncover and respond to any achievement gaps, particularly in support of the most vulnerable students and subgroups.

The PCS Board of Directors is firmly committed to these values, having prioritized DEI in both Board recruitment and in the hiring of our current Head of School. As a result, school leadership is the most diverse in PCS history, with a female head of school and a Board of Directors that is currently 77% women and 54% people of color.

DEI Taskforce

Led by the Director of Diversity, Equity, and Inclusion and the Head of School, a DEI Taskforce has been formed to continue as an advisory committee designed to support the implementation of the PCS Diversity Plan. Currently, our DEI Taskforce is composed of student leaders, parents, a community representative from the Santa Cruz County Office of Education, as well as PCS administrators, board members and educators. The Taskforce aims to expand our membership to include additional voices from throughout the larger Santa Cruz County community.

In alignment with the PCS Strategic Plan (2021-2026) and the corresponding Year 2 Action Plan (2022-2023), two priority goals for the DEI Taskforce include:

- To revise and finalize an Equity by Design Framework
- To create a more expansive and inclusive student recognition system

The development of an Equity by Design Framework will enable PCS to ground our ongoing work in the values and structures that are essential to engaging in the transformative personal, relational, and institutional work necessary to create more equitable learning experiences and outcomes. In order to make sure that we are being responsive to all community members we invite people from different identities, perspectives and backgrounds as co-designers.

The graphic below represents key components of the Equity by Design process we are engaging in to construct this framework for PCS:



The second initiative being tackled by the DEI Taskforce is to review and find ways to expand

our student recognition system. Currently, students at PCS are formally recognized in the following ways: Valedictorian, Salutatorian, State Seal of Biliteracy, Advanced Placement Scholar Awards, National Merit Scholars, Presidential Community Service Award, and Department Awards given out to Senior students on Student Recognition Night prior to graduation.

Through preliminary listening sessions, it has become clear that our students want and deserve to be recognized for more than just their culminating academic achievements. With this in mind, the Taskforce is gathering data from students and families to inform the creation of a new recognition system that would enable a larger number of students to be recognized for grades, exemplifying school values, sports, visual and performing arts, and other achievements and attributes. As mentioned earlier, our school values prioritize diversity, inclusion, belonging and accountability among other traits. In our continued effort to improve our school culture and climate, we seek to intentionally recognize students and staff who are living into these school values. By creating structures and opportunities to honor non-academic, but essential school values, we can move our school culture closer towards being a community that is more welcoming and inclusive.

2020-2025 Diversity Plan Goals

Goal A: Recruit More Diverse Student Populations

In alignment with the goals of the 2020-2025 PCS Diversity Plan, the current PCS Charter outlines expanded lottery preferences for traditionally underrepresented students, including a 30% preference for those students who will be First to College and/or who are eligible for free/reduced price meals.

These expanded preferences yielded promising results in the initial year of implementation (2020), when PCS welcomed one of the most diverse 7th grade class in recent school history: 28.3% Latinx, 9.6% Asian, 1.1% African American, 13.8% two or more races, and 54.3% White (45.7% students of color).

Outreach prior to the PCS Lotteries for 2021 and 2022 enrollment were significantly hindered by public health guidelines limiting in-person public gatherings during the COVID-19 pandemic. In order to prioritize the safety of the communities most impacted by this pandemic, we did not engage in any in-person community outreach. Instead we moved our lottery information sessions to Zoom. While we kept the timing of these in the evenings to better accommodate parent work schedules, we did not see the diverse turn-out that we had hoped for, and lottery applications did not result in a significant shift in demographics. We do not have conclusive data, but we hypothesize that our lack of diversity at the virtual lottery sessions was due to limited access to technology, time conflicts, and/or a lack of awareness about the dates and times of the lottery information session (which was due to significantly decreased tabling efforts at community events). As a result, we did not have sufficient qualifying applications for

the 2021 and 2022 lotteries to fill our 30% lottery preference for those students who will be First to College and/or who are eligible for free/reduced price meals. The 7th grade class in 2022 reflects the following demographics: 19% Latinx, 1.1% Asian, 1.1% African American, 13.7% two or more races, and 65.3% White (34.7% students of color).

In response to the community outreach challenges PCS has faced recently, we have expanded our outreach plan to include the following efforts:

- Continuing to build on partnerships with community organizations such as Jovenes Sanos, Davenport Community Resource Center, Nueva Vista, and Barrio Unidos. We have begun to explore opportunities to share resources (namely student volunteers) in order to support distribution at food pantries and tutoring for elementary and middle school students. As our relationships deepen, our hope is to continue to find ways for PCS to support the incredible missions of these community organizations; this will in turn increase visibility of the school throughout Santa Cruz, and provide positive opportunities to interact with current students and staff.
- Revising outreach materials to ensure they are Bilingual and visually appealing
- Tabling at community events (i.e. farmers markets, conferences etc.)
- Creating bilingual ads to put in local newspapers informing the public about the lottery information sessions and application deadline.
- Hosting in-person lottery information sessions in Watsonville, Davenport, and the Beach Flats (areas that we know have higher racial and ethnic diversity demographics).
- Providing an opportunity for families to submit lottery applications at each information session, which they can elect to do using paper or a computer.

Goal B: Build Mechanisms of Student Support

The 2020-2025 PCS Diversity Plan and Charter outline a commitment to building multi-tiered systems of support (MTSS) to ensure that all students have what they need to be successful at PCS, with a particular interest in ensuring the success of traditionally underserved students.

As the coronavirus crisis has interrupted and complicated the work of schools in recent years, PCS recognizes that the pandemic created additional burdens and challenges disproportionately affecting traditionally underrepresented students. As previously mentioned, PCS took a variety of measures to ensure educational equity.

Since last year's update, as public health conditions have changed, PCS has further enhanced student services, and made progress toward Goal B in the following ways:

- Refined the work of the Student Support Advisory Team (SSAT). The team members that support this work include the Vice Principal, Director of DEI, Dean of Faculty, College Counselor, Bilingual Community Liaison, Social-Emotional Counselor, and the Director of Special Education. This working team collaborates to create resources and professional development to build teacher capacity to implement Tier 1 interventions. This team also identifies interventions for students who have been referred by their teachers for Tier 2 or Tier 3 support. As the SSAT continues to grow,

it will incorporate regular review of schoolwide attendance and discipline data, in an effort to better understand and accommodate the needs coming up for our students.

- Added a new position of Bilingual Community Liaison to support multilingual students and families at PCS.
- Expanded services for English Learners (EL) and students that have been Reclassified Fluent English Proficient (RFEP), including peer, intern, and professional tutoring support before, during, and after school. Engaging teachers representing all academic departments in EL Achieve's *Constructing Meaning* training, to build capacity for integrating support for English Learners across the curriculum.
- Expanded Academic Intervention and support programs.
- Hired a School Counselor to expand mental health support and social-emotional learning opportunities.
- Contracted with Encompass Community Services to expand our capacity to provide a greater number of students with therapeutic support.
- Supported student leaders in the creation of identity alliances and affinity spaces including: BIPOC Unity Group, Queer Intersectional Alliance, Trans/Non-binary Alliance, Jewish Student Union, Black Student Union, Latinx & Hispanic Heritage Student Union, and the Collaborative for Uplifting Student Voices.
- AVID training and cooperation with AVID regional team regarding program implementation and plans to expand support for First-to-College students in future.

PCS is engaging Faculty and Staff in professional development for 2022-2023 focused on supporting all learners through Universal Design for Learning (UDL), integrating English Language Development (ELD) strategies, and implementing anti-racist and equity-minded learning in all classrooms. The DEIA Director provides a monthly list of recommended learning opportunities for professionals, students, and their families. In addition, all PCS teachers, administrators, and support staff will participate in a variety of professional learning opportunities this year including:

- **Diversity, Equity, Inclusion and Access:** DEIA focused professional learning in 2022-2023 has or will include:
 - Introductory training on anti-racist education
 - Book Study: Culturally Responsive Teaching and the Brain
 - Responding to and Preventing Microaggressions Series
 - Active and empathetic listening strategies
 - Creating safe classrooms
 - Understanding our historical context: A history of race and resistance in Santa Cruz County Pre-Colonial to Present Day
- **Universal Design for Learning:** UDL focused professional learning in 2021-2022 has or will include
 - Introductory training to improve understanding of UDL based on the three

- principles: engagement, representation, and action and expression
 - Identify UDL instructional strategies
 - Implement UDL teaching practices as evidenced in a UDL lesson plan template
- **Supporting English Learners:** Integrated ELD focused professional learning in 2021-2022 has or will include
 - Attending the Constructing Meaning training by E.L. Achieve
 - Ongoing 1:1 coaching for general education teachers to support implementation of integrated ELD strategies
 - Whole staff professional learning regarding effective strategies to support vocabulary development and access to content
 - Development of integrated ELD instructional resource banks
- **AVID Training:** Since 2020, 8 members of the PCS Faculty have participated in Advancement Via Individual Determination (AVID) training to support implementation of AVID strategies and supports. This team is also collaborating with AVID regional liaisons to plan for program expansion, including an AVID elective course.

Goal C: Recruit Diverse School Leadership and Staff

PCS recognizes that representation matters in our efforts to create a welcoming and inclusive school community. For this reason, the 2020-2025 PCS Diversity Plan charges the Head of School with the task of identifying and implementing strategies to recruit a more diverse teacher and staff population, and the Board to continue recruiting diverse members, both with a view to better reflect our community's demographics.

School leadership is currently the most diverse in PCS history, with a woman Head of School, a Chicana Director of Special Education, a Black Latinx woman Director of DEI, a Black woman College Counselor, a Mexican American male Vice Principal. Our Board of Directors has continued to Diversify moving from 50% people of color in 2021 to 61% in 2022.

In alignment with the important goal of recruiting and supporting diverse school leadership and staff, PCS continues to conduct research to identify financially sustainable job posting platforms that specifically target BIPOC employees. We continue to work with local education programs including UCSC and CSUMB to develop educator pipelines and attend hiring events. In addition to identifying new avenues to advertise employment opportunities, the Senior Business Administrator and Director of DEI are collaborating to finalize the policies and processes necessary to create equitable and inclusive hiring, onboarding, and employee support programs. To further attract diverse applicants, this team has begun to collaborate with the Head of School, Development Director, and PCS Board members to revise our website and recruitment materials, with a special eye towards language that emphasizes equity and that visually represents the diversity of our community.

For example, to decrease the chances of implicit bias impacting the hiring process, PCS has created interview rubrics with specific criteria aligned to each position. Additionally, PCS has adopted the use of interview panels composed of a variety of educational partners as a means of ensuring diverse perspectives representing a variety of voices in our school community. PCS also follows standard fair hiring practices, such as ensuring that uniform questions are asked during interviews and reference checks.

Recognizing the financial barriers that exist for educators seeking to live and work in Santa Cruz County, the PCS Board of Directors and the Head of School have been working with our teachers' union toward agreements regarding fair and financially sustainable compensation increases for PCS faculty and staff. In addition, the Pacific Collegiate Foundation has established and seeded an endowment fund aimed at contributing to the long-term financial sustainability of the school.

Goal D: Build an Inclusive and Supportive School Culture

An essential aspect of the 2020-2025 PCS Diversity Plan is intentional focus on the actions necessary to build and maintain an inclusive and equitable school culture and climate to support the academic success, social and emotional well-being, and sense of belonging for every student. Research has shown that an equitable and inclusive school culture is critical to the recruitment and retention of diverse and highly-qualified teachers, as well as the recruitment, retention and success of students of diverse backgrounds.

To ensure all members of the PCS community experience an inclusive rather than an assimilationist environment, PCS will continue to provide learning opportunities for leadership, staff, faculty and students to engage in discussion and training about equity, explicit and implicit bias, structural inequalities, and other issues related to diversity, equity, inclusion, and social justice. Under the direction of the Director of Diversity, Equity, Inclusion, and Access and the Head of School, PCS has committed to engaging the Board, teachers, staff, parents and students in a multi-year learning process focused on building our collective capacity and efficacy around these important issues.

PCS has made progress toward Goal D in the following ways:

- Providing professional development to support teachers in culturally respectful and responsive education that communicates safety to all students
- Expanding dedicated staffing to include Director of DEI, EL Coordinator, Bilingual Liaison, School Counselor, Data Analyst, and additional paraprofessional and instructional support staff
- Engaging teachers in all academic departments in equity-focused review of curriculum and instruction, and individual and department goals related to identifying, addressing, and reducing opportunity gaps
- Shift to platforms for school communications that support translation into other

languages; commitment to bilingual parent communication and community engagement (especially English/Spanish)

- Providing live Spanish interpretation at school events and meetings
- Providing parent/caregiver education around issues related to antiracism, social justice, and LGBTQ+ needs
- Creating monthly displays and message boards that provide students with information about cultural heritage months
- Training student clubs/organization to uphold inclusion and equity
- Working with diverse student leaders to design cultural/identity celebrations that are non-tokenizing
- Conducting annual student experience surveys to understand what is working for our students and what is still needed
- Creating and supporting students and staff in the creation of affinity spaces to bolster feelings of belonging for all, but with a special eye towards our BIPOC, multi-lingual, and socio-economically diverse community members.
- Expanding therapeutic services to increase our capacity to meet social-emotional needs
- Conducting listening sessions with students to inform school policies and procedures
- Creating non-evaluative spaces for students to explore non-academic interests (i.e. Seminar and homeroom)

Goal E: Refine Data Collection and Assessment

Supported by the work of our data team (Dean of Faculty, on-staff Teacher/Data Analyst, Board member/Data Specialist), PCS is continually improving and refining practices for data collection and analysis that will enhance our ability to identify and respond to achievement or opportunity gaps at Pacific Collegiate School. This work is essential to ensure that resources are allocated in particular support of our most vulnerable students.

As part of the strategic planning process, annual LCAP development and other programmatic reviews, educational partners consider a wide variety of current PCS data. In fact, educational partners prioritized the development and adoption of more comprehensive data systems as a key strategic plan goal that will enable our school community to more effectively measure our progress, including the development of school-wide assessments within subject areas that can be used to track student progress over the course of their student careers at PCS.

We continue to use the SCOIR system for storing and reporting on college preparatory and application data, and are engaging in ongoing work to align and report data efficiently from our learning management systems (Infinite Campus and Canvas).

PCS has expanded the data we collect to understand school climate and culture to include multi-stakeholder climate and culture surveys and engaged hundreds of educational partners in surveys, focus groups (in both English and Spanish), and listening sessions as part of our comprehensive strategic planning process in 2020-2021. These efforts will continue to be refined in alignment with strategic goals outlined in the 2021-2026 strategic plan (see

appendix), to ensure that PCS is aware of and responsive to the needs in our community.

School Culture and Climate Data

School Attendance

PCS student attendance and enrollment have been consistently strong, as shown in the table below. The administration actively communicates with students and parents about the importance of school attendance, both in regards to academic success and school funding. As discussed previously, worked hard to close the “digital divide” by providing Chromebooks, hotspots, and technology training to students and families to ensure access during the pandemic. PCS attendance rates increased during distance learning, remaining above 99% during distance learning in the 2019-2020 and 2020-2021 school years. Upon returning to in-person learning full-time, PCS attendance rates for 2021-2022 remained strong, as indicated below:

	Grades 7-8	Grades 9-12	Total School
Enrollment (CBEDS)	186	355	541
Annual Attendance Rate	97.18%	96.18%	96.56%

Table 5: 2021-2022 PCS School Attendance Data

In recent years, student attrition at PCS has been reduced across all grade levels. This is in large part due to school wide initiatives to increase student engagement and retention, including a focus on individualized student support, attention to mental wellness and social emotional learning, and work towards cultural proficiency. However, it is worth noting that like many schools in Santa Cruz County (and across California), PCS has experienced increased volatility and lower enrollment this year. We hypothesize that this may be partially related to lingering effects of the coronavirus pandemic, as well as other factors.

Enrollment - 5 Year Comparison

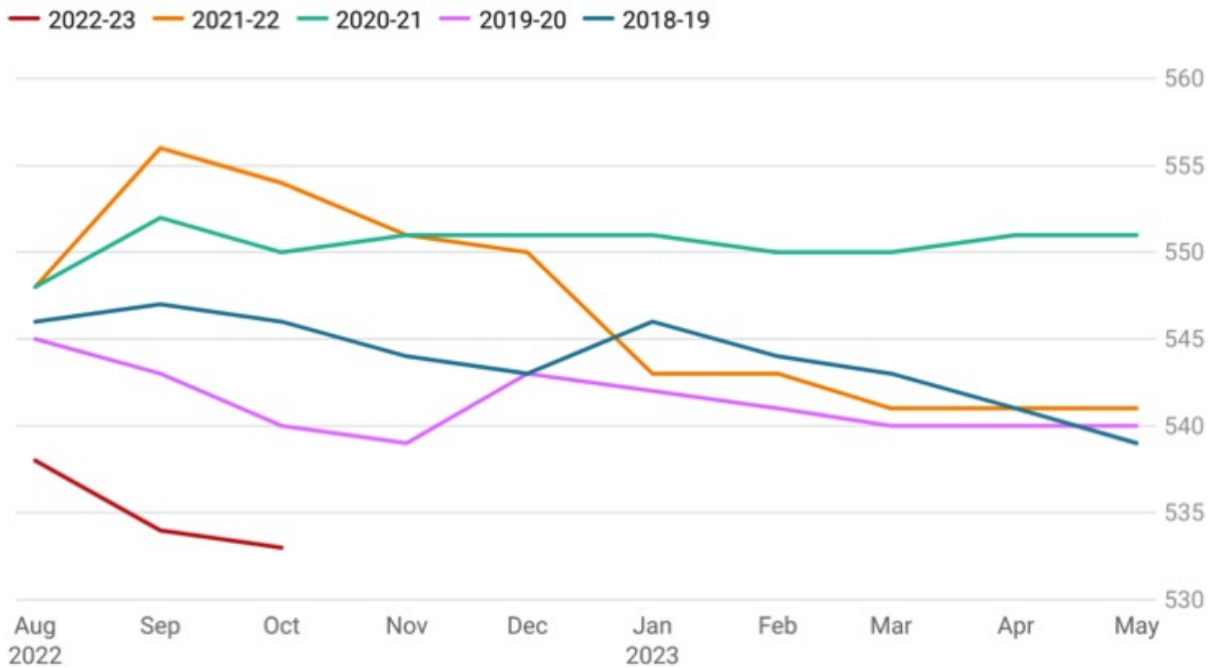


Figure 10: PCS Total Enrollment (2018-present)

First to College Students

The following table shows the enrollment and attrition of First to College students, beginning with the Class of 2017. The class of 2018 saw significant attrition through student transfers to other schools. In subsequent cohorts this attrition is much lower - we believe in large part due to the increased focus on support for both students and their families.

In an effort to continue to decrease our rates of attrition we will continue to collect quantitative and qualitative data from our first to college students and their families to see what supports are working and what additional supports are needed. Additionally, as we continue to build our AVID program we anticipate that our ability to support First to College students will improve.

Class of	#FTC - siblings	#FTC- lottery preference	#FTC - general lottery	#FTC - transferred out	#FTC- current enrolled	FTC - graduated
2017	0	6	3	4	-	5
2018	0	6	5	9	-	1
2019	2	6	4	4	-	9
2020	0	6	2	2	-	5
2021	1	6	1	2	-	6
2022	1	7	0	5	3	2
2023	1	6	0	3	6	-
2024	2	7	1	3	7	-
2025	3	11	2	1	15	-
2026	3	15	3	2	16	-
2027	4	11	0	1	12	-

Table 6: First to College Student Enrollment by Graduating Class (Class of 2017 to Class of 2027)

School Surveys

Pacific Collegiate administers a regular cycle of stakeholder surveys. Students take surveys in their courses each year to provide feedback for teachers. Students, teachers, staff, and families are surveyed about their overall experiences and perspectives on the school once each year. In January 2021, we introduced a new comprehensive survey to collect information from each stakeholder group about their experience at school and school culture, and used these surveys as one source of input for strategic planning. Participation rates for our initial surveys were very high: 50% of students, families of 67% of students, and 75% of teachers and staff completed the surveys during the first year of implementation. In January of 2022, 87% of high school students, 94% of middle school students, 57% of families and 60% of teachers and staff completed surveys.

Aggregated results of the surveys are discussed amongst the faculty, staff, and Board and also shared with the entire PCS community. The surveys were essential in the development of the 2021-2026 Strategic Plan. The 2022 surveys pointed to the following areas for school improvement:

- Enhancing support for students' academic, social-emotional, and physical wellbeing;
- Fostering and maintaining a diverse, inclusive, supportive, and anti-racist school culture, in which all students, staff, and families feel a sense of belonging;
- Expanded opportunities for students and families to form meaningful relationships and engage as part of the PCS community;
- Improved communication that is accessible to all PCS families and the community
- Increased focus on innovative teaching and learning, particularly as related to student engagement.
- Additional opportunities and resources for families and caregivers to support students.

The PCS Board, administration, and staff used areas identified through stakeholder engagement in the drafting of the 2020-2025 PCS Diversity Plan, and the development of Head of School and school goals.

Financial Oversight

Pacific Collegiate School continues to exercise effective fiscal oversight of PCS finances, and maintains a high level of transparency and accountability in all of its financial dealings. The Head of School, the Business Office Staff and the Board Treasurer work closely with the Finance Committee to streamline and standardize all finance-related processes and to build a budget that realistically reflects the needs of the students and teachers at the school.

Pacific Collegiate School continues to monitor issues related to the state budget and its impact on school funding. While state funding constantly changes, PCS continues to budget conservatively to ensure the long-term financial stability of the school. The Head of School and her staff regularly seek new ways to reduce costs, while upgrading resources and programs when prudent. PCS will continue to budget conservatively, ensuring that the school remains fiscally solvent and is able to support its strong academic programs.

The PCS Board adopted a new Financial Reserve Policy in October 2017 after completing a detailed reserve study. The revised policy increased the school's overall reserves and PCS currently holds \$2.4M in reserves. These reserves allow the school to set an annual budget that focuses on the core mission of preparing students for college while strategically preparing for both expected and unexpected budgetary events. Additionally, the increased reserves and the rigor behind its framework and preparation provide the Board greater confidence that the school's needs will continue to be met even if requirements for one-time expenditure of excess funds are found to be compelling.

Appendices

- *2021-2026 PCS Strategic Plan*
- *2020-2025 Diversity Status Report and Action Plan*
- *2021-2024 Local Control and Accountability Plan*
- *2022 Annual Plan for Special Needs, Section 504, and EL Students*
- *2015 WASC Action Plan*



REIMAGINING PUBLIC EDUCATION

Pacific Collegiate School Strategic Plan
2021-2026

VISION

PCS engages and supports every student in inclusive college preparatory learning that ignites curiosity, critical thinking, and innovation, while developing resilient, globally-minded, socially responsible change-makers.

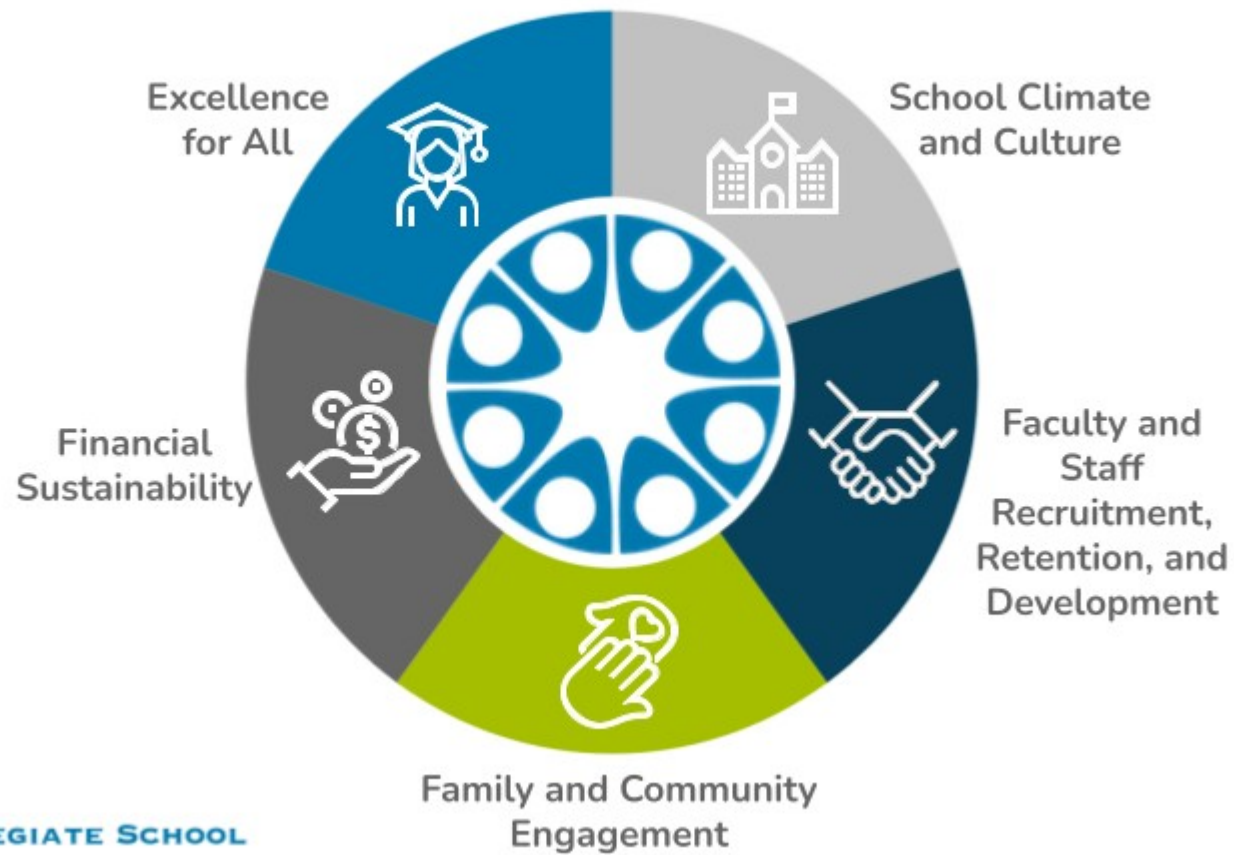
PCS inspires students to discover the interests, purpose, and passion that will enable them to thrive. We cultivate a love of learning within a community of care, advancing and celebrating diversity, equity, and inclusion. Students explore and excel through academically rich and culturally relevant learning, integrated with visual and performing arts and world languages. Our exemplary college preparatory curriculum empowers all students to be creative problem-solvers, effective collaborators, and engaged leaders of today and tomorrow.



Our Values

Inclusion and Belonging	Fostering and maintaining an inclusive and anti-racist school culture that welcomes, supports, and celebrates all members of our diverse community.
Relationships	Creating and nurturing supportive relationships among students, families, teachers, staff, Board members, volunteers, and community partners.
Creativity	Encouraging innovation, self-expression, and expansive thinking.
Learning	Pursuing academic excellence, whole student development, and intellectual curiosity.
Integrity	Reflecting the importance of honesty, ethics, openness and respect.
Responsibility	Fostering a sense of mutual care and active engagement in our school, local, and global communities.
Accountability	Demonstrating personal and institutional responsibility for student learning, ethical conduct, and our shared vision, including through meaningful stakeholder engagement.

Anchors of Our Strategic Plan



Overarching Priority: Excellence for All



We will achieve excellence for all by advancing the following goals:



Forefronting equity, opportunity, and excellence for every student.



Removing barriers that inhibit student success.



Refining PCS curriculum and instruction to ensure historically & culturally relevant and anti-racist education within a premiere college-preparatory program.



PACIFIC COLLEGIATE SCHOOL





Excellence for All: Goals, Initiatives & Metrics of Success

Goal 1: In order to forefront equity, opportunity, and excellence for every student, we will implement the following initiatives:

1. Develop and implement an Equity by Design Framework to guide and evaluate all aspects of PCS policies, practices, and programs through an equity lens.
2. Develop accountability structures and metrics for all faculty, staff, and departments (e.g. SMARTIE goals, reporting and complaint systems) to ensure decisions and actions aligned to PCS vision, mission, values and Strategic Plan.
3. Develop and support student agency through engaging all students in developing and reflecting annually on Personal Learning Plans (PLPs) with expanded definitions of success including a service learning component advanced through opportunities such as internships, job shadowing, and community involvement.

Five Year Metrics of Success

- Equity by Design Framework is utilized (i) to produce a retrospective audit/report for changes in policies and programs and (ii) to assess and inform all new programs and policies.
- All PCS faculty, staff, and departments set goals, receive ongoing feedback, and are evaluated with PCS vision, mission, values and SMARTIE goals as components of performance management.
- Every student at PCS has a PLP which guides academic, service, and other learning goals.



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Excellence for All: Goals, Initiatives & Metrics of Success

Goal 2: In order to remove barriers that inhibit student success, we will implement the following initiatives:

1. Develop data-driven systems for identifying inequities and work with the Head of School to explore and deploy strategies for removing barriers to success.
2. Develop and implement a comprehensive system of common assessments, metrics, and tools (e.g. rubrics) to help teachers and students measure and document individual learning and achievement over time.
3. Develop systems to support the consistent use of student & school data, and comparative data (e.g. internal, surrounding community, state, and national) to inform decision-making at all levels.
4. Reassess proposal and plan for 6th grade expansion with the Santa Cruz County Office of Education (SCCOE) and submit if feasible.



PACIFIC COLLEGIATE SCHOOL

Five Year Metrics of Success

- Student learning outcomes (across summative, formative and whole child outcomes) close equity gaps across lines of difference (e.g. gender, ethnicity, free and reduced lunch (FRL)).
- PCS uses common assessments, metrics, and tools that help teachers and students measure individual learning over time and document their progress.
- PCS uses an integrated system that allows faculty and staff to consistently access and use student, school, and comparative data in support of a framework and culture of data-driven instruction and continuous improvement for equity and excellence.
- If feasible, 6th grade expansion approved and implemented.



Excellence for All: Goals, Initiatives & Metrics of Success

Goal 3: In order to refine PCS curriculum and instruction to ensure historically & culturally relevant and anti-racist education within a premiere college-preparatory program, we will implement the following initiatives:

- Explore new pathways for advancing an inclusive, equity-focused and innovative college preparatory education (e.g. exploring continued relevancy of AP model, or alternatives such as International Baccalaureate and/or implementing a Spanish Heritage program).
- Align instructional practices to close equity gaps and meet diverse learner needs through inclusive and culturally responsive pedagogy and using a Universal Design for Learning (UDL) approach to instruction.
- Integrate developmentally appropriate opportunities for students to develop their own identities and appreciate the identities, experiences, and perspectives of others within diverse social, political, and cultural contexts and communities.



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Five Year Metrics of Success

- By the 22-23 school year, PCS will have assessed curriculum, including alternative options to the AP model, with a work group that will generate recommendations regarding PCS' academic program for future years.
- Classroom observation and walkthrough data will reflect consistent evidence of culturally responsive pedagogy, UDL, and effective Tier 1 instruction and support.
- Student experience surveys report improvement on indicators aligned with core values and mission/vision elements such as change maker orientation.

Priority 2: School Climate and Culture



We will build a community of care intentionally rooted in PCS values that fosters a sense of belonging and prioritizes an optimal learning environment for all by advancing the following goals:

- Providing robust systems of support for diverse learner needs to close equity gaps and ensure the success of every student.
- Creating a strong sense of safety and community belonging through programs to welcome, engage, and support all members of the school community.
- Elevating student voice, experience, and agency by cultivating diverse student leadership, and providing a variety of opportunities for student involvement and more inclusive recognition systems that celebrate progress not privilege.
- Exploring options for expanding PCS facilities to provide enhanced student experience





School Culture & Climate: Goals, Initiatives & Metrics of Success

Goal 1: In order to provide robust systems of support for diverse learner needs to close equity gaps and ensure the success of every student, we will implement the following initiatives:

1. Enhance Multi-Tiered Systems of Support (MTSS) to address students' academic and social-emotional needs through universal screenings, external audit & improvement of IEP/504 programs, and additional support services.
2. Expand academic and social-emotional/mental health support and intervention programs and services for all students.

Five Year Metrics of Success

- PCS will implement robust strategies and programs to reduce attrition. PCS will have no meaningful difference in attrition or performance across lines of difference.
- PCS will establish baseline stakeholder experience metrics with goals for improvement and review of disaggregated data set annually.
- PCS will create and administer an annual survey for students and families in the 504/IEP programs and set targets for improvement in receiving services to support student needs.
- Students will include a leadership goal in their PLP.



PACIFIC COLLEGIATE SCHOOL



School Culture & Climate: Goals, Initiatives & Metrics of Success

Goal 2: In order to create a strong sense of safety and community belonging through programs to welcome, engage, and support all members of the school community, we will implement the following initiatives:

1. Enhance welcoming, onboarding, and mentoring experiences for students, families, faculty and staff, and Board members.
2. Create accessible systems for preventing, reporting, and responding to conflicts, complaints, and concerns and conduct training to support effective implementation.

Five Year Metrics of Success

- PCS will implement robust strategies and programs to reduce attrition. PCS will have no meaningful difference in attrition or performance across lines of difference.
- PCS will establish baseline stakeholder experience metrics with goals for improvement and review of disaggregated data set annually.
- PCS will create and administer an annual survey for students and families in the 504/IEP programs and set targets for improvement in receiving services to support student needs.
- Students will include a leadership goal in their PLP.



PACIFIC COLLEGIATE SCHOOL



School Culture & Climate: Goals, Initiatives & Metrics of Success

Goal 3: In order to elevate student voice, experience, and agency by cultivating diverse student leadership, and providing a variety of opportunities for student involvement and more inclusive recognition systems that celebrate progress not privilege, we will implement the following initiatives:

1. Enhance opportunities for student leadership and peer-to-peer programs to build community and promote belonging.
2. Create an inclusive and equitable system to recognize and celebrate student progress and achievement, as well as the broad talents of our students.

Five Year Metrics of Success

- See Goals 1 & 2
- PCS will have an equitable recognition program that honors student progress and achievement, student leadership aligned to PCS values, as well as the broad talents and life realities of our students through awards, celebrations and other acknowledgements.



PACIFIC COLLEGIATE SCHOOL



School Culture & Climate: Goals, Initiatives & Metrics of Success

Goal 4: In order to explore options for expanding PCS facilities to provide enhanced student experience, we will implement the following initiative:

1. Determine PCS facility priorities informed by needs and available funding, and pursue securing additional site, if feasible. Perform transportation needs assessment.

Five Year Metrics of Success

- Report on facilities priorities and transportation assessment.
- If applicable, and dependent upon capital campaign, secure additional facilities aligned with one or more priorities.



PACIFIC COLLEGIATE SCHOOL

Priority 3: Faculty & Staff Recruitment, Retention, and Development



We will recruit, develop and retain staff, faculty, and leadership reflective of the demographics of our surrounding area, committed to PCS values, and equipped to advance excellence for all students by advancing the following goals:

- Providing competitive compensation, benefits and additional incentives to make PCS a premier employer in the area.
- Recruiting & retaining PCS faculty and staff that better reflect the demographics of our county and evolving student body.
- Cultivating school leaders who practice and model PCS values.





Faculty & Staff Recruitment, Retention, & Development: Goals, Initiatives & Metrics of Success

Goal 1: In order to provide competitive compensation, benefits and additional incentives to make PCS a premier employer in the area, we will implement the following initiatives:

1. Establish an endowment and pursue additional funding sources to supplement PCS revenues.
2. Explore innovative ways to increase revenue, reduce costs to reallocate resources for compensation of faculty and staff.
3. Create marketing materials and build & execute on communications strategies to share benefits of working at PCS.

Five Year Metrics of Success

- Pacific Collegiate Foundation has established an endowment with at least \$1M in support and developed and started executing on a plan to raise at least \$5M within 10 years, to support strategic-plan aligned priorities.
- PCS makes meaningful progress in offering compensation and benefit packages commensurate with surrounding schools.
- PCS website revamp includes benefits of working at PCS including testimonials reflecting on mission, vision and values.



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Faculty & Staff Recruitment, Retention, & Development: Goals, Initiatives & Metrics of Success

Goal 2: In order to recruit & retain PCS faculty and staff that better reflect the demographics of our county and evolving student body, we will implement the following initiatives:

1. Establish guidelines and practices for recruitment and hiring in alignment with best practices for recruiting diverse staff.
2. Develop teacher and staff pipelines (including partnering with traditional and alternative certification programs), particularly those aimed at the recruitment and retention of diverse candidates.
3. Increase and diversify recruitment methods including setting clear targets and benchmarks for pool diversity prior to proceeding to hiring decisions, conducting training on all staff making hiring decisions with diversity, equity and inclusion (DEI) focus, and developing policies, aligned with Equity by Design Framework to inform equitable hiring practices.



PACIFIC COLLEGIATE SCHOOL

Five Year Metrics of Success

- PCS will establish baseline staff and faculty experience metrics with goals for improvement and review of disaggregated data set annually; metrics to include: Likelihood to recommend PCS; sense of belonging and connection to the community; opportunities to participate in professional and leadership development; and more.
- Focus groups and surveys of teachers and staff of color report strong levels of job satisfaction, feelings of inclusion, and agency.
- PCS will establish benchmarks for candidate pool diversity and use a variety of recruitment methods and talent pipeline strategies to ensure that candidate pools are consistent with such benchmarks before proceeding to hiring decisions.



Faculty & Staff Recruitment, Retention, & Development: Goals, Initiatives & Metrics of Success

Goal 3: In order to cultivate school leaders who practice and model PCS values, we will implement the following initiatives:

1. Refine the role of department chairs and expand other opportunities for instructional and school leadership in alignment with PCS vision, mission, and values including mentorship, instructional coaching, and collaborative action research as part of annual professional growth plans and evaluation processes.
2. Explore options for supporting and financially incentivizing professional learning to develop instructional leadership skills with a view towards eliminating equity gaps and aligned to school goals.



PACIFIC COLLEGIATE SCHOOL

Five Year Metrics of Success

- 100% of PCS faculty and staff engage in annual professional goal-setting and evaluation aligned to school goals.
- 60% of faculty and staff participate in instructional and school leadership opportunities (over the 5 years of this plan).
- 85% of faculty report that PCS has provided effective DEI focused professional learning opportunities to eliminate equity gaps.
- PCS establishes and secures funding for a mini-grant program aimed at cultivating and supporting professional learning and instructional leadership aimed at eliminating equity gaps and aligned to school goals.

Priority 4: Family & Community Engagement



We will significantly enhance our engagement with families within our community and with the diverse community of Santa Cruz County and strategically outreach to community partners and potential PCS families as they are essential to the future success of our school by advancing the following goals:

- Fostering voice, a sense of belonging, and respect in every family through meaningful involvement.
- Recruiting and supporting a diverse student population.
- Building meaningful partnerships with a diversity of community groups and organizations consistent with PCS values and strategic goals (e.g. for outreach, fundraising, internships, curricular connections).
- Cultivating long term connections and involvement of PCS alumni.





Family and Community Engagement: Goals, Initiatives & Metrics of Success

Goal 1: In order to foster voice, a sense of belonging, and respect in every family through meaningful involvement, we will implement the following initiatives:

1. Leverage a variety of communication channels and materials to meet families' individual needs.
2. Provide ongoing parent/caregiver education opportunities accessible to all families within PCS and in the greater Santa Cruz community.
3. Create more leadership/mentoring opportunities for multilingual families.

Five Year Metrics of Success

- PCS will implement an annual communication plan that includes a variety of communication channels and materials (in accessible languages) to effectively reach all families.
- All PCS parents/caregivers report a sense of belonging and opportunities for meaningful engagement in the school community.
- Parent/Caregiver education programs will include offerings that foster voice, a sense of belonging, and respect in every family and at least two annual events open to the greater community.



PACIFIC COLLEGIATE SCHOOL



Family and Community Engagement: Goals, Initiatives & Metrics of Success

Goal 2: In order to recruit and support a diverse student population, we will implement the following initiatives:

1. Create summer programs at PCS available to younger students throughout Santa Cruz County.
2. In close cooperation with relevant affinity groups, create opportunities for authentic, non-essentializing celebration of student and parent identities, cultures, and experiences via a variety of events and media.
3. Update branding and marketing materials to reflect our increasingly diverse community and utilize outreach to public officials, media outlets, local youth engagement organizations, and local leaders.



PACIFIC COLLEGIATE SCHOOL

Five Year Metrics of Success

- PCS student demographics make meaningful shifts to further reflect the surrounding community demographics.
- Established summer programming for community, including potential future PCS students.
- Outreach and recruitment materials and media featuring authentic student and parent narratives.



Family and Community Engagement: Goals, Initiatives & Metrics of Success

Goal 3: In order to build meaningful partnerships with a diversity of community groups and organizations consistent with PCS values and strategic goals (e.g. for outreach, fundraising, internships, curricular connections), we will implement the following initiatives:

1. Actively cultivate opportunities for shared initiatives, programs, and events with a wide variety of community organizations, aligned to our vision, mission, and values with guidelines to ensure reciprocity and mutual respect guided by an Equity by Design Framework.
2. Engage as a regular ambassador and presence at events in the greater Santa Cruz community.

Five Year Metrics of Success

- Increased opportunities for internships and service learning.
- Increased corporate giving to PCS.
- At least one annual shared initiative, program, or event co-created with community organization(s).
- Incentive program for attendance by PCS community at greater Santa Cruz community wearing visible PCS "markers" (pins, stickers, totes).
- Head of School report at Board meetings includes regular "community engagement" metrics.



PACIFIC COLLEGIATE SCHOOL



Family and Community Engagement: Goals, Initiatives & Metrics of Success

Goal 4: In order to cultivate long term connections and involvement of PCS alumni, we will implement the following initiatives:

1. Increase communication & opportunities for engagement with alumni, including through newsletters, social media, community spotlight stories, and website features. Host alumni events including opportunities for alumni networking and connecting with current students (e.g. as speakers, college and career advisors, tutors, mentors, etc.)
2. Implement an integrated data system to track alumni experience and achievement.

Five Year Metrics of Success

- PCS will improve alumni engagement, as reflected in an annual alumni survey, communications/social media metrics.
- PCS will have a robust alumni directory an database to track alumni including college/career success, community engagement and donor activity.



PACIFIC COLLEGIATE SCHOOL

Priority 5: Financial Sustainability



We will assure a thriving future for our school, relying on a sustainable model for school finances and fundraising to identify and support program and facility needs, and to ensure long-term financial stability by advancing the following goals:

- Developing and executing a development strategy to maintain strong AFD support and raise philanthropic support beyond the AFD for strategic-plan aligned priorities.
- Exploring additional revenue sources and cost-cutting measures to ensure a balanced budget on an annual basis in light of potentially fluctuating state revenues and rising cost of living.





Financial Sustainability: Goals, Initiatives & Metrics of Success

Goal 1: In order to develop and execute a development strategy to maintain strong Annual Fund Drive (AFD) support and raise philanthropic support beyond the AFD for strategic-plan aligned priorities, we will implement the following initiatives:

1. Establish an endowment with Pacific Collegiate Foundation and pursue additional funding sources to supplement PCS revenues.
2. Explore a capital campaign for funding a facilities expansion.
3. Establish differentiated fundraising strategies and cases for support for the donor community, including corporate donations, lead donors, alumni, and foundations.
4. Execute on an AFD fundraising strategy to meet or exceed annual goals.



PACIFIC COLLEGIATE SCHOOL

Five Year Metrics of Success

- Pacific Collegiate Foundation has established an endowment with at least \$1M in support and developed and started executing on a plan to raise at least \$5M within 10 years, to support strategic-plan aligned priorities.
- Develop a capital campaign plan and decide whether to execute based on benefits, constraints and level of efforts.
- Clear plan highlighting the various types of support coupled with metrics on each one of them to measure the success and inform future roadmap.
- AFD consistently raises at least \$775K in annual revenue.



