

**NAPA COUNTY OFFICE OF EDUCATION**  
**Barbara Nemko, Ph.D., Superintendent**

The Napa County Board of Education will hold a regular meeting on Tuesday, June 7, 2022, at 4:00 p.m. at the Napa County Office of Education, 2121 Imola Avenue, Napa CA 94559. **Members of the public may attend the meeting in-person or virtually. Please view Public Participation information below.**

**This hybrid meeting will be conducted with a mixture of in-person and remote attendance.**

<https://napacoe.zoom.us/j/88560524504>

**1. ORGANIZATION**

A. Call to Order

B. Flag Salute

C. Public Participation

Members of the public are invited to participate in person or can join by computer, tablet, smartphone, or telephone. Remote access can be achieved by following the instructions below:

**Join from PC, Mac, Linux, iOS or Android:**

You are invited to a Zoom webinar.

When: June 7, 2022 04:00 PM Pacific Time (US and Canada)

Topic: NCOE May Board Meeting

Join from a PC, Mac, iPad, iPhone or Android device:

Please click this URL to join. <https://napacoe.zoom.us/j/88560524504>

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Or join by phone:

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

US: +1 669 900 6833 or +1 253 215 8782 or +1 346 248 7799 or +1 312 626 6799 or +1 646 558 8656 or +1 301 715 8592

Webinar ID: 885 6052 4504

International numbers available: <https://napacoe.zoom.us/j/88560524504>

D. Welcome to Visitors

E. Approval of Agenda

F. Approval of the Minutes – May 3, 2022 and May 20, 2022 meetings

G. Public Comment

Members of the public wishing to provide public comment must request to be called upon using one of the following options:

- i. using the chat feature on the web conference to send a request to meeting hosts, or
- ii. using the hand raising feature in the participant panel on the web conference, or,
- iii. emailing a request to [jschultz@napacoe.org](mailto:jschultz@napacoe.org) or [smorris@napacoe.org](mailto:smorris@napacoe.org).

Comments by the Public for Items on the Agenda: Anyone may provide public comment to the Board in support of, or in opposition to, any item being presented to the Board for

consideration on the agenda during the Board’s consideration of the item. Individuals shall be allowed up to three minutes for their presentation.

Comments by the Public for Items NOT on the Agenda: Suggestions, comments, and requests may be presented to the Board at this time, for items not on the agenda, on those subjects over which the Board has jurisdiction. Normally, the Board will take no action on any topic at this time. Individuals shall be allowed up to three minutes for their presentations.

**2. PRESENTATIONS AND PUBLIC HEARINGS**

- A. Recognition of Nimbus Arts Student Achievement. (Barbara Nemko, Superintendent)
- B. The Board shall hold a public hearing on the proposed Local Control and Accountability Plan (LCAP) for 2022-23 through 2024-25. (Lucy Edwards, Director, Continuous Improvement and Academic Support)
- C. The Board shall hold a public hearing on the proposed 2022-2023 Budget. (Josh Schultz, Deputy Superintendent)
- D. NCOE Volunteer Service Day – Enchanted Hills Camp Cabin Cleanup. (Barbara Nemko, Superintendent)
- E. Pictures of Hope Workshop (Barbara Nemko, Superintendent)

**3. CORRESPONDENCE, COMMUNICATIONS, AND REPORTS**

The Superintendent and/or Board members may report miscellaneous items for information purposes.

**4. CONSENT AGENDA ITEMS**

Background information on these items is provided to the Board prior to the meeting. Action is taken by a common motion without discussion unless discussion of an item(s) is requested by a Board member(s).

- A. Temporary County Certificates: Education Code Section 44332 authorizes the issuance of Temporary County Certificates for the purpose of authorizing salary payments to employees whose credential applications are being processed. (Julie McClure, Associate Superintendent)
- B. Approval of Resolution 2022-18: Board Member Compensation. Napa County Board of Education Bylaw 9250(a) provides for compensation to its Board members for attending meetings. The Bylaw further provides for compensation to members who miss meetings of the Board while performing designated services for the county or absent because of illness, jury duty or a hardship deemed acceptable by the Board. (Julie McClure, Associate Superintendent)

**5. ACTION ITEMS**

- A. Board Approval Resolution 2022-19 Authorizing Use of Remote Teleconferencing Provisions Pursuant to AB 361 and Government Code section 54953. This proposed

determination will be evaluated, discussed and reconsidered every 30 days. The Board will be asked to approve Resolution 2022-19 Authorizing Use of Remote Teleconferencing Provisions Pursuant to AB 361 and Government Code section 54953. This proposed determination will be evaluated, discussed and reconsidered every 30 days. (Josh Schultz, Deputy Superintendent)

- B. Board Approval Universal Prekindergarten Planning & Improvement Grant Program Plan. The Board will be asked to approve the Universal Prekindergarten Planning & Improvement Grant Program Plan. (Julie McClure, Associate Superintendent and Kelsey Petithomme, Director, Early Childhood Services)
- C. Board Approval Golden Bell Nominations: The Board will be asked to approve the Golden Bell Nominations for Camille Creek Community School Family Centered Approach to Supporting Student Success; College and Career Readiness 4-Tiered Work-Based Learning System; and, COVID-19 and Reopening In-Person Instruction Framework for Napa County Schools. (Julie McClure, Associate Superintendent)
- D. Board Approval of Resolution 2022-20 *Proclaiming* LGBTQ+ Pride Month. The Board will be asked to approve Resolution 2022-20 *Proclaiming* LGBTQ+ Pride Month. (Julie McClure, Associate Superintendent)
- E. Board Approval of Consolidated Application and Reporting System (CARS) 2022-2023 Protected Prayer Certification. The Board will be asked to approve the Consolidated Application and Reporting System (CARS) 2022-2023 Protected Prayer Certification. (Julie McClure, Associate Superintendent and Nancy Dempsey, Assistant Director, Juvenile Court and Community Schools)
- F. Board Approval of Consolidated Application and Reporting System (CARS) 2022-2023 Application for Funding Categorical Aid Programs. The Board will be asked to approve the Consolidated Application for Funding Categorical Aid Programs. (Julie McClure, Associate Superintendent and Nancy Dempsey, Assistant Director, Juvenile Court and Community Schools)
- G. Board Approval Notice(s) of Completion for CTE Building Construction: North Valley Building Systems, Inc.; Napa Electric Shop, Inc.; G. D. Nielson Construction, Inc.; and, Bell Products, Inc. for Site Work for the Metal CTE/Warehouse Building Project. The Board will be asked to approve Notice(s) of Completion for CTE Building Construction: North Valley Building Systems, Inc.; Napa Electric Shop, Inc.; G. D. Nielson Construction, Inc.; and, Bell Products, Inc. for Site Work for the Metal CTE/Warehouse Building Project. (Josh Schultz, Deputy Superintendent)

**6. SCHEDULED MATTER**

Discussion, review, and direction regarding:

- A. Possible motion of support of state and federal legislative updates and positions on legislation. (Jennifer Kresge, Board Trustee)

**7. INFORMATION ITEMS**

- A. Personnel Activity Report: vacancies, listing of personnel appointments, terminations, transfers, etc. (Julie McClure, Associate Superintendent)

- B. First Reading AR 3515 Campus Security, Business and Noninstructional Operations and Sherriff's Department Proposed Policy (Josh Schultz, Deputy Superintendent)
- C. Update on Governor's May Revision Proposal (Josh Schultz, Deputy Superintendent)
- D. Update COVID Program (Julie McClure, Associate Superintendent)
- E. Reminder to Board to file Form 470. Filing will be done online, and the Elections Office will contact Board Members, via email, by July 1 with instructions on how to file online. (Julie McClure, Associate Superintendent)

**8. ADJOURN TO CLOSED SESSION (time to be determined)**

The Board will enter closed session for discussion and possible action Mayacamas Charter Middle School Petition Appeal to State Board of Education as follows:

Conference with Legal Counsel Regarding Possible Litigation.

**RETURN TO OPEN SESSION (time to be determined)**

**9. REPORT FROM CLOSED SESSION**

The Board will report in open session any action, or lack thereof, taken in closed session.

**10. FUTURE AGENDA ITEMS:**

**11. NEXT MEETING OF THE NAPA COUNTY BOARD OF EDUCATION**

A *special meeting* of the Napa County Board of Education will be held on Tuesday, June 14, 2022 at 3:30 p.m.

**12. ADJOURNMENT**

In compliance with the American with Disabilities Act, if special assistance is needed to participate in this meeting, contact the Napa County Office of Education (NCOE) at 253-6810. Notification forty-eight hours prior to the meeting will enable the NCOE to make reasonable arrangements to ensure accessibility to this meeting. I HEREBY CERTIFY THE AGENDA FOR THE STATED MEETING WAS POSTED ON THE NCOE WEBSITE, NCOE'S DISPLAY CASE AT 2121 IMOLA AVENUE, NAPA, CA 94559, and the Napa Preschool site, on Friday, May 27, 2022. Informational material is available for review at the NCOE.

Ellen Sitter, Recording Secretary  
NCOE Board of Education

**MEETING OF THE NAPA COUNTY BOARD OF EDUCATION  
Tuesday, May 3, 2022**

**Members present**

Remote Attendance: Janna Waldinger, Gerald Parrott, Jean Donaldson, Sindy Biederman, Jennifer Kresge, Don Huffman, Ann Cash

**1. ORGANIZATION**

**A. CALL TO ORDER**

President Don Huffman called the meeting to order at 3:30 p.m.

**B. FLAG SALUTE**

The salute to the Flag was led by Jean Donaldson.

**C. PUBLIC PARTICIPATION**

President Huffman read the instructions for public participation via teleconference.

**D. WELCOME TO VISITORS**

Visitors were welcomed to the meeting.

**E. APPROVAL OF AGENDA**

The Agenda was approved on a motion by Mrs. Cash and a second by Mrs. Biederman. A roll call vote was taken: *Ayes* – Mr. Parrott, Mrs. Waldinger, Mr. Donaldson, Mrs. Biederman, Mr. Huffman, Mrs. Cash. *Noes* – None. Mrs. Kresge not present to vote.

**F. APPROVAL OF MINUTES**

On a motion by Mrs. Biederman and a second by Mrs. Cash, the Minutes of the April 5, 2022 meeting were approved with an amendment to Item 5.I. (Board Approval Ratification of Written Findings Regarding Denial of Petition to Form the Mayacamas Charter Middle School) as follows: Mr. Parrott made a second motion to the vote. A roll call vote was taken: *Ayes* – Mr. Parrott, Mrs. Waldinger, Mr. Donaldson, Mrs. Biederman, Mrs. Cash. *Noes* – None. *Abstained* – Don Huffman. Mrs. Kresge not present to vote.

**G. COMMENTS BY THE PUBLIC**

Public comment was given.

**2. ADJOURN TO CLOSED SESSION (3:48 p.m.)**

The Board entered closed session for discussion and possible action as follows: Conference with Legal Counsel Regarding Possible Litigation.

**3. REPORT FROM CLOSED SESSION (4:18 p.m.)**

Board President Huffman Report: Nothing to report. Closed session needed more time for discussion and will resume at end of meeting.

#### **4. PRESENTATIONS**

- A. Sara Sitch, Director, Community Programs, presented on the *Heart of Napa Student Volunteer Nominees*, and noted they are here to honor approximately six student volunteers from the Mariposa and ACE programs who exemplify volunteerism.

Vanessa Rubio, Prevention Coordinator for Youth Support Services and Outreach, introduced the student honorees and invited them to speak directly about their volunteer efforts.

Brad Krey, California State Parks, Interpretation & Education Division, *California Parks Services and NCOE: Partners in the PORTS program (Parks Online Resources for Teachers and Students)* presented on NCOE's ongoing partnership through the successful student participation on the Angel Island and Armstrong Woods field trips, highlighting local improved K-12 access opportunities for Napa/Sonoma parks, and the two new park passes launched by the park services.

#### **5. CORRESPONDENCE, COMMUNICATIONS, AND REPORTS**

- Mrs. Biederman reported the sidewalk project in American Canyon has been approved, and the bid to do the job will be approved tonight. The sidewalk will be put in before summer.
- Mrs. Cash reported on her visit to Camille Creek with Caroline Wilson, Director, Juvenile Court and Community Schools.
- Mr. Parrott reported that he is a judge for the California Student Media Festival entries and encouraged the Board to consider partaking in this event if the opportunity arises.
- Mrs. Kresge reported that she is also a judge for the California Student Media Festival and thanked Dr. Nemko for letting her know about the opportunity.
- Ms. McClure reported that she will send the Board the invitation to the Camille Creek Graduation ceremony to be held on June 17 from 10:00-12:00 p.m. at Camille Creek.
- Dr. Nemko reported that *Breaking Barriers* will be held at Camille Creek on May 31 from 10:00-12:00 p.m. to brainstorm ways agencies can work together to help students with poor scores and emotional problems learn better. Several local agencies will be in attendance: ParentsCAN, Napa County Mental Health, Cope Family Center, Child Protective Services, OLE Health, Special Education, Napa County Sheriff, and Napa County Probation.
- Dr. Nemko provided other event dates to remember:
  - If Given a Chance* – May 16, 5:00-8:00 p.m. at Napa Valley College
  - Teacher of the Year* – May 18, 4:00-6:00 p.m. at the NCOE
  - Pictures of Hope* – May 23, 5:00 p.m. at Copia
  - Capitol Advisors Budget Workshop (virtual)* – May 24, 9:00-11:00 p.m.
  - CTE Student Achievement Awards* – June 2, 5:30 p.m. at Copia

- Dr. Nemko reported that we received several new grants: \$59,000 Family and Community Engagement funding for our Literacy Grant; 1.9 million dollars in CTE funding to put aides in CTE classes in every high school; Early Education Teacher Development grant; and, \$600,000, over a five-year period, for the Court and Community School program and the Preschool program.
- Dr. Nemko reported that we are expanding our culinary program.
- Dr. Nemko reported that Julie McClure is working on several mental health grants starting in July.
- Dr. Nemko reported that Leadership Napa Valley Education Day took place on May 29 in American Canyon schools and concluded at the Napa Valley College.

## **6. CONSENT AGENDA ITEMS**

A. On a motion by Mrs. Waldinger and a second by Mrs. Kresge, the Board approved Consent Agenda Item 4.A. (Temporary County Certificates). A roll call vote was taken: *Ayes* – Mr. Parrott, Mrs. Waldinger, Mrs. Cash, Mr. Huffman, Mr. Donaldson, Mrs. Biederman, Mrs. Kresge. *Noes* – None.

B. No action was taken on Consent Agenda Item 6.B. (Board Member Compensation)

## **7. ACTION ITEMS**

A. On a motion by Mrs. Waldinger and a second by Mr. Donaldson, the Board adopted Resolution 2022-15 Authorizing Use of Remote Teleconferencing Provisions Pursuant to AB 361 and Government Code section 54953. A roll call vote was taken: *Ayes* – Mr. Parrott, Mr. Donaldson, Mrs. Cash, Mr. Huffman, Mrs. Waldinger, Mrs. Kresge, Mrs. Biederman. *Noes* – None.

The Board will hold a second meeting in May to consider when to resume in-person or hybrid in-person meetings.

Public comment was given.

B. On a motion by Mrs. Waldinger and a second by Mrs. Kresge, the Board approved the Name and Number Changes to Board Policies. A roll call vote was taken: *Ayes* – Mr. Parrott, Mr. Donaldson, Mrs. Cash, Mr. Huffman, Mrs. Waldinger, Mrs. Kresge, Mrs. Biederman. *Noes* – None.

C. On a motion by Mrs. Waldinger and a second by Mr. Parrott, the Board approved submitting three Proposals to the CSBA conference. A roll call vote was taken: *Ayes* – Mr. Parrott, Mrs. Cash, Mr. Huffman, Mr. Donaldson, Mrs. Waldinger, Mrs. Biederman, Mrs. Kresge. *Noes* – None.

## **8. SCHEDULED MATTER**

Scheduled Matter was tabled to the June meeting.

## **9. INFORMATION ITEMS**

A. The Board accepted the Personnel Activity Report as presented.

B. Mr. Schultz reported on the 2022-2023 Preliminary Budget. The budget will be available for the June 7 meeting for public hearing and for adoption at the special meeting on June 14.

C. Ms. McClure provided an update on the NCOE COVID dashboard and noted no significant changes to the data for student and staff COVID cases. Ms. McClure invited the Board to view the NCOE COVID dashboard on the NCOE website for up-to-date information.

**10. FUTURE AGENDA ITEMS:** Review Board Policy Dashboard.

As a result of technical issues and interruptions previously, the Board adjourned to closed session:

**ADJOURN TO CLOSED SESSION**

The Board adjourned to closed session to resume discussion and possible action as follows:

Conference with legal Counsel Regarding Possible Litigation.

**RETURN TO OPEN SESSION**

**REPORT FROM CLOSED SESSION**

President Huffman announced nothing to report from closed session.

**11. NEXT MEETING OF THE NAPA COUNTY BOARD OF EDUCATION**

The next regular meeting of the Napa County Board of Education will be Tuesday, June 7, 2022 at 3:30 p.m.

A *special meeting* to approve the LCAP and the Final Budget will be held Tuesday, June 14, 2022 at 3:30 p.m.

**12. ADJOURNMENT**

There being no further business, the meeting was adjourned at 6:15 p.m.

Respectfully submitted,

Barbara Nemko, Secretary  
es

Approved \_\_\_\_\_ Date



**SPECIAL MEETING OF THE NAPA COUNTY BOARD OF EDUCATION  
Tuesday, May 20, 2022**

**Members present**

Remote Attendance: Gerald Parrott, Jean Donaldson, Sindy Biederman, Jennifer Kresge, Mrs. Cash, Mr. Huffman

Absent: Janna Waldinger

**1. ORGANIZATION**

**A. CALL TO ORDER**

President Don Huffman called the meeting to order at 3:30 p.m.

**B. FLAG SALUTE**

The salute to the Flag was led by Josh Schultz.

**C. PUBLIC PARTICIPATION**

President Huffman read the instructions for public participation via teleconference.

**D. WELCOME TO VISITORS**

Visitors were welcomed to the meeting.

**E. APPROVAL OF AGENDA**

The Agenda was approved on a motion by Mrs. Kresge and a second by Mrs. Cash. A roll call vote was taken: *Ayes* – Mr. Parrott, Mr. Donaldson, Mrs. Biederman, Mrs. Kresge, Mr. Huffman, Mrs. Cash. *Noes* – None.

**F. COMMENTS BY THE PUBLIC**

Public comment was given.

**2. ACTION ITEMS**

A. On a motion by Mrs. Biederman and a second by Mrs. Cash, the Board approved hybrid in-person meetings beginning with the June 7 meeting. A roll call vote was taken: *Ayes* – Mr. Parrott, Mr. Donaldson, Mr. Huffman, Mrs. Cash, Mrs. Kresge, Mrs. Biederman. *Noes* – None.

Public comment was given.

B. On a motion by Mrs. Biederman and a second by Mr. Parrott, the Board adopted Resolution 2022-17 Authorizing Use of Remote Teleconferencing Provisions Pursuant to AB 361 and Government Code section 54953. A roll call vote was taken: *Ayes* – Mr. Parrott, Mr. Donaldson, Mrs. Kresge, Mrs. Biederman, Mrs. Cash, Mr. Huffman. *Noes* – None.

**3. NEXT MEETING OF THE NAPA COUNTY BOARD OF EDUCATION**

The next regular meeting of the Napa County Board of Education will be on Tuesday, June 7, 2022 at 4:00 p.m.

**4. ADJOURNMENT**

There being no further business, the meeting was adjourned at 3:50 p.m.

Respectfully submitted,

Barbara Nemko, Secretary  
es

Approved \_\_\_\_\_ Date

**MEETING OF THE NAPA COUNTY BOARD OF EDUCATION  
Tuesday, April 5, 2022**

**Members present**

Remote Attendance: Janna Waldinger, Gerald Parrott, Jean Donaldson, Sindy Biederman, Jennifer Kresge

Absent: Mrs. Cash, Mr. Huffman

**1. ORGANIZATION**

**A. CALL TO ORDER**

Vice President Sindy Biederman called the meeting to order at 3:30 p.m.

**B. FLAG SALUTE**

The salute to the Flag was led by Jean Donaldson.

**C. PUBLIC PARTICIPATION**

Vice President Biederman read the instructions for public participation via teleconference.

**D. WELCOME TO VISITORS**

Visitors were welcomed to the meeting.

**E. APPROVAL OF AGENDA**

On a motion by Mrs. Waldinger and a second by Mr. Parrott, the Agenda was amended to remove *Item 7.D. Preliminary Budget Report* from the Agenda. A roll call vote was taken: *Ayes* – Mr. Parrott, Mrs. Waldinger, Mr. Donaldson, Mrs. Biederman, Mrs. Kresge. *Noes* – None.

**F. APPROVAL OF MINUTES**

The Minutes from the March 1 and March 15, 2022 meetings were approved on a motion by Mr. Donaldson and a second by Mr. Parrott. A roll call vote was taken: *Ayes* – Mr. Parrott, Mrs. Waldinger, Mr. Donaldson, Mrs. Biederman, Mrs. Kresge. *Noes* – None.

**G. COMMENTS BY THE PUBLIC**

Public comment was given.

**2. PUBLIC HEARINGS AND PRESENTATIONS**

- A. Asha McDowell Expanded Learning Manager Elementary, for Phillips, Shearer, and Snow schools presented a short video on the Jr. Classroom Leader program and its incorporation of youth voice. Betty Vargas, Assistant Site Supervisor at Shearer Elementary, presented on overseeing the Jr. classroom leaders at sites by providing curriculum, professional development, and public speaking opportunities.

Casey Wedding, Expanded Learning Program Manager Middle School, presented a short video from students on the Student Leadership Program at our ACE middle school sites. The ACE program works with middle schools in the county: Calistoga, Harvest, Redwood, Silverado, and River. Alana Collins, President of Harvest Middle School Leadership, is in 7<sup>th</sup> grade and she discussed why she joined leadership and why she likes it. Students in ACE leadership choose a social justice, prevention, equity, or diversity topic each month and work towards a presentation or campaign directed towards their peers to raise awareness about the topic.

### **3. CORRESPONDENCE, COMMUNICATIONS, AND REPORTS**

- Dr. Nemko reported she is currently attending the ASU+GSV Summit and feels privileged to have received a scholarship to attend the conference. ASU+GSV is a collaboration between Arizona State University (ASU) and Global Silicon Valley (GSV) with educators and business leaders coming together around learning and work.
- Dr. Nemko reported that last week she did two virtual presentations for the California Association of Bilingual Education, one live-presentation at CAAASA, and a live-presentation at National School Board Association.
- Dr. Nemko reported that she received a thank you note and orchid from one of the nurses at NVUSD regarding a request from the nurses at five different elementary schools for ice machines. The nurses previously had to walk across campus to get ice when a student was injured. Ellen Sitter read the thank you note from nurse Sara Morris.
- Janna Waldinger announced that the *If Given a Chance High School Senior Awards Ceremony* is May 16 at the Napa Valley College. The invitation and how to register can be found at [www.ifgivenachance.org](http://www.ifgivenachance.org).
- Dr. Nemko reminded the Board on the *Pictures of Hope* event at COPIA tomorrow with photographer, Linda Solomon. Fourteen students from our After School program will be at Copia at 2:00pm to meet with Ms. Solomon and talk about their aspirations and dreams for the future. Ms. Solomon will teach them how to use real digital cameras and will give each of them a digital camera. The students will then walk around the downtown area, with a representative from NCOE, and take pictures of images and things they want to have in their life. The students will keep their cameras and one of each students' photos will be selected and shown at an exhibition in May. The photos will be put together into boxes or made into cards that people can purchase. The money will go back to our After School program. Jill Techel, former Mayor of Napa, Steve Potter, City Manager, and Board Trustee Janna Waldinger will be there too.

#### **4. CONSENT AGENDA ITEMS**

A. On a motion by Mrs. Waldinger and a second by Mrs. Kresge, the Board approved Consent Agenda Item 4.A. (Temporary County Certificates). A roll call vote was taken: *Ayes* – Mr. Parrott, Mrs. Waldinger, Mr. Donaldson, Mrs. Biederman, Mrs. Kresge. *Noes* – None.

B. On a motion by Mrs. Waldinger and a second by Mrs. Kresge, the Board approved Board Member Compensation (Ann Cash, Don Huffman). A roll call vote was taken: *Ayes* – Mr. Parrott, Mrs. Waldinger, Mr. Donaldson, Mrs. Biederman, Mrs. Kresge. *Noes* – None.

#### **5. ACTION ITEMS**

A. On a motion by Mrs. Waldinger and a second by Mrs. Kresge, the Board adopted Resolution 2022-12 Authorizing Use of Remote Teleconferencing Provisions Pursuant to AB 361 and Government Code section 54953. A roll call vote was taken: *Ayes* – Mr. Parrott, Mr. Donaldson, Mrs. Waldinger, Mrs. Kresge, Mrs. Biederman. *Noes* – None.

B. The Board approved the recommendation for a 5 percent allowable increase for Board compensation under Education Code 1090. On a motion by Mrs. Kresge and a second by Mr. Parrott, the Board approved the allowable 5 percent increase with an effective date of April 1, 2022. A roll call vote was taken: *Ayes* – Mr. Parrott, Mr. Donaldson, Mrs. Waldinger, Mrs. Biederman, Mrs. Kresge. *Noes* – None.

C. On a motion by Mrs. Waldinger and a second by Mr. Parrott, the Board approved the Atlas Peak Construction Notice of Completion. A roll call vote was taken: *Ayes* – Mr. Parrott, Mr. Donaldson, Mrs. Waldinger, Mrs. Biederman, Mrs. Kresge. *Noes* – None.

D. On a motion by Mr. Parrott and a second by Mr. Donaldson, the Board approved the California Basic Education Skills Test (CBEST) Waiver Blanket Statement indicating that the county intends to employ substitute teachers on CBEST waivers during the school year. A roll call vote was taken: *Ayes* – Mr. Parrott, Mr. Donaldson, Mrs. Waldinger, Mrs. Biederman, Mrs. Kresge. *Noes* – None.

E. On a motion by Mrs. Waldinger and a second by Mr. Parrott, the Board adopted Resolution 2022-13 (Declaration of Need for Fully Qualified Educators). A roll call vote was taken: *Ayes* – Mr. Parrott, Mr. Donaldson, Mrs. Waldinger, Mrs. Biederman, Mrs. Kresge. *Noes* – None.

F. On a motion by Mr. Parrott and a second by Mr. Donaldson, the Board adopted Resolution 2022-14 for Bridge Financing for State Building Fund Application. A roll call vote was taken: *Ayes* – Mr. Parrott, Mr. Donaldson, Mrs. Waldinger, Mrs. Biederman, Mrs. Kresge. *Noes* – None.

G. On a motion by Mr. Parrott and a second by Mr. Donaldson, the Board approved the Silver Creek Industries Notice of completion. A roll call vote was taken: *Ayes* –

Mr. Parrott, Mr. Donaldson, Mrs. Waldinger, Mrs. Biederman, Mrs. Kresge. *Noes* – None.

H. On a motion by Mrs. Waldinger and second by Mr. Parrott, the Board approved the A-G Completion Improvement Grant Program Plan. A roll call vote was taken: *Ayes* – Mr. Parrott, Mr. Donaldson, Mrs. Waldinger, Mrs. Biederman, Mrs. Kresge. *Noes* – None.

I. On a motion by Mr. Donaldson and second by Mrs. Biederman, the Board approved the Ratification of Written Findings Regarding Denial of Petition to Form the Mayacamas Charter Middle School. A roll call vote was taken: *Ayes* – Mr. Parrott, Mr. Donaldson, Mrs. Waldinger, Mrs. Biederman. *Noes* – Mrs. Kresge.

J. On a motion by Mrs. Waldinger and second by Mrs. Kresge, the Board approved the Napa County Sheriff's Office Access to Camille Creek Camera System Under Emergency Circumstances. A roll call vote was taken: *Ayes* – Mr. Parrott, Mr. Donaldson, Mrs. Waldinger, Mrs. Biederman, Mrs. Kresge. *Noes* – None.

## **6. SCHEDULED MATTER**

Mrs. Kresge reminded the Board that CSBA's *School News* is a helpful publication and encouraged the Board to read it. CSBA's new President, Susan Heredia, wrote an excellent article in *School News* on the benefits of LCFF (Local Control Funding Formula) and the perils of over-relying on categorical funding.

## **7. INFORMATION ITEMS**

A. The Board accepted the Personnel Activity Report as presented.

B. Mr. Schultz reported no complaints under the Williams Uniform Complaints Procedures quarterly Report.

Mr. Schultz noted that the NCOE had a Uniform Complaint harassment claim investigated by our attorneys, and it was determined that nothing arose to the level of harassment.

C. Mr. Schultz provided a brief update on the fiscal health of the districts.

D. The Preliminary Budget Report item has been removed from the Agenda.

E. Ms. McClure reported that CSBA which manages our Board policies is moving their old system to a new platform. In the process, CSBA is making sure our Board policies are in alignment with CSBA's policy numbers and titles. Some of our policies, as listed on the coversheet in the Board packet, needed slight name and number changes so they match up with other county offices in the State. The list in the Board packet shows where we made those changes. This item will be brought back to the Board for a second reading and approval at the May meeting.

Mr. Schultz noted that CSBA has a new CSBA policy on security, and our attorney recommended that we adopt this policy. We will have this item on the May agenda for the Board's review.

F. Ms. McClure provided a slide show and update on the NCOE COVID program with regard to mask requirements and statistics showing that COVID cases have declined for our staff and students.

G. Dr. Nemko updated the Board on the proposed take-back of the preschool special education program.

H. The Board agreed to postpone the traditional Staff Appreciation luncheon to September because of COVID concerns.

Mr. Parrott suggested Board members create a 15-second video appreciation message for staff.

I. The Board agreed in light of new COVID variants that the Board will wait until September to have their first offsite meeting at Camille Creek.

**8. FUTURE AGENDA ITEMS:** 1) North Bay Schools Insurance Authority (NBSIA) travel reimbursement requirements for liability insurance coverage for NCOE through NBSIA; and, 2) Proposed Budget.

**9. NEXT MEETING OF THE NAPA COUNTY BOARD OF EDUCATION**

The next regular meeting of the Napa County Board of Education will be on Tuesday, May 3, 2022.

**10. ADJOURNMENT**

There being no further business, the meeting was adjourned at 5:15 p.m.

Respectfully submitted,

Barbara Nemko, Secretary  
es

Approved \_\_\_\_\_ Date

**NAPA COUNTY OFFICE OF EDUCATION**  
**Barbara Nemko, Ph.D., Superintendent**

**Item # 2B**  
**DATE: June 7, 2022**

**TITLE:** Public Hearing for the Annual Update and the 2021-2024 Local Control and Accountability Plan (LCAP)

**HISTORY:** The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. 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:

- o 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)*).
- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC 52064(b)(1) & (2)*).
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

**CURRENT PROPOSAL:** LEAs must hold at least one public hearing for the LCAP stakeholder engagement process in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

**FUNDING SOURCE:** No funding

**SPECIFIC RECOMMENDATION:** Provide input on the Budget Overview for Parents, the Annual Update and the draft 2021-2024 LCAP.

Prepared by: Lucy Edwards, Director of Continuous Improvement and Academic Support

DATE HERE: June 1, 2022





NAPA COUNTY OFFICE  
OF  
EDUCATION

## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Napa County Office of Education

CDS Code: 28102800000000

School Year: 2022-23

LEA contact information:

Joshua Schultz

Deputy Superintendent

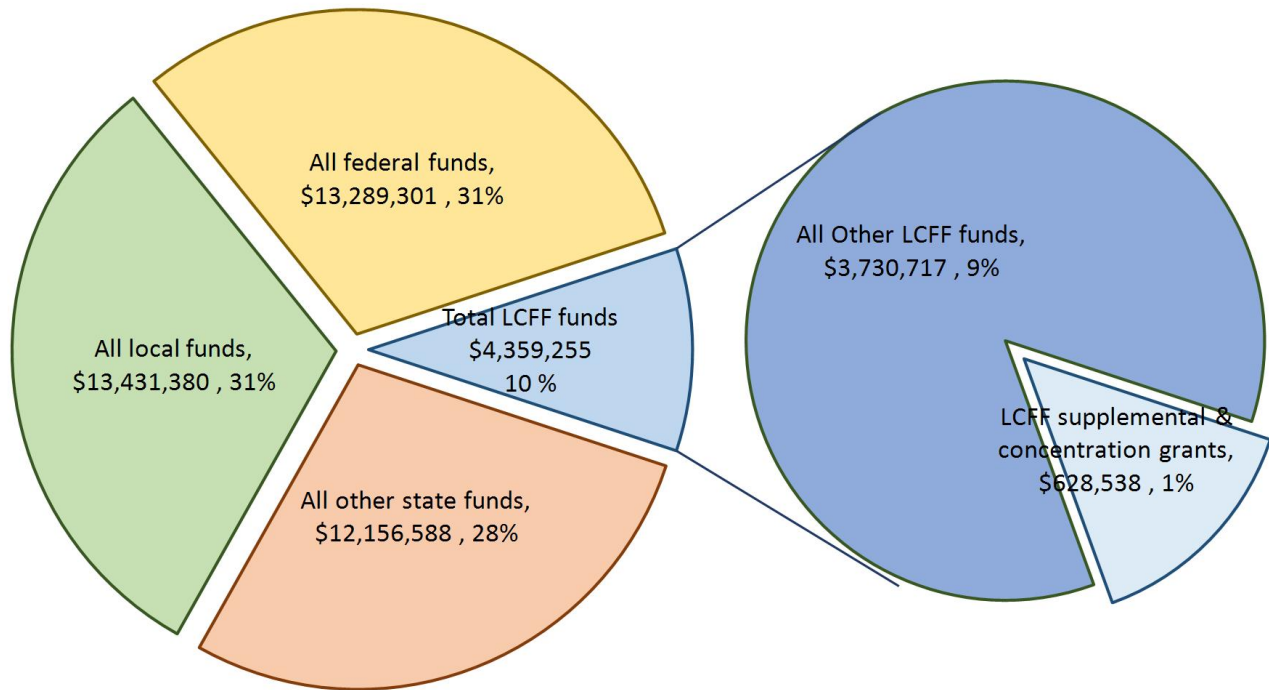
[jschultz@napacoe.org](mailto:jschultz@napacoe.org)

(707) 253-6832

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

## Budget Overview for the 2022-23 School Year

## Projected Revenue by Fund Source

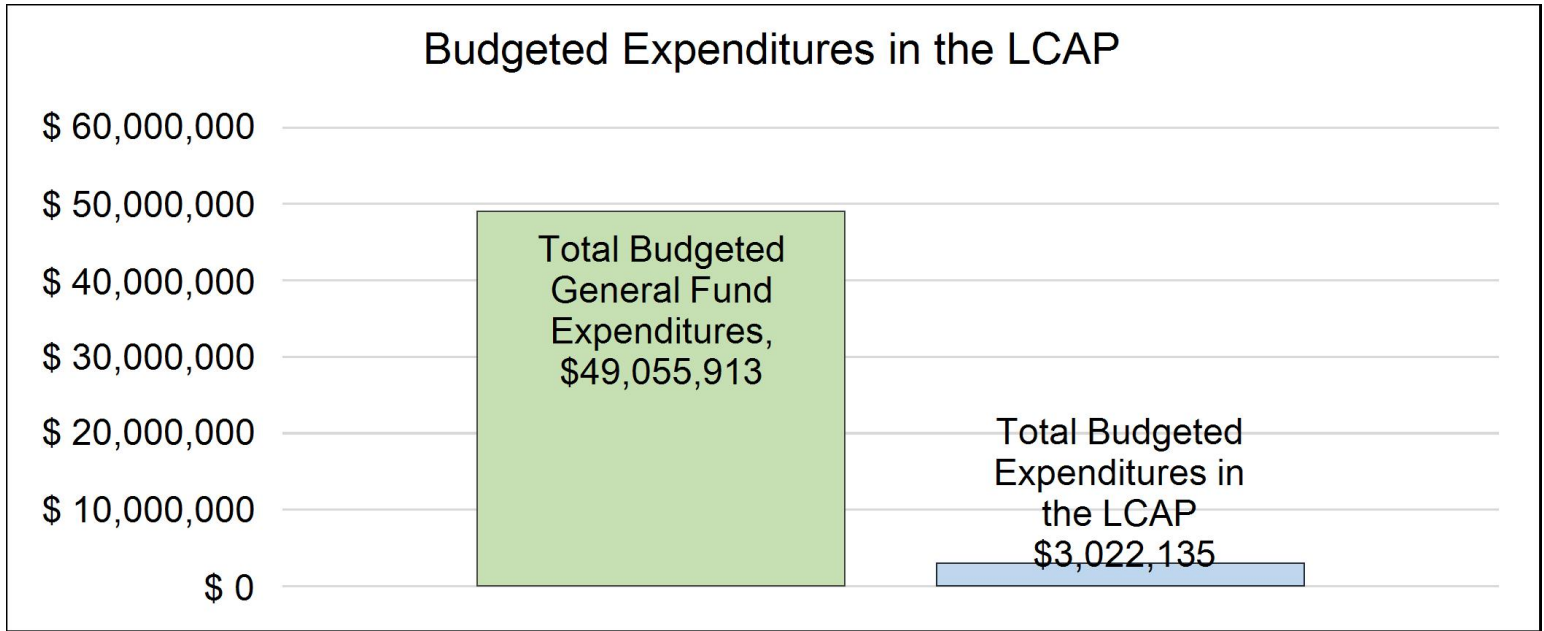


This chart shows the total general purpose revenue Napa County Office of Education expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Napa County Office of Education is \$43,236,523.57, of which \$4,359,255 is Local Control Funding Formula (LCFF), \$12,156,587.53 is other state funds, \$13,431,380.18 is local funds, and \$13,289,300.86 is federal funds. Of the \$4,359,255 in LCFF Funds, \$628,538 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Napa County Office of Education plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Napa County Office of Education plans to spend \$49,055,913.01 for the 2022-23 school year. Of that amount, \$3,022,135.00 is tied to actions/services in the LCAP and \$46,033,778.01 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

NCOE's LCAP focuses on actions/services and related expenditures to meet the educational needs of students in NCOE's Juvenile Court and Community School program (JCCS). The LCAP describes how JCCS is addressing gaps in students' learning, providing access to technology and connectivity, and attending to the social-emotional needs of students and staff. The rest of the budgeted expenditures not included in the LCAP will be used in the following ways to continue to support our educational programs. NCOE has obligations for programs that provide services to school districts in Napa County (e.g. career technical education classes, after school programs, preschool and special education preschool); for administrative functions such as fiscal and LCAP oversight and support for school districts in the county; and for programs providing support to school districts and nonprofits statewide under contract with CDE or other state and federal agencies. NCOE is also responsible for the countywide coordination of educational services for students who are expelled, and for foster youth. The 2022-2023 budget for countywide coordination of services for foster youth is \$151,967.88. The total 2022-2023 budget for JCCS including coordination of services for expelled students is \$2,768,985.

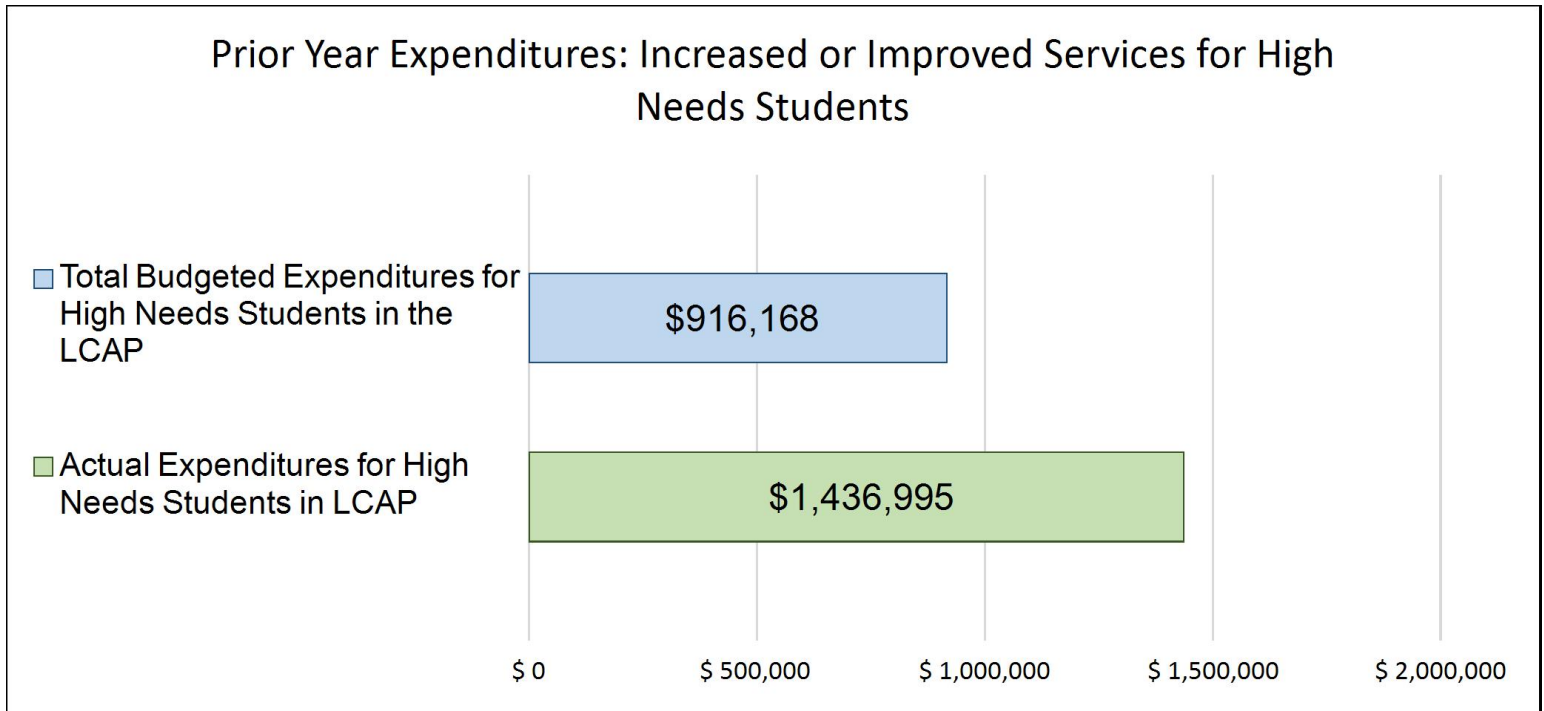
## Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Napa County Office of Education is projecting it will receive \$628,538 based on the enrollment of foster youth, English learner, and low-income students. Napa County Office of Education must describe how it

intends to increase or improve services for high needs students in the LCAP. Napa County Office of Education plans to spend \$719,519.00 towards meeting this requirement, as described in the LCAP.

## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Napa County Office of Education budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Napa County Office of Education estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Napa County Office of Education's LCAP budgeted \$916,168.00 for planned actions to increase or improve services for high needs students. Napa County Office of Education actually spent \$1,436,995.00 for actions to increase or improve services for high needs students in 2021-22.



## Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Napa County Office of Education	Joshua Schultz Deputy Superintendent	jschultz@napacoe.org 707-253-6832

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

NCOE’s adopted LCAP and budget included the final state budget act COLA in the calculation of LCFF funding and the increased and improved services requirement. NCOE is not eligible for the 65% concentration grant augmentation, nor is NCOE eligible for the Expanded Learning Opportunities Program. Engagement around ESSER funds occurred both as part of the LCAP development process along with outreach and public hearings related to the ESSER III expenditure plan. Through NCOE’s ongoing strategic plan implementation process NCOE continuously engages educational partners in discussions about how best to allocate NCOE’s resources.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

NA - NCOE is not eligible for the 65% concentration grant augmentation.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Engagement around ESSER funds occurred both as part of the LCAP development process along with outreach and public hearings related to the ESSER III expenditure plan. Through NCOE's ongoing strategic plan implementation process NCOE continuously engages educational partners in discussions about how best to allocate NCOE's resources.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

NCOE has spent over \$200,000 of the ESSER III funds to provide high quality furniture, fixtures and equipment for the new Camille Creek Community School facility to enable:

- 1) The ability to extend classroom activities to newly available outdoor spaces to allow for greater social distancing.
- 2) The ability to have flexible indoor learning environments to allow for small groupings both for social distancing and to allow for changing student groupings to address widely varying levels of academic proficiency (and learning loss) due to the pandemic and the nature of the students served by the program.
- 3) Refreshed technology to allow for continued use of new technology enhanced learning modalities implemented during the pandemic.
- 4) A fully equipped culinary classroom, maker space, and shop facility to fully engage students in CTE programs.

These additions have had a substantial positive effect not just regarding safety but in the overall quality of the school experience for our students.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

All of NCOE's plans, including the LCAP, ESSER III plan, ELO Grant plan, Educator Effectiveness Block Grant Plan, and the upcoming A-G plan are developed in alignment with NCOE's strategic plan. For instance, the needs identified and expenditures planned and made in the ESSER III Plan and the ELO plan came directly out of engagement around developing the strategic plan and the LCAP. The Educator

Effectiveness Block Grant funding is being used exclusively to support one of the four pillars of NCOE’s strategic plan – Strengthening Leadership and Professional Development, with the implementation committee for that strand having primary control over the allocation of the funds. The 2021-22 LCAP emphasizes the new or enhanced program offerings we are able to provide the Camille Creek students in the new facility, and funds are being dedicated to implementing those programs. The LCAP also emphasizes meeting the social and emotional needs of our students and their families, which is directly align with another one of the four pillars of NCOE’s strategic plan – Support Mental Health and Wellness – and considerable resources are being dedicated to those needs from LCFF and form a Community School Partnership Program Grant. In addition, the LCAP and the ELO plan both address the need to mitigate learning loss and accelerate learning through the after school program, additional certificate staffing, and other student supports, all of which are being fully implemented.

## **Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year**

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## **Introduction**

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents



- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff

providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** *“A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”*

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021



## 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
Napa County Office of Education	Joshua Schultz Deputy Superintendent	jschultz@napacoe.org (707) 253-6832

## Plan Summary [2022-23]

### General Information

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

Napa County Office of Education's (NCOE) Juvenile Court and Community Schools (JCCS) offer a variety of services to students, including counseling and probation support, in efforts to help students achieve academic, behavior, and social-emotional skills. Committed and trained staff, along with quality programs and intensive wrap-around assistance, help students become more successful in both school and in the community. The majority of our students perform far below grade level in both reading comprehension and math. The average reading rate of our students is about a 5.4 grade level equivalency, and math is around a 4.9 grade level equivalency. Many have given up on school entirely when they arrive at our schools. JCCS currently serves approximately 91% low socio-economic students, 36% English learners, 21% students with disabilities, and 23% homeless students. Typically, 81% of our students are Hispanic, 80% are male, and 20% are female. Approximately 40-50% of our students are on formal probation, 50-60% are considered delinquent youth, and 100% are referred for expulsion, truancy, or behavior issues.

It is through meaningful relationships with caring adults that our students begin to feel they belong, they are worthy, and that they can succeed in school and with the broader community. JCCS' mission is to empower our county's most disenfranchised youth toward a productive future through restorative relationships, targeted instruction, and inspiring opportunities for growth. JCCS' aspirations are to provide highly engaging academic programs through an innovative blend of classroom instruction; online and hands on learning to increase engagement with schooling; a focus on social and emotional learning in a loving environment; college and career preparation through

training, self-reflection and real-world experiences; coordinated mental health services with universal screening; assistance in helping students access their innate source of creativity through arts education; and opportunities for students to engage in supervised prosocial activities during and after school.

The Local Control and Accountability Plan (LCAP) is our 3-Year plan describing the vision for student success, annual goals, actions, and how we use the Local Control Funding Formula (LCFF) to serve all students, including English learners, low-income, foster youth, and students with disabilities in alignment with California's ten educational priorities. The plan also states how the goals, actions, and services align with the budget. NCOE's funding entitlement for JCCS under LCFF is the LCFF Alternative Education Grant, and it consists of a Base Grant per pupil, plus Supplemental and Concentration Grants based on the students in the program who are eligible for free and reduced price lunch, and/or are English language learners and/or foster youth. NCOE's estimated total Alternative Education Grant for 2022-2023 is approximately \$2,034,673 including approximately \$628,538 in supplemental and concentration grant funding. For 2022-2023, NCOE is projecting an additional unrestricted contribution to the JCCS budget beyond the Alternative Education Grant, for a total unrestricted expenditure budget of approximately 2,076,140. In addition, NCOE has allotted over \$585,000 per year for the next 29 years for debt service for the new Community School Facility. Given that 100% of JCCS students are at risk in the sense that they have been expelled or referred from district programs, are probation referred, or they are incarcerated, funds will be spent countywide to provide educational offerings and support services. One-hundred percent of students in Juvenile Court School are considered low income as they are wards of the court; in the Community School, 80-85% of students qualify for supplemental and concentration grant funds. To provide services exclusively to low income pupils in self-contained classrooms of approximately 20 students would mean denying services to three or four of a class of 20 in the same room. The most effective way to meet the needs of the low income, English Learner, and foster youth pupils in the JCCS programs is to provide the highest quality program possible to all students. NCOE's JCCS programs are committed to using the LCAP to guide a cycle of continuous reflection, refinement, and improvement. Stakeholder engagement, including parents, students, staff, and community members, continues to play a critical role in supporting the implementation, evaluation, and monitoring of the plan. The JCCS LCAP has four overarching goals and a number of high priority initiatives that will advance student progress and increase opportunities in order for all students to succeed.

## Reflections: Successes

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

JCCS is extremely proud of our areas of strength. Staff, students, and families love our new facilities! Students report feeling valued and safe on campus and really appreciate the new school buildings often commenting that their previous high school doesn't look like the Camille Creek campus. JCCS provides strong social/emotional programs for students and staff, provides a variety of enrichment programs to increase engagement, and provides much support in technology utilization. We have been able to maintain small class sizes of 12 students per teacher. This ratio has shown to help increase attendance and reduce behavior challenges on school campus as evidenced in our behavioral tracking spreadsheet. We regularly meet basic service requirements as 100% of the JCCS teachers are fully credentialed and appropriately assigned. The schools also provide standards aligned materials for all students, and keep facilities in good repair. We have a

passionate and caring team of professionals, a high degree of staff and community engagement, and promote a school-wide learning culture where all feel like they can improve and better their professional practice. Even though the CA School Dashboard was suspended in 2020 due to the pandemic, JCCS still regularly monitors student progress based on local assessments and data. Our reading progress is up from 54% of students showing growth in reading in 2021 to 61% of students showing growth in 2022 (and 42% increasing more than one grade level). Although our 5 year cohort graduation rate for all students was only 61.1% our grad rate for Hispanic students was a bit higher at 66.7% in 2021. In addition, our attendance rate is increasing again. For all students, our attendance rate (at the end of May 2022) was 87.04% (up from 86.53 in 2021) which is a very healthy attendance rate at alternative education schools. The breakdown for the other student groups was as follows: Hispanic = 87.82%, White = 86.65%, Black/AA =80.07%, Asian = 100%, Low SED = 86.24%, ELs = 87.91%, SPED = 84.72%, and Homeless = 85.52%. JCCS also started two CTE pathways this year: culinary and welding programs, has leveled our math courses so all students receive targeted math instruction geared to meet their needs, and has put much effort and energies into sustaining our parent liaison teams. These teams, consisting of two para-educators, an intervention coordinator, and a social worker, contact 100% of families each week. They share how students are doing with their attendance, behavior, and productivity (credits earned) with families and then share what is going on with families with JCCS staff. These teams support both the student 's education and families' needs, such as access to food, mental health and wellness support, etc. The parent liaison teams, basic services, and social/emotional and academic support will continue into the 2022-2023 school year as our staff and parents report that these services have been extremely helpful.

## 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.

JCCS' greatest need as identified by all of the data collected by our participation/attendance trackers, credit accumulation, local assessments, student/parent surveys, and teacher observations is to respond to the lack of participation and productivity shown by the majority of our students. The data shows that too many of our students are not engaged in their education. Our behavior tracking spreadsheet shows that productivity or number of credits earned is not as strong as our attendance rates and our student behaviors. Our chronic absenteeism rate or the percentage of students missing more than 10% of school is also up to 47.32% in 2022 (from 46.39% in 2021) and our student groups are chronically absent at higher percentages than in years past: Hispanic = 56%, White = 53.3%, Low SED = 50.59%, SPED = 46.67%, and ELs = 40%.

Students' lack of completed work is a symptom of a long history of suffering from trauma, mental illness, dysfunction, and unfortunately early school failure. The effects of the isolation and lack of in person school connection the pandemic caused has only exacerbated these symptoms. Significantly smaller class sizes, a high student to staff ratio, a strong SEL culture, and meaningful, culturally relevant, and engaging lessons and assignments are still key to bringing our students back into the fold of education. In addition, sustained engagement with our students' families is needed to better understand the barriers that the students have with self discipline and self motivation. Moving into the 2022-2023 school year, JCCS will strive for a deeper understanding of trauma informed practices and utilization of differentiated instruction to better meet students' academic needs; participate in the Lead to Literacy grant where staff will receive brain-based training in

structured reading strategies; continue training and development of using data to drive instruction and program decisions; and continue with relevant professional development to focus on curriculum, instruction, and assessment and accountability. In an effort to mitigate some of the learning loss due to Covid, JCCS will continue with an additional teacher to allow for smaller class sizes so that all students will have more individualized support from their teachers. We will also continue with leveled math classes where students will be grouped by skill and provided instruction based on need, continue to invest in counselors for 1-1 and small group sessions, provide alternative, supplemental curriculum for students needing extra support, provide substance abuse training, and offer flexible schedules so students can take advantage of an extended day for more services.

In addition, the LLMF were also used to furnish the MakerSpace, our first "lab" space ever. These funds will help us meet more a-g requirements and college and career requirements for the first time in our 30+ year history.

## LCAP Highlights

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

NCOE will focus on four broad goals for the 2021-2024 LCAP.

Goal one will focus on understanding the individual needs of our students and families so that we may provide the supports, resources, and services that reduce the barriers our students have in academics and wellbeing. JCCS will continue to provide universal mental health screening to all students, a strong SEL culture and restorative justice services, professional development in trauma informed practices to staff, individual and group therapy for students, cognitive behavior classes, an after school enrichment program, drug and alcohol treatment, LBGTQ training, and enrichment and expanded learning through student leadership opportunities, work experience, LBGTQ Alliance, gardening, athletics, Mariposa, Young Men's Group, homework help, community service, and field trips. JCCS will continue to use the SEL curriculum, Project Wayfinder. We will continue to invest in a social worker, an interventions coordinator, a parent liaisons/case managers, school resource officer, probation officers, and a school chaplain. JCCS will also continue to invest in vape detectors, metal detectors, and cameras in each classroom to ensure safety for all.

Goal two will focus on preparing our students for their lives after high school by teaching them academic and vocational skills they will need to pursue further education or training as well as the social and emotional skills they need to have positive, meaningful relationships. To maintain our strong culture of learning, we will continue to provide regular PD opportunities including more training in literacy and structured reading strategies to ensure all students have access to a rigorous school program. To encourage higher levels of student engagement, JCCS will continue to invest in individualized math and reading programs and other digital platforms like Google Classroom and Nearpod. We will continue to provide Reading with Relevance and Achieve 3000. We will continue to provide Nimbus Arts to students along with an engaging and challenging independent study program. JCCS will provide 1:1 Chromebooks and hotspots so all students have access to technology and reliable internet. Seniors will participate in the the Get Ready program to ensure more students are college and career ready. JCCS has clearly outlined expected learner outcomes communicated by our Aspirations Chart and each student has an individual learning plan which describes their growth goals that are collaboratively created between instructors and students. We will continue to offer official

CTE Welding and Culinary programs within our new facilities, integrate the instruction of CTE/hands on skills with academic skills, and commit to expanding our internships/mentorships and engage students with more STEM/Maker education experiences.

NCOE's JCCS programs prioritize the following actions related to the new Camille Creek facility and campus to help meet Goal #1 and Goal #2:

- Provide two vocational/Career Technical Education programs: culinary arts, and welding & construction
- Expand our internship program for students to gain entry level work skills
- Create assessments aligned with academic growth
- Provide an additional teacher to allow for smaller class sizes (from 24 to 12 students per class)
- Continue our robust arts program
- Continue with parent communication and home visits

Goal three will focus on improving the coordination of services for foster youth between Child Welfare, Probation, and LEAs. Communication and coordination between educational agencies and child welfare regarding foster youth needs to be timely, accurate, ongoing and consistent so that the educational needs of foster can be met effectively. NCOE believes that evaluation of foster youth to identify services unique to their needs is a priority for our community.

Goal four will focus on coordinating the instruction of expelled pupils with the districts in the county so that all students can be placed in an appropriate educational setting. Stakeholders have agreed that the actions and services for the coordination of instruction for expelled pupils with the districts in the county have been highly effective. Coordination activities have included a well-documented referral process, designated points of contact at all LEAs, NCOE participation in district SARB processes, regular school law meetings, and the integration of district staff (e.g. special education) into the NCOE service offerings, and compliance with all placement change requirements for pupils with IEPs. The NCOE Community School Program continues to be a viable and sufficient educational placement option for expelled pupils in Napa County. As no districts operate community day school programs, the Community School continues to be the only publicly funded option for grades 7-12 students and continues to accommodate the possibility of serving K-6 students. It should be noted that to our knowledge, there has not been an elementary school expulsion in Napa County for many years.

## Comprehensive Support and Improvement

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

### ***Schools Identified***

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

N/A

**Support for Identified Schools**

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

N/A

**Monitoring and Evaluating Effectiveness**

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

N/A



# Engaging Educational Partners

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

JCCS prides itself on regular communication and engagement with educational partners. It is through ongoing meetings with teachers and other staff, including union membership and SELPA, weekly conversations with parents, parent meetings, and parent surveys as well as student surveys and analyzing student outcomes that we develop our LCAP. We meet with our site council (which serves as the Parent Advisory Committee) and ELAC twice yearly. Teachers and Case Managers meet with school administrators weekly and instructional assistants meet with administrators twice monthly. Meetings for students who receive tier three services occur twice weekly. The assistant principal, the SRO, the school probation officer, and the parent liaison team are all in attendance. The director is in regular communication with community partners, such as Juvenile Hall staff, probation, Nimbus Arts, Kiwanis, and VOICES. JCCS meets with the Napa County Office of Education's Board of Trustees throughout the school year. JCCS met with the board on February 1, 2022 to present on our Supplement to the LCAP Annual Update and report on mid-year progress in relation to our outcomes. We invited input on achieving our LCAP goals, metrics, and implementation of services. When meeting with educational partners, JCCS' director and assistant principal share data on students' demographics, academic performance, and engagement (attendance, behavior, and productivity) and invite discussion on what investments are working best for students and where the programs might need to change direction to better meet students' and families' needs. JCCS will present the LCAP to NCOE's Board of Trustees at the public hearing on Tuesday, June 7, 2022 and NCOE's board is scheduled to adopt the updated 2021-2024 LCAP at a regularly scheduled meeting on Tuesday, June 14, 2022.

A summary of the feedback provided by specific educational partners.

For the 2021-2024 LCAP, teachers see a need for offering leveled math classes to students based on skill and need, smaller class sizes, more opportunities for hands-on learning, and more internships and career readiness skills. Community partners offer positive feedback regarding restorative justice and SEL practices and school climate and culture. Students report a need for career and college readiness skills, life skills and more engaging hands on learning opportunities. Parents are reporting a desire for their students to be trained in vocational skills and a need for mental health and other community supports for their children and the families.

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

Based on parent feedback, JCCS will continue to employ parent liaison teams that connect with 100% of families on a weekly basis. The teams will work with the families to identify the root causes to challenges and make referrals as necessary. Also identified by parents is the need for vocational training. For that reason, we will continue to provide welding and culinary CTE pathways (these are also areas of high interest as identified by students). College preparedness was another high interest area. In order to raise the reading and math levels of our students so that they can access college level material, we plan to hire an additional academic teacher to decrease class size so students have more individual attention. Teachers are seeing that with smaller class sizes, students are better able to focus, behaviors are down, and more work is completed. Teachers also see a need to level the math classes rather than to teach mixed level classes. Teachers are attending YouCubed professional development in math and choosing a new math curriculum with hopes that we may see more math growth in our students.

# Goals and Actions

## Goal

Goal #	Description
1	TO UNDERSTAND THE UNIQUE NEEDS OF OUR INDIVIDUAL STUDENTS THROUGH INTERVIEWS, ASSESSMENTS AND RELATIONSHIP while always using a trauma informed approach to help address the barriers preventing the students from thriving. (LCFF Priorities 1, 3, 5, 6, and 7)

An explanation of why the LEA has developed this goal.

Our students are referred to our schools because of truancy, expulsion, failing grades or poor behavior. Their previous schools have not met their needs for complex and varied reasons . It is incumbent upon JCCS to do the work necessary to understand our individual student's barriers and put in place appropriate interventions. The vast majority of students come to our programs performing well below grade level, are of low socio-economic status, and come with existing truancy and behavior issues. The students who come to our school programs have been labeled as “failures.” They have been removed from their “traditional” middle and high schools because they do not attend or they act out. The overwhelming majority of our students are in the juvenile justice system, are socioeconomically disadvantaged, and are far below grade level in English and math. Our students are victims of abuse, neglect, or trauma. Many suffer with mental illness and/or substance abuse. Our students come to us shut down to learning, and in many cases, have given up on school entirely. According to the 2019 fall results of the California Healthy Kids Survey, 36% of students (Hispanic/Latinx= 36%, white students = 49%) feel connected at school and 49% of students (Hispanic/Latinx = 49%, white students = 50%) feel safe at school. It is through meaningful, restorative relationships with caring adults that our students begin to feel that they are worthy. And as the soul finds its worth, we see the creativity, curiosity, and the will to learn begin to stir.

The following expected annual measurable outcomes will be monitored and the aligned actions and services will be executed to ensure we meet Goal #1 and that all students, including unduplicated students and students with exceptional needs are provided the support and services to achieve. The metrics described below will help JCCS determine how progress is being made toward the elimination of barriers preventing students from thriving. The actions were specifically selected to ensure that all staff have the ability to support students and strengthen the culture so all students feel nurtured, safe, and have a sense of belonging. JCCS prioritizes the following actions related to our new facility and campus to help meet Goal #1: provide an additional teacher to allow for smaller class sizes (from 24 to 12 students per class); expand parent communication and home visits; and identify and secure recreation space for our new school. By investing in these actions, we will see, in particular, an increase in the percentage of students feeling connected and safe at school, an increase in student attendance, a decrease in students with multiple referrals to the refocus room, and more academic credits earned.

Unless otherwise noted, all Year 1 Outcome data was collected in the spring of 2022.

# Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>PHQ-9 Screener a Biopsychosocial assessment</p> <p>% of students completing the universal mental health screener (PHQ-9)</p> <p>Of those students needing a follow up PHQ-9 (because they scored a 10 or higher) track % of students who improved.</p>	<p>In 2020-2021: 95% completed the PHQ-9</p> <p>Minimal = 57% Mild = 26% Moderate = 12% Moderately Severe = 4% Severe = 1%</p> <p>71% improved on the PHQ-9</p>	TBD			<p>100% of students complete the PHQ-9 screener</p> <p>Of those students needing a follow up PHQ-9 (because they scored a 10 or higher) 75% of students will improve (scores will decrease)</p>
<p>Classroom Size Count- Maintain small classroom sizes to help support unduplicated students and those with exceptional needs</p>	<p>21-22 students assigned to classes in 2020-2021</p>	<p>12 students enrolled per class</p>			<p>Limit class size to &lt;15</p>
<p>Number of Students with Multiple Referrals to the Refocus Room Referrals - Track the number of students with a reduction in</p>	<p>Number of on-campus students (during 2020-2021) with multiple referrals to Refocus Room: 6 students (with more than 3 referrals a week)</p>	TBD			<p>Of the students who are referred to the Refocus Room more than 3 times a week (12 times a month), their referrals will decrease after a</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
their referrals to the Refocus Room					semester of interventions
Attendance Rate	For 2020-2021: All students = 86.53% Hispanic = 87.34% White = 85.35% Black/AA = 92.12% Asian = 100%	For 2021-2022: All students = 87.04% Hispanic = 87.82% White = 86.65% Black/AA = 80.07% Asian = 100%  Low SED = 86.24% ELs = 87.91% SPED = 84.72% Homeless = 85.52%			All students = (>88%) Hispanic (>88%) White (>88%) Black/AA (>94%) Asian = Maintain  Updated Outcomes (spring 2022): Low SED >88% ELs >88% SPED >85% Homeless >85.52%
The number of Credits Attempted versus Credits Earned	Students completed 78% of credits by the end of the 2021-2021 school year. Students entered the 2020-2021 school year with 40% credits completed.	TBD - this will be calculated in late June 2022			Students will complete 80% of credits
Suspension Rate	For 2020-2021: 18.1% suspension rate in 2019-2020	2020-2021: All Students = 2.7% Hispanic = 2.8% White = 0% ELs = 2.7%  2022: TBD			Decrease to 15% suspension rate
Expulsion Rate	For 2020-2021:	0 students			Maintain low expulsion rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	0 expulsions in 2020-2021				
Family Engagement Surveys (input for decision-making) % of families satisfied % of families feeling supported	For 2020-2021: 89 people complete the surveys in June and August 2020  Out of 89 responses, 100% of families felt that the support received from the school was very supportive or somewhat supportive  Out of the 89 responses, 100% of families felt satisfied or very satisfied with the school services  100% of families are contacted weekly	TBD			% of parents satisfied = >80% % of parents feeling supported = >80%  Maintain weekly contact with 100% of families
CA Healthy Kids Survey (CHKS) % of students feeling connected % of students feeling safe at school	For 2020-2021: % of students feeling connected: All students = 36% Hispanic/Latinx = 36% White students = 49%  % of students feeling safe:	Administered in March 2022  Results TBD			% of students feeling connected: All students = >50% Hispanic/Latinx = >50% White students = >50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	All students = 49% Hispanic/Latinx = 49% White students = 50%				% of students feeling safe: All students = >50% Hispanic/Latinx = >50% White students = >55%
SEL Student Survey	This is a new metric so there is no data available yet. Baseline will be determined in the 2021-2022 school year. Will implement the SEL survey in fall of 2021	TBD			Outcome target will be based on the results of the survey given in 2021-2022.
Percentage of staff receiving Restorative Justice and SEL training to help support unduplicated students and those with exceptional needs.	For 2020-2021: 100% staff trained and supported	For 2021-2022: 100% staff were trained and supported			Maintain RJ and SEL follow-up training opportunities for 100% of staff  100% of staff will continue to be trained and supported.
Percentage of teachers fully credentialed, compliant, and appropriately assigned	For 2020-2021: 100% percent of our teachers were credentialed, compliant, and appropriately assigned.	For 2021-2022: 100% percent of our teachers were credentialed, compliant, and appropriately assigned.			Maintain 100% of teachers credentialed, compliant, and appropriately assigned.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism - % of students missing more than 10% of school	<p>The Chronic Absenteeism rate from August through mid-March in 2019-2020 was  All students: 27%  Low-Income: 31.66%  English learners: 25%</p> <p>The chronic absenteeism rate for 2020-2021 was:  All students: 56.52% (65 students)  Low-Income: 54.37% (56 students)  English learners: 50% (15 students)</p>	<p>The chronic absenteeism rate for 2021-2022 was:  All students: 47.32%  Low-Income: 50.59%  English learners: 40%  SPED: 46.67%  Hispanic: 56%  White: 53.3%</p>			Decrease chronic absenteeism to 20%
<p>Middle school drop-out rate</p> <p>High School drop-out rate</p>	<p>10 students or 28% drop-out rate by the state's metrics in spring of 2020 but there are two who graduated in 2021</p>	TBD			<p>Maintain middle school drop-out rate of 0</p> <p>Decrease drop-out high-school drop-out rate (&lt;20%)</p>
Facilities Inspection Tool (FIT) Reports: Basic school facilities will be maintained in good repair	For 2020-2021: Our facilities remain in good condition as reported on the	For 2021-2022: Our facilities remain in good condition as reported on the			Maintain facilities in good condition as reported on the FIT

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Facilities Inspection Tool	Facilities Inspection Tool			
Percentage of parental participation in programs for unduplicated students  Percentage of parental participation in programs for students with exceptional needs	For 2020-2021: 100% of parents participated in 2 hour intake meetings with Licensed Clinical Social Worker for a biopsychosocial assessment.  100% of parents of unduplicated students and those with exceptional needs participate in meetings and/or phone calls and home visits throughout the year.	2021-2022:  100% of parents participated in 2 hour intake meetings with Licensed Clinical Social Worker for a biopsychosocial assessment.  100% of parents of unduplicated students and those with exceptional needs participate in meetings and/or phone calls and home visits throughout the year.			Maintain 100% of parents participating in 2 hour intake meetings with Licensed Clinical Social Worker for a biopsychosocial assessment.  Maintain 100% of parents of unduplicated students and those with exceptional needs participate in meetings and/or phone calls and home visits throughout the year.
Measure and track the number of contacts/interactions and time spent with families and students via the JCCS program spreadsheet	August-December 2020 = 1,017 contacts with families & students; 145 hours.  January-June 2021 = TBD at end of June 2021	TBD			Maintain high number of contacts/interactions with families and students

## Actions



Action #	Title	Description	Total Funds	Contributing
1.1	Staffing for SEL support, home visits, and strengthening relationships	<p>To help our students develop the self regulation and interpersonal skills needed to form and maintain positive and meaningful relationships, we will employ a social worker, an SRO, and an interventions coordinator to work with students and families to address barriers preventing students, especially unduplicated students and those with exceptional needs, from thriving in school. The social worker and interventions coordinator will work with community agencies to refer families for resources and services.</p> <p>We will employ trained para-professionals to create relationships with families and conduct the home visits. We will assign "case managers" to each classroom to connect with families on a weekly basis.</p> <p>The paraprofessionals, social worker, and interventions coordinator, and SRO will also conduct home visits to strengthen school and family connections.</p> <p>Employ a full time bilingual Parent Liaison to work with families and students, making connections across school, home, and the community.</p> <p>Employ instructional aides to work with teachers in the classrooms, and the Refocus Room (the aides will rotate), to help support unduplicated students and students with exceptional needs in the program.</p> <p>These roles will help to increase percentage/number of parents participating in programs for unduplicated students and help to increase percentage/number of parents participating in programs for students with exceptional needs.</p>	\$573,245.00	Yes
1.2	JCCS Staff Training (SEL and Restorative Justice focus)	JCCS will continue to build the capacity of staff to help support student growth in social emotional learning and restorative justice practices through investments in staff development and ongoing professional learning opportunities. The opportunities will include but not be limited	\$9,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>to the following: Restorative Justice practices, TeenTalk, and School Connect; and trauma informed practices and reflective practices to create better relationships which will help students thrive. Paraprofessionals will be trained in, but not limited to, conducting home visits, motivational interviewing, brief interventions, mental health, first aid, etc.</p> <p>JCCS will continue to develop and utilize our matrix of student goals and outcomes to track student progress toward behavior and social-emotional learning. We will explore opportunities for Instructional Assistants to identify their strengths and professional development needs and provide for their continued support and growth. We will send additional staff to trauma training (if needed) to provide in-depth support for unduplicated students and those with exceptional needs.</p>		
1.4	JCCS general staffing (leadership, instructors, office staff)	<p>JCCS will continue to maintain small class sizes to help serve students with exceptional needs by providing more individualized support. We will staff the Community High School classes with a teacher for up to 12 students per class.</p> <p>Continue to staff FTE 0.20 resource teacher to provide small group instruction and push-in to classrooms to provide support for students with exceptional needs.</p> <p>Staff Creekside Middle school with a teacher for up to 12 students.</p> <p>Continue to staff FTE 1.0 Director</p> <p>Continue to staff FTE 1.0 Assistant Principal</p> <p>Employ FTE 1.175 for two Custodians</p> <p>Employ FTE 1.0 for Administrative Assistant</p> <p>Employ FTE 1.0 for School Registrar</p>	\$1,214,852.00	No

Action #	Title	Description	Total Funds	Contributing
		Note that the base program personnel and costs described also support the achievement and standards implementation outcomes in Goal 2.		
1.5	Probation Officers	Contract for two full time probation officers	\$7,000.00	Yes
1.6	Data/information systems and platforms	Evaluate and build/leverage the current data systems to track student progress in social emotional learning and academics that will help JCCS make decisions that lead to improvements:  Contract with PROMIS/Power School - Student Information System Contract with DTS - Document Tracking System Contract for SWIS-behavior tracking system	\$10,115.00	No
1.7	Juvenile Hall Staffing	Staff the Juvenile Hall class with a teacher to ensure optimal support is given to unduplicated students and those with exceptional needs.	\$126,411.00	Yes
1.8	Fitness and After school programs	Employ a fitness coach and staff for the after school program to help provide enrichment and support for all students but principally directed to unduplicated students and students with exceptional needs.	\$81,628.00	Yes
1.9	Camille Creek Facility	In addition to the other priorities that are included in Goals 1 and 2 of the LCAP that are related to the new Camille Creek facility, JCCS also prioritizes the need to identify and secure recreation space for our new school.	\$292,500.00	No

Action #	Title	Description	Total Funds	Contributing
		Debt service for the new Camille Creek Facility. This action is split between LCAP Goal 1 and Goal 2 (see action #9) with a dollar value of \$292,500 in each goal.		