Financial Sustainability: Goals, Initiatives & Metrics of Success

Goal 2: In order to explore additional revenue sources and cost-cutting measures to ensure a balanced budget on an annual basis in light of potentially fluctuating state revenues and rising cost of living, we will implement the following initiatives:

1. Proactively manage the budget to look out 1 to 3 years and anticipate changes in levels of revenues at the local, state and national levels.
2. Explore and execute on opportunities to bring in additional operating revenues such as renting the building during off school hours and summer programs.
3. Document and maintain a list of levers to decrease expenses if needed.

Five Year Metrics of Success

- Ensure a profitable financial situation that would support PCS's vision and mission while meeting the requirements from external parties such as banks and Santa Cruz County Office of Education.



PACIFIC COLLEGIATE SCHOOL

Appendix: Glossary of Terms



GENERAL TERMS

FTC (First to College)	First to College students, also known as First Generation students will be the first members of their family to attend and graduate from college.
SMARTIE Goals	SMARTIE goals - goals that are Strategic, Measurable, Ambitious, Realistic, Time-bound, Inclusive, and Equitable
FRL (Free and Reduced Lunch)	students whose family income qualifies them for free or reduced priced meals
AP Course	Advanced Placement (AP) courses are those outlined by the College Board in which students engage in college-level work. A score of 3, 4, or 5 on culminating assessments for AP courses may allow students to advance college coursework or earn college credit (as determined by individual colleges and universities).
IEP	An Individual Education Plan (IEP) ensures that a child with a disability identified under the law who is attending an elementary or secondary educational institution receives the specialized instruction, services, accommodations, and modifications to ensure their academic success and access to the learning environment.

DIVERSITY, EQUITY, AND INCLUSION TERMS

DIVERSITY	Having different types of people from a wide range of identities, perspectives, and experiences within a school community. DEI - Diversity, Equity and Inclusion (see associated entries)
EDUCATION EQUITY	The moral and civil rights obligation to ensure that students are provided with the tools they need to succeed, regardless of background, race, color, ethnicity, gender identity, sexual orientation, disability, religion, nation of origin, native language, socioeconomic status or any other factor.
EQUITY	Removing the predictability of success or failure that currently correlates with any social or cultural factor (such as race), examining biases, and creating inclusive environments in which all students succeed. (Adopted from: National Equity Project)
EQUITY BY DESIGN FRAMEWORK	An equity by design framework directs particular attention to the voices, experiences, and barriers to success for underserved students. It acknowledges that equity doesn't happen by chance but requires intent and focus in all aspects of organizational decision making.
EQUITY GAP	Significant and persistent disparity in educational attainment between different groups of students.
INCLUSION	Putting diversity into action by creating an environment of involvement, respect, and belonging – where the richness of ideas, backgrounds, and perspectives are harnessed and celebrated. (Adapted from Diversity Journal)

INSTRUCTIONAL TERMS

504 Plan	A 504 Plan is a plan developed to ensure that a child with a disability identified under the law who is attending an elementary or secondary educational institution - <i>and who does not require specialized instruction</i> - receives accommodations that will ensure their academic success and access to the learning environment.
MTSS	A Multi-Tiered Systems of Support (MTSS) is a comprehensive network of leveled interventions and strategies to support students' academic success and social-emotional well-being.
PLP	A Personalized Learning Plan (PLP) is an individually developed outline of a student's academic, personal, and leadership development goals SCCOE - the Santa Cruz County Office of Education, authorizer of the PCS charter.
Tier 1	In an Multi-Tiered System of Support (MTSS), classroom-based learning and supports available to all students are considered Tier 1, with more significant interventions provided in response to student needs in Tiers 2-4.
UDL	Universal Design (UDL) for Learning is an approach to curriculum design and lesson planning to proactively meet the needs of all learners and remove barriers to student success. UDL lessons include multiple modes of representing concepts, a variety of strategies for engaging students with content, and various opportunities for students to express their learning. UDL lessons may also include strategies, supports, and accommodations to address specific learning needs.

Pacific Collegiate School Diversity Status Report and Action Plan (2020-2025)

II. Introduction and Vision Statement

Pacific Collegiate School (PCS) strongly values a student, faculty, staff, and board population that reflects the diversity of Santa Cruz County in all respects, including demography, socioeconomic status, race, ethnicity, culture, religion, gender identity, sexual orientation, and disabilities. A diverse PCS school community is central to our obligation as a public school to provide equal access and support for all community members seeking a high-quality, standards-based, college preparatory and fine arts education. Further, recent research underscores the contributions of diverse school communities to student learning, including critical thinking, communication and problem solving.¹

PCS initially adopted a five-year Diversity Plan in 2006 as a "living document" that provided a conceptual background for issues relating to school diversity, identified a variety of steps intended to diversify the school, and provided an itemized agenda to guide the actions of the school over the following five years. The Plan has been updated every five years to include an assessment of the progress PCS has made as well as to identify new ideas and goals aimed at further fostering diversity at the school. This document first reports on past progress, including during the term of the most recent 2016-2020 Diversity Plan. It then highlights the core diversity goals for the upcoming 2020-2025 period, before detailing the steps we propose to take to accomplish those goals as part of this Diversity Plan for the 2020-2025 period. Relevant data as well as our reports on past Diversity Plans are included in the Appendices.

II. Summary of Progress to Date (2006-2019)

- **Invested in Outreach Coordinator.** In January of 2007, PCS created and funded a 50% staff position for an Outreach Coordinator, whose responsibilities include maintaining and enhancing the school's current diversity and reaching communities currently regarded as underrepresented. That staff position has remained a key part of the school's program.
- **Development of Community Outreach Program.** The Outreach Coordinator developed a Community Outreach Program, which includes programs for disseminating information about PCS, raising awareness of PCS and the procedures for admission, and the development of community partnerships to facilitate positive interactions between

¹ Ayscue, Jennifer Erica Frankenberg, and Genevieve Siegel-Hawley (2017) The complementary benefits of racial and socioeconomic diversity in schools. Research Brief #10. The National Coalition on School Diversity. Available at: <https://school-diversity.org/pdf/DiversityResearchBriefNo10.pdf>

PCS students and staff and Santa Cruz community members, including tutoring, mentoring, and other community service projects.

- **Development of "First To College" (FTC) Lottery Program.** Since 2011, the PCS admission lottery has increased the percentage of seats set aside for 7th grade applicants who would be the first in their family to attend college, from 10% in 2011 to 15% in 2019. This has increased the admission and retention of Hispanic/Latin students in most years (see Appendix A for relevant data), and by design has consistently enhanced the socioeconomic and racial diversity of the pupil population.
- **Programs for Student Support.** As part of efforts to sustain a diverse student population, PCS established and enhanced numerous levels of student support, including teacher grade level teams, a full time 7th and 8th grade Academic Support specialist, a Study Skills and Technology class for all 7th grade students, and a revised bell schedule to include block periods and in-school tutorial. The focus on this mission and the creation of such programs has likely contributed to the fact that in the last five years there is no longer a strong correlation between students who transfer out before graduation and race or socioeconomic factors.
- **Promotion of Diversity in School Culture and Mentoring.** In order to support students of all academic backgrounds, PCS has put a variety of support structures in place. These include a summer academic and social support program for all incoming 7th grade students called Base Camp, a similar orientation for newly admitted students, and an AP Base Camp for 10th grade students prior to their initial Advanced Placement course. In addition, PCS engages all 7th grade students in a Study Skills and Technology course and has a peer mentoring program for first-to-college students.
- **Pursuit of Opportunities for Cultural Enrichment.** PCS has integrated cultural enrichment into the curriculum through exchange programs with sister cities, increased focus on culture in World Language classes, and continued focus on a global perspective within the History courses.
- **Improve Outreach Efforts.** The Outreach Coordinator continued to develop the outreach plan, continued to develop community partnerships, and worked to shift public perception of diversity at PCS. Among other things, this led to a community-focused coding camp located at PCS in the summer of 2019.
- **Strengthen an Inclusive and Supportive School Culture.** The PCS Board led an initiative for data collection focused on assessing the needs of FTC students and families. This data was used to support several initiatives, including enhanced support services and a series of trainings in 2017-18 and 2018-19 for staff and board members on culturally responsive pedagogy and broader Diversity, Equity, and Inclusion (DEI) issues respectively.

- **Recruit More Diverse School Leadership.** PCS has made significant improvements in this area since 2016. Centrally, the Board of Directors recruited and retained the first non-temporary female Head of School in our school's 20 year history. In addition, the Board has increased its own diversity, and is now by several metrics the most diverse constituency in the school across gender and ethnicity, with for example, four of its current eleven members, leaders of color.
- **Expand Data Collection and Assessment.** PCS continued to improve upon methods and standards of gathering data for the purpose of assessing the needs of its ethnically diverse and first-to-college population in order to provide concise and effective support, and made significant strides in this area during the previous plan periods.

III. Detailed Review of Progress on 2016-2020 Diversity Action Plan

The 2016-2020 Diversity Plan identified four particular measures PCS would evaluate and pursue during the time in question. Those measures were as follows (1) continued improvement of outreach efforts; (2) continue to build an inclusive and supportive school culture; (3) board, faculty/staff, and committee diversity recruitment; and (4) improved data collection and assessment. We summarize progress on each goal and subgoal as originally identified in the 2016-2020 Diversity Plan below.

Goal 1: Continued Improvement of Outreach Efforts

Sub-goal 1.1: Refine PCS Outreach Plan. The Outreach Coordinator refined the PCS Outreach plan to address: (a) assessment of outreach efforts to date; (b) strengthening of existing partnerships with community organizations and developing new community partnerships (e.g., with Digital Nest); and (c) implementation of creative new strategies for outreach.

Status: The School implemented this goal by assessing outreach and requiring regular reporting to the Board of Directors on outreach efforts as part of monthly Board Meetings. In addition, we hosted lottery information sessions at community locations in Watsonville, Live Oak, and Beach Flats in both Spanish and English.

Sub-goal 1.2: Continue, Improve, and Expand Community Service/Partnerships. PCS committed to continuing to foster community partnerships, with efforts to focus the program on the 3rd through 6th grade age group.

Status: These relationships continue to be developed. For example, in partnership with Davenport Resource Service Center and Looker, we led an English/Spanish bilingual coding camp at PCS in the summer of 2019.

Sub-goal 1.3: Shift Public Perception. The School sought to shift public perception of diversity

at PCS by: (a) raising the visibility of the FTC lottery; (b) highlighting and celebrating the diversity of the PCS student body via a revamped website; and (c) examining all marketing materials to ensure the promotion of diverse student recruitment.

Status: Each of these goals was addressed. For example, we addressed the misperception that PCS has tuition or "required" donations and parent volunteer hours on our website, and produced bilingual marketing and informational materials for lottery information sessions.

Goal 2: Build an Inclusive and Supportive School Culture

Sub-goal 2.1: First to College Families' Needs Assessments. The School committed to address how best to support diverse and FTC students and families in the school community with the goal of ensuring and improving FTC student retention. Materials were produced in English and Spanish, with intention to make materials available in any other needed languages.

Status: FTC parent surveys were conducted to identify issues affecting the ability of families to support their students' academic achievements and goals. The results contributed to the development of the 2015-2018 PCS Strategic Plan. In addition, during the 2018-2019 search process for a new Head of School, the PCS Board hosted a dedicated stakeholder engagement event to solicit FTC family input. The PCS Board also reached out individually to Spanish speaking families to solicit their input on needs and priorities.

Sub-goal 2.2: Development of English Language Learner (ELL) Instructional Assistant Position. The school planned to establish an ELL support position to serve the needs of students for whom English is a second language.

Status: PCS began employing a part-time ELL Instructional Assistant in 2018. This position continues to support the needs of English Language Learners and Reclassified Fluent English Proficient students at PCS.

Sub-goal 2.3: Foster Student Involvement in Diversity Efforts. The School planned to invite one or two students annually to serve on the Diversity Committee and support related activities including outreach, school activities, and website development.

Status: The Outreach Coordinator created a student diversity club, and invited one student representative from the club to participate in the Diversity Committee and attend Board meetings. PCS teachers have also engaged students in DEI awareness in the classroom. For example, teachers and departments have expanded reading lists to include authors from diverse backgrounds, selected instrumental and choral music composed by diverse composers, and developed unit and lesson plans across the curriculum to reflect a strong value for diversity.

Sub-goal 2.4: Study Benefits and Impacts of a Possible Sixth Grade. PCS committed to explore whether the addition of a 6th grade cohort would help in the recruitment and retention of students of diverse backgrounds. The results of this study would serve as a recommendation for the next charter renewal. As background, when PCS was founded, it was aligned with the then-existing grade-year division between elementary and middle schools in the local school district, in which middle school began in 7th grade. As many of the local school districts changed many years ago to begin middle school instruction in 6th grade, PCS was no longer aligned with the grade-year division in those schools. Although some (mainly smaller, independent, and/or private) local elementary schools do go through 6th grade, the series of PCS diversity plans have contemplated that adding a 6th grade to PCS could help with diversity efforts in that it, among other considerations, might reduce barriers for students who would be challenged by multiple school transitions (i.e., attending different schools for 5th, 6th, and 7th grades).

As part of the 5-year charter renewal cycle for PCS, in 2014 all references to the historic 7-12 grade alignment of the School were removed and substituted with references to "middle and high school" as long reflected in the School's mission statement, so as to accommodate such reform. The Memorandum of Understanding with the School's charter authorizer (the Santa Cruz County Board of Education), required approval for the service of any new grade levels, which has not been sought during the last 5 years.

The PCS Board has identified this change as an important area for making significant transition in the racial and socioeconomic diversity of the School. Specifically, the argument that the addition of a 6th grade would support our diversity goals is strongly supported by the results of a recent study conducted by the Century Foundation, which has been researching and reporting on socioeconomic school integration programs that promote economic and racial diversity as a way of fostering social mobility and social cohesion for more than two decades.² Through an analysis of approximately 5,700 charter schools across all 50 states, the study finds that the most common strategy for promoting socioeconomic integration used by districts and charters in California is increasing the number of applicants to the school lottery by using a combination of strategies, most of which include programs purposely designed to ease students' transition into middle school. Adding a 6th grade would significantly ease this transition for many prospective PCS students by eliminating the "double-jump" they currently must endure in attending three different schools for the 5th, 6th, and 7th grades. This change will benefit all students, but especially those FTC students who would disproportionately apply to the PCS lottery from the larger public elementary schools in Santa Cruz County, which do not serve 6th grade students. Accordingly, as part of the 2020 Charter renewal process, the School intends to seek to remove this barrier to access.

Goal 3: Board and Faculty/Staff Diversity Recruitment

Sub-goal 3.1: Board. The PCS Board sought to address the following in its member recruitment:

² Potter, H. and Quick, K. (2018). Diverse-by-Design Charter Schools. The Century Foundation. Accessed at <https://tcf.org/content/report/diverse-design-charter-schools/?agreed=1>

(a) review and revise its recruitment materials and strategies with the goal of improving diversity; (b) expand outreach both geographically and in terms of advertising methods; (c) leverage connections with local organizations that serve underrepresented constituencies; (d) consider engaging a search firm to enhance diversity; and (e) provide its members access to diversity and bias training.

Status: The School worked towards these goals. For example, we held annual information sessions tailored to provide information about Board service to a diverse group that might not have information and background about the Board. Affirmative efforts were made to encourage community members to attend these annual sessions and they have been successful and well attended. We also revised the application and Board expectation materials to welcome applicants from a more diverse backgrounds, and the Board participated in diversity training.

Sub-goal 3.2: Faculty/Staff. PCS will review and revise its faculty and staff recruitment materials as well as its recruitment strategies with the goal of improving diversity.

Status: The School has followed up on this goal, and has had some noteworthy recruiting successes, particularly in the area of hiring women to teach advanced science and math courses in the curriculum, as well as hiring our first female Head of School after a nationwide rigorous search process.

Goal 4: Expand Data Collection and Assessment

Sub-goal 4.1: Data Collection/Assessment Subcommittee. The Diversity Committee sought to create a subcommittee focused on data collection and assessment. The subcommittee would: (a) draft and circulate anonymous and voluntary surveys to help gather relevant data and needs assessments, including data about PCS board, faculty, staff, and students; (b) spearhead the collection of data from students who were part of outreach programs described above and from graduating FTC students, such as SAT scores, college acceptance rates, and kinds of colleges (i.e., two-year, four-year), including information about why FTC students and families decided to apply to and attend particular colleges, and (c) gather data that allows a comparison of "success" data between PCS students and students at other schools and programs and course offerings, such as the Santa Cruz High School Math Academy and AP courses.

Status : Given the importance of these issues, and the sensitivity of some of the information, working closely with the Head of School, the PCS Board has assumed central responsibility for data collection and assessment, and this will be a central focus for the next plan period. For example, in 2018-2019 we collaborated with Dr. Sabbah to collect and analyze data on attrition, which led us to conclude that there is not a correlation at PCS between race and/or FTC status and students who leave PCS prior to graduation.

Goal 4.2: Evaluate Feasibility and Potential Effectiveness of Further Lottery Refinements.

Based on data collection and assessment, PCS aimed to consider whether diversity improvement can be achieved by additional lottery measures, such as a 9th grade entry FTC lottery reserve or a lottery reserve for applicants eligible for free and reduced lunch.

Status: PCS continues to evaluate how to hold a lottery that is compliant with State law and also serves PCS diversity goals. The Head of School conducted an analysis looking for any correlation between race and either FTC and/or free and reduced meal eligibility. Based on this analysis, coupled with a recent study of barriers to access in Diverse by Design schools conducted by the Century Foundation³, PCS has concluded that the most effective approach is to direct its efforts to the 6th Grade and the expansion of the First to College preference in that lottery as discussed in Part IV below.

IV. Overview of the 2020-2025 Diversity Action Plan

The 2020-2025 Diversity Action Plan has five overarching goals (A-E), which are summarized here and detailed in Section V below.

- A. Recruit More Diverse Student Population.** The Board and Head of School will jointly investigate the possible benefits and impacts of creating a 6th grade with a 50% lottery preference for underrepresented students, as identified by First to College (FTC) status and/or Free and Reduced Price Meal (FRPM) eligibility (or other diversity-targeted metrics), in order to ease the transition between elementary, middle, and high school for underrepresented students and thereby increase the likelihood of their applying to PCS, and to provide an additional opportunity for student support separate from the existing program and course sequence. As part of this initiative, PCS may create 1-2 pilot section(s) to determine feasibility before launching a full 6th grade program.
- B. Build Mechanisms for Student Support.** The Head of School will lead efforts focused on teacher development and support programs for students to ensure all students are supported to be successful at PCS, with a particular focus on ensuring the success of diverse populations, and with a view towards expanding support for include grades 9-12.
- C. Recruit Diverse School Leadership.** The Head of School will identify and implement strategies to recruit a more diverse teacher and staff population, and the Board will continue to recruit diverse members, both with a view to better reflect our community's demographics.
- D. Build an Inclusive and Supportive School Culture.** The Head of School will lead efforts to build an inclusive and equitable school culture and climate to support the

³ Potter, H. and Quick, K. (2018). *Diverse-by-Design Charter Schools*. The Century Foundation Accessed at <https://tcf.org/content/report/diverse-design-charter-schools/?agreed=1>

academic success, and social and emotional well-being of every student. This initiative will both involve investing in a staff member to support diversity, equity and inclusion efforts in addition to engaging expertise on equity to support multi-stakeholder learning.

- E. Refine Data Collection and Evaluation.** PCS plans to refine current methods and standards of gathering and analyzing data for the purpose of uncovering any gaps in achievement within the student population and in particular for the most vulnerable students. Such metrics will be used to intentionally deploy resources to support the students that are most heavily impacted.

V. 2020-2025 Diversity Action Plan

Plan Elements and Reporting Timeline: The 2020-2025 Diversity Plan has five mutually supporting goals, which aim to build on and expand past efforts: (A) recruit a more diverse student population; (B) build mechanisms of student support; (C) recruit diverse school leadership; (D) build a supportive and inclusive school culture; and (E) expand data collection and assessment. The Head of School will oversee the preparation of a status report addressing progress in these areas, to be submitted to the Board of Directors each December and May.

Goal A: Recruit More Diverse Student Population. The Board and Head of School will jointly investigate the possible benefits and impacts of creating a 6th grade with a 50% lottery preference for underrepresented students, as identified by First to College (FTC) status and/or Free and Reduced Price Meal (FRPM) eligibility (or other diversity-targeted metrics), in order to ease the transition between elementary, middle, and high school for underrepresented students and thereby increase the likelihood of their applying to PCS. As part of this initiative, PCS may create 1-2 pilot section(s) to determine feasibility before launching a full 6th grade program.

When PCS was founded, it was aligned with the then-existing grade-year division between elementary and middle schools in the local school district, in which middle school began in 7th grade. As many of the local school districts have now changed to begin middle school instruction in 6th grade, PCS is no longer aligned with the grade-year division in those schools. Adding a 6th grade to PCS could help with diversity efforts, in that it would reduce barriers for students who would be challenged by multiple school transitions (i.e., attending different schools for 5th, 6th, and 7th grades).

PCS runs a first-to-college admissions lottery that allocates 15% of 7th grade seats for students who will be the first in their family to attend college. This lottery occurs prior to the main lottery; anyone not chosen in the first-to-college lottery is then entered in the main lottery as well. As part of our efforts to analyze PCS' s stated commitment to enrolling a diverse student body, we have looked at the first-to-college admissions lottery data to measure the level of diversity in the school's actual enrollment. While we recognize that a robust definition of diversity in school enrollment requires considering a variety of factors, our analysis showed, unsurprisingly, that first-

to-college admissions at PCS correlates with racial and socioeconomic diversity. In the last few years, however, the number of applicants to the first-to-college admissions lottery has not increased and remains close to the 15% of the allotted 7th grade seats. While a narrow achievement gap persists for these students according to state administered test results, that gap is decidedly smaller than the statewide equity/opportunity gaps. Fundamentally, the consideration of first-to-college in selection process has been a critical component for achieving the current level of diversity at PCS, yet moving forward we must further evaluate ways to attract an even higher enrollment of diverse students into the school.

At the current level of diversity, research has shown that it is still difficult for minority students to achieve a sense of belonging and it is challenging to reassure tolerance and cross-racial friendships among all students. A more substantial intervention, we believe, is needed. One avenue we would like to explore is to increase the number of students who gain admission via selective enrollment at the sixth grade level. As stated, similar efforts have been put in place in other charter networks successfully pursuing socioeconomic integration.

We are particularly drawn to a pilot program for sixth-graders is because it will allow PCS to attract and enroll more diverse cohorts of students, feeding more equitably from all local elementary schools, rather than the select few that currently include a 6th grade. A five-year longitudinal analysis of PCS feeder schools reveals that 30-40% of PCS 7th grade enrollment feeds from private or small schools that are not as diverse as our surrounding public elementary and middle schools. A closer look reveals that 21% of our enrollment from public feeder schools represents those somewhat less diverse public elementary sites who offer a 6th grade, which means that less than half (49%) of PCS enrollment each year feeds from more diverse public middle schools, after students have attended 6th grade elsewhere. Thus, we believe the lack of a 6th grade at PCS to be a hindrance to achieving parity with our surrounding schools and community.

This approach will also ease the transition to middle and high school, as students will transfer to PCS directly from elementary school, rather than having to transition twice between elementary, middle and high school. This opportunity would be particularly impactful for FTC students who are less likely to be transitioning to PCS from private schools, which often offer a 6th grade. Developing a 6th grade pilot program will require considerable preparation. These efforts will include an intentional turn toward a nurturing learning and social atmosphere designed to meet the needs and circumstances of younger students. Moving forward, we need more research to effectively shape our pilot program into one that encourages true equity, rather than one that simply promotes access as a single step of progress. The following specific activities will help PCS reach this goal:

1. Engage stakeholders in a discussion of the possible benefits, impacts, and hurdles in launching a pilot 6th grade.
2. Redoubling efforts with community partnerships that will yield a greater number of diverse applicants.
3. Evaluate if additional selection metrics, in addition to FTC and FRPM eligibility, may help to further diversity efforts..

Goal B: Build Mechanisms of Student Support. The Head of School will lead efforts focused on teacher development and support programs for students to ensure all students are supported to be successful at PCS, with a particular focus on ensuring the success of diverse populations, and with a view towards expanding support for include grades 9-12.

At the center of PCS's vision and mission is providing an exemplary college preparatory program, rich in academic, artistic, and multicultural opportunities. Our values statement underscores our essential belief that all students are capable of success within this rigorous academic environment, given the right supports. As PCS strives to become a more diverse learning community, we move forward with particular interest in providing a comprehensive system of student support to ensure the success of all students, with particular interest in reducing equity/opportunity gaps.

To that end, PCS will enhance services to provide Multi-Tiered Systems of Support (MTSS). As defined by the California Department of Education, "MTSS is an integrated, comprehensive framework that focuses on core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success."⁴ By establishing an MTSS system, PCS will create greater opportunity to identify and intentionally respond to students' individual learning needs with necessary services and supports.

PCS will continue to build the capacity of faculty and staff to meet the needs of diverse learners by engaging in professional learning focused on culturally responsive pedagogy, Universal Design for Learning, Social and Emotional Learning, and instructional strategies appropriate for variable learning needs.

To specifically support the needs of our first-to-college students and their families, PCS will partner with Advancement Via Individual Determination (AVID), a non-profit organization with over 30 years' experience in reducing achievement gaps and attaining success for low-income, first-to-college students. AVID training, resources, and consultancy will assist PCS in embedding academic supports and services to meet the needs of the diverse students we seek to attract and retain.

The following specific activities will help PCS reach the above goal:

1. Enhance Multi-Tiered Systems of Support (MTSS), including:
 - a. Grade Level Team meetings
 - b. Student Success Team (SST) process
 - c. Academic support for students in all grades
 - d. Social-emotional/mental health learning and support for students in all grades

⁴California Department of Education, Multi-Tiered Systems of Support, accessed at <https://www.cde.ca.gov/ci/cr/ti/>

2. Professional Development focused on culturally responsive pedagogy, Universal Design for Learning, and instructional strategies to support the success of diverse learners
3. AVID Partnership
 - a. Professional development for PCS faculty and staff on schoolwide structures and strategies that accelerate student learning and close achievement gaps
 - b. Access to resources, materials, and consultation services proven to support the success of first-to-college students
 - c. Parent education materials and strategies, targeted to support for first-to-college students and their families
 - d. Network of support with other regional AVID programs, including those active in Santa Cruz County middle and high schools
 - e. Investment in dedicated tutors to support first-to-college students

Goal C: Recruit Diverse School Leadership. The Head of School will identify and implement strategies to recruit a more diverse teacher and staff population, and the Board will continue to recruit diverse members, both with a view to better reflect our community's demographics.

As PCS seeks to increase student diversity, we recognize the benefits of recruiting and retaining a more diverse faculty and staff. According to 2018 study, "increasing teacher diversity is a very important strategy for improving learning for students of color and for closing achievement gaps."⁵ While PCS recognizes that all students benefit from learning in a more diverse school environment, research suggests "the impact is especially significant for students of color, who have higher test scores, are more likely to graduate high school, and more likely to succeed in college when they have had teachers of color who serve as role models and support their attachment to school and learning. Students with racially diverse teachers also have fewer unexcused absences and are less likely to be chronically absent."⁶

PCS has traditionally recruited teachers and staff primarily by posting openings on EdJoin and the Employment portion of the school website. A significant departure from this norm was the recent Head of School search process, for which PCS Board of Directors engaged an Executive Search Consulting firm, in order to deliver a diverse slate of highly-qualified candidates. With similar intent, PCS will use a variety of outreach and recruitment strategies to find diverse candidates qualified for future positions.

The following specific activities will help PCS reach the above goal:

1. Outreach and communication with local teacher preparation/credential programs
2. Participation in regional teacher recruitment fairs
3. PCS representation in forums and networks focused on diversity in education

⁵Carver-Thomas, D. (2018). *Diversifying the teaching profession: How to recruit and retain teachers of color*. Palo Alto, CA: Learning Policy Institute.

⁶Ibid

Goal D: Build an Inclusive and Supportive School Culture. The Head of School will lead efforts to build an inclusive and equitable school culture and climate to support the academic success, and social and emotional well-being of every student. This initiative may expand classified staff hours to support diversity, equity and inclusion efforts in addition to engaging expertise on equity to support multi-stakeholder development.

Additional deliberate action will be needed to build a more diverse, equitable, and inclusive school community. Research has shown that an equitable and inclusive school culture is critical to the recruitment and retention of diverse and highly-qualified teachers, as well as the recruitment, retention and success of students of diverse backgrounds.

To ensure all members of the PCS community experience an inclusive rather than an assimilationist environment, PCS will continue to provide learning opportunities for leadership, staff, faculty and students to engage in discussion and training about equity, explicit and implicit bias, structural inequalities, and other issues related to DEL. To do this, PCS will continue to engage outside expertise and consultation to support and expand a multi-year learning process for the Board, teachers, staff, parents and students.

The following specific activities will help PCS reach the above goal:

1. Diversity, Equity & Inclusion Consultancy. PCS will provide a series of learning opportunities for staff and stakeholder groups regarding DEL. This will take a variety of forms including targeted support from outside expertise to guide us, professional learning for the Board, and faculty and staff, as well as student and parent engagement.

2. Dedicated Staffing. We may augment prior classified staffing to extend outreach and recruitment efforts, and to include student and family engagement to further support and retain diverse students and families.

3. Student Leadership & Engagement. PCS will identify an annual cohort of student leaders who will receive targeted DEI training to serve as mentors and leaders for positive school culture building at PCS (e.g. SV Faces Camp Everytown or similar), Student Voices (Head of School advisory and action committee).

4. Integration of DEI in Curriculum and Instruction. Building on the intentional work PCS teachers have done to infuse DEI awareness and strategies in curricula and learning strategies, academic departments and teachers will continue to enhance instruction by identifying resources, materials, and learning opportunities that will intentionally reflect PCS's value for diversity and inclusion.

Goal E: Refine Data Collection and Assessment. PCS plans to refine current methods and standards of gathering data for the purpose of uncovering any gaps in achievement within the student population and in particular for the most vulnerable students. Such metrics will be used to intentionally deploy resources to support students with demonstrated achievement gaps.

In recent years, closing the achievement gaps between different groups of students has become the focus of state policy. PCS will continue to build on this research by expanding and refining our own research about classroom-level practices associated with increased student performance, with an aim to close any identified achievement gaps at PCS. We plan to survey current policies and practices in order to provide better teacher support for use of classroom data.

The following specific activities will help PCS reach the above goal:

1. Professional Development for Teachers. We plan to use data assessment to help teachers understand skill gaps of low-achieving students and receive professional development on linking low-performing student data to instructional strategies.
2. Create a Roadmap to Close Achievement Gaps. We will can establish reasonable roadmaps to achieve our vision, setting measurable goals for each racial or socioeconomic subgroup to close the achievement gaps. Efforts to collect and analyze data more effectively might include contracting with a school data specialist or other outside consultants pending resource availability.

While the school collectively strives toward improving multiple measures of student performance, we will also incorporate progress targets directly into department and individual teachers' professional goals. With measurable goals, the phrase "closing the gaps" becomes less aspirational and will give departments and teachers concrete opportunities and accountability mechanisms. We will provide resources and support to accelerate the learning of low-achieving students while continuing to improve achievement for all. We will provide teachers with access to frequent, diagnostic assessments and high-quality professional development, including coaching and collaboration time with colleagues. This will allow teachers to use data to make significant improvements to curriculum and instruction in order to close achievement gaps.

VIII. Appendix A - Relevant Data

A..Measurements of Diversity

Evidence suggests that the demographics of PCS applicants are similar to the pupil population of peers attending Santa Cruz City Schools High Schools that pursue a college preparatory curriculum, as demonstrated by enrollment in AP classes. PCS will continue seeking to monitor this important basis of comparison. In recognition that a diverse student body is critical to an excellent education, PCS will continue its efforts to achieve diversity in all areas, including race, ethnicity, socioeconomic status, sexual orientation, and gender identity/expression.

B. Diversity Index Data/Tables

The tables below show multi-year trends in PCS student racial demographics as well as student socioeconomic status. PCS is encouraged by continued growth in the diversity of the student population as measured by these two indicators. PCS will continue to focus on outreach and recruitment of students in all Santa Cruz communities, as well as strengthening support structures to facilitate their success once enrolled.

I. Percentage of PCS Students Reported as Hispanic/Latino

School Year	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total	Santa Cruz High School District
2010-11	5.0	10.2	6.7	12.6	12.3	5.5	9.0	32.6%
2011-12	17.0	13.6	11.4	4.7	10.7	10.4	11.4	34.5%
2012-13	21.6	16.1	11.4	13.1	5.9	11.0	13.2	35.9%
2013-14	13.5	20.5	17.0	11.8	14.7	6.1	14.0	37.1 %
2014-15	15.41	13.5	16.1	16.3	12.3	15.5	14.9	37.6%
2015-16	16.3	14.3	13.3	16.0	16.0	12.7	14.8	37.5
2016-17	7.6	18.3	18.7	14.1	18.3	14.7	15.3	28.2
2017-18	17.6	5.4	17.4	16.5	15.1	16.7	15.5	27
2018-19	10	18.3	5.4	15.2	17	16.7	13.8	TBD

2. Percentage of PCS Students Reported as White

School Year	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total	SCHS District
2010-11	86.3	73.9	69.7	74.7	75.3	81.8	76.5	58.4%
2011-12	65.9	71.6	72.7	67.1	72.6	72.7	70.4	56.0 %
2012-13	65.9	65.5	72.3	72.6	70.6	76.8	70.6	54.1 %
2013-14	64	64.8	63.6	69.4	66.6	72	66.6	52.6 %
2014-15	71.4	67.4	69.0	70.0	75.5	66.2	69.9	52.9%
2015-16	75.0	73.6	72.2	68.0	68.0	73.2	71.8	52.9
2016-17	78.3	76.3	65.9	70.1	64.6	67.6	70.8	61
2017-18	61.5	79.3	75	64.8	65.6	70.5	68.3	60.5
2018-19	73.3	64.5	79.3	78.3	62.5	72.2	70.6	TBD

3. Percentage of PCS Students Reported as Eligible for Free and Reduced Lunch

School Year	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total	SCHS District
2010-11	1.2	0	3.4	3.5	3.8	27.3	5.2	35.5%
2011-12	1.1	3.4	5.8	7.1	6.0	13.2	5.9	32.5 %
2012-13	2.3	10.3	4.5	8.4	7.0	9.8	7.0	32.5%
2013-14	5.7	1.1	0	0	0	2.5	1.6	36.5 %
2014-15	8.8	5.6	2.3	3.8	1.4	2.8	4.3	40.3%
2015-16	4.4	11	5.6	2.5	4	4.2	5.4	TBD
2016-17	8.7	7.8	13.2	11.8	5.8	2.7	8.5	TBD
2017-18	9	11	13	15	13	8	11.5	32.1
2018-2019	11	7.5	9	11	15	15.5	11.3	TBD

4. First to College (FTC) Students

Academic performance data of the FTC students is compiled in the table below. The numbers are fairly small, making it difficult to identify trends. However, the high success rate on Advanced Placement exams in our first graduating class is notable.

PCS First To College Academic Data (through 2018-2019)									
	GPA		% who Met or Exceeded the Standard on CAASPP						
Class	Junior High	High School	7th ELA	7th Math	8th ELA	8th Math	11th ELA	11th Math	% of AP Exams with 3, 4, or 5
2017	2.62	2.965					83% (n=6)	SO% (n=6)	85 % (n=21)
2018	2.45	2.76			60% (n=10)	SO% (n=10)	88% (n=8)	75% (n=8)	58% (n=12)
2019	3.057	3.338			60% (n=10)	SO% (n=10)	88 % (n=10)	75% (n=10)	63% (n=23)
2020	2.494	2.777	75% (n=8)	SO% (n=8)	75 % (n=8)	38% (n=8)			61% (n=18)
2021	2.640	2.934	29% (n=7)	29% (n=7)	43% (n=7)	29% (n=29)			75% (n=8)
2022	2.832	3.738	75% (n=8)	SO% (n=8)	83% (n=6)	SO% (n=6)			

5. PCS Student Diversity Results

Key student diversity categories are combined for comparison.

	Total Enrollment*	FTC Students**	Hispanic Students
2019-2020	545	45 8.3%	79 14.6%
2018-2019	545	44 8.3%	75 13.8 %
2017-2018	537	39 7.2%	83 15.5%
2016-2017	522	41 7.9%	80 15.3%
2015-2016	518	36 7%	74 14.3%
2014-2015	508	33 6.4%	82 16.1%
2013-2014	504	26 5%	70 13.9%

FTC (First to College) and Hispanic student data are self-reported; Hispanic students reported as Hispanic/Latino.

* Starting enrollment as of the first Wednesday of each October.

** FTC students admitted through sibling preference, FTC lottery, general lottery, and after 7th grade combined

6. 2017-2018 Ethnic Diversity Index - Santa Cruz County Schools

School	Ethnic Diversity Index	Enrollment
San Lorenzo Valley High	23	726

San Lorenzo Valley Middle	26	538
Scotts Valley High	32	802
Scotts Valley Middle	30	562
Pacific Collegiate School	34	537
Aptos High	40	1,478
Mission Hill Middle	44	615
Santa Cruz High	40	1,062
Bran ciforte Middle	42	482
Soquel High	42	1,55
Harbor High	40	926
All Santa Cruz County public schools	39	40,393

2017-2018 scores from the California Department of Education's (CDE) state-wide Ethnic Diversity Index (EDI) web site (<http://www.ed-data.org/>) for selected Santa Cruz County middle and high schools. The CDE recognizes seven racial categories. EDI values close to 100 indicate a school has a fairly even distribution of students among the seven categories. Numbers closer to 0 indicate that students are predominantly from a single racial group.

For the March 2011 admissions process, PCS received 24 applications for the Pilot FTC Lottery. With 56 seats available in 7th grade in 2011, the Principal directed school staff to set aside six seats for Pilot FTC Lottery applicants, leaving 18 on the Pilot FTC Lottery wait-list. Four of the 24 Pilot Lottery applicants were of Hispanic origin. One of the wait-listed Pilot FTC Lottery applicants was admitted to the 7th Grade via the larger general lottery and two more of the Pilot FTC Lottery applicants were subsequently admitted to 7th grade from the regular wait-list in the months following the lottery. The outcome was that nine of the 24 students who sought admission to PCS via the Pilot FTC Lottery program earned seats in 7th grade for the 2011-2012 school year; one more entered post-lottery for a total of 10 FTC students. Despite that outcome, the result of the lottery was that none of the Hispanic applicants were offered admission through the combined lottery process.

Regarding FTC student retention for this initial FTC lottery cohort, six of the initial 10 students have continued on to become current seniors (in the current 2016-2017 school year), a 60 percent retention which is identical to the retention for this senior class as a whole starting from 7th grade. However, it should be recognized that one or a few students in such a small group has a large effect on the percentage calculations and that year-to-year trends are more significant than any one year percentage. It should also be recognized that students leave schools

for a variety of reasons, some beyond their control or academic performance.

The outcome of the March 2012 FTC Lottery was quite different. PCS received 21 applications for the second FTC Lottery, 10 of which came from applicants of Hispanic origin. With 50 seats available in 7th grade in 2012, the Principal directed school staff to set aside five seats for FTC Lottery applicants, leaving 16 on the FTC Lottery waitlist. Of the five FTC Lottery applicants admitted, three were Hispanic. Five of the students who were waitlisted for the FTC Lottery were subsequently admitted through the general lottery. Thus, 10 of the 21 applicants to PCS via the FTC Lottery program (eight of whom self-identified as Hispanic) earned seats in the 2012-2013 incoming 7th grade class. That represents a statistically distinct result, as compared to the incoming 7th grade class generally, and suggests that the FTC Lottery project (which will affect the cultural and socio-economic diversity of the school by admitting on a preferential basis a cohort of students that would be the first in their family to attend college) also is having an impact on racial and ethnic diversity at PCS. Retention data for this cohort, and future cohorts, will be included in future reports.

The March 2015 lottery (class of 2021) received 264 total applications for '7111 grade, including 15 applications for the FTC lottery. Five seats were set aside for FTC lottery. Of the 5 students receiving the FTC seats, only one identified as Latino and they declined to enroll. Two other FTC students received seats through the general lottery, and one of those applicants identified as Latino. Two FTC siblings were also enrolled, both identifying as Latino. Currently 6 of these 8 FTC students are still enrolled at PCS. Neither student who left PCS identified as Latino.

The March 2016 lottery (class of 2022) received 231 total applications for '7111 grade, including 13 applications for the FTC lottery. Six seats were set aside for the FTC lottery. Of the six students receiving the FTC seats, only one identified as Latino. No other FTC applicants received a seat in the general lottery. Currently 4 of the 6 FTC students are still enrolled at PCS, including the one FTC identifying as Latino.

The March 2017 lottery (class of 2023) received 258 total applications for '7111 grade, including 16 applications for the FTC lottery. This was the first year that PCS began using a lottery software from Smart Choice Technologies, Inc. making some additional application information now accessible. Of the 16 FTC applicants, one was a sibling of a currently attending student, and 7 of the remaining applicants did not attend a required Lottery Information Meeting which would have made their application eligible to go into the lottery. Consequently, only 8 FTC applications were actually submitted for the FTC lottery. Six seats were held for the FTC lottery. One of the six applicants receiving an FTC seat identifies as Latino. One additional FTC applicant received a seat in the General Lottery. Currently, of the 8 FTC applicants receiving seats, only 4 are currently enrolled including the applicant that identifies as Latino. The FTC sibling declined to enroll after the lottery.

The March 2018 lottery (class of 2024) received 256 total applications for '7111 grade, including 22 applications for the FTC lottery. Of the 22 FTC applicants, 3 were siblings of currently attending students, and 5 applicants did not attend the required Lottery Information Meeting. The total number of applicants eligible for the FTC lottery were 14. Seven seats were

set aside for the FTC lottery. Of the 7 FTC applicants receiving a seat, one student identifies as Latino. One additional FTC applicant received a seat in the general lottery and also identifies as Latino. From the 11 students receiving FTC seats, 9 are currently enrolled. One student identifying as Latino dis-enrolled.

The March 2019 lottery (class of 2025) received 272 total applications for 71st grade, including 25 applications for the FTC lottery. Of the 25 FTC applicants, 4 were siblings of currently attending students and 3 of these siblings identified as Latino. Five FTC applicants did not attend the required Lottery Information meeting. The total number of applicants eligible for the FTC lottery were 16. Ten seats were set aside for the FTC lottery. Of the 10 applicants receiving FTC seats, only 1 identified as Latino. Four additional FTC applicants received seats in the general lottery, with two identifying as Latino. One of these 4 FTC applicants declined to enroll after the lottery.