## 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.

There were no substantive differences in our planned and implemented actions and services for 2021-2022. The students who attend JCCS most often come from backgrounds of abuse, neglect and/or trauma. For that reason, JCCS has implemented a wide array of services and data collection methods to monitor our family outreach and student social emotional learning needs. JCCS now utilizes a Master Sheet, Behavior Flip (transitioning to SWIS next school year), Credit Evaluations, Student Goal Sheets, and Parent Engagement to track student and family engagement. We also use Teen Talk as a health curriculum created specifically for teens. Our community school employs a full time bilingual school social worker (LCSW) who provides universal depression screening and works with students and parents to help with needed resources and services, and a bilingual interventions coordinator (MFT) who works with parents and students to help provide needed interventions, resources and services. We work with an SRO who makes daily visits to absent students' homes to check in with our community. We have learned that students who attend in person benefit from being in small class sizes and get more attention from teachers. All staff are trained in Restorative Practices and Trauma Informed Education Practices. We practice universal mental health screening: all students are given the PHQ-9 survey to identify depression. Based on those results, follow ups or referrals are made. All students get regular "check ins" from the school social worker and are offered counseling. The school works closely with two mental health agencies, Napa County Mental Health and Aldea, Inc. which offer services on site (when schools are in regular session.) In our weekly class team meetings, we review each student and referrals are made should student be exhibiting a need or ask for services. Staff have taken part in several trainings offered by the Diagnostic Center North in such topics as "The Impact of Trauma at School: Better Understanding, Recognition, Assessment, and Support for Students with Trauma-Related Challenges," "ERMHS Assessment: Examining Your Social-Emotional Data," and "Social Emotional Learning via Remote Instruction." The mental health of the staff is equally important. NCOE provides individual and group support as well as counseling. The JCCS department meets regularly in small groups and individually to discuss not just professional issues but any personal issues that may be affecting them. We have two licensed counselors on staff, a volunteer chaplain and an SEL/MSW who are also available to staff.

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

JCCS planned to employ a full time SEL coach throughout 2021-2022 however, due to staffing challenges, transitioned the funding to other support staff. There was a slight monetary difference in costs between the SEL coach and the other support staff.

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

JCCS has had huge success with making connections and strengthening relations with parents via the case managers, bilingual parent liaisons, and the interventions coordinator because the communication has been so frequent. In addition to communicating through Facebook, the Camille Creek website, and Nixel platforms, these roles check in with designated families every week. 100% of families are now contacted weekly. The regular communication gives families an opportunity to share their needs, including basic needs, transportation, and schooling needs. Data shows that families are in desperate need of outreach and support. 41.7% of families are in need of food/meals, 41.7% are in need of mental health/counseling, 41.7% are in need of transportation to school services, and 33% are in need of parenting support classes. Closer relationships have been established between the school and families as every parent has a point person at school. If certain challenges exist for families this flags a social worker contact. The social worker will then conduct follow-up check-ins with the family. JCCS also hosted regular informal drop-in hours to connect families to community resources. Parents have reported that they see school as a resource/connection to other community resources. The amount of communication and weekly outreach to families have changed some parents' minds and increased their comfort level with sending students to campus.

JCCS has learned that not having as many students on campus has made it easier to monitor student well-being. JCCS reduced the class size to (no more than 12) so that students could easily interact with their teachers and teachers could gain a sense of how each of the students are functioning. Students are more willing to talk about their mental health needs now. Our data shows that 32 (including 17 current Chamberlain) students are receiving mental health services (including just med clinic services). As of March 17, 2021, 82 students completed the PHQ-9. 48 students (59%) report minimal depression, 19 students (23%) report mild depression, and 15 students (18%) report moderate to severe depression. We are seeing an increase in attendance and a decrease in behavior challenges on campus. We have been able to build a strong school culture where students feel they are valued and that they belong. JCCS was able to have 1,093 interactions (i.e. check-ins, crisis, intakes, job support) with students, and refer 10 students to ACCESS and Stanford Youth Solutions.

Classes have team meetings where every student is reviewed every week. Every student/family is assigned a case manager to check-in with them weekly to see how school is going and what support might be needed. If students are not completing work, or absent from class, or if depression is suspected (based on self-reporting or demeanor) students receive a home visit. When students are absent three or more times, the family receives a home visit. The resource officer is sent as the first home contact to find out how the school can help. Students and families have responded favorably to these visits. Our current data shows that our attendance rates of 87.04% are up a bit from last year at 86.4%. Student group attendance data show that our Hispanic students have also seen a small increase to 87.82% and white students = 86.65%. The attendance rates for our black students is down from 91.98% to 80.07%. Unfortunately, our chronic absenteeism rate is also up from 46% to 47.32% missing more than 10% of the school year. Even with the increased communication and connection with families, many students are not as productive (or earning credits) as much as they need to be in their academic programs. Going forward, JCCS is committed to increasing outreach through home visits to families.

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.

Goal #1 will not have too many changes in 2022-2023. As stated earlier, JCCS has learned much about what works and doesn't work well for our students. Going forward, we want to continue to focus energies on practices that will really change the course of our students' lives. JCCS is committed to having fewer students in a class so students encounter fewer distractions and have more focus, so they can maximize learning time and get more of their work completed (Action 4) JCCS wants to make the learning conditions optimum for students on campus. The updated instructional schedule will provide 2.5 hours of academics broken up across the school day. All students will have 90 minutes for homeroom instruction in the morning followed by a break. Math instruction will be leveled and students will be assigned classes based on their needs. There will be a common lunch where students can socialize and then students return to targeted academics based on needs. Electives will be offered in the afternoon and hands-on learning will be emphasized throughout the day.

Based on the happenings and learnings from these past two school years, JCCS also sees a continued need to deepen relationships with families to address root causes and remove barriers to schooling access. JCCS is committed to maintaining outreach and communication with families going forward. We need to better reach students so they are more invested in their own learning and education. In order to do this, JCCS will continue with and expand our parent liaison teams to connect with 100% of families on a weekly basis (Action 1). Our team will also continue to ensure staff are trained in restorative justice techniques, go deeper with trauma informed practices, and provide counseling services (1-2 and small groups) to all students in need (Action 2). JCCS will continue to use Teen Talk and School Connect but discontinue use of Wayfinder as staff felt it was too cumbersome a curriculum (Action 2).

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

# Goals and Actions

## Goal

Goal #	Description
2	To assist our students to develop a plan and the skills to successfully enter the workforce or pursue further education or training. (LCFF Priorities 1, 2, 4, 5, 7, 8)

An explanation of why the LEA has developed this goal.

Our students arrive to us with a schoolwide average of 4th/5th grade levels in reading comprehension and math. In order for our students to have a wide variety of options in post high school pursuits, we will put in place the academic interventions which will help them not only progress but have the motivation to do so. Based on the analysis of state and local data, including feedback from educational partners on local program data, JCCS needs to continue to strengthen the academic program provided to students. JCCS maintains a strong attendance rate for alternative education programs and, anecdotally, administrators have observed fewer students needing the refocus room. To date, the attendance rate is at 87.04% which is an improvement for students as compared to the attendance at their previous schools. We are also seeing some progress in academics. In 2020-2021, 55% of students did not meet their growth goal in ELA and 54% of students did not meet their math growth goals but in 2021-2022, 61% of students progressed on the reading interim assessments and 42% progressed more than two grade levels in reading. Even with this progress, many students have low productivity or credits earned so more work needs to be done to encourage students to work investing in their own academic and learning programs.

The program has identified the following areas needing significant improvement based on review of local performance:

- 1) Continue to accelerate students' reading and math progress.
- 2) Use multiple data points for instructional and programmatic decision making; engage students in goal setting and help students monitor their own learning by giving them a voice and choice in content exploration and study.
- 3) Due to the low numbers who go on to college or vocational training, provide more vocational programs at the high school level.
- 4) Identify meaningful academic assessments by which teachers will guide their instruction.
- 5) Continue to offer math via a leveled program where students are assigned to courses based on skill and need
- 6) Continue to train staff on UDL and the new curriculum to ensure effective implementation and quality instruction is provided to students

The following expected annual measurable outcomes will be monitored and the aligned actions and services will be executed to ensure we meet Goal #2. The metrics described below will help JCCS determine how progress is being made toward assisting students in plan development and the skills to successfully enter the workforce or pursue further education or training. The actions were specifically selected to ensure that all staff have the ability to support students and strengthen the academic program for student success. JCCS prioritizes the following actions related to our new facility and campus to help meet Goal #2: provide two vocational/Career Technical Education programs: culinary arts, and welding & construction; expand our internship program for students to gain entry level work skills; create assessments aligned with growth; and continue our robust Arts program. We expect to see more students enrolling in CTE courses and entering the

workforce or college/training program over time. We also expect to see an increase in results for our graduation rate and college/career readiness metrics.

Unless otherwise noted, all Year 1 Outcome data was collected in the spring of 2022.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students entering workforce or college/training program	<p>This is a new metric so no data is available. JCCS will begin tracking this information and baseline data will be set based on percentage in 2021-2022.</p> <p>Updated Baseline: 21% of students participating in a workforce training program (spring 2022)</p>	<p>23 (out of 110) or 21% of students participating in a workforce training programs.</p> <p>No students were dual enrolled this year.</p>			<p>The outcome target will be set based on percentage of students entering workforce or college/training program in 2021-2022.</p> <p>Updated Outcome (spring 2022): 30% of students will participate in a workforce training program</p>
Graduation Rate - 5 year cohort	<p>For 2019-2020: All students = 69.2% Hispanic students = 81% White students = 41.7%</p>	<p>For 2020-2021: All students = 61.1% Hispanic students = 66.7% White students = group too small to report</p> <p>2022 - Anticipated:</p>			<p>5 Year Cohort: All students = &gt;70% Hispanic students = &gt;85% White students = &gt;43%</p> <p>1 Year Cohort: All students = &gt;70%</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		24 students on track to graduate in June 2022 3 more students are on track to graduate by August 2022			
A-G courses are now offered for all students including unduplicated and those with exceptional needs. Due to the small school population, the lack of any laboratory facility, and the lack of students performing at grade level, there will be a limited A-G course metric	0 students took A-G courses in 2020-2021	18 students enrolled in A-G coursework			The number of students taking A-G will be > 1 each year
Advanced Placement courses are now offered to all students including unduplicated and those with exceptional needs; due to the small school population and the lack of students performing at grade level there will be a limited AP metric.	0 students took an AP course or test in 2020-2021	0 students			3 students take an AP course 1 student takes an AP test
CAASPP ELA	2018-2019 results	CAASPP was not administered in 2021			Students enrolled one semester or more will

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ELA: 11.54% of 11th grade students who took the CAASPP met or exceeded standard				improve scores by 3% in ELA
CAASPP Math	2018-2019 results Math: 3.84% of 11th grade students who took the CAASPP met or exceeded the standard	CAASPP was not administered in 2021			Students enrolled one semester or more will improve scores by 3% in Math
Percentage of students whose reading level on STAR Renaissance shows growth in reading over time	This is a new metric so no data available. Baseline will be set based on percentage of students showing growth in reading in 2021-2022.	61% students grew in Lexile reading levels 42% (out of 96 students) grew more than one grade level in reading			70% of students will meet their growth target in ELA
Percentage of students whose math performance on STAR Renaissance shows growth in math over time	This is a new metric so no data available. Baseline will be set based on percentage of students showing growth in math in 2021-2022.	TBD			70% of students will meet their growth target in Math
CTE % of students enrolled in one of two Pathways	0 percent of students enrolled as program will begin in 2021-2022	8 students enrolled in a culinary CTE pathway  15 students enrolled in a welding CTE pathway			30% students will enroll in one of two pathways (spring 2022: this outcome really isn't feasible as there are only 24 slots available for the two CTE pathways)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		100% of slots filled for the two CTE pathways			Updated Outcome (spring 2022): 100% of slots will be filled for CTE pathway courses
Percentage of students earning Workforce Certificates	This is a new metric so no data available. Baseline will be set based on the percentage of students earning workforce certificates in 2021-2022	CTE Director is working on getting workforce certificates for JCCS students			30% of juniors and seniors will earn a workforce certificate
Percentage of students college ready on the Early Assessment Program (EAP)	EAP for the 2018-2019 school year: ELA: 11.54% of 11th grade students who took the CAASPP demonstrated college readiness.  Math: 3.84% of 11th grade students who took the CAASPP demonstrated college readiness.	CAASPP was not administered in 2021			1% growth over 2018-2019 EAP results.
College/Career Readiness (CCR) Indicator on the CA Dashboard	Red Performance Level on Ca School Dashboard in 2019 - 0 percent of students were prepared for College or Career	The CA Dashboard was not operational from 2020-spring 2022			Orange performance level on CA School Dashboard. 10% of seniors will graduate college/career ready

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to Broad Course of Study as measured by the JCCS master calendar.	For 2020-2021: 100% of students, including unduplicated and those with exceptional needs have access to broad course of study in subject areas described in section 51210 and 51220	For 2021-2022: 100% of students, including unduplicated and those with exceptional needs had access to a broad course of study.			100% of students, including unduplicated and those with exceptional needs have access to broad course of study in subject areas described in section 51210 and 51220
Maintain Middle School completion rates for students who are enrolled 90 days or longer at 95% or greater.	For 2020-2021: 100% of students completed	For 2021-2022: 100% of students completed			Maintain 100%
Percentage of teachers implementing the State Standards	For 2020-2021: 100% of teachers implement state standards	For 2021-2022: 100% of teachers implemented state standards			Maintain 100% teachers implementing state standards
Percentage of students provided with the required instructional materials (the program is transitioning to a digital curriculum – license will be obtained for all students).	100% of students continue to be provided with all standards-aligned required instructional materials, including ELD.	100% of students continued to be provided with all standards-aligned required instructional materials, including ELD.			Maintain 100% of students provided with all standards-aligned required instructional materials including ELD

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Re-designated rate; EL proficiency on ELPAC	<p>ELPAC summative testing was interrupted in the spring of 2019-2021 due to campus closures from COVID.</p> <p>Only 19 out of 37 students completed the ELPAC summative and 0 students scored an overall performance of 4 so 0 percent of students were re-designated as English proficient in 2019-2020.</p>	TBD			<p>For students enrolled 180 days or more, 70% will advance one proficiency level on ELPAC.</p> <p>Re-designate at least 20% of students enrolled 180 days or longer</p>

## Actions

Action #	Title	Description	Total Funds	Contributing
2.2	Academic curricula and interim assessments	JCCS strives to offer engaging and meaningful curriculum for students. Based on feedback from staff and students, we will continue to invest in contracts for Reading with Relevance and Achieve 3000 programs for ELA/ELD, Math, and academic interventions. To ensure English learners can access the CCSS and the ELD standards, they will receive English language acquisition instruction via Achieve 3000 curriculum and dedicated class time focused on language development at their proficiency levels. STAR Renaissance will be utilized to track and measure student progress in reading and math throughout the school year.	\$10,628.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Staff will continue to evaluate data and efficacy of ELA and Math programs and use assessment data for student intervention placement and progress monitoring purposes (costs embedded in staff expenditures).		
<b>2.3</b>	Professional Training Opportunities (academic focus)	<p>JCCS will continue to build the capacity of staff to help support student growth in academics through investments in staff development and ongoing professional learning opportunities. The opportunities will include but not be limited to the following: Contract for training in the Common Core, new curricula, technology, Universal Design for Learning, Multiple Tiered Systems of Support, and Data Teams to support students, especially unduplicated and those with exceptional needs.</p> <p>Staff will be trained and supported to successfully implement a leveled math program where students are assigned classes based on needs and skills. JCCS will also provide staff training on ELD and language acquisition strategies.</p> <p>We will continue to contract with consultants to help analyze student work and plan for instructional next steps to meet students' needs. JCCS staff will work with students to set learning goals in ELA and math, SEL, and life skills utilizing our matrix of learning aspirations to track student progress.</p>	\$1,000.00	Yes
<b>2.5</b>	Access to technology and support	JCCS will continue to contract with GoGuardian, Nearpod, and Google Licenses. We will replace Chromebooks and hot spots class by class as needed; purchase 1-3 class sets (up to 60) to ensure all students including unduplicated students and those with exceptional needs have access to current, updated technology.	\$12,028.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Internship/Mentorship programs	JCCS will continue to support and develop the mentorship/internship program ensuring all students, but principally directed to unduplicated students and those with exceptional needs, have access and support. We will use existing staff and community relationships to create internships for interested seniors.	\$700.00	Yes
2.7	Career Technology Education (CTE) and Arts programs	JCCS will implement and staff CTE courses in the areas determined to be of high interest: welding and culinary to ensure more academic paths are offered for unduplicated students and those with exceptional needs.  We will also continue to provide our program-wide Nimbus Arts program and add more sessions for students, especially for unduplicated students and those with exceptional needs, as they engage more in their schooling as a result of participating in this program. We will also purchase necessary materials for CTE program.	\$192,978.00	Yes
2.8	Credit Recovery	JCCS will continue to contract with Edmentum for Credit Recovery to provide more support for unduplicated students and those with exceptional needs.	\$3,484.00	Yes
2.9	Camille Creek Facility	Debt service for the new Camille Creek Facility. This action is split between LCAP Goal 1 (see action #9) and Goal 2 with a dollar value of \$292,500 in each goal.	\$292,500.00	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.

JCCS did not have many substantive differences between planned and implemented actions and services in 2021-2022. NCOE's Juvenile Court and Community School (JCCS) programs have learned much about student needs and what works better for their educational partners over the past two years. Class sizes are limited to 12 as students get more attention from teachers. There has been an emphasis on English and math, all teachers hold office hours for student support, and there is homework help four days a week. All teachers have been trained in Reading with Relevance, a California State standards based literacy program where teachers guide students through the process of reading relevant, culturally diverse, socially and emotionally rich literature. Other curricula includes Achieve 3000 for math and ELA/ELD. These programs help target individualized instruction with scaffolding and embedded assessments which align with the individual student's needs. ELA and math assessments are administered three times over the course of the year to ascertain progress and help target interventions. Students with IEPs receive additional instruction from their Resource teacher. Our ELL designated students receive additional support through the Achieve 3000's specialized ELL program addressing phonics, language development, and fluency. All students have access to A-G courses through the online program, Edmentum. Each week, the classroom team (teacher, instructional assistant, director, assistant principal, case manager and SEL coach) meet to review every individual student's attendance, academic progress, and social/emotional well being. The work completed, contacts made, and information gained were charted. If students were not fully participating or not making progress, interventions were put in place, such as: additional instructional time with teachers; SST meetings; referrals to counselors; home visits. Teachers worked together two hours each week for professional development and to discuss and evaluate student work. Together, staff evaluated curriculum, programs, and strategies to determine what to continue, discontinue and to make changes where needed. In addition to two CTE pathways (Welding and Culinary) the following are also available to engage students in schooling: School Garden (In-Person), Nimbus Arts (In-Person), PE (In-Person), Leadership (Virtual), Mariposa/Men's Group (Virtual) Work Experience (Virtual), and LGBTQ Group (Virtual). We employed a part time Instructional Technology Coach who was responsible for providing computer and technological support and professional learning for teachers. We use GoGuardian to manage the digital sites onto which the students are allowed to go. Also included in our community school enrollment numbers is an Independent Study program where students meet with their teacher twice weekly. We have a full-time bilingual social worker and bilingual interventions coordinator who is also our SARB supervisor. Both work not just with our students but with the families as well. During regular operations, the school day runs from 9:00 to 2:00 PM. We run a 3 hour after school program with a grant from 21st Century High School After School Safety and Enrichment for Teens (ASSETs). We partner with community agencies to provide our students on site, as well as off site, mental health services, drug and alcohol treatment, enrichment activities and community service opportunities.

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

There were some differences between budgeted expenditures and actuals for actions related to the new facilities. Costs for the new facilities as budgeted were somewhat less than expected. In addition, we had added an unplanned action: Camille Creek Shop in which we spent \$613,350.



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

JCCS has had a long history of addressing the needs of at risk youth. These very high-need students face many challenges, including poverty, poor academic achievement, and low resiliency factors. The social, emotional, behavioral, and academic supports and interventions we provide to both students and families helps with maintaining a strong attendance rate (for alternative education programs) and helps with reducing behavior challenges. JCCS is exceptionally proud of our new CTE pathways we can offer with our new facilities. We are seeing students getting very engaged with the welding and culinary programs and they are learning life skills that will benefit them post high school. 100% of our slots have been filled this school year as eight students have been enrolled in a culinary CTE pathway and fifteen students have been enrolled in a welding CTE pathway. For additional career readiness, JCCS is excited that 21% of students have been participating in the workforce training program. Twenty-three of our students have jobs and are learning skills valued by workplace industries.

Even with all of the supports though, students still struggle with their basic math and language arts concepts. In 2019 (the last year CAASPP public results were available for JCCS), 89% of students did not meet the standard in language arts, and 96% of students failed to meet standards for math. It is incumbent upon us to do all we can to rectify our students learning gaps in the short time we have them (our students are with us for an average of 18-22 months.) With the actions and services targeted for 2021-2022, we are starting to see some more engagement in academic programs as 18 students have been enrolled in A-G courses. We have also seen growth on the interim language arts and math assessments. 61% of students progressed on the reading interim assessments and 42% progressed more than two grade levels in reading. Even with this progress, many students still have low productivity or credits earned so more work needs to be done to encourage students to invest in their own academic and learning journeys.

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.

Goal #2 will not have too many changes for 2022-2023. As credit completion is still a challenge, JCCS knows that credit completion is still a challenge for our students and our program will need to continue to focus our energies to improve it. We think investing in our supportive interventions and practices for at least another year will help with strengthening this aspect of our educational program. JCCS has learned that it is ever important to have relevant curriculum that is engaging for students and staff alike. Reading with Relevance has increased student participation in class as it encourages meaningful discussions where students interact with interesting texts, engage in dialogue and share their thinking. JCCS will return to using Achieve 3000 for language arts and math (as XXX was too cumbersome a curriculum for teaching staff) and Nearpod programs as they also provide highly engaging content and topics (Action 2). For next school year, JCCS will maintain a class size of 12, keep a distance learning schedule for independent learners, continue to employ case managers to ensure connection with families remains solid, maintain home visits for families, and hire an additional teacher to help accelerate learning for students. JCCS is excited to continue with the welding and culinary pathways which provide more opportunities for hands-on, experiential learning. JCCS is committed to monitoring how students are progressing academically as well as social emotionally. JCCS staff will continue using the STAR Renaissance platform to assess student progress in reading and math at least three times each year to set and track student growth goals.

JCCS is committed to having fewer students in a class so students encounter fewer distractions and have more focus, so they can maximize learning time and get more of their work completed. JCCS wants to make the learning conditions optimum for students on campus. The updated instructional schedule will provide 2.5 hours of academics broken up across the school day. All students will have 90 minutes for homeroom instruction in the morning followed by a break. Math instruction will be leveled and students will be assigned classes based on their needs. There will be a common lunch where students can socialize and then students return to targeted academics based on needs. Electives will be offered in the afternoon and hands-on learning will be emphasized throughout the day.

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

# Goals and Actions

## Goal

Goal #	Description
3	Improve the coordination of services for foster youth among Child Welfare, Probation, and LEAs. (LCFF Priority 10)

An explanation of why the LEA has developed this goal.

Communication and coordination between educational agencies and child welfare regarding foster youth needs to be timely, accurate, ongoing and consistent so that the educational needs of foster can be met effectively. NCOE believes that evaluation of foster youth to identify services unique to their needs is a priority for our community. The combination of our metrics and actions presented below will help NCOE staff improve the coordination of services for foster youth across local agencies. The following metrics will help us track how successful we are with these coordination efforts and bring to light any changes or adjustments to make to our actions for continued progress and growth towards this goal.

Unless otherwise noted, all Year 1 Outcome data was collected in the spring of 2022.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Advisory Council Attendance -Measure membership attendance (5 meetings/year)	For 2020-2021: 70% of council members attended regularly	Mid Year 2022- Avg. 80%  Year End Total - Avg. 74% of council members attend regularly			85% of council members will attend 90% meetings
Completion of Council Meeting Surveys - percentage of council members completing surveys	For 2020-2021: 50% of Advisory Council members completed the surveys	50% of council members completed surveys			75% of council members will complete surveys 80% of members will rate the council

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		70% rated the council meetings as effective or highly effective			meetings as highly effective
Post Grad Data: Percent of students who qualify for graduation Percentage of students who complete the FAFSA	For 2020-2021: Foster rights have been shared with students but we do not yet have student confirmation of those who graduated 2 students (4%) completed the FAFSA	Year End - Out of 9 seniors, 7 qualify to graduate - 4 completed FAFSA (57%)  Youth were not surveyed about knowing their rights; will complete in 2022-23			80% of students report that they know about their Foster rights pertaining to graduation Of those students interested in attending college, 100% complete the FAFSA
Transition to TK-K Data: Flagging the percentage of early childhood students transitioning to TK-K	This is a new metric so no data is available. We will begin to track this information and baseline will be set based on 2021-2022 data.	4 students have been identified in state preschool program and 100% flagged for potentially transitioning to TK/K			Of all FY attending early childhood programs, flag 90% of them prior to the start of their TK-K school year
Training Data to Track: Percentage of agencies that attend trainings offered Effectiveness of trainings (post survey)	For 2020-2021: 35% of partner agencies and districts regularly attend the trainings  85.7% of participants rated the trainings as helpful	10 Trainings were provided  AVG - 80% of districts participated  AVG - 85% of participants rated the trainings as effective or highly effective			100% of districts and agencies participate in the countywide trainings  90% of participants will rate the trainings as effective or highly effective

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

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Collaboration with Partner Agencies	<p>The FY Coordinator and Family Advocate positions will ensure the Foster Advisory Council has a representative from each of the Foster Serving agencies. This will increase communication, help identify gaps in services, and increase awareness of agencies' roles in serving FY students. This will contribute to educational stability and improve processes and protocols for meeting FY educational needs.</p> <p>The Title IV-E Educational Liaison will ensure the prompt transfer of educational records, support immediate enrollment, serve as the conduit of information across child welfare, probation, and school districts.</p>	\$133,914.00	No
3.2	Post graduation planning	A 0.40 FTE Community and Family Advocate position is budgeted to support post-graduation planning with students and resource families. This position will work with schools to provide assistance to FY post-grads (tracks seniors and juniors, works with agencies to ensure support for financial assistance, college enrollment, completing applications, etc.).	\$18,000.00	No
3.3	Council Meetings and Information and Data Sharing	<p>The FY Coordinator and Title IV-E Educational Liaison will establish a process of using Foster Focus to report on periodic student improvement on identified key indicators and school stability data to the Advisory Council at least two times a year.</p> <p>Will survey Advisory Council annually to determine topic of interest.</p> <p>Will design council meetings to align with interests. Will follow up with surveys after each meeting to improve upon council structure and</p>	\$14,750.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>content. Will send out agendas at least a week in advance for members to provide input.</p> <p>Continue subscription to Foster Focus.</p>		
3.4	Early Childhood Connections	The FY Coordinator and Title IV-E Educational Liaison will collaborate with NCOE's Early Childhood Director to develop a process that alerts LEAs of incoming TK-K FY students from preschool programs. This increased articulation will help maintain educational stability, ensure immediate priority enrollment of students, and provide access to records.	\$14,800.00	No
3.5	Training Program	FY Coordinator will organize trainings for Child-welfare, Social Workers, Resource Families, District Liaisons and/or staff to inform on FY laws and rights and policies and procedures. Other training topics also include trauma informed practices as related to FY, post-graduation planning, and financial aid.	\$12,602.00	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.

There were no substantive differences between the planned and implemented actions for Goal #3 in 2021-2022. The coordinator planned and hosted Advisory Council and provided 10 trainings across the year, with additional meetings as needed to FY agency staff, and other appropriate groups including: Child Welfare, Probation, School Staff, Special Education Staff and Service Providers, Foster Parents, Foster Youth. The FYSCP Coordinator collaborated with NVUSD to sponsor the trainings that were held. The post graduation subcommittee continued to work together to identify the high school students who needed information on applying for college (available services, FAFSA, how to self-identify as FY to access other services in college).

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

All budgeted funds were used to implement the planned actions and services for this goal. We spent more than originally projected because of additional AB 130 funding.

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

Collaboration really stands out as a success in 2021-22. Through collaboration we coordinated a lot of trainings that improved understanding of educational rights and processes, increased post-graduation outreach, and streamlined communication between key agencies that serve foster youth. Our data show that 80% of districts participated and 85% of the participants rated the trainings as effective or highly effective.

There was one challenge in that NVUSD had the only seniors, and it was difficult accessing those students through their counselors to help them complete the FAFSA/CADAA applications. Out of nine seniors, seven qualify to graduate and only four completed the FAFSA (57%). The education collaboration subcommittee continued to identify gaps in information where the districts and NCOE need to focus to create systems to better serve students. For instance, gaps were still identified for change in placement forms, educational student records, and credits earned.

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.

No major changes are anticipated for this goal in 2022-2023. After analysis of our FY program strengths and areas to improve, NCOE staff plans to increase collaboration across agencies serving FY. The FYSPC coordinator will schedule meetings with Child Welfare, probation, school districts, and local non-profits to better understand their roles and needs for technical assistance. The FY program will continue to fund a 0.40 FTE program FYSPC coordinator to help coordinate trainings and communication and lend data support. The School of Origin form is still in development. Policies and procedures for the use of the School of Origin form are also being developed. Through a strong collaboration with Child Welfare, Napa County was able to access Title IV-E funds for an educational liaison. This role/liaison is now working with Child Welfare social workers to strengthen the use of the School of Origin form. The liaison will work with Child Welfare and the school districts to ensure the procedures are followed. The Foster Focus data system has been utilized more often than once thought. The Ed liaison ensures that data input is clean and accurate. The FYSPC Coordinator is working on a data sharing MOU for Foster Focus and Child Welfare so other counties can access student records when placed out of county (which would make the transfer of information more effective). The FYSCP Coordinator wants to create a practice so the Advisory Council regularly uses data to inform decisions impacting FY students.

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

# Goals and Actions

## Goal

Goal #	Description
4	Coordinate the instruction of expelled pupils with the districts in the county so that all students can be placed in an appropriate educational setting. (LCFF Priority 9)

An explanation of why the LEA has developed this goal.

NCOE will continue to implement the Countywide Expulsion Plan (LCFF Priority 9: Expelled Pupils). Community members have agreed that the actions and services for the coordination of instruction for expelled pupils with the districts in the county have been highly effective and the following metrics and actions described below will help us continue to meet this goal. Coordination activities have included a well-documented referral process, designated points of contact at all LEAs, NCOE participation in district SARB processes, regular school law meetings, and the integration of district staff (e.g. special education) into the NCOE service offerings, and compliance with all placement change requirements for pupils with IEPs. The NCOE Community School Program continues to be a viable and sufficient educational placement option for expelled pupils in Napa County. As no districts operate community day school programs, the Community School continues to be the only publicly funded option for grades 7-12 students and continues to accommodate the possibility of serving K-6 students. It should be noted that to our knowledge, there has not been an elementary school expulsion in Napa County for many years. The following metrics and actions will help NCOE meet this goal.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain Community School program as an option for expelled pupils. Maintain and update AB922 plan as needed.	For 2020-2021: The Community School program was maintained as an option for expelled pupils. The AB922 plan was maintained and updated as needed.	For 2021-2022: The Community School program was maintained as an option for expelled pupils. The AB922 plan was maintained and updated as needed.			Maintain AB922 plan and update as needed.

## Actions



Action #	Title	Description	Total Funds	Contributing
4.1	Countywide Expulsion Plan	NCOE will continue to implement the Countywide Expulsion Plan. If program changes occur, NCOE will meet with district superintendents to revise the plan and submit to the state if revised.	\$0.00	No
4.2	Coordination	Continue to maintain close coordination between NCOE staff and district liaison's for all referrals to the NCOE community school and independent study programs, which are the only public school options available for expelled students in Napa County. Coordination activities include a well-documented referral process, designated points of contact at all LEAs, NCOE participation in district SARB processes, regular school law meetings, and the integration of district staff (e.g. special education) into the NCOE service offerings, and compliance with all placement change requirements for pupils with IEPs.	\$0.00	No

## Goal Analysis [2021-22]

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

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

NCOE has continued to implement the Countywide Expulsion Plan (<http://www.napacoe.org/wpcontent/uploads/2013/01/Expulsion-Plan2015-2018.pdf>). We also maintain close coordination between NCOE staff and district liaison's for all referrals to the NCOE community school and independent study programs, which are the only public school options available for expelled students in Napa County.

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

No material differences have occurred for this goal.

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

Educational partners have agreed that the actions and services for the coordination of instruction for expelled pupils with the districts in the county have been highly effective. Coordination activities have included a well-documented referral process, designated points of contact at all LEAs, NCOE participation in district SARB processes, regular school law meetings, and the integration of district staff (e.g. special education) into the NCOE service offerings, and compliance with all placement change requirements for pupils with IEPs. The NCOE

Community School Program continues to be a viable and sufficient educational placement option for expelled pupils in Napa County. As no districts operate community day school programs, the Community School continues to be the only publicly funded option for grades 7-12 students and continues to accommodate the possibility of serving K-6 students. It should be noted that to our knowledge, there has not been an elementary school expulsion in Napa County for many years.

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.

No changes will be made to this Goal, outcomes, or actions and services for the 2022-2023 LCAP.

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

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$628,538	n/a

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

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
14.42%	0.00%	\$0.00	14.42%

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

## Required Descriptions

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

NCOE's JCCS program runs one court school (Crossroads), located in juvenile hall to serve incarcerated youth, and one community school on a campus of its own (Camille Creek). Crossroads enrolls between 5 - 20 students at any given time, and Camille Creek Community School enrolls between 80-120. 100% of JCCS students are at risk in the sense that they have been expelled from district programs, are probation referred, or they are incarcerated. These very high-need students face many challenges, including poverty, poor academic achievement, and low resiliency factors. 100% of students in Juvenile Court School are considered low income as wards of the court. Close to 90% of our students live in poverty; nearly 36% are English Language Learners, exceeding the CA state average of 21%; and 81% are Hispanic/Latino, compared to 54% statewide. Students struggle with their basic math and language arts concepts: 75% of students at Camille Creek have not yet met the standard on their language arts scores, and 92% of students failed to meet standards for math. This time of Covid-19 has exacerbated many of the issues our students face (food and housing insecurity, mental health and addiction challenges, academic challenges, etc.). Our staff is working closely to mitigate the effects that COVID-19 has had on so many in our school community this past two years. All of the services described in this section are principally directed at serving the needs of our unduplicated students although all students and their families can access and benefit from them as so many of them have the same needs. We have considered the needs and circumstances of our unduplicated students first when prioritizing these actions but after examining survey data indicating parent/family priorities and considering feedback from staff and students themselves, these actions principally directed to unduplicated students will be offered on a school-wide or LEA wide basis for all students in need. To provide services exclusively to low income pupils,

English Learners, or foster youth in self-contained classrooms of approximately 12 students, would mean denying services to three or four in the same room. The most effective way to meet the needs of the low income, English Learner, and foster youth pupils in the JCCS program is to provide the highest quality program possible to all students.

The needs of our students designated as low socio-economic status and foster youth are great. So many of our low-income and foster youth students struggle with mental health issues, drug and alcohol dependency, and have experienced or are experiencing abuse and/or trauma. Because these students come from backgrounds of abuse, neglect and/or trauma, they often lack self regulation and have maladaptive coping mechanisms. If our students are to thrive in and outside of school, they require restorative relationships, targeted instruction, and inspiring opportunities for growth. JCCS' foundational tenets are: Creating an environment of unconditional love and respect for students who have encountered grave challenges; we empower them to believe in their own ability to succeed. Only when they believe in themselves, will they aspire to live healthy and productive lives. It is then that our students become open to the school experience. When teachers create experiences of personally meaningful, engaging, creative, and stimulating work, students gain a sense of mastery that fosters positive academic mindsets. Staff must model the social and emotional skills we wish our students to learn. Staff must understand that we “teach who we are” and hold ourselves and each other accountable to the highest interpersonal standards. Students gain confidence through connections with the larger community through supported workplace opportunities. When our students gain confidence in the workplace, they begin the journey toward independence and productive citizenship. JCCS understands the crucial role our educational program plays in our low-income and foster youth students' and their families' lives. When surveyed about how to meet the needs of unduplicated students, teachers see a need for more professional development in math, offering leveled math classes to students based on skill and need, smaller class sizes, more opportunities for hands-on learning, and more internships and career readiness skills. Community partners offer positive feedback regarding restorative justice and SEL practices, and want to see these services continue and expand. Students report a need for career and college readiness skills, life skills and more engaging hands on learning opportunities. Parents are reporting a desire for their students to be trained in vocational skills and a need for mental health and other community supports for their children and extended families.