D. WASC Plan Diversity Goals

Action Item 2: Increase academic support to First to College (FTC) students

Tasks	Responsible Parties	Progress Assessments	Timeline	Progress Reports
Establish baseline metrics for FTC student academic tracking to be collected, compiled and evaluated annually	Administration Outreach Coordinator Diversity Committee Faculty	Creation of a template for data collection	2015 to 2016 and ongoing	Annual report to the Governing Board created by the Administration
Survey parents of FTC students annually to determine effectiveness of systems and support	Administration Outreach Coordinator Diversity Committee	Create survey Compile data	2015 to 2016 and ongoing	Annual report to the Governing Board created by the Administration
Analyze metrics and survey results and make adjustments to provide appropriate support for FTC Students	Administration Outreach Coordinator Diversity Committee Faculty	FTC support plan	2015 to 2016 and ongoing	Annual report to the Governing Board created by the Administration

E. 2015-2018 Strategic Plan Diversity Goals

- 2. Foster a positive school culture to enhance student engagement.*
- 2-B. Continue to increase diversity at every level within the school community.*

VII. Appendix B - Detailed Review of Past Diversity Plans

Review of 2006-2011 Diversity Plan and Progress

The original 2006-2011 Diversity Plan included six elements. These elements, and the progress made on those ideas since that time, are as follows:

1. Retention of Outreach Coordinator. In January of 2007, PCS created and funded a paid staff position for an Outreach Coordinator. The original PCS Outreach Coordinator served in that capacity until the end of the 2015-2016 school year. The Diversity Committee expended significant efforts on recruitment for this position in the fall of 2016, which resulted in the hiring of a new Outreach Coordinator in December 2016.

2. Creation of Diversity Oversight Committee. In 2006, a Diversity Oversight Committee was created and empaneled as an advisory committee reporting to the PCS Board of Directors. The Diversity Oversight Committee replaced the Diversity Task Force, which had been formed in 2005, which was preceded by the Diversity Education and Outreach Committee, established in 2004. The Diversity Oversight Committee continues to meet monthly and includes the Outreach Coordinator and school principal.

3. Development of PCS Community Outreach Program. The PCS Community Outreach program started immediately and has included dissemination of information about PCS and upcoming events through the school website and local newspapers and other means. The Outreach Coordinator has supervised the dissemination of information to area schools, community centers, libraries, after-school programs, health clinics, religious institutions, local businesses, and other places where families of diverse backgrounds might be reached.⁷ The Outreach Coordinator has attended a wide variety of community events to raise awareness of PCS and the procedures for admission. PCS has developed community partnerships to facilitate positive interactions between PCS students and staff and Santa Cruz community members, including tutoring, mentoring, and other community service projects.⁸ Prior to the annual admissions lottery, which is typically held in March, PCS conducts at least three information meetings for students and their families. These meetings are widely advertised in English as well as Spanish, and Spanish language interpretation is available at each meeting. All literature, handouts and PowerPoint presentations are translated into Spanish. The PCS website has a translation feature so that the website material can be instantly converted to Spanish. PCS also has staff members who are fluent Spanish speakers who can support prospective families and students with the application process. The online admission application is available in both Spanish and English and hard copies of both applications are available on campus for those not able to access information via the Internet.

4. Development of Pilot "First to College" (FTC) Program Affecting PCS Lottery. The

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combination of open public access and high academic standards has resulted in significantly more demand for PCS admission than there are spaces available for students. Pursuant to California State charter school law, PCS holds an annual public lottery for admissions. The lottery is widely publicized, open to all - there are no tests and no application fees - and is completely transparent.⁹

In the spring of 2009, the PCS Board of Directors approved a proposal for a pilot lottery program to address student diversity. The PCS Pilot FTC Lottery Study began with the admission lottery for the 2011-2012 school year. The program set aside either 10% of available slots or five seats, whichever number was greater, for applicants to 7th grade who would be the first in their family to attend college. (For purposes of this program, a 'first-generation college-bound' applicant is defined as one whose parents' or chief guardians' highest level of education is less than an Associate's Degree.) Also, students applying through the FTC lottery who were not admitted were then added to the general lottery, effectively giving them two chances at admission. For the 2011-2012 year, the FTC Lottery received strong interest but the outcome of the lottery did not directly result in an increase of Hispanic student admissions. However, the following year, the FTC Lottery did increase the admission of Hispanic students. (See section VII.C.)

5. Programs for Student Support. Since approximately 2004, PCS staff have been meeting monthly to identify at-risk students and provide them with the appropriate resources/support. At these meetings, teachers share observations about students and develop action plans for support. In some cases, students are referred to the Student Support Team for additional support.¹⁰ Study hall is available for students before and after school and throughout the day, with computers available. Peer tutors, supervised by a member of the faculty, are available in afternoon study hall Monday-Thursday until 4:30 p.m.

In 2011, PCS refined its "7th/8th Academic Support" position, a job that focuses exclusively on working with 7th and 8th grade students who need additional help outside of the classroom. The position had originally been coupled with classroom teaching. Also in 2011, PCS implemented an advisory system structured around 35-minute periods every Friday and every other Tuesday. Advisory periods provided students with a safe, inviting place to build a relationship with peers and an adult at the school (either a teacher or administrator) who was there to talk about subjects outside of the regular curriculum. The function of advisory was, among other things, to ensure that no student "slips through the cracks." Advisors were required to do regular, one-on-one check-ins with students pertaining to both academic and social issues. As discussed below, in the 2015-2016 school year, the Advisory program was changed to a Seminar program.

In the 2010-2011 school year, the Math Department began offering drop-in after-school tutorial programs staffed by volunteer faculty, and the program currently operates on Mondays and Tuesdays after school. Many students are officially referred to the program, but students

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have also opted to attend. The program's organizers track the attendance of students, and it is specifically aimed at improving achievement in math.

6. School Culture and Mentoring. A late summer program called Academic Base Camp was instituted in the summer of 2005 and continues to be offered to introduce students to the PCS environment and prepare students for the rigorous curriculum in 7th grade. Typically starting about three weeks before the first day of classes, Base Camp targets approximately 50 incoming 7th grade students who, based on assessments in Math and English administered during the previous spring, have been identified as potentially needing support in one or both of these critical academic areas. Students meet in two English classes and two Math classes, reviewing skills and strategies with four members of the PCS faculty. Most Base Camp participants describe the experience as important to having a successful launch at PCS. Despite the loss of state funding for the program, PCS continues to budget for the Base Camp experience. As discussed below, Base Camp was expanded in 2015 to support high school students enrolled in AP classes.

Beginning in the 2012-2013 school year, PCS offered incoming 7th grade students an elective course called Study Skills & Technology (SST). The course focused on the introduction and practice of the types of academic tasks students can, and should, expect to encounter during their time at PCS. Finding that it was an important part of a successful adjustment to the PCS program, the SST course became mandatory for incoming 7th graders in the next school year.

PCS participates in the nationwide WEB ("Where Everyone Belongs") Program, an organization whose purpose is to help students feel more comfortable as well as help them achieve success in their first year of PCS. The WEB 7th grade orientation and transition program is designed to both welcome and support 7th graders by assigning them a high school WEB Leader as a mentor during this first year. This WEB Leader is a responsible older student who was hand selected from a large pool of applicants and has met the qualifications of being a good role model and a positive leader on our campus.

2011-2015 Diversity Plan and Progress

The 2011-2015 Diversity Plan identified five measures PCS would evaluate and pursue.¹¹ Those measures, and the progress made on each, is as follows:

I. Continued Improvement of Outreach Efforts. The PCS Community Outreach program has continued to find new ways to reach diverse communities. In 2014, PCS established a tutoring program with Barrios Unidos. Children in grades kindergarten to 12th grade who participate in Barrios Unidos are transported to PCS two days a week, where students provide tutoring and PCS staff provide academic assessments. During the 2014-2015 school year, approximately 20 students from the Beach Flats community participated. During the 2015-2016

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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
Pacific Collegiate School	Maria C. Reitano Head of School	maria.reitano@pcsed.org (831) 479-7785 Ext. 3102

Plan Summary [2021-22]

General Information

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

Pacific Collegiate School (www.pacificcollegiate.com) is an independent public charter school open to any student in 7th through 12th grade seeking a rigorous college preparatory education. PCS has earned high honors for its outstanding program and has consistently ranked among the top public schools in California and the nation. Founded in 1999 by parents and educators seeking an alternative in public school education, currently serves 550 students at its new campus, 3004 Mission Street, on Santa Cruz's Westside.

Pacific Collegiate School provides a rich academic program, enhanced by a focus on visual and performing arts and foreign languages. Our program is designed to expand opportunities for all learners, and to prepare students to thrive at the college and university of their choice.

We are committed to being an inclusive, respectful and diverse school community, as our recently revised Vision, Mission, and Values statements attest (<https://www.pacificcollegiate.com/apps/pages/mission-vision-history>). Students at Pacific Collegiate School are encouraged to follow their interests and passions and to respect the experiences, identities, and perspectives of others. PCS provides extensive school-wide supports to ensure that our students succeed academically and socially within a community of care.

Reflections: Successes

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

in 2021, Pacific Collegiate School was recognized as a Distinguished School by the California Department of Education, and as the #1 High School in the Santa Cruz Area by U.S. News and World Report.

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.

LCAP Highlights

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

The PCS LCAP for 2021-2024 is aligned to recently revised vision, mission, and values statements (<https://www.pacificcollegiate.com/apps/pages/mission-vision-history>) and the 2021-2026 Strategic Plan. These statements and the Strategic Plan were developed from stakeholder input gathered over the course of 18 months. Through surveys, focus group meetings, multi-stakeholder work groups, community and board meetings, PCS has substantively engaged students, parents/caregivers, staff, faculty, community and Board members in a review of school data and consideration of our program.

Our community is committed to ensuring that PCS continues the tradition of excellence that has earned us recognition as a California Distinguished School and one of the best high schools in the nation, according to US News and World Report. In this LCAP, PCS looks through an equity lens, setting goals aimed at eliminating educational barriers and ensuring that our outstanding program leads to "Excellence for All".

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Stakeholder Engagement

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

During the 2020-2021 school year, Pacific Collegiate School engaged in a comprehensive Strategic Planning process that included many opportunities for input and meaningful engagement in school planning by our stakeholders. These included the following (with Spanish Translation/Interpretation):

1. Strategic Planning surveys soliciting feedback from PCS students, parents/caregivers, staff/faculty, and community members. We were pleased to experience relatively high completion rates: 50% students (275), 67% parents/caregivers (297), 75% staff/faculty (49).
2. 16 Focus Group meetings were held to learn from a variety of voices and experiences in our community (i.e. students, students of color, First to College (FTC) students, parents/caregivers, parents/caregivers of color, parents/caregivers of English Learners, parents/caregivers of students with disabilities, parents/caregivers of FTC students, alumni, new to PCS families, certificated faculty, classified staff, community members).
3. 7 Multi-Stakeholder Strategic Planning Work Groups were established to revise the PCS Vision, Mission, and Values statements, to discuss relevant data, and develop plans aligned to the Focus Areas stakeholder input suggested were most important for the future of our school: (1) Excellence for All/Diversity, Equity, and Inclusion, (2) School Climate and Culture, (3) Family and Community Engagement, (4) Faculty and Staff Recruitment, Retention, and Development, (5) Data Systems and Analysis, and (6) Financial Sustainability. These work groups included students, parents, teachers, support staff, and Board members. Each work group held 4-6 90 minute meetings to reflect on school data and stakeholder input, and to make aligned recommendations for the 2021-2026 PCS Strategic Plan.
4. 4 Town Hall/Community meetings were held to gather input and feedback from the PCS community on the revised Vision, Mission, and Values statements and the evolving Strategic Plan and LCAP goals.
5. Updates on Strategic Planning and LCAP drafts were shared and discussed at public Board meetings. A public hearing regarding the LCAP was held on May 19, 2021. Instructions for providing input on the Strategic Plan and LCAP were provided in the PCS newsletter and on our website, to provide a final opportunity for stakeholder input prior to Board approval of these important documents at a public Board meeting on June 2, 2021.

All of the stakeholder input provided during the Strategic Planning process informed school goals and LCAP development. The result is an aligned system of goals to guide Pacific Collegiate School in the coming years.

A summary of the feedback provided by specific stakeholder groups.

Stakeholders input clearly pointed to the following Focus Areas for PCS: (1) Excellence for All/Diversity, Equity, and Inclusion, (2) School Climate and Culture, (3) Family and Community Engagement, (4) Faculty and Staff Recruitment, Retention, and Development, (5) Data Systems and Analysis, and (6) Financial Sustainability.

There was consensus among all stakeholder groups that ensuring the success and wellbeing of all PCS students was of primary importance, with particular interest in supporting students from traditionally underrepresented groups to eliminate opportunity and performance gaps. Therefore, our Strategic Plan and LCAP reflect a commitment to continuing a strong college preparatory program, with an enhanced Multi-Tiered System of Support (MTSS) to ensure and recognize the individual success and achievement of every student.

In addition, PCS students strongly advocated for a plan that included a focus on creating a more inclusive, welcoming, and supportive school culture. They also expressed an interest in expanded opportunities for student leadership and voice. Parents and caregivers indicated a desire for improved communications and expanded opportunities to build a diverse, vibrant, and inclusive community at PCS through more school events and outreach/involvement in the Santa Cruz Community. PCS Faculty and Staff indicated an interest in professional learning and collaborative time focused on supporting the diverse needs of students, and on culturally responsive pedagogy and anti-racist education.

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

As the PCS LCAP is aligned to a newly developed Strategic Plan derived from 18 months of substantive stakeholder input, all aspects of this plan have been influenced by the priorities and recommendations of our school community.

Goals and Actions

Goal

Goal #	Description
1	Engage All Students in Exemplary College Preparatory Education

An explanation of why the LEA has developed this goal.

PCS is committed to offering an exemplary college preparatory education to our students, and to providing sufficient support to ensure that 100% of our students graduate in 4 years meeting all UC/CSU a-g requirements. Four year cohort graduation rates in recent years have not met this goal, so additional academic advising and support measures will be necessary to ensure the timely success of all of our students (with particular attention to traditionally underrepresented subgroups, and students with disabilities).

In addition, a review of PCS data noted disparities between the CAASPP Math and AP performance of our First to College and Latinx students, so closing opportunity and achievement gaps will be a particular focus moving forward.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of Graduates Meeting UC/CSU a-g Requirements	100%				100% of graduates will meet UC/CSU a-g requirements
% of Graduates Accepted to College/University	100%				100% of graduates will be accepted to college/university.
% of 11th Grade Students Meeting or Exceeding Standards on ELA CAASPP	(2109) 96% all students; 100% First to College students				100% of 11th grade students will meet or exceed standards on ELA CAASPP (including FTC and all subgroups).
% of 11th Grade Students Meeting or	(2019) 83% all students; 50% First to				100% of 11th grade students will meet or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Exceeding Standards on Math CAASPP	College (FTC) students				exceed standards on Math CAASPP (including FTC and all subgroups).
% of Students Participating in AP Courses	100%				100% of students will participate in AP courses of study.
% of Students Scoring 3, 4, or 5 on one or more AP Exams	(Class of 2020) 77% all students; 55% FTC students				100% of all students will score a 3, 4, or 5 on one or more AP exams (including FTC and all subgroups).
# of students with a Personalized Learning Plan	N/A - program in development				100% of students will have a Personalized Learning Plan
% Cohort Graduation Rate	(2020) 80.7% all students; Latinx 78.6%; Two or More Races 80%				100% of PCS students will graduate in 4 years (including FTC and all subgroups).

Actions

Action #	Title	Description	Total Funds	Contributing
1	Enhanced Academic Supports/Tutoring	Personnel costs for tutoring	\$20,000.00	Yes
2	First to College/AVID Program	Costs of Academic Advisors to meet with all FTC students at least twice during the school year and costs of AVID program	\$16,558.00	Yes
3	Test Preparation Courses	Costs of teacher time and materials for free test preparation program offered to all students	\$16,587.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Formative Assessment and Rtl Tools	Costs of iReady/ALEKS and other online programs to help assess students for Rtl, and for progress monitoring for students with IEP or Section 504 plans.	\$5,000.00	Yes
5	Personal Learning Plan Development	Collaboration time for teachers to develop Personal Learning Plans for all students.	\$20,034.00	Yes
6	Academic Support Specialist	Costs of Academic Support Specialist to help keep students on track and help when they are struggling.	\$38,118.00	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	Build Positive, Inclusive, and Supportive School Culture

An explanation of why the LEA has developed this goal.

A review of data from the 2019 California Healthy Kids Survey (CHKS), as well as student Strategic Planning surveys, and focus group meetings held in 2020-2021, indicated the need to invest additional time and resources toward efforts to building a more positive, inclusive, and supportive school climate at PCS. Students expressed a desire to increase students' sense of belonging in the school community, as well as the need for explicit anti-racist learning opportunities and clarified processes for reporting complaints and concerns. Finally, students indicated a strong desire for enhanced leadership development opportunities for more student voice at PCS.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% students reporting moderate or high degree of school connectedness (California Healthy Kids Survey)	(2019) Grade 7: 86%, Grade 9: 92%, Grade 11: 94%				100% of students in Grades 7, 9, and 11 reporting moderate or high degree of school connectedness, including FTC and all subgroups (California Healthy Kids Survey).
% students reporting a moderate or strong sense of belonging/connection, caring/supportive school community, and understanding/trust in support and complaint systems (locally	0% - student experience survey in development				100% of students reporting moderate or strong sense of belonging/connection, caring/supportive school community, and understanding/trust in support and complaint systems, including

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
developed student experience survey).					FTC and all subgroups (locally developed student experience survey)
% of students participating in leadership development programs	0% - leadership development programs in development				50% of students participating in leadership development programs, including FTC and all subgroups
% of students with leadership development goals/activities in Personal Learning Plan (PLP)	0% - Personal Learning Plans to be developed				100% of students have leadership development goals/activities included in Personal Learning Plan (PLP), including FTC and all subgroups

Actions

Action #	Title	Description	Total Funds	Contributing
1	Enhance Multi-Tiered Systems of Support	Costs for Student Support Team to meet weekly to discuss and make plans for students who need extra help, as well as progress monitoring for students with IEPs or Section 504 Plans.	\$23,924.00	Yes
2	Support Social-Emotional Development and Wellbeing	Costs for a school counselor to support mental health, and social-emotional wellness programming.	\$104,648.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Expand Opportunities for Student Leadership and Voice	Costs to add a Leadership Development Academy twice a year for 30-40 students each time. Participating students will represent all subgroups, including traditionally underrepresented groups, First to College students, low income students, and students with disabilities.	\$9,593.00	No
4	Professional Development for Teachers: Social-Emotional Learning	Costs to provide professional development for all teachers in Social-Emotional Learning and additional training for one teacher per grade level. This will benefit students will represent all subgroups, including traditionally underrepresented groups, First to College students, low income students, and students with disabilities.	\$57,614.00	No
5	Professional Learning for Teachers: Diversity, Equity, and Inclusion	Costs to provide professional development for all teachers in Diversity, Equity & Inclusion and additional training for Director of DEI, Head of School, Vice Principals and academic counselors.	\$170,978.00	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	Family and Community Engagement

An explanation of why the LEA has developed this goal.

PCS is a vibrant and active school community. As the diversity of our students and families increases, PCS strives to create opportunities to build a strong sense of belonging and community, and to provide opportunities for all PCS families to meaningfully engage in the life of our school. Our 2021-2026 Strategic Plan forefronts efforts to enhance our school climate and culture, and our engagement with families/caregivers to become more inclusive and welcoming. In particular, PCS aims to remove barriers to school involvement, and to engage traditionally underrepresented families within our school community.

In Parent/Family Strategic Planning surveys and focus groups, parents and caregivers indicated three areas of focus for PCS: (1) improved communication accessible to all families, (2) enhanced opportunities for and supports for parent/caregiver education and engagement, (3) the need for authentic community outreach and partnership in support of our vision, mission, and values.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of parents/caregivers reporting a sense of belonging and opportunities for meaningful engagement in the school community (locally developed parent/caregiver experience survey).	0% - parent/caregiver experience survey to be developed				100% of parents/caregivers reporting a sense of belonging and opportunities for meaningful engagement in the school community (locally developed parent/caregiver experience survey).
% of written communications	(2020) 30%				100% of written communications

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(email, text, mail, website, policies, documents) available bilingually (English/Spanish) or in translatable format					(email, text, mail, website, policies, documents) available bilingually (English/Spanish) or in translatable format
% of PCS lottery applications submitted for FTC and FRL students	(2021) 9%				40% of PCS lottery applications submitted for FTC and FRL students

Actions

Action #	Title	Description	Total Funds	Contributing
1	Expand Opportunities for Parent/Caregiver Engagement	Costs to extend child care and dinner to parents to make it possible for them to attend PVA meetings, parent education nights and additional events.	\$4,200.00	No
2	Build Authentic Community Partnerships	Costs of time for Diversity Director to build partnerships, and for Development Director to creating flyers and other materials, and adding a summer camp at PCS as part of outreach efforts.	\$37,100.00	No
3	Recruit and Support Diverse Students and Families	Costs of time for both the Director of Diversity, Equity and Inclusion and the Development Director to perform outreach.	\$112,766.00	No
4	Enhance Inclusive Communications	Costs for Bilingual Liaison, translation/interpretation services, and tools and subscriptions that support multilingual communications.	\$44,917.00	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
4	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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
2.42%	124,231

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.

Expanded opportunities for student leadership and voice: leadership development costs have been allocated and those opportunities will be available to all students. However, this student leadership initiative is aimed at developing a broad range of student leaders, including those from traditionally underrepresented groups (including foster youth, English learners, and low income students).

Build authentic community partnerships: funds have been allocated to support an enhancement of community involvement and partnership. This will benefit all PCS students by providing expanded opportunities for internships and community involvement aligned to Personal Learning Plan goals. Students from traditionally underrepresented groups (e.g. foster youth, English learners, and low income students) will benefit from supported opportunities to meaningfully engage with the local community.

Recruiting and supporting diverse students and families: allocated funds in this area will help PCS to enhance opportunities for traditionally underrepresented students to choose a PCS education and to succeed at our school.

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

PCS will increase and improve services for foster youth, English learners, and low-income students by allocating funds to provide enhanced academic supports and tutors, free test preparation courses, a First to College/AVID program, tools and staff to support Multi-Tiered System of Support and Response to Intervention programs, and staff and tools to support multi-lingual communications for students and families whose home language is not English.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$517,471.00	\$164,566.00			\$682,037.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$516,513.00	\$165,524.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Enhanced Academic Supports/Tutoring		\$20,000.00			\$20,000.00
1	2	English Learners Foster Youth Low Income	First to College/AVID Program	\$16,558.00				\$16,558.00
1	3	English Learners Foster Youth Low Income	Test Preparation Courses	\$16,587.00				\$16,587.00
1	4	English Learners Foster Youth Low Income	Formative Assessment and Rtl Tools	\$5,000.00				\$5,000.00
1	5	English Learners Foster Youth Low Income	Personal Learning Plan Development	\$20,034.00				\$20,034.00
1	6	English Learners Foster Youth Low Income	Academic Support Specialist		\$38,118.00			\$38,118.00
2	1	English Learners Foster Youth Low Income	Enhance Multi-Tiered Systems of Support	\$23,924.00				\$23,924.00
2	2	English Learners Foster Youth Low Income	Support Social-Emotional Development and Wellbeing	\$38,118.00	\$66,530.00			\$104,648.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	3	All	Expand Opportunities for Student Leadership and Voice	\$9,593.00				\$9,593.00
2	4	All	Professional Development for Teachers: Social-Emotional Learning	\$57,614.00				\$57,614.00
2	5	All	Professional Learning for Teachers: Diversity, Equity, and Inclusion	\$170,978.00				\$170,978.00
3	1	All	Expand Opportunities for Parent/Caregiver Engagement	\$4,200.00				\$4,200.00
3	2	All	Build Authentic Community Partnerships	\$37,100.00				\$37,100.00
3	3	All	Recruit and Support Diverse Students and Families	\$112,766.00				\$112,766.00
3	4	English Learners	Enhance Inclusive Communications	\$4,999.00	\$39,918.00			\$44,917.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$125,220.00	\$289,786.00
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$125,220.00	\$289,786.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Enhanced Academic Supports/Tutoring	Schoolwide	English Learners Foster Youth Low Income	All Schools		\$20,000.00
1	2	First to College/AVID Program	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$16,558.00	\$16,558.00
1	3	Test Preparation Courses	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$16,587.00	\$16,587.00
1	4	Formative Assessment and RtI Tools	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$5,000.00
1	5	Personal Learning Plan Development	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$20,034.00	\$20,034.00
1	6	Academic Support Specialist	Schoolwide	English Learners Foster Youth Low Income	All Schools		\$38,118.00
2	1	Enhance Multi-Tiered Systems of Support	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$23,924.00	\$23,924.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	2	Support Social-Emotional Development and Wellbeing	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$38,118.00	\$104,648.00
3	4	Enhance Inclusive Communications	Schoolwide	English Learners	All Schools	\$4,999.00	\$44,917.00

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.

2022 Annual Plan for Special Needs, Section 504, and EL Students

I. Students with Special Needs

A. Program Description

To ensure program effectiveness and educational benefit for students with special needs receiving special education services at Pacific Collegiate School (PCS), our team uses fundamental measurement practices of student outcomes, as outlined by the California Department of Education.

As students progress through the referral to assessment processes, outlined within the PCS charter document, and are determined to meet Special Education eligibility criteria due to identified unique needs, measurable goals are developed through the Individual Education Plan (IEP) process. These goals are designed specifically to address the unique learning needs of the student as expressed through the assessment results and are paired with the appropriate supportive services. Services are then planned to support progress in all goals developed and in the general curriculum. In addition, such services are designed so that students are able to participate in extracurricular/non-academic activities and be educated with peers both with and without disabilities. With each review period (i.e., grading periods, Annual and Triennial IEP reviews), the progress of each student is assessed relative to overall academic progress, needed accommodations, and program adjustments are made accordingly.

In determining educational benefit, PCS operates under the 2017 *Endrew F* decision, seeking to provide maximum educational benefit to each learner. PCS provides a Free and Appropriate Public Education (FAPE) to qualifying students with an IEP in the least restrictive environment to the greatest extent possible.

In reasonably calculating educational benefit, the primary measure of assessing success is based on student progress on goals, as well as their placement in the least restrictive environment (LRE) to the greatest extent possible. Other factors include but are not limited to other sources of data/evidence which illustrate student achievement or growth and progress such as the following:

- Achieving passing grades (C- or above),
- Advancing from grade to grade,
- Improving scores on district and state assessments,
- Graduating with a diploma,
- Transition goals to support college and career readiness.

Confounding factors are also taken into consideration including the student's individual needs, ability level, and strengths. The IEP Team considers educational benefits for each student on a case-by-case basis. Adjustments are made to the IEP as needed to support the needs of each student. In various instances, alternative steps taken by the IEP Team in assisting the student to achieve educational benefit have included:

- Re-addressing student goals,
- Providing teachers with updated Student Profile Sheets, which define the student's case manager, Sp. Ed. Provider(s), service(s), disability, manifestation of the disability, recommended accommodations, district/state testing accommodations, and projected IEP meeting date,
- Providing on-going collaboration between the special educator and general educator in monitoring student progress and implementing defined accommodations,
- Having student attend subject level support and/or intervention sessions after school,

- Having student meet with the core teacher(s) during Tutorial Periods and office hours for individual support and tutoring,
- Implementing various accommodations within the general education class environment, such as, but not limited to, preferential setting; using computerized technology and supplemental materials; using audiobooks, videos as well as CDs and DVDs to supplement core text(s); extended time on tests and projects; test retakes; oral testing flexible testing environments, etc.,
- Having student complete study packets for core subjects,
- Having student use differentiated learning texts, workbooks, and tests,
- Having a student retake a failed class,
- Allowing the opportunity for student to retake a failed class offered at another institution or on-line program, per parent choice,
- Giving students the option of taking American Sign Language in meeting the 3-year World Language graduation requirement,
- Providing instruction in and allowing student to utilize computer technology and software programs,
- Placing the student on an academic contract to extend learning through summer months,
- Considering a non-AP course designation for the student but continuing the exposure to the same course content with an adjusted grading criterion,
- Counseling with students and parents in reviewing the course of study and following transition practices, if such direction is taken,
- Increasing Special Education service time for the student,
- Reassessing needs of the student, and if qualifying, considering additional Special Education services.

B. Current Status

As is somewhat common at the beginning of a new school year, there was some movement of students, who were deemed eligible for services through various Special Education Programs: Resource Specialist, Workability (Secondary Transition), Speech and Language, and Deaf/Hard of Hearing. Five (5) students with IEPs graduated from PCS in 2022. Three (3) are attending a four-year university, one (1) is attending a local community college with plans to transfer to university in the future, and another student is searching for employment. We welcomed four (4) new students with IEPs this year: three (3) in seventh grade, and one(1) in eighth grade.

PCS currently has 26 students with IEPs for the 2022-23 school year. Additionally, we have three (3) initial evaluations in progress.

- As a means of protecting student privacy, since the total special education student population is small, data is shared with the IEP team for each individual student, not by group data calculated by grade or age.
- As a means of protecting student privacy, since the total special education student population is small, PCS does not receive mean scale scores nor the percentage scoring ‘Standard Met’ and above on CAASPP Test results from CDE. However, through the IEP process, such student data is monitored and reported in the student’s Annual and Triennial IEPs with the student’s individual needs, ability level, and overall potential taken into consideration.
- Currently, all students with an IEP are on track to earn a diploma.

- To date, all but one student who have received Special Education services through PCS have graduated with a diploma. All students, however, have entered a post-secondary institution of learning. Through Workability Services, PCS tracks such data for all graduates for the first year after graduation from high school.

C. Program Evaluation

PCS monitors the progress of students with IEPs using multiple performance outcomes: progress toward IEP goals, CAASPP and/or iReady growth, and growth on local assessments, including course grades. In addition, PCS surveys all students and parents semi-annually, collecting feedback related to individual courses, specific academic programs, and overall student experience. Survey data is considered along with student performance outcomes to evaluate our program and identify areas for improvement.

II. Section 504 Students

A. Program Description

When a student demonstrates an objectively identified physical or mental impairment, which substantially limits one or more major life activities, has a record of such impairment or is regarded as having such an impairment, PCS adheres to the provisions within Section 504 of the Rehabilitation Act of 1973 in addressing learning needs. The Section 504 Team assesses the educational impact and actions needed such that the student has meaningful access to learning within the general curriculum. This group of persons, each of whom is knowledgeable about the student and has an understanding of the evaluation data and placement options, meets and creates an accommodation plan. Typical education accommodations are addressed with responsibilities outlined for the student, parent and educational staff, alike. All Section 504 Team participants and current-year teachers receive a copy of the student's Section 504 Plan.

As with other special needs populations, reasonable calculation of the educational benefit is determined/ reviewed annually once accommodations have been implemented, and there is an assurance of the delivery of a Free Appropriate Public Education (FAPE). Measures applied in assessing educational benefit for the student include:

- Achieved passing grades (C- or above),
- Advanced from grade to grade,
- Benefitted from accommodations defined within the 504 Plan,
- Improved scores on district and statewide assessments,
- Graduating with a diploma.

The individualized Section 504 Plan is reviewed annually by the 504 Team and is continued until it is determined that the student can progress without the needed accommodations or the student transfers to another institution or graduates.

B. Current Status

PCS is currently serving a total of 42 students with Section 504 Plans. Additionally, 2 students are currently being evaluated for Section 504 Plan eligibility.

Of the 42 students with Section 504 Plans in 2022-2023, 27 are returning students, 10 entered PCS with active Section 504 Plans, and five (5) PCS students were assessed and found eligible for Section 504 Plan accommodations, including two (2) students who were evaluated for 504 Plan eligibility after it was determined they no longer met the eligibility requirements for special education but were still in need of academic accommodations within the general education setting. One (1) student rescinded their 504 services after the 2022-

2023 school year started and six (6) students transferred to other schools between June and October, 2022. In making reasonable calculations toward educational benefit for the identified students, collective statements can be made relative to the group of 42 PCS students with 504 Plans:

- As a means of protecting student privacy, and since the total student population with Section 504 plans is small, data is shared with the 504 Team for each individual student, not by group data calculated for grade or age.
- As a means of protecting student privacy, since the total Section 504 student population is relatively small, PCS does not receive mean scale scores nor the percentage scoring ‘Standard Met’ and above on CAASPP Test results from CDE. However, through the 504 Team process, individual student data is monitored regularly and reviewed annually, taking into consideration the student’s individual needs, ability level, and overall potential.
- Currently, all students with a Section 504 Plan are on track to earn a PCS diploma.

When a student does not qualify for a Section 504 Plan, PCS works with the student, parent, and team to develop a Student Action Plan, outlining Tier 1 supports and informal interventions and strategies available to support student success.

C. Program Evaluation

PCS monitors the progress of students with 504 plans using multiple performance outcomes: CAASPP and/or iReady growth, and growth on local assessments, including course grades. In addition, PCS surveys all students and parents semi-annually, collecting feedback related to individual courses, specific academic programs, and overall student experience. Survey data is considered along with student performance outcomes to evaluate our program and identify areas for improvement.

III. English Learners

A. Program Description

In accordance with Title VI of the Civil Rights Act of 1964, students who are English Learners are given appropriate support, effective resources, and academic-based evaluation to ensure success. Potential English Learners are administered the English Language Proficiency Assessments for California (ELPAC) Initial Assessment within 30 days of initial enrollment. Students who have been previously identified as English Language Learners are administered the ELPAC Summative Assessment annually in the spring until they are reclassified as fluent English proficient (RFEP). RFEP students are monitored at every six-week grading period for four years following their reclassification date and given academic support on an as-needed basis. EL students receive both designated and integrated English Language Development (ELD) instruction and academic support services until they are redesignated according to PCS’s Reclassification Policy. This includes a full period of designated ELD (265 minutes) each week, provided by a credentialed ELD teacher. EL students also receive at least 45 minutes of supplemental academic tutoring and support per week.

The PCS Reclassification Policy aligns with the California Department of Education’s Reclassification Guidance for 2019-20; it includes one state criterion (an Overall Score of 4 on the ELPAC), and three local criteria. The local criteria are: (1) English/Language Arts Proficiency comparable to that of their English-speaking peers, as demonstrated by the California Assessment of Student Performance and Progress (CAASPP) *or* a score of at least 3 on an English or History Advanced Placement Exam *or* demonstrate proficiency on a calibrated grade-level

writing sample (History Dept. DBQ; English Dept. Writing Assessment); (2) Teacher Evaluation, including, but not limited to a semester grade of a C or better in English, History, and Science; (3) Parent Opinion and Consultation. Only students who meet all four criteria are reclassified.

A student who qualifies for EL services is provided direct and integrated instruction/support by (an) English-language authorized staff member(s) within the general education environment and in designated settings. For all EL students, the Designated ELD instruction provided is to students in a small class, aligned with the California English Language Development Standards, and guided by formal and informal assessment findings. Content-area teachers use integrated ELD strategies to help ELs access course content. When appropriate to support the work of Emerging English Learners, students are provided with texts and materials in their primary language.

Texts and curricular materials to support Designated ELD at PCS include Houghton Mifflin Harcourt's *English 3D* program, *Writable for English 3D*, *Launch to Literacy*, *Link to Literacy*, and *EduCeri*. Instructional programs and materials to support Integrated English learning include Sadlier's *Vocabulary Workshop* series, abridged novels, differentiated core curriculum, *Writer's Workshop*, and a supplemental ELA Intervention Lab.

Instructional focus for ELs in Designated ELD is aligned with and based on English Language Development Standards: Interacting in Meaningful Ways, How English Works, and Using Foundational Literary Skills. As EL students move through the ELD Level Proficiency Continuum (Emerging, Expanding, Bridging), supports are adjusted accordingly.

The Integrated ELD program focuses on strategies from Constructing Meaning curriculum. During the 2022-2023 school year, the ELD Teacher is organizing and mentoring 7-10 teachers in Math, English, Science and History who are participating in a year-long program of learning and supported implementation of Constructing Meaning strategies. All academic Department Chairs are also engaged in professional learning and support focused on enhancing integrated ELD strategies across the curriculum. This initial professional development engagement will engage at least 50% of the PCS faculty in professional learning about integrated language support during the 2022-2023 school year. These teachers and faculty leaders will then provide peer mentorship and expanded learning opportunities during the 2023-2024 school year, when the entire staff will be trained in Constructing Meaning integrated ELD strategies.

Students who qualify for Special Education, and who are also designated as EL, receive specialized academic instruction through the Special Education Department while participating in general education curriculum courses for core academic studies, in the general education environment and in designated settings. These dual-identified students have linguistic goals defined within their IEPs, in addition to the goals that address other identified special needs.

B. Current Status

For the 2022-2023 school year, PCS has three (3) English Learners and eight (8) Reclassified English Fluent Proficient (RFEP) students who are still within the four-year monitoring window. One (1) student is in 7th grade, and is currently pending reclassification. One (1) is in 9th grade and is also pending reclassification. The third is in 12th grade, and although an EL student, does not need to adhere to the EL Programmatic requirements due to his status as an international exchange student.

Regarding RFEP students: two (2) are in 7th grade, one (1) is in 8th, two (2) are in 9th, and two (2) are in 11th grade. EL students receive standards-based Designated ELD instruction (as described above) for 265 minutes a week. They also receive at least 45 minutes of academic tutoring and homework help per week. Additional

English Language Arts (ELA) and Math intervention programs, academic tutoring, and after-school homework support are available to English Learners or RFEP students who demonstrate a need in any core subject area.

C. Program Evaluation

As previously described, PCS monitors the progress of our English Learners using multiple performance outcomes: ELPAC growth, CAASPP and/or iReady growth, and growth on local assessments. These measures are also used for program evaluation. In addition, PCS surveys all students and parents semi-annually, collecting feedback related to individual courses, specific academic programs, and overall student experience. Survey data is considered along with student performance outcomes and individual interviews with students and parents to evaluate our program and identify areas for improvement.

PCS continues to provide necessary accommodation and support for students with IEPs and 504 plans, as well as English Learners. We will continue to carefully monitor student progress toward learning goals, and overall program effectiveness.

PCS staff associated with the compilation of data and writing of this document:

- *Maria Reitano, Head of School*
- *Jessica Alvarez-Patterson, Director of Special Education*
- *Rafael Ramírez III, Assistant Principal/Dean of Students and Section 504 Coordinator*
- *Lauren Friend, Faculty Dean*
- *Sofia Ramírez, Bilingual Community Liaison and EL Coordinator*
- *Andrea Roth, English Language Development Teacher*

Chapter V: School-wide Action Plan

Critical Learner Need 1: Develop PCS' new school site in a manner that is consistent with the school's Charter.

Rationale

After sixteen years of leasing temporary space including ten years at the current site, Pacific Collegiate School's move to a new building site is a major event in the school's history. The move presents many great opportunities. This will be the first time the school has occupied a space with a sense of permanence and ownership. In contrast to the first two locations, the new building has been specifically designed to fit PCS' educational program. Additionally, as a major remodel, we have the opportunity to move into a space that is modernized both for technology and comfort and safety.

There are many challenges associated with the new location, aside from the logistics of moving a 500 student school and all of the associated infrastructure. As we look closely at the core statements of our Charter, it will be important to ensure that our facility provides the opportunities to continue and enhance the things that make PCS unique. In particular, we need to develop a plan to have the facilities to support the Visual and Performing Arts, provide opportunities for students to engage through current technology, provide opportunities to engage in advanced and sometimes non-classroom-based educational experiences, and have open spaces for students to be active and socialize. In many ways the new building represents a significant upgrade, and in others there are gaps that need to be addressed.

School-wide Learner Outcomes Addressed

School-wide Learner Outcome 2

PCS Graduates are well educated in the visual and performing arts.

School-wide Learner Outcome 3

PCS Graduates are technologically literate and prepared for life in the 21st Century

Action Item 1: Complete renovations and relocation to allow PCS students to begin using the new building by the end of the 2016 academic year.

Tasks	Responsible Parties	Progress Assessments	Timeline	Progress Reports
Complete renovations of the building	Administration Governing Board	Deadlines established with contractors City inspections	August 2015	City approval to occupy the building
Move furniture, equipment and resources from existing location to the new site	Administration Faculty/Staff	Contract established with moving vendor	August 2015	Beginning of occupancy
Unpack and setup new building for use by students	Administration Faculty/Staff Students Families	Dates set for adequate time between move and occupancy	August 2015	Facility ready for student use
Begin classes and utilize the new facility	Administration Faculty/Staff Students Families	Classes begin at new site	August 2015	Students occupy and utilize new facility for classes

Action Item 2: Develop new facility that supports and advance the Mission and tradition of a strong, rich and varied visual and performing arts program for PCS students.

Tasks	Responsible Parties	Progress Assessments	Timeline	Progress Reports
Establish dedicated traditional and digital visual arts studios/classroom spaces	Administration Visual and Performing Arts Department	Document program and curriculum needs Secure funding and resources	2015 to 2016	Report to Governing Board Governing Board Approval Students utilize facilities
Establish dedicated visual arts exhibition spaces	Administration Visual and Performing Arts Department	Document program and curriculum needs Secure funding and resources	2015 to 2016	Report to Governing Board Governing Board Approval Students utilize facilities
Establish dedicated performance classroom spaces	Administration Visual and Performing Arts Department	Document program and curriculum needs Secure funding and resources	2015 to 2016	Report to Governing Board Governing Board Approval Students utilize facilities
Establish dedicated rehearsal and performance spaces	Administration Visual and Performing Arts Department	Document program and curriculum needs Identify and locate facilities Secure funding and resources	2016 to 2017	Report to Governing Board Governing Board Approval Students utilize facilities

Action Item 3: Create necessary computer and science labs to fully integrate 21st century technology into the school's curriculum.

Tasks	Responsible Parties	Progress Assessments	Timeline	Progress Reports
Establish dedicated classroom space for engineering classes	Administration Math Department	Document program and curriculum needs Secure funding and resources	2015 to 2016	Report to Governing Board Governing Board Approval Students utilize facilities
Establish dedicated classroom space for computer science classes	Administration Math Department	Document program and curriculum needs Secure funding and resources	2015 to 2016	Report to Governing Board Governing Board Approval Students utilize facilities
Establish dedicated lab space for science classes.	Administration Science Department	Document program and curriculum needs Secure funding and resources	2015 to 2016	Report to Governing Board Governing Board Approval Students utilize facilities

Action Item 4: Develop opportunities for students to interact with and learn from the natural resources of the school's new location.

Tasks	Responsible Parties	Progress Assessments	Timeline	Progress Reports
Provide resources, space, and opportunities for students to get exercise and physical activity during the school day	Administration Faculty/Staff	Investigate opportunities for students to use the new location's and neighborhood's resources for exercise and physical activity	2015 to 2016 ongoing	Develop curricular and co-curricular programs for exercise and physical activity
Provide resources, space, and opportunities for students to engage with, study and learn from the environment	Administration Faculty/Staff	Investigate opportunities for students to use the resources of Natural Bridges State Park during classes such as AP Environmental Science, AP Biology, Visual Arts and others	2015 to 2016 ongoing	Develop curriculum that includes use of local natural resources

Critical Learner Need 2: Support all entering students in graduating from PCS prepared to enter and succeed at their chosen college or university.

Rationale

A question that continues to surface at PCS among Faculty and Staff is, “How do we know that we are doing what we say we are doing?” The national rankings we have enjoyed and the data presented in Chapter 1 demonstrate success and achievement, but we continue to ask ourselves whether these measures truly demonstrate success at fulfilling our Mission. A process like the WASC self-study is one of the opportunities that we have to try to understand how we define and measure our success. The fourth goal of our previous self-study was to “Support all entering students in graduating from PCS prepared to enter and succeed at their chosen college or university.” While we are confident that we are succeeding at this goal, and our students are indeed graduating prepared for college and succeeding once they get to college, we would like to be better able to measure this success. Therefore, we have retained this goal as our second Critical Learner Need and have updated the action items within the goal to better allow us to measure student progress toward college acceptance, readiness, and success once they have matriculated.

School-wide Learner Outcomes Addressed

School-wide Learner Outcome 1

PCS Graduates are prepared to enter and thrive at the world’s finest colleges and universities

Action Item 1: Provide a consistent level of academic support to students in all grades

Tasks	Responsible Parties	Progress Assessments	Timeline	Progress Reports
Align support and academic/college counseling for students from grades 7 to 12, particularly addressing the gap in support for grades 9 to 11.	Administration Leadership Team College Counselor Academic Support Specialist	Develop a written plan defining the school's counseling continuum	2015 to 2016	Report to Governing Board Update Student Handbook Update Curriculum Guide
Evaluate the need and feasibility of creating a new position of academic counselor for grades 9 to 11.	Administration Leadership Team College Counselor Academic Support Specialist	Create a report assessing the need, role, and economic feasibility of creating a new counselor position.	2016 to 2017	Report to Governing Board Approval of the Governing Board
Research and implement ways in which student support can be more effectively incorporated into the Advisory Program	Administration Challenge Success Committee Advisory Leads Faculty	Develop updated Advisory Curriculum	2015 to 2016 ongoing	Introduce new curriculum to Faculty Implement new curriculum
Continue efforts to refine message to current and prospective students about the school's expectation of students with relation to the PCS Mission	Administration, Strategic Planning Committee Challenge Success Committee Faculty	Update PCS Information Day presentations Update PCS website content	2015 to 2016 ongoing	Informational presentations for prospective families Website content for current and prospective students

Action Item 2: Increase academic support to First-to-College (FTC) students

Tasks	Responsible Parties	Progress Assessments	Timeline	Progress Reports
Establish baseline metrics for FTC student academic tracking to be collected, compiled and evaluated annually	Administration Outreach Coordinator Diversity Committee Faculty	Creation of a template for data collection	2015 to 2016 ongoing	Annual report to the Governing Board created by the Administration
Survey parents of FTC students annually to determine effectiveness of systems and support	Administration Outreach Coordinator Diversity Committee	Create survey Compile data	2015 to 2016 ongoing	Annual report to the Governing Board created by the Administration
Analyze metrics and survey results and make adjustments to provide appropriate support for FTC Students	Administration Outreach Coordinator Diversity Committee Faculty	FTC support plan	2015 to 2016 ongoing	Annual report to the Governing Board created by the Administration

Action Item 3: Develop a process for curricular review that supports preparing students to enter and succeed at their chosen universities.

Tasks	Responsible Parties	Progress Assessments	Timeline	Progress Reports
<p>Establish curricular review process/timetable that incorporates feedback from all stakeholders and corresponds with charter renewal, school-wide strategic planning and WASC review.</p> <p>*As per WASC Area of Growth #1, explore ways broaden the choices of the five required Advanced Placement classes required for graduation.</p> <p>*As per WASC Area of Growth #2, Examine making the senior project a required capstone for all students graduating from PCS; study, assess, and evaluate how the capstone could augment the current vision of PCS.</p>	Administration Faculty Board Parents Students	Alignment document	2015 to 2020	Charter renewal document, strategic plan and WASC report
Task curricular review process with the goal of creating consistent levels of challenge from grades 7 to 12	Administration Leadership Team Departments	Alignment document	2015 to 2016	Departments report to Leadership Team
<p>Align curriculum to Common Core and Next Generation standards.</p> <p>*As per WASC Area of Growth #4, Integrate Common Core Standards into the curriculum as</p>	Administration Leadership Team Departments	Alignment documents	2015 to 2016 ongoing	Departments report to Leadership Team

they become available.				
<p>Investigate opportunities for students to expand non-classroom based educational opportunities.</p> <p>*As per WASC Area of Growth #2, Examine making the senior project a required capstone for all students graduating from PCS; study, assess, and evaluate how the capstone could augment the current vision of PCS.</p>	Administration Strategic Planning Committee	Develop updates to curriculum or co-curricular activities	2015 to 2016 ongoing	Administration reports to Faculty

Action Item 4: Develop a system to track and gather comprehensive data that more effectively measures graduates' progress during post-PCS academic careers

Tasks	Responsible Parties	Progress Assessments	Timeline	Progress Reports
Maintain alumni database and connections between alumni and PCS	Alumni Coordinator Administration Faculty	Annual updates to the alumni database	2015 to 2016 ongoing	Alumni Coordinator gives annual report Governing Board
Institutionalize and improve the alumni survey	Alumni Coordinator Administration Faculty	Evaluate bi-annual participation rates	2015 to 2016 ongoing	Alumni Coordinator gives bi-annual report Governing Board
Analyze results of alumni survey bi-annually and use data to develop an action plan for curricular review and strategic planning	Alumni Coordinator Administration Faculty	Evaluate bi-annual survey responses	2015 to 2016 ongoing	Alumni Coordinator gives bi-annual report Governing Board
Compile data about alumni college attendance, persistence, and completion	Alumni Coordinator Administration	Evaluate annual survey data	2015 to 2016 ongoing	Alumni Coordinator gives annual report Governing Board
Leverage school's investment alumni coordinator to enhance opportunities (online and in-person) for alumni to regularly return to PCS to help current students make informed decisions about college and career.	Alumni Coordinator Administration Faculty/Staff	Evaluate participation and feedback	2015 to 2016 ongoing	Alumni Coordinator gives annual report Governing Board

Areas of Growth

At the conclusion of the April 2015 visit, the WASC Visiting Committee identified four Areas of Growth for PCS. They have been added to the PCS Action Plan.

Area of Growth #1: Acknowledging the boundaries of the charter, explore ways to broaden the choices of the five required Advanced Placement classes required for graduation.

This Area of Growth has been added to the PCS Action Plan under CLN Two, Action Item Three, First Task.

First Task: Establish curricular review process/timetable that incorporates feedback from all stakeholders and corresponds with charter renewal, school-wide strategic planning and WASC review. As per **WASC Area of Growth #1**, explore ways to broaden the choices of the five required Advanced Placement classes required for graduation. As per **WASC Area of Growth #2**, Examine making the senior project a required capstone for all students graduating from PCS; study, assess, and evaluate how the capstone could augment the current vision of PCS.

See pages 167 to 168

Area of Growth #2: Examine making the senior project a required capstone for all students graduating from PCS; study, assess, and evaluate how the capstone could augment the current vision of PCS.

This Area of Growth has been added to the PCS Action Plan under CLN Two, Action Item Three, First and Fourth Tasks.

First Task: Establish curricular review process/timetable that incorporates feedback from all stakeholders and corresponds with charter renewal, school-wide strategic planning and WASC review. As per **WASC Area of Growth #1**, explore ways to broaden the choices of the five required Advanced Placement classes required for graduation. As per **WASC Area of Growth #2**, Examine making the senior project a required capstone for all students graduating from PCS; study, assess, and evaluate how the capstone could augment the current vision of PCS.

Fourth Task: Investigate opportunities for students to expand non-classroom based educational opportunities. As per **WASC Area of Growth #2**, Examine making the senior project a required capstone for all students graduating from PCS; study, assess, and evaluate how the capstone could augment the current vision of PCS.

See pages 167 to 168

Area of Growth #3: Evaluate more effective ways to assess student and parent opinions of PCS.

This Area of Growth has been added to the PCS Action Plan as new Action Item.

Tasks	Responsible Parties	Progress Assessments	Timeline	Progress Reports
Develop and implement a school communication plan for students, faculty and parents, as per defined by the Strategic Plan.	Administration Faculty Strategic Planning Committee	Strategic Plan interim reports	Due end of 2016 school year	Administration reports to parents and students

Area of Growth #4: Integrate Common Core Standards into the curriculum as they become available.

This Area of Growth has been further emphasized in the PCS Action Plan under CLN Two, Action Item Three, Third Task.

Third Task: Align curriculum to Common Core and Next Generation standards. As per **WASC Area of Growth #4**, Integrate Common Core Standards into the curriculum as they become available.

See pages 167 to 168



PACIFIC COLLEGIATE SCHOOL

Annual Report and Diversity Update
December 15, 2022

VISION

PCS engages and supports every student in inclusive college preparatory learning that ignites curiosity, critical thinking, and innovation, while developing resilient, globally-minded, socially responsible change-makers.

PCS inspires students to discover the interests, purpose, and passion that will enable them to thrive. We cultivate a love of learning within a community of care, advancing and celebrating diversity, equity, and inclusion. Students explore and excel through academically rich and culturally relevant learning, integrated with visual and performing arts and world languages. Our exemplary college preparatory curriculum empowers all students to be creative problem-solvers, effective collaborators, and engaged leaders of today and tomorrow.

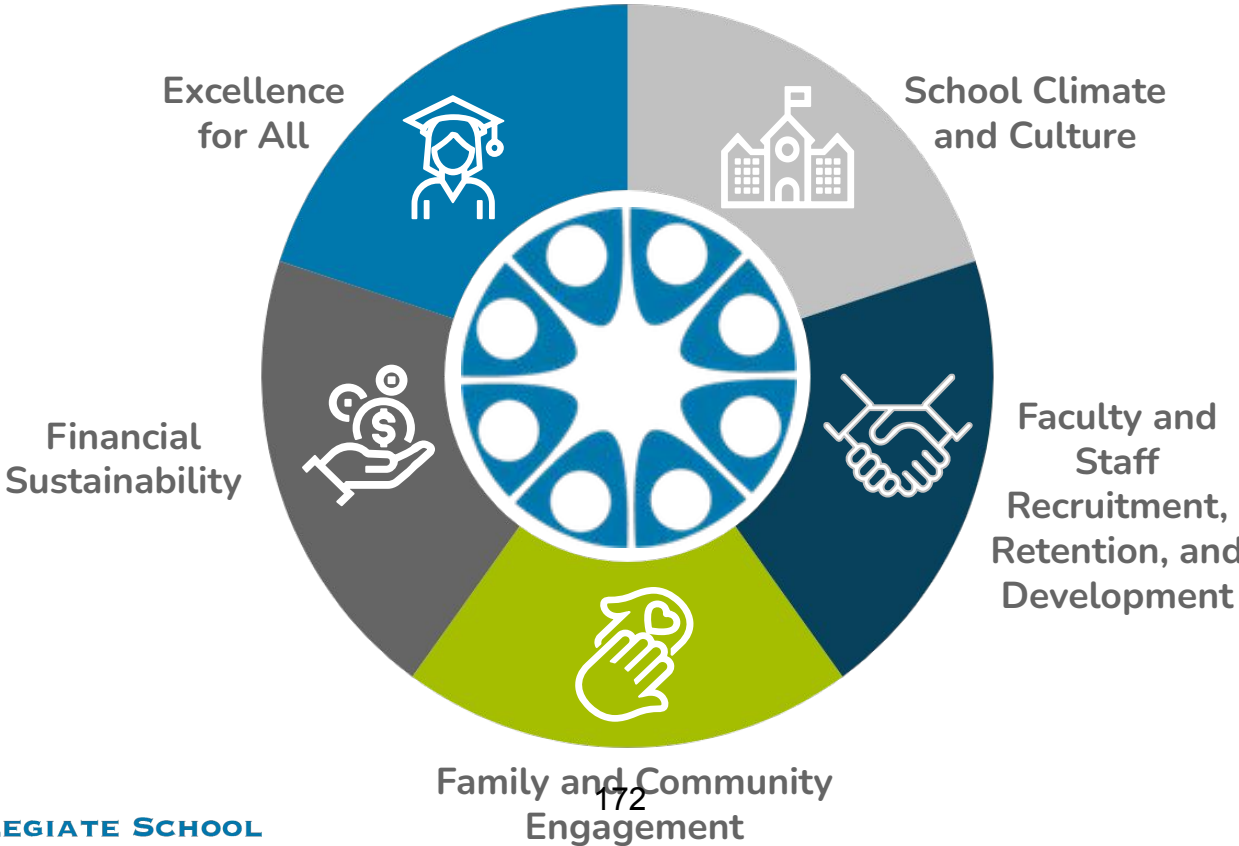


OUR MISSION

Our Values

Inclusion and Belonging	Fostering and maintaining an inclusive and anti-racist school culture that welcomes, supports, and celebrates all members of our diverse community.
Relationships	Creating and nurturing supportive relationships among students, families, teachers, staff, Board members, volunteers, and community partners.
Creativity	Encouraging innovation, self-expression, and expansive thinking.
Learning	Pursuing academic excellence, whole student development, and intellectual curiosity.
Integrity	Reflecting the importance of honesty, ethics, openness and respect.
Responsibility	Fostering a sense of mutual care and active engagement in our school, local, and global communities.
Accountability	Demonstrating personal and institutional responsibility for student learning, ethical conduct, and our shared vision, including through meaningful stakeholder engagement.

Anchors of Our Strategic Plan



RANKINGS

(Niche & Challenge Index,
2022)

#1

High School in Santa Cruz

#6

Charter High School in CA

#32

Charter School in the Nation

Top 1%

Of High Schools in the Nation
Equity & Access Score of 68%

Our Results and Accolades

7

Each PCS graduate
takes an average of 7
APs, with 81% of
2022 tests earning a
score of 3 or above.

1364

Average student SAT
score in 2022,
compared to national
average of 1050.

0

In English Language
Arts test scores,
between 7th and 11th
grade, PCS virtually
eliminates equity
gaps.

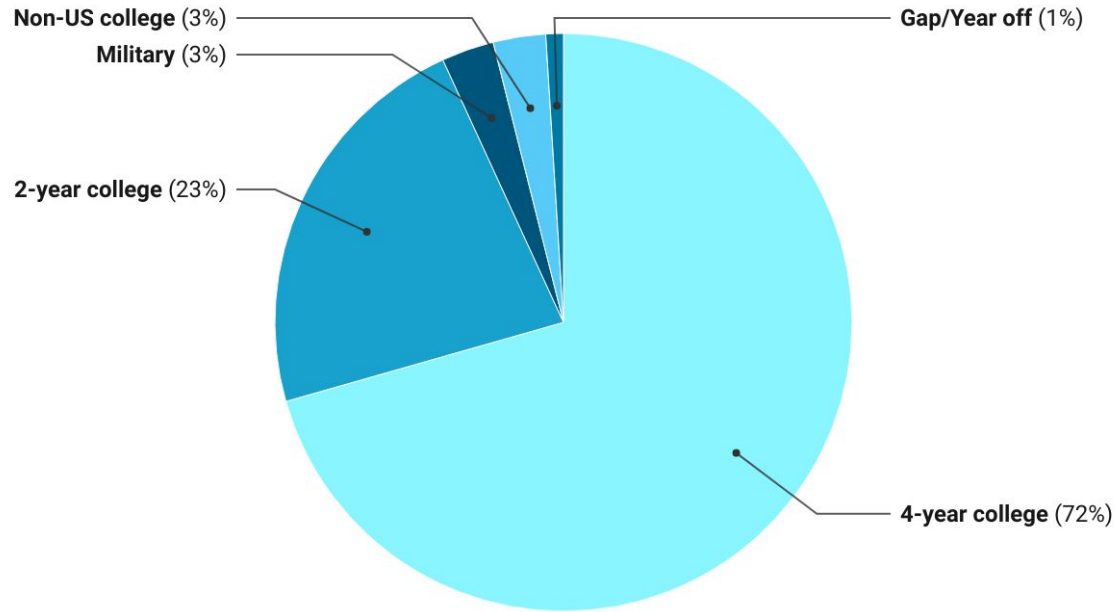
100%

Of PCS graduates are
accepted into college.

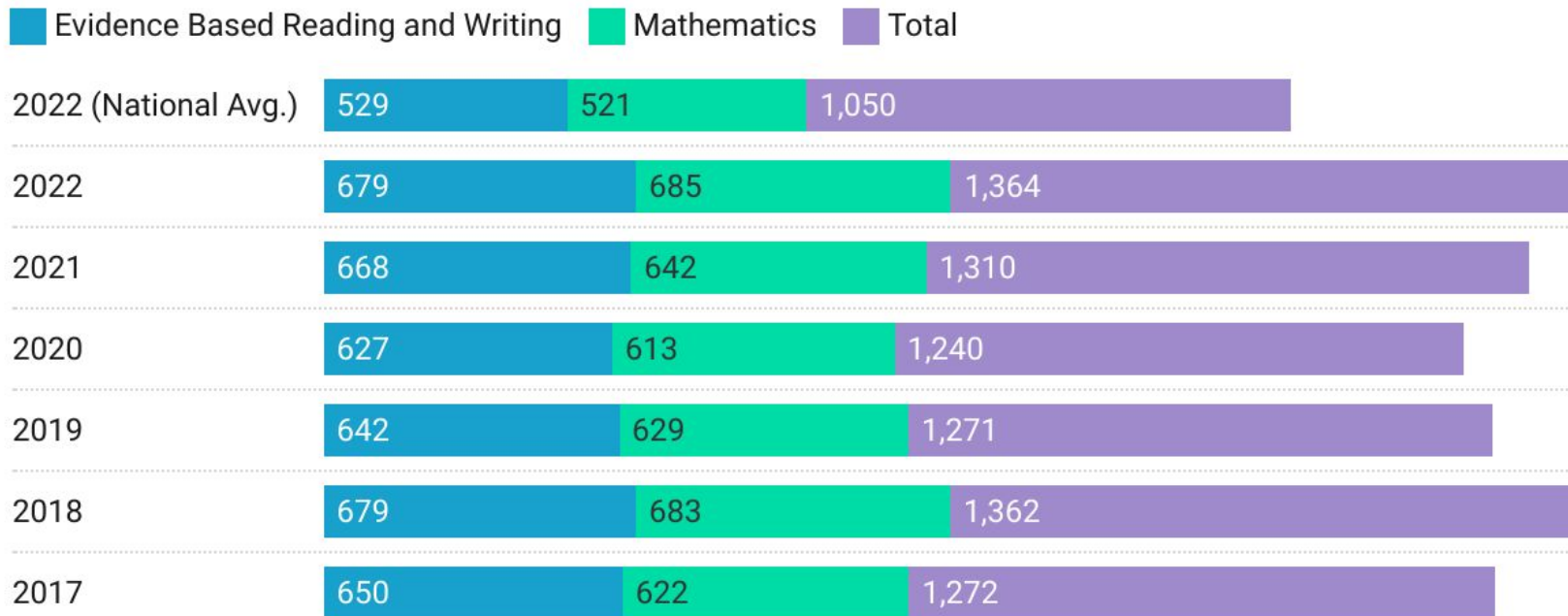
1%

The College Board
recognized PCS as one of
143 schools out of 20,000
who offer AP Computer
Science for a Female
Diversity Award.

PCS Success: Class of 2022 Matriculation

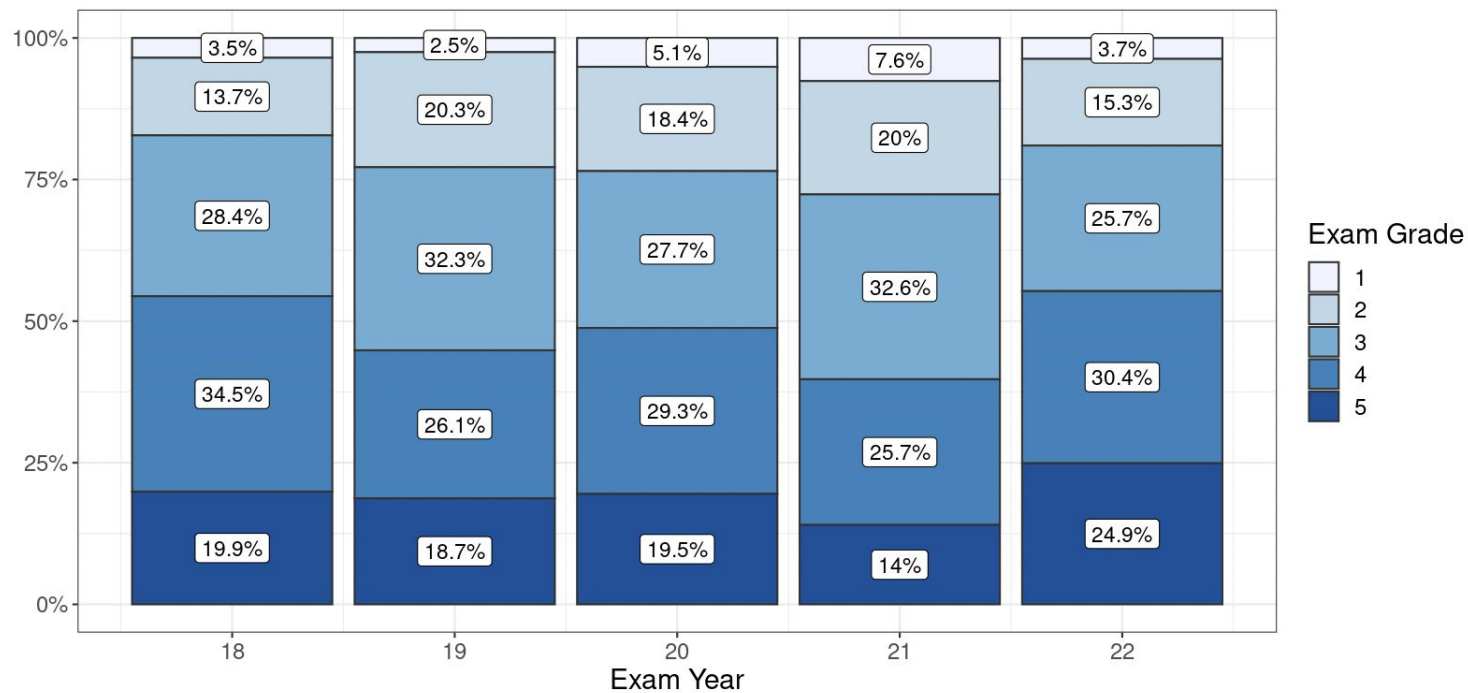


PCS Success: Scholastic Aptitude Test (SAT)

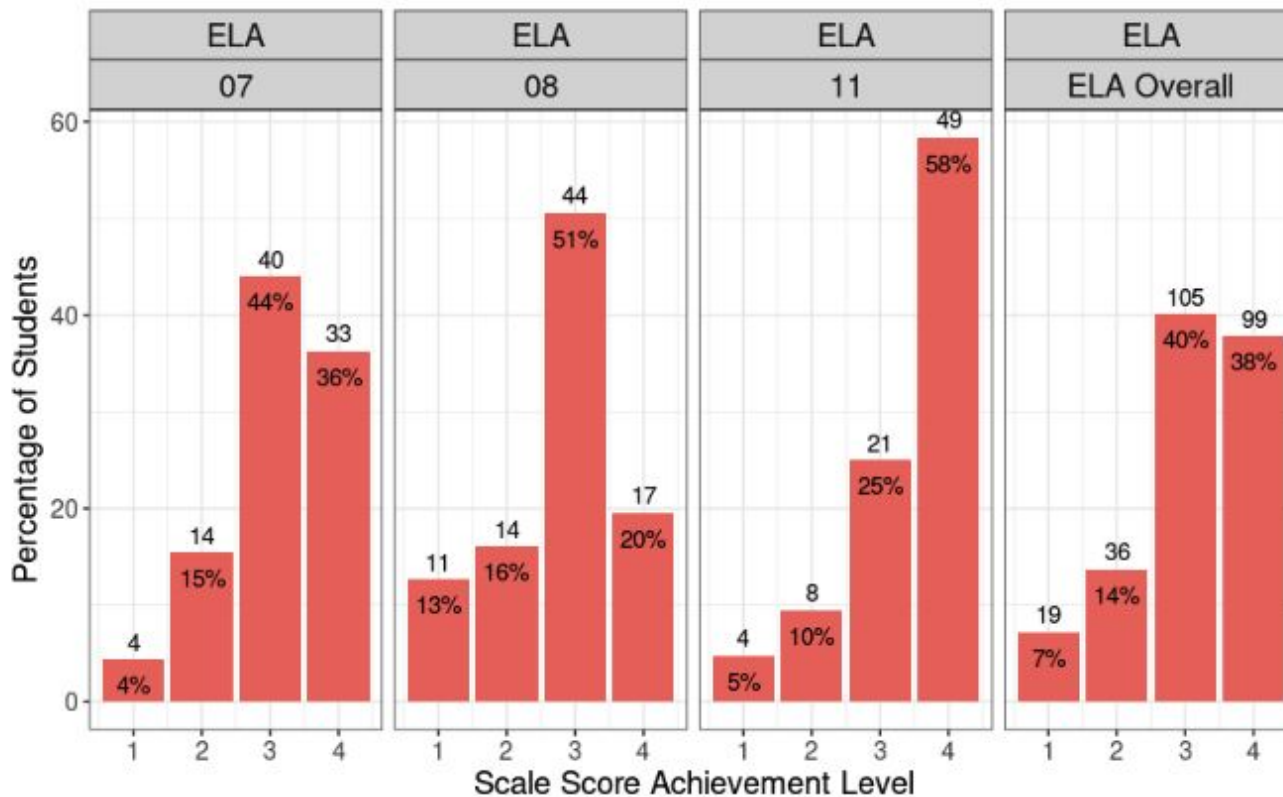


PCS Success: Advanced Placement (AP)

AP Scores across all AP exams, 2018-2022



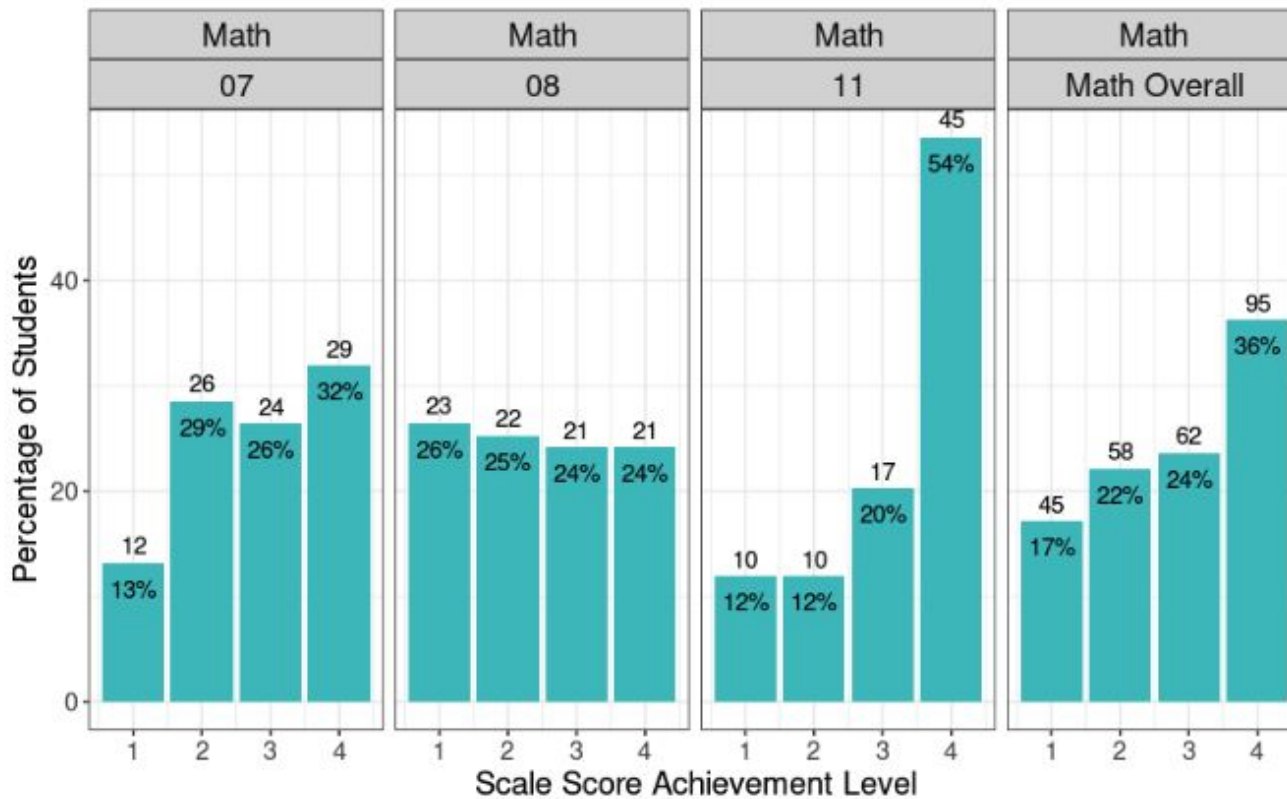
PCS Success: 2022 CAASPP - ELA



177



PCS Success: 2022 CAASPP - Math



178



We achieve these results through...



Small Class Sizes

Our student to teacher ratio is 20:1, with an average class size of 16.



Expansive Programming

Students have access to a breath of offerings including STEM, world languages, visual & performing arts, and a wide variety of APs. Robust supports include an AVID program, college counseling, as well as free tutoring and PSAT/SAT/ACT preparation.



Equity by Design

30% of 7th grade lottery slots set aside for first-to-college and students qualifying for free & reduced price meals.



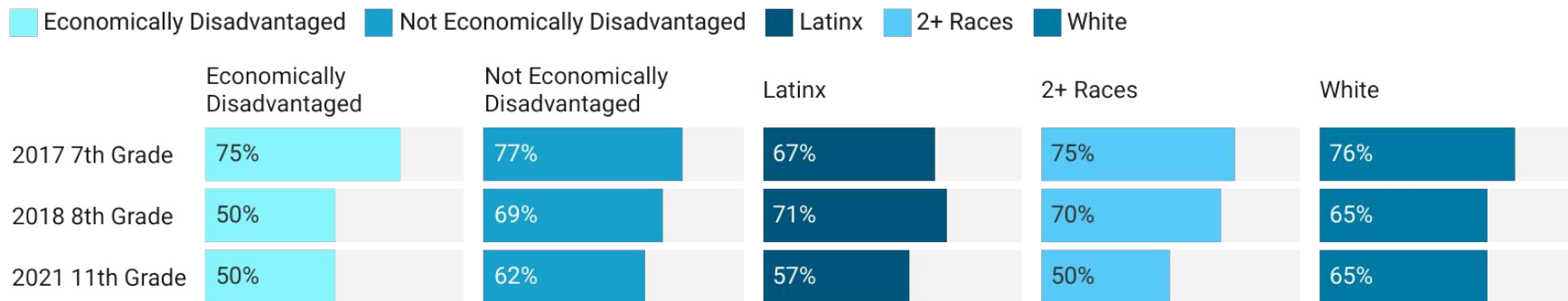
Teaching Excellence

With teachers being the most powerful in-school factor influencing outcomes, PCS has hired and works to retain a top notch teaching staff.



We Continue to Address Accessibility Gaps

Cohort Analysis of Math CAASPP Scores - Class of 2022



In analyzing disaggregated student performance data over time, PCS has identified gaps in performance for three significant subgroups:

- Economically Disadvantaged
- Latinx
- 2+ Races

These gaps are most notable in mathematics CAASPP scores, as reflected above.



**Diversity, Equity, Inclusion
and Access (DEIA)**

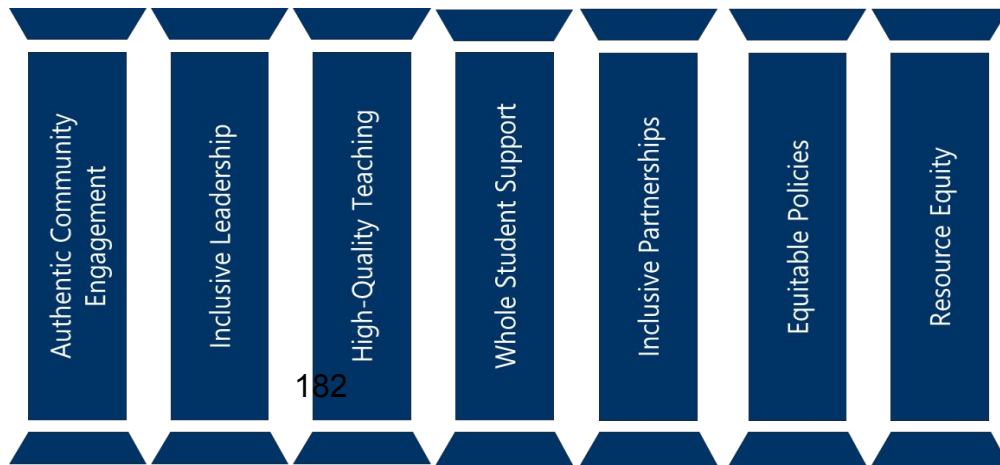
At

Pacific Collegiate School

DEIA Taskforce

Priority Initiatives for 2022-2023

- Equity by Design Framework
 - Equity Audit
- Expanded Student Recognition System
 - Student listening sessions



2020-2025 Diversity Plan Update

- Goal A: Recruit a more diverse student population
- Goal B: Build mechanisms of student support
- Goal C: Recruit diverse school leadership
- Goal D: Build an inclusive and supportive school culture
- Goal E: Refine data collection and assessment



Goal A: Recruit More Diverse Student Population

Update/Progress in this area:

- Updated lottery guidelines with 30% preference for traditionally underrepresented students
- Inclusive Communications
- Bilingual Community Liaison
- Networking/Participation in County-wide DEIA Efforts and Community Events
- Building Community Partnerships

COVID-related recruitment challenges:

- Reduced community outreach events and opportunities
- Technology/internet meeting formats



Enrollment Demographics

Student Enrollment by Ethnicity - November 2022

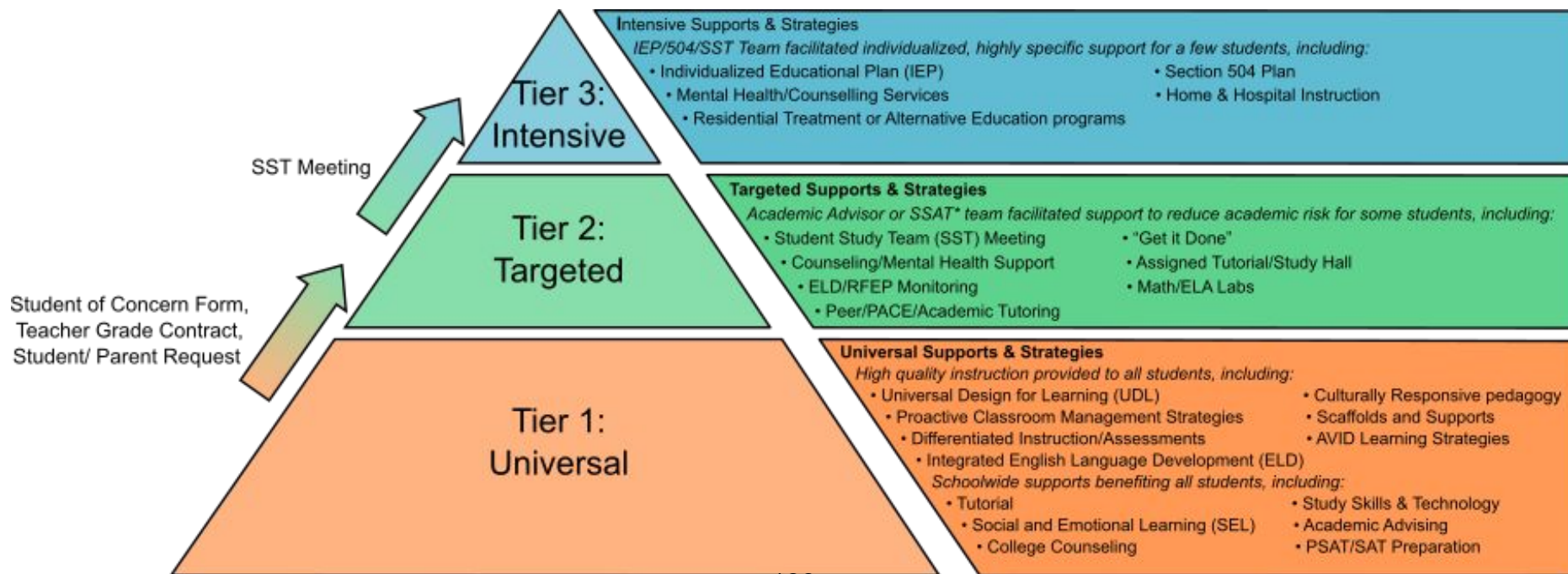
	Latinx	Native American	Asian	Black	2+ More Races	White	Students of Color
Grade 7	18.1%	1.1%	3.2%	0.0%	13.8%	63.8%	36.2%
Grade 8	19.0%	0.0%	1.1%	0.0%	11.6%	66.3%	31.6%
Grade 9	19.4%	0.0%	9.7%	1.1%	15.1%	54.8%	45.2%
Grade 10	9.6%	0.0%	11.0%	0.0%	6.8%	72.6%	27.4%
Grade 11	13.8%	0.0%	5.8%	1.2%	12.6%	66.7%	33.3%
Grade 12	25.8%	0.0%	10.1%	0.0%	9.0%	55.1%	44.9%
Total	17.9%	0.2%	6.6%	0.4%	11.7%	62.9%	37.1%

Created with Datawrapper



Goal B: Build Mechanisms of School Support

Multi-Tiered Systems of Support (MTSS) at PCS



Goal B: Build Mechanisms of School Support

Update/Progress in this area:

- Refined the work of the Student Support Advisory Team (SSAT) to expand resources and enhance teacher use of Tier 1 interventions and support structures and to identify students in need of Tier 2 or Tier 3 support.
- Bilingual Community Liaison to support multilingual students and families at PCS.
- Expanded services for English Learners (EL) and students that have been Reclassified Fluent English Proficient (RFEP), including peer, intern, and professional tutoring support before, during, and after school.
- Expanded Academic intervention and support programs.
- School Counselor to expand mental health support and social-emotional learning opportunities.
- Expanded mental health and counseling services to provide school-based therapeutic support to a greater number of students.
- Supported student leaders in the creation of identity alliances and affinity spaces including: BIPOC Unity Group, Queer Intersectional Alliance, Trans/Non-binary Alliance, Jewish Student Union, Black Student Union, Latinx & Hispanic Heritage Student Union, and the Collaborative for Uplifting Student Voices.
- AVID training and cooperation with AVID regional team regarding program implementation and plans to expand support for First-to-College students and their families in the future.



Professional Learning

Professional Learning at PCS aligned to Goal B:

- Diversity, Equity, Inclusion (DEI)
- Universal Design for Learning (UDL)
- Integrated English Language Development (ELD) & Supporting English Learners
- Advancement Via Individual Determination (AVID)



Goal C: Recruit Diverse School Leadership & Staff

Update/Progress in this area:

- Outreach and partnership with teacher preparation and internship programs, to create pipelines of diverse candidates:
 - SJSU
 - UCSC Cal Teach
 - CSUMB
 - CSUEB
 - Santa Clara University
- Updated recruiting and hiring policies and practices to forefront goal of diversifying staff and reducing implicit bias
- Enhancing employee supports to retain staff and develop their leadership skills
- Long-term planning and ongoing negotiations to address financial barriers



Goal D: Build an Inclusive and Supportive School Culture

Update/Progress in this area:

- Professional Development to support teachers in culturally respectful and responsive education that communicates safety to all students
- Director of DEI, EL Coordinator, Bilingual Liaison, School Counselor, Data Analyst, and paraprofessionals/aides
- Equity-focused review of curriculum and instruction in all subjects, and individual and department goals related to identifying, addressing, and reducing opportunity gaps
- Shift to platforms for school communications that support translation into other languages; commitment to bilingual parent communication and community engagement (especially English/Spanish)
- Providing family education related to anti-racism, social justice, and LGBTQ+ needs
- Creating monthly displays and “learning boards” with information about cultural heritage months
- Working with diverse student leaders to design cultural/identity celebrations that are non- tokenizing
- Training student clubs/organization to uphold inclusion and equity
- Conducting annual student experience surveys and a variety of listening sessions with students to understand what is working for our students and what is still needed
- Supporting students and staff in the creation of affinity spaces to bolster feelings of belonging for all, with a special eye towards our BIPOC, multi-lingual, and socio-economically diverse community members
- Expanding therapeutic services to increase our capacity to meet social-emotional needs
- Creating non-evaluative spaces for students to explore non-academic interests





Goal E: Refine Data Collection & Assessments

Update/Progress in this area:

- Data working group
- Development of common local assessments
- iReady, IXL, and other local benchmark assessments
- Expanded student, family, and staff input surveys





THANK YOU

GRACIAS
ARIGATO
SHUKURIA
JUSPAXAR
DANKSCHEEN
TASHAKKUR ATU
YAQHANYELAY
SUKSAMA
EKHMET
TINGKI
BIYAN
SHUKRIA
GOZAIMASHITA
EFCHARISTO
KOMAPSUNIDA
MAAKE
GRAZIE
MEHRBANI
PALDIES
BOLZİN
MERCI



SANTA CRUZ
COUNTY OFFICE OF
EDUCATION
DR. FARIS SABBAH • SUPERINTENDENT OF SCHOOLS

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM #9.2

Board Meeting Date: December 15, 2022

☐

Action

☒

Information

TO: Santa Cruz County Board of Education

FROM: Liann Reyes, Deputy Superintendent, Business Services
Melissa Lopez, Director, Fiscal Services

SUBJECT: First Interim Financial Report

BACKGROUND

In accordance with Education Code § 1240(L), the Superintendent is required to certify the first interim financial report and present it for the Board to review in open session.

RECOMMENDATION

Receive presentation.

2022-23

First

Interim



December 15, 2022

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

Signed: _____ Date: _____
County Superintendent or Designee

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

To the State Superintendent of Public Instruction:

This interim report and certification of financial condition are hereby filed by the County Board of Education pursuant to Education Code sections 1240 and 33127.

Meeting Date: December 15, 2022 Signed: _____
County Superintendent of Schools

CERTIFICATION OF FINANCIAL CONDITION

☒ POSITIVE CERTIFICATION
As County Superintendent of Schools, I certify that based upon current projections this county office will meet its financial obligations for the current fiscal year and subsequent two fiscal years.

☐ QUALIFIED CERTIFICATION
As County Superintendent of Schools, I certify that based upon current projections this county office may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.