In response to these varied needs of our students, especially our low socio-economic and foster youth students, our staff is taking on a larger support role in 2022-2023. This year, in addition to our intervention support specialist, we have created a parent/family liaison team to work directly with families (Goal 1, Action 1). To help our students develop the self regulation and interpersonal skills needed to form and maintain positive and meaningful relationships, our liaison team will work with students and families to address barriers preventing low-income and foster youth students from thriving in school. Based on parent feedback, JCCS will be forming and training home teams to visit and work in the homes of families with students (Goal 1, Action 2), especially low-income students, who are not performing well. The teams will work with the families to identify the root causes and make referrals as necessary. The paraprofessionals, social worker, and interventions coordinator, and SRO (who provides safety and proactive mentoring relationships with students) will conduct home visits to strengthen school and family connections (Goal 1, Action 1). Even though these services are principally directed for low-income and foster youth students, they will be available for all students as so many of our students have the same needs. These roles at JCCS will help to increase the percentage/number of parents participating in programs and student engagement in school programs. By investing in these actions, we will see, in particular, an increase in the percentage of students feeling connected and safe at school, an increase in student attendance, a decrease in students with multiple referrals to the refocus room, and more academic credits earned.

Also identified by parents is the need for vocational training. For that reason, we are excited to provide new welding/construction and culinary CTE pathways (these are also areas of high interest as identified by students). The CTE program, like our arts instruction program at Nimbus Arts, provides highly engaging and creative experiences for low-income students who are traditionally under served in schools (Goal 2, Action 7). While we offer these services in a schoolwide approach as most of our students need engaging, hands-on educational experiences, we always consider our unduplicated students' needs first and pay close attention to making sure our unduplicated students' needs are met. College preparedness was another high interest area when parents and staff were surveyed. In order to raise the reading and math levels of our students so that they can access college level material, we will hire an additional academic teacher to decrease class size so students have more individual attention. Teachers are seeing that with smaller class sizes, students are better able to focus, behaviors are down, and more work is completed. Teachers also see a need to level the math classes rather than to teach mixed level classes (Goal 2, Actions 2 and 3). Teachers are attending professional development in math and literacy with hopes that we may see more academic growth in our students. By investing in the aforementioned actions, we expect to see more students enrolling in CTE courses and entering the workforce or college/training program over time. We also expect to see an increase in results for our graduation rate and college/career readiness metrics.

To build on the strength of our educational program, the following actions will continue from the 2017-2020 LCAP. Parents, staff, and students have reported that these actions need to continue to meet students' needs, especially the needs of our low-income and foster youth students. School and community members report that these actions and services have been effective (100% of parents completing the school surveys feel very supportive and satisfied with the school services). Because student achievement is so low upon entering the program, between 5th and 7th grade academic levels for most students, engaging students is the first step towards success. An 86.53% attendance rate shows how engaging the program has been and continues to be. As JCCS strives to support students emotionally and academically, the continued investments in staff, programs, and a focus on creating a culture of belonging have helped JCCS increase student attendance rates which indicate stronger student engagement across the school.

For the 2021-2024 LCAP, JCCS will continue to develop and utilize a matrix of student goals and outcomes to track student progress toward academic, behavior, and social-emotional learning (Goal 1, Action 2). JCCS staff will continue to be trained in restorative practices, trauma informed practices, and reflective practices to create better relationships which will help low-income and foster youth students thrive (Goal 1, Action 2). We will send additional staff to trauma training (if needed) to provide in-depth support for unduplicated students (Goal 1, Action 2). JCCS will continue to employ instructional aides for the classrooms and the Refocus Room to support low-income and foster youth students needing extra help (Goal 1, Action 1). We will explore opportunities for Instructional Assistants to identify their strengths and professional development needs and provide for their continued support and growth. Paraprofessionals will be trained in, but not limited to, conducting home visits, motivational interviewing, brief interventions, mental health, and first aid (Goal 1, Action 2). JCCS will also continue to invest in the following programs to support low-income students' health, mental health and SEL: School Connect, and Teen Talk (Goal 1, Action 2). JCCS will contract for two full time probation officers (Goal 1, Action 5) and staff the Juvenile Hall class with a teacher to ensure optimal support is given to students who are incarcerated (Goal 1, Action 7). We will employ a fitness coach and staff for the after school program to help provide enrichment and support for all students but principally directed to low-income and foster youth students (Goal 1, Action 8). JCCS

will continue to support and develop the mentorship/internship program (Goal 2, Action 6), provide Nimbus Arts (Goal 2, Action 7), and contract with Edmentum for credit recovery (Goal 2, Action 8) to provide more support as these programs engage students more in their schooling. From these increased and improved services, it is our expectation we will better meet the needs of our low-income and foster youth students more effectively. We will see a positive effect on our attendance rate and chronic absenteeism and fewer of these students will be referred to the Refocus Room multiple times in a week. We anticipate our suspension rate to decrease over time, more students will feel safe and connected to school as reported on the California Healthy Kids Survey (CHKS) and SEL surveys, and more students will be college and career ready as reported on the CA School Dashboard.

While many of our English learners fall within the low-income student group, our ELs also have unique needs related to their language acquisition progress and access to school programs via general communication methods. JCCS works hard to find effective, relevant and engaging curriculum for our unduplicated students, but especially for English learners who need extra support in their English language development. For curriculum support we will be switching back to Achieve 3000 in 2022-2023, with its embedded academic interventions and ELD components to meet the needs of our EL students as well as those who are performing below grade level (Goal 2, Action 2). Other curricula such as Reading with Relevance are designed for highly engaging learning experiences too (Goal 2, Action 2). We will continue to invest in quality professional development (Common Core, ELD and language acquisition strategies, using technology, Universal Design for Learning and Multiple Tiered Systems of Support, and Data Teams) so our staff is better able to provide equitable access to targeted instruction for English learners, as well as any other learner who may be struggling with academic language development (Goal 2, Action 3). JCCS will continue to invest in three dedicated staff: our bilingual school social worker, our bilingual interventions' coordinator, and bilingual parent liaison, to work with students and parents to help secure services and resources for them and their children (Goal 1, Action 1). With these investments, JCCS expects more of our ELs to make progress in English language proficiency as measured by the ELPAC, more ELs to make academic progress in ELA and math, and for more families to have reliable information communicated to them in a timely manner so as to secure the resources they need when they need them.

It is our expectation that these increased services and resources combined will help us meet the needs of our low-income, foster youth, and English learners and we will see more of these students reach their academic growth goals in ELA and math, and more of these students will participate in a CTE pathway. Our CTE pathway will also allow us to increase our percentage of low-income, foster youth, and EL students who are college and career ready and show more interest and engagement with school programs. We will be watching these data more closely and this will allow us to intervene with students sooner who need more support.

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

Napa COE is required to increase and/or improve services for foster youth, English learners, and low-income students by 14.2% in the 2022-2023 school year. The school-wide actions and services described above for our unduplicated pupils that NCOE is investing in and

implementing for the 2022-2023 school year more than meets this requirement.

In addition to the actions/services described above (in prompt #1), our English learners also receive services over those received by non EL students in the form of:

- Staff trained in ELD and effective instructional strategies for language acquisition
- Curriculum with ELD components
- A bi-lingual, bi-cultural parent liaison communicating regularly with all Spanish-speaking parents regarding student attendance, behavior, and academic progress

Students in the Court School program are 100% eligible for supplemental and concentration grant funds as they are all regarded as low-income. They receive services over those received by other students in the form of:

- A dedicated program staffed by a full time teacher with regular ed. and special education credentials
- One full time aide
- One-to-one Chromebook access and a year round after school program
- Access to the Nimbus Arts enrichment program via traveling docents

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

n/a

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	na	1:12
Staff-to-student ratio of certificated staff providing direct services to students	na	1:12

## 2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,528,886.00	\$336,559.00		\$156,690.00	\$3,022,135.00	\$2,353,180.00	\$668,955.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Staffing for SEL support, home visits, and strengthening relationships	English Learners Foster Youth Low Income	\$319,690.00	\$213,893.00		\$39,662.00	\$573,245.00
1	1.2	JCCS Staff Training (SEL and Restorative Justice focus)	English Learners Foster Youth Low Income	\$1,000.00	\$8,000.00			\$9,000.00
1	1.4	JCCS general staffing (leadership, instructors, office staff)	All	\$1,214,852.00				\$1,214,852.00
1	1.5	Probation Officers	English Learners Foster Youth Low Income	\$7,000.00				\$7,000.00
1	1.6	Data/information systems and platforms	All	\$9,515.00	\$600.00			\$10,115.00
1	1.7	Juvenile Hall Staffing	English Learners Foster Youth Low Income	\$126,411.00				\$126,411.00
1	1.8	Fitness and After school programs	English Learners Foster Youth Low Income	\$81,628.00				\$81,628.00
1	1.9	Camille Creek Facility	All	\$292,500.00				\$292,500.00
2	2.2	Academic curricula and interim assessments	English Learners Foster Youth Low Income	\$10,628.00				\$10,628.00



Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.3	Professional Training Opportunities (academic focus)	English Learners Foster Youth Low Income	\$1,000.00				\$1,000.00
2	2.5	Access to technology and support	English Learners Foster Youth Low Income	\$5,000.00			\$7,028.00	\$12,028.00
2	2.6	Internship/Mentorship programs	English Learners Foster Youth Low Income	\$700.00				\$700.00
2	2.7	Career Technology Education (CTE) and Arts programs	English Learners Foster Youth Low Income	\$162,978.00	\$5,000.00		\$25,000.00	\$192,978.00
2	2.8	Credit Recovery	English Learners Foster Youth Low Income	\$3,484.00				\$3,484.00
2	2.9	Camille Creek Facility	All	\$292,500.00				\$292,500.00
3	3.1	Collaboration with Partner Agencies	Foster Youth All		\$70,164.00		\$63,750.00	\$133,914.00
3	3.2	Post graduation planning	Foster Youth All		\$18,000.00			\$18,000.00
3	3.3	Council Meetings and Information and Data Sharing	Foster Youth All		\$2,000.00		\$12,750.00	\$14,750.00
3	3.4	Early Childhood Connections	Foster Youth All		\$6,300.00		\$8,500.00	\$14,800.00
3	3.5	Training Program	Foster Youth All		\$12,602.00			\$12,602.00
4	4.1	Countywide Expulsion Plan	All					\$0.00
4	4.2	Coordination	All					\$0.00

## 2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$4,359,255	\$628,538	14.42%	0.00%	14.42%	\$719,519.00	0.00%	16.51 %	<b>Total:</b>	\$719,519.00
								<b>LEA-wide Total:</b>	\$719,519.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Staffing for SEL support, home visits, and strengthening relationships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$319,690.00	
1	1.2	JCCS Staff Training (SEL and Restorative Justice focus)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	
1	1.5	Probation Officers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,000.00	
1	1.7	Juvenile Hall Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$126,411.00	
1	1.8	Fitness and After school programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$81,628.00	
2	2.2	Academic curricula and interim assessments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,628.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	Professional Training Opportunities (academic focus)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	
2	2.5	Access to technology and support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
2	2.6	Internship/Mentorship programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$700.00	
2	2.7	Career Technology Education (CTE) and Arts programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$162,978.00	
2	2.8	Credit Recovery	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,484.00	

## 2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$3,064,253.00	\$3,710,803.14

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Staffing for SEL support, home visits, and strengthening relationships	Yes	\$665,937.00	\$652,234
1	1.2	JCCS Staff Training (SEL and Restorative Justice focus)	Yes	\$16,500.00	\$20,750
1	1.4	JCCS general staffing (leadership, instructors, office staff)	No	\$1,117,380.00	\$1,110,713.72
1	1.5	Probation Officers	Yes	\$7,000.00	\$7000
1	1.6	Data/information systems and platforms	No	\$9,812.00	\$9672
1	1.7	Juvenile Hall Staffing (instructor and aide)	Yes	\$203,450.00	\$191,738.39
1	1.8	Fitness and After school programs	Yes	\$76,721.00	\$81,628
1	1.9	New Camille Creek Facility	No	\$292,500.00	\$263,018
2	2.1	Technology Coach	Yes	\$68,224.00	\$53,666.53
2	2.2	Academic curricula and interim assessments	Yes	\$14,675.00	\$16,699

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Professional Training Opportunities (academic focus)	Yes	\$4,025.00	\$3000
2	2.4	Unplanned action: Camille Creek Shop	Yes	\$0	\$613,350
2	2.5	Access to technology and support	Yes	\$14,925.00	\$9870
2	2.6	Internship/Mentorship programs	Yes	\$700.00	0
2	2.7	Career Technology Education (CTE) and Arts programs	Yes	\$82,225.00	\$183,953
2	2.8	Credit Recovery	Yes	\$3,613.00	\$3,362.50
2	2.9	The new Camille Creek Facility	No	\$292,500.00	\$263,018
3	3.1	Collaboration with Partner Agencies	No	\$133,914.00	\$137,285
3	3.2	Post graduation planning	No	\$18,000.00	\$46,466
3	3.3	Council Meetings and Information and Data Sharing	No	\$14,750.00	\$13,096
3	3.4	Early Childhood Connections	No	\$14,800.00	\$17,274
3	3.5	Training Program	No	\$12,602.00	\$13,009
4	4.1	Countywide Expulsion Plan	No	\$0.00	\$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.2	Coordination	No	\$0.00	\$0

## 2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$446,935	\$916,168.00	\$1,436,995.00	(\$520,827.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Staffing for SEL support, home visits, and strengthening relationships	Yes	\$549,270.00	\$340,083	0	0
1	1.2	JCCS Staff Training (SEL and Restorative Justice focus)	Yes	\$6,500.00	\$0	0	0
1	1.5	Probation Officers	Yes	\$7,000.00	\$7000	0	0
1	1.7	Juvenile Hall Staffing (instructor and aide)	Yes	\$127,271.00	\$126,411	0	0
1	1.8	Fitness and After school programs	Yes	\$52,265.00	\$81,628	0	0
2	2.1	Technology Coach	Yes	\$68,224.00	\$53,667	0	0
2	2.2	Academic curricula and interim assessments	Yes	\$14,675.00	\$5574	0	0
2	2.3	Professional Training Opportunities (academic focus)	Yes	\$4,025.00	\$3000	0	0
2	2.4	Unplanned action: Camille Creek Shop	Yes	\$0	\$613,350	0	0
2	2.5	Access to technology and support	Yes	\$2,900.00	44942	0	0
2	2.6	Internship/Mentorship programs	Yes	\$700.00	\$0	0	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.7	Career Technology Education (CTE) and Arts programs	Yes	\$79,725.00	\$157,978	0	0
2	2.8	Credit Recovery	Yes	\$3,613.00	\$3362	0	0



**2021-22 LCFF Carryover Table**

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
9,368,454	\$446,935	0	4.77%	\$1,436,995.00	0.00%	15.34%	\$0.00	0.00%

# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

## **Plan Summary**

### **Purpose**

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

## Requirements and Instructions

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

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

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

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

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

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

## Engaging Educational Partners

## Purpose

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

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

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

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

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

## Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

## **Focus Goal(s)**

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

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

## **Broad Goal**

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

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

## **Maintenance of Progress Goal**

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

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

## **Required Goals**

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

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

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



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

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

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

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

### **Measuring and Reporting Results:**

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

### Purpose

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

### Requirements and Instructions

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

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

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

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

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

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

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

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

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

### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)



- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

**LCFF Carryover Table**

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
January 2022

Napa County Office of Education  
Barbara Nemko, Ph.D., Superintendent

**Item: 2.C.**  
June 7, 2022  
Board Meeting

**TITLE:** Public Hearing of the 2022-23 Adopted Budget

**HISTORY:** The Napa County Office of Education is on the single budget adoption cycle, which means the budget is adopted in June for the succeeding year. The budget is then officially revised throughout the year as projected income and expenses are adjusted.

**CURRENT PROPOSAL:** The proposed General Fund budget is submitted with a small deficit projected in the unrestricted component for 2022-23 and increasing deficits in the subsequent two fiscal years. General Fund reserves are projected to exceed the state required 3% reserve for the budget year and the two subsequent fiscal years.

In addition to the General Fund budget, included are the budgets for the Cafeteria, Child Development, School Facilities, SELPA Fund, Special Reserves for Capital Outlay, Post-Employment Benefits and Other than Capital Outlay, and School Facilities Fund.

**FUNDING SOURCE:** All NCOE Funds.

**SPECIFIC RECOMMENDATION:** Recommend that the Board adopt the budget as presented.

**PREPARED BY:** Joshua Schultz, Deputy Superintendent  
6/3/2022 kb



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ANNUAL BUDGET REPORT:

July 1, 2022 Budget Adoption

This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the County Board of Education pursuant to Education Code sections 1620, 1622, 33129, 52066, 52067, and 52068.

Public Hearing:

Adoption Date: June 14, 2022

Place: Napa County Office of Education

Signed: \_\_\_\_\_

Date: June 07, 2022

Clerk/Secretary of  
the County Board

Time: 03:30 PM

(Original signature  
required)

Contact person for additional information on the budget reports:

Name: Joshua Schultz

Title: Deputy Superintendent

Telephone: (707) 253-6832

E-mail: jschultz@napacoe.org

To update our mailing database, please complete the following:

Superintendent's  
Name: Barbara Nemko

Chief Business  
Official's Name: Joshua Schultz

CBO's Title: Deputy Superintendent

CBO's  
Telephone: \_\_\_\_\_

Criteria and Standards Review Summary

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

CRITERIA AND STANDARDS			Met	Not Met
1a	Average Daily Attendance (ADA) - County Operations Grant	Projected County Operations Grant ADA has not been overestimated by more than the standard for the first prior fiscal year, or two or more of the previous three fiscal years.	X	
1b	ADA - County Programs	Projected ADA for county programs has not exceeded the standard for the budget and two subsequent fiscal years.		X
CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.	X	
3	Salaries and Benefits	Projected total salaries and benefits are within the standard for the budget and two subsequent fiscal years.	X	
4a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X

4b	Other Expenditures	Projected expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
5	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X	
6	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	
7	Fund Balance	Unrestricted county school service fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
8	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	
<b>SUPPLEMENTAL INFORMATION</b>			<b>No</b>	<b>Yes</b>
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Exps.	Are there ongoing county school service fund expenditures in excess of one percent of the total county school service fund expenditures that are funded with one-time resources?		X
S3	Using Ongoing Revenues to Fund One-time Exps.	Are there large non-recurring county school service fund expenditures that are funded with ongoing county school service fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the county school service fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?		X
<b>SUPPLEMENTAL INFORMATION (continued)</b>			<b>No</b>	<b>Yes</b>
S6	Long-term Commitments	Does the county office have long-term (multiyear) commitments or debt agreements?		X
		If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2021-22) annual payment?		X
S7a	Postemployment Benefits Other than Pensions	Does the county office provide postemployment benefits other than pensions (OPEB)?		X
		• If yes, are they lifetime benefits?	X	
		• If yes, do benefits continue beyond age 65?	X	
		• If yes, are benefits funded by pay-as-you-go?	X	
S7b	Other Self-insurance Benefits	Does the county office provide other self-insurance benefits (e.g., workers' compensation)?		
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:		
		• Certificated? (Section S8A, Line 1)		
		• Classified? (Section S8B, Line 1)		
		• Management/supervisor/confidential? (Section S8C, Line 1)		

S9	Local Control and Accountability Plan (LCAP)	<ul style="list-style-type: none"> <li>Did or will the county office of education's governing board adopt an LCAP or an update to the LCAP effective for the budget year?</li> <li>Approval date for adoption of the LCAP or approval of an update to the LCAP:</li> </ul>		X
S10	LCAP Expenditures	Does the county office of education's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X
<b>ADDITIONAL FISCAL INDICATORS</b>			<b>No</b>	<b>Yes</b>
A1	Negative Cash Flow	Do cash flow projections show that the county office will end the budget 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	Declining ADA	Is County Operations Grant ADA decreasing in both the prior fiscal year and budget year?	X	
A4	New Charter Schools Impacting County Office ADA	Are any new charter schools operating in county boundaries that are impacting the county office's ADA, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the county office entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
A6	Uncapped Health Benefits	Does the county office provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
<b>ADDITIONAL FISCAL INDICATORS (continued)</b>			<b>No</b>	<b>Yes</b>
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	

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

Pursuant to Education Code Section 42141, if a county office of education is self-insured for workers' compensation claims, the county superintendent of schools annually shall provide information to the governing board of the county board of education regarding the estimated accrued but unfunded cost of those claims. The county board of education annually shall certify to the Superintendent of Public Instruction the amount of money, if any, that has been reserved in the budget of the county office of education for the cost of those claims.

To the Superintendent of Public  
Instruction:

Our county office of education is self-insured for workers' compensation claims as defined in  
Education Code Section 42141(a):

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

X This county office of education is self-insured for workers' compensation claims through a  
JPA, and offers the following information:

\_\_\_\_\_ North Bay Schools Insurance Authority (NBSIA)

\_\_\_\_\_ This county office of education is not self-insured for workers' compensation claims.

Signed \_\_\_\_\_ Date of Meeting: Jun 14, 2022

Clerk/Secretary of the Governing Board

(Original signature required)

For additional information on this certification, please contact:

Name: Joshua Schultz  
Title: Deputy Superintendent  
Telephone: (707) 253-6832  
E-mail: \_\_\_\_\_

# Napa County Office of Education

## 2022-23 Adopted Budget Assumptions

### 2022-23 LCFF Revenue Assumptions

- \$14,556,641 County P-2 property taxes 2021-22
- \$1,450,300 Minimum state aid
- \$500,000 Differentiated Assistance
- (\$5,726,334) Special education transfer set at 39.34%
- (\$2,655,339) SRAF transfer of excess property tax to fund county court system

### Revenue Changes Compared to 2021-22 Estimated Actuals

#### Unrestricted

- (\$12,000) Interest earnings at the Treasury
- (\$89,000) Induction Program moved to Restricted
- (\$36,000) One-time contracts
- (100,000) NCOE Foundation revenue

#### Restricted Federal Funding:

- (686,000) ESSER/GEER one-time funds
- \$605,000 Lead to Literacy
- (\$245,000) CCSPP Camile Creek award
- (1,042,000) CaliReads
- (1,497,000) 21<sup>st</sup> Century

#### Restricted State Funding:

- (1,382,000) IEEEEP
- \$100,000 Infant Funding (6.56% projected COLA)
- \$125,000 ASES carryover
- (\$158,000) CalOES awards
- \$620,000 Mental Health Student Services Act MHSSA
- \$1,200,000 Student Behavioral Health Incentive Program SBHIP
- \$161,000 Oral Health
- (\$210,000) Educator Effectiveness
- (1,900,000) CTEIG/Strong Workforce
- (\$789,000) ELO/Learning Loss one-time funding

#### Local Funding:

- \$1,694,000 Sonoma County ELOP contracts
- \$813,000 NVUSD ELOP contract
- (\$345,000) Ed Awards
- (\$220,000) Redevelopment funds
- (\$450,000) Preschool Fee for Service
- (\$220,000) Redevelopment fees

### Expenditure Assumptions

#### Unrestricted

- All open and filled positions are fully funded in the budget
- 4.5 FTE shifted back from one-time ESSER/GEER/ELO funding
- Salary schedules budgeted with a 3.25% increase - \$182,000 increase

- PERS and STRS rate increases included - \$138,000 increase
- New costs associated with the Camille Creek School - \$68,000 increase
- Roofing for NPP - \$107,000
- Fund Balance Unrestricted Resources built with expenses only - \$190,000

Restricted

- All open and filled positions are fully funded in the budget
- 4.5 FTE shifted to Unrestricted plus 2.5 FTE ended
- Salary schedules budgeted with a 3.25% increase - \$429,000 increase
- PERS and STRS rate increases included - \$372,000 increase
- Fund Balance Unrestricted Resources built with expenses only - \$676,000
- Expenses associated with ending programs or decreases in funding have been removed and expenses associated with new programs or increases in funding have been added.
- Indirect Rate at 11.17%

Historical increases of PERS and STRS Rates

	PERS	STRS
2016-17	13.888%	12.58%
2017-18	15.531%	14.43%
2018-19	18.062%	16.28%
2019-20	19.721%	17.10%
2020-21	20.700%	16.15%
2021-22	22.910%	16.92%
2022-23	25.370%	19.10%
2023-24	25.200%	19.10%
2024-25	24.600%	19.10%
2025-26	23.700%	19.10%
2026-27	22.600%	19.10%

Description	Object Codes	2022-23 Budget (Form 01) (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 A, Line B5)		18,738.00	-2.00%	18,363.24	-2.00%	17,995.97
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	8,141,434.11	0.00%	8,141,434.11	0.00%	8,141,434.11
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	52,481.10	0.00%	52,481.10	0.00%	52,481.10
4. Other Local Revenues	8600-8799	1,075,436.70	0.00%	1,075,436.70	0.00%	1,075,436.70
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	(1,171,042.27)	0.00%	(1,171,042.27)	0.00%	(1,171,042.27)
6. Total (Sum lines A1 thru A5c)		8,098,309.64	0.00%	8,098,309.64	0.00%	8,098,309.64
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				1,440,263.12		1,635,060.12
b. Step & Column Adjustment				17,300.00		18,417.00
c. Cost-of-Living Adjustment				32,128.00		25,433.00
d. Other Adjustments				145,369.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	1,440,263.12	13.53%	1,635,060.12	2.68%	1,678,910.12
2. Classified Salaries						
a. Base Salaries				4,267,699.86		4,713,073.86
b. Step & Column Adjustment				63,116.00		65,483.00
c. Cost-of-Living Adjustment				94,676.00		0.00
d. Other Adjustments				287,582.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	4,267,699.86	10.44%	4,713,073.86	1.39%	4,778,556.86
3. Employee Benefits	3000-3999	2,021,016.06	6.40%	2,150,332.00	2.31%	2,199,972.00
4. Books and Supplies	4000-4999	671,766.92	0.00%	671,766.92	0.00%	671,766.92
5. Services and Other Operating Expenditures	5000-5999	2,577,823.36	0.00%	2,577,823.36	0.00%	2,577,823.36
6. Capital Outlay	6000-6999	160,281.00	-95.63%	7,000.00	0.00%	7,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	587,487.50	0.00%	587,487.50	0.00%	587,487.50
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(3,368,246.93)	0.00%	(3,368,246.93)	0.00%	(3,368,246.93)
9. Other Financing Uses						



Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
a. Transfers Out	7600-7629	15,000.00	0.00%	15,000.00	0.00%	15,000.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		8,373,090.89	7.36%	8,989,296.83	1.77%	9,148,269.83
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(274,781.25)		(890,987.19)		(1,049,960.19)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		9,325,195.20		9,050,413.95		8,159,426.76
2. Ending Fund Balance (Sum lines C and D1)		9,050,413.95		8,159,426.76		7,109,466.57
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	440,086.93		27,476.31		27,476.31
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	6,960,873.02		6,482,496.45		5,432,536.26
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,649,454.00		1,649,454.00		1,649,454.00
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		9,050,413.95		8,159,426.76		7,109,466.57
E. AVAILABLE RESERVES						
1. County School Service Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,649,454.00		1,649,454.00		1,649,454.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)		1,649,454.00		1,649,454.00		1,649,454.00

F. ASSUMPTIONS  
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
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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.

Shift of 4.3 FTE from one-time restricted funding sources back to the Unrestricted General Fund.

Description	Object Codes	2022-23 Budget (Form 01) (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 A, Line B5)						
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	1,087,940.00	0.00%	1,087,940.00	0.00%	1,087,940.00
2. Federal Revenues	8100-8299	13,289,300.86	-0.61%	13,208,437.00	0.00%	13,208,437.00
3. Other State Revenues	8300-8599	12,104,106.43	-2.56%	11,794,338.00	0.00%	11,794,338.00
4. Other Local Revenues	8600-8799	12,355,943.48	0.00%	12,355,943.48	0.00%	12,355,943.48
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	1,171,042.27	0.00%	1,171,042.27	0.00%	1,171,042.27
6. Total (Sum lines A1 thru A5c)		40,008,333.04	-0.98%	39,617,700.75	0.00%	39,617,700.75
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				5,082,856.10		5,114,864.10
b. Step & Column Adjustment				62,082.00		62,943.00
c. Cost-of-Living Adjustment				115,295.00		94,415.00
d. Other Adjustments				(145,369.00)		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	5,082,856.10	0.63%	5,114,864.10	3.08%	5,272,222.10
2. Classified Salaries						
a. Base Salaries				13,572,142.55		13,585,778.55
b. Step & Column Adjustment				120,487.00		125,006.00
c. Cost-of-Living Adjustment				180,731.00		0.00
d. Other Adjustments				(287,582.00)		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	13,572,142.55	0.10%	13,585,778.55	0.92%	13,710,784.55
3. Employee Benefits	3000-3999	5,323,073.23	2.87%	5,476,041.00	1.72%	5,570,143.00
4. Books and Supplies	4000-4999	3,323,072.52	0.00%	3,323,072.52	0.00%	3,323,072.52
5. Services and Other Operating Expenditures	5000-5999	10,417,172.75	-12.21%	9,145,597.00	-4.18%	8,762,958.44
6. Capital Outlay	6000-6999	100,000.00	0.00%	100,000.00	0.00%	100,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	2,878,520.14	0.00%	2,878,520.14	0.00%	2,878,520.14
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
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)		40,696,837.29	-2.64%	39,623,873.31	-0.02%	39,617,700.75
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(688,504.25)		(6,172.56)		0.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		694,676.81		6,172.56		0.00
2. Ending Fund Balance (Sum lines C and D1)		6,172.56		0.00		0.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	6,172.56		0.00		0.00
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	0.00				
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	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)		6,172.56		0.00		0.00
E. AVAILABLE RESERVES						
1. County School Service Fund						
a. Stabilization Arrangements	9750	0.00				
b. Reserve for Economic Uncertainties	9789	0.00				
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
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.						
Shift of 4.3 FTE from one-time restricted funding sources back to the Unrestricted General Fund.						

Description	Object Codes	2022-23 Budget (Form 01) (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 A, Line B5)		18,738.00	-2.00%	18,363.24	-2.00%	17,995.97
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	9,229,374.11	0.00%	9,229,374.11	0.00%	9,229,374.11
2. Federal Revenues	8100-8299	13,289,300.86	-0.61%	13,208,437.00	0.00%	13,208,437.00
3. Other State Revenues	8300-8599	12,156,587.53	-2.55%	11,846,819.10	0.00%	11,846,819.10
4. Other Local Revenues	8600-8799	13,431,380.18	0.00%	13,431,380.18	0.00%	13,431,380.18
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)		48,106,642.68	-0.81%	47,716,010.39	0.00%	47,716,010.39
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				6,523,119.22		6,749,924.22
b. Step & Column Adjustment				79,382.00		81,360.00
c. Cost-of-Living Adjustment				147,423.00		119,848.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	6,523,119.22	3.48%	6,749,924.22	2.98%	6,951,132.22
2. Classified Salaries						
a. Base Salaries				17,839,842.41		18,298,852.41
b. Step & Column Adjustment				183,603.00		190,489.00
c. Cost-of-Living Adjustment				275,407.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	17,839,842.41	2.57%	18,298,852.41	1.04%	18,489,341.41
3. Employee Benefits	3000-3999	7,344,089.29	3.84%	7,626,373.00	1.88%	7,770,115.00
4. Books and Supplies	4000-4999	3,994,839.44	0.00%	3,994,839.44	0.00%	3,994,839.44
5. Services and Other Operating Expenditures	5000-5999	12,994,996.11	-9.79%	11,723,420.36	-3.26%	11,340,781.80
6. Capital Outlay	6000-6999	260,281.00	-58.89%	107,000.00	0.00%	107,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	587,487.50	0.00%	587,487.50	0.00%	587,487.50
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(489,726.79)	0.00%	(489,726.79)	0.00%	(489,726.79)
9. Other Financing Uses						
a. Transfers Out	7600-7629	15,000.00	0.00%	15,000.00	0.00%	15,000.00

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
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)		49,069,928.18	-0.93%	48,613,170.14	0.31%	48,765,970.58
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(963,285.50)		(897,159.75)		(1,049,960.19)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		10,019,872.01		9,056,586.51		8,159,426.76
2. Ending Fund Balance (Sum lines C and D1)		9,056,586.51		8,159,426.76		7,109,466.57
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	440,086.93		27,476.31		27,476.31
b. Restricted	9740	6,172.56		0.00		0.00
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	6,960,873.02		6,482,496.45		5,432,536.26
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,649,454.00		1,649,454.00		1,649,454.00
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		9,056,586.51		8,159,426.76		7,109,466.57
E. AVAILABLE RESERVES						
1. County School Service Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,649,454.00		1,649,454.00		1,649,454.00
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	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		1,649,454.00		1,649,454.00		1,649,454.00
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		3.36%		3.39%		3.38%
F. RECOMMENDED RESERVES						

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
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? <span style="margin-left: 200px;">Yes</span> b. If you are the SELPA AU and are excluding special education pass-through funds: 1. Enter the name(s) of the SELPA(s): Napa County SELPA						
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)		6,001,313.00		6,001,313.00		6,001,313.00
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)		49,069,928.18		48,613,170.14		48,765,970.58
3. Calculating the Reserves a. Expenditures and Other Financing Uses (Line B11)		49,069,928.18		48,613,170.14		48,765,970.58
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)		49,069,928.18		48,613,170.14		48,765,970.58
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 8 for calculation details)		3.00%		3.00%		3.00%
e. Reserve Standard - By Percent (Line F3c times F3d)		1,472,097.85		1,458,395.10		1,462,979.12
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 8 for calculation details)		664,000.00		664,000.00		664,000.00



Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
g. Reserve Standard (Greater of Line F3e or F3f)		1,472,097.85		1,458,395.10		1,462,979.12
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

**NAPA COUNTY OFFICE OF EDUCATION  
2022-23  
Adopted Budget, General Fund**

	2021-22			2022-23		
	Estimated Actuals			Adopted Budget		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
<b>REVENUES</b>						
LCFF/Property Tax	8,142,097	1,087,941	9,230,038	8,141,434	1,087,940	9,229,374
Federal Revenues	-	16,190,816	16,190,816	-	13,289,301	13,289,301
State Revenues	52,481	14,438,960	14,491,441	52,481	12,104,106	12,156,588
Local Revenues	1,312,364	11,250,049	12,562,413	1,075,437	12,355,943	13,431,380
<b>TOTAL REVENUES</b>	<b>9,506,942</b>	<b>42,967,765</b>	<b>52,474,707</b>	<b>9,269,352</b>	<b>38,837,291</b>	<b>48,106,643</b>
<b>EXPENSES</b>						
Certificated Salaries	1,442,268	5,614,194	7,056,462	1,440,263	5,082,856	6,523,119
Classified Salaries	4,063,295	13,000,545	17,063,839	4,267,700	13,572,143	17,839,842
Employee Benefits	1,782,806	5,554,613	7,337,419	2,021,016	5,323,073	7,344,089
Books & Supplies	764,774	3,951,042	4,715,816	671,767	3,323,073	3,994,839
Services & Operating Exp	2,624,752	11,554,445	14,179,198	2,577,823	10,417,173	12,994,996
Capital Outlay	219,105	1,821,584	2,040,689	160,281	100,000	260,281
Other Outgo	526,036	-	526,036	587,488	-	587,488
Direct/Indirect Support Costs	(3,403,363)	2,912,497	(490,865)	(3,368,247)	2,878,520	(489,727)
<b>TOTAL EXPENDITURES</b>	<b>8,019,674</b>	<b>44,408,921</b>	<b>52,428,594</b>	<b>8,358,091</b>	<b>40,696,837</b>	<b>49,054,928</b>
<b>Excess/Deficiency</b>	<b>1,487,268</b>	<b>(1,441,155)</b>	<b>46,113</b>	<b>911,261</b>	<b>(1,859,547)</b>	<b>(948,286)</b>
<b>OTHER FINANCING SOURCES/USES</b>						
Transfers In	10,000	-	10,000	-	-	-
Transfers Out	(228,592)	(220,230)	(448,822)	(15,000)	-	(15,000)
Contributions	(1,012,407)	1,012,407	-	(1,171,042)	1,171,042	-
<b>TOTAL OTHER FINANCING</b>	<b>(1,231,000)</b>	<b>792,177</b>	<b>(438,822)</b>	<b>(1,186,042)</b>	<b>1,171,042</b>	<b>(15,000)</b>
<b>NET INCREASE/DECREASE</b>	<b>256,268</b>	<b>(648,978)</b>	<b>(392,709)</b>	<b>(274,781)</b>	<b>(688,504)</b>	<b>(963,286)</b>
<b>FUND BALANCE</b>						
<b>Beginning Balance</b>	<b>9,068,927</b>	<b>1,343,655</b>	<b>10,412,581</b>	<b>9,325,195</b>	<b>694,677</b>	<b>10,019,872</b>
Adjustments	-	-	-	-	-	-
<b>ENDING BALANCE</b>	<b>9,325,195</b>	<b>694,677</b>	<b>10,019,872</b>	<b>9,050,414</b>	<b>6,173</b>	<b>9,056,587</b>
Components of Fund Balance						
Nonspendable	468,195	-	468,195	440,087	-	440,087
Restricted	-	694,677	694,677	-	6,173	6,173
Committed	-	-	-	-	-	-
Assigned: <i>Counterparty Risk</i>	7,077,401	-	7,077,401	6,960,873	-	6,960,873
Reserve for Economic Uncertainties 3%	1,779,599	-	1,779,599	1,649,454	-	1,649,454
<b>UNASSIGNED ENDING FUND BALANCE</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
<b>A. REVENUES</b>									
1) LCFF Sources		8010-8099	8,142,096.89	1,087,940.85	9,230,037.74	8,141,434.11	1,087,940.00	9,229,374.11	0.0%
2) Federal Revenue		8100-8299	0.00	16,190,815.64	16,190,815.64	0.00	13,289,300.86	13,289,300.86	-17.9%
3) Other State Revenue		8300-8599	52,481.10	14,438,960.27	14,491,441.37	52,481.10	12,104,106.43	12,156,587.53	-16.1%
4) Other Local Revenue		8600-8799	1,312,364.08	11,250,048.63	12,562,412.71	1,075,436.70	12,355,943.48	13,431,380.18	6.9%
5) TOTAL, REVENUES			9,506,942.07	42,967,765.39	52,474,707.46	9,269,351.91	38,837,290.77	48,106,642.68	-8.3%
<b>B. EXPENDITURES</b>									
1) Certificated Salaries		1000-1999	1,442,268.33	5,614,193.85	7,056,462.18	1,440,263.12	5,082,856.10	6,523,119.22	-7.6%
2) Classified Salaries		2000-2999	4,063,294.58	13,000,544.66	17,063,839.24	4,267,699.86	13,572,142.55	17,839,842.41	4.5%
3) Employee Benefits		3000-3999	1,782,805.66	5,554,613.31	7,337,418.97	2,021,016.06	5,323,073.23	7,344,089.29	0.1%
4) Books and Supplies		4000-4999	764,774.34	3,951,041.99	4,715,816.33	671,766.92	3,323,072.52	3,994,839.44	-15.3%
5) Services and Other Operating Expenditures		5000-5999	2,624,752.25	11,554,445.44	14,179,197.69	2,577,823.36	10,417,172.75	12,994,996.11	-8.4%
6) Capital Outlay		6000-6999	219,104.79	1,821,583.98	2,040,688.77	160,281.00	100,000.00	260,281.00	-87.2%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	526,036.45	0.00	526,036.45	587,487.50	0.00	587,487.50	11.7%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(3,403,362.60)	2,912,497.33	(490,865.27)	(3,368,246.93)	2,878,520.14	(489,726.79)	-0.2%
9) TOTAL, EXPENDITURES			8,019,673.80	44,408,920.56	52,428,594.36	8,358,090.89	40,696,837.29	49,054,928.18	-6.4%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>									
			1,487,268.27	(1,441,155.17)	46,113.10	911,261.02	(1,859,546.52)	(948,285.50)	-2,156.4%
<b>D. OTHER FINANCING SOURCES/USES</b>									
1) Interfund Transfers									
a) Transfers In		8900-8929	10,000.00	0.00	10,000.00	0.00	0.00	0.00	-100.0%
b) Transfers Out		7600-7629	228,592.47	220,230.00	448,822.47	15,000.00	0.00	15,000.00	-96.7%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(1,012,407.35)	1,012,407.35	0.00	(1,171,042.27)	1,171,042.27	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(1,230,999.82)	792,177.35	(438,822.47)	(1,186,042.27)	1,171,042.27	(15,000.00)	-96.6%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>									
			256,268.45	(648,977.82)	(392,709.37)	(274,781.25)	(688,504.25)	(963,285.50)	145.3%
<b>F. FUND BALANCE, RESERVES</b>									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	9,068,926.75	1,343,654.63	10,412,581.38	9,325,195.20	694,676.81	10,019,872.01	-3.8%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			9,068,926.75	1,343,654.63	10,412,581.38	9,325,195.20	694,676.81	10,019,872.01	-3.8%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			9,068,926.75	1,343,654.63	10,412,581.38	9,325,195.20	694,676.81	10,019,872.01	-3.8%
2) Ending Balance, June 30 (E + F1e)			9,325,195.20	694,676.81	10,019,872.01	9,050,413.95	6,172.56	9,056,586.51	-9.6%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	27,476.31	0.00	27,476.31	27,476.31	0.00	27,476.31	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	440,718.76	0.00	440,718.76	412,610.62	0.00	412,610.62	-6.4%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	694,676.81	694,676.81	0.00	6,172.56	6,172.56	-99.1%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	7,077,401.13	0.00	7,077,401.13	6,960,873.02	0.00	6,960,873.02	-1.6%
Counterparty Risk	0000	9780	7,077,401.13		7,077,401.13			0.00	
Counterparty Risk	0000	9780			0.00	6,960,873.02		6,960,873.02	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	1,779,599.00	0.00	1,779,599.00	1,649,454.00	0.00	1,649,454.00	-7.3%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>G. ASSETS</b>									
1) Cash									
a) in County Treasury		9110	14,949,159.47	(8,547,822.21)	6,401,337.26				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	27,476.31	0.00	27,476.31				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments									
9150		9150	0.00	0.00	0.00				
3) Accounts Receivable									
9200		9200	125,845.51	619,761.36	745,606.87				
4) Due from Grantor Government									
9290		9290	0.00	0.00	0.00				

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	440,718.76	0.00	440,718.76				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) TOTAL, ASSETS			15,543,200.05	(7,928,060.85)	7,615,139.20				
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
<b>I. LIABILITIES</b>									
1) Accounts Payable		9500	656,933.34	8,750.00	665,683.34				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	1,000,000.00	0.00	1,000,000.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			1,656,933.34	8,750.00	1,665,683.34				
<b>J. DEFERRED INFLOWS OF RESOURCES</b>									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
<b>K. FUND EQUITY</b>									
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			13,886,266.71	(7,936,810.85)	5,949,455.86				
<b>LCFF SOURCES</b>									
Principal Apportionment									
State Aid - Current Year		8011	1,950,300.00	0.00	1,950,300.00	1,950,300.00	0.00	1,950,300.00	0.0%
Education Protection Account State Aid - Current Year		8012	16,166.00	0.00	16,166.00	16,166.00	0.00	16,166.00	0.0%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	46,050.00	0.00	46,050.00	46,427.00	0.00	46,427.00	0.8%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	13,571,490.00	0.00	13,571,490.00	13,689,247.00	0.00	13,689,247.00	0.9%
Unsecured Roll Taxes		8042	473,046.00	0.00	473,046.00	460,781.00	0.00	460,781.00	-2.6%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Prior Years' Taxes		8043	0.00	0.00	0.00	27,702.00	0.00	27,702.00	New
Supplemental Taxes		8044	160,400.00	0.00	160,400.00	332,484.00	0.00	332,484.00	107.3%
Education Revenue Augmentation Fund (ERAF)		8045	6,556,846.00	0.00	6,556,846.00	6,556,846.00	0.00	6,556,846.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Receipt from Co. Board of Sup.		8070	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			22,774,298.00	0.00	22,774,298.00	23,079,953.00	0.00	23,079,953.00	1.3%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	(14,632,201.11)	1,087,940.85	(13,544,260.26)	(14,938,518.89)	1,087,940.00	(13,850,578.89)	2.3%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			8,142,096.89	1,087,940.85	9,230,037.74	8,141,434.11	1,087,940.00	9,229,374.11	0.0%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	440,000.00	440,000.00	0.00	440,000.00	440,000.00	0.0%
Special Education Discretionary Grants		8182	0.00	4,441,546.51	4,441,546.51	0.00	3,268,119.74	3,268,119.74	-26.4%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		48,880.00	48,880.00		53,574.00	53,574.00	9.6%
Title I, Part D, Local Delinquent Programs	3025	8290		121,275.51	121,275.51		93,287.00	93,287.00	-23.1%
Title II, Part A, Supporting Effective Instruction	4035	8290		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	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Title III, Part A, English Learner Program	4203	8290		0.00	0.00		0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3040, 3045, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 3183, 4037, 4038, 4123, 4124, 4126, 4127, 4128, 4204, 5630	8290		4,046,980.05	4,046,980.05		2,876,913.81	2,876,913.81	-28.9%
Career and Technical Education	3500-3599	8290		108,761.00	108,761.00		124,242.00	124,242.00	14.2%
All Other Federal Revenue	All Other	8290	0.00	6,983,372.57	6,983,372.57	0.00	6,433,164.31	6,433,164.31	-7.9%
TOTAL, FEDERAL REVENUE			0.00	16,190,815.64	16,190,815.64	0.00	13,289,300.86	13,289,300.86	-17.9%
<b>OTHER STATE REVENUE</b>									
Other State Apportionments									
ROC/P Entitlement									
Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan									
Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	1,412,995.00	1,412,995.00	0.00	1,505,687.00	1,505,687.00	6.6%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	27,578.00	0.00	27,578.00	27,578.00	0.00	27,578.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	17,000.00	8,650.00	25,650.00	17,000.00	8,650.00	25,650.00	0.0%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from									
State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		2,455,099.72	2,455,099.72		2,583,723.60	2,583,723.60	5.2%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6680, 6685, 6690, 6695	8590		394,142.07	394,142.07		397,079.77	397,079.77	0.7%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		2,002,480.72	2,002,480.72		1,121,703.04	1,121,703.04	-44.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	7,903.10	8,165,592.76	8,173,495.86	7,903.10	6,487,263.02	6,495,166.12	-20.5%
TOTAL, OTHER STATE REVENUE			52,481.10	14,438,960.27	14,491,441.37	52,481.10	12,104,106.43	12,156,587.53	-16.1%
<b>OTHER LOCAL REVENUE</b>									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	90.00	0.00	90.00	100.00	0.00	100.00	11.1%
Interest		8660	61,146.57	0.00	61,146.57	48,200.00	0.00	48,200.00	-21.2%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	608,315.24	7,411,886.82	8,020,202.06	452,500.00	6,620,704.01	7,073,204.01	-11.8%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	8,000.00	1,617,687.24	1,625,687.24	0.00	1,059,308.55	1,059,308.55	-34.8%



Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Other Local Revenue									
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	445,512.84	2,220,474.57	2,665,987.41	385,337.27	4,675,930.92	5,061,268.19	89.8%
Tuition		8710	189,299.43	0.00	189,299.43	189,299.43	0.00	189,299.43	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,312,364.08	11,250,048.63	12,562,412.71	1,075,436.70	12,355,943.48	13,431,380.18	6.9%
TOTAL, REVENUES			9,506,942.07	42,967,765.39	52,474,707.46	9,269,351.91	38,837,290.77	48,106,642.68	-8.3%
<b>CERTIFICATED SALARIES</b>									
Certificated Teachers' Salaries		1100	625,877.33	2,896,033.88	3,521,911.21	526,110.89	2,586,268.36	3,112,379.25	-11.6%
Certificated Pupil Support Salaries		1200	0.00	1,207,487.07	1,207,487.07	0.00	1,076,044.97	1,076,044.97	-10.9%
Certificated Supervisors' and Administrators' Salaries		1300	816,391.00	1,510,672.90	2,327,063.90	914,152.23	1,420,542.77	2,334,695.00	0.3%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			1,442,268.33	5,614,193.85	7,056,462.18	1,440,263.12	5,082,856.10	6,523,119.22	-7.6%
<b>CLASSIFIED SALARIES</b>									
Classified Instructional Salaries		2100	145,660.31	4,465,772.85	4,611,433.16	216,296.17	6,551,412.71	6,767,708.88	46.8%
Classified Support Salaries		2200	57,594.69	1,051,787.13	1,109,381.82	87,513.50	1,086,415.81	1,173,929.31	5.8%
Classified Supervisors' and Administrators' Salaries		2300	2,949,936.54	6,653,296.61	9,603,233.15	3,019,953.89	5,274,410.81	8,294,364.70	-13.6%
Clerical, Technical and Office Salaries		2400	910,103.04	829,688.07	1,739,791.11	943,936.30	659,903.22	1,603,839.52	-7.8%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			4,063,294.58	13,000,544.66	17,063,839.24	4,267,699.86	13,572,142.55	17,839,842.41	4.5%
<b>EMPLOYEE BENEFITS</b>									
STRS		3101-3102	209,768.06	1,360,011.24	1,569,779.30	243,200.61	1,381,466.66	1,624,667.27	3.5%
PERS		3201-3202	928,106.06	2,251,368.49	3,179,474.55	1,117,684.89	2,080,139.73	3,197,824.62	0.6%
OASDI/Medicare/Alternative		3301-3302	77,269.95	308,299.86	385,569.81	83,677.49	552,237.55	635,915.04	64.9%
Health and Welfare Benefits		3401-3402	332,752.63	820,903.25	1,153,655.88	276,917.74	665,164.05	942,081.79	-18.3%
Unemployment Insurance		3501-3502	27,152.09	123,080.40	150,232.49	26,888.65	78,895.90	105,784.55	-29.6%
Workers' Compensation		3601-3602	124,329.35	425,579.39	549,908.74	128,290.59	402,222.61	530,513.20	-3.5%
OPEB, Allocated		3701-3702	27,176.44	0.00	27,176.44	92,030.58	0.00	92,030.58	238.6%
OPEB, Active Employees		3751-3752	48,831.86	203,817.37	252,649.23	46,160.55	129,707.01	175,867.56	-30.4%
Other Employee Benefits		3901-3902	7,419.22	61,553.31	68,972.53	6,164.96	33,239.72	39,404.68	-42.9%
TOTAL, EMPLOYEE BENEFITS			1,782,805.66	5,554,613.31	7,337,418.97	2,021,016.06	5,323,073.23	7,344,089.29	0.1%
<b>BOOKS AND SUPPLIES</b>									
Approved Textbooks and Core Curricula Materials		4100	0.00	6,805.16	6,805.16	4,000.00	0.00	4,000.00	-41.2%
Books and Other Reference Materials		4200	7,547.87	10,514.83	18,062.70	9,129.53	13,712.01	22,841.54	26.5%
Materials and Supplies		4300	542,108.93	2,739,281.70	3,281,390.63	474,355.32	2,540,795.01	3,015,150.33	-8.1%
Noncapitalized Equipment		4400	215,117.54	1,184,440.30	1,399,557.84	184,282.07	768,565.50	952,847.57	-31.9%
Food		4700	0.00	10,000.00	10,000.00	0.00	0.00	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			764,774.34	3,951,041.99	4,715,816.33	671,766.92	3,323,072.52	3,994,839.44	-15.3%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>									
Subagreements for Services		5100	87,194.00	4,552,735.01	4,639,929.01	105,000.00	4,824,442.58	4,929,442.58	6.2%
Travel and Conferences		5200	163,205.48	334,316.03	497,521.51	203,833.11	334,420.91	538,254.02	8.2%
Dues and Memberships		5300	54,071.28	2,960.00	57,031.28	58,316.00	9,100.00	67,416.00	18.2%
Insurance		5400 - 5450	166,406.57	100.00	166,506.57	180,360.00	0.00	180,360.00	8.3%
Operations and Housekeeping Services		5500	176,682.86	120,121.00	296,803.86	205,500.00	100,638.00	306,138.00	3.1%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	128,491.25	231,093.40	359,584.65	129,847.86	177,177.16	307,025.02	-14.6%
Transfers of Direct Costs		5710	(131,332.09)	131,332.09	0.00	(88,443.89)	88,443.89	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(26,215.30)	0.00	(26,215.30)	(25,700.00)	0.00	(25,700.00)	-2.0%
Professional/Consulting Services and Operating Expenditures		5800	1,800,894.46	6,103,061.21	7,903,955.67	1,618,657.34	4,822,305.34	6,440,962.68	-18.5%
Communications		5900	205,353.74	78,726.70	284,080.44	190,452.94	60,644.87	251,097.81	-11.6%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			2,624,752.25	11,554,445.44	14,179,197.69	2,577,823.36	10,417,172.75	12,994,996.11	-8.4%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
<b>CAPITAL OUTLAY</b>									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	201,350.00	1,405,817.11	1,607,167.11	107,000.00	0.00	107,000.00	-93.3%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	17,754.79	415,766.87	433,521.66	53,281.00	100,000.00	153,281.00	-64.6%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>219,104.79</b>	<b>1,821,583.98</b>	<b>2,040,688.77</b>	<b>160,281.00</b>	<b>100,000.00</b>	<b>260,281.00</b>	<b>-87.2%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>									
Tuition									
Tuition for Instruction Under Interdistrict									
Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	151,036.46	0.00	151,036.46	347,487.50	0.00	347,487.50	130.1%
Other Debt Service - Principal		7439	374,999.99	0.00	374,999.99	240,000.00	0.00	240,000.00	-36.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			526,036.45	0.00	526,036.45	587,487.50	0.00	587,487.50	11.7%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>									
Transfers of Indirect Costs		7310	(2,912,497.33)	2,912,497.33	0.00	(2,878,520.14)	2,878,520.14	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(490,865.27)	0.00	(490,865.27)	(489,726.79)	0.00	(489,726.79)	-0.2%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(3,403,362.60)	2,912,497.33	(490,865.27)	(3,368,246.93)	2,878,520.14	(489,726.79)	-0.2%
TOTAL, EXPENDITURES			8,019,673.80	44,408,920.56	52,428,594.36	8,358,090.89	40,696,837.29	49,054,928.18	-6.4%
<b>INTERFUND TRANSFERS</b>									
<b>INTERFUND TRANSFERS IN</b>									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	10,000.00	0.00	10,000.00	0.00	0.00	0.00	-100.0%
(a) TOTAL, INTERFUND TRANSFERS IN			10,000.00	0.00	10,000.00	0.00	0.00	0.00	-100.0%
<b>INTERFUND TRANSFERS OUT</b>									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To State School Building Fund/County School Facilities Fund		7613	0.00	220,230.00	220,230.00	0.00	0.00	0.00	-100.0%
To: Cafeteria Fund		7616	118,592.47	0.00	118,592.47	15,000.00	0.00	15,000.00	-87.4%
Other Authorized Interfund Transfers Out		7619	110,000.00	0.00	110,000.00	0.00	0.00	0.00	-100.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			228,592.47	220,230.00	448,822.47	15,000.00	0.00	15,000.00	-96.7%
<b>OTHER SOURCES/USES</b>									
<b>SOURCES</b>									
State Apportionments									
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
County School Bldg Aid		8961	0.00	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	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>									
Contributions from Unrestricted Revenues		8980	(1,012,407.35)	1,012,407.35	0.00	(1,171,042.27)	1,171,042.27	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(1,012,407.35)	1,012,407.35	0.00	(1,171,042.27)	1,171,042.27	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)</b>			(1,230,999.82)	792,177.35	(438,822.47)	(1,186,042.27)	1,171,042.27	(15,000.00)	-96.6%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
<b>A. REVENUES</b>									
1) LCFF Sources		8010-8099	8,142,096.89	1,087,940.85	9,230,037.74	8,141,434.11	1,087,940.00	9,229,374.11	0.0%
2) Federal Revenue		8100-8299	0.00	16,190,815.64	16,190,815.64	0.00	13,289,300.86	13,289,300.86	-17.9%
3) Other State Revenue		8300-8599	52,481.10	14,438,960.27	14,491,441.37	52,481.10	12,104,106.43	12,156,587.53	-16.1%
4) Other Local Revenue		8600-8799	1,312,364.08	11,250,048.63	12,562,412.71	1,075,436.70	12,355,943.48	13,431,380.18	6.9%
5) TOTAL, REVENUES			9,506,942.07	42,967,765.39	52,474,707.46	9,269,351.91	38,837,290.77	48,106,642.68	-8.3%
<b>B. EXPENDITURES (Objects 1000-7999)</b>									
1) Instruction	1000-1999		1,432,324.06	16,751,992.36	18,184,316.42	1,335,292.01	16,119,330.67	17,454,622.68	-4.0%
2) Instruction - Related Services	2000-2999		1,639,495.56	18,936,266.76	20,575,762.32	1,845,295.29	17,938,694.06	19,783,989.35	-3.8%
3) Pupil Services	3000-3999		0.00	2,914,440.51	2,914,440.51	89,790.80	2,633,420.52	2,723,211.32	-6.6%
4) Ancillary Services	4000-4999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
6) Enterprise	6000-6999		2,580.92	2,643.00	5,223.92	2,608.62	2,643.00	5,251.62	0.5%
7) General Administration	7000-7999		3,709,379.02	3,245,299.63	6,954,678.65	3,824,491.69	2,987,537.26	6,812,028.95	-2.1%
8) Plant Services	8000-8999		709,857.79	2,558,278.30	3,268,136.09	673,124.98	1,015,211.78	1,688,336.76	-48.3%
9) Other Outgo	9000-9999	Except 7600-7699	526,036.45	0.00	526,036.45	587,487.50	0.00	587,487.50	11.7%
10) TOTAL, EXPENDITURES			8,019,673.80	44,408,920.56	52,428,594.36	8,358,090.89	40,696,837.29	49,054,928.18	-6.4%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>									
			1,487,268.27	(1,441,155.17)	46,113.10	911,261.02	(1,859,546.52)	(948,285.50)	-2,156.4%
<b>D. OTHER FINANCING SOURCES/USES</b>									
1) Interfund Transfers									
a) Transfers In		8900-8929	10,000.00	0.00	10,000.00	0.00	0.00	0.00	-100.0%
b) Transfers Out		7600-7629	228,592.47	220,230.00	448,822.47	15,000.00	0.00	15,000.00	-96.7%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(1,012,407.35)	1,012,407.35	0.00	(1,171,042.27)	1,171,042.27	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(1,230,999.82)	792,177.35	(438,822.47)	(1,186,042.27)	1,171,042.27	(15,000.00)	-96.6%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>									
			256,268.45	(648,977.82)	(392,709.37)	(274,781.25)	(688,504.25)	(963,285.50)	145.3%
<b>F. FUND BALANCE, RESERVES</b>									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	9,068,926.75	1,343,654.63	10,412,581.38	9,325,195.20	694,676.81	10,019,872.01	-3.8%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			9,068,926.75	1,343,654.63	10,412,581.38	9,325,195.20	694,676.81	10,019,872.01	-3.8%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			9,068,926.75	1,343,654.63	10,412,581.38	9,325,195.20	694,676.81	10,019,872.01	-3.8%
2) Ending Balance, June 30 (E + F1e)			9,325,195.20	694,676.81	10,019,872.01	9,050,413.95	6,172.56	9,056,586.51	-9.6%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	27,476.31	0.00	27,476.31	27,476.31	0.00	27,476.31	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	440,718.76	0.00	440,718.76	412,610.62	0.00	412,610.62	-6.4%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	694,676.81	694,676.81	0.00	6,172.56	6,172.56	-99.1%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	7,077,401.13	0.00	7,077,401.13	6,960,873.02	0.00	6,960,873.02	-1.6%
Counterparty Risk	0000	9780	7,077,401.13		7,077,401.13			0.00	
Counterparty Risk	0000	9780			0.00	6,960,873.02		6,960,873.02	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	1,779,599.00	0.00	1,779,599.00	1,649,454.00	0.00	1,649,454.00	-7.3%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
6510	Special Ed: Early Ed Individuals with Exceptional Needs (Infant Program)	341,519.15	0.00
7425	Expanded Learning Opportunities (ELO) Grant	6,172.56	6,172.56
7430	COVID Mitigation for Counties	309,768.00	0.00
9010	Other Restricted Local	37,217.10	0.00
Total, Restricted Balance		694,676.81	6,172.56



Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	3,817,517.00	3,817,517.00	0.0%
3) Other State Revenue		8300-8599	4,424,794.00	2,183,796.00	-50.6%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			8,242,311.00	6,001,313.00	-27.2%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	8,242,311.00	6,001,313.00	-27.2%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			8,242,311.00	6,001,313.00	-27.2%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>					
			0.00	0.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>					
			0.00	0.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00	0.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties					
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	454,120.52		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			454,120.52		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
(G9 + H2) - (I6 + J2)			454,120.52		
<b>LCFF SOURCES</b>					
LCFF Transfers					
Property Taxes Transfers		8097	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
<b>FEDERAL REVENUE</b>					
Pass-Through Revenues from					
Federal Sources		8287	3,817,517.00	3,817,517.00	0.0%
TOTAL, FEDERAL REVENUE			3,817,517.00	3,817,517.00	0.0%
<b>OTHER STATE REVENUE</b>					
Other State Apportionments					
Special Education Master Plan					
Current Year	6500	8311	893,934.00	893,934.00	0.0%
Prior Years	6500	8319	423,690.00	0.00	-100.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	3,107,170.00	1,289,862.00	-58.5%
TOTAL, OTHER STATE REVENUE			4,424,794.00	2,183,796.00	-50.6%
<b>OTHER LOCAL REVENUE</b>					
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.0%
Transfers of Apportionments					
From Districts or Charter Schools		8791	0.00	0.00	0.0%
From County Offices		8792	0.00	0.00	0.0%
From JPAs		8793	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			8,242,311.00	6,001,313.00	-27.2%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	6,924,687.00	5,107,379.00	-26.2%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments					
To Districts or Charter Schools	6500	7221	1,317,624.00	893,934.00	-32.2%
To County Offices	6500	7222	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			8,242,311.00	6,001,313.00	-27.2%
TOTAL, EXPENDITURES			8,242,311.00	6,001,313.00	-27.2%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	3,817,517.00	3,817,517.00	0.0%
3) Other State Revenue		8300-8599	4,424,794.00	2,183,796.00	-50.6%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			8,242,311.00	6,001,313.00	-27.2%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	8,242,311.00	6,001,313.00	-27.2%
10) TOTAL, EXPENDITURES			8,242,311.00	6,001,313.00	-27.2%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>					
			0.00	0.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>					
			0.00	0.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00	0.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	272,924.47	153,469.60	-43.8%
3) Other State Revenue		8300-8599	3,608,803.92	3,710,287.40	2.8%
4) Other Local Revenue		8600-8799	1,271,914.34	1,364,531.24	7.3%
5) TOTAL, REVENUES			5,153,642.73	5,228,288.24	1.4%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	1,668,643.39	1,724,557.69	3.4%
2) Classified Salaries		2000-2999	1,172,137.35	1,152,523.00	-1.7%
3) Employee Benefits		3000-3999	1,044,175.12	1,150,180.16	10.2%
4) Books and Supplies		4000-4999	681,960.08	583,620.54	-14.4%
5) Services and Other Operating Expenditures		5000-5999	275,315.47	153,763.75	-44.1%
6) Capital Outlay		6000-6999	10,000.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	463,151.32	463,643.10	0.1%
9) TOTAL, EXPENDITURES			5,315,382.73	5,228,288.24	-1.6%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(161,740.00)	0.00	-100.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	100,000.00	0.00	-100.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			100,000.00	0.00	-100.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(61,740.00)	0.00	-100.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	168,353.93	106,613.93	-36.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			168,353.93	106,613.93	-36.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			168,353.93	106,613.93	-36.7%
2) Ending Balance, June 30 (E + F1e)			106,613.93	106,613.93	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	6,613.93	6,613.93	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	100,000.00	100,000.00	0.0%
Reserve for Cashflow	0000	9780	100,000.00		
Reserve for Cashflow	0000	9780		100,000.00	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	115,261.63		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	643,944.86		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			759,206.49		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	62.91		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	1,000,000.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			1,000,062.91		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
(G9 + H2) - (I6 + J2)			(240,856.42)		
<b>FEDERAL REVENUE</b>					
Child Nutrition Programs		8220	113,054.87	71,000.00	-37.2%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	159,869.60	82,469.60	-48.4%
TOTAL, FEDERAL REVENUE			272,924.47	153,469.60	-43.8%
<b>OTHER STATE REVENUE</b>					
Child Nutrition Programs		8520	1,856.52	3,300.00	77.8%
Child Development Apportionments		8530	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
State Preschool	6105	8590	3,345,469.00	3,445,509.00	3.0%
All Other State Revenue	All Other	8590	261,478.40	261,478.40	0.0%
TOTAL, OTHER STATE REVENUE			3,608,803.92	3,710,287.40	2.8%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Interest		8660	0.00	300.00	New
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	253,004.53	287,088.74	13.5%
Interagency Services		8677	1,077,142.50	1,077,142.50	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	(58,232.69)	0.00	-100.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,271,914.34	1,364,531.24	7.3%
TOTAL, REVENUES			5,153,642.73	5,228,288.24	1.4%
<b>CERTIFICATED SALARIES</b>					

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Certificated Teachers' Salaries		1100	1,614,437.56	1,658,154.13	2.7%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	54,205.83	66,403.56	22.5%
Other Certificated Salaries		1900	0.00	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>1,668,643.39</b>	<b>1,724,557.69</b>	<b>3.4%</b>
<b>CLASSIFIED SALARIES</b>					
Classified Instructional Salaries		2100	596,421.42	552,111.01	-7.4%
Classified Support Salaries		2200	159,880.23	190,883.30	19.4%
Classified Supervisors' and Administrators' Salaries		2300	289,091.16	305,308.50	5.6%
Clerical, Technical and Office Salaries		2400	126,744.54	104,220.19	-17.8%
Other Classified Salaries		2900	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>1,172,137.35</b>	<b>1,152,523.00</b>	<b>-1.7%</b>
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	271,976.21	292,146.26	7.4%
PERS		3201-3202	351,219.66	418,504.97	19.2%
OASDI/Medicare/Alternative		3301-3302	39,530.37	45,126.81	14.2%
Health and Welfare Benefits		3401-3402	222,065.46	225,433.70	1.5%
Unemployment Insurance		3501-3502	15,329.82	13,867.08	-9.5%
Workers' Compensation		3601-3602	62,598.84	64,525.64	3.1%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	42,874.82	44,840.78	4.6%
Other Employee Benefits		3901-3902	38,579.94	45,734.92	18.5%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>1,044,175.12</b>	<b>1,150,180.16</b>	<b>10.2%</b>
<b>BOOKS AND SUPPLIES</b>					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	414,459.74	473,774.54	14.3%
Noncapitalized Equipment		4400	109,740.90	22,146.00	-79.8%
Food		4700	157,759.44	87,700.00	-44.4%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>681,960.08</b>	<b>583,620.54</b>	<b>-14.4%</b>
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	9,716.00	0.00	-100.0%
Travel and Conferences		5200	6,700.00	6,400.08	-4.5%
Dues and Memberships		5300	4,000.00	3,500.00	-12.5%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	23,094.64	21,700.00	-6.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	19,401.00	9,851.00	-49.2%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	25,715.30	36,220.65	40.9%
Professional/Consulting Services and Operating Expenditures		5800	162,473.16	63,424.36	-61.0%
Communications		5900	24,215.37	12,667.66	-47.7%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>275,315.47</b>	<b>153,763.75</b>	<b>-44.1%</b>
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	10,000.00	0.00	-100.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>10,000.00</b>	<b>0.00</b>	<b>-100.0%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%



Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>					
Transfers of Indirect Costs - Interfund		7350	463,151.32	463,643.10	0.1%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			463,151.32	463,643.10	0.1%
TOTAL, EXPENDITURES			5,315,382.73	5,228,288.24	-1.6%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
From: General Fund		8911	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	100,000.00	0.00	-100.0%
(a) TOTAL, INTERFUND TRANSFERS IN			100,000.00	0.00	-100.0%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			100,000.00	0.00	-100.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	272,924.47	153,469.60	-43.8%
3) Other State Revenue		8300-8599	3,608,803.92	3,710,287.40	2.8%
4) Other Local Revenue		8600-8799	1,271,914.34	1,364,531.24	7.3%
5) TOTAL, REVENUES			5,153,642.73	5,228,288.24	1.4%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		3,372,377.84	3,423,952.75	1.5%
2) Instruction - Related Services	2000-2999		801,451.19	871,823.24	8.8%
3) Pupil Services	3000-3999		278,969.63	254,812.05	-8.7%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		54,492.55	54,492.73	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		463,151.32	463,643.10	0.1%
8) Plant Services	8000-8999		344,940.20	159,564.37	-53.7%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			5,315,382.73	5,228,288.24	-1.6%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			(161,740.00)	0.00	-100.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	100,000.00	0.00	-100.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			100,000.00	0.00	-100.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(61,740.00)	0.00	-100.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	168,353.93	106,613.93	-36.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			168,353.93	106,613.93	-36.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			168,353.93	106,613.93	-36.7%
2) Ending Balance, June 30 (E + F1e)			106,613.93	106,613.93	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
		9740	6,613.93	6,613.93	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	100,000.00	100,000.00	0.0%
Reserve for Cashflow	0000	9780	100,000.00		
Reserve for Cashflow	0000	9780		100,000.00	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
5320	Child Nutrition: Child Care Food Program (CCFP) Claims-Centers and Family Day Care Homes (Meal Reimbursements)	6,613.93	6,613.93
Total, Restricted Balance		6,613.93	6,613.93

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	714,633.72	685,922.33	-4.0%
3) Other State Revenue		8300-8599	27,667.43	2,269.00	-91.8%
4) Other Local Revenue		8600-8799	2,286.97	3,000.00	31.2%
5) TOTAL, REVENUES			744,588.12	691,191.33	-7.2%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	294,863.42	241,616.41	-18.1%
3) Employee Benefits		3000-3999	114,765.55	79,783.52	-30.5%
4) Books and Supplies		4000-4999	355,327.09	369,228.36	3.9%
5) Services and Other Operating Expenditures		5000-5999	70,510.58	(10,520.65)	-114.9%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	27,713.95	26,083.69	-5.9%
9) TOTAL, EXPENDITURES			863,180.59	706,191.33	-18.2%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(118,592.47)	(15,000.00)	-87.4%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	118,592.47	15,000.00	-87.4%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			118,592.47	15,000.00	-87.4%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	0.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	223,258.75	223,258.75	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			223,258.75	223,258.75	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			223,258.75	223,258.75	0.0%
2) Ending Balance, June 30 (E + F1e)			223,258.75	223,258.75	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	23,258.75	23,258.75	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	200,000.00	200,000.00	0.0%
Reserve for Cashflow	0000	9780	200,000.00		
Reserve for Cashflow	0000	9780		200,000.00	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	53,206.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			53,206.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
(G9 + H2) - (I6 + J2)			53,206.00		
<b>FEDERAL REVENUE</b>					
Child Nutrition Programs		8220	714,019.72	685,922.33	-3.9%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	614.00	0.00	-100.0%
TOTAL, FEDERAL REVENUE			714,633.72	685,922.33	-4.0%
<b>OTHER STATE REVENUE</b>					
Child Nutrition Programs		8520	27,398.43	2,000.00	-92.7%
All Other State Revenue		8590	269.00	269.00	0.0%
TOTAL, OTHER STATE REVENUE			27,667.43	2,269.00	-91.8%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	1,800.00	2,000.00	11.1%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	486.97	1,000.00	105.4%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			2,286.97	3,000.00	31.2%
TOTAL, REVENUES			744,588.12	691,191.33	-7.2%
<b>CERTIFICATED SALARIES</b>					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	26,601.45	0.00	-100.0%
Classified Supervisors' and Administrators' Salaries		2300	268,261.97	241,616.41	-9.9%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>294,863.42</b>	<b>241,616.41</b>	<b>-18.1%</b>
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	269.00	269.00	0.0%
PERS		3201-3202	86,810.72	64,518.01	-25.7%
OASDI/Medicare/Alternative		3301-3302	5,574.19	3,666.77	-34.2%
Health and Welfare Benefits		3401-3402	2,673.40	1,155.17	-56.8%
Unemployment Insurance		3501-3502	3,074.27	1,264.42	-58.9%
Workers' Compensation		3601-3602	8,703.37	5,720.34	-34.3%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	4,808.71	3,189.81	-33.7%
Other Employee Benefits		3901-3902	2,851.89	0.00	-100.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>114,765.55</b>	<b>79,783.52</b>	<b>-30.5%</b>
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	45,552.17	68,259.51	49.8%
Noncapitalized Equipment		4400	15,000.00	0.00	-100.0%
Food		4700	294,774.92	300,968.85	2.1%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>355,327.09</b>	<b>369,228.36</b>	<b>3.9%</b>
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	7,389.20	0.00	-100.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	500.00	(10,520.65)	-2,204.1%
Professional/Consulting Services and Operating Expenditures		5800	60,654.88	0.00	-100.0%
Communications		5900	1,966.50	0.00	-100.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>70,510.58</b>	<b>(10,520.65)</b>	<b>-114.9%</b>
<b>CAPITAL OUTLAY</b>					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>					
Transfers of Indirect Costs - Interfund		7350	27,713.95	26,083.69	-5.9%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			<b>27,713.95</b>	<b>26,083.69</b>	<b>-5.9%</b>
<b>TOTAL, EXPENDITURES</b>			<b>863,180.59</b>	<b>706,191.33</b>	<b>-18.2%</b>
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
From: General Fund		8916	118,592.47	15,000.00	-87.4%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			<b>118,592.47</b>	<b>15,000.00</b>	<b>-87.4%</b>
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER SOURCES/USES</b>					

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
<b>SOURCES</b>					
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			118,592.47	15,000.00	-87.4%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	714,633.72	685,922.33	-4.0%
3) Other State Revenue		8300-8599	27,667.43	2,269.00	-91.8%
4) Other Local Revenue		8600-8799	2,286.97	3,000.00	31.2%
5) TOTAL, REVENUES			744,588.12	691,191.33	-7.2%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		835,466.64	680,107.64	-18.6%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		27,713.95	26,083.69	-5.9%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			863,180.59	706,191.33	-18.2%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			(118,592.47)	(15,000.00)	-87.4%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	118,592.47	15,000.00	-87.4%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			118,592.47	15,000.00	-87.4%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	0.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	223,258.75	223,258.75	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			223,258.75	223,258.75	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			223,258.75	223,258.75	0.0%
2) Ending Balance, June 30 (E + F1e)			223,258.75	223,258.75	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	23,258.75	23,258.75	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	200,000.00	200,000.00	0.0%
Reserve for Cashflow	0000	9780	200,000.00		
Reserve for Cashflow	0000	9780		200,000.00	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%



Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	13,492.18	13,492.18
5330	Child Nutrition: Summer Food Service Program Operations	9,766.57	9,766.57
Total, Restricted Balance		23,258.75	23,258.75

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	50,000.00	28,000.00	-44.0%
5) TOTAL, REVENUES			50,000.00	28,000.00	-44.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			50,000.00	28,000.00	-44.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			50,000.00	28,000.00	-44.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	4,670,595.08	4,720,595.08	1.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4,670,595.08	4,720,595.08	1.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,670,595.08	4,720,595.08	1.1%
2) Ending Balance, June 30 (E + F1e)			4,720,595.08	4,748,595.08	0.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	4,720,595.08	4,748,595.08	0.6%
Reserve for Capital Projects	0000	9780	4,720,595.08		
Reserve for Capital Projects	0000	9780		4,748,595.08	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	2,694,026.34		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	2,000,000.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			4,694,026.34		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
(G9 + H2) - (I6 + J2)			4,694,026.34		
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	50,000.00	28,000.00	-44.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			50,000.00	28,000.00	-44.0%
TOTAL, REVENUES			50,000.00	28,000.00	-44.0%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
(a-b+e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	50,000.00	28,000.00	-44.0%
5) TOTAL, REVENUES			50,000.00	28,000.00	-44.0%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			50,000.00	28,000.00	-44.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			50,000.00	28,000.00	-44.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	4,670,595.08	4,720,595.08	1.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4,670,595.08	4,720,595.08	1.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,670,595.08	4,720,595.08	1.1%
2) Ending Balance, June 30 (E + F1e)			4,720,595.08	4,748,595.08	0.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	4,720,595.08	4,748,595.08	0.6%
Reserve for Capital Projects	0000	9780	4,720,595.08		
Reserve for Capital Projects	0000	9780		4,748,595.08	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	7,000.00	5,000.00	-28.6%
5) TOTAL, REVENUES			7,000.00	5,000.00	-28.6%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			7,000.00	5,000.00	-28.6%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			7,000.00	5,000.00	-28.6%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	628,983.82	635,983.82	1.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			628,983.82	635,983.82	1.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			628,983.82	635,983.82	1.1%
2) Ending Balance, June 30 (E + F1e)			635,983.82	640,983.82	0.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	635,983.82	640,983.82	0.8%
Reserve for OPEB	0000	9780	635,983.82		
Reserve for OPEB	0000	9780		640,983.82	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties					
Unassigned/Unappropriated Amount		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount					
Unassigned/Unappropriated Amount					
Unassigned/Unappropriated Amount					
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury					
1) Fair Value Adjustment to Cash in County Treasury		9110	632,779.92		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks					
		9120	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			632,779.92		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
(G9 + H2) - (I6 + J2)			632,779.92		
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Interest		8660	7,000.00	5,000.00	-28.6%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			7,000.00	5,000.00	-28.6%
TOTAL, REVENUES			7,000.00	5,000.00	-28.6%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
(a-b+e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	7,000.00	5,000.00	-28.6%
5) TOTAL, REVENUES			7,000.00	5,000.00	-28.6%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			7,000.00	5,000.00	-28.6%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			7,000.00	5,000.00	-28.6%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	628,983.82	635,983.82	1.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			628,983.82	635,983.82	1.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			628,983.82	635,983.82	1.1%
2) Ending Balance, June 30 (E + F1e)			635,983.82	640,983.82	0.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	635,983.82	640,983.82	0.8%
Reserve for OPEB	0000	9780	635,983.82		
Reserve for OPEB	0000	9780		640,983.82	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%



Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	58,531.84	0.00	-100.0%
5) TOTAL, REVENUES			58,531.84	0.00	-100.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	200,000.00	0.00	-100.0%
5) Services and Other Operating Expenditures		5000-5999	102,500.00	0.00	-100.0%
6) Capital Outlay		6000-6999	4,630,887.73	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			4,933,387.73	0.00	-100.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(4,874,855.89)	0.00	-100.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	220,230.00	0.00	-100.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			220,230.00	0.00	-100.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(4,654,625.89)	0.00	-100.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	4,654,625.89	0.00	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4,654,625.89	0.00	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,654,625.89	0.00	-100.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	305,493.74		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			305,493.74		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			305,493.74		
<b>FEDERAL REVENUE</b>					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>					
School Facilities Apportionments		8545	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	58,531.84	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			58,531.84	0.00	-100.0%
TOTAL, REVENUES			58,531.84	0.00	-100.0%
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	100,000.00	0.00	-100.0%
Noncapitalized Equipment		4400	100,000.00	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			200,000.00	0.00	-100.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	102,500.00	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			102,500.00	0.00	-100.0%
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	4,630,887.73	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			4,630,887.73	0.00	-100.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			4,933,387.73	0.00	-100.0%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
To: State School Building Fund/County School Facilities Fund From: All Other Funds		8913	220,230.00	0.00	-100.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			220,230.00	0.00	-100.0%
<b>INTERFUND TRANSFERS OUT</b>					
From: All Other Funds To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c + e)			220,230.00	0.00	-100.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	58,531.84	0.00	-100.0%
5) TOTAL, REVENUES			58,531.84	0.00	-100.0%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		4,933,387.73	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			4,933,387.73	0.00	-100.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)</b>			(4,874,855.89)	0.00	-100.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	220,230.00	0.00	-100.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			220,230.00	0.00	-100.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)</b>			(4,654,625.89)	0.00	-100.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	4,654,625.89	0.00	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4,654,625.89	0.00	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,654,625.89	0.00	-100.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
Total, Restricted Balance		0.00	0.00

Description	2021-22 Estimated Actuals			2022-23 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
<b>B. COUNTY OFFICE OF EDUCATION</b>						
<b>1. County Program Alternative Education Grant ADA</b>						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps	13.00	13.00	13.00	13.00	13.00	13.00
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	85.00	85.00	85.00	85.00	85.00	85.00
<b>d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)</b>	<b>98.00</b>	<b>98.00</b>	<b>98.00</b>	<b>98.00</b>	<b>98.00</b>	<b>98.00</b>
<b>2. District Funded County Program ADA</b>						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
<b>g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)</b>	<b>98.00</b>	<b>98.00</b>	<b>98.00</b>	<b>98.00</b>	<b>98.00</b>	<b>98.00</b>
<b>4. Adults in Correctional Facilities</b>						
<b>5. County Operations Grant ADA</b>	<b>18,738.00</b>	<b>18,738.00</b>	<b>18,738.00</b>	<b>18,738.00</b>	<b>18,738.00</b>	<b>18,738.00</b>
<b>6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)</b>						



Section I - Expenditures	Funds 01, 09, and 62			2021-22 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	52,877,416.83
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	16,746,355.66
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	0.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999 except 6600, 6910	1,984,513.41
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	526,036.45
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	448,822.47
6. All Other Financing Uses	All	9100, 9200	7699, 7651	0.00
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	9,622,821.36
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	189,299.43
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)				12,771,493.12
D. Plus additional MOE expenditures:			1000-7143, 7300-7439	
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	minus 8000-8699	118,592.47
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)				23,478,160.52
<b>Section II - Expenditures Per ADA</b>				<b>2021-22 Annual ADA/Exps. Per ADA</b>
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines B1d and C9)				98.00
B. Expenditures per ADA (Line I.E divided by Line II.A)				239,573.07

Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)	Total	Per ADA
A. Base expenditures (Preloaded expenditures from prior year official CDE MOE calculation). (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)	14,412,349.71	129,712.44
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)	0.00	0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)	14,412,349.71	129,712.44
B. Required effort (Line A.2 times 90%)	12,971,114.74	116,741.20
C. Current year expenditures (Line I.E and Line II.B)	23,478,160.52	239,573.07
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 2023-24 may be reduced by the lower of the two percentages)	0.00%	0.00%
<b>SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)</b>		
<b>Description of Adjustments</b>	<b>Total Expenditures</b>	<b>Expenditures Per ADA</b>
None	0.00	0.00
None	0.00	0.00
None	0.00	0.00
None	0.00	0.00
None	0.00	0.00
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)

2,953,336.94

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.

n/a

**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)

28,477,207.01

**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)

10.37%

**Part II - Adjustments for Employment Separation Costs**

When an employee separates from service, the local educational agency (LEA) may incur costs associated with the separation in addition to the employee's regular salary and benefits for the final pay period. These additional costs can be categorized as "normal" or "abnormal or mass" separation costs.

Normal separation costs include items such as pay for accumulated unused leave or routine severance pay authorized by governing board policy. Normal separation costs are not allowable as direct costs to federal programs, but are allowable as indirect costs. State programs may have similar restrictions. Where federal or state program guidelines required that the LEA charge an employee's normal separation costs to an unrestricted resource rather than to the restricted program in which the employee worked, the LEA may identify and enter these costs on Line A for inclusion in the indirect cost pool.

Abnormal or mass separation costs are those costs resulting from actions taken by an LEA to influence employees to terminate their employment earlier than they normally would have. Abnormal or mass separation costs include retirement incentives such as a Golden Handshake or severance packages negotiated to effect termination. Abnormal or mass separation costs may not be charged to federal programs as either direct costs or indirect costs. Where an LEA paid abnormal or mass separation costs on behalf of positions in general administrative functions included in the indirect cost pool, the LEA must identify and enter these costs on Line B for exclusion from the pool.

**A. Normal Separation Costs (optional)**

Enter any normal separation costs paid on behalf of employees of restricted state or federal programs that were charged to an unrestricted resource (0000-1999) in funds 01, 09, and 62 with functions 1000-6999 or 8100-8400 rather than to the restricted program. These costs will be moved in Part III from base costs to the indirect cost pool.

Retain supporting documentation.

**B. Abnormal or Mass Separation Costs (required)**

Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero.

0.00

**Part III - Indirect Cost Rate Calculation (Funds 01, 09, and 62, unless indicated otherwise)**

**A. Indirect Costs**

1. Other General Administration, less portion charged to restricted resources or specific goals (Functions 7200-7600, objects 1000-5999, minus Line B9)	2,931,706.74
2. Centralized Data Processing, less portion charged to restricted resources or specific goals (Function 7700, objects 1000-5999, minus Line B10)	1,132,448.11
3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000 - 5999)	27,000.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000 - 5999)	0.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	109,778.92
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)	2,724.12
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)	4,203,657.89
9. Carry-Forward Adjustment (Part IV, Line F)	(941,052.71)
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	3,262,605.18

**B. Base Costs**

1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	15,237,764.88
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	18,653,117.68
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	2,814,424.74
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	0.00
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	0.00
6. Enterprise (Function 6000, objects 1000-5999 except 4700 and 5100)	5,223.92
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	1,660,595.46
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)	1,050,603.56
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)	623,900.12
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)	948,841.36
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)	214,827.84
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Student Activity (Fund 08, functions 4000-5999, objects 1000-5999 except 5100)	0.00
15. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
16. Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	4,674,755.97
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	533,302.52
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)	46,417,358.05

**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)

9.06%

**D. Preliminary Proposed Indirect Cost Rate**

(For final approved fixed-with-carry-forward rate for use in 2023-24 see [www.cde.ca.gov/fg/ac/ic](http://www.cde.ca.gov/fg/ac/ic))

(Line A10 divided by Line B19)

7.03%

**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)**

4,203,657.89

**B. Carry-forward adjustment from prior year(s)**

1. Carry-forward adjustment from the second prior year

58,675.23

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 (11.21%) 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 (11.21%) times Part III, Line B19) or (the highest rate used to recover costs from any program (11.68%) times Part III, Line B19); zero if positive

(941,052.71)

**D. Preliminary carry-forward adjustment (Line C1 or C2)**

(941,052.71)

**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:

7.03%

Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment (\$-470526.36) is applied to the current year calculation and the remainder (\$-470526.35) is deferred to one or more future years:

8.04%

Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment (\$-313684.24) is applied to the current year calculation and the remainder (\$-627368.47) is deferred to one or more future years:

8.38%

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)**

(941,052.71)

Approved indirect cost rate: 11.21%

Highest rate used in any program: 11.68%

Note: In one or more resources, the rate used is greater than the approved rate.

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except 4700 & 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	3010	43,952.88	4,927.12	11.21%
01	3025	109,050.91	12,224.60	11.21%
01	3183	25,801.64	2,892.36	11.21%
01	3210	27,586.88	3,092.49	11.21%
01	3211	615,570.73	69,005.48	11.21%
01	3212	27,801.12	3,116.50	11.21%
01	3213	290,847.95	32,604.05	11.21%
01	3214	72,711.98	8,151.02	11.21%
01	3216	62,981.74	7,060.26	11.21%
01	3217	14,454.64	1,620.36	11.21%
01	3218	41,056.56	4,602.44	11.21%
01	3219	70,774.21	7,933.79	11.21%
01	3310	395,647.87	44,352.13	11.21%
01	3315	130,492.77	14,628.23	11.21%
01	3326	1,176,467.68	129,079.53	10.97%
01	3345	2,580.70	289.30	11.21%
01	3372	1,829,506.23	205,087.65	11.21%
01	3385	40,808.38	4,574.62	11.21%
01	3395	61,582.40	6,903.40	11.21%
01	3550	87,976.73	4,398.84	5.00%
01	4038	699,212.02	55,936.96	8.00%
01	4124	1,873,486.20	93,924.33	5.01%
01	5630	88,048.50	9,870.23	11.21%
01	5810	5,081,385.61	208,284.14	4.10%
01	6010	1,305,667.50	65,533.38	5.02%
01	6128	643,641.80	71,770.55	11.15%
01	6266	252,615.77	28,318.23	11.21%
01	6387	1,606,534.65	180,092.54	11.21%
01	6388	2,319,819.34	165,071.16	7.12%
01	6500	5,052,668.66	549,506.13	10.88%
01	6510	1,507,808.83	169,025.37	11.21%

01	6515	246,431.98	27,625.03	11.21%
01	6536	2,793.81	313.19	11.21%
01	6537	12,570.81	1,409.19	11.21%
01	6540	534,377.95	61,607.69	11.53%
01	6680	33,719.99	3,780.01	11.21%
01	6685	33,719.99	3,780.01	11.21%
01	6690	174,906.73	19,607.04	11.21%
01	6695	112,065.73	12,562.57	11.21%
01	7085	65,466.24	7,338.76	11.21%
01	7366	129,649.85	14,533.75	11.21%
01	7368	128,800.55	14,438.54	11.21%
01	7422	222,043.88	24,891.12	11.21%
01	7428	94,415.97	10,584.03	11.21%
01	7810	501,377.07	40,619.29	8.10%
01	8150	381,723.15	44,570.31	11.68%
01	9010	6,106,075.86	460,959.61	7.55%
12	5035	26,393.85	2,958.75	11.21%
12	5055	48,288.00	4,829.00	10.00%
12	5058	56,127.27	5,612.73	10.00%
12	5059	70,363.64	7,036.36	10.00%
12	5320	6,780.41	371.54	5.48%
12	6045	6,204.55	620.45	10.00%
12	6052	6,818.00	682.00	10.00%
12	6105	3,027,386.55	303,224.45	10.02%
12	6123	2,727.63	305.77	11.21%
12	6127	164,327.00	18,407.00	11.20%
12	9010	1,171,043.76	119,103.27	10.17%
13	5310	8,611.35	455.46	5.29%
13	5320	374,365.68	20,515.25	5.48%
13	5330	9,093.74	498.35	5.48%
13	5460	102,843.17	5,635.81	5.48%
13	5465	10,532.48	577.18	5.48%
13	5810	582.10	31.90	5.48%

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
<b>A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>					
1. Adjusted Beginning Fund Balance	9791-9795	34,681.75		16,540.46	51,222.21
2. State Lottery Revenue	8560	17,000.00		8,650.00	25,650.00
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00	0.00		0.00
6. Total Available (Sum Lines A1 through A5)		51,681.75	0.00	25,190.46	76,872.21
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>					
1. Certificated Salaries	1000-1999	0.00		0.00	0.00
2. Classified Salaries	2000-2999	0.00		0.00	0.00
3. Employee Benefits	3000-3999	0.00		0.00	0.00
4. Books and Supplies	4000-4999	51,681.75		25,190.46	76,872.21
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	0.00			0.00
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800			0.00	0.00
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800			0.00	0.00
6. Capital Outlay	6000-6999	0.00		0.00	0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211, 7212, 7221, 7222, 7281, 7282	0.00			0.00
b. To JPAs and All Others	7213, 7223, 7283, 7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399	0.00			0.00
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11 )		51,681.75	0.00	25,190.46	76,872.21
C. ENDING BALANCE (Must equal Line A6 minus Line B12)	979Z	0.00	0.00	0.00	0.00
<b>D. COMMENTS:</b>					



Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
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Data from this report will be used to prepare a report to the Legislature as required by Control Section 24.60 of the Budget Act.

\*Pursuant to Government Code Section 8880.4(a)(2)(B) and the definition in Education Code Section 60010(h), Resource 6300 funds are to be used for the purchase of instructional materials only. Any amounts in the shaded cells of this column should be reviewed for appropriateness.

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

Deviations from the standards must be explained and may affect the approval of the budget.

**CRITERIA AND STANDARDS**

**1. CRITERION: Average Daily Attendance**

- A. STANDARD: Projected County Operations Grant average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

	Percentage Level	County Operations Grant ADA
	3.0%	0 to 6,999
	2.0%	7,000 to 59,999
	1.0%	60,000 and over
County Office ADA (Form A, Estimated Funded ADA column, Line B5):	18,738	
<b>County Office County Operations Grant ADA Standard Percentage Level:</b>	<b>2.00%</b>	

**1A-1. Calculating the County Office's County Operations Grant ADA Variances**

DATA ENTRY: Enter the County Operations Grant Funded ADA in the Original Budget column for all fiscal years. All other data are extracted or calculated

Fiscal Year	County Operations Grant Funded ADA		ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
	Original Budget (Form A, Line B5)	Estimated/Unaudited Actuals		
Third Prior Year (2019-20)	19,142.92	19,121.10	0.11%	Met
Second Prior Year (2020-21)			N/A	Not Met
First Prior Year (2021-22)	18,738.00	18738.0	N/A	Met

**1A-2. Comparison of County Office County Operations Grant ADA to the Standard**

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

- 1a. STANDARD MET - Projected County Operations Grant ADA has not been overestimated by more than the standard percentage level for the first prior year.

**Explanation:**  
(required if NOT met)

- 1b. STANDARD MET - Projected County Operations Grant ADA has not been overestimated by more than the standard percentage level for two or more of the previous three years.

**Explanation:**  
(required if NOT met)

**1. CRITERION: Average Daily Attendance (continued)**

- B. STANDARD: Projected ADA for county operated programs for any of the budget year or two subsequent fiscal years has not increased

from the historical average from the three prior fiscal years by more than two percent (2%) each year.

**1B-1. Calculating the County Office's Historical Average Projected ADA for County Operated Programs**

DATA ENTRY: All data are extracted or calculated.

Average Daily Attendance (Form A, Estimated Actuals, Funded ADA)

Fiscal Year	County and Charter School	District Funded	Charter School ADA and Charter School Funded
	Alternative Education Grant ADA (Form A, Lines B1d and C2d)	County Program ADA (Form A, Line B2g)	County Operations Grant ADA (Form A, Line B5) County Program ADA (Form A, Lines C1 and C3f)
Third Prior Year (2019-20)	111.25		19,121.10 0.00
Second Prior Year (2020-21)	111.25		0.00
First Prior Year (2021-22)	98.00		18,738.00 0.00
Historical Average:	106.83	0.00	12,619.70 0.00

**County Office's County Operated Programs ADA Standard:**

<b>Budget Year (2022-23)</b>				
(historical average plus 2%):	108.97	0.00	12,872.09	0.00
<b>1st Subsequent Year (2023-24)</b>				
(historical average plus 4%):	111.11	0.00	13,124.49	0.00
<b>2nd Subsequent Year (2024-25)</b>				
(historical average plus 6%):	113.24	0.00	13,376.88	0.00

**1B-2. Calculating the County Office's Projected ADA for County Operated Programs**

DATA ENTRY: Budget year data will be extracted from Form A. Enter the remaining data in each of the 1st and 2nd Subsequent Years. If Form MYP exists, County Operations Grant ADA will be extracted for the two subsequent fiscal years.

Average Daily Attendance (Form A, Estimated Funded ADA)

Fiscal Year	County and Charter School	District Funded	Charter School ADA and Charter School Funded
	Alternative Education Grant ADA (Form A, Lines B1d and C2d)	County Program ADA (Form A, Line B2g)	County Operations Grant ADA (Form A, Line B5) County Program ADA (Form A, Lines C1 and C3f)
Budget Year (2022-23)	98.00	0.00	18,738.00 0.00
1st Subsequent Year (2023-24)	98.00	0.00	18363.24 0.00
2nd Subsequent Year (2024-25)	98.00	0.00	17995.97 0.00
Status:	Met	Met	Not Met Met

**1B-3. Comparison of County Office Projected County Operated Programs ADA to the Standard**

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

- 1a. STANDARD NOT MET - Projected ADA for county operated programs is above the standard for one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard, a description of the methods and assumptions used in projecting ADA, and what changes, if any, will be made to bring the projected ADA within the standard.

**Explanation:**

(required if NOT met)

Napa County student population is declining by about 2% annually, which is represented in the County Operations Grant ADA projections.

**2. CRITERION: LCFF Revenue**

STANDARD: Projected local control funding formula (LCFF) revenue for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population, plus the county office's gap funding or its cost-of-living adjustment (COLA)<sup>1</sup> plus or minus one percent.

For excess property tax counties, projected LCFF revenue has not changed from the prior fiscal year by more than the percent change in property tax revenues plus or minus one percent.

<sup>1</sup> County offices that are already at or above their LCFF target funding level receive no gap funding. These county offices have a COLA applied to their LCFF target, but their year-over-year revenue increase might be less than the statutory COLA due to certain local factors and components of the funding formula.

**2A. County Office's LCFF Revenue Standard**

Indicate which standard applies:

- LCFF Revenue
- Excess Property Tax/Minimum State Aid

The County office must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: Excess Property Tax/Minimum State Aid

**2A-1. Calculating the County Office's LCFF Revenue Standard**

DATA ENTRY: Section I, enter applicable data for all fiscal years. Section I-a is completed by a county office funded at Target, and Section I-b is completed by a county office funded at Hold Harmless. Section II, enter data in Step 2b1 for all fiscal years. Section III, all data are extracted or calculated. Section IV, enter data in Step 1a for the two subsequent fiscal years, Step 2b1 for all fiscal years, and Step 2b3 for current year only. All other data are extracted or calculated.

NOTE: Note: Enter data in Section I, Line c1 and Section IV only if the county office has charter school funded county program ADA corresponding to financial data reported in Fund 01. Due to the full implementation of LCFF, gap funding is no longer applicable.

Regardless of the standard selected, criterion 2A-1 must be completed to obtain the total change in population and funding level.

**Projected LCFF Revenue**

Select County Office's LCFF revenue funding status:

- At Target                      If status is at target, then COLA amount in Step 2b2 is used in Step 2c in Sections II and III.
- Hold Harmless                If status is hold harmless, then amount in Step 2c is zero in Sections II and III.
- Status:                        Hold Harmless

		Prior Year	Budget Year	1st Subsequent Year	2nd Subsequent Year
		(2021-22)	(2022-23)	(2023-24)	(2024-25)
<b>I. LCFF Funding</b>					
a.	COE funded at Target LCFF				
a1.	COE Operations Grant	N/A	N/A	N/A	N/A
a2.	COE Alternative Education Grant	N/A	N/A	N/A	N/A

b.	COE funded at Hold Harmless LCFF	6,175,631.00	6,175,631.00	6,175,631.00	6,175,631.00
c.	Charter Funded County Program				
c1.	LCFF Entitlement	0.00	0.00	0.00	0.00
d.	Total LCFF (Sum of a or b, and c)	6,175,631.00	6,175,631.00	6,175,631.00	6,175,631.00

**II. County Operations Grant**

Step 1 - Change in Population

a.	ADA (Funded) (Form A, line B5 and Criterion 1B-2)	18,738.00	18738.0	18,363.24	17,995.97
b.	Prior Year ADA (Funded)		18,738.00	18738.0	18,363.24
c.	Difference (Step 1a minus Step 1b (At Target) or 0 (Hold Harmless))		0.00	0.00	0.00
d.	Percent Change Due to Population (Step 1c divided by Step 1b)		0.00%	0.00%	0.00%

Step 2 - Change in Funding Level

a.	Prior Year LCFF Funding (Section I-a1 (At Target) or Section I-b (Hold Harmless), prior year column)	6,175,631.00	6,175,631.00	6,175,631.00
b1.	COLA percentage (if COE is at target)	0.0%	0.0%	0.0%
b2.	COLA amount (proxy for purposes of this criterion)	0.00	0.00	0.00
c.	Total Change (Step 2b2 (At Target) or 0 (Hold Harmless))	0.00	0.00	0.00
d.	Percent Change Due to Funding Level (Step 2c divided by Step 2a)	0.00%	0.00%	0.00%

Step 3 - Weighted Change in Population and Funding Level

a.	Percent change in population and funding level (Step 1d plus Step 2d)	0.00%	0.00%	0.00%
b.	LCFF Percent allocation (Section I-a1 divided by Section I-d (At Target) or Section I-b divided by Section I-d (Hold Harmless))	100.00%	100.00%	100.00%
c.	Weighted Percent change (Step 3a x Step 3b)	0.00%	0.00%	0.00%

**III. Alternative Education Grant**

	Prior Year (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
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Step 1 - Change in Population

a.	ADA (Funded) (Form A, lines B1d, C2d, and Criterion 1B-2)	98.00	98.00	98.00	98.00
b.	Prior Year ADA (Funded)		98.00	98.00	98.00
c.	Difference (Step 1a minus Step 1b)		0.00	0.00	0.00
d.	Percent Change Due to Population (Step 1c divided by Step 1b)		0.00%	0.00%	0.00%

Step 2 - Change in Funding Level

a.	Prior Year LCFF Funding	6,175,631.00	6,175,631.00	6,175,631.00
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(Section I-a2 (At Target) or Section I-b (Hold Harmless), prior year column)				
b1.	COLA percentage (if COE is at target) (Section II-Step 2b1)	0.00%	0.00%	0.00%
b2.	COLA amount (proxy for purposes of this criterion)	0.00	0.00	0.00
c.	Total Change (Step 2b2 (At Target) or 0 (Hold Harmless))	0.00	0.00	0.00
d.	Percent Change Due to Funding Level (Step 2c divided by Step 2a)	0.00%	0.00%	0.00%

Step 3 - Weighted Change in Population and Funding Level

a.	Percent change in population and funding level (Step 1d plus Step 2d)	0.00%	0.00%	0.00%
b.	LCFF Percent allocation (Section I-a2 divided by Section I-d (At Target) or Section I-b divided by Section I-d (Hold Harmless))	100.00%	100.00%	100.00%
c.	Weighted Percent change (Step 3a x Step 3b)	0.00%	0.00%	0.00%

IV. Charter Funded County Program

	Prior Year (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Step 1 - Change in Population				
a. ADA (Funded) (Form A, line C3f)	0.00	0	0.00	0.00
b. Prior Year ADA (Funded)		0.00	0.00	0.00
c. Difference (Step 1a minus Step 1b)		0.00	0.00	0.00
d. Percent Change Due to Population (Step 1c divided by Step 1b)		0.00%	0.00%	0.00%

Step 2 - Change in Funding Level

a.	Prior Year LCFF Funding (Section I-c1, prior year column)	0.00	0.00	0.00
b1.	COLA percentage	0.00%	0.00%	0.00%
b2.	COLA amount (proxy for purposes of this criterion)	0.00	0.00	0.00
c.	Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)	0.00%	0.00%	0.00%

Step 3 - Weighted Change in Population and Funding Level

a.	Percent change in population and funding level (Step 1d plus Step 2c)	0.00%	0.00%	0.00%
b.	LCFF Percent allocation (Section I-c1 divided by Section I-d)	0.00%	0.00%	0.00%
c.	Weighted Percent change (Step 3a x Step 3b)	0.00%	0.00%	0.00%

V. Weighted Change

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
a. Total weighted percent change (Step 3c in sections II, III and IV)	0.00%	0.00%	0.00%

LCFF Revenue Standard (line V-a, plus/minus 1%):

N/A	N/A	N/A
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2B. Alternate LCFF Revenue Standard - Excess Property Tax / Minimum State Aid

DATA ENTRY: If applicable to your county office, input data in the 1st and 2nd Subsequent Years for projected local property taxes; all other data are extracted or calculated.

**Excess Property Tax or Minimum State Aid County Office Projected LCFF Revenue**

	Prior Year (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Projected local property taxes (Form 01, Objects 8021 - 8089)	20,807,832.00	21,113,487.00	21,113,487.00	21,113,487.00
<b>Excess Property Tax/Minimum State Aid Standard</b> (Percent change over previous year, plus/minus 1%):		0.47% to 2.47%	-1.00% to 1.00%	-1.00% to 1.00%

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

DATA ENTRY: Enter data in the 1st and 2nd Subsequent Years for LCFF Revenue; all other data are extracted or calculated.

	Prior Year (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1. LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	22,774,298.00	23,079,953.00	23,079,953.00	23,078,953.00
County Office's Projected Change in LCFF Revenue:		1.34%	0.00%	0.00%
<b>Standard:</b>		0.47% to 2.47%	-1.00% to 1.00%	-1.00% to 1.00%
<b>Status:</b>		Met	Met	Met

**2D. Comparison of County Office LCFF Revenue to the Standard**

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

- 1a. STANDARD MET - Projected change in LCFF revenue has met the standard for the budget and two subsequent fiscal years.

**Explanation**  
(required if NOT met)

- 3. **CRITERION: Salaries and Benefits**

STANDARD: Projected total salaries and benefits for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year amount by more than the change in funded COLA plus or minus five percent.

**3A. Calculating the County Office's Salaries and Benefits Standard Percentages**

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1. County Office's Change in Funding Level (Criterion 2C):	1.34%	0.00%	0.00%
2. County Office's Salaries and Benefits Standard (Line 1, plus/minus 5%):	-3.66% to 6.34%	-5.00% to 5.00%	-5.00% to 5.00%

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

DATA ENTRY: If Form MYP exists, Salaries and Benefits for the 1st and 2nd Subsequent Years will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Salaries and Benefits (Form 01, Objects 1000-3999)	Percent Change Over Previous Year	Status
	(Form MYP, Lines B1-B3)		
First Prior Year (2021-22)	31,457,720.39		
Budget Year (2022-23)	31,707,050.92	.79%	Met
1st Subsequent Year (2023-24)	32,675,149.63	3.05%	Met
2nd Subsequent Year (2024-25)	33,210,588.63	1.64%	Met

**3C. Comparison of County Office Change in Salaries and Benefits to the Standard**

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

- 1a. STANDARD MET - Ratio of total salaries and benefits to total expenditures has met the standard for the budget 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 budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the change in funded COLA plus or minus ten percent.

For each major object category, changes that exceed the percentage change in the funded COLA plus or minus five percent must be explained.

**4A. Calculating the County Office's Other Revenues and Expenditures Standard Percentage Ranges**

DATA ENTRY: All data are extracted or calculated.

Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
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1. County Office's Change in Funding Level (Criterion 2C):	1.34%	0.00%	0.00%
<b>2. County Office's Other Revenues and Expenditures</b>			
<b>Standard Percentage Range (Line 1, plus/minus 10%):</b>	<b>-8.66% to 11.34%</b>	<b>-10.00% to 10.00%</b>	<b>-10.00% to 10.00%</b>
3. County Office's Other Revenues and Expenditures			
Explanation Percentage Range (Line 1, plus/minus 5%):	-3.66% to 6.34%	-5.00% to 5.00%	-5.00% to 5.00%

**4B. Calculating the County Office's Change by Major Object Category and Comparison to the Explanation Percentage Range (Section 4A, Line 3)**

DATA ENTRY: If Form MYP exists, the 1st and 2nd Subsequent Year data for each revenue and expenditure section will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

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

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
<b>Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)</b>			
First Prior Year (2021-22)	16,190,815.64		
Budget Year (2022-23)	13,289,300.86	-17.92%	Yes
1st Subsequent Year (2023-24)	13,208,437.00	-0.61%	No
2nd Subsequent Year (2024-25)	13,208,437.00	0.00%	No

**Explanation:**  
(required if Yes)

Federal funding changes from 2021-22 to 2022-23 are due to the following awards not continuing into 2022-23: \$686,000 one-time ESSER/ELO funding, \$1,042,000 CaliReads contract, and \$1,500,000 21st Century awards.

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

First Prior Year (2021-22)	14,491,441.37		
Budget Year (2022-23)	12,156,587.53	-16.11%	Yes
1st Subsequent Year (2023-24)	11,846,819.10	-2.55%	No
2nd Subsequent Year (2024-25)	11,846,819.10	0.00%	No

**Explanation:**  
(required if Yes)

State funding changes from 2021-22 to 2022-23 are due to the following awards not continuing into 2022-23: \$1,382,000 IEEEP award, \$900,000 Strong Workforce award, \$450,000 Learning Loss awards, and other carry over budgets not yet estimated. Increases include \$1,200,000 SBHIP award, and \$620,000 MHSSA award.

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

First Prior Year (2021-22)	12,562,412.71		
Budget Year (2022-23)	13,431,380.18	6.92%	Yes
1st Subsequent Year (2023-24)	13,431,380.18	0.00%	No
2nd Subsequent Year (2024-25)	13,431,380.18	0.00%	No

**Explanation:**  
(required if Yes)

Local funding changes from 2021-22 to 2022-23 include the increase of ELOP subcontracts of \$1,694,000 along with reductions for carry over budgets that are not yet budgeted.

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

First Prior Year (2021-22)	4,715,816.33
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Budget Year (2022-23)	3,994,839.44	-15.29%	Yes
1st Subsequent Year (2023-24)	3,994,839.44	0.00%	No
2nd Subsequent Year (2024-25)	3,994,839.44	0.00%	No

**Explanation:**  
(required if Yes)

Reduced spending in books and supplies is related to one-time expenses during the pandemic and one-time projects that have been removed from future years.

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

First Prior Year (2021-22)	14,179,197.69		
Budget Year (2022-23)	12,994,996.11	-8.35%	Yes
1st Subsequent Year (2023-24)	11,723,420.36	-9.79%	Yes
2nd Subsequent Year (2024-25)	11,340,781.80	-3.26%	No

**Explanation:**  
"(required if Yes)"

Reduced spending in services in future years is associated primarily with the restricted budgets. As staffing costs increase, the programs with need to reduce their budgets in order to balance to their revenue. The reduction is shown all is services, but may occur in many different ways across all object codes.

**4C. Calculating the County Office's Change in Total Operating Revenues and Expenditures (Section 4A, Line 2)**

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Amount	Percent Change	
		Over Previous Year	Status

**Total Federal, Other State, and Other Local Revenue (Section 4B)**

First Prior Year (2021-22)	43,244,669.72		
Budget Year (2022-23)	38,877,268.57	-10.10%	Not Met
1st Subsequent Year (2023-24)	38,486,636.28	-1.00%	Met
2nd Subsequent Year (2024-25)	38,486,636.28	0.00%	Met

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

First Prior Year (2021-22)	18,895,014.02		
Budget Year (2022-23)	16,989,835.55	-10.08%	Not Met
1st Subsequent Year (2023-24)	15,718,259.80	-7.48%	Met
2nd Subsequent Year (2024-25)	15,335,621.24	-2.43%	Met

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

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

1a.

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

**Explanation:**  
Federal Revenue  
(linked from 4B  
if NOT met)

Federal funding changes from 2021-22 to 2022-23 are due to the following awards not continuing into 2022-23: \$686,000 one-time ESSER/ELO funding, \$1,042,000 CalReads contract, and \$1,500,000 21st Century awards.

**Explanation:**  
Other State Revenue  
(linked from 4B  
if NOT met)

State funding changes from 2021-22 to 2022-23 are due to the following awards not continuing into 2022-23: \$1,382,000 IEEEEP award, \$900,000 Strong Workforce award, \$450,000 Learning Loss awards, and other carry over budgets not yet estimated. Increases include \$1,200,000 SBHIP award, and \$620,000 MHSSA award.

**Explanation:**  
Other Local Revenue  
(linked from 4B  
if NOT met)

Local funding changes from 2021-22 to 2022-23 include the increase of ELOP subcontracts of \$1,694,000 along with reductions for carry over budgets that are not yet budgeted.

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

**Explanation:**  
Books and Supplies  
(linked from 4B  
if NOT met)

Reduced spending in books and supplies is related to one-time expenses during the pandemic and one-time projects that have been removed from future years.

**Explanation:**  
Services and Other Exps  
(linked from 4B  
if NOT met)

Reduced spending in services in future years is associated primarily with the restricted budgets. As staffing costs increase, the programs with need to reduce their budgets in order to balance to their revenue. The reduction is shown all is services, but may occur in many different ways across all object codes.

5. **CRITERION: Facilities Maintenance**

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the 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: All data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

	Budgeted Unrestricted Expenditures and Other Financing Uses (Form 01, Resources 0000-1999, Objects 1000-7999)	3% Required Minimum Contribution (Unrestricted Budget times 3%)	Budgeted Contribution <sup>1</sup> to the Ongoing and Major Maintenance Account	Status
Ongoing and Major Maintenance/Restricted Maintenance Account	8,373,090.89	251,192.73	530,702.27	Met

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

<p><b>Explanation:</b> (required if NOT met and Other is marked)</p>		Not applicable (county office does not participate in the Leroy F. Greene School Facilities Act of 1998)
		Other (explanation must be provided)

**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 reserves<sup>1</sup> as a percentage of total expenditures and other financing uses<sup>2</sup>, in two out of three prior fiscal years.

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

DATA ENTRY: All data are extracted or calculated.

		Third Prior Year (2019-20)	Second Prior Year (2020-21)	First Prior Year (2021-22)
1.	County Office's Available Reserve Amounts (resources 0000-1999)			
	a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
	b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	1,260,054.00	1,273,703.80	1,779,599.00
	c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	0.00	0.00	0.00
	d. Negative County School Service Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	(63,771.47)	0.00	0.00
	e. Available Reserves (Lines 1a through 1d)	1,196,282.53	1,273,703.80	1,779,599.00
2.	Expenditures and Other Financing Uses			
	a. County Office's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	36,183,058.64	36,561,745.26	52,877,416.83
	b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540, 6546, objects 7211-7213, 7221-7223)	5,393,924.00	5,424,221.56	8,242,311.00
	c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	41,576,982.64	41,985,966.82	61,119,727.83
3.	County Office's Available Reserve Percentage (Line 1e divided by Line 2c)	2.90%	3.00%	2.90%
<b>County Office's Deficit Spending Standard Percentage Levels</b>		<b>1.00%</b>	<b>1.00%</b>	<b>1.00%</b>

(Line 3 times 1/3):

<sup>1</sup> 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.

<sup>2</sup> 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.

**6B. Calculating the County Office's Deficit Spending Percentages**

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in	Total Unrestricted	Deficit Spending Level	
	Unrestricted Fund Balance (Form 01, Section E)	Expenditures and Other Financing Uses (Form 01, Objects 1000-7999)	(If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2019-20)	(770,766.05)	9,989,408.27	7.72%	Not Met
Second Prior Year (2020-21)	606,371.82	7,990,931.41	N/A	Met
First Prior Year (2021-22)	256,268.45	8,248,266.27	N/A	Met
Budget Year (2022-23) (Information only)	(274,781.25)	8,373,090.89		

**6C. Comparison of County Office Deficit Spending to the Standard**

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

- 1a. STANDARD MET - Unrestricted deficit spending, if any, has not exceeded the standard percentage level in two or more of the three prior years.

**Explanation:**

(required if NOT met)

**7. CRITERION: Fund Balance**

STANDARD: Budgeted beginning unrestricted county school service fund balance has not been overestimated for two out of three prior fiscal years by more than the following percentage levels:

Percentage Level <sup>1</sup>	County Office Total Expenditures and Other Financing Uses <sup>2</sup>	
1.7%	0	to \$6,637,999
1.3%	\$6,638,000	to \$16,595,999
1.0%	\$16,596,000	to \$74,682,000
0.7%	\$74,682,001	and over

<sup>1</sup> Percentage levels equate to a rate of deficit spending which would eliminate recommended reserves for economic uncertainties over a three year period.

<sup>2</sup> A county office of education that is the Administrative Unit of a Special Education Local Plan Area may exclude from its expenditures the distribution of funds to its participating members.

County Office's Expenditures and Other Financing Uses (Criterion 8A1), plus SELPA Pass-through

(Criterion 7A2b) if Criterion 7A, Line 1 is No:

49,069,928.18

County Office's Fund Balance Standard Percentage Level:

1.00%

**7A. 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 MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and,

if Yes, enter data for item 2a and for the two subsequent years in item 2b; Budget Year data are extracted.

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

1. Do you choose to exclude pass-through funds distributed to SELPA members from the calculations for fund balance and reserves?

Yes

2. If you are the SELPA AU and are excluding special education pass-through funds:

a. Enter the name(s) of the SELPA(s): Napa County SELPA

	Budget Year (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, 6546, objects 7211-7213, 7221-7223):	6,001,313.00	6,001,313.00	6,001,313.00

**7B. Calculating the County Office's Unrestricted County School Service Fund Beginning Balance Percentages**

DATA ENTRY: Enter data in the Original Budget column for the First, Second, and Third Prior Years; all other data are extracted or calculated.

Fiscal Year	Unrestricted County School Service Fund Beginning Balance <sup>3</sup> (Form 01, Line F1e, Unrestricted Column)		Beginning Fund Balance	Status
	Original Budget	Estimated/Unaudited Actuals	Variance Level (If overestimated, else N/A)	
Third Prior Year (2019-20)	8,881,149.62	9,233,320.97	N/A	Met
Second Prior Year (2020-21)	7,178,925.47	8,462,554.93	N/A	Met
First Prior Year (2021-22)	8,809,369.96	9,068,926.75	N/A	Met
Budget Year (2022-23) (Information only)	9325195.20			

<sup>3</sup> Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

**7C. Comparison of County Office Unrestricted Beginning Fund Balance to the Standard**

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

1a. STANDARD MET - Unrestricted county school service fund beginning fund balance has not been overestimated by more than the standard percentage level for two or more of the previous three years.

**Explanation:**  
(required if NOT met)

**8. CRITERION: Reserves**

STANDARD: Available reserves<sup>1</sup> for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts as applied to total expenditures and other financing uses<sup>2</sup>:

Percentage Level <sup>3</sup>	County Office Total Expenditures and Other Financing Uses <sup>3</sup>	
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

<sup>1</sup>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.

<sup>2</sup> A county office of education that is the Administrative Unit of a Special Education Local Plan Area may exclude from its expenditures the distribution of funds to its participating members.

<sup>3</sup> Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment, as referenced in (Education Code Section 2574), rounded to the nearest thousand.

	Budget 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 7A2b) if Criterion 7A, Line 1 is No:	49,069,928.18	48,613,170.14	48,765,970.58

<b>County Office's Reserve Standard Percentage Level:</b>	<b>3.00%</b>	<b>3.00%</b>	<b>3.00%</b>
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**8A. Calculating the County Office's Reserve Standard**

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for line 1 will be extracted; if not, enter data for the two subsequent years.

All other data are extracted or calculated.

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	49,069,928.18	48,613,170.14	48,765,970.58
2. Plus: Special Education Pass-through			

	(Criterion 7A, Line 2b if Criterion 7A, Line 1 is No)	6,001,313.00	6,001,313.00	6,001,313.00
3.	Total Expenditures and Other Financing Uses (Line A1 plus Line A2)	49,069,928.18	48,613,170.14	48,765,970.58
4.	Reserve Standard Percentage Level	3.00%	3.00%	3.00%
5.	Reserve Standard - by Percent (Line A3 times Line A4)	1,472,097.85	1,458,395.10	1,462,979.12
6.	Reserve Standard - by Amount (From percentage level chart above)	664,000.00	664,000.00	664,000.00
7.	<b>County Office's Reserve Standard</b> <b>(Greater of Line A5 or Line A6)</b>	<b>1,472,097.85</b>	<b>1,458,395.10</b>	<b>1,462,979.12</b>

**8B. Calculating the County Office's Budgeted Reserve Amount**

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 through 7 will be extracted; if not, enter data for the two subsequent years.  
All other data are extracted or calculated.

Reserve Amounts (Unrestricted resources 0000-1999 except lines 4, 8, and 9):	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1. County School Service Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00		
2. County School Service Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	1,649,454.00	1,649,454.00	1,649,454.00
3. County School Service Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, 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 MYP, Line E1d)	0.00	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	0.00		
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00		
8. County Office's Budgeted Reserve Amount (Lines B1 thru B7)	1,649,454.00	1,649,454.00	1,649,454.00
9. County Office's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 8A, Line 3)	3.36%	3.39%	3.38%
<b>County Office's Reserve Standard</b> <b>(Section 8A, Line 7):</b>	<b>1,472,097.85</b>	<b>1,458,395.10</b>	<b>1,462,979.12</b>
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 - Projected available reserves have met the standard for the budget and two subsequent fiscal years.



**Explanation:**  
(required if NOT met)

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**SUPPLEMENTAL INFORMATION**

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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 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 in the budget in excess of one percent of the total county school service fund expenditures that are funded with one-time resources?

Yes

1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

4.50 FTE is funded by one-time funding in 2022-23 and will return to the Unrestricted General Fund in 2023-24.

**S3. Use of Ongoing Revenues for One-time Expenditures**

1a. Does your county office have large non-recurring county school service fund expenditures that are funded with ongoing county school service fund revenues?

No

1b. If Yes, identify the expenditures:

**S4. Contingent Revenues**

1a. Does your county office have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?

No

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

**S5. Contributions**

Identify projected contributions from unrestricted resources in the county school service fund to restricted resources in the county school service fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the county school service fund to cover operating deficits in either the county school service fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

Estimate the impact of any capital projects on the county school service fund operational budget.

County Office's Contributions and Transfers Standard:

-10.0% to +10.0% or -\$20,000 to +\$20,000

**S5A. Identification of the County Office's Projected Contributions, Transfers, and Capital Projects that may Impact the County School Service Fund**

DATA ENTRY: For Contributions, enter data in the Projection column for the 1st and 2nd Subsequent Years. Contributions for the First Prior Year and Budget Year data will be extracted. For Transfers In and Transfers Out, the First Prior Year and Budget Year data will be extracted. If Form MYP exists, the data will be extracted for the 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data for the 1st and 2nd Subsequent Years. Click the appropriate button for 1d. All other data are extracted or calculated.

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
<b>1a. Contributions, Unrestricted County School Service Fund (Fund 01, Resources 0000-1999, Object 8980)</b>				
First Prior Year (2021-22)	(1,012,407.35)			
Budget Year (2022-23)	(1,171,042.27)	158,634.92	15.7%	Not Met
1st Subsequent Year (2023-24)	(1,171,042.27)	0.00	0.0%	Met
2nd Subsequent Year (2024-25)	(1,171,042.27)	0.00	0.0%	Met
<b>1b. Transfers In, County School Service Fund *</b>				
First Prior Year (2021-22)	10,000.00			
Budget Year (2022-23)	0.00	(10,000.00)	(100.0%)	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
<b>1c. Transfers Out, County School Service Fund *</b>				
First Prior Year (2021-22)	448,822.47			
Budget Year (2022-23)	15,000.00	(433,822.47)	(96.7%)	Not Met
1st Subsequent Year (2023-24)	15,000.00	0.00	0.0%	Met
2nd Subsequent Year (2024-25)	15,000.00	0.00	0.0%	Met
<b>1d. Impact of Capital Projects</b>				
Do you have any capital projects 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 by more than the standard for one or more of the budget or subsequent two fiscal years. Identify restricted programs and amount of contribution 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)

Increase in custodial staff covered by the RRMA under a contribution from Unrestricted General Fund has increased by 1.0 FTE.

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

**Explanation:**

(required if NOT met)

- 1c. NOT MET - The projected transfers out of the county school service fund have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify the amount(s) transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the county office's plan, with timeframes, for reducing or eliminating the transfers.

**Explanation:**

(required if NOT met)

The annual transfer of RDA Facilities Funds to Fund 35 occurs in 2021-22 and has been removed from future years.

- 1d. NO - There are no capital projects that may impact the county school service fund operational budget.

**Project Information:**

(required if YES)

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**S6. Long-term Commitments**

Identify all existing and new multiyear commitments<sup>1</sup> and their annual required payment for the budget year and two subsequent fiscal years. Explain how any increase in annual payments will be funded.

Also, explain how any decrease to funding sources used to pay long-term commitments will be replaced. <sup>1</sup> Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

**S6A. Identification of the County Office's Long-term Commitments**

DATA ENTRY: Click the appropriate button in item 1 and enter data in all columns of item 2 for applicable long-term commitments; there are no extractions in this section.

1. Does your county office have long-term (multiyear) commitments?  
(If No, skip item 2 and sections S6B and S6C)

Yes

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

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For:		Principal Balance as of July 1, 2022-23
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Leases				
Certificates of Participation	29	General Fund	General Fund	11,625,000
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences	n/a	Operating Funds	Operating Funds	353,587

Other Long-term Commitments (do not include OPEB):

<b>TOTAL:</b>				11,978,587

Type of Commitment (continued)	Prior Year	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2021-22)	(2022-23)	(2023-24)	(2024-25)
	Annual Payment (P & I)	Annual Payment (P & I)	Annual Payment (P & I)	Annual Payment (P & I)
Leases	585,444	587,488	582,888	583,088
Certificates of Participation				
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
Total Annual Payments:	585,444	587,488	582,888	583,088
	Has total annual payment increased over prior year (2021-22)?	Yes	No	No

**S6B. Comparison of County Office's Annual Payments to Prior Year Annual Payment**

DATA ENTRY: Enter an explanation if Yes.

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

**Explanation:**

(required if Yes to increase in total annual payments)

Unrestricted General Fund

**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**

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the actuarially determined contribution (if available); and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and, indicate how the obligation is funded (level of risk retained, funding approach, etc.).

**S7A. Identification of the County Office's Estimated Unfunded Liability for Postemployment Benefits Other than Pensions (OPEB)**

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

1 Does your county office provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5)

Yes
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2 For the county office's OPEB:

a. Are they lifetime benefits?

No
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b. Do benefits continue past age 65?

No
----

c. Describe any other characteristics of the county office's OPEB program including eligibility criteria and amounts, if any, that retirees are required to contribute toward their own benefits:

3 a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method?

Actuarial
-----------

b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or government fund

Self-Insurance Fund	Government Fund
4943434	632779

4 OPEB Liabilities

Data must be entered.

a. Total OPEB liability

4,382,893.00
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b. OPEB plan(s) fiduciary net position (if applicable)

5,576,214.00
--------------

c. Total/Net OPEB liability (Line 4a minus Line 4b)

(1,193,321.00)
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d. Is total OPEB liability based on the county office's estimate or an actuarial valuation?

Actuarial
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e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation.

Budget Year	1st Subsequent Year	2nd Subsequent Year
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5 OPEB Contributions

(2022-23)	(2023-24)	(2024-25)
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a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement

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Method

b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)	315,928.73	315,928.73	315,928.73
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)			
d. Number of retirees receiving OPEB benefits	64.00	64.00	64.00

**S7B. Identification of the County Office's Unfunded Liability for Self-Insurance Programs**

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

1 Does your 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 7A) (If No, skip items 2-4)

2 Describe each self-insurance program operated by the county office, including details for each such as level of risk retained, funding approach, basis for the valuation (county office's estimate or actuarial valuation), and date of the valuation:

3. Self-Insurance Liabilities

a. Accrued liability for self-insurance programs	
b. Unfunded liability for self-insurance programs	

4. Self-Insurance Contributions

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
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a. Required contribution (funding) for self-insurance programs			
b. Amount contributed (funded) for self-insurance programs			

**S8. Status of Labor Agreements**

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

**If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:**

The 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: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
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Number of certificated (non-management) full-time - equivalent(FTE) positions

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Data must be entered for all years.

**Certificated (Non-management) Salary and Benefit Negotiations**

1. Are salary and benefit negotiations settled for the budget year?

If Yes, and the corresponding public disclosure documents have not been filed with the CDE, complete questions 2-4.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 5 and 6.

**Negotiations Settled**

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:

Budget Year

1st Subsequent Year

2nd  
Subsequent  
Year

(2022-23)

(2023-24)

(2024-25)

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

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**One Year Agreement**

Total cost of salary settlement

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% change in salary schedule from prior year

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or

**Multiyear Agreement**

Total cost of salary settlement

--	--	--

% change in salary schedule from prior year (may enter text, such as "Reopener")

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

**Negotiations Not Settled**

5. Cost of a one percent increase in salary and statutory benefits

Budget Year

1st Subsequent Year

2nd  
Subsequent  
Year

(2022-23)

(2023-24)

(2024-25)

6. Amount included for any tentative salary schedule increases

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Budget Year

1st Subsequent Year

2nd  
Subsequent  
Year

(2022-23)

(2023-24)

(2024-25)

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

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1. Are costs of H&W benefit changes included in the budget and MYPs?
2. Total cost of H&W benefits
3. Percent of H&W cost paid by employer
4. Percent projected change in H&W cost over prior year


**Certificated (Non-management) Prior Year Settlements**

Are any new costs from prior year settlements included in the budget?

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

**Certificated (Non-management) Step and Column Adjustments**

1. Are step & column adjustments included in the budget and MYPs?
2. Cost of step & column adjustments
3. Percent change in step & column over prior year

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)

**Certificated (Non-management) Attrition (layoffs and retirements)**

1. Are savings from attrition included in the budget and MYPs?
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)

**Certificated (Non-management) - Other**

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

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

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Number of classified (non-management) FTE positions				

Data must be entered for all years.

**Classified (Non-management) Salary and Benefit Negotiations**

1. Are salary and benefit negotiations settled for the budget year?



If Yes, and the corresponding public disclosure documents have not been filed with the CDE, complete questions 2-4.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 5 and 6.

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Negotiations Settled

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:

	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2022-23)	(2023-24)	(2024-25)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?	<input style="width: 100%; height: 100%;" type="text"/>	<input style="width: 100%; height: 100%;" type="text"/>	<input style="width: 100%; height: 100%;" type="text"/>

**One Year Agreement**

Total cost of salary settlement	<input style="width: 100%; height: 100%;" type="text"/>	<input style="width: 100%; height: 100%;" type="text"/>	<input style="width: 100%; height: 100%;" type="text"/>
% change in salary schedule from prior year	<input style="width: 100%; height: 100%;" type="text"/>	<input style="width: 100%; height: 100%;" type="text"/>	<input style="width: 100%; height: 100%;" type="text"/>

or

**Multiyear Agreement**

Total cost of salary settlement	<input style="width: 100%; height: 100%;" type="text"/>	<input style="width: 100%; height: 100%;" type="text"/>	<input style="width: 100%; height: 100%;" type="text"/>
% change in salary schedule from prior year (may enter text, such as "Reopener")	<input style="width: 100%; height: 100%;" type="text"/>	<input style="width: 100%; height: 100%;" type="text"/>	<input style="width: 100%; height: 100%;" type="text"/>

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

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Negotiations Not Settled

5. Cost of a one percent increase in salary and statutory benefits:

	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2022-23)	(2023-24)	(2024-25)
6. Amount included for any tentative salary schedule increases	<input style="width: 100%; height: 100%;" type="text"/>	<input style="width: 100%; height: 100%;" type="text"/>	<input style="width: 100%; height: 100%;" type="text"/>

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

	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2022-23)	(2023-24)	(2024-25)
1. Are costs of H&W benefit changes included in the budget and MYPs?	<input style="width: 100%; height: 100%;" type="text"/>	<input style="width: 100%; height: 100%;" type="text"/>	<input style="width: 100%; height: 100%;" type="text"/>
2. Total cost of H&W benefits	<input style="width: 100%; height: 100%;" type="text"/>	<input style="width: 100%; height: 100%;" type="text"/>	<input style="width: 100%; height: 100%;" type="text"/>
3. Percent of H&W cost paid by employer	<input style="width: 100%; height: 100%;" type="text"/>	<input style="width: 100%; height: 100%;" type="text"/>	<input style="width: 100%; height: 100%;" type="text"/>
4. Percent projected change in H&W cost over prior year	<input style="width: 100%; height: 100%;" type="text"/>	<input style="width: 100%; height: 100%;" type="text"/>	<input style="width: 100%; height: 100%;" type="text"/>

**Classified (Non-management) Prior Year Settlements**

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Are any new costs from prior year settlements included in the budget?

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

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**Classified (Non-management) Step and Column Adjustments**

- Are step & column adjustments included in the budget and MYPs?
- Cost of step & column adjustments
- Percent change in step & column over prior year

Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)

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

- Are savings from attrition included in the budget and MYPs?
- Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?

Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)

**Classified (Non-management) - Other**

List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):

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**S8C. Cost Analysis of County Office's Labor Agreements - Management/Supervisor/Confidential Employees**

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Number of management, supervisor, and confidential FTE positions				

Data must be entered for all years.

**Management/Supervisor/Confidential**

**Salary and Benefit Negotiations**

- Are salary and benefit negotiations settled for the budget year?

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

If n/a, skip the remainder of Section S8C.

Negotiations Settled

2.	Salary settlement:	Budget Year	1st Subsequent Year	2nd Subsequent Year
		(2022-23)	(2023-24)	(2024-25)
		Is the cost of salary settlement included in the budget 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	Budget Year	1st Subsequent Year	2nd Subsequent Year
		(2022-23)	(2023-24)	(2024-25)
		Amount included for any tentative salary schedule increases		

**Management/Supervisor/Confidential**

**Health and Welfare (H&W) Benefits**

1.	Are costs of H&W benefit changes included in the budget and MYPs?	Budget Year	1st Subsequent Year	2nd Subsequent Year
		(2022-23)	(2023-24)	(2024-25)
		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**

1.	Are step & column adjustments included in the budget and MYPs?	Budget Year	1st Subsequent Year	2nd Subsequent Year
		(2022-23)	(2023-24)	(2024-25)
		2. Cost of step & column adjustments		
3. Percent change in step & column over prior year				

**Management/Supervisor/Confidential**

**Other Benefits (mileage, bonuses, etc.)**

1.	Are costs of other benefits included in the budget and MYPs?	Budget Year	1st Subsequent Year	2nd Subsequent Year
		(2022-23)	(2023-24)	(2024-25)
		2. Total cost of other benefits		
3. Percent change in cost of other benefits over prior year				

**S9. Local Control and Accountability Plan (LCAP)**

Confirm that the county office of education's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.

DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

1. Did or will the county office of education's governing board adopt an LCAP or an update to the LCAP effective for the budget year?

Yes

2. Adoption date of the LCAP or an update to the LCAP.

Jun 14, 2022

**S10. LCAP Expenditures**

Confirm that the county office of education's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

DATA ENTRY: Click the appropriate Yes or No button.

Does the county office of education's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?

Yes

**ADDITIONAL FISCAL INDICATORS**

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review. DATA ENTRY: Click the appropriate Yes or No button for items A1 through A8 except item A3, which is automatically completed based on data in Criterion 1.

- A1. Do cash flow projections show that the county office will end the budget year with a negative cash balance in the county school service fund? 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 fiscal year and budget year? (Data from Criterion 1, Sections 1B-1 and 1B-2, County Operations Grant ADA column, are used to determine Yes or No) No
- A4. Are new charter schools operating in county office boundaries that impact the county office's ADA, either in the prior fiscal year or budget year? No
- A5. Has the county office entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment? No
- 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 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)



**NAPA COUNTY OFFICE OF EDUCATION**  
**Barbara Nemko, Ph.D.**

**Item 4-A**  
**June 7, 2022**

**TITLE:**

Temporary County Certificates

**HISTORY:**

Education Code Section 44332 authorizes the issuance of Temporary County Certificates for the purpose of authorizing salary payments to certificated employees whose credential applications are being processed. The applicant must make a statement under oath that he or she has duly filed an application for a credential and that to the best of his or her knowledge no reason exists why a certificate should not be issued.

**CURRENT PROPOSAL:**

Consider approval of Temporary County Certificates. Such certificate shall be valid for not more than one calendar year from the date of issuance. In no event shall a Temporary Certificate be valid beyond the time that the commission either issues or denies the originally requested credential or permit. Therefore, it is necessary to process these certificates in a timely manner. This authorization extends to all public school districts under the Napa County Office of Education jurisdiction.

**FUNDING SOURCE:**

Not Applicable

**RECOMMENDATION:**

It is recommended that the Napa County Board of Education approve the issuance of the Temporary County Certificates presented at this **June 7, 2022** meeting.

**Prepared by:** Sarah White, Credentials Analyst  
6/1/2022

**NAPA COUNTY OFFICE OF EDUCATION  
Barbara Nemko Ph.D.**

**TO: Napa County Board of Education**  
**FROM: Sarah White, Credentials Analyst**

**DATE: June 7, 2022**  
**Item 4-A**

**RE: Temporary County Certificates**

**NAPA COUNTY OFFICE OF EDUCATION**

<b><u>NAME</u></b>	<b><u>TYPE</u></b>	<b><u>DOJ CLEARED</u></b>	<b>Waiver 72-HR Public Notice YES</b>
Manley, Katherine	Child Development permit- Master Teacher	7/19/2019	

**NAPA VALLEY UNIFIED SCHOOL  
DISTRICT**

<b><u>NAME</u></b>	<b><u>TYPE</u></b>	<b><u>DOJ CLEARED</u></b>
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Napa County Office of Education  
Barbara Nemko, Ph.D., Superintendent

**Item: 5A**  
**June 7, 2022**  
**Board Meeting**

**TITLE:**

**Adoption of Resolution 2022-19 – Brown Act Resolution to Permit Videoconferenced County Board of Education Meetings**

**HISTORY:**

Executive Order N-08-21 issued by Governor Newsom allowed legislative bodies to hold meetings via teleconference and make meetings accessible electronically through September 30, 2021, without violating the Brown Act. Effective October 1, 2021, AB 361 allows local legislative bodies to continue to allow remote meetings during a proclaimed state of emergency, if “state or local officials have imposed or recommended measures to promote social distancing.”

Because the State of California has continued to permit remote attendance at boards and commission meetings, the Napa County Executive Officer and Public Health Officer jointly recommend that this practice be permitted by all boards and commissions that may prefer to continue meeting remotely, in whole or in part, in order to help minimize the spread and transmission of COVID-19.

**CURRENT PROPOSAL:**

Approve Resolution 2022-19 to Permit Videoconferenced Board of Education Meetings.

**FUNDING SOURCE:** NA

**SPECIFIC RECOMMENDATION:** Approve Resolution 2022-19.

**PREPARED BY:** Joshua Schultz, Deputy Superintendent

## RESOLUTION NO. 2022 - 19

**WHEREAS**, on March 4, 2020, Governor Gavin Newsom declared a state of emergency related to COVID-19, pursuant to Government Code Section 8625, and such declaration remains in place.

See <https://www.gov.ca.gov/wp-content/uploads/2020/03/3.4.20-Coronavirus-SOE-Proclamation.pdf>; and

**WHEREAS**, the Centers for Disease Control (CDC) recommends physical distancing of at least six (6) feet whenever possible, avoiding crowds, and avoiding spaces that do not offer fresh air from the outdoors, particularly for people who are not fully vaccinated or who are at higher risk of getting very sick from COVID-19. See <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html>; and

**WHEREAS**, the CDC recommends that people who live with unvaccinated people avoid activities that make physical distancing hard. See <https://www.cdc.gov/coronavirus/2019-ncov/your-health/about-covid-19/caring-for-children/families.html>; and

**WHEREAS**, the CDC recommends that older adults limit in-person interactions as much as possible, particularly when indoors. See <https://www.cdc.gov/aging/covid19/covid19-older-adults.html>; and

**WHEREAS**, on September 27, 2021, the Napa County Executive Officer and the Napa County Public Health Officer recommended that continued remote attendance at Brown Act meetings be permitted “in order to help minimize the spread and transmission of COVID-19,” see <https://www.countyofnapa.org/DocumentCenter/View/22572/Memorandum-re-PH-Recommendation-Per-AB-361>; and

**WHEREAS**, persons without symptoms may be able to spread the COVID-19 virus. See <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html>; and

**WHEREAS**, fully vaccinated persons who become infected with the COVID-19 Delta variant can spread the virus to others. See <https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated.html>; and

**WHEREAS**, on June 17, 2021, Cal/OSHA issued revised regulations related to emergency temporary standards for COVID-19 Prevention, which require training of employees that, among other items, include, “The conditions under which face coverings must be worn at the workplace and that face coverings are additionally recommended outdoors for people who are not fully vaccinated if six feet of distance between people cannot be maintained,” and “[t]he fact that particles containing the virus can travel more than six feet, especially indoors, so physical distancing, face coverings, increased ventilation indoors, and respiratory protection decrease the

spread of COVID-19, but are most effective when used in combination,” see Cal. Code of Regs., tit. 8, sections 3205(c)(5)(D) and (E); and

**WHEREAS**, the County Board of Education’s meeting facilities are indoor facilities that are not designed to ensure circulation of fresh/outdoor air, and were not designed to ensure that attendees can remain six (6) feet apart; now therefore be it; and

**WHEREAS**, holding in-person meetings would encourage community members to come to the County Board of Education’s Board meeting facilities to participate in local government, and some of them would be at high risk of getting very sick from COVID-19 and/or live with someone who is at high risk; and

**WHEREAS**, in-person meetings would tempt community members who are experiencing COVID-19 symptoms to leave their homes in order to physically come to County Office of Education facilities to participate in local government; and

**WHEREAS**, attendees may use ride-share services and/or public transit to travel to in-person meetings, thereby putting them in close and prolonged contact with additional people outside of their households; and

**WHEREAS**, effective October 1, 2021, the Government Code provides that after September 30, 2021, a local agency may use teleconferencing [audio, video or both] 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.

(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. See Cal Gov. Code § 54953(e)(1).

**NOW, THEREFORE, BE IT RESOLVED:** that the Napa County Board of Education finds and determines that the foregoing recitals are true and correct and hereby adopts and incorporates them into this Resolution; and

**BE IT FURTHER RESOLVED:** that, based on these determinations and consistent with federal, state and local health guidance, the Napa County Board of

Education determines that conducting in-person meetings would pose imminent risks to the health of attendees; and

**BE IT FURTHER RESOLVED:** that the Napa County Board of Education firmly believes that the community's health and safety and the community's right to participate in local government are both critically important, and is committed to balancing the two by continuing to use teleconferencing to conduct public meetings, in accordance with California Government Code Section 54953(e); and

**FURTHER RESOLVED:** that the Napa County Board of Education will renew these (or similar) findings at least every thirty (30) days in accordance with California Government Code section 54953(e) until the state of emergency related to COVID-19 has been lifted, or the Napa County Board of Education finds that in-person meetings no longer pose imminent risks to the health of attendees, whichever is occurs first.

ADOPTED ON THIS 7th DAY OF JUNE, 2022.

AYES:

NOES:

ABSTAINED:

ABSENT:

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Board President

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Date



NAPA COUNTY OFFICE  

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OF  

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EDUCATION

Universal Prekindergarten (UPK) Plan

June 7, 2022

Innovation • Equity • Service  
Collaboration • Recognition • Integrity

## Universal PreKindergarten in California

Decades of research demonstrate that an early and strong foundation for learning matters. Children who have effective learning opportunities before Kindergarten (K) have an advantage in school and in life over children who do not, especially children with adverse childhood experiences. Children who attend quality preschool programs are more prepared for school in terms of their early literacy, language, and math skills, their executive function, and social-emotional development. In some cases, preschool participants are less likely to be identified for special education services or to be held back in elementary school than children who do not attend developmentally-informed preschool programs that include strong educational components.

California is poised to realize Universal PreKindergarten (UPK) for all four-year-old children, and to expand services for three-year-old children through bold leadership and the unprecedented investments in the Budget Act of 2021, including Universal Transitional Kindergarten (UTK) and expansion of the California State Preschool Program (CSPP).

The tumult of the COVID-19 pandemic accelerated a call to action to ensure a strong educational foundation for all children, emphasizing the critical role of our education system in supporting children and families' needs and how local flexibility fuels community capacity to meet their needs. California's leaders responded with historic investments in family support, child development and care, and education. Yet, as the 2020 Master Plan for Early Learning and Care highlights, realizing the promise of early childhood investments will require all partners—across early learning and care, early education, elementary education, and expanded learning and extended care communities—to work together to create a stronger system designed to meet the needs of the whole child and their families.

### Key Considerations

Local partnerships are critical to successful UPK implementation both at the district and county levels. COEs should play a key role in facilitating the development and strengthening of partnerships with local service providers in support of local UPK implementation that meets children and families' needs. Many funding opportunities available to support UPK implementation have been made available, and COEs are in a unique position to coordinate efforts across LEAs so that funding can achieve maximal

impact. To that end, the CDE encourages COEs to include plans to hire personnel to focus on effective UPK implementation in their county including supporting communication and coordination with LEAs, extended learning and care programs and partners, other local service providers, institutions of higher education (IHEs), and other community partners involved in UPK implementation related to planning, grant management, and implementation.

### **Supporting a Preschool through Third Grade Continuum**

The CDE recently launched a P–3 Alignment Initiative rooted in research that suggests the gaps in children’s opportunities and learning outcomes demand system-level reform at the state, county, district, school, and community level. Through this work, the CDE hopes to disrupt inequities, address bias, and promote equitable opportunities for California’s early learners. UPK implementation presents a critical opportunity to strengthen P-3 alignment, as a means of sustaining and accelerating the improved child outcomes associated with high-quality, early learning experiences. Additional information about the CDE’s P-3 Alignment Initiative can be found at <https://www.cde.ca.gov/ci/gs/p3/>.

COEs should support LEAs to create UPK Plans that are aligned with the vision of a P-3 continuum. This includes supporting districts to engage leadership and staff from across different departments and divisions in the UPK planning effort. These could include district staff from the early education department (if there is one), curriculum and instruction, student programs, workforce, human resources, business services, special education, multilingual education, expanded learning and afterschool, and facilities. COEs should support LEAs to engage the families and extended learning and care providers in these planning efforts as well.

## NCOE Universal PreKindergarten (UPK) Planning Template

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In the data collection survey submitted to the CDE, COEs must self-certify they developed a plan that was presented for consideration by the governing board or body at a public meeting on or before June 30, 2022, for how the COE is providing support for countywide planning and capacity building efforts for UPK planning and implementation.

COE Name	Contact Name and Title of the Individual Self-Certifying the Statement Above	Email	Phone
Napa County Office of Education	Dr. Barbara Nemko	bnemko@napacoe.org	707-253-6810

Did the COE develop a joint plan with another COE?

No

*Did the COE support any LEAs to develop joint plans?*

Yes: Napa Valley Unified School District, St. Helena Unified School District, Calistoga Joint Unified School District, Howell Mountain Elementary School District, Pope Valley Elementary School District

### Projected Enrollment and Needs Assessment

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*How will the COE support LEAs to develop enrollment projections or conduct needs assessments?*

NCOE has offered assistance to all county LEAs as they project their UPK enrollment and consider their unique needs. This included providing guidance on enrollment projection resources and providing local early childhood enrollment data.

*What data sources has the COE used to support LEAs in the development of enrollment projections or needs assessments?*



- TK and K census day and cumulative enrollment counts from 2013 through 2019 as reported to the CDE (these may be acquired through the CDE TK Data web page at <https://www.cde.ca.gov/ds/ad/filestkdata.asp>)
- Estimated population of three-, four-, five-, and six-year-old children for each county from 2013 through 2026 produced by the Department of Finance (DOF) (these may be found on the DOF Projections web page at <https://www.dof.ca.gov/forecasting/demographics/projections/>)
- CDE TK and Kindergarten enrollment by school and LEA (these can be found on the CDE TK Data web page at <https://www.cde.ca.gov/ds/ad/filestkdata.asp>)
- Quality Counts California (QCC) Common Data File
- California Child Care Resource and Referral (R&R) Network data tools

*Has the COE partnered with local Head Start providers, CSPP, local childcare and development planning councils (LPCs), R&R agencies, or other early learning and care partners to leverage existing data to inform LEA needs assessments?*

- Head Start providers
- CSPP providers
- LPCs
- R&R agencies

*Has the COE provided technical assistance to LEAs in any of the following areas related to projecting enrollment and assessing needs?*

- Support for parent surveys to gauge interest in service delivery models
- Data analysis capacity building to support staff to refine enrollment projections and project staffing needs based on community context
- Information on program eligibility requirements to project enrollment across programs
- Information on available resources and programs to support workforce pipeline development to staff UPK
- Projecting staffing needs

## Focus Area A: Vision and Coherence

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*What is the COE's vision for UPK from a countywide perspective?*

NCOE has been providing high quality early childhood education and developmental services to children in Napa Valley for decades. As UPK expands within Napa County, NCOE will continue to provide leadership to ensure that all children have access to developmentally appropriate and child centered environments where diversity and individuality are celebrated and respected. By continuing to engage all UPK partners in professional growth and collaborative practices, NCOE is committed to ensuring all preschool age students in Napa Valley have the opportunity to develop a foundation to grow into competent, confident and contributing adults.

*What priority areas will the COE focus on supporting for greatest impact on LEA UPK planning and implementation?*

NCOE will be focusing on supporting UPK teacher expansion to ensure that our county has a strong, diverse and high quality UPK workforce. This will include supports for recruitment, professional development, and technical assistance as LEAs expand their UPK programs through 2025-26.