☐ NEGATIVE CERTIFICATION
As County Superintendent of Schools, I certify that based upon current projections this county office will not meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

Contact person for additional information on the interim report:

Name: Melissa Lopez Telephone: (831) 466-5616
Title: Director, Fiscal Services E-mail: mlopez@santacruzcoe.org

Criteria and Standards Review Summary

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

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Projected ADA for County Operations Grant or county operated programs has not changed for any of the current or two subsequent fiscal years by more than two percent since budget adoption.		X
CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Local Control Funding Formula (LCFF) Revenue	Projected LCFF revenue for any of the current or two subsequent fiscal years has not changed by more than two percent since budget adoption.		X
3	Salaries and Benefits	Projected total salaries and benefits for any of the current or two subsequent fiscal years has not changed by more than five percent since budget adoption.	X	
4a	Other Revenues	Projected operating revenues (federal, other state, other local) for the current and two subsequent fiscal years have not changed by more than five percent since budget adoption.		X
4b	Other Expenditures	Projected operating expenditures (books and supplies, services and other expenditures) for the current and two subsequent fiscal years have not changed by more than five percent since budget adoption.		X
5	Ongoing and Major Maintenance Account	If applicable, changes occurring since budget adoption meet the required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account).	X	
6	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard in any of the current or two subsequent fiscal years.		X
7a	Fund Balance	Projected county school service fund balance will be positive at the end of the current and two subsequent fiscal years.	X	
7b	Cash Balance	Projected county school service fund cash balance will be positive at the end of the current fiscal year.		X
8	Reserves	Available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the current and two subsequent fiscal years.	X	
SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) occurred since budget adoption that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing county school service fund expenditures funded with one-time revenues that have changed since budget adoption by more than five percent?	X	
S3	Temporary Interfund Borrowings	Are there projected temporary borrowings between funds?		X

S4	Contingent Revenues	Are any projected revenues for any of the current or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the county school service fund to cover operating deficits, changed since budget adoption by more than \$20,000 and more than 5% for any of the current or two subsequent fiscal years?		X
SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the county office have long-term (multiyear) commitments or debt agreements?		X
		• If yes, have annual payments for the current or two subsequent fiscal years increased over prior year's (2021-22) annual payment?	X	
		• If yes, will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?	X	
S7a	Postemployment Benefits Other than Pensions	Does the county office provide postemployment benefits other than pensions (OPEB)?		X
		• If yes, have there been changes since budget adoption in OPEB liabilities?	X	
S7b	Other Self-insurance Benefits	Does the county office operate any self-insurance programs (e.g., workers' compensation)?		X
		• If yes, have there been changes since budget adoption in self-insurance liabilities?	X	
S8	Status of Labor Agreements	As of first interim projections, are salary and benefit negotiations still unsettled for:		
		• Certificated? (Section S8A, Line 1b)	X	
		• Classified? (Section S8B, Line 1b)	X	
		• Management/supervisor/confidential? (Section S8C, Line 1b)	X	
S9	Status of Other Funds	Are any funds other than the county school service fund projected to have a negative fund balance at the end of the current fiscal year?	X	

ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the county office will end the current fiscal year with a negative cash balance in the county school service fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	X	
A3	County Operations Grant ADA	Is County Operations Grant ADA decreasing in both the prior and current fiscal year?		X
A4	New Charter Schools Impacting County Office ADA	Are any new charter schools operating in county office boundaries that are impacting the county office's ADA, either in the prior or current fiscal years?	X	
A5	Salary Increases Exceed COLA	Has the county office entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
A6	Uncapped Health Benefits	Does the county office provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Fiscal Distress Reports	Does the county office have any reports that indicate fiscal distress? If yes, provide copies to the CDE.	X	
A8	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	

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the interim certification.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

STANDARD: Projected County Operations Grant average daily attendance (ADA) has not changed for any of the current fiscal year or two subsequent fiscal years by more than two percent since budget adoption. Projected ADA for county operated programs has not changed for any of the current fiscal year or two subsequent fiscal years by more than two percent since budget adoption.

County Office ADA Standard Percentage Range: -2.0% to +2.0%

1A. Calculating the County Office's ADA Variances

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise enter data into the first column for all fiscal years. If Form MYPI exists, County Operations Grant ADA will be extracted for the two subsequent years; otherwise enter this data. First Interim Projected Year Totals data for Current Year are extracted; enter data for the remaining two subsequent years into the second column.

Program / Fiscal Year	Estimated Funded ADA		Percent Change	Status
	Budget Adoption	First Interim		
	Budget	Projected Year Totals		
	(Form 01CS, Item 1B-2)	(Form AI) (Form MYPI)		
County and Charter School Alternative Education Grant ADA (Form A/AI, Lines B1d and C2d)				
Current Year (2022-23)	880.00	880.00	0.0%	Met
1st Subsequent Year (2023-24)	880.00	870.00	-1.1%	Met
2nd Subsequent Year (2024-25)	880.00	860.00	-2.3%	Not Met
District Funded County Program ADA (Form A/AI, Line B2g)				
Current Year (2022-23)	86.58	86.58	0.0%	Met
1st Subsequent Year (2023-24)	86.58	86.58	0.0%	Met
2nd Subsequent Year (2024-25)	86.58	86.58	0.0%	Met
County Operations Grant ADA (Form A/AI, Line B5)				
Current Year (2022-23)	35,324.30	34,440.41	-2.5%	Not Met
1st Subsequent Year (2023-24)	35,324.30	34,165.73	-3.3%	Not Met
2nd Subsequent Year (2024-25)	35,324.30	33,893.80	-4.0%	Not Met
Charter School ADA and Charter School Funded County Program ADA (Form A/AI, Lines C1 and C3f)				
Current Year (2022-23)	0.00	0.00	0.0%	Met
1st Subsequent Year (2023-24)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2024-25)	0.00	0.00	0.0%	Met

1B. Comparison of County Office ADA to the Standard

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

- 1a. STANDARD NOT MET - Projected ADA for County Operations Grant or county operated programs has changed since budget adoption by more than two percent in any of the current year or two subsequent fiscal years. Provide reasons why the change(s) exceed the standard, a description of the methods and assumptions used in projecting ADA, and what changes will be made to improve the accuracy of projections in this area.

Explanation:
(required if NOT met)

Santa Cruz County has experienced declining enrollment at a much faster pace than anticipated. COE Alternative Education programs are projecting a decrease of 10 ADA in the two subsequent years. County wide ADA for the current year reflects final 2021-22 ADA used during Unaudited Actuals with a 1% decline projected in the two subsequent years.

2. **CRITERION: LCFF Revenue**

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

County Office LCFF Revenue Standard Percentage Range: -2.0% to +2.0%

2A. Calculating the County Office's Projected Change in LCFF Revenue

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

LCFF Revenue				
(Fund 01, Objects 8011, 8012, 8020-8089)				
Fiscal Year	Budget Adoption	First Interim	Percent Change	Status
	(Form 01CS, Item 2C)	Projected Year Totals		
Current Year (2022-23)	29,028,775.00	30,645,264.00	5.6%	Not Met
1st Subsequent Year (2023-24)	29,547,480.00	32,167,278.00	8.9%	Not Met
2nd Subsequent Year (2024-25)	30,815,190.00	33,878,987.00	9.9%	Not Met

2B. Comparison of County Office LCFF Revenue to the Standard

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

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

Explanation:
(required if NOT met)

Increased funding rates for the County Operations grant based on the Enacted State Budget resulted in increased LCFF revenues in the current and subsequent years.

3. **CRITERION: Salaries and Benefits**

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

County Office Salaries and Benefits Standard Percentage Range: -5.0% to +5.0%

3A. Calculating the County Office's Projected Change in Salaries and Benefits

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

Fiscal Year	Salaries and Benefits		Percent Change	Status
	Budget Adoption	First Interim		
	Projected Year Totals			
	(Form 01, Objects 1000-3999)	(Form 01I, Objects 1000-3999)		
	(Form 01CS, Item 3B)	(Form MYPI, Lines B1-B3)		
Current Year (2022-23)	45,398,621.96	45,810,628.68	.9%	Met
1st Subsequent Year (2023-24)	44,590,459.30	45,044,760.10	1.0%	Met
2nd Subsequent Year (2024-25)	44,164,516.10	44,875,109.50	1.6%	Met

3B. Comparison of County Office Salaries and Benefits to the Standard

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

1a. STANDARD MET - Total salaries and benefits have not changed since budget adoption by more than the standard for the current fiscal year and two subsequent fiscal years.

Explanation:
(required if NOT met)

4. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating) for any of the current fiscal year or two subsequent fiscal years have not changed by more than five percent since budget adoption.

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

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

4A. Calculating the County Office's Change by Major Object Category and Comparison to the Explanation Percentage Range

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

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

Object Range / Fiscal Year	Budget Adoption Budget (Form 01CS, Item 4B)	First interim Projected Year Totals (Fund 01/Form MYPI)	Percent Change	Change Is Outside Explanation Range
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Federal Revenue (Fund 01, Objects 8100-8299) (MYPI, Line A2)

Current Year (2022-23)	7,612,195.23	8,057,468.40	5.8%	Yes
1st Subsequent Year (2023-24)	7,026,675.59	7,471,949.40	6.3%	Yes
2nd Subsequent Year (2024-25)	5,814,349.00	6,242,155.00	7.4%	Yes

Explanation:

(required if Yes)

Federal Revenues that are categorized as Unearned Revenue have been adjusted based on the 2021-22 Unaudited Actuals and preliminary allocations that have changed since the Adopted Budget have also been adjusted. Federal Revenues have been allocated to the fiscal year in which expenses are anticipated to occur. Significant reductions in subsequent years is a result of multi-year one-time funding being exhausted. Corresponding expenses have also been removed or adjusted in the subsequent years. Programs include ESSER II, ESSER III, ARP Funding, Title I, Special Education ARP IDEA Local Assistance Entitlement, NOAA's Bay Watershed Education & Training (B-WET), CDC/CDPH Workforce Development.

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

Current Year (2022-23)	9,999,286.37	9,890,781.55	-1.1%	No
1st Subsequent Year (2023-24)	8,634,333.33	8,806,431.00	2.0%	No
2nd Subsequent Year (2024-25)	8,398,250.35	8,570,348.00	2.0%	No

Explanation:

(required if Yes)

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

Current Year (2022-23)	10,406,706.54	12,346,045.23	18.6%	Yes
1st Subsequent Year (2023-24)	10,207,684.04	12,150,484.00	19.0%	Yes
2nd Subsequent Year (2024-25)	10,207,684.49	12,150,484.00	19.0%	Yes

Explanation:

(required if Yes)

Local Revenues significantly increased due to the reversal of the 2021-222 GASB 31 Fair Market Value adjustments in object 8662. Outdoor Science program is anticipating increased revenue due to COVID/Health regulations allowing for increased participation. Other local program revenues have been adjusted as grant awards have been received – these grant programs include Save the Redwoods, Science Fair, 21CSLA Mid-State Regional Academy in partnership with Madera County Superintendent of Schools, and Mental Health Student Services Act.

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

Current Year (2022-23)	1,937,278.86	3,010,162.59	55.4%	Yes
1st Subsequent Year (2023-24)	1,557,641.00	2,209,105.50	41.8%	Yes
2nd Subsequent Year (2024-25)	1,396,470.00	2,075,586.50	48.6%	Yes

Explanation:

(required if Yes)

Significant adjustments to books and supplies budgets were made after the 2021-22 Unaudited Actuals period, primarily related to multi-year one-time funds and grants. Programs include ESSER II, ESSER III, Strong Workforce Program, In-Person Instruction, Expanded Learning Opportunities, Safe Schools for All, ARP funds, County COVID Mitigation funds, and the Mental Health Student Services Act grant. The Alternative Education program has funds budgeted in this category that may later be reallocated to other categories at 2nd Interim. Reductions have been made in the subsequent years to align with one-time funding being exhausted.

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

Current Year (2022-23)	9,583,428.70	9,921,507.73	3.5%	No
1st Subsequent Year (2023-24)	7,857,676.32	8,195,906.00	4.3%	No
2nd Subsequent Year (2024-25)	7,753,559.32	7,937,510.00	2.4%	No

Explanation:

(required if Yes)

4B. Calculating the County Office's Change in Total Operating Revenues and Expenditures

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Budget Adoption Budget	First Interim Projected Year Totals	Percent Change	Status
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Total Federal, Other State, and Other Local Revenues (Section 4A)

Current Year (2022-23)	28,018,188.14	30,294,295.18	8.1%	Not Met
1st Subsequent Year (2023-24)	25,868,692.96	28,428,864.40	9.9%	Not Met
2nd Subsequent Year (2024-25)	24,420,283.84	26,962,987.00	10.4%	Not Met

Total Books and Supplies, and Services and Other Operating Expenditures (Section 4A)

Current Year (2022-23)	11,520,707.56	12,931,670.32	12.2%	Not Met
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1st Subsequent Year (2023-24)	9,415,317.32	10,405,011.50	10.5%	Not Met
2nd Subsequent Year (2024-25)	9,150,029.32	10,013,096.50	9.4%	Not Met

4C. Comparison of County Office Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 4A if the status in Section 4B is not met; no entry is allowed below.

- 1a. STANDARD NOT MET - Projected total operating revenues have changed since budget adoption by more than the standard in one or more of the current or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 4A above and will also display in the explanation box below.

Explanation:

Federal Revenue

(linked from 4A

if NOT met)

Federal Revenues that are categorized as Unearned Revenue have been adjusted based on the 2021-22 Unaudited Actuals and preliminary allocations that have changed since the Adopted Budget have also been adjusted. Federal Revenues have been allocated to the fiscal year in which expenses are anticipated to occur. Significant reductions in subsequent years is a result of multi-year one-time funding being exhausted. Corresponding expenses have also been removed or adjusted in the subsequent years. Programs include ESSER II, ESSER III, ARP Funding, Title I, Special Education ARP IDEA Local Assistance Entitlement, NOAA's Bay Watershed Education & Training (B-WET), CDC/CDPH Workforce Development.

Explanation:

Other State Revenue

(linked from 4A

if NOT met)

Explanation:

Other Local Revenue

(linked from 4A

if NOT met)

Local Revenues significantly increased due to the reversal of the 2021-22 GASB 31 Fair Market Value adjustments in object 8662. Outdoor Science program is anticipating increased revenue due to COVID/Health regulations allowing for increased participation. Other local program revenues have been adjusted as grant awards have been received – these grant programs include Save the Redwoods, Science Fair, 21CSLA Mid-State Regional Academy in partnership with Madera County Superintendent of Schools, and Mental Health Student Services Act.

- 1b. STANDARD NOT MET - Projected total operating expenditures have changed since budget adoption by more than the standard in one or more of the current or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating expenditures within the standard must be entered in Section 4A above and will also display in the explanation box below.

Explanation:

Books and Supplies

(linked from 4A

if NOT met)

Significant adjustments to books and supplies budgets were made after the 2021-22 Unaudited Actuals period, primarily related to multi-year one-time funds and grants. Programs include ESSER II, ESSER III, Strong Workforce Program, In-Person Instruction, Expanded Learning Opportunities, Safe Schools for All, ARP funds, County COVID Mitigation funds, and the Mental Health Student Services Act grant. The Alternative Education program has funds budgeted in this category that may later be reallocated to other categories at 2nd Interim. Reductions have been made in the subsequent years to align with one-time funding being exhausted.

Explanation:

Services and Other Exps

(linked from 4A

if NOT met)

5. **CRITERION: Facilities Maintenance**

STANDARD: Identify changes that have occurred since budget adoption in the projected contributions for facilities maintenance funding as required pursuant to Education Code Section 17070.75, or in how the county office is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52066(d)(1) and 17002(d)(1).

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

NOTE: EC Section 17070.75 requires the county office to deposit into the account a minimum amount equal to or greater than three percent of the total unrestricted general fund expenditures and other financing uses for that fiscal year.

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

		Required Minimum Contribution	First Interim Contribution Projected Year Totals (Fund 01, Resource 8150, Objects 8900-8999)	Status
1.	OMMA/RMA Contribution	869,753.54	875,000.00	Met
2.	Budget Adoption Contribution (information only) (Form 01CS, Criterion 5)		875,000.00	

If status is not met, enter an X in the box that best describes why the minimum required contribution was not made:

<input type="checkbox"/>	Not applicable (county office does not participate in the Leroy F. Greene School Facilities Act of 1998)
<input type="checkbox"/>	Other (explanation must be provided)

Explanation:
(required if NOT met
and Other is marked)

6. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the county office's available reserves¹ as a percentage of total expenditures and other financing uses² in any of the current fiscal year or two subsequent fiscal years.

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

² A county office of education that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

6A. Calculating the County Office's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
County Office's Available Reserves Percentage (Criterion 8B, Line 9)	4.1%	4.6%	4.8%
County Office's Deficit Standard Percentage Levels (one-third of available reserves percentage):	1.4%	1.5%	1.6%

6B. Calculating the County Office's Special Education Pass-through Exclusions (only for county offices that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYPI exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Current Year data are extracted.

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

- Do you choose to exclude pass-through funds distributed to SELPA members from the calculations for deficit spending and reserves? Yes
- If you are the SELPA AU and are excluding special education pass-through funds:
 - Enter the name(s) of the SELPA(s): North Santa Cruz County (SC)

	Current Year Projected Year Totals (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546 objects 7211-7213 and 7221-7223)	9,875,005.00	9,875,005.00	9,875,005.00

6C. Calculating the County Office's Deficit Spending Percentages

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

Fiscal Year	Projected Year Totals			
	Net Change in	Total Unrestricted Expenditures		
	Unrestricted Fund Balance	and Other Financing Uses	Deficit Spending Level	
	(Form 011, Section E)	(Form 011, Objects 1000-7999)	(If Net Change in Unrestricted Fund	
	(Form MYPI, Line C)	(Form MYPI, Line B11)	Balance is negative, else N/A)	
Current Year (2022-23)	(1,074,846.80)	29,674,865.11	3.6%	Not Met
1st Subsequent Year (2023-24)	473,201.40	29,535,507.60	N/A	Met
2nd Subsequent Year (2024-25)	1,067,433.00	30,302,021.00	N/A	Met

6D. Comparison of County Office Deficit Spending to the Standard

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

- STANDARD NOT MET - Unrestricted deficit spending has exceeded the standard percentage level in any of the current year or two subsequent fiscal years. Provide reasons for the deficit spending, a description of the methods and assumptions used in balancing the unrestricted budget, and what changes will be made to ensure that the budget deficits are eliminated or are balanced within the standard.

Explanation: (required if NOT met)	Projected deficit spending in the budget year include one-time technology improvement projects, contributions to support educational programs impacted by COVID-19 such as the New Teacher Project which is seeing a decrease in new teacher participants due to statewide staffing shortages, in addition to salary and benefits (PERS/STRS/H&W) increases. We continue to monitor the County Alternative Education enrollment/ADA/program offerings and continue to explore other funding opportunities and reductions to mitigate deficit spending in the subsequent years.
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7. **CRITERION: Fund and Cash Balances**

A. FUND BALANCE STANDARD: Projected county school service fund balances will be positive at the end of the current fiscal year and two subsequent fiscal years.

7A-1. Determining if the County Office's County School Service Fund Ending Balance is Positive

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

Fiscal Year	Ending Fund Balance		Status
	County School Service Fund		
	Projected Year Totals		
	(Form 011, Line F2)/(Form MYPI, Line D2)		
Current Year (2022-23)	30,147,393.91	Met	
1st Subsequent Year (2023-24)	30,263,542.11	Met	
2nd Subsequent Year (2024-25)	31,187,087.11	Met	

7A-2. Comparison of the County Office's Ending Fund Balance to the Standard

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

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

Explanation:
(required if NOT met)

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

7B-1. Determining if the County Office's Ending Cash Balance is Positive

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

Fiscal Year	Ending Cash Balance		Status
	County School Service Fund		
	(Form CASH, Line F, June Column)		
Current Year (2022-23)	0.00		Not Met

7B-2. Comparison of the County Office's Ending Cash Balance to the Standard

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

1a. STANDARD NOT MET - County school service fund cash balance is projected to be negative at the end of the current fiscal year. Provide reasons for the negative cash balance and what changes or remedies will be made to ensure that the county school service fund is solvent and able to satisfy its current year financial obligations.

Explanation:
(required if NOT met)

Cashflow is processed in Excel and will be sent in separately. Projected cash balance for June 2023 is \$30,924,639

8. CRITERION: Reserves

STANDARD: Available reserves¹ for any of the current fiscal year or two subsequent fiscal years are not less than the following percentages or amounts as applied to total expenditures and other financing uses²:

Percentage Level ³	County Office Total Expenditures and Other Financing Uses ³	
5% or \$75,000 (greater of)	0	to \$6,637,999
4% or \$332,000 (greater of)	\$6,638,000	to \$16,595,999
3% or \$664,000 (greater of)	\$16,596,000	to \$74,682,000
2% or \$2,240,000 (greater of)	\$74,682,001	and over

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

² A county office of education that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

³ Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment (EC Section 2574), rounded to the nearest thousand.

	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
County Office's Expenditures and Other Financing Uses(Criterion 8A1), plus SELPA Pass-through (Criterion 6B2b) if Criterion 6B, Line 1 is No:	64,293,158.86	60,479,994.60	59,918,429.00

County Office's Reserve Standard Percentage Level:	3%	3%	3%
--	----	----	----

8A. Calculating the County Office's Reserve Standard

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

	Current Year Projected Year Totals (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1. Expenditures and Other Financing Uses (Form 011, objects 1000-7999) (Form MYPI, Line B11)	64,293,158.86	60,479,994.60	59,918,429.00
2. Plus: Special Education Pass-through (Criterion 6B, Line 2b if Criterion 6B, Line 1 is No)			
3. Total Expenditures and Other Financing Uses (Line A1 plus Line A2)	64,293,158.86	60,479,994.60	59,918,429.00
4. Reserve Standard Percentage Level	3%	3%	3%
5. Reserve Standard - by Percent (Line A3 times Line A4)	1,928,794.77	1,814,399.84	1,797,552.87
6. Reserve Standard - by Amount (From percentage level chart above)	664,000.00	664,000.00	664,000.00
7. County Office's Reserve Standard (Greater of Line A5 or Line A6)	1,928,794.77	1,814,399.84	1,797,552.87

8B. Calculating the County Office's Available Reserve Amount

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

Reserve Amounts (Unrestricted resources 0000-1999 except line 4)	Current Year Projected Year Totals (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1. County School Service Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYPI, Line E1a)	0.00	0.00	0.00
2. County School Service Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYPI, Line E1b)	0.00	0.00	0.00
3. County School Service Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYPI, Line E1c)	0.00	0.00	0.00
4. County School Service Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYPI, Line E1d)		0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYPI, Line E2a)	0.00	0.00	0.00
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYPI, Line E2b)	2,662,180.14	2,757,578.00	2,852,977.00
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYPI, Line E2c)	0.00	0.00	0.00
8. County Office's Available Reserve Amount (Lines B1 thru B7)	2,662,180.14	2,757,578.00	2,852,977.00
9. County Office's Available Reserve Percentage (Information only) (Line 8 divided by Section 8A, Line 3)	4.14%	4.56%	4.76%
County Office's Reserve Standard (Section 8A, Line 7):	1,928,794.77	1,814,399.84	1,797,552.87
Status:	Met	Met	Met

8C. Comparison of County Office Reserve Amount to the Standard

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

- 1a. STANDARD MET - Available reserves have met the standard for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

S1.

Contingent Liabilities

1a.

Does your county office have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that have occurred since budget adoption that may impact the budget?

No

1b.

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

S2.

Use of One-time Revenues for Ongoing Expenditures

1a.

Does your county office have ongoing county school service fund expenditures funded with one-time revenues that have changed since budget adoption by more than five percent?

No

1b.

If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

S3.

Temporary Interfund Borrowings

1a.

Does your county office have projected temporary borrowings between funds? (Refer to Education Code Section 42603)

Yes

1b.

If Yes, identify the interfund borrowings:

Temporary interfund borrowing from Fund 01 to Fund 09, Fund 12, and Fund 13 as authorized per Board Resolution #22-25 approved on July 21, 2022.

S4.

Contingent Revenues

1a.

Does your county office have projected revenues for the current fiscal year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?

No

1b.

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

S5. Contributions

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

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

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

County Office's Contributions and Transfers Standard:

S5A. Identification of the County Office's Projected Contributions, Transfers, and Capital Projects that may Impact the County School Service Fund

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

Description / Fiscal Year	Budget Adoption (Form 01CS, Item S5A)	First Interim Projected Year Totals	Percent Change	Amount of Change	Status
1a. Contributions, Unrestricted County School Service Fund (Fund 01, Resources 0000-1999, Object 8980)					
Current Year (2022-23)	(1,245,740.92)	(1,310,445.25)	5.2%	64,704.33	Not Met
1st Subsequent Year (2023-24)	(1,034,885.00)	(1,107,254.00)	7.0%	72,369.00	Not Met
2nd Subsequent Year (2024-25)	(1,059,831.00)	(1,130,250.00)	6.6%	70,419.00	Not Met
1b. Transfers In, County School Service Fund *					
Current Year (2022-23)	0.00	0.00	0.0%	0.00	Met
1st Subsequent Year (2023-24)	0.00	0.00	0.0%	0.00	Met
2nd Subsequent Year (2024-25)	0.00	0.00	0.0%	0.00	Met
1c. Transfers Out, County School Service Fund *					
Current Year (2022-23)	0.00	0.00	0.0%	0.00	Met
1st Subsequent Year (2023-24)	0.00	0.00	0.0%	0.00	Met
2nd Subsequent Year (2024-25)	0.00	0.00	0.0%	0.00	Met

1d. Capital Project Cost Overruns

Have capital project cost overruns occurred since budget adoption that may impact the county school service fund operational budget?

No

* Include transfers used to cover operating deficits in either the county school service fund or any other fund.

S5B. Status of the County Office's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for item 1d.

- 1a. NOT MET - The projected contributions from the unrestricted county school service fund to restricted county school service fund programs have changed since budget adoption by more than the standard for any of the current year or subsequent two fiscal years. Identify restricted programs and contribution amount for each program and whether contributions are ongoing or one-time in nature. Explain the county office's plan, with timeframes, for reducing or eliminating the contribution.

Explanation:
(required if NOT met)

Increased contributions from Alternative Education to Special Education, based on current AB 602 allocation projections.

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

Explanation:
(required if NOT met)

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

Explanation:
(required if NOT met)

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

Project Information:
(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments* and their annual required payment for the current year and two subsequent fiscal years.

Explain how any increase in annual payments will be funded. Also, explain how any decrease to funding sources used to pay long-term commitments will be replaced.

*Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the County Office's Long-term Commitments

DATA ENTRY: If Budget Adoption (Form 01CS, Item S6A) data exist, long-term commitment data will be extracted and it will only be necessary to click the appropriate button for Item 1b. Extracted data may be overwritten to update long-term commitment data in item 2, as applicable. If no Budget Adoption data exist, click the appropriate buttons for items 1a and 1b, and enter all other data, as applicable.

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

Yes

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

No

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

Type of Commitment	# of Years Remaining	Funding Sources (Revenues)	SACS Fund and Object Codes Used For: Debt Service (Expenditures)	Principal Balance as of July 1, 2022
Leases	0	N/A	N/A	0
Certificates of Participation	15	Fd 01 Obj 8011 and Fd 01 Obj 8625	Fd 01 Obj 7438 and Fd 01 Obj 7439	7,409,779
General Obligation Bonds	0	N/A	N/A	0
Supp Early Retirement Program	0	N/A	N/A	0
State School Building Loans	0	N/A	N/A	0
Compensated Absences	1	General Fund	Salary and Benefits (Obj 2xxx, 3xxx)	513,857

Other Long-term Commitments (do not include OPEB):

TOTAL:				7,923,636

Type of Commitment (continued):	Prior Year (2021-22) Annual Payment (P & I)	Current Year (2022-23) Annual Payment (P & I)	1st Subsequent Year (2023-24) Annual Payment (P & I)	2nd Subsequent Year (2024-25) Annual Payment (P & I)
Leases	0	0	0	0
Certificates of Participation	624,756	624,756	624,756	624,756
General Obligation Bonds	0	0	0	0
Supp Early Retirement Program	0	0	0	0
State School Building Loans	0	0	0	0
Compensated Absences	0	0	0	0

Other Long-term Commitments (continued):

Total Annual Payments:	624,756	624,756	624,756	624,756
Has total annual payment increased over prior year (2021-22)	No	No	No	No

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

DATA ENTRY: Enter an explanation if Yes.

- 1a. No - Annual payments for long-term commitments have not increased in one or more of the current and two subsequent fiscal years.

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

S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments

DATA ENTRY: Click the appropriate Yes or No button in Item 1; if Yes, an explanation is required in Item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.

Explanation:
(Required if Yes)

S7. Unfunded Liabilities

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

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

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

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

Yes

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

No

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

No

- 2 OPEB Liabilities

- a. Total OPEB liability

- b. OPEB plan(s) fiduciary net position (if applicable)

- c. Total/Net OPEB liability (Line 2a minus Line 2b)

- d. Is total OPEB liability based on the county office's estimate or an actuarial valuation?

- e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation

Budget Adoption

(Form 01CS, Item S7A)

First Interim

9,831,539.00	9,831,539.00
12,543,343.00	12,543,343.00
(2,711,804.00)	(2,711,804.00)
Actuarial	Actuarial
Jun 30, 2022	Jun 30, 2022

- 3 OPEB Contributions

- a. OPEB actuarially determined contribution (ADC) if available, per actuarial valuation or Alternative Measurement Method

Current Year (2022-23)

1st Subsequent Year (2023-24)

2nd Subsequent Year (2024-25)

Budget Adoption

(Form 01CS, Item S7A)

First Interim

0.00	0.00
0.00	0.00
0.00	0.00

Data must be entered.

Data must be entered.

Data must be entered.

- b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (Funds 01-70, objects 3701-3752)

Current Year (2022-23)

1st Subsequent Year (2023-24)

2nd Subsequent Year (2024-25)

1,079,679.01	1,128,309.28
1,041,245.00	1,123,675.00
1,103,776.00	1,189,843.00

- c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)

Current Year (2022-23)

1st Subsequent Year (2023-24)

2nd Subsequent Year (2024-25)

0.00	0.00
0.00	0.00
0.00	0.00

Data must be entered.

Data must be entered.

Data must be entered.

- d. Number of retirees receiving OPEB benefits

Current Year (2022-23)

1st Subsequent Year (2023-24)

2nd Subsequent Year (2024-25)

116.00	116.00
116.00	116.00
116.00	116.00

4. Comments:

Projected OPEB contribution amounts listed for subsequent years is for Fund 01 only.

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

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

- 1 a. Does your county office operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip items 1b-4)

Yes

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

No

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

No

- 2 Self-Insurance Liabilities

- a. Accrued liability for self-insurance programs
b. Unfunded liability for self-insurance programs

Budget Adoption

(Form 01CS, Item S7B)

First Interim

0.00	0.00
0.00	0.00

- 3 Self-Insurance Contributions

- a. Required contribution (funding) for self-insurance programs

Current Year (2022-23)

1st Subsequent Year (2023-24)

2nd Subsequent Year (2024-25)

Budget Adoption

(Form 01CS, Item S7B)

First Interim

0.00	0.00
0.00	0.00
0.00	0.00

- b. Amount contributed (funded) for self-insurance programs

Current Year (2022-23)

1st Subsequent Year (2023-24)

2nd Subsequent Year (2024-25)

0.00	0.00
0.00	0.00
0.00	0.00

- 4 Comments:

S8. Status of Labor Agreements

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

If salary and benefit negotiations are not finalized, upon settlement with certificated or classified staff:

The county office of education must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the California Department of Education (CDE) with an analysis of the cost of the settlement and its impact on the operating budget.

The CDE shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the governing board and the county superintendent of schools.

S8A. Cost Analysis of County Office's Labor Agreements - Certificated (Non-management) Employees

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

Status of Certificated Labor Agreements as of the Previous Reporting Period

Were all certificated labor negotiations settled as of budget adoption?

Yes

If Yes, complete number of FTEs, then skip to section S8B.

If No, continue with section S8A.

Certificated (Non-management) Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2021-22)	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Number of certificated (non-management) full-time-equivalent (FTE) positions	89.9	93.1	93.1	91.1

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

If Yes, and the corresponding public disclosure documents have not been filed with the CDE, complete questions 2-4.

n/a

If No, complete questions 5 and 6.

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

If Yes, complete questions 5 and 6.

No

Negotiations Settled Since Budget Adoption

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

3. Period covered by the agreement:

Begin Date:

End Date:

4. Salary settlement:

Current Year
(2022-23)

1st Subsequent Year
(2023-24)

2nd Subsequent Year
(2024-25)

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

One Year Agreement

Total cost of salary settlement

% change in salary schedule from prior year

or

Multiyear Agreement

Total cost of salary settlement

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

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

Negotiations Not Settled

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

Current Year
(2022-23)

1st Subsequent Year
(2023-24)

2nd Subsequent Year
(2024-25)

6. Amount included for any tentative salary schedule increases

Current Year
(2022-23)

1st Subsequent Year
(2023-24)

2nd Subsequent Year
(2024-25)

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

1. Are costs of H&W benefit changes included in the interim and MYPs?

2. Total cost of H&W benefits

3. Percent of H&W cost paid by employer

4. Percent projected change in H&W cost over prior year

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

Are any new costs negotiated since budget adoption for prior year settlements included in the interim?

No

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

If Yes, explain the nature of the new costs:

Certificated (Non-management) Step and Column Adjustments

1. Are step & column adjustments included in the interim and MYPs?
2. Cost of step & column adjustments
3. Percent change in step & column over prior year

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

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

1. Are savings from attrition included in the interim and MYPs?
2. Are additional H&W benefits for those laid-off or retired employees included in the interim and MYPs?

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

Certificated (Non-management) - Other

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

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

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

Status of Classified Labor Agreements as of the Previous Reporting Period

Were all classified labor negotiations settled as of budget adoption?

Yes

If Yes, complete number of FTEs, then skip to section S8C.

If No, continue with section S8B.

Classified (Non-management) Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2021-22)	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Number of classified (non-management) FTE positions	183.3	192.9	191.9	188.9

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

If Yes, and the corresponding public disclosure documents have not been filed with the CDE, complete questions 2-4.

n/a

If No, complete questions 5 and 6.

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

If Yes, complete questions 5 and 6.

No

Negotiations Settled Since Budget Adoption

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

3. Period covered by the agreement:

Begin Date:

End Date:

4. Salary settlement:

Current Year

1st Subsequent Year

2nd Subsequent Year

(2022-23)

(2023-24)

(2024-25)

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

One Year Agreement

Total cost of salary settlement

% change in salary schedule from prior year

or

Multiyear Agreement

Total cost of salary settlement

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

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

Negotiations Not Settled

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

6. Amount included for any tentative salary schedule increases

Current Year

1st Subsequent Year

2nd Subsequent Year

(2022-23)

(2023-24)

(2024-25)

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

1. Are costs of H&W benefit changes included in the interim and MYPs?

Yes

Yes

Yes

2. Total cost of H&W benefits

3. Percent of H&W cost paid by employer

4. Percent projected change in H&W cost over prior year

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

Are any new costs negotiated since budget adoption for prior year settlements included in the interim?

No

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

If Yes, explain the nature of the new costs:

Classified (Non-management) Step and Column Adjustments

1. Are step & column adjustments included in the interim and MYPs?

Yes

Yes

Yes

2. Cost of step & column adjustments

3. Percent change in step & column over prior year

Current Year

1st Subsequent Year

2nd Subsequent Year

(2022-23)

(2023-24)

(2024-25)

		Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Classified (Non-management) Attrition (layoffs and retirements)				
1.	Are savings from attrition included in the interim and MYPs?	Yes	Yes	Yes
2.	Are additional H&W benefits for those laid-off or retired employees included in the interim and MYPs?			

Classified (Non-management) - Other

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

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

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

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

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

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

If No, continue with section S8C.

Yes

Management/Supervisor/Confidential Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2021-22)	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Number of management, supervisor, and confidential FTE positions	39.8	42.8	43.8	43.8

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

If Yes, and the corresponding public disclosure documents have not been filed with the CDE, complete question 2.

n/a

If No, complete questions 3 and 4.

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

If Yes, complete questions 3 and 4.

No

Negotiations Settled Since Budget Adoption

2. Salary settlement:

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

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

Total cost of salary settlement

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

Negotiations Not Settled

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

4. Amount included for any tentative salary schedule increases

Current Year
(2022-23)1st Subsequent Year
(2023-24)2nd Subsequent Year
(2024-25)**Management/Supervisor/Confidential
Health and Welfare (H&W) Benefits**Current Year
(2022-23)1st Subsequent Year
(2023-24)2nd Subsequent Year
(2024-25)

1. Are costs of H&W benefit changes included in the interim and MYPs?

Yes

Yes

Yes

2. Total cost of H&W benefits

3. Percent of H&W cost paid by employer

4. Percent projected change in H&W cost over prior year

**Management/Supervisor/Confidential
Step and Column Adjustments**Budget Year
(2022-23)1st Subsequent Year
(2023-24)2nd Subsequent Year
(2024-25)

1. Are step & column adjustments included in the interm and MYPs?

Yes

Yes

Yes

2. Cost of step & column adjustments

3. Percent change in step & column over prior year

**Management/Supervisor/Confidential
Other Benefits (mileage, bonuses, etc.)**Current Year
(2022-23)1st Subsequent Year
(2023-24)2nd Subsequent Year
(2024-25)

1. Are costs of other benefits included in the interim and MYPs?

2. Total cost of other benefits

3. Percent change in cost of other benefits over prior year

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

S9A. Identification of Other Funds with Negative Ending Fund Balances

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

1.

Are any funds other than the county school service fund projected to have a negative fund balance at the end of the current fiscal year?

No

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

2.

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

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review. DATA ENTRY: Click the appropriate Yes or No button for items A2 through A8; Item A1 is automatically completed based on data from Criterion 7.

A1. Do cash flow projections show that the county office will end the current fiscal year with a negative cash balance in the county school service fund? (Data from Criterion 7B-1, Cash Balance, are used to determine Yes or No)

No

A2. Is the system of personnel position control independent from the payroll system?

No

A3. Is the County Operations Grant ADA decreasing in both the prior and current fiscal years?

Yes

A4. Are new charter schools operating in county office boundaries that impact the county office's ADA, either in the prior or current fiscal year?

No

A5. Has the county office entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?

No

A6. Does the county office provide uncapped (100% employer paid) health benefits for current or retired employees?

No

A7. Does the county office have any reports that indicate fiscal distress? (If Yes, provide copies to the CDE.)

No

A8. Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?

No

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

Comments:
(optional)

End of County Office First Interim Criteria and Standards Review

Fund 01

County School Service Fund

The chief operating fund for all Local Education Agencies (LEAs), used to account for the ordinary operations of an LEA. All transactions except those accounted for in another fund are accounted for in this fund.



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	21,186,880.00	22,803,369.00	4,244,805.25	22,803,369.00	0.00	0.0%
2) Federal Revenue		8100-8299	4,500,000.00	4,500,000.00	1,083,980.97	4,500,000.00	0.00	0.0%
3) Other State Revenue		8300-8599	287,790.33	287,790.33	35,741.15	287,790.33	0.00	0.0%
4) Other Local Revenue		8600-8799	1,235,404.05	2,319,304.23	1,493,815.85	2,319,304.23	0.00	0.0%
5) TOTAL, REVENUES			27,210,074.38	29,910,463.56	6,858,343.22	29,910,463.56		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	6,835,269.90	6,704,664.75	2,028,899.74	6,704,664.75	0.00	0.0%
2) Classified Salaries		2000-2999	7,033,834.83	7,215,495.51	2,173,100.69	7,215,495.51	0.00	0.0%
3) Employee Benefits		3000-3999	7,756,302.61	7,826,712.30	2,335,077.98	7,826,712.30	0.00	0.0%
4) Books and Supplies		4000-4999	772,388.10	1,242,930.17	197,819.07	1,247,385.90	(4,455.73)	-0.4%
5) Services and Other Operating Expenditures		5000-5999	4,126,491.32	4,134,584.88	1,889,905.10	4,131,376.51	3,208.37	0.1%
6) Capital Outlay		6000-6999	100,000.00	200,558.00	8,403.74	200,558.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	4,500,000.00	4,500,000.00	1,083,980.97	4,500,000.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(2,132,502.22)	(2,150,080.50)	(84,416.92)	(2,151,327.86)	1,247.36	-0.1%
9) TOTAL, EXPENDITURES			28,991,784.54	29,674,865.11	9,632,770.37	29,674,865.11		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(1,781,710.16)	235,598.45	(2,774,427.15)	235,598.45		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(1,245,740.92)	(1,310,445.25)	0.00	(1,310,445.25)	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(1,245,740.92)	(1,310,445.25)	0.00	(1,310,445.25)		
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(3,027,451.08)	(1,074,846.80)	(2,774,427.15)	(1,074,846.80)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	27,970,161.96	27,970,161.96		27,970,161.96	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			27,970,161.96	27,970,161.96		27,970,161.96		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			27,970,161.96	27,970,161.96		27,970,161.96		
2) Ending Balance, June 30 (E + F1e)			24,942,710.88	26,895,315.16		26,895,315.16		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	1,200,000.00	1,200,000.00		1,200,000.00		
COP	0000	9760	1,200,000.00					
COP	0000	9760		1,200,000.00				
COP	0000	9760				1,200,000.00		
d) Assigned								
Other Assignments		9780	23,742,710.88	25,695,315.16		25,695,315.16		
MAA Programs	0000	9780	778,568.23					
Small Districts	0000	9780	1,835.84					
Differentiated Assistance	0000	9780	47,809.73					
SMAA Admin	0000	9780	2,793,101.34					
Classified Credentialing Program	0000	9780	200,000.00					
Mandated Cost Program	0000	9780	2,360,757.32					
Safety Program	0000	9780	93,461.34					
Special Projects	0000	9780	200,000.00					
COP Deferred Maintenance	0000	9780	1,405,327.75					
Alternative Education Court Base	0000	9780	390,123.00					
Alternative Education Court Supplemental/Concentration	0000	9780	0.00					
Alternative Education Community Base	0000	9780	782,746.51					
Alternative Education Community Supplemental/Concentration	0000	9780	0.00					
Educational & Administrative Operations	0000	9780	14,051,784.72					
Lottery	1100	9780	637,195.10					
MAA Program	0000	9780		784,712.97				
Small Districts	0000	9780		1,835.84				
Differentiated Assistance	0000	9780		38,480.33				
SMAA Admin	0000	9780		2,793,101.34				
Classified Credentialing Program	0000	9780		200,000.00				
Mandated Cost Program	0000	9780		2,360,757.32				
Safety Program	0000	9780		93,461.34				
Special Projects	0000	9780		200,000.00				
COP Deferred Maintenance	0000	9780		1,405,327.75				
Alternative Education Court Base	0000	9780		269,982.58				
Alternative Education Court Supplemental/Concentration	0000	9780		0.00				
Alternative Education Community Base	0000	9780		471,906.50				
Alternative Education Community Supplemental/Concentration	0000	9780		0.00				
Transfer to Fund 17 Special Reserve (for 5%)	0000	9780		552,478.00				
Educational & Administrative Operations	0000	9780		15,890,475.96				

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Lottery	1100	9780		632,795.23				
MAA Programs	0000	9780				784,712.97		
Small Districts	0000	9780				1,835.84		
Differentiated Assistance	0000	9780				38,480.33		
SMAA Admin	0000	9780				2,793,101.34		
Classified Credentialing Program	0000	9780				200,000.00		
Mandated Cost Program	0000	9780				2,360,757.32		
Safety Program	0000	9780				93,461.34		
Special Projects	0000	9780				200,000.00		
COP Deferred Maintenance	0000	9780				1,405,327.75		
Alternative Education Court Base	0000	9780				269,982.58		
Alternative Education Court Supplemental/Concentration	0000	9780				0.00		
Alternative Education Community Base	0000	9780				471,906.50		
Alternative Education Community Supplemental/Concentration	0000	9780				0.00		
Transfer to Fund 17 Special Reserve (for 5%)	0000	9780				552,478.00		
Educational & Administrative Operations	0000	9780				15,890,475.96		
Lottery	1100	9780				632,795.23		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	10,255,893.00	11,872,382.00	2,879,138.00	11,872,382.00	0.00	0.0%
Education Protection Account State Aid - Current Year		8012	5,647,534.00	5,647,534.00	1,065,528.00	5,647,534.00	0.00	0.0%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions								
Homeowners' Exemptions		8021	61,959.00	61,959.00	0.00	61,959.00	0.00	0.0%
Timber Yield Tax		8022	4,959.00	4,959.00	0.00	4,959.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	3,017.00	3,017.00	0.00	3,017.00	0.00	0.0%
County & District Taxes								
Secured Roll Taxes		8041	11,495,509.12	11,495,509.12	(236.18)	11,495,509.12	0.00	0.0%
Unsecured Roll Taxes		8042	225,028.69	225,028.69	221,746.25	225,028.69	0.00	0.0%
Prior Years' Taxes		8043	18,295.00	18,295.00	5,175.57	18,295.00	0.00	0.0%
Supplemental Taxes		8044	67,299.00	67,299.00	71,238.63	67,299.00	0.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	337,880.19	337,880.19	0.00	337,880.19	0.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	911,401.00	911,401.00	865.69	911,401.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	1,349.29	0.00	0.00	0.0%
Receipt from Co. Board of Sup.		8070	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)								
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			29,028,775.00	30,645,264.00	4,244,805.25	30,645,264.00	0.00	0.0%
LCFF Transfers								
Unrestricted LCFF								
Transfers - Current Year	0000	8091	(100,000.00)	(100,000.00)	0.00	(100,000.00)	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	(7,741,895.00)	(7,741,895.00)	0.00	(7,741,895.00)	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			21,186,880.00	22,803,369.00	4,244,805.25	22,803,369.00	0.00	0.0%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00		
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00		
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00		
Donated Food Commodities		8221	0.00	0.00	0.00	0.00		
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	4,500,000.00	4,500,000.00	1,083,980.97	4,500,000.00		
Title I, Part A, Basic	3010	8290						
Title I, Part D, Local Delinquent Programs	3025	8290						
Title II, Part A, Supporting Effective Instruction	4035	8290						
Title III, Part A, Immigrant Student Program	4201	8290						
Title III, Part A, English Learner Program	4203	8290						
Public Charter Schools Grant Program (PCSGP)	4610	8290						
Other NCLB / Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 3183, 4037, 4038, 4123, 4124, 4126, 4127, 4128, 4204, 5630	8290						
Career and Technical Education	3500-3599	8290						
All Other Federal Revenue	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			4,500,000.00	4,500,000.00	1,083,980.97	4,500,000.00	0.00	0.0%
OTHER STATE REVENUE								
Other State Apportionments								
ROC/P Entitlement								
Prior Years	6360	8319						
Special Education Master Plan								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Current Year	6500	8311						
Prior Years	6500	8319						
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00		
Mandated Costs Reimbursements		8550	112,981.00	112,981.00	0.00	112,981.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	164,557.33	164,557.33	35,741.15	164,557.33	0.00	0.0%
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00		
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00		
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590						
Charter School Facility Grant	6030	8590						
Career Technical Education Incentive Grant Program	6387	8590						
Drug/Alcohol/Tobacco Funds	6650, 6680, 6685, 6690, 6695	8590						
California Clean Energy Jobs Act	6230	8590						
Specialized Secondary	7370	8590						
American Indian Early Childhood Education	7210	8590						
All Other State Revenue	All Other	8590	10,252.00	10,252.00	0.00	10,252.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			287,790.33	287,790.33	35,741.15	287,790.33	0.00	0.0%
OTHER LOCAL REVENUE								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00		
Unsecured Roll		8616	0.00	0.00	0.00	0.00		
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00		
Supplemental Taxes		8618	0.00	0.00	0.00	0.00		
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00		
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00		
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Interest		8660	150,000.00	150,000.00	123,209.32	150,000.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	1,083,469.18	1,083,469.18	1,083,469.18	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	1,059,016.61	1,059,016.61	224,294.68	1,059,016.61	0.00	0.0%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00		
All Other Local Revenue		8699	26,387.44	26,818.44	62,842.67	26,818.44	0.00	0.0%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791						
From County Offices	6500	8792						
From JPAs	6500	8793						
ROC/P Transfers								
From Districts or Charter Schools	6360	8791						
From County Offices	6360	8792						
From JPAs	6360	8793						
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,235,404.05	2,319,304.23	1,493,815.85	2,319,304.23	0.00	0.0%
TOTAL, REVENUES			27,210,074.38	29,910,463.56	6,858,343.22	29,910,463.56	0.00	0.0%
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	4,071,460.47	3,952,068.44	1,147,666.65	3,952,068.44	0.00	0.0%
Certificated Pupil Support Salaries		1200	78,527.00	78,527.00	23,558.10	78,527.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	2,374,480.53	2,334,410.52	770,324.91	2,334,410.52	0.00	0.0%
Other Certificated Salaries		1900	310,801.90	339,658.79	87,350.08	339,658.79	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			6,835,269.90	6,704,664.75	2,028,899.74	6,704,664.75	0.00	0.0%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	619,517.50	512,982.36	126,337.63	512,982.36	0.00	0.0%
Classified Support Salaries		2200	1,105,727.05	1,156,789.19	344,777.08	1,156,789.19	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	1,589,939.84	1,744,311.12	543,698.70	1,744,311.12	0.00	0.0%
Clerical, Technical and Office Salaries		2400	3,659,078.84	3,741,290.84	1,155,587.28	3,741,290.84	0.00	0.0%
Other Classified Salaries		2900	59,571.60	60,122.00	2,700.00	60,122.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
TOTAL, CLASSIFIED SALARIES			7,033,834.83	7,215,495.51	2,173,100.69	7,215,495.51	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	1,196,215.76	1,179,056.58	343,919.10	1,179,056.58	0.00	0.0%
PERS		3201-3202	1,753,747.40	1,759,606.09	534,808.23	1,759,606.09	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	635,516.50	644,233.86	201,590.79	644,233.86	0.00	0.0%
Health and Welfare Benefits		3401-3402	3,319,628.49	3,380,244.69	991,617.26	3,380,244.69	0.00	0.0%
Unemployment Insurance		3501-3502	68,320.64	68,167.24	20,582.42	68,167.24	0.00	0.0%
Workers' Compensation		3601-3602	267,190.40	265,345.45	81,370.51	265,345.45	0.00	0.0%
OPEB, Allocated		3701-3702	515,683.42	530,058.39	161,189.67	530,058.39	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			7,756,302.61	7,826,712.30	2,335,077.98	7,826,712.30	0.00	0.0%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	55,000.00	47,249.66	5,456.30	47,249.66	0.00	0.0%
Books and Other Reference Materials		4200	55,728.00	67,888.36	19,374.91	67,888.36	0.00	0.0%
Materials and Supplies		4300	515,059.10	891,951.29	98,762.11	890,307.02	1,644.27	0.2%
Noncapitalized Equipment		4400	146,601.00	235,840.86	74,225.75	241,940.86	(6,100.00)	-2.6%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			772,388.10	1,242,930.17	197,819.07	1,247,385.90	(4,455.73)	-0.4%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	258,202.40	250,499.51	40,233.04	246,499.51	4,000.00	1.6%
Dues and Memberships		5300	65,086.00	65,126.29	52,174.00	65,126.29	0.00	0.0%
Insurance		5400-5450	134,030.00	139,134.00	138,618.00	139,134.00	0.00	0.0%
Operations and Housekeeping Services		5500	315,642.82	331,906.56	55,643.45	331,906.56	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	529,132.52	543,817.23	144,293.54	543,817.23	0.00	0.0%
Transfers of Direct Costs		5710	(150,878.00)	(151,978.00)	0.00	(151,978.00)	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(21,224.00)	(21,224.00)	0.00	(21,224.00)	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	2,769,192.30	2,726,775.29	1,380,251.05	2,726,720.98	54.31	0.0%
Communications		5900	227,307.28	250,528.00	78,692.02	251,373.94	(845.94)	-0.3%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			4,126,491.32	4,134,584.88	1,889,905.10	4,131,376.51	3,208.37	0.1%
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	8,403.74	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	100,000.00	200,558.00	0.00	200,558.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			100,000.00	200,558.00	8,403.74	200,558.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Tuition								
Tuition for Instruction Under Interdistrict								
Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues								
To Districts or Charter Schools		7211	4,500,000.00	4,500,000.00	1,083,980.97	4,500,000.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments								
To Districts or Charter Schools	6500	7221						
To County Offices	6500	7222						
To JPAs	6500	7223						
ROC/P Transfers of Apportionments								
To Districts or Charter Schools	6360	7221						
To County Offices	6360	7222						
To JPAs	6360	7223						
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			4,500,000.00	4,500,000.00	1,083,980.97	4,500,000.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	(1,991,619.46)	(1,990,506.49)	(77,952.08)	(1,991,753.85)	1,247.36	-0.1%
Transfers of Indirect Costs - Interfund		7350	(140,882.76)	(159,574.01)	(6,464.84)	(159,574.01)	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(2,132,502.22)	(2,150,080.50)	(84,416.92)	(2,151,327.86)	1,247.36	-0.1%
TOTAL, EXPENDITURES			28,991,784.54	29,674,865.11	9,632,770.37	29,674,865.11	0.00	0.0%
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
State Apportionments								
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds								
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
County School Bldg Aid		8961	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	(1,245,740.92)	(1,310,445.25)	0.00	(1,310,445.25)	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(1,245,740.92)	(1,310,445.25)	0.00	(1,310,445.25)	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(1,245,740.92)	(1,310,445.25)	0.00	(1,310,445.25)	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	7,741,895.00	7,741,895.00	0.00	7,741,895.00	0.00	0.0%
2) Federal Revenue		8100-8299	3,112,195.23	3,557,468.40	609,854.55	3,557,468.40	0.00	0.0%
3) Other State Revenue		8300-8599	9,711,496.04	9,602,991.22	2,619,897.47	9,602,991.22	0.00	0.0%
4) Other Local Revenue		8600-8799	9,171,302.49	10,005,741.00	1,195,128.70	10,026,741.00	21,000.00	0.2%
5) TOTAL, REVENUES			29,736,888.76	30,908,095.62	4,424,880.72	30,929,095.62		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	6,318,104.15	6,452,711.86	2,023,222.70	6,452,711.86	0.00	0.0%
2) Classified Salaries		2000-2999	8,201,308.42	8,165,482.38	2,539,940.60	8,165,482.38	0.00	0.0%
3) Employee Benefits		3000-3999	9,253,802.05	9,445,561.88	2,288,572.15	9,445,561.88	0.00	0.0%
4) Books and Supplies		4000-4999	1,164,890.76	1,763,045.69	204,682.45	1,762,776.69	269.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	5,456,937.38	5,769,055.58	950,726.49	5,790,131.22	(21,075.64)	-0.4%
6) Capital Outlay		6000-6999	385,120.00	385,120.00	0.00	385,120.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	624,755.87	624,755.87	0.00	624,755.87	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	1,991,618.46	1,990,506.49	77,952.08	1,991,753.85	(1,247.36)	-0.1%
9) TOTAL, EXPENDITURES			33,396,537.09	34,596,239.75	8,085,096.47	34,618,293.75		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(3,659,648.33)	(3,688,144.13)	(3,660,215.75)	(3,689,198.13)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	1,245,740.92	1,310,445.25	0.00	1,310,445.25	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			1,245,740.92	1,310,445.25	0.00	1,310,445.25		
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(2,413,907.41)	(2,377,698.88)	(3,660,215.75)	(2,378,752.88)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	5,630,831.63	5,630,831.63		5,630,831.63	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			5,630,831.63	5,630,831.63		5,630,831.63		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,630,831.63	5,630,831.63		5,630,831.63		
2) Ending Balance, June 30 (E + F1e)			3,216,924.22	3,253,132.75		3,252,078.75		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	3,236,278.22	3,253,132.75		3,252,078.75		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	(19,354.00)	0.00		0.00		
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	0.00	0.00	0.00	0.00		
Education Protection Account State Aid - Current Year		8012	0.00	0.00	0.00	0.00		
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00		
Tax Relief Subventions								
Homeowners' Exemptions		8021	0.00	0.00	0.00	0.00		
Timber Yield Tax		8022	0.00	0.00	0.00	0.00		
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00		
County & District Taxes								
Secured Roll Taxes		8041	0.00	0.00	0.00	0.00		
Unsecured Roll Taxes		8042	0.00	0.00	0.00	0.00		
Prior Years' Taxes		8043	0.00	0.00	0.00	0.00		
Supplemental Taxes		8044	0.00	0.00	0.00	0.00		
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00		
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00		
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00		
Receipt from Co. Board of Sup.		8070	0.00	0.00	0.00	0.00		
Miscellaneous Funds (EC 41604)								
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00		
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00		
Less: Non-LCFF								
(50%) Adjustment		8089	0.00	0.00	0.00	0.00		
Subtotal, LCFF Sources			0.00	0.00	0.00	0.00		
LCFF Transfers								
Unrestricted LCFF								
Transfers - Current Year	0000	8091						
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00		
Property Taxes Transfers		8097	7,741,895.00	7,741,895.00	0.00	7,741,895.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			7,741,895.00	7,741,895.00	0.00	7,741,895.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	430,881.43	434,542.43	46,986.30	434,542.43	0.00	0.0%
Special Education Discretionary Grants		8182	178,304.00	188,414.00	0.00	188,414.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00		
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00		
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	289,025.51	277,539.00	104,078.00	277,539.00	0.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290	110,111.00	110,111.00	2,293.00	110,111.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	22,130.00	22,130.00	0.00	22,130.00	0.00	0.0%
Title III, Part A, Immigrant Student Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	0.00	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	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 3183, 4037, 4038, 4123, 4124, 4126, 4127, 4128, 4204, 5630	8290	225,321.00	227,350.23	10,210.25	227,350.23	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	1,856,422.29	2,297,381.74	446,287.00	2,297,381.74	0.00	0.0%
TOTAL, FEDERAL REVENUE			3,112,195.23	3,557,468.40	609,854.55	3,557,468.40	0.00	0.0%
OTHER STATE REVENUE								
Other State Apportionments								
ROC/P Entitlement								
Prior Years	6360	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Master Plan								
Current Year	6500	8311	4,732,763.00	4,744,629.57	258,734.00	4,744,629.57	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	848,008.00	848,008.00	470,982.00	848,008.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	0.00	0.00	0.00	0.00		
Lottery - Unrestricted and Instructional Materials		8560	71,243.11	71,243.11	38,852.99	71,243.11	0.00	0.0%
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6680, 6685, 6690, 6695	8590	355,905.98	355,905.98	19,731.20	355,905.98	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	3,703,575.95	3,583,204.56	1,831,597.28	3,583,204.56	0.00	0.0%
TOTAL, OTHER STATE REVENUE			9,711,496.04	9,602,991.22	2,619,897.47	9,602,991.22	0.00	0.0%
OTHER LOCAL REVENUE								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	700,000.00	700,000.00	3,714.89	700,000.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.00	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00		
Non-Resident Students		8672	0.00	0.00	0.00	0.00		
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	6,576,412.49	7,493,052.00	1,135,467.75	7,514,052.00	21,000.00	0.3%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustment		8691	0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	1,769,890.00	1,812,689.00	55,946.06	1,812,689.00	0.00	0.0%
Tuition		8710	125,000.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers								
From Districts or Charter Schools	6360	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6360	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6360	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			9,171,302.49	10,005,741.00	1,195,128.70	10,026,741.00	21,000.00	0.2%
TOTAL, REVENUES			29,736,888.76	30,908,095.62	4,424,880.72	30,929,095.62	21,000.00	0.1%
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	3,083,054.10	3,089,454.81	973,152.36	3,089,454.81	0.00	0.0%
Certificated Pupil Support Salaries		1200	935,757.39	1,033,135.37	263,286.16	1,033,135.37	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	1,202,601.42	1,236,359.48	426,602.39	1,236,359.48	0.00	0.0%
Other Certificated Salaries		1900	1,096,691.24	1,093,762.20	360,181.79	1,093,762.20	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			6,318,104.15	6,452,711.86	2,023,222.70	6,452,711.86	0.00	0.0%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	3,780,688.89	3,430,734.46	880,107.14	3,430,734.46	0.00	0.0%
Classified Support Salaries		2200	2,195,398.14	2,327,140.06	706,882.01	2,327,140.06	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	519,081.29	628,679.29	196,412.30	628,679.29	0.00	0.0%
Clerical, Technical and Office Salaries		2400	1,091,558.21	1,143,192.34	348,079.82	1,143,192.34	0.00	0.0%
Other Classified Salaries		2900	614,581.89	635,736.23	408,459.33	635,736.23	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			8,201,308.42	8,165,482.38	2,539,940.60	8,165,482.38	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	2,371,681.09	2,379,787.35	299,545.96	2,379,787.35	0.00	0.0%
PERS		3201-3202	1,788,848.91	1,787,256.08	503,380.30	1,787,256.08	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	656,688.18	697,075.23	219,047.34	697,075.23	0.00	0.0%
Health and Welfare Benefits		3401-3402	3,598,823.74	3,702,886.83	994,779.78	3,702,886.83	0.00	0.0%
Unemployment Insurance		3501-3502	66,459.33	69,585.21	21,817.90	69,585.21	0.00	0.0%
Workers' Compensation		3601-3602	262,238.19	269,376.74	84,962.93	269,376.74	0.00	0.0%
OPEB, Allocated		3701-3702	509,062.61	539,594.44	165,037.94	539,594.44	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			9,253,802.05	9,445,561.88	2,288,572.15	9,445,561.88	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	193,755.82	193,755.82	12,790.63	193,755.82	0.00	0.0%
Books and Other Reference Materials		4200	40,866.94	54,621.91	13,739.40	54,621.91	0.00	0.0%
Materials and Supplies		4300	813,054.00	1,370,547.43	100,063.87	1,370,278.43	269.00	0.0%
Noncapitalized Equipment		4400	117,214.00	144,120.53	78,088.55	144,120.53	0.00	0.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			1,164,890.76	1,763,045.69	204,682.45	1,762,776.69	269.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	215,000.00	175,000.00	63,393.50	175,000.00	0.00	0.0%
Travel and Conferences		5200	198,855.24	220,254.10	26,450.31	220,336.10	(82.00)	0.0%
Dues and Memberships		5300	11,031.00	9,905.00	3,750.00	10,205.00	(300.00)	-3.0%
Insurance		5400-5450	1,267.00	1,667.00	751.85	1,667.00	0.00	0.0%
Operations and Housekeeping Services		5500	36,545.00	41,846.00	6,508.96	41,846.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,247,085.54	1,239,979.14	167,057.95	1,234,979.14	5,000.00	0.4%
Transfers of Direct Costs		5710	150,878.00	151,978.00	0.00	151,978.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	3,480,693.22	3,808,396.42	670,499.80	3,834,090.06	(25,693.64)	-0.7%
Communications		5900	115,582.38	120,029.92	12,314.12	120,029.92	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			5,456,937.38	5,769,055.58	950,726.49	5,790,131.22	(21,075.64)	-0.4%
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	260,120.00	260,120.00	0.00	260,120.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	125,000.00	125,000.00	0.00	125,000.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			385,120.00	385,120.00	0.00	385,120.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict								
Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues								
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Special Education SELPA Transfers of Apportionments								
To Districts or Charter Schools	6500	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6500	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers of Apportionments								
To Districts or Charter Schools	6360	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6360	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6360	7223	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	232,168.87	232,168.87	0.00	232,168.87	0.00	0.0%
Other Debt Service - Principal		7439	392,587.00	392,587.00	0.00	392,587.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			624,755.87	624,755.87	0.00	624,755.87	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	1,991,618.46	1,990,506.49	77,952.08	1,991,753.85	(1,247.36)	-0.1%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			1,991,618.46	1,990,506.49	77,952.08	1,991,753.85	(1,247.36)	-0.1%
TOTAL, EXPENDITURES			33,396,537.09	34,596,239.75	8,085,096.47	34,618,293.75	(22,054.00)	-0.1%
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
State Apportionments								
Emergency Apportionments		8931	0.00	0.00	0.00	0.00		
Proceeds								
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
County School Bldg Aid		8961	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	1,245,740.92	1,310,445.25	0.00	1,310,445.25	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			1,245,740.92	1,310,445.25	0.00	1,310,445.25	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			1,245,740.92	1,310,445.25	0.00	1,310,445.25	0.00	0.0%

2022-23 First Interim
County School Service Fund
Summary - Unrestricted/Restricted
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	28,928,775.00	30,545,264.00	4,244,805.25	30,545,264.00	0.00	0.0%
2) Federal Revenue		8100-8299	7,612,195.23	8,057,468.40	1,693,835.52	8,057,468.40	0.00	0.0%
3) Other State Revenue		8300-8599	9,999,286.37	9,890,781.55	2,655,638.62	9,890,781.55	0.00	0.0%
4) Other Local Revenue		8600-8799	10,406,706.54	12,325,045.23	2,688,944.55	12,346,045.23	21,000.00	0.2%
5) TOTAL, REVENUES			56,946,963.14	60,818,559.18	11,283,223.94	60,839,559.18		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	13,153,374.05	13,157,376.61	4,052,122.44	13,157,376.61	0.00	0.0%
2) Classified Salaries		2000-2999	15,235,143.25	15,380,977.89	4,713,041.29	15,380,977.89	0.00	0.0%
3) Employee Benefits		3000-3999	17,010,104.66	17,272,274.18	4,623,650.13	17,272,274.18	0.00	0.0%
4) Books and Supplies		4000-4999	1,937,278.86	3,005,975.86	402,501.52	3,010,162.59	(4,186.73)	-0.1%
5) Services and Other Operating Expenditures		5000-5999	9,583,428.70	9,903,640.46	2,840,631.59	9,921,507.73	(17,867.27)	-0.2%
6) Capital Outlay		6000-6999	485,120.00	585,678.00	8,403.74	585,678.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	5,124,755.87	5,124,755.87	1,083,980.97	5,124,755.87	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(140,883.76)	(159,574.01)	(6,464.84)	(159,574.01)	0.00	0.0%
9) TOTAL, EXPENDITURES			62,388,321.63	64,271,104.86	17,717,866.84	64,293,158.86		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(5,441,358.49)	(3,452,545.68)	(6,434,642.90)	(3,453,599.68)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(5,441,358.49)	(3,452,545.68)	(6,434,642.90)	(3,453,599.68)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	33,600,993.59	33,600,993.59		33,600,993.59	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			33,600,993.59	33,600,993.59		33,600,993.59		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			33,600,993.59	33,600,993.59		33,600,993.59		
2) Ending Balance, June 30 (E + F1e)			28,159,635.10	30,148,447.91		30,147,393.91		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		

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All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	3,236,278.22	3,253,132.75		3,252,078.75		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	1,200,000.00	1,200,000.00		1,200,000.00		
COP	0000	9760	1,200,000.00					
COP	0000	9760		1,200,000.00				
COP	0000	9760				1,200,000.00		
d) Assigned								
Other Assignments		9780	23,742,710.88	25,695,315.16		25,695,315.16		
MAA Programs	0000	9780	778,568.23					
Small Districts	0000	9780	1,835.84					
Differentiated Assistance	0000	9780	47,809.73					
SMAA Admin	0000	9780	2,793,101.34					
Classified Credentialing Program	0000	9780	200,000.00					
Mandated Cost Program	0000	9780	2,360,757.32					
Safety Program	0000	9780	93,461.34					
Special Projects	0000	9780	200,000.00					
COP Deferred Maintenance	0000	9780	1,405,327.75					
Alternative Education Court Base	0000	9780	390,123.00					
Alternative Education Court Supplemental/Concentration	0000	9780	0.00					
Alternative Education Community Base	0000	9780	782,746.51					
Alternative Education Community Supplemental/Concentration	0000	9780	0.00					
Educational & Administrative Operations	0000	9780	14,051,784.72					
Lottery	1100	9780	637,195.10					
MAA Program	0000	9780		784,712.97				
Small Districts	0000	9780		1,835.84				
Differentiated Assistance	0000	9780		38,480.33				
SMAA Admin	0000	9780		2,793,101.34				
Classified Credentialing Program	0000	9780		200,000.00				
Mandated Cost Program	0000	9780		2,360,757.32				
Safety Program	0000	9780		93,461.34				
Special Projects	0000	9780		200,000.00				
COP Deferred Maintenance	0000	9780		1,405,327.75				
Alternative Education Court Base	0000	9780		269,982.58				
Alternative Education Court Supplemental/Concentration	0000	9780		0.00				
Alternative Education Community Base	0000	9780		471,906.50				
Alternative Education Community Supplemental/Concentration	0000	9780		0.00				
Transfer to Fund 17 Special Reserve (for 5%)	0000	9780		552,478.00				
Educational & Administrative Operations	0000	9780		15,890,475.96				
Lottery	1100	9780		632,795.23				

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MAA Programs	0000	9780				784,712.97		
Small Districts	0000	9780				1,835.84		
Differentiated Assistance	0000	9780				38,480.33		
SMAA Admin	0000	9780				2,793,101.34		
Classified Credentialing Program	0000	9780				200,000.00		
Mandated Cost Program	0000	9780				2,360,757.32		
Safety Program	0000	9780				93,461.34		
Special Projects	0000	9780				200,000.00		
COP Deferred Maintenance	0000	9780				1,405,327.75		
Alternative Education Court Base	0000	9780				269,982.58		
Alternative Education Court Supplemental/Concentration	0000	9780				0.00		
Alternative Education Community Base	0000	9780				471,906.50		
Alternative Education Community Supplemental/Concentration	0000	9780				0.00		
Transfer to Fund 17 Special Reserve (for 5%)	0000	9780				552,478.00		
Educational & Administrative Operations	0000	9780				15,890,475.96		
Lottery	1100	9780				632,795.23		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	(19,354.00)	0.00		0.00		
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	10,255,893.00	11,872,382.00	2,879,138.00	11,872,382.00	0.00	0.0%
Education Protection Account State Aid - Current Year		8012	5,647,534.00	5,647,534.00	1,065,528.00	5,647,534.00	0.00	0.0%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions								
Homeowners' Exemptions		8021	61,959.00	61,959.00	0.00	61,959.00	0.00	0.0%
Timber Yield Tax		8022	4,959.00	4,959.00	0.00	4,959.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	3,017.00	3,017.00	0.00	3,017.00	0.00	0.0%
County & District Taxes								
Secured Roll Taxes		8041	11,495,509.12	11,495,509.12	(236.18)	11,495,509.12	0.00	0.0%
Unsecured Roll Taxes		8042	225,028.69	225,028.69	221,746.25	225,028.69	0.00	0.0%
Prior Years' Taxes		8043	18,295.00	18,295.00	5,175.57	18,295.00	0.00	0.0%
Supplemental Taxes		8044	67,299.00	67,299.00	71,238.63	67,299.00	0.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	337,880.19	337,880.19	0.00	337,880.19	0.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	911,401.00	911,401.00	865.69	911,401.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	1,349.29	0.00	0.00	0.0%
Receipt from Co. Board of Sup.		8070	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)								
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.0%

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Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			29,028,775.00	30,645,264.00	4,244,805.25	30,645,264.00	0.00	0.0%
LCFF Transfers								
Unrestricted LCFF								
Transfers - Current Year	0000	8091	(100,000.00)	(100,000.00)	0.00	(100,000.00)	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			28,928,775.00	30,545,264.00	4,244,805.25	30,545,264.00	0.00	0.0%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	430,881.43	434,542.43	46,986.30	434,542.43	0.00	0.0%
Special Education Discretionary Grants		8182	178,304.00	188,414.00	0.00	188,414.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	4,500,000.00	4,500,000.00	1,083,980.97	4,500,000.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	289,025.51	277,539.00	104,078.00	277,539.00	0.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290	110,111.00	110,111.00	2,293.00	110,111.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	22,130.00	22,130.00	0.00	22,130.00	0.00	0.0%
Title III, Part A, Immigrant Student Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	0.00	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	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 3183, 4037, 4038, 4123, 4124, 4126, 4127, 4128, 4204, 5630	8290	225,321.00	227,350.23	10,210.25	227,350.23	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	1,856,422.29	2,297,381.74	446,287.00	2,297,381.74	0.00	0.0%
TOTAL, FEDERAL REVENUE			7,612,195.23	8,057,468.40	1,693,835.52	8,057,468.40	0.00	0.0%
OTHER STATE REVENUE								
Other State Apportionments								
ROC/P Entitlement								
Prior Years	6360	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Master Plan								

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Current Year	6500	8311	4,732,763.00	4,744,629.57	258,734.00	4,744,629.57	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	848,008.00	848,008.00	470,982.00	848,008.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	112,981.00	112,981.00	0.00	112,981.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	235,800.44	235,800.44	74,594.14	235,800.44	0.00	0.0%
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6680, 6685, 6690, 6695	8590	355,905.98	355,905.98	19,731.20	355,905.98	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	3,713,827.95	3,593,456.56	1,831,597.28	3,593,456.56	0.00	0.0%
TOTAL, OTHER STATE REVENUE			9,999,286.37	9,890,781.55	2,655,638.62	9,890,781.55	0.00	0.0%
OTHER LOCAL REVENUE								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	700,000.00	700,000.00	3,714.89	700,000.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%

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Interest		8660	150,000.00	150,000.00	123,209.32	150,000.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	1,083,469.18	1,083,469.18	1,083,469.18	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	7,635,429.10	8,552,068.61	1,359,762.43	8,573,068.61	21,000.00	0.2%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	1,796,277.44	1,839,507.44	118,788.73	1,839,507.44	0.00	0.0%
Tuition		8710	125,000.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers								
From Districts or Charter Schools	6360	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6360	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6360	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			10,406,706.54	12,325,045.23	2,688,944.55	12,346,045.23	21,000.00	0.2%
TOTAL, REVENUES			56,946,963.14	60,818,559.18	11,283,223.94	60,839,559.18	21,000.00	0.0%
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	7,154,514.57	7,041,523.25	2,120,819.01	7,041,523.25	0.00	0.0%
Certificated Pupil Support Salaries		1200	1,014,284.39	1,111,662.37	286,844.26	1,111,662.37	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	3,577,081.95	3,570,770.00	1,196,927.30	3,570,770.00	0.00	0.0%
Other Certificated Salaries		1900	1,407,493.14	1,433,420.99	447,531.87	1,433,420.99	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			13,153,374.05	13,157,376.61	4,052,122.44	13,157,376.61	0.00	0.0%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	4,400,206.39	3,943,716.82	1,006,444.77	3,943,716.82	0.00	0.0%
Classified Support Salaries		2200	3,301,125.19	3,483,929.25	1,051,659.09	3,483,929.25	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	2,109,021.13	2,372,990.41	740,111.00	2,372,990.41	0.00	0.0%
Clerical, Technical and Office Salaries		2400	4,750,637.05	4,884,483.18	1,503,667.10	4,884,483.18	0.00	0.0%

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Other Classified Salaries		2900	674,153.49	695,858.23	411,159.33	695,858.23	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			15,235,143.25	15,380,977.89	4,713,041.29	15,380,977.89	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	3,567,896.85	3,558,843.93	643,465.06	3,558,843.93	0.00	0.0%
PERS		3201-3202	3,542,596.31	3,546,862.17	1,038,188.53	3,546,862.17	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	1,292,204.68	1,341,309.09	420,638.13	1,341,309.09	0.00	0.0%
Health and Welfare Benefits		3401-3402	6,918,452.23	7,083,131.52	1,986,397.04	7,083,131.52	0.00	0.0%
Unemployment Insurance		3501-3502	134,779.97	137,752.45	42,400.32	137,752.45	0.00	0.0%
Workers' Compensation		3601-3602	529,428.59	534,722.19	166,333.44	534,722.19	0.00	0.0%
OPEB, Allocated		3701-3702	1,024,746.03	1,069,652.83	326,227.61	1,069,652.83	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			17,010,104.66	17,272,274.18	4,623,650.13	17,272,274.18	0.00	0.0%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	248,755.82	241,005.48	18,246.93	241,005.48	0.00	0.0%
Books and Other Reference Materials		4200	96,594.94	122,510.27	33,114.31	122,510.27	0.00	0.0%
Materials and Supplies		4300	1,328,113.10	2,262,498.72	198,825.98	2,260,585.45	1,913.27	0.1%
Noncapitalized Equipment		4400	263,815.00	379,961.39	152,314.30	386,061.39	(6,100.00)	-1.6%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			1,937,278.86	3,005,975.86	402,501.52	3,010,162.59	(4,186.73)	-0.1%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	215,000.00	175,000.00	63,393.50	175,000.00	0.00	0.0%
Travel and Conferences		5200	457,057.64	470,753.61	66,683.35	466,835.61	3,918.00	0.8%
Dues and Memberships		5300	76,117.00	75,031.29	55,924.00	75,331.29	(300.00)	-0.4%
Insurance		5400-5450	135,297.00	140,801.00	139,369.85	140,801.00	0.00	0.0%
Operations and Housekeeping Services		5500	352,187.82	373,752.56	62,152.41	373,752.56	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,776,218.06	1,783,796.37	311,351.49	1,778,796.37	5,000.00	0.3%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(21,224.00)	(21,224.00)	0.00	(21,224.00)	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	6,249,885.52	6,535,171.71	2,050,750.85	6,560,811.04	(25,639.33)	-0.4%
Communications		5900	342,889.66	370,557.92	91,006.14	371,403.86	(845.94)	-0.2%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			9,583,428.70	9,903,640.46	2,840,631.59	9,921,507.73	(17,867.27)	-0.2%
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	260,120.00	260,120.00	8,403.74	260,120.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	225,000.00	325,558.00	0.00	325,558.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			485,120.00	585,678.00	8,403.74	585,678.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict								
Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues								
To Districts or Charter Schools		7211	4,500,000.00	4,500,000.00	1,083,980.97	4,500,000.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments								
To Districts or Charter Schools	6500	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6500	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers of Apportionments								
To Districts or Charter Schools	6360	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6360	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6360	7223	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	232,168.87	232,168.87	0.00	232,168.87	0.00	0.0%
Other Debt Service - Principal		7439	392,587.00	392,587.00	0.00	392,587.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			5,124,755.87	5,124,755.87	1,083,980.97	5,124,755.87	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	(1.00)	0.00	0.00	0.00		
Transfers of Indirect Costs - Interfund		7350	(140,882.76)	(159,574.01)	(6,464.84)	(159,574.01)	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(140,883.76)	(159,574.01)	(6,464.84)	(159,574.01)	0.00	0.0%
TOTAL, EXPENDITURES			62,388,321.63	64,271,104.86	17,717,866.84	64,293,158.86	(22,054.00)	0.0%
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
State Apportionments								
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds								
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
County School Bldg Aid		8961	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00		
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00		
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.00	0.00	0.00	0.0%

Resource	Description	2022-23 Projected Totals
6057	Child Dev: Universal Prekindergarten (UPK) Planning & Implementation Grant - Countywide Planning and Capacity Building Grant	286,058.63
6266	Educator Effectiveness, FY 2021-22	204,529.19
6300	Lottery: Instructional Materials	84,600.64
6355	Direct Support Professional Training Program	55,918.02
6371	CalWORKs for ROCP or Adult Education	37,619.00
6500	Special Education	27.57
6512	Special Ed: Mental Health Services	.61
6537	Special Ed: Learning Recovery Support	16,776.00
6546	Mental Health-Related Services	8,113.15
7311	Classified School Employee Professional Development Block Grant	5,411.04
7412	A-G Access/Success Grant	44,538.00
7415	Classified School Employee Summer Assistance Program	199.30
7426	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	53,407.96
7430	COVID Mitigation for Counties	503,098.17
8150	Ongoing & Major Maintenance Account (RMA: Education Code Section 17070.75)	349,833.79
9010	Other Restricted Local	1,601,947.68
Total, Restricted Balance		3,252,078.75

Fund 09

Charter School Special Revenue Fund

This fund may be used by authorizing LEAs to account separately for the operating activities of LEA-operated charter schools.

Career Advancement Charter



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	1,476,937.00	1,589,682.00	447,437.00	1,589,682.00	0.00	0.0%
2) Federal Revenue		8100-8299	204,575.00	230,221.93	0.00	230,221.93	0.00	0.0%
3) Other State Revenue		8300-8599	215,920.84	258,378.84	122,988.15	258,378.84	0.00	0.0%
4) Other Local Revenue		8600-8799	301,519.72	322,232.04	23,262.47	322,232.04	0.00	0.0%
5) TOTAL, REVENUES			2,198,952.56	2,400,514.81	593,687.62	2,400,514.81		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	698,209.92	754,006.08	210,600.28	754,006.08	0.00	0.0%
2) Classified Salaries		2000-2999	288,614.01	319,049.64	97,612.92	319,049.64	0.00	0.0%
3) Employee Benefits		3000-3999	580,222.69	581,680.22	150,610.55	581,680.22	0.00	0.0%
4) Books and Supplies		4000-4999	212,446.40	170,530.19	5,816.90	170,530.19	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	204,412.67	206,881.76	16,880.97	206,881.76	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	18,542.32	31,168.47	3,832.67	31,168.47	0.00	0.0%
9) TOTAL, EXPENDITURES			2,002,448.01	2,063,316.36	485,354.29	2,063,316.36		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			196,504.55	337,198.45	108,333.33	337,198.45		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			196,504.55	337,198.45	108,333.33	337,198.45		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	803,471.54	803,471.54		803,471.54	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			803,471.54	803,471.54		803,471.54		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			803,471.54	803,471.54		803,471.54		
2) Ending Balance, June 30 (E + F1e)			999,976.09	1,140,669.99		1,140,669.99		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	72,548.08	80,138.08		80,138.08		
c) Committed								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	949,213.40	1,060,531.91		1,060,531.91		
CAC LCFF Supplemental/Concentration	0000	9780		0.00				
CAC LCFF Base, Charter General	0000	9780		964,392.40				
CAC 3% Reserve	0000	9780		61,899.00				
Career Advancement Charter Lottery	1100	9780		34,240.51				
CAC LCFF Supplemental/Concentration	0000	9780	0.00					
CAC LCFF Base, Charter General	0000	9780	854,899.89					
CAC 3% Reserve	0000	9780	60,073.00					
Career Advancement Charter Lottery	1100	9780	34,240.51					
CAC LCFF Supplemental/Concentration	0000	9780				0.00		
CAC LCFF Base, Charter General	0000	9780				964,392.40		
CAC 3% Reserve	0000	9780				61,899.00		
Career Advancement Charter Lottery	1100	9780				34,240.51		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	(21,785.39)	0.00		0.00		
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	1,450,937.00	1,563,682.00	440,844.00	1,563,682.00	0.00	0.0%
Education Protection Account State Aid - Current Year		8012	26,000.00	26,000.00	6,593.00	26,000.00	0.00	0.0%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF Transfers								
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			1,476,937.00	1,589,682.00	447,437.00	1,589,682.00	0.00	0.0%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	2,856.00	3,622.00	0.00	3,622.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	5,894.00	0.00	5,894.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Part A, Immigrant Student Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	0.00	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	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Other NCLB / Every Student Succeeds Act	3040, 3060, 3061, 3150, 3155, 3180, 3182, 4037, 4124, 4126, 4127, 4128, 5630	8290	201,719.00	220,705.93	0.00	220,705.93	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			204,575.00	230,221.93	0.00	230,221.93	0.00	0.0%
OTHER STATE REVENUE								
Other State Apportionments								
Special Education Master Plan								
Current Year	6500	8311	88,462.00	123,331.00	96,128.73	123,331.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	5,410.00	5,410.00	0.00	5,410.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	23,991.84	23,991.84	7,528.42	23,991.84	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	98,057.00	105,646.00	19,331.00	105,646.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			215,920.84	258,378.84	122,988.15	258,378.84	0.00	0.0%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	1,500.00	1,500.00	2,550.15	1,500.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	20,712.32	20,712.32	20,712.32	0.00	0.0%
Fees and Contracts								
Child Development Parent Fees		8673	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	300,019.72	300,019.72	0.00	300,019.72	0.00	0.0%
Other Local Revenue								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			301,519.72	322,232.04	23,262.47	322,232.04	0.00	0.0%
TOTAL, REVENUES			2,198,952.56	2,400,514.81	593,687.62	2,400,514.81		
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	589,671.78	672,336.51	183,377.03	672,336.51	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	81,669.66	81,669.57	27,223.25	81,669.57	0.00	0.0%
Other Certificated Salaries		1900	26,868.48	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			698,209.92	754,006.08	210,600.28	754,006.08	0.00	0.0%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	56,247.65	56,211.40	17,320.38	56,211.40	0.00	0.0%
Classified Support Salaries		2200	215,009.80	235,946.33	71,195.19	235,946.33	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	17,356.56	26,891.91	9,097.35	26,891.91	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			288,614.01	319,049.64	97,612.92	319,049.64	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	203,919.24	210,812.93	37,611.49	210,812.93	0.00	0.0%
PERS		3201-3202	61,880.14	67,283.60	21,517.59	67,283.60	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	33,543.31	37,540.53	10,668.24	37,540.53	0.00	0.0%
Health and Welfare Benefits		3401-3402	220,217.80	200,257.05	61,971.12	200,257.05	0.00	0.0%
Unemployment Insurance		3501-3502	4,857.13	5,317.39	1,526.63	5,317.39	0.00	0.0%
Workers' Compensation		3601-3602	18,977.72	20,588.27	5,799.82	20,588.27	0.00	0.0%
OPEB, Allocated		3701-3702	36,827.35	39,880.45	11,515.66	39,880.45	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			580,222.69	581,680.22	150,610.55	581,680.22	0.00	0.0%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	15,000.00	15,000.00	906.74	15,000.00	0.00	0.0%
Books and Other Reference Materials		4200	500.00	500.00	52.31	500.00	0.00	0.0%
Materials and Supplies		4300	191,111.40	149,195.19	4,857.85	149,195.19	0.00	0.0%
Noncapitalized Equipment		4400	5,835.00	5,835.00	0.00	5,835.00	0.00	0.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			212,446.40	170,530.19	5,816.90	170,530.19	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	10,117.42	7,900.00	957.26	7,900.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	7,598.00	7,598.00	11,408.50	7,598.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	10,224.00	10,224.00	0.00	10,224.00	0.00	0.0%
Professional/Consulting Services and								
Operating Expenditures		5800	169,066.76	170,396.76	1,775.03	170,396.76	0.00	0.0%
Communications		5900	7,406.49	10,763.00	2,740.18	10,763.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			204,412.67	206,881.76	16,880.97	206,881.76	0.00	0.0%
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers Out								
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	18,542.32	31,168.47	3,832.67	31,168.47	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			18,542.32	31,168.47	3,832.67	31,168.47	0.00	0.0%
TOTAL, EXPENDITURES			2,002,448.01	2,063,316.36	485,354.29	2,063,316.36		
INTERFUND TRANSFERS								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES								
(a - b + c - d + e)			0.00	0.00	0.00	0.00		

Resource	Description	2022-23 Projected Totals
6266	Educator Effectiveness, FY 2021-22	17,007.00
6300	Lottery: Instructional Materials	22,025.40
6512	Special Ed: Mental Health Services	13,560.68
6546	Mental Health-Related Services	6,220.00
7412	A-G Access/Success Grant	13,304.00
7413	A-G Learning Loss Mitigation Grant	4,988.00
7426	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	16.00
7810	Other Restricted State	3,017.00
Total, Restricted Balance		80,138.08

Fund 10

SELPA Pass-Through Fund

This fund is used by the Administrative Unit (AU) of a multi-LEA Special Education Local Plan Area (SELPA) to account for special education revenue passed through to other member LEAs.