*How will the COE differentiate UPK planning and implementation support for different LEAs given diverse community contexts?*

Each LEA within Napa County has unique needs based on a variety of factors such as size, funding structures, geography and student and family populations. While universal UPK planning and implementation support has been provided to all LEAs, targeted and more intensive support has been provided to select LEAs based on their needs. This support has been differentiated to ensure that every LEA has had the opportunity for support when needed.

*In what ways will the COE support LEAs to develop local visions for UPK, and to the extent practicable, P-3 alignment?*

NCOE has provided technical assistance to all LEAs in the development of their local vision for UPK. In the coming years, NCOE plans to provide support and technical assistance to LEAs for their P-3 alignment through professional development and leadership academies.

*How will the COE support LEAs to build connections with extended learning and care partners to create vision and coherence for UPK and P-3 systems?*

NCOE has strong relationships with the extended learning and care partners in Napa County. As a provider of extended learning, NCOE works collaboratively with all partners to create cohesive programs for all students, including the youngest learners served.

*How will the COE integrate any COE child development and early education staff, including LPC and R&R staff, as applicable, with other relevant staff in other COE departments to ensure effective communication and coordination (for example, Special Education, Curriculum and Instruction)?*

NCOE has created a UPK planning and implementation team that is inclusive of Early Childhood Services, Local Planning Council, Continuous Improvement and Academic Support and Expanded Learning. As UPK expands within Napa County, this team will be available to assist LEAs in a variety of ways, which includes, but is not limited to: child development, early childhood special education, curriculum and instruction, LCAP support, and expanded learning and care.

*How many districts is the COE offering or planning to offer support to?*

All LEAS within Napa County

*How many districts have accepted or participated in COE-administered UPK planning supports within the county to date?*

All LEAS within Napa County

*How many charters is the COE supporting or planning to support within the county?*

Not Applicable

*What proportion of districts and charters is the COE supporting or planning to support within the county?*

100%

*How did the COE support LEAs to develop a local vision for UPK?*

NCOE provided support and assistance to each LEA to develop, or refine, their vision for UPK.

*Has the COE supported or does the COE plan to support districts to incorporate UPK into their Local Control and Accountability Plans (LCAPs)?*

Yes

*Did the COE implement or is the COE planning to implement internal organizational structures or modifications to ensure that COE child development and early education staff collaborate and coordinate effectively with staff in other departments within the COE (for example, Special Education, Curriculum and Instruction)*

Yes- NCOE Early Childhood Services staff collaborated with Continuous Improvement and Academic Support Department and Community Programs Department. This partnership will be ongoing as UPK expands.

*Does the COE plan to support LEAs in the county to either apply to operate a CSPP contract or apply to expand existing CSPP contracts?*

No - The LEAs in the county do not hold a CSPP contract nor plan to apply for a CSPP contract in the future

*In which of the following Focus Area A: Vision and Coherence areas has the COE provided technical assistance to LEAs?*

- Adjusting classroom practices to support the district's UPK model (for example, mixed-age classrooms)
- Creating inclusive classrooms, including implementing Universal Design for Learning
- Models for administrative structures that support effective UPK programs and facilitate connections with the ELO-P and non-LEA-administered early learning and care programs

## **Focus Area B: Community Engagement and Partnerships**

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*In what ways will the COE support LEAs to understand and prioritize family needs and choices?*

NCOE, with support from First 5 Napa and the Local Planning Council, has provided LEAs with historical data on family need within Napa County. Existing data sources about parent preference and need indicate that the majority of parents of young children need access to high- quality full day care for their preschool aged children. Additionally, there is a need for subsidized care for families. Currently, within Napa County, there is an excess of preschool slots available, but within subsidized programs such as full day CSPP programs there are waitlists. LEAs have been provided with sample parent surveys and

outreach materials to help them engage with their unique family populations as they develop programs to support their students.

*How will the COE partner with and support districts to offer full-day options?*

NCOE will continue to offer full day CSPP programs to eligible families who choose that option. For families who are choosing to enroll with their local school district, NCOE will provide support as LEAs develop a full day program that will meet the needs of their youngest learners.

*How will the COE partner with and support districts to use UPK to expand preschool offerings and prevent the loss of preschool slots?*

Napa County currently has an excess of preschool slots for the overall population of 3- and 4-year-olds. However, there is increased need for subsidized slots for childcare within the county. NCOE will partner with school districts by utilizing their existing CSPP contract to serve younger children as TK expands. Additionally, if additional subsidized preschool slots were needed with Napa County, NCOE could expand their CSPP contract.

*How will the COE partner with and support districts to prevent the loss of preschool facilities?*

NCOE Local Planning Council will include LEAs in all ongoing conversations about childcare and preschool needs within Napa County. It will be the goal to ensure that thoughtful planning and consideration take place to prevent the loss, or displacement, of any appropriate preschool facilities within Napa County.

*In what ways will the COE support LEAs to plan to meaningfully engage extended learning and care partners in the development of the LEA's UPK Plan?*

NCOE has been a resource to LEAs as they have developed plans for extended learning and care partners. In some cases, this means being a direct service provider and in other ways it has been facilitating relationships among LEAs and community partners to develop plans for extended care options.

*In what ways will the COE support LEAs to partner with local R&Rs; LPCs; and existing early education, child care, and expanded learning providers within the LEA's attendance boundary to support parents to access services across LEA-administered and non-LEA-administered programs for extended learning and care and other supports?*

NCOE has hosted multiple UPK Community Partner forums and has helped develop a resource guide for families as they make a decision about the best early learning and care environment for their child. LEAs will be invited to ongoing UPK Community Partner Forums to ensure that partnerships include increased access and choice for families.

*Is the COE collaborating with other COEs (for example, sharing resources, developing joint plans, administering joint technical assistance sessions) to provide UPK planning and implementation support to LEAs?*

No

*Which partners has the COE worked with or convened to support UPK implementation in their county?*

- Special Education Local Plan Areas (SELPAs)
- LPCs
- R&R Agencies
- First 5 County Commission
- CSPP Providers
- Head Start Providers
- Community-based organizations (CBOs) providing early learning and care
- Parent engagement centers (for example, Parent Training and Information Center [PTIC], Community Parent Resource Center [CPRC], Family Empowerment Centers [FEC])
- District curriculum groups
- District early learning groups
- District business officials' groups

*What forums has the COE joined, administered, or convened to elevate and support UPK implementation within the county?*

- LPCs
- R&R Agency meetings or forums
- First 5 County Commission meetings
- Local QCC meetings
- County Child Welfare Agency meetings or forums

*How has the COE worked with community-based extended learning and care providers to share information about UPK planning and implementation?*

- Joined or convened meetings with community-based providers

- Provided information to the R&Rs and LPCs to share with providers
- Provided information about changes in law and eligibility for early learning and care programs
- Provided information on how community-based providers could alter their service models to provide early learning and care opportunities for younger children or to provide extended learning and care after school
- Helped community-based providers identify which district they are located in
- Helped connect community providers to staff at their local school or district

*In which of the following Focus Area B: Community Engagement and Partnerships areas has the COE has provided technical assistance to LEAs?*

- Support for community engagement activities including best practices for coordination with LPCs, Local QCC Consortia, First 5 county commissions, Head Start Policy Councils, and other early learning and care leadership tables
- Guidance on best practices for enrolling more children with disabilities in UPK classrooms and providing services in inclusive settings
- Strategies for meeting the ELO-P requirements through different models of extended learning and care, including models of blending and layering funding to support the nine-hour day and ensuring developmentally-informed environments for young children
- Provided information and technical assistance on the intersection of TK and ELO-P
- Provided information and technical assistance on the intersection of TK and other early learning and childcare care programs (both Title 5 and Title 22)

## Focus Area C: Workforce Recruitment and Professional Learning

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*How will the COE support LEAs to recruit the educators needed to implement its UPK Plan (including CSPP teachers, assistant teachers, TK teachers, and TK teachers' instructional aides and assistants)?*

NCOE has a strong partnership with the early learning and care community that has historically supported recruitment of high-quality candidates. Currently, we partner with Napa Valley College, Sacramento State, and Sonoma State for student teacher placements. NCOE will leverage these relationships to advertise, recruit and support new teachers. NCOE will also attend job fairs, do targeted advertising, and support substitute teachers to move up the career lattice when appropriate. NOCE will also work with each LEA directly on their recruitment plans and provide supports when needed.

*How will the COE support LEAs to develop strategies to provide professional learning for educators across the LEA's P-3 continuum?*

Through grant funds, NCOE will be developing a community of practice to support early childhood educators throughout the county. This community of practices will allow for common practices and effective professional development to be delivered to those working within the P-3 continuum.

*How will the COE support LEAs to provide professional learning on P-3 for site and district leadership?*

NCOE understands that successful early childhood programs require leaders who are informed on best practices within early childhood education. In order to support site and district leadership with UPK expansion, NCOE will host a leadership academy for site leaders and administration on topics such as: supporting curriculum development aligned with California Preschool Learning Foundations and the California Preschool Curriculum Framework; early child development; family engagement; evaluating ECE teachers; developmentally appropriate practices; preparing children for kindergarten; and building trauma informed systems for early childhood organizations.

*How will the COE support LEAs to facilitate the development of district early education leadership teams (across grade levels and departments) and site-based horizontal and vertical articulation (P-3) teams to support successful student transitions, share strategies, and collaboratively monitor student progress?*



Through the Early Education Community of Practice, NCOE will support LEA teams in developing strategies that allow for seamless horizontal and vertical articulation. This will include teachers, site leaders and district level administrators in a professional learning network. This work will be supported by NCOE's Continuous Improvement and Academic Support Department.

*How is the COE supporting districts in creating a pipeline of ethnically, culturally, and racially diverse, multilingual TK and early education teachers?*

- Creating pipeline programs to elevate the qualifications of existing early education staff, including targeted recruitment of racially and culturally diverse individuals
- Encouraging workforce programs to offer culturally competent mentoring and coaching
- Encouraging preparation programs to offer coursework during non-traditional hours, for example, after 6 p.m.
- Offering coursework online or coursework that can be completed on candidates' own time
- Working with local public IHEs to establish or implement culturally and linguistically responsive preparation programs

*Which of the following strategies does the COE intend to use to support a pipeline of diverse and effective prospective TK teachers to earn a Multiple Subject Teaching Credential?*

- Partner with one or more local accredited IHEs or other COEs to help support teachers holding less than a full credential to complete requirements to earn a Preliminary Multiple Subject Teaching Credential
- Apply for workforce development funding and competitive grant opportunities from the CDE

*Which of the following strategies does the LEA intend to employ to support diverse and effective prospective TK teachers, including multilingual educators, to meet the requirements under EC Section 48000(g)(4)?*

- Partner with a local IHE offering eligible early childhood education or childhood development coursework
- Apply for workforce development funding and grant opportunities

- Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree
- Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit
- Offer advice to existing teachers on ECE requirements and how to meet the requirements
- Develop or work with an established mentorship program to support new TK teachers

*Which of the following strategies does the LEA intend to employ to support diverse and effective prospective CSPP or LEA-operated preschool teachers, including multilingual educators, to obtain a Child Development Teacher Permit?*

- Partner with an IHE (including both community colleges and four-year IHEs) offering eligible early childhood education or childhood development coursework
- Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or an associate or baccalaureate degree
- Offer advising and transcript analysis to prospective CSPP teachers on requirements and support individual planning for how to meet the Child Development Teacher Permit requirements

*In which of the following Focus Area C: Workforce Recruitment and Professional Learning areas has the COE provided technical assistance to LEAs?*

- Creating joint professional learning opportunities for preschool and elementary school teachers within LEAs or across LEA- and CBO-administered programs in the county
- Creating professional learning opportunities to provide school site leaders with more early childhood knowledge

## Focus Area D: Curriculum, Instruction, and Assessment

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*How will the COE support LEAs to review and assess curriculum for UPK classrooms that aligns with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks?*

In partnership with Napa Valley College, NCOE will be hosting professional development opportunities for UPK teachers and administrators that focus curriculum development that aligns with the California Preschool Learning Foundations and Framework. PD sessions will include environmental and curriculum development tools, planning sessions and evaluation sessions.

*How will the COE support LEAs to integrate and align classroom practices for UPK (TK and other preschool programs the LEA operates or has on site).*

If an LEA has other preschool classrooms on site, NCOE will encourage the LEA to incorporate that program into all UPK planning to ensure that children are experiencing a common curriculum and preschool experience as they advance through the preschool and beyond. Through the NCOE Early Childhood Community of Practice, networking and collaboration opportunities will be offered.

*How will the COE support LEAs to implement instructional practices to support children with disabilities in UPK (for example, implementing Universal Design for Learning, providing specialized services in the classroom with peer models, implementing social-emotional strategies such as the Pyramid Model)?*

NCOE has been a statewide leader in the development and implementation of inclusive early education practices. Through trainings and extensive technical assistance, NCOE will be a resource to LEAs as they develop inclusive UPK programs. NCOE has several instructional coaches who can provide trainings on implementing Universal Design for Learning, using adaptations and accommodations for young learners, and implementing the Pyramid Model. Additionally, NCOE is a leader in the field of Embedded Instruction for Early Learners, which is a research-based methodology for supporting students with disabilities in general education settings.

*How will the COE support LEAs to implement instructional practices to support language and overall development of multilingual learners?*

Each LEA has plans for supporting multilingual learners and these supports will be extended down towards the youngest learners. NCOE will be offering

technical assistance for LEAs when requested as it relates to supporting preschool aged multilingual learners.

*If any LEAs in the county administer CSPP, does the COE plan to support them with providing any of the following language model(s) for CSPP students?*

Not applicable

*In which of the following Focus Area D: Curriculum, Instruction, and Assessment areas has the COE provided technical assistance to LEAs?*

- Guidance on how to adopt the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks* into a specific UPK setting (for example, mixed-age classrooms)
- Guidance on the selection, development, or integration of developmentally-informed curricula and aligning curricula across the early grades
- Guidance and best practices on how to monitor and support curriculum fidelity in UPK settings
- Guidance on how to support effective classroom organization practices and behavior management strategies to ensure a positive learning environment for a diverse population of UPK students
- Guidance on instructional practices to support children with disabilities in UPK (for example, implementing Universal Design for Learning, providing specialized job embedded services in the classroom with peer models, and implementing social-emotional strategies such as the Pyramid Model) and partnerships with early learning and care providers to support services for children with disabilities
- Guidance on appropriate assessment selection and utilization

## **Focus Area E: LEA Facilities, Services, and Operations**

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*How will the COE support LEAs to update their facilities master plans and integrate younger children on school campuses?*

NCOE has provided strategies and ideas how to design co-mingling and age-like groups when requested. Additionally, NCOE has supported LEAs with accessing funding to support the facilities renovations needed on some campuses.

*How will the COE support LEAs to address facilities issues to support offering extended learning opportunities, including in intersession and summer?*

NCOE will partner with LEAs to provide extended learning opportunities through a variety of options such as ELO-P, CSPP and other existing funds to create full day, intersession, and summer programs.

*How will the COE support LEAs to address transportation issues resulting from UPK implementation?*

NCOE does not anticipate transportation issues resulting from UPK implementation.

*How will the COE support LEAs to ensure TK students have access to meals and adequate time to eat?*

NCOE has provided guidance on the developmental needs of young children, including planning for schedules and meal times.

*In which of the following Focus Area E: LEA Facilities, Services, and Operations areas has the COE provided or plans to provide technical assistance to LEAs?*

- Guidance on how to modify an elementary school classroom to serve young children, including but not limited to proximity of bathrooms within or near classrooms and location of parking near drop-off locations
- Guidance to support strategies that ensure TK students have access to meals and LEAs implement age-appropriate meal time practices, including adequate time to eat
- Best practices for preventing displacement of early learning education programs operated by non-LEA administrators on LEA campuses and transitioning programs to serve younger children (or to offer extended learning opportunities, including in intersession and summer)

**Napa County Office of Education  
Barbara Nemko, Ph.D., Superintendent**

**Item 5.C.  
June 7, 2022**

**Title:** Golden Bell Nomination for Camille Creek Community School Family Centered Approach to Supporting Student Success

**History:**

Napa's Camille Creek Community School is a *Cool Little School* that does big things for the County's highest need students. The Camille Creek Community School model provides integrated support services, family and community engagement, collaborative leadership and practices for educators, and expanded learning opportunities. This model has created a continuum through family support teams, enabling the school to identify needs early and work with families to prevent some of the impact of the pervasive challenges experienced by our secondary school youth. Family liaisons meet regularly with partner agencies to discuss strengths and challenges in serving/referring students and families and develop a collaborative strategy for getting families the services they need. The effort represents a comprehensive partnership between the Napa County Office of Education, county departments and community agencies.

**Current Proposal:** Requesting Board Approval of Golden Bell Nomination for Camille Creek Community School Family Centered Approach to Supporting Student Success

**Funding Source:** N/A

**Specific Recommendation:** Board Approval of the Golden Bell Nomination for the Camille Creek Community School Family Centered Approach to Supporting Student Success that reflects an innovative and comprehensive approach to addressing family issues that are often a key barrier to student success.

Prepared by: Julie McClure  
May 26, 2022

**Napa County Office of Education  
Barbara Nemko, Ph.D., Superintendent**

**Item 5.C.  
June 7, 2022**

**Title:** Golden Bell Nomination for the College and Career Readiness 4-Tiered Work-Based Learning System

**History:** Napa County Office of Education (NCOE) offers a wide range of Career Technical Education (CTE) options that prepares students for college and careers. By nature, CTE programs foster career awareness and development of personal skills that prepare students for real-world experiences and postsecondary education or training. Napa County employers have shared that the most significant issue they are facing is their ability to find a ready, willing and capable workforce. BrightFutures, powered by NCOE'S College and Career Readiness Department addresses these needs by establishing a four-tiered Work-Based Learning system by grade level group. The tiers begin early with Exposure, move to Awareness, then Exploration and conclude in high school with Preparation.

**Current Proposal:** Requesting Board Approval of the Golden Bell Nomination for College and Career Readiness 4-Tiered Work-Based Learning System

**Funding Source:** N/A

**Specific Recommendation:** Board approval of the innovative College and Career Readiness 4-Tiered Work-Based Learning System

Prepared by: Julie McClure  
May 26, 2022

**Napa County Office of Education  
Barbara Nemko, Ph.D., Superintendent**

**Item 5.C.  
June 7, 2022**

**Title:** Golden Bell Nomination for the "COVID-19 and Reopening In-Person Instruction Framework for Napa County Schools"

**History:** The “COVID-19 and Reopening In-Person Instruction Framework for Napa County Schools” was designed to summarize and clarify the variety of guidance and requirements schools were processing in order to reopen classrooms and safely remain open during the initial stages of the pandemic. The development of the guidance was led by the Napa County Office of Education in partnership with Napa County Public Health. The guidance was produced digitally in English and Spanish, and widely shared with all public and private schools in Napa County, as well as the community. Napa COE produced 25 versions between June 2020 - March 2021.

**Current Proposal:** Request Board Approval of the Golden Bell Nomination for "COVID-19 and Reopening In-Person Instruction Framework for Napa County Schools"

**Funding Source:** N/A

**Specific Recommendation:** Board Approval of the COVID-19 and Reopening In-Person Instruction Framework for Napa County Schools outlining the leadership role NCOE played during the COVID-19 pandemic by coordinating critical communication and collaboration between Napa County Public Health, Napa County’s public school districts, private schools and the County Office of Education staff and students.

Prepared by: Julie McClure  
May 26, 2022



**NAPA COUNTY OFFICE OF EDUCATION  
Barbara Nemko, Ph.D., Superintendent**

**Item #5.D.**

**June 7, 2022**

**TITLE:**

Board Approval Resolution 2022-20: *Proclaiming* LGBTQ+ Pride Month

**HISTORY:**

Resolution to support NCOE's commemoration of PRIDE Month as outlined in AR 6115

**CURRENT PROPOSAL:**

Board approval of Resolution 2022-20: *Proclaiming* LGBTQ+ Pride Month

**FUNDING SOURCE:**

N/A

**SPECIFIC RECOMMENDATION:**

Board Approval Resolution 2022-20: *Proclaiming* LGBTQ+ Pride Month

Prepared by: Julie McClure  
May 23, 2022

**NAPA COUNTY OFFICE OF EDUCATION**  
**Barbara Nemko, Ph.D., Superintendent**

**RESOLUTION 2022-20**

***Proclaiming LGBTQ+ Pride Month***

**Whereas**, June is a time to celebrate our dynamic LGBTQ+ community, raise awareness of quality services, and foster a dialogue to promote healthy, safe, and prosperous school climates and communities for all; and

**Whereas**, all children and youth should be able to attend school in a safe and inclusive environment free from discrimination; and

**Whereas**, the lack of awareness and understanding of issues facing LGBTQ+ children and youth has contributed to higher rates of school dropout, academic failure, and school disengagement; and

**Whereas**, education regarding LGBTQ+ issues increases understanding and cultivates allies for LGBTQ children and youth; and

**Whereas**, harassment and bullying policies that specifically mention sexual orientation, gender identity and gender expression are associated with: students feeling more safe; lower levels of bullying; decreased incidents of harassment related to sexual orientation; increased teacher/staff interventions; and a greater reporting of incidents; and

**Whereas**, Board Policy 5145.3 prohibits discrimination in its programs and activities based on gender or sexual orientation, among other characteristics; and

**Whereas**, Administrative Regulation 6115 outlines the commemoration of LGBTQ+ Pride Month and the flying of the rainbow flag, also known as the LGBTQ+ pride flag, which serves as a symbol of LGBTQ+ pride; and

**Whereas**, flying the rainbow flag throughout the month of June further symbolizes the County Office of Education's celebration of diversity and support for the Lesbian, Gay, Bisexual, Transgender, and Queer or Questioning community; and

**NOW THEREFORE BE IT RESOLVED**, that the Napa County Office of Education recognizes the month of June as LGBTQ+ Pride Month to inspire equity, create alliances, celebrate diversity, and establish a safe environment in our schools and community.

**PASSED AND ADOPTED** by the Napa County Board of Education at a meeting held on the 7<sup>th</sup> day of June 2022, by the following vote:

Ayes:

Noes:

Not Present to Vote:

Absent:

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Barbara Nemko, Clerk of the Napa County Board of Education

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Date

**NAPA COUNTY OFFICE OF EDUCATION  
Barbara Nemko, Ph.D., Superintendent**

**Item 5.E.**

**June 7, 2022**

**TITLE:** Approval of Consolidated Application and Reporting System (CARS) 2022-2023 Protected Prayer Certification

**HISTORY:**

The California State Board of Education requires the Napa County Office of Education Juvenile Court and Community Schools to certify that the NCOE Juvenile Court and Community Schools does not have a policy which prevents prayer in our public institution.

**CURRENT PROPOSAL:**

Board approval of the Consolidated Application and Reporting System (CARS) 2022-2023 Protected Prayer Certification certifying to the California State Board of Education that the NCOE Juvenile Court and Community Schools does not have a policy which prevents prayer in our public institution.

**FUNDING SOURCE:**

Not Applicable.

**SPECIFIC RECOMMENDATION:**

It is recommended that the Board approve the Consolidated Application and Reporting System (CARS) 2022-2023 Protected Prayer Certification.

Prepared by: Nancy Dempsey

June 1, 2022

**NAPA COUNTY OFFICE OF EDUCATION**  
**Barbara Nemko, Ph.D., Superintendent**

**Item 5.F.**

**June 7, 2022**

**TITLE:**

Approval of the Consolidated Application and Reporting System's (CARS) 2022-2023 Application for Funding Categorical Aid Programs

**HISTORY:**

Each year the Napa County Office of Education (NCOE) must file an application to receive categorical aid funding. In 2021-2022 the NCOE received funding in Title I, Parts A and D for the Court and Community Schools.

**CURRENT PROPOSAL:**

The application for funding to the California Department of Education opens on July 1, 2022.

**FUNDING SOURCE:**

Not applicable.

**SPECIFIC RECOMMENDATION:**

It is recommended that the Napa County Board of Education approve submission of the 2022-2023 Application for Funding of Consolidated Categorical Aid Programs.

Prepared by: Nancy Dempsey

June 1, 2022

NAPA COUNTY OFFICE OF EDUCATION  
Barbara Nemko, Ph. D., Superintendent

**Item: 5.G.**  
**Date: June 7th, 2022**

**Title:** Notice(s) of Completion for CTE Building Construction.

**History:**

In May and November 2021. The Board approved contracts with North Valley Building Systems, Inc., Napa Electric Shop, Inc., G. D. Nielson Construction, Inc., and Bell Products, Inc. for Site Work for the Metal CTE/Warehouse Building Project. The contractor(s) immediately began work, and that work is now completed. The Notice of Completion for this portion of the project is necessary in order to close out the project and to identify and resolve any subcontractor issues or disputes; and ensure that the remaining Contract Retention Funds held by NCOE may be properly released.

**Current Proposal:**

Approve the Notice(s) of Completion for North Valley Building Systems, Inc., Napa Electric Shop, Inc., G. D. Nielson Construction, Inc., and Bell Products, Inc

**Funding Source:**

County School Facilities Fund

**Recommended By:** Joshua Schultz, Deputy Superintendent

**Prepared By:** Jeremy Smith, Director of General Services

RECORDATION REQUESTED BY AND  
WHEN RECORDED RETURN TO:

**NAPA COUNTY OFFICE OF EDUCATION**  
2121 IMOLA AVENUE  
NAPA, CA 94559

Exempt from Recording Fees per G.C. 27383

**ABOVE SPACE FOR RECORDER'S USE ONLY**  
**NOTICE OF COMPLETION**

1. **Napa County Office of Education, 2121 Imola Avenue, Napa, CA 94559**

(Name of School District)

2. **North Valley Building Systems, Inc.**

(Name of Contractor)

3. **CNA Indemnity Insurance Company**

(Name of Surety)

4. Description of Public Work Involved Sufficient for Identification:

Construction of a 12,000SF Metal CTE/Warehouse Building at the following site:

**Camille Creek School**  
**2097 Imola Avenue**  
**Napa, CA 94559**

As provided in contract specified herein which is on file with the Clerk of the Governing Board of the above-named School District.

5. Date of Contract

May 25, 2021

6. Acceptance of the work and materials is recommended

\_\_\_\_\_  
(Signature of Recommending Person)

\_\_\_\_\_  
(Date)

7. Acceptance of Work and Materials

NOTICE IS HEREBY GIVEN that the above referenced contract and public work to which Chapter 3 of Division 5 of Title 1 of the Government Code (commencing with Section 4200) applies were completed by acceptance by the Governing Board of the Napa County Office of Education on the 7th day of June 2022;

The Contractor on said contract and public work and the name of the surety on the Contractor's Bond of said Contractor are set forth above.

**NAPA COUNTY OFFICE OF EDUCATION**

By \_\_\_\_\_

Barbara Nemko, Superintendent

[ Code of Civil Procedure § 1192.1 ]

[ Government Code § 27361.6 ]

**VERIFICATION**

The undersigned declares that he is an officer, namely the Secretary of the Governing Board of the Napa County Office of Education, which is the owner in fee of the public work described in the within Notice of Completion executed by said district; that he has read the same and knows the contents thereof and that the facts therein stated are true of his own knowledge; and that he makes this verification for and on behalf of said school district.

I declare under penalty of perjury that the foregoing is true and correct.

Executed on \_\_\_\_\_ 20\_\_ , at Napa, California.

\_\_\_\_\_  
Barbara Nemko, Secretary

RECORDATION REQUESTED BY AND  
WHEN RECORDED RETURN TO:

**NAPA COUNTY OFFICE OF EDUCATION**  
2121 IMOLA AVENUE  
NAPA, CA 94559

Exempt from Recording Fees per G.C. 27383

**ABOVE SPACE FOR RECORDER'S USE ONLY**  
**NOTICE OF COMPLETION**

1. **Napa County Office of Education, 2121 Imola Avenue, Napa, CA 94559**  
(Name of School District)

2. **Napa Electric Shop, Inc.**  
(Name of Contractor)

3. **Not Applicable**  
(Name of Surety)

4. Description of Public Work Involved Sufficient for Identification:  
Construction of a 12,000SF Metal CTE/Warehouse Building at the following site:  
**Camille Creek School**  
**2097 Imola Avenue**  
**Napa, CA 94559**

As provided in contract specified herein which is on file with the Clerk of the Governing Board of the above-named School District.

5. Date of Contract  November 1, 2021	6. Acceptance of the work and materials is recommended  _____ (Signature of Recommending Person) _____ (Date)
---	--

7. Acceptance of Work and Materials

NOTICE IS HEREBY GIVEN that the above referenced contract and public work to which Chapter 3 of Division 5 of Title 1 of the Government Code (commencing with Section 4200) applies were completed by acceptance by the Governing Board of the Napa County Office of Education on the 7th day of June 2022;

The Contractor on said contract and public work and the name of the surety on the Contractor's Bond of said Contractor are set forth above.

**NAPA COUNTY OFFICE OF EDUCATION**

By \_\_\_\_\_  
Barbara Nemko, Superintendent

[ Code of Civil Procedure § 1192.1 ]  
[ Government Code § 27361.6 ]

**VERIFICATION**

The undersigned declares that he is an officer, namely the Secretary of the Governing Board of the Napa County Office of Education, which is the owner in fee of the public work described in the within Notice of Completion executed by said district; that he has read the same and knows the contents thereof and that the facts therein stated are true of his own knowledge; and that he makes this verification for and on behalf of said school district.

I declare under penalty of perjury that the foregoing is true and correct.

Executed on \_\_\_\_\_ 20\_\_ , at Napa, California.

\_\_\_\_\_  
Barbara Nemko, Secretary



RECORDATION REQUESTED BY AND  
WHEN RECORDED RETURN TO:

**NAPA COUNTY OFFICE OF EDUCATION**  
2121 IMOLA AVENUE  
NAPA, CA 94559

Exempt from Recording Fees per G.C. 27383

**ABOVE SPACE FOR RECORDER'S USE ONLY**  
**NOTICE OF COMPLETION**

1. **Napa County Office of Education, 2121 Imola Avenue, Napa, CA 94559**

(Name of School District)

2. **G. D. Nielson Construction, Inc.**

(Name of Contractor)

3. **Argonaut Insurance Company**

(Name of Surety)

4. Description of Public Work Involved Sufficient for Identification:

Construction of a 12,000SF Metal CTE/Warehouse Building at the following site:

**Camille Creek School**  
**2097 Imola Avenue**  
**Napa, CA 94559**

As provided in contract specified herein which is on file with the Clerk of the Governing Board of the above-named School District.

5. Date of Contract

November 21, 2021

6. Acceptance of the work and materials is recommended

\_\_\_\_\_  
(Signature of Recommending Person)

\_\_\_\_\_  
(Date)

7. Acceptance of Work and Materials

NOTICE IS HEREBY GIVEN that the above referenced contract and public work to which Chapter 3 of Division 5 of Title 1 of the Government Code (commencing with Section 4200) applies were completed by acceptance by the Governing Board of the Napa County Office of Education on the 7th day of June 2022;

The Contractor on said contract and public work and the name of the surety on the Contractor's Bond of said Contractor are set forth above.

**NAPA COUNTY OFFICE OF EDUCATION**

By \_\_\_\_\_

Barbara Nemko, Superintendent

[ Code of Civil Procedure § 1192.1 ]

[ Government Code § 27361.6 ]

**VERIFICATION**

The undersigned declares that he is an officer, namely the Secretary of the Governing Board of the Napa County Office of Education, which is the owner in fee of the public work described in the within Notice of Completion executed by said district; that he has read the same and knows the contents thereof and that the facts therein stated are true of his own knowledge; and that he makes this verification for and on behalf of said school district.

I declare under penalty of perjury that the foregoing is true and correct.

Executed on \_\_\_\_\_ 20\_\_ , at Napa, California.

\_\_\_\_\_  
Barbara Nemko, Secretary

RECORDATION REQUESTED BY AND  
WHEN RECORDED RETURN TO:

**NAPA COUNTY OFFICE OF EDUCATION**  
2121 IMOLA AVENUE  
NAPA, CA 94559

Exempt from Recording Fees per G.C. 27383

**ABOVE SPACE FOR RECORDER'S USE ONLY**

**NOTICE OF COMPLETION**

1. **Napa County Office of Education, 2121 Imola Avenue, Napa, CA 94559**  
(Name of School District)

2. **Bell Products, Inc.**  
(Name of Contractor)

3. **Great American Insurance Co.**  
(Name of Surety)

4. Description of Public Work Involved Sufficient for Identification:  
Construction of a 12,000SF Metal CTE/Warehouse Building at the following site:  
**Camille Creek School**  
**2097 Imola Avenue**  
**Napa, CA 94559**

As provided in contract specified herein which is on file with the Clerk of the Governing Board of the above-named School District.

5. Date of Contract  November 23, 2021	6. Acceptance of the work and materials is recommended  _____ (Signature of Recommending Person) _____ (Date)
--	--

7. Acceptance of Work and Materials

NOTICE IS HEREBY GIVEN that the above referenced contract and public work to which Chapter 3 of Division 5 of Title 1 of the Government Code (commencing with Section 4200) applies were completed by acceptance by the Governing Board of the Napa County Office of Education on the 7th day of June 2022;

The Contractor on said contract and public work and the name of the surety on the Contractor's Bond of said Contractor are set forth above.

**NAPA COUNTY OFFICE OF EDUCATION**

By \_\_\_\_\_  
Barbara Nemko, Superintendent

[ Code of Civil Procedure § 1192.1 ]  
[ Government Code § 27361.6 ]

**VERIFICATION**

The undersigned declares that he is an officer, namely the Secretary of the Governing Board of the Napa County Office of Education, which is the owner in fee of the public work described in the within Notice of Completion executed by said district; that he has read the same and knows the contents thereof and that the facts therein stated are true of his own knowledge; and that he makes this verification for and on behalf of said school district.

I declare under penalty of perjury that the foregoing is true and correct.

Executed on \_\_\_\_\_ 20\_\_ , at Napa, California. \_\_\_\_\_  
Barbara Nemko, Secretary

NAPA COUNTY OFFICE OF EDUCATION  
Barbara Nemko, Ph.D., Superintendent

TO: Napa County Board of Education

DATE: June 7, 2022

FROM: John Zikmund, Human Resources

RE: Personnel Activity

BOARD ITEM: 7A

NEW CERTIFICATED EMPLOYEE

None

NEW CLASSIFIED EMPLOYEE

Guadalupe Rau Lopez – Instructional Support Specialist II, Camille Creek  
Ginny Ariaz - Internal Evaluation Manager, Continuous Improvement

CHANGE IN ASSIGNMENT

Nancy Dempsey – Asst. Principal Juvenile Programs to Director of Juvenile Programs, Camille Creek  
Elizabeth Schroeder – Asst. Director of Data Resources to Director of Data Resources

RESIGNATION

Emily Koehler – Psychologist, Early Childhood Services  
Lindsey Baker – Teacher, Camille Creek  
Kimberly Lott – Early Childhood Special Education Teacher, Early Childhood Services  
Ted Tolks – Site Coordinator, Community Programs  
Vincent Piombo – Instructional Technology Coach, Camille Creek

RETIREMENT

Caroline Wilson – Director of Juvenile Programs, Camille Creek  
Steve Lohrer – Director of Data Resources, RPDC

TERMINATION

Kaycee Wanlass – Nutrition and Food Services Manager, Fiscal Services  
Jeannie Evans – Admin. Assistant I, RPDC  
Lussy Chavez – ECE II, Early Childhood Services

LAYOFF/NON-RELECTS/TEMPORARY RELEASE NOTICES

Anne Ford – Agricultural Science Teacher, College and Career Readiness

POSITION VACANCIES

Instructional Assistant (6) – College and Career Readiness  
Occupational Therapist – Early Childhood Services  
Agricultural Science Teacher, College and Career Readiness  
Admin. Assistant I – RPDC  
Program Coordinator II – RPDC  
Site Coordinator – Community Programs Santa Rosa  
Lead to Literacy Instructional Coach - Camille Creek  
Nutrition and Food Services Manager – Fiscal Services



# Administrative Regulation

## Campus Security

AR 3515

### Business and Noninstructional Operations

\*\*\*Note: The following optional administrative regulation may be used as a component of a comprehensive safety plan (see BP/AR 0450 - Comprehensive Safety Plan) and should be modified to reflect district practice.\*\*\*

The Superintendent or designee shall develop a campus security plan which contributes to a positive school climate, fosters social and emotional learning and student well-being, and includes strategies to:

1. Secure the campus perimeter and school facilities in order to prevent criminal activity

These strategies include a risk management analysis of each campus' security system, lighting system, and fencing. Procedures to ensure unobstructed views and eliminate blind spots caused by doorways and landscaping shall also be considered. In addition, parking lot design may be studied, including methods to discourage through traffic.

2. Secure buildings and interior spaces from outsiders and discourage trespassing

These strategies may include installing locks, requiring visitor registration, providing staff