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	4,685,698.00	4,685,698.00	(262,085.55)	4,685,698.00	0.00	0.0%
3) Other State Revenue		8300-8599	5,479,589.00	5,479,589.00	2,087,913.00	5,479,589.00	0.00	0.0%
4) Other Local Revenue		8600-8799	14,500.00	305,646.84	301,997.34	305,646.84	0.00	0.0%
5) TOTAL, REVENUES			10,179,787.00	10,470,933.84	2,127,824.79	10,470,933.84		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	9,889,505.00	9,889,505.00	6,885,725.51	9,889,505.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			9,889,505.00	9,889,505.00	6,885,725.51	9,889,505.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			290,282.00	581,428.84	(4,757,900.72)	581,428.84		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			290,282.00	581,428.84	(4,757,900.72)	581,428.84		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	307,234.15	307,234.15		307,234.15	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			307,234.15	307,234.15		307,234.15		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			307,234.15	307,234.15		307,234.15		
2) Ending Balance, June 30 (E + F1e)			597,516.15	888,662.99		888,662.99		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	860,310.60	888,663.00		888,663.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	(262,794.45)	(.01)		(.01)		
LCFF SOURCES								
LCFF Transfers								
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
FEDERAL REVENUE								
Pass-Through Revenues From Federal Sources		8287	4,685,698.00	4,685,698.00	(262,085.55)	4,685,698.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			4,685,698.00	4,685,698.00	(262,085.55)	4,685,698.00	0.00	0.0%
OTHER STATE REVENUE								
Other State Apportionments								
Special Education Master Plan								
Current Year	6500	8311	4,232,388.00	4,232,388.00	1,971,859.00	4,232,388.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	2.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	(209,356.00)	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	1,247,201.00	1,247,201.00	325,408.00	1,247,201.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			5,479,589.00	5,479,589.00	2,087,913.00	5,479,589.00	0.00	0.0%
OTHER LOCAL REVENUE								
Interest		8660	14,500.00	14,500.00	10,850.50	14,500.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	291,146.84	291,146.84	291,146.84	0.00	0.0%
Other Local Revenue								
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments								
From Districts or Charter Schools		8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices		8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs		8793	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			14,500.00	305,646.84	301,997.34	305,646.84	0.00	0.0%
TOTAL, REVENUES			10,179,787.00	10,470,933.84	2,127,824.79	10,470,933.84		
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Other Transfers Out								
Transfers of Pass-Through Revenues								
To Districts or Charter Schools		7211	5,642,617.00	5,642,617.00	3,676,238.51	5,642,617.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments								
To Districts or Charter Schools	6500	7221	3,808,533.00	3,808,533.00	3,013,188.00	3,808,533.00	0.00	0.0%
To County Offices	6500	7222	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
To JPAs	6500	7223	423,855.00	423,855.00	196,299.00	423,855.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	14,500.00	14,500.00	0.00	14,500.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			9,889,505.00	9,889,505.00	6,885,725.51	9,889,505.00	0.00	0.0%
TOTAL, EXPENDITURES			9,889,505.00	9,889,505.00	6,885,725.51	9,889,505.00		

Resource	Description	2022-23 Projected Totals
6500	Special Education	120,028.60
6546	Mental Health- Related Services	740,282.00
9010	Other Restricted Local	28,352.40
Total, Restricted Balance		888,663.00

Fund 11

Adult Education Fund

This fund is used to account separately for federal, state, and local revenues that are restricted or committed to adult education programs.



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	72,534.00	72,534.00	18,431.00	72,534.00	0.00	0.0%
4) Other Local Revenue		8600-8799	300.00	4,150.71	4,117.74	4,150.71	0.00	0.0%
5) TOTAL, REVENUES			72,834.00	76,684.71	22,548.74	76,684.71		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	43,667.60	44,677.20	8,955.36	44,677.20	0.00	0.0%
2) Classified Salaries		2000-2999	7,583.81	7,583.80	2,275.14	7,583.80	0.00	0.0%
3) Employee Benefits		3000-3999	31,929.76	32,434.87	6,969.33	32,434.87	0.00	0.0%
4) Books and Supplies		4000-4999	3,008.74	3,008.74	0.00	3,008.74	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	146,025.81	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	4,166.38	4,166.38	0.00	4,166.38	0.00	0.0%
9) TOTAL, EXPENDITURES			90,356.29	91,870.99	164,225.64	91,870.99		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(17,522.29)	(15,186.28)	(141,676.90)	(15,186.28)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(17,522.29)	(15,186.28)	(141,676.90)	(15,186.28)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	19,858.67	19,858.67		19,858.67	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			19,858.67	19,858.67		19,858.67		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			19,858.67	19,858.67		19,858.67		
2) Ending Balance, June 30 (E + F1e)			2,336.38	4,672.39		4,672.39		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	1,041.35	3,377.36		3,377.36		
c) Committed								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	1,295.03	1,295.03		1,295.03		
Adult Education	0000	9780		1,295.03				
Adult Education	0000	9780	1,295.03					
Adult Education	0000	9780				1,295.03		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		
LCFF SOURCES								
LCFF Transfers								
LCFF Transfers - Current Year		8091	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
FEDERAL REVENUE								
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER STATE REVENUE								
Other State Apportionments								
All Other State Apportionments - Current Year		8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years		8319	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
Adult Education Program	6391	8590	67,495.00	67,495.00	18,431.00	67,495.00	0.00	0.0%
All Other State Revenue	All Other	8590	5,039.00	5,039.00	0.00	5,039.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			72,534.00	72,534.00	18,431.00	72,534.00	0.00	0.0%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	300.00	300.00	267.03	300.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	3,850.71	3,850.71	3,850.71	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			300.00	4,150.71	4,117.74	4,150.71	0.00	0.0%
TOTAL, REVENUES			72,834.00	76,684.71	22,548.74	76,684.71		
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	43,667.60	44,677.20	8,955.36	44,677.20	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.00	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			43,667.60	44,677.20	8,955.36	44,677.20	0.00	0.0%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Support Salaries		2200	7,583.81	7,583.80	2,275.14	7,583.80	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			7,583.81	7,583.80	2,275.14	7,583.80	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	13,379.52	13,544.42	1,682.54	13,544.42	0.00	0.0%
PERS		3201-3202	1,924.01	1,924.02	577.17	1,924.02	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	1,182.19	1,199.78	295.91	1,199.78	0.00	0.0%
Health and Welfare Benefits		3401-3402	12,263.40	12,512.96	3,719.02	12,512.96	0.00	0.0%
Unemployment Insurance		3501-3502	245.52	251.58	53.38	251.58	0.00	0.0%
Workers' Compensation		3601-3602	959.29	977.48	206.94	977.48	0.00	0.0%
OPEB, Allocated		3701-3702	1,975.83	2,024.63	434.37	2,024.63	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			31,929.76	32,434.87	6,969.33	32,434.87	0.00	0.0%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	3,008.74	3,008.74	0.00	3,008.74	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			3,008.74	3,008.74	0.00	3,008.74	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	146,025.81	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.00	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	146,025.81	0.00	0.00	0.0%
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers Out								
Transfers of Pass-Through Revenues								
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs - Interfund		7350	4,166.38	4,166.38	0.00	4,166.38	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			4,166.38	4,166.38	0.00	4,166.38	0.00	0.0%
TOTAL, EXPENDITURES			90,356.29	91,870.99	164,225.64	91,870.99		
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.00	0.00		

Resource	Description	2022-23 Projected Totals
6391	Adult Education Program	3,377.36
Total, Restricted Balance		3,377.36

Fund 12

Child Development Fund

This fund is used to account separately for federal, state, and local revenues to operate child development programs.



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	523,631.86	598,669.98	142,756.28	598,669.98	0.00	0.0%
3) Other State Revenue		8300-8599	746,962.85	765,877.57	202,210.84	765,877.57	0.00	0.0%
4) Other Local Revenue		8600-8799	196,333.00	198,242.74	21,666.16	198,242.74	0.00	0.0%
5) TOTAL, REVENUES			1,466,927.71	1,562,790.29	366,633.28	1,562,790.29		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	3,291.75	329.18	3,291.75	0.00	0.0%
2) Classified Salaries		2000-2999	437,509.13	437,850.40	126,654.94	437,850.40	0.00	0.0%
3) Employee Benefits		3000-3999	278,477.32	268,417.30	77,928.20	268,417.30	0.00	0.0%
4) Books and Supplies		4000-4999	86,806.35	175,433.78	6,462.47	175,433.78	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	585,960.85	607,535.64	69,996.00	607,535.64	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	118,174.06	124,239.16	2,632.17	124,239.16	0.00	0.0%
9) TOTAL, EXPENDITURES			1,506,927.71	1,616,768.03	284,002.96	1,616,768.03		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(40,000.00)	(53,977.74)	82,630.32	(53,977.74)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(40,000.00)	(53,977.74)	82,630.32	(53,977.74)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	100,206.82	100,206.82		100,206.82	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			100,206.82	100,206.82		100,206.82		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			100,206.82	100,206.82		100,206.82		
2) Ending Balance, June 30 (E + F1e)			60,206.82	46,229.08		46,229.08		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	58,894.10	44,916.36		44,916.36		
c) Committed								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	1,312.72	1,312.72		1,312.72		
Child Development - MAA	0000	9780		1,312.72				
Child Development - MAA	0000	9780	1,312.72					
Child Development - MAA	0000	9780				1,312.72		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		
FEDERAL REVENUE								
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	523,631.86	598,669.98	142,756.28	598,669.98	0.00	0.0%
TOTAL, FEDERAL REVENUE			523,631.86	598,669.98	142,756.28	598,669.98	0.00	0.0%
OTHER STATE REVENUE								
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
State Preschool	6105	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	746,962.85	765,877.57	202,210.84	765,877.57	0.00	0.0%
TOTAL, OTHER STATE REVENUE			746,962.85	765,877.57	202,210.84	765,877.57	0.00	0.0%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	0.00	611.64	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	1,909.74	1,909.74	1,909.74	0.00	0.0%
Fees and Contracts								
Child Development Parent Fees		8673	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	196,333.00	196,333.00	14,227.60	196,333.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	4,917.18	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			196,333.00	198,242.74	21,666.16	198,242.74	0.00	0.0%
TOTAL, REVENUES			1,466,927.71	1,562,790.29	366,633.28	1,562,790.29		
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	3,291.75	329.18	3,291.75	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	3,291.75	329.18	3,291.75	0.00	0.0%
CLASSIFIED SALARIES								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Classified Instructional Salaries		2100	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	19,800.00	1,087.50	19,800.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	437,509.13	418,050.40	125,567.44	418,050.40	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			437,509.13	437,850.40	126,654.94	437,850.40	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	628.72	0.00	628.72	0.00	0.0%
PERS		3201-3202	105,809.60	101,224.51	30,286.06	101,224.51	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	31,972.08	31,200.53	9,297.53	31,200.53	0.00	0.0%
Health and Welfare Benefits		3401-3402	114,311.52	108,266.80	30,581.76	108,266.80	0.00	0.0%
Unemployment Insurance		3501-3502	2,089.55	2,126.58	609.06	2,126.58	0.00	0.0%
Workers' Compensation		3601-3602	8,164.77	8,218.79	2,357.57	8,218.79	0.00	0.0%
OPEB, Allocated		3701-3702	16,129.80	16,751.37	4,796.22	16,751.37	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			278,477.32	268,417.30	77,928.20	268,417.30	0.00	0.0%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	6,808.00	6,807.89	0.00	6,807.89	0.00	0.0%
Materials and Supplies		4300	79,998.35	168,625.89	6,462.47	166,725.89	1,900.00	1.1%
Noncapitalized Equipment		4400	0.00	0.00	0.00	1,900.00	(1,900.00)	New
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			86,806.35	175,433.78	6,462.47	175,433.78	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	99,400.00	99,400.00	0.00	99,400.00	0.00	0.0%
Travel and Conferences		5200	1,300.00	9,498.64	1,176.01	9,498.64	0.00	0.0%
Dues and Memberships		5300	6,400.00	7,600.00	7,109.00	7,600.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,800.00	3,600.00	1,500.00	3,600.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	11,000.00	11,000.00	0.00	11,000.00	0.00	0.0%
Professional/Consulting Services and								
Operating Expenditures		5800	456,472.74	467,840.99	59,063.31	467,840.99	0.00	0.0%
Communications		5900	9,588.11	8,596.01	1,147.68	8,596.01	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			585,960.85	607,535.64	69,996.00	607,535.64	0.00	0.0%
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Other Transfers Out								
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs - Interfund		7350	118,174.06	124,239.16	2,632.17	124,239.16	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			118,174.06	124,239.16	2,632.17	124,239.16	0.00	0.0%
TOTAL, EXPENDITURES			1,506,927.71	1,616,768.03	284,002.96	1,616,768.03		
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: General Fund		8911	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES								
(a - b + c - d + e)			0.00	0.00	0.00	0.00		

Resource	Description	2022-23 Projected Totals
6131	Child Development: Resource & Referral Reserve Account for Department of Social Services Programs	8,276.63
9010	Other Restricted Local	36,639.73
Total, Restricted Balance		44,916.36

Fund 13

Cafeteria Special Revenue Fund

This fund is used to account separately for federal, state, and local revenues to operate the food service program



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	111,000.00	111,000.00	614.00	111,000.00	0.00	0.0%
3) Other State Revenue		8300-8599	7,500.00	7,500.00	0.00	7,500.00	0.00	0.0%
4) Other Local Revenue		8600-8799	75.00	1,770.77	1,874.60	1,770.77	0.00	0.0%
5) TOTAL, REVENUES			118,575.00	120,270.77	2,488.60	120,270.77		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	116,000.00	116,000.00	45,671.26	116,000.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			116,000.00	116,000.00	45,671.26	116,000.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			2,575.00	4,270.77	(43,182.66)	4,270.77		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			2,575.00	4,270.77	(43,182.66)	4,270.77		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	59,517.39	59,517.39		59,517.39	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			59,517.39	59,517.39		59,517.39		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			59,517.39	59,517.39		59,517.39		
2) Ending Balance, June 30 (E + F1e)			62,092.39	63,788.16		63,788.16		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	63,788.16	63,788.16		63,788.16		
c) Committed								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	(1,695.77)	0.00		0.00		
FEDERAL REVENUE								
Child Nutrition Programs		8220	111,000.00	111,000.00	0.00	111,000.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	614.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			111,000.00	111,000.00	614.00	111,000.00	0.00	0.0%
OTHER STATE REVENUE								
Child Nutrition Programs		8520	7,500.00	7,500.00	0.00	7,500.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			7,500.00	7,500.00	0.00	7,500.00	0.00	0.0%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	75.00	75.00	178.83	75.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	1,695.77	1,695.77	1,695.77	0.00	0.0%
Fees and Contracts								
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			75.00	1,770.77	1,874.60	1,770.77	0.00	0.0%
TOTAL, REVENUES			118,575.00	120,270.77	2,488.60	120,270.77		
CERTIFICATED SALARIES								
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.00	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
CLASSIFIED SALARIES								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.00	0.00	0.00	0.0%
BOOKS AND SUPPLIES								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
Food		4700	116,000.00	116,000.00	45,671.26	116,000.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			116,000.00	116,000.00	45,671.26	116,000.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and								
Operating Expenditures		5800	0.00	0.00	0.00	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.00	0.00	0.00	0.0%
CAPITAL OUTLAY								
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			116,000.00	116,000.00	45,671.26	116,000.00		
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: General Fund		8916	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Long-Term Debt Proceeds								
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES								
(a - b + c - d + e)			0.00	0.00	0.00	0.00		

Resource	Description	2022-23 Projected Totals
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	63,788.16
Total, Restricted Balance		63,788.16

Fund 14

Deferred Maintenance Fund

This fund is used to account separately for revenues that are restricted or committed for deferred maintenance purposes.



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	100,000.00	100,000.00	0.00	100,000.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	4,000.00	37,670.24	37,205.16	37,670.24	0.00	0.0%
5) TOTAL, REVENUES			104,000.00	137,670.24	37,205.16	137,670.24		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	48,000.00	48,000.00	0.00	48,000.00	0.00	0.0%
6) Capital Outlay		6000-6999	140,000.00	140,000.00	88,331.37	140,000.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			188,000.00	188,000.00	88,331.37	188,000.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(84,000.00)	(50,329.76)	(51,126.21)	(50,329.76)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(84,000.00)	(50,329.76)	(51,126.21)	(50,329.76)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	1,012,012.57	1,012,012.57		1,012,012.57	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,012,012.57	1,012,012.57		1,012,012.57		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,012,012.57	1,012,012.57		1,012,012.57		
2) Ending Balance, June 30 (E + F1e)			928,012.57	961,682.81		961,682.81		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.00	0.00		0.00		
c) Committed								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	928,012.57	961,682.81		961,682.81		
Deferred Maintenance	0000	9760		961,682.81				
Deferred Maintenance	0000	9760	928,012.57					
Deferred Maintenance	0000	9760				961,682.81		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		
LCFF SOURCES								
LCFF Transfers								
LCFF Transfers - Current Year		8091	100,000.00	100,000.00	0.00	100,000.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			100,000.00	100,000.00	0.00	100,000.00	0.00	0.0%
OTHER STATE REVENUE								
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER LOCAL REVENUE								
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	4,000.00	4,000.00	3,534.92	4,000.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	33,670.24	33,670.24	33,670.24	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			4,000.00	37,670.24	37,205.16	37,670.24	0.00	0.0%
TOTAL, REVENUES			104,000.00	137,670.24	37,205.16	137,670.24		
CLASSIFIED SALARIES								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.00	0.00	0.00	0.0%
BOOKS AND SUPPLIES								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.00	0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	48,000.00	48,000.00	0.00	48,000.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			48,000.00	48,000.00	0.00	48,000.00	0.00	0.0%
CAPITAL OUTLAY								
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	140,000.00	140,000.00	88,331.37	140,000.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			140,000.00	140,000.00	88,331.37	140,000.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			188,000.00	188,000.00	88,331.37	188,000.00		
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Long-Term Debt Proceeds								
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES								
(a - b + c - d + e)			0.00	0.00	0.00	0.00		

Resource	Description	2022-23 Projected Totals
Total, Restricted Balance		0.00

Fund 17

Special Reserve Fund

This fund is used primarily to provide for the accumulation of general fund moneys for general operating purposes other than for capital outlay.



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	10,000.00	95,398.30	94,891.10	95,398.30	0.00	0.0%
5) TOTAL, REVENUES			10,000.00	95,398.30	94,891.10	95,398.30		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.00	0.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			10,000.00	95,398.30	94,891.10	95,398.30		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			10,000.00	95,398.30	94,891.10	95,398.30		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	2,566,781.84	2,566,781.84		2,566,781.84	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,566,781.84	2,566,781.84		2,566,781.84		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,566,781.84	2,566,781.84		2,566,781.84		
2) Ending Balance, June 30 (E + F1e)			2,576,781.84	2,662,180.14		2,662,180.14		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.00	0.00		0.00		
c) Committed								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	2,576,781.84	2,662,180.14		2,662,180.14		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	10,000.00	10,000.00	9,492.80	10,000.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	85,398.30	85,398.30	85,398.30	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			10,000.00	95,398.30	94,891.10	95,398.30	0.00	0.0%
TOTAL, REVENUES			10,000.00	95,398.30	94,891.10	95,398.30		
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: General Fund/CSSF		8912	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: General Fund/CSSF		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES								
(a - b + e)			0.00	0.00	0.00	0.00		

Resource	Description	2022-23 Projected Totals
Total, Restricted Balance		0.00

Fund 35

County School Facilities Fund

This fund is used primarily to account for new school facility construction, modernization projects, and facility hardship grants.



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	3,700.00	39,879.00	40,200.62	39,879.00	0.00	0.0%
5) TOTAL, REVENUES			3,700.00	39,879.00	40,200.62	39,879.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.00	0.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			3,700.00	39,879.00	40,200.62	39,879.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			3,700.00	39,879.00	40,200.62	39,879.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	(31,610.39)	(31,610.39)		(31,610.39)	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			(31,610.39)	(31,610.39)		(31,610.39)		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			(31,610.39)	(31,610.39)		(31,610.39)		
2) Ending Balance, June 30 (E + F1e)			(27,910.39)	8,268.61		8,268.61		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance		9740	8,268.61	8,268.61		8,268.61		
c) Committed								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	(36,179.00)	0.00		0.00		
FEDERAL REVENUE								
All Other Federal Revenue		8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER STATE REVENUE								
School Facilities Apportionments		8545	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	3,700.00	3,700.00	4,021.62	3,700.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	36,179.00	36,179.00	36,179.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			3,700.00	39,879.00	40,200.62	39,879.00	0.00	0.0%
TOTAL, REVENUES			3,700.00	39,879.00	40,200.62	39,879.00		
CLASSIFIED SALARIES								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.00	0.00	0.00	0.0%
BOOKS AND SUPPLIES								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.00	0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.00	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.00	0.00	0.00	0.0%
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Other Transfers Out								
Transfers of Pass-Through Revenues								
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.00	0.00		
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
To: State School Building Fund/County School Facilities Fund								
From: All Other Funds		8913	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
OTHER SOURCES/USES								
SOURCES								
Proceeds								
Proceeds from Sale/Lease-Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES								
(a - b + c + e)			0.00	0.00	0.00	0.00		

Resource	Description	2022-23 Projected Totals
7710	State School Facilities Projects	8,268.61
Total, Restricted Balance		8,268.61

Fund 71

Retiree Benefit Fund

This fund exists to account separately for amounts held in trust from salary reduction agreements, other irrevocable contributions for employees' retirement benefits, or both.



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,460,000.00	1,460,000.00	251,927.19	1,460,000.00	0.00	0.0%
5) TOTAL, REVENUES			1,460,000.00	1,460,000.00	251,927.19	1,460,000.00		
B. EXPENSES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenses		5000-5999	611,500.00	611,500.00	0.00	611,500.00	0.00	0.0%
6) Depreciation and Amortization		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENSES			611,500.00	611,500.00	0.00	611,500.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B9)			848,500.00	848,500.00	251,927.19	848,500.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			848,500.00	848,500.00	251,927.19	848,500.00		
F. NET POSITION								
1) Beginning Net Position								
a) As of July 1 - Unaudited		9791	10,919,745.42	10,919,745.42		10,919,745.42	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
c) As of July 1 - Audited (F1a + F1b)			10,919,745.42	10,919,745.42		10,919,745.42		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			10,919,745.42	10,919,745.42		10,919,745.42		
2) Ending Net Position, June 30 (E + F1e)			11,768,245.42	11,768,245.42		11,768,245.42		
Components of Ending Net Position								
a) Net Investment in Capital Assets		9796	0.00	0.00		0.00		
b) Restricted Net Position		9797	0.00	0.00		0.00		
c) Unrestricted Net Position		9790	11,768,245.42	11,768,245.42		11,768,245.42		
OTHER LOCAL REVENUE								
Interest		8660	0.00	0.00	0.00	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	500,000.00	500,000.00	0.00	500,000.00	0.00	0.0%
Fees and Contracts								
In-District Premiums/Contributions		8674	960,000.00	960,000.00	251,927.19	960,000.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,460,000.00	1,460,000.00	251,927.19	1,460,000.00	0.00	0.0%
TOTAL, REVENUES			1,460,000.00	1,460,000.00	251,927.19	1,460,000.00		
SERVICES AND OTHER OPERATING EXPENSES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	611,500.00	611,500.00	0.00	611,500.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			611,500.00	611,500.00	0.00	611,500.00	0.00	0.0%
TOTAL, EXPENSES			611,500.00	611,500.00	0.00	611,500.00		
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES								
(a + c + e)			0.00	0.00	0.00	0.00		

Resource	Description	2022-23 Projected Totals
Total, Restricted Net Position		0.00

Multi-Year Projections

LEAs are required to submit, along with their budgets, multi-year (current and two subsequent fiscal years) projections for the County School Service Fund.



Description	Object Codes	Projected Year Totals (Form 01I) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
County Operations Grant ADA (Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted from Form AI, Line B5)		34,440.41	(.80%)	34,165.73	(.80%)	33,893.80
(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	22,803,369.00	5.29%	24,008,869.00	5.76%	25,392,610.00
2. Federal Revenues	8100-8299	4,500,000.00	0.00%	4,500,000.00	0.00%	4,500,000.00
3. Other State Revenues	8300-8599	287,790.33	0.00%	287,790.00	0.00%	287,790.00
4. Other Local Revenues	8600-8799	2,319,304.23	0.00%	2,319,304.00	0.00%	2,319,304.00
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	(1,310,445.25)	(15.51%)	(1,107,254.00)	2.08%	(1,130,250.00)
6. Total (Sum lines A1 thru A5c)		28,600,018.31	4.93%	30,008,709.00	4.53%	31,369,454.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				6,704,664.75		6,840,781.00
b. Step & Column Adjustment				83,235.22		74,414.42
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				52,881.03		22,427.58
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	6,704,664.75	2.03%	6,840,781.00	1.42%	6,937,623.00
2. Classified Salaries						
a. Base Salaries				7,215,495.51		7,398,478.00
b. Step & Column Adjustment				106,599.38		107,053.52
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				76,383.11		33,965.48
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	7,215,495.51	2.54%	7,398,478.00	1.91%	7,539,497.00
3. Employee Benefits	3000-3999	7,826,712.30	4.25%	8,159,259.60	2.24%	8,341,712.50
4. Books and Supplies	4000-4999	1,247,385.90	(38.84%)	762,848.00	6.55%	812,847.50
5. Services and Other Operating Expenditures	5000-5999	4,131,376.51	(11.35%)	3,662,472.00	4.12%	3,813,511.00
6. Capital Outlay	6000-6999	200,558.00	(67.31%)	65,558.00	0.00%	65,558.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	4,500,000.00	0.00%	4,500,000.00	0.00%	4,500,000.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(2,151,327.86)	(13.83%)	(1,853,889.00)	(7.83%)	(1,708,728.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		29,674,865.11	(.47%)	29,535,507.60	2.60%	30,302,021.00
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)		(1,074,846.80)		473,201.40		1,067,433.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01I, line F1e)		27,970,161.96		26,895,315.16		27,368,516.56
2. Ending Fund Balance (Sum lines C and D1)		26,895,315.16		27,368,516.56		28,435,949.56
3. Components of Ending Fund Balance (Form 01I)						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	1,200,000.00		2,605,328.00		2,605,328.00

Description	Object Codes	Projected Year Totals (Form 01I) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
d. Assigned	9780	25,695,315.16		24,763,188.56		25,830,621.56
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		26,895,315.16		27,368,516.56		28,435,949.56
E. AVAILABLE RESERVES						
1. County School Service 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	0.00		0.00		0.00
(Enter other reserve projections in Columns C and E for subsequent years 1 and 2; current year - Column A - is extracted)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	2,662,180.14		2,757,578.00		2,852,977.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves (Sum lines E1a thru E2c)		2,662,180.14		2,757,578.00		2,852,977.00
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
Significant reductions are anticipated in the two subsequent years related to grants and/or one-time restricted funds that are ending. This includes but is not limited to the Strong Workforce Program (SWP), In-Person Instruction (IPI) grant, Expanded Learning Opportunities (ELO) grant, Elementary and Secondary School Emergency Relief (ESSER II and ESSER III), Safe Schools for All grant, CalHOPE grant, Educator Effectiveness grant, and CA Pre-Kindergarten Planning and Implementation grants. Positions and assignments that will continue have been reduced, removed or adjusted in subsequent years.						

Description	Object Codes	Projected Year Totals (Form 01I) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
County Operations Grant ADA (Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted from Form AI, Line B5)						
(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	7,741,895.00	5.38%	8,158,409.40	4.02%	8,486,377.00
2. Federal Revenues	8100-8299	3,557,468.40	(16.46%)	2,971,949.40	(41.38%)	1,742,155.00
3. Other State Revenues	8300-8599	9,602,991.22	(11.29%)	8,518,641.00	(2.77%)	8,282,558.00
4. Other Local Revenues	8600-8799	10,026,741.00	(1.95%)	9,831,180.00	0.00%	9,831,180.00
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	1,310,445.25	(15.51%)	1,107,254.00	2.08%	1,130,250.00
6. Total (Sum lines A1 thru A5c)		32,239,540.87	(5.12%)	30,587,433.80	(3.65%)	29,472,520.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				6,452,711.86		5,854,499.00
b. Step & Column Adjustment				57,143.90		59,973.07
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(655,356.76)		(139,919.07)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	6,452,711.86	(9.27%)	5,854,499.00	(1.37%)	5,774,553.00
2. Classified Salaries						
a. Base Salaries				8,165,482.38		7,535,344.00
b. Step & Column Adjustment				96,941.50		96,634.82
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(727,079.88)		(408,148.82)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	8,165,482.38	(7.72%)	7,535,344.00	(4.13%)	7,223,830.00
3. Employee Benefits	3000-3999	9,445,561.88	(2.00%)	9,256,398.50	(2.14%)	9,057,894.00
4. Books and Supplies	4000-4999	1,762,776.69	(17.96%)	1,446,257.50	(12.69%)	1,262,739.00
5. Services and Other Operating Expenditures	5000-5999	5,790,131.22	(21.70%)	4,533,434.00	(9.03%)	4,123,999.00
6. Capital Outlay	6000-6999	385,120.00	(100.00%)	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	624,755.87	0.00%	624,756.00	0.00%	624,756.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	1,991,753.85	(14.96%)	1,693,798.00	(8.57%)	1,548,637.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		34,618,293.75	(10.61%)	30,944,487.00	(4.29%)	29,616,408.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		(2,378,752.88)		(357,053.20)		(143,888.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01I, line F1e)		5,630,831.63		3,252,078.75		2,895,025.55
2. Ending Fund Balance (Sum lines C and D1)		3,252,078.75		2,895,025.55		2,751,137.55
3. Components of Ending Fund Balance (Form 01I)						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	3,252,078.75		2,895,025.55		2,751,137.55
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					

Description	Object Codes	Projected Year Totals (Form 01I) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		3,252,078.75		2,895,025.55		2,751,137.55
E. AVAILABLE RESERVES						
1.County School Service Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated Amount	9790					
(Enter current year reserve projections in Column A, and other reserve projections in Columns C and E for subsequent years 1 and 2)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
<p>Significant reductions are anticipated in the two subsequent years related to grants and/or one-time restricted funds that are ending. This includes but is not limited to the Strong Workforce Program (SWP), In-Person Instruction (IPI) grant, Expanded Learning Opportunities (ELO) grant, Elementary and Secondary School Emergency Relief (ESSER II and ESSER III), Safe Schools for All grant, CalHOPE grant, Educator Effectiveness grant, and CA Pre-Kindergarten Planning and Implementation grants. Positions and assignments that will continue have been reduced, removed or adjusted in subsequent years.</p>						

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
County Operations Grant ADA (Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted from Form AI, Line B5)		34,440.41	(.80%)	34,165.73	(.80%)	33,893.80
(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	30,545,264.00	5.31%	32,167,278.40	5.32%	33,878,987.00
2. Federal Revenues	8100-8299	8,057,468.40	(7.27%)	7,471,949.40	(16.46%)	6,242,155.00
3. Other State Revenues	8300-8599	9,890,781.55	(10.96%)	8,806,431.00	(2.68%)	8,570,348.00
4. Other Local Revenues	8600-8799	12,346,045.23	(1.58%)	12,150,484.00	0.00%	12,150,484.00
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)		60,839,559.18	(.40%)	60,596,142.80	.41%	60,841,974.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				13,157,376.61		12,695,280.00
b. Step & Column Adjustment				140,379.12		134,387.49
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(602,475.73)		(117,491.49)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	13,157,376.61	(3.51%)	12,695,280.00	.13%	12,712,176.00
2. Classified Salaries						
a. Base Salaries				15,380,977.89		14,933,822.00
b. Step & Column Adjustment				203,540.88		203,688.34
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(650,696.77)		(374,183.34)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	15,380,977.89	(2.91%)	14,933,822.00	(1.14%)	14,763,327.00
3. Employee Benefits	3000-3999	17,272,274.18	.83%	17,415,658.10	(.09%)	17,399,606.50
4. Books and Supplies	4000-4999	3,010,162.59	(26.61%)	2,209,105.50	(6.04%)	2,075,586.50
5. Services and Other Operating Expenditures	5000-5999	9,921,507.73	(17.39%)	8,195,906.00	(3.15%)	7,937,510.00
6. Capital Outlay	6000-6999	585,678.00	(88.81%)	65,558.00	0.00%	65,558.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	5,124,755.87	0.00%	5,124,756.00	0.00%	5,124,756.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(159,574.01)	.32%	(160,091.00)	0.00%	(160,091.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		64,293,158.86	(5.93%)	60,479,994.60	(.93%)	59,918,429.00
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)		(3,453,599.68)		116,148.20		923,545.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 011, line F1e)		33,600,993.59		30,147,393.91		30,263,542.11
2. Ending Fund Balance (Sum lines C and D1)		30,147,393.91		30,263,542.11		31,187,087.11
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	3,252,078.75		2,895,025.55		2,751,137.55
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	1,200,000.00		2,605,328.00		2,605,328.00

Description	Object Codes	Projected Year Totals (Form 01I) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
d. Assigned	9780	25,695,315.16		24,763,188.56		25,830,621.56
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		30,147,393.91		30,263,542.11		31,187,087.11
E. AVAILABLE RESERVES (Unrestricted except as noted)						
1. County School Service 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	0.00		0.00		0.00
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	2,662,180.14		2,757,578.00		2,852,977.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1 thru E2c)		2,662,180.14		2,757,578.00		2,852,977.00
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		4.14%		4.56%		4.76%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For counties 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):						
North Santa Cruz County (SC)						
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)		9,875,005.00		9,875,005.00		9,875,005.00
2. County Office's Total Expenditures and Other Financing Uses						
Used to determine the reserve standard percentage level on line F3d (Line B11, plus line F1b2 if Line F1a is No)		64,293,158.86		60,479,994.60		59,918,429.00
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		64,293,158.86		60,479,994.60		59,918,429.00
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)		64,293,158.86		60,479,994.60		59,918,429.00
d. Reserve Standard Percentage Level (Refer to Form 01CSI, Criterion 8 for calculation details)		3%		3%		3%
e. Reserve Standard - By Percent (Line F3c times F3d)		1,928,794.77		1,814,399.84		1,797,552.87
f. Reserve Standard - By Amount (Refer to Form 01CSI, Criterion 8 for calculation details)		664,000.00		664,000.00		664,000.00
g. Reserve Standard (Greater of Line F3e or F3f)		1,928,794.77		1,814,399.84		1,797,552.87
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

SANTA CRUZ COUNTY OFFICE OF EDUCATION
GENERAL FUND SUMMARY 2022-23
2022-23 BUDGET at 1st Interim

	Various	06XX	0830		33XX/65XX	CATS	8150	9XXX		
	General	Alternative		Total	Special	Categoricals	Routine &	Local	Total Restricted	Total General Fund
	Unrestricted	Education	CTEP	Unrestricted	Education		Maintenance	Programs		
Revenues										
LCFF Revenues	10,393,978	12,409,391	-	22,803,369	7,741,895	-	-	-	7,741,895	30,545,264
Federal Revenues	-	-	-	-	622,956	2,934,512	-	-	3,557,468	3,557,468
Federal Pass Through	4,500,000	-	-	4,500,000	-	-	-	-	-	4,500,000
Other State Revenues	287,790	-	-	287,790	5,741,886	3,861,106	-	-	9,602,991	9,890,782
Other Local Revenues	2,319,304	-	-	2,319,304	-	-	-	10,026,741	10,026,741	12,346,045
Total Revenue	17,501,073	12,409,391	-	29,910,464	14,106,737	6,795,618	-	10,026,741	30,929,096	60,839,559
Expenditures										
Certificated Salaries	2,010,029	4,684,674	9,962	6,704,665	3,792,765	1,172,721	-	1,487,226	6,452,712	13,157,377
Classified Salaries	5,324,662	1,826,295	64,538	7,215,496	3,420,044	1,853,230	350,975	2,541,234	8,165,482	15,380,978
Employee Benefits	4,169,235	3,610,489	46,988	7,826,712	4,909,058	2,518,887	244,268	1,773,349	9,445,562	17,272,274
Books and Supplies	282,247	959,123	6,016	1,247,386	218,066	738,885	46,500	759,326	1,762,777	3,010,163
Services, Other Operating Expenditures	2,646,510	1,481,046	3,820	4,131,377	1,043,436	1,531,941	218,447	2,996,307	5,790,131	9,921,508
Capital Outlay	200,558	-	-	200,558	-	385,120	-	-	385,120	585,678
Other Outgo	-	-	-	-	-	-	-	624,756	624,756	624,756
Pass Through	4,500,000	-	-	4,500,000	-	-	-	-	-	4,500,000
Indirect Costs	(3,259,449)	1,097,356	10,765	(2,151,328)	899,872	473,027	78,019	540,835	1,991,754	(159,574)
Total Expenditures	15,873,793	13,658,983	142,089	29,674,865	14,283,240	8,673,811	938,210	10,723,033	34,618,294	64,293,159
Interfund Transfers										
Transfers In	-	-	-	-	-	-	-	-	-	-
Transfers Out	-	-	-	-	-	-	-	-	-	-
Other Financing Sources	-	-	-	-	-	-	-	-	-	-
Contributions	(1,295,782)	(156,752)	142,089	(1,310,445)	172,775	-	875,000	262,670	1,310,445	-
Total Transfers	(1,295,782)	(156,752)	142,089	(1,310,445)	172,775	-	875,000	262,670	1,310,445	-
Beginning Balance	24,852,275	3,117,887	-	27,970,162	28,646	3,340,070	413,044	1,849,072	5,630,832	33,600,994
Net Increase (Decrease) in Fund Balance	331,497	(1,406,344)	-	(1,074,847)	(3,728)	(1,878,193)	(63,210)	(433,622)	(2,378,753)	(3,453,600)
Ending Fund Balance	25,183,772	1,711,543	-	26,895,315	24,918	1,461,877	349,834	1,415,450	3,252,079	30,147,394
Components of Ending Fund Balance:										
Nonspendable	-	-	-	-	-	-	-	-	-	-
Restricted	-	-	-	-	24,918	1,461,877	349,834	1,415,450	3,252,079	3,252,079
Committed	-	-	-	-	-	-	-	-	-	-
Assigned	22,578,444	1,711,543	-	24,289,987	-	-	-	-	-	24,289,987
Assigned (COPS)	1,405,328	-	-	1,405,328	-	-	-	-	-	1,405,328
Committed (COPS)	1,200,000	-	-	1,200,000	-	-	-	-	-	1,200,000
Reserve for Economic Certainty	-	-	-	-	-	-	-	-	-	-

SANTA CRUZ COUNTY OFFICE OF EDUCATION
ALL FUNDS SUMMARY 2022-23
2022-23 BUDGET at 1st Interim

	Fund 01	Fund 09	Fund 10	Fund 11	Fund 12	Fund 13	Fund 14	Fund 17	Fund 35	Fund 71	
	General Fund	Charter	SELPA Pass-Through	Adult Education Block Grant	Child Development	Cafeteria	Deferred Maintenance	Special Reserve	County Schools Facility	Retiree Benefit Trust	Total of All Funds
Revenues											
LCFF Revenues	30,545,264	1,589,682	-	-	-	-	100,000	-	-	-	32,234,946
Federal Revenues	3,557,468	230,222	-	-	598,670	111,000	-	-	-	-	4,497,360
Federal Pass Through	4,500,000	-	4,685,698	-	-	-	-	-	-	-	9,185,698
Other State Revenues	9,890,782	258,379	5,479,589	72,534	765,878	7,500	-	-	-	-	16,474,661
Other Local Revenues	12,346,045	322,232	305,647	4,151	198,243	1,771	37,670	95,398	39,879	1,460,000	14,811,036
Total Revenue	60,839,559	2,400,515	10,470,934	76,685	1,562,790	120,271	137,670	95,398	39,879	1,460,000	77,203,701
Expenditures											
Certificated Salaries	13,157,377	754,006	-	44,677	3,292	-	-	-	-	-	13,959,352
Classified Salaries	15,380,978	319,050	-	7,584	437,850	-	-	-	-	-	16,145,462
Employee Benefits	17,272,274	581,680	-	32,435	268,417	-	-	-	-	-	18,154,807
Books and Supplies	3,010,163	170,530	-	3,009	175,434	116,000	-	-	-	-	3,475,135
Services, Other Operating Expenditures	9,921,508	206,882	-	-	607,536	-	48,000	-	-	611,500	11,395,425
Capital Outlay	585,678	-	-	-	-	-	140,000	-	-	-	725,678
Other Outgo	624,756	-	4,246,888	-	-	-	-	-	-	-	4,871,644
Pass Through	4,500,000	-	5,642,617	-	-	-	-	-	-	-	10,142,617
Indirect Costs	(159,574)	31,168	-	4,166	124,239	-	-	-	-	-	-
Total Expenditures	64,293,159	2,063,316	9,889,505	91,871	1,616,768	116,000	188,000	-	-	611,500	78,870,119
Interfund Transfers											
Transfers In	-	-	-	-	-	-	-	-	-	-	-
Transfers Out	-	-	-	-	-	-	-	-	-	-	-
Other Financing Sources	-	-	-	-	-	-	-	-	-	-	-
Contributions	-	-	-	-	-	-	-	-	-	-	-
Total Transfers	-	-	-	-	-	-	-	-	-	-	-
Beginning Balance	33,600,994	803,471	307,234	19,859	100,208	59,518	1,012,013	2,566,782	(31,610)	10,919,745	49,358,212
Net Increase (Decrease) in Fund Balance	(3,453,600)	337,199	581,429	(15,186)	(53,978)	4,271	(50,330)	95,398	39,879	848,500	(1,666,418)
Ending Fund Balance	30,147,394	1,140,670	888,663	4,672	46,230	63,789	961,683	2,662,180	8,269	11,768,245	47,691,794
Components of Ending Fund Balance:											
Nonspendable	-	-	-	-	-	-	-	-	-	-	-
Restricted	3,252,079	50,764	888,663	4,672	42,307	63,789	-	-	8,269	11,768,245	16,078,788
Committed	-	-	-	-	-	-	961,683	-	-	-	961,683
Assigned	24,289,987	1,028,007	-	-	3,923	-	-	2,662,180	-	-	27,984,097
Assigned (COPS)	1,405,328	-	-	-	-	-	-	-	-	-	1,405,328
Committed (COPS)	1,200,000	-	-	-	-	-	-	-	-	-	1,200,000
Reserve for Economic Certainty	-	61,899	-	-	-	-	-	-	-	-	61,899

SANTA CRUZ COUNTY OFFICE OF EDUCATION
GENERAL FUND SUMMARY 2023-24
2022-23 BUDGET at 1st Interim

	Various General Unrestricted	06XX Alternative Education	0830 CTEP	Total Unrestricted	33XX/65XX Special Education	Various Categoricals	8150 Routine & Restricted Maintenance	9XXX Local Programs	Total Restricted	Total General Fund
Revenues										
LCFF Revenues	10,793,345	13,215,524	-	24,008,869	8,158,409	-	-	-	8,158,409	32,167,278
Federal Revenues	-	-	-	-	622,956	2,348,992	-	-	2,971,949	2,971,949
Federal Pass Through	4,500,000	-	-	4,500,000	-	-	-	-	-	4,500,000
Other State Revenues	287,790	-	-	287,790	5,571,005	2,947,637	-	-	8,518,641	8,806,432
Other Local Revenues	2,319,304	-	-	2,319,304	-	-	-	9,831,180	9,831,180	12,150,484
Total Revenue	17,900,440	13,215,524	-	31,115,964	14,352,370	5,296,629	-	9,831,180	29,480,179	60,596,143
Expenditures										
Certificated Salaries	2,087,560	4,743,129	10,092	6,840,781	3,842,071	565,651	-	1,446,777	5,854,499	12,695,280
Classified Salaries	5,583,872	1,749,294	65,312	7,398,478	3,461,084	1,160,514	355,187	2,558,558	7,535,344	14,933,822
Employee Benefits	4,405,155	3,705,982	48,122	8,159,260	5,068,306	2,148,699	250,495	1,788,899	9,256,399	17,415,659
Books and Supplies	272,709	459,123	31,016	762,848	218,066	510,372	26,500	691,320	1,446,258	2,209,107
Services, Other Operating Expenditures	2,227,605	1,431,046	3,820	3,662,472	1,043,436	764,280	218,447	2,507,271	4,533,434	8,195,906
Capital Outlay	65,558	-	-	65,558	-	-	-	-	-	65,558
Other Outgo	-	-	-	-	-	-	-	624,756	624,756	624,756
Pass Through	4,500,000	-	-	4,500,000	-	-	-	-	-	4,500,000
Indirect Costs	(2,888,886)	1,022,075	12,923	(1,853,889)	892,182	237,031	78,019	486,566	1,693,798	(160,091)
Total Expenditures	16,253,573	13,110,649	171,285	29,535,507	14,525,145	5,386,547	928,649	10,104,146	30,944,487	60,479,994
Interfund Transfers										
Transfers In	-	-	-	-	-	-	-	-	-	-
Transfers Out	-	-	-	-	-	-	-	-	-	-
Other Financing Sources	-	-	-	-	-	-	-	-	-	-
Contributions	(1,121,788)	(156,752)	171,285	(1,107,254)	172,775	-	886,065	48,414	1,107,254	-
Total Transfers	(1,121,788)	(156,752)	171,285	(1,107,254)	172,775	-	886,065	48,414	1,107,254	-
Beginning Balance	25,183,772	1,711,543	-	26,895,315	24,918	1,461,877	349,834	1,415,450	3,252,079	30,147,394
Net Increase (Decrease) in Fund Balance	525,079	(51,877)	-	473,202	-	(89,918)	(42,583)	(224,552)	(357,053)	116,149
Ending Fund Balance	25,708,851	1,659,666	-	27,368,517	24,918	1,371,959	307,251	1,190,898	2,895,026	30,263,543
Components of Ending Fund Balance:										
Nonspendable	-	-	-	-	-	-	-	-	-	-
Restricted	-	-	-	-	24,918	1,371,959	307,251	1,190,898	2,895,026	2,895,026
Committed	-	-	-	-	-	-	-	-	-	-
Assigned	23,103,523	1,659,666	-	24,763,189	-	-	-	-	-	24,763,189
Assigned (COPS)	1,405,328	-	-	1,405,328	-	-	-	-	-	1,405,328
Committed (COPS)	1,200,000	-	-	1,200,000	-	-	-	-	-	1,200,000

SANTA CRUZ COUNTY OFFICE OF EDUCATION
GENERAL FUND SUMMARY 2024-25
2022-23 BUDGET at 1st Interim

	Various General Unrestricted	06XX Alternative Education	0830 CTEP	Total Unrestricted	33XX/65XX Special Education	Various Categoricals	8150 Routine & Restricted Maintenance	9XXX Local Programs	Total Restricted	Total General Fund
Revenues										
LCFF Revenues	12,101,607	13,291,002	-	25,392,610	8,486,377	-	-	-	8,486,377	33,878,987
Federal Revenues	-	-	-	-	622,956	1,119,198	-	-	1,742,155	1,742,155
Federal Pass Through	4,500,000	-	-	4,500,000	-	-	-	-	-	4,500,000
Other State Revenues	287,790	-	-	287,790	5,465,842	2,816,717	-	-	8,282,558	8,570,349
Other Local Revenues	2,319,304	-	-	2,319,304	-	-	-	9,831,180	9,831,180	12,150,484
Total Revenue	19,208,702	13,291,002	-	32,499,704	14,575,175	3,935,915	-	9,831,180	28,342,270	60,841,974
Expenditures										
Certificated Salaries	2,168,100	4,759,300	10,223	6,937,623	3,892,017	442,030	-	1,440,505	5,774,553	12,712,176
Classified Salaries	5,650,878	1,822,522	66,096	7,539,497	3,502,617	776,956	359,449	2,584,808	7,223,830	14,763,327
Employee Benefits	4,508,172	3,784,433	49,108	8,341,713	5,207,666	1,777,213	256,223	1,816,791	9,057,894	17,399,607
Books and Supplies	272,709	509,123	31,016	812,848	218,066	340,978	26,500	677,195	1,262,739	2,075,587
Services, Other Operating Expenditures	2,428,644	1,381,046	3,820	3,813,511	1,043,436	551,608	223,859	2,305,096	4,123,999	7,937,510
Capital Outlay	65,558	-	-	65,558	-	-	-	-	-	65,558
Other Outgo	-	-	-	-	-	-	-	624,756	624,756	624,756
Pass Through	4,500,000	-	-	4,500,000	-	-	-	-	-	4,500,000
Indirect Costs	(2,757,330)	1,035,680	12,923	(1,708,728)	887,450	102,305	78,452	480,430	1,548,637	(160,091)
Total Expenditures	16,836,732	13,292,104	173,186	30,302,022	14,751,253	3,991,090	944,484	9,929,581	29,616,407	59,918,429
Interfund Transfers										
Transfers In	-	-	-	-	-	-	-	-	-	-
Transfers Out	-	-	-	-	-	-	-	-	-	-
Other Financing Sources	-	-	-	-	-	-	-	-	-	-
Contributions	(1,146,684)	(156,752)	173,186	(1,130,250)	172,775	-	909,061	48,414	1,130,250	-
Total Transfers	(1,146,684)	(156,752)	173,186	(1,130,250)	172,775	-	909,061	48,414	1,130,250	-
Beginning Balance	25,708,851	1,659,666	-	27,368,517	24,918	1,371,959	307,251	1,190,898	2,895,026	30,263,543
Net Increase (Decrease) in Fund Balance	1,225,287	(157,854)	-	1,067,433	(3,303)	(55,175)	(35,423)	(49,987)	(143,888)	923,545
Ending Fund Balance	26,934,138	1,501,812	-	28,435,950	21,615	1,316,784	271,828	1,140,911	2,751,138	31,187,088
Components of Ending Fund Balance:										
Nonspendable	-	-	-	-	-	-	-	-	-	-
Restricted	-	-	-	-	21,615	1,316,784	271,828	1,140,911	2,751,138	2,751,138
Assigned	24,328,810	1,501,812	-	25,830,622	-	-	-	-	-	25,830,622
Assigned (COPS)	1,405,328	-	-	1,405,328	-	-	-	-	-	1,405,328
Committed (COPS)	1,200,000	-	-	1,200,000	-	-	-	-	-	1,200,000

Other Forms

Form A - Average Daily Attendance

**Form ESMOE - Every Student Succeeds
Act Maintenance of Effort**

Form ICR - Indirect Cost Rate Worksheet



Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	0.00	0.00	0.00	0.00	0.00	0.0%
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)	0.00	0.00	0.00	0.00	0.00	0.0%
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)	0.00	0.00	0.00	0.00	0.00	0.0%
4. Total, District Regular ADA (Sum of Lines A1 through A3)	0.00	0.00	0.00	0.00	0.00	0.0%
5. District Funded County Program ADA						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0.0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0.0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0.0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0.0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0.0%
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]	0.00	0.00	0.00	0.00	0.00	0.0%
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	0.00	0.00	0.00	0.00	0.00	0.0%
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	0.00	0.00	0.00	0.00	0.00	0.0%
7. Adults in Correctional Facilities	0.00	0.00	0.00	0.00	0.00	0.0%
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education Grant ADA						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0.0%
b. Juvenile Halls, Homes, and Camps	51.00	51.00	51.00	51.00	0.00	0.0%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	829.00	829.00	829.00	829.00	0.00	0.0%
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	880.00	880.00	880.00	880.00	0.00	0.0%
2. District Funded County Program ADA						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0.0%
b. Special Education-Special Day Class	80.87	80.87	80.87	80.87	0.00	0.0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0.0%
d. Special Education Extended Year	5.71	5.71	5.71	5.71	0.00	0.0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0.0%
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]	0.00	0.00	0.00	0.00	0.00	0.0%
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	86.58	86.58	86.58	86.58	0.00	0.0%
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)	966.58	966.58	966.58	966.58	0.00	0.0%
4. Adults in Correctional Facilities	0.00	0.00	0.00	0.00	0.00	0.0%
5. County Operations Grant ADA	35,324.30	34,440.41	34,440.41	34,440.41	0.00	0.0%
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools.						
Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA	0.00	0.00	0.00	0.00	0.00	0.0%
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0.0%
b. Juvenile Halls, Homes, and Camps	0.00	0.00	0.00	0.00	0.00	0.0%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	0.00	0.00	0.00	0.00	0.00	0.0%
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.0%
3. Charter School Funded County Program ADA						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0.0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0.0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0.0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0.0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0.0%
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.0%
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	0.00	0.00	0.00	0.00	0.00	0.0%
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA	130.00	130.00	130.00	130.00	0.00	0.0%
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0.0%
b. Juvenile Halls, Homes, and Camps	0.00	0.00	0.00	0.00	0.00	0.0%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	0.00	0.00	0.00	0.00	0.00	0.0%
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.0%
7. Charter School Funded County Program ADA						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0.0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0.0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0.0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0.0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0.0%
f. Total, Charter School Funded County Program ADA						

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.0%
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	130.00	130.00	130.00	130.00	0.00	0.0%
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	130.00	130.00	130.00	130.00	0.00	0.0%

Section I - Expenditures	Funds 01, 09, and 62			2022-23 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	66,356,475.22
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	3,685,386.33
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	2,718,213.53
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999 except 6600, 6910	325,558.00
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	624,755.87
4. Other Transfers Out	All	9200	7200-7299	4,500,000.00
5. Interfund Transfers Out	All	9300	7600-7629	0.00
6. All Other Financing Uses	All	9100, 9200	7699, 7651	0.00
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	10,249.52
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00
9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			0.00
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				8,178,776.92
D. Plus additional MOE expenditures:				
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	1000-7143, 7300-7439 minus 8000-8699	0.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			0.00
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				54,492,311.97
Section II - Expenditures Per ADA				2022-23 Annual ADA/Exps. Per ADA
A. Average Daily Attendance (Form AI, Column D, sum of lines B1d and C9)*				1,010.00
B. Expenditures per ADA (Line I.E divided by Line II.A)				53,952.78
Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)			Total	Per ADA
A. Base expenditures (Preloaded expenditures extracted from prior year Unaudited Actuals MOE calculation). (Note: If the prior year MOE was not met, in its final determination, CDE will adjust the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)			44,137,340.27	44,524.71
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)			0.00	0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)			44,137,340.27	44,524.71
B. Required effort (Line A.2 times 90%)			39,723,606.24	40,072.24

C. Current year expenditures (Line I.E and Line II.B)	54,492,311.97	53,952.78
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00
E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)	MOE Met	
F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2024-25 may be reduced by the lower of the two percentages)	0.00%	0.00%
*Interim Periods - Annual ADA not available from Form AI. For your convenience, Projected Year Totals Estimated Funded ADA has been preloaded. Manual adjustment may be required to reflect estimated Annual ADA.		
SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)		
Description of Adjustments	Total Expenditures	Expenditures Per ADA
Total adjustments to base expenditures	0.00	0.00

Part I - General Administrative Share of Plant Services Costs

California's indirect cost plan allows that the general administrative costs in the indirect cost pool may include that portion of plant services costs (maintenance and operations costs and facilities rents and leases costs) attributable to the general administrative offices. The calculation of the plant services costs attributed to general administration and included in the pool is standardized and automated using the percentage of salaries and benefits relating to general administration as proxy for the percentage of square footage occupied by general administration.

A. Salaries and Benefits - Other General Administration and Centralized Data Processing

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 7200-7700, goals 0000 and 9000) 3,829,682.07
2. Contracted general administrative positions not paid through payroll
 - a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800. 0.00
 - b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

B. Salaries and Benefits - All Other Activities

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) 42,526,149.27

C. Percentage of Plant Services Costs Attributable to General Administration

(Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) 9.01%

Part II - Adjustments for Employment Separation Costs

When an employee separates from service, the local educational agency (LEA) may incur costs associated with the separation in addition to the employee's regular salary and benefits for the final pay period. These additional costs can be categorized as "normal" or "abnormal" or "mass" separation costs.

Normal separation costs include items such as pay for accumulated unused leave or routine severance pay authorized by governing board policy. Normal separation costs are not allowable as direct costs to federal programs, but are allowable as indirect costs. State programs may have similar restrictions. Where federal or state program guidelines required that the LEA charge an employee's normal separation costs to an unrestricted resource rather than to the restricted program in which the employee worked, the LEA may identify and enter these costs on Line A for inclusion in the indirect cost pool.

Abnormal or mass separation costs are those costs resulting from actions taken by an LEA to influence employees to terminate their employment earlier than they normally would have. Abnormal or mass separation costs include retirement incentives such as a Golden Handshake or severance packages negotiated to effect termination. Abnormal or mass separation costs may not be charged to federal programs as either direct costs or indirect costs. Where an LEA paid abnormal or mass separation costs on behalf of positions in general administrative functions included in the indirect cost pool, the LEA must identify and enter these costs on Line B for exclusion from the pool.

A. Normal Separation Costs (optional)

Enter any normal separation costs paid on behalf of employees of restricted state or federal programs that were charged to an unrestricted resource (0000-1999) in funds 01, 09, and 62 with functions 1000-6999 or 8100-8400 rather than to the restricted program. These costs will be moved in Part III from base costs to the indirect cost pool. 0.00
Retain supporting documentation.

B. Abnormal or Mass Separation Costs (required)

Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero. 0.00

Part III - Indirect Cost Rate Calculation (Funds 01, 09, and 62, unless indicated otherwise)

A. Indirect Costs

1. Other General Administration, less portion charged to restricted resources or specific goals
(Functions 7200-7600, objects 1000-5999, minus Line B9) 3,104,494.69
2. Centralized Data Processing, less portion charged to restricted resources or specific goals
(Function 7700, objects 1000-5999, minus Line B10) 1,212,121.48

3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000 - 5999)	65,000.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000 - 5999)	31,323.16
5. Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	259,559.23
6. Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	27,592.10
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	4,700,090.66
9. Carry-Forward Adjustment (Part IV, Line F)	(384,143.66)
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	4,315,947.00

B. Base Costs

1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	21,832,650.93
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	15,411,622.98
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	6,981,813.90
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	34,226.24
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	2,863,649.24
6. Enterprise (Function 6000, objects 1000-5999 except 4700 and 5100)	0.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	1,976,063.56
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000 - 5999, minus Part III, Line A3)	0.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	2,123,203.02
10. Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	803,818.92
11. Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	2,621,231.36
12. Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	1,251,076.08
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Student Activity (Fund 08, functions 4000-5999, objects 1000-5999 except 5100)	0.00
15. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	87,704.61
16. Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	1,393,128.87
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
18. Foundation (Funds 19 & 57, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
19. Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)	57,380,189.71

C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment

(For information only - not for use when claiming/recovering indirect costs) (Line A8 divided by Line B19)	8.19%
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D. Preliminary Proposed Indirect Cost Rate

(For final approved fixed-with-carry-forward rate for use in 2024-25 see www.cde.ca.gov/fg/ac/ic) (Line A10 divided by Line B19)	7.52%
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Part IV - Carry-forward Adjustment

The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect

cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the approved rate was based.

Where the ratio of indirect costs incurred in the current year is less than the estimated ratio of indirect costs on which the approved rate for use in the current year was based, the carry-forward adjustment is limited by using either the approved rate times current year base costs, or the highest rate actually used to recover costs from any program times current year base costs, if the highest rate used was less than the approved rate. Rates used to recover costs from programs are displayed in Exhibit A.

A. Indirect costs incurred in the current year (Part III, Line A8)	4,700,090.66
B. Carry-forward adjustment from prior year(s)	
1. Carry-forward adjustment from the second prior year	120,148.88
2. Carry-forward adjustment amount deferred from prior year(s), if any	0.00
C. Carry-forward adjustment for under- or over-recovery in the current year	
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (9.07%) times Part III, Line B19); zero if negative	0.00
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (9.07%) times Part III, Line B19) or (the highest rate used to recover costs from any program (9.07%) times Part III, Line B19); zero if positive	(384,143.66)
D. Preliminary carry-forward adjustment (Line C1 or C2)	(384,143.66)
E. Optional allocation of negative carry-forward adjustment over more than one year	
Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.	
Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	7.52%
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment (\$-192071.83) is applied to the current year calculation and the remainder (\$-192071.83) is deferred to one or more future years:	7.86%
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment (\$-128047.89) is applied to the current year calculation and the remainder (\$-256095.77) is deferred to one or more future years:	7.97%
LEA request for Option 1, Option 2, or Option 3	1
F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)	(384,143.66)

Approved
indirect
cost rate: 9.07%

Highest
rate used
in any
program: 9.07%

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except 4700 & 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	3010	274,372.20	22,048.80	8.04%
01	3025	100,954.43	9,156.57	9.07%
01	3183	74,726.33	6,777.67	9.07%
01	3212	683,189.36	61,965.28	9.07%
01	3213	558,011.00	50,612.00	9.07%
01	3305	32,258.78	2,851.22	8.84%
01	3310	403,779.71	30,762.72	7.62%
01	3345	935.02	64.98	6.95%
01	3385	93,796.64	8,507.36	9.07%
01	4035	20,289.72	1,840.28	9.07%
01	5630	116,406.19	10,558.04	9.07%
01	5632	110,209.95	9,701.55	8.80%
01	5810	541,843.83	21,728.77	4.01%
01	6057	120,033.44	10,887.03	9.07%
01	6388	620,264.02	36,895.98	5.95%
01	6500	11,777,361.02	796,938.76	6.77%
01	6510	795,388.15	52,619.85	6.62%
01	6515	12,428.72	1,127.28	9.07%
01	6520	70,207.21	6,367.79	9.07%
01	6536	3,418.00	310.00	9.07%
01	6546	58,795.27	321.73	0.55%
01	6680	59,020.09	5,328.91	9.03%
01	6685	58,220.52	3,064.24	5.26%
01	6690	18,336.85	1,663.15	9.07%
01	6695	192,786.49	17,485.73	9.07%
01	7366	184,190.76	16,706.10	9.07%
01	7368	65,905.51	5,977.63	9.07%
01	7412	77,247.64	7,006.36	9.07%
01	7413	68,763.18	6,236.82	9.07%
01	7422	599,127.85	54,340.89	9.07%
01	7428	97,407.06	8,834.82	9.07%
01	7430	1,063,502.73	96,459.70	9.07%
01	7810	170,236.63	7,751.08	4.55%
01	8150	860,190.89	78,019.31	9.07%
01	9010	9,492,441.34	540,835.45	5.70%
09	3182	202,352.55	18,353.38	9.07%
09	3305	5,403.87	490.13	9.07%

09	3310	3,320.80	301.20	9.07%
09	6266	19,491.15	1,767.85	9.07%
09	6500	113,075.09	10,255.91	9.07%
11	6391	82,365.61	4,166.38	5.06%
12	5035	179,838.10	16,311.32	9.07%
12	5055	48,791.39	4,325.61	8.87%
12	5160	321,079.78	28,323.78	8.82%
12	6045	6,675.53	605.47	9.07%
12	6100	2,294.86	208.14	9.07%
12	6110	240,323.65	21,797.35	9.07%
12	6123	6,093.67	552.71	9.07%
12	6127	221,930.76	19,537.96	8.80%
12	6128	134,369.89	12,087.58	9.00%
12	9010	231,731.24	20,489.24	8.84%

Assumptions

Guiding documents provided by Business and Administration Steering Committee (BASC), School Services of California (SSC), and Department of Finance (DOF) used in preparing the Second Interim report and related multi-year projections (MYPs).





Santa Cruz County Office of Education

MULTI-YEAR ASSUMPTIONS

2022-23 1st Interim

LCFF Planning Factors	2021-22	2022-23	2023-24	2024-25
Statutory Cost-of-Living Adjustment (COLA) & Department of Finance (DOF) Latest Estimates	1.70%	6.57%	5.38%	4.02%
Department of Finance Estimated Funded COLA				
SSC Estimated Statutory COLA	5.07%	6.56%	5.38%	4.02%
SSC/BASC Recommended Planning COLA	5.07%	6.56%	5.38%	4.02%

Other Planning Factors	2021-22	2022-23	2023-24	2024-25
California Consumer Price Index (CPI)	6.56%	5.75%	2.58%	2.20%
California Lottery - Unrestricted per ADA	\$176.94	\$170.00	\$170.00	\$170.00
California Lottery - Restricted per ADA	\$81.94	\$67.00	\$67.00	\$67.00
Mandate Block Grant District Grades k-8 per ADA	\$32.79	\$34.94	\$36.82	\$38.30
Mandate Block Grant District Grades 9-12 per ADA	\$63.17	\$67.31	\$70.93	\$73.78
Mandate Block Grant Charter Grades k-8 per ADA	\$17.21	\$18.34	\$19.33	\$20.11
Mandate Block Grant Charter Grades 9-12 per ADA	\$47.84	\$50.98	\$53.72	\$55.88
Interest Rate for Ten-Year Treasuries	2.08%	3.20%	2.85%	2.68%
CalSTRS Employer Contribution Rate	16.92%	19.10%	19.10%	19.10%
CalPERS Employer Contribution Rate	22.91%	25.37%	25.20%	24.60%

Average Daily Attendance (ADA)	2021-22	2022-23	2023-24	2024-25
Alternative Education	870.25	880.00	870.00	860.00
District Funded Special Education	86.67	86.67	86.67	86.67
Countywide ADA	34,717.86	34,440.41	34,165.73	33,893.80
Career Advancement Charter	121.05	130.00	130.00	130.00
<i>Cypress Charter High School (closed 2019-20)</i>	-	-	-	-

Salary and Benefits	2021-22	2022-23	2023-24	2024-25
Certificated Step & Column	1.30%	1.30%	1.30%	1.30%
Classified Step & Column	1.20%	1.20%	1.20%	1.20%
Health & Welfare	5%	5%	5%	5.00%

Employer Rates on Payroll (Other than H&W)	2021-22	2022-23	2023-24	2024-25
CalSTRS	16.92%	19.10%	19.10%	19.10%
CalPERS	22.91%	25.37%	25.20%	24.60%
Social Security (FICA/OASDI)	6.2%	6.2%	6.2%	6.2%
Medicare	1.5%	1.5%	1.5%	1.5%
Unemployment Insurance (SUI)	0.50%	0.50%	0.20%	0.20%
Workers Compensation	1.9153%	1.9536%	1.9536%	1.9536%
Retiree Benefits (OPEB)	1.95%	1.95%	1.95%	1.95%

Guiding documents used: School Services of California Dashboard, BASC Common Message at 1st Interim
 *2022-23 Countywide ADA projections updated to reflect 2021-22 P-Annual ADA and includes a 1% decline in subsequent years.



SANTA CRUZ
COUNTY OFFICE OF
EDUCATION
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Date: November 2, 2022

To: Superintendents and Chief Business Officials

From: Liann Reyes, Deputy Superintendent – Business Services 

Subject: Background and Advice for the 2022-23 First Interim Budget

The following document, The Common Message, provides guidance and information related to the 2022-23 First Interim Report. It is intended for use in preparing the First Interim Report and related multi-year projections (MYPs). Authored by key educational professionals throughout the State of California, the Common Message contains the latest changes concerning assumptions to use when preparing budget projections and is based on information obtained from the Department of Finance.

While not all information provided will be applicable to all districts, the goal is to provide an easy to use reference guide for current information on school funding and related topics. With continued local declining enrollment, historic highs in inflation, and a slowing economy that indicates a recession, I urge caution in developing your multi-year projections and encourage your consideration of conservative budgeting.

The Santa Cruz County Office of Education continues to be a resource in assisting your district with California education funding. I encourage you to reach out to us if you have any questions or need help in this regard.

The Common Message

2022-23 First Interim Report



BASC
Business and Administration
Steering Committee

Writers and Contributors

Topic		
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Introduction	Committee	
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Universal School Meals	Dean West, Orange	Shannon Hansen, San Benito
Special Education	Scott Anderson, San Joaquin	Priscilla Quinn, Kern
Independent Study	Kate Lane, Marin	Nick Schweizer, Sacramento
Early Care and Education	Mike Simonson, San Diego	Janet Riley, Merced
Summary	Mike Simonson, San Diego	Shannon Hansen, San Benito

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California State Teachers' Retirement System
California State Board of Education
California School Boards Association
California School Information Services
Capitol Advisors
Fiscal Crisis and Management Assistance Team
K-12 High Speed Network
Carlos Rojas, Chief Deputy Governmental Affairs, Kern County Superintendent of Schools
National Forest Counties and Schools Coalition
School Services of California
Schools for Sound Finance (SF2)
Small School Districts' Association
Statewide LEC Co-chairs
WestEd

2022-2023 First Interim Report Key Budget Guidance

On August 26, 2022, the Governor signed SB 185, the Education Omnibus Trailer Bill, which made changes to the June 27, 2022 State adopted budget. The budget maintained several proposals that were included in the May Revision; however, many changes have been incorporated in the final state budget.

The major K-12 funding provisions included in the 2022-23 state budget:

- LCFF base grant increases by 6.70%; the initial state budget increased the base grant by 6.28%, but the trailer bill (AB 185) established the increase at 6.70%
- LCFF calculation amended to allow school districts to utilize the greater of current year, prior year, or the average of the most recent three prior years' ADA
- For eligible LEAS, 2021-22 LCFF calculation amended to utilize the greater of 2021-22 ADA or the 2021-22 ADA adjusted to reflect the LEA's 2019-20 attendance rate.
- \$7.9 billion to establish the Learning Recovery Emergency Block Grant
- \$3.6 billion to establish the Arts, Music, and Instructional Materials Discretionary Block Grant
- Full funding of \$4 billion for the Expanded Learning Opportunities Program (ELOP) with changes to calculation of funds, offering, and access requirements. \$5 million of the \$4 billion is for county offices to provide technical assistance, evaluation and training services to support program improvement [EC 46120(d)(8)]
- Home-to-school transportation funding equal to 60% of expenditures reported in the prior year, excluding capital outlay and nonagency expenditures, and reduced by the transportation add-on to the LCFF
- Special education base rate increase to \$820 per ADA
- \$500 million to establish the Golden State Pathways Program for college and career education pathways and \$200 million for the expansion of dual enrollment programs

Planning Factors for 2022-23 and MYPs

Key planning factors for LEAs to incorporate into their the 2022-23 First Interim Report for multiyear projections are listed below and are based on the latest information available.

Planning Factor	2022-23	2023-24	2024-25
Cost of Living Adjustment (COLA)			
LCFF COLA	6.56%	5.38%	4.02%
LCFF Investment	6.70%		
Grade Span Adjustment	10.40%		
TK-3	2.60%		
9-12	6.56%		
Special Education COLA		5.38%	4.02%
Employer Benefit Rates			
CalSTRS	19.10%	19.10%	19.10%
CalPERS-Schools	25.37%	25.20%	24.60%
State Unemployment Insurance	0.50%	0.50%	0.50%
Lottery			
Unrestricted per ADA	\$170	\$170	\$170
Prop. 20 per ADA	\$67	\$67	\$67
Universal Transitional Kindergarten/ADA	\$2,813	\$2,964	\$3,083
Mandated Block Grant			
Districts			
K-8 per ADA	\$34.94	\$36.82	\$38.30
9-12 per ADA	\$67.31	\$70.93	\$73.78
Charters			
K-8 per ADA	\$18.34	\$19.33	\$20.10
9-12 per ADA	\$50.98	\$53.72	\$55.88

One-Time Funding

The 2022-23 Enacted State Budget included two new one-time restricted block grants: the Arts, Music & Instructional Materials Block Grant and the Learning Recovery Emergency Block Grant. Since the enactment of the budget, the California Department of Education (CDE) has published rates and FAQs.

The Budget included a one-time funded grant for Literacy Coaches and Reading Specialists. Districts that did not opt out by September 1st, should consider including estimated funding into their 1st Interim Budgets.

The 2022-23 education trailer bill (AB181) added language to Ed. Code 41480 to include Preschool Learning Foundations as a subject area in the Educator Effectiveness Block Grant and added coursework for existing staff to become credentialed as an allowable expenditure for the grant. In addition, the plan due date was changed to March 31, 2023. The plan¹ is required to be heard at a public meeting prior to its adoption at a subsequent meeting. There is no required template, and the plan is not required to be submitted to the CDE.

Funding Title	Arts, Music & Instructional Materials Block Grant	Learning Recovery Emergency Block Grant	Literacy Coaches and Reading Specialists Grant	Educator Effectiveness
Resource	6762	7435	6211	6266
Funding Allocation	LEAs P-2 ADA multiplied by an approximate rate of \$666.08 (\$666.07608531901)	LEA's 21-22 P-2 ADA multiplied LEA's 21-22 UPP	Method of Calculation and Allocation per LEA	Method of Calculation and Allocation per LEA
Distribution Schedule	50% Dec 22 50% May 23	50% Nov 22 50% Apr 23	100% Feb 23	Received in 2021-22
Deadline to Spend	Spend or encumber 6/30/26	6/30/28	6/30/27	6/30/26
Plan (y/n)	y	n	n	y ¹
Final Report	n/a	Interim Expenditures Report 12/1/24 Final Expenditure Report 12/1/29	6/30/27	9/30/26

Universal School Meals

Beginning in the 2022-23 school year, all public schools will be required to provide two free meals per day to any students who request a meal. The Budget Act includes \$1.2 billion ongoing for universal school meals. This includes \$596 million for universal access to subsidized meals and \$611.8 million to maintain the meal reimbursement rates. Participation in the National School Lunch Program is a requirement to receive funding under California's universal school meals program.

Other one-time funding initiatives include:

- \$600 million in one-time funds available in the form of kitchen infrastructure grants with conditions to improve the quality of meals and increase participation
- \$100 million in one-time funds to implement best practices as part of the National School Lunch Program and School Breakfast Program
- \$30 million for Farm to School Program

In late June 2022, Congress passed the Keep Kids Fed Act to extend a pandemic-era program through the summer that provides free meals to students regardless of income. The measure could lead to unused state funds being reallocated to other nutrition initiatives.

Special Education

For the 2022-23 fiscal year, Special Education base funding is first increased by the COLA of 6.56%, and then augmented by \$500 million, resulting in a 2022-23 base rate of \$820 per ADA (vs. \$715 in 2021-22). SELPAs with a base rate greater than \$820 per ADA in 2021-22 will continue to be funded at their 2021-22 rate. Allocations will be calculated at the LEA level rather than the SELPA level, but funding will continue to flow through SELPAs. Each LEA's allocation will be based on ADA reported for the current year, most recent prior year, or second most recent prior year (whichever is greater), multiplied by the base rate. SELPA base grant allocations will be the sum of all member LEAs' individual allocations. The CDE will provide funding exhibits for each LEA, and SELPAs must report the amount of funding generated by each member LEA no later than 30 days after receiving their apportionment.

Both federal and state mental health services funding will continue to be allocated to SELPAs based on 2019-20 second principal apportionment ADA. Beginning in 2023-24, all mental health services funding will be allocated directly to LEAs based on current year second principal apportionment ADA for state funds, and prior year second principal apportionment ADA for federal funds. The allowable use of the state funds was changed in 2020-21 to include any behavioral or mental health service while federal funds remain restricted for special education students only.

The two existing special education extraordinary cost pools will be consolidated into a single cost pool to simplify the current funding formula, and ongoing annual funding for this purpose will be significantly increased to \$20 million (previously \$6 million).

A special education addendum to the LCAP will be developed and implemented in 2025-26 to promote program cohesion by linking special education and general education planning and to provide parents of students with disabilities a defined role in the LCAP development process.

Independent Study

AB 181, the Education Omnibus Bill, made additional changes to the Independent Study program for the 2022-23 school year that were detailed in the previous Common Message. Since that time, CDE have developed some resources, including a summary of changes at <https://www.cde.ca.gov/sp/eo/is/ischanges22.asp> and a detailed presentation of the Attendance Accounting and Instructional Time Requirements for 2022-23 at <https://www.cde.ca.gov/fg/aa/pa/documents/2223itaawebinar.pdf>.

CDE has also developed the 2021-22 Independent Study certification form for ADA Loss Mitigation that school districts and county offices of education must certify by November 1, 2022. The adjustments to 2021-22 reported ADA based on the Independent Study certification and ADA to enrollment ratio calculations will be reflected in the 2021-22 Annual Apportionment certification in February 2023.

Early Care and Education

The budget continues and expands investments in early care and education programs. Significant programmatic changes to the California State Preschool Program (CSPP) and Transitional Kindergarten (TK) have been adopted.

Cost of Living Adjustment (COLA): COLA of 6.56% applicable to Transitional Kindergarten and reflected in the per child reimbursement rates for California State Preschool Programs (CSPP).

Transitional Kindergarten (TK)

- TK age expansion: \$614 million to expand eligibility for TK for children born between December 2 and February 2 in the 2022-23 school year.
- ADA Base Grant adjustment and add-on: The budget increases the base grants for transitional kindergarten and grades 1 to 12, inclusive, by an additional 6.70%, with an add-on of \$2,813 for TK to be annually adjusted for inflation. This triggers the 1:12 adult to student ratio for FY 2022-23. The 1:10 adult to student ratio for FY 2023-24 is contingent upon a new budget appropriation.
- \$300 million one-time for PreK Planning and Implementation Grant Program

- This program was implemented via the 2021 Budget Act so this is a second round of funding
- \$100 million one-time General Fund for Preschool, TK, and Full-Day K Facilities Grant Program. The Budget Act also included intent language to include an additional \$550 million in the 2023-24 fiscal year
- Emergency Specialist Permit – TK: The budget allows the Commission on Teacher Credentialing to issue a one-year emergency permit for individuals who meet certain criteria, with an additional one-year extension to be the teacher of record in a self-contained classroom for apportionment purposes.

State Preschool

The budget invests \$314.0 million Prop. 98 general fund and \$172.3 million general fund to increase State Preschool Program adjustment factors for students with disabilities, dual language learners and childhood mental health, and adds an adjustment factor for 3-year-olds.

These increases include support for new requirements for State Preschool providers to:

- Incrementally ramp up to serving at least 10% of students with disabilities by July 1, 2024.
- Specifically, over three years, preschool providers would be required to serve 5% of students with disabilities in FY 2022-23, 7.5% in FY 2023-24 and 10% in 2024-25.
- Provide additional supportive services for dual language learners.
- [Fiscal Year 2022-23 California State Preschool Contract Rates by Service County](#) (9/28/22)

Additionally, the budget provides the following to all students participating in State Preschool:

- Allows for continuous eligibility for 24 months (increased from 12 months) after eligibility is confirmed.
- Enables children with an IEP to be categorically eligible to participate. Expands access to eligible families from families at 85% of the state median income to families at 100% of the state median income for State Preschool.

The budget also includes support for the following one-time investments:

- Inclusive Early Education Expansion Program (IEEEP): \$250 million one-time general funds for facility renovations, adaptive equipment and professional development to expand inclusion opportunities for special education students.
- State Preschool Funding Hold Harmless – Reimbursement for Authorized Hours of Care: For the 2022-23 fiscal year only, reimbursing preschool providers for maximum authorized care from July 1, 2022 to June 30, 2023.
- Local Educational Agency Preschool Planning and Implementation Grants: \$300 million one-time Prop. 98 general fund for planning and implementation grants for all LEAs.

- Full-Year Costs of State Preschool Rate Increases: \$166.2 million Prop. 98 general fund to support the full-year costs of State Preschool rate increases that began January 1, 2022.
- California Universal Preschool Planning Grant Program: \$18.3 million general fund per year for three years to support the California Universal Preschool Planning Grant Program.

Summary

This edition of the Common Message serves to provide data and guidance to LEAs for fiscal planning and the development of their 2022-23 First Interim Report and multiyear projection. The information provided for fiscal year 2022-23 and beyond includes the latest known proposals and projections to assist with multiyear planning. As each LEA has unique funding and program attributes and needs, it remains essential that LEAs continuously assess their individual situations, work closely with their county offices of education, and plan accordingly to maintain fiscal solvency and educational program integrity.



SANTA CRUZ
COUNTY OFFICE OF
EDUCATION
DR. FARIS SABBABH • SUPERINTENDENT OF SCHOOLS

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM #9.3

Board Meeting Date: December 15, 2022

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Action

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Information

TO: Santa Cruz County Board of Education

FROM: Dr. Faris Sabbah, County Superintendent of Schools

SUBJECT: Health & Wellness Update

BACKGROUND

Superintendent Sabbah will give a presentation regarding the ways in which the Santa Cruz County Office of Education has been working in collaboration with School Districts and other partners to keep schools open and students and staff healthy.

RECOMMENDATION

Receive presentation.



SANTA CRUZ
COUNTY OFFICE OF
EDUCATION
DR. FARIS SABBABH • SUPERINTENDENT OF SCHOOLS

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM #10.1

Board Meeting Date: December 15, 2022

☒

Action



Information

TO: Santa Cruz County Board of Education

FROM: Dr. Faris Sabbah, County Superintendent of Schools

SUBJECT: Resolution #22-42 Recognizing Special Education Day

BACKGROUND

Special Education Day was first celebrated in 2005 which was the 30th anniversary of the Individuals with Disabilities Education Act. President Gerald Ford signed the law on November 29, 1975.

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Adopt Resolution #22-42.



RESOLUTION #22-42

RESOLUTION RECOGNIZING NATIONAL SPECIAL EDUCATION DAY

WHEREAS, December 2nd is recognized as National Special Education Day, celebrating the anniversary of the signing of the nation's first special education law as the Individuals with Disabilities Act (IDEA), on December 2, 1972; and

WHEREAS, IDEA makes a free appropriate public education (FAPE) available to eligible children with disabilities throughout the nation and ensures special education and other related services be made available to the students; and

WHEREAS, IDEA governs how states and public agencies provide early interventions, special education, and related services to infants, toddlers, children, and youth with disabilities; and

WHEREAS, as of the 2018-19 school year, special education services were provided to 795,047 individuals in California, including newborns through those twenty-two years of age, according to the California Department of Education; and

WHEREAS, California, at no cost to parents, provides specially designed instruction to meet the needs and settings that allow infants and their families, preschoolers, students, and young adults to be educated with their peers; and

WHEREAS, the Santa Cruz County Office of Education's Special Education Department partners with the County's schools to serve students with disabilities from birth to age 22; and

WHEREAS, the Santa Cruz County Office of Education's Special Education Department also provides services to special education students attending institutional schools, as well as community schools; and

WHEREAS, the Santa Cruz County Office of Education is committed to improving student equity and access to high quality education regardless of a student's ability or disability; to providing quality support to districts, schools, students, and communities; as well as being a premier service organization;

THEREFORE, BE IT RESOLVED, that the Santa Cruz County Board of Education and the County Superintendent of Schools do hereby adopt this resolution to recognize December 2nd as National Special Education Day.

PASSED AND ADOPTED by the Santa Cruz County Board of Education, County of Santa Cruz, State of California, this 15th day of December 2022, by the following vote:

AYES:

NAYS:

ABSENT:

ABSTAIN:

Board President
Santa Cruz County Board of Education

Dr. Faris M. Sabbah, Secretary
Santa Cruz County Superintendent of Schools



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM #10.2

Board Meeting Date: December 15, 2022

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Action

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Information

TO: Santa Cruz County Board of Education

FROM: Dr. Faris Sabbah, County Superintendent of Schools

SUBJECT: Consideration and Selection of Date of Board Retreat/Evaluation

BACKGROUND

The Board will consider scheduling a special meeting to participate in a Board Self-Evaluation and Effective Governance Review workshop conducted by CSBA consultant, Luan Burman Rivera. The meeting is tentatively scheduled for Saturday May 20, 2023.

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Schedule Special Meeting.



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 10.3

Board Meeting Date: December 15, 2022

☒ X

Action



Information

TO: Santa Cruz County Board of Education

FROM: Abel Sanchez, Trustee

SUBJECT: Discussion and Possible Approval of Resolution #22-43 Authorizing Continued Use of Remote Teleconferencing Provisions Pursuant to AB 361 and Government Code section 54953

BACKGROUND

Consistent with Government code section 54953, on November 17, 2022, the County Board of Education adopted Resolution #22-41, finding that meeting in person would present imminent risks to the health or safety of attendees.

The County Board of Education will discuss and consider adopting Resolution #22-43, to make a finding after reconsidering the state of emergency, that the current circumstances meet the requirements of AB 361 and Government Code section 54953 for the Board to continue conducting meetings remotely.

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Approve the resolution.



RESOLUTION #22-43
RESOLUTION AUTHORIZING USE OF
REMOTE TELECONFERENCING PROVISIONS (AB 361)

WHEREAS, the Santa Cruz County Board of Education (“Board of Education”) is committed to open and transparent government, and full compliance with the Ralph M. Brown Act (“Brown Act”); and

WHEREAS, the Brown Act generally requires that a public agency take certain actions in order to use teleconferencing to attend a public meeting virtually; and

WHEREAS, the Board of Education recognizes that a local emergency persists due to the worldwide COVID-19 pandemic; and

WHEREAS, the California Legislature has recognized the ongoing state of emergency due to the COVID-19 pandemic and has responded by creating an additional means for public meetings to be held via teleconference (inclusive of internet-based virtual meetings); and

WHEREAS, on September 16, 2021, the California legislature passed Assembly Bill (“AB”) 361, which amends Government Code section 54953 and permits a local agency to use teleconferencing to conduct its meetings in any of the following circumstances:

(A) the legislative body holds a meeting during a proclaimed state of emergency, and state or local officials have imposed or recommended measures to promote social distancing;

(B) the legislative body holds a meeting during a proclaimed state of emergency for the purpose of determining, by majority vote, whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees; or

(C) the legislative body holds a meeting during a proclaimed state of emergency and has determined, by majority vote, pursuant to subparagraph (B), that, as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees; and

WHEREAS, in order for the Board of Education to use teleconferencing as allowed by AB 361 after October 1, 2021, it must first adopt findings in a resolution, allowing the Board of Education to conduct teleconference meetings for a period of thirty (30) days; and

WHEREAS, Governor Gavin Newsom declared a state of emergency for the State of California due to the COVID-19 pandemic in his order entitled “Proclamation of a State of Emergency,” signed March 4, 2020; and

WHEREAS, the Board of Education hereby finds that the state and local emergencies have caused and will continue to cause imminent risks to the health or safety of attendees; and

WHEREAS, the Board of Education is conducting its meetings through the use of telephonic and internet-based services so that members of the public may observe and participate in meetings and offer public comment;

NOW THEREFORE BE IT RESOLVED, that the recitals set forth above are true and correct and fully incorporated into this Resolution by reference;

BE IT FURTHER RESOLVED, that the Board of Education has determined that given the state of emergency, holding in-person meetings would present imminent risks to the health or safety of attendees.

BE IT FURTHER RESOLVED, that the actions taken by the Board of Education through this resolution apply to any and all District committees which are otherwise governed by the Brown Act;

BE IT FURTHER RESOLVED, the Board of Education authorizes the County Superintendent of Schools to take all actions necessary to conduct Board of Education meetings in accordance with Government Code section 54953(e) and all other applicable provisions of the Brown Act, using teleconferencing for a period of thirty (30) days from the adoption of this Resolution after which the Board of Education will reconsider the circumstances of the state of emergency.

PASSED AND ADOPTED by the Santa Cruz County Board of Education, County of Santa Cruz, State of California, this 15th day of December 2022, by the following vote:

Ayes:

Nays:

Abstain:

Absent:

President
Santa Cruz County Board of Education

Dr. Faris Sabbah, Secretary
Santa Cruz County Superintendent of Schools



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 10.4

Board Meeting Date: November 17, 2022 ☒ **Action** ☐ **Information**

TO: Santa Cruz County Board of Education

FROM: Dr. Faris Sabbah, County Superintendent of Schools

SUBJECT: Discussion of the Possible Use of Remote Teleconferencing for the January 19, 2023 Board Meeting

BACKGROUND

The Board discussed the possibility of conducting the January 19, 2023 meeting remotely via teleconferencing. In accordance with Resolution #22-43, Trustees will need to be in agreement that an in-person meeting would present imminent risks to the health or safety of attendees. This decision would meet the requirements of AB 361 and Government Code section 54953 for the Board to continue conducting meetings remotely.

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Conduct the January 19, 2023 Board meeting in-person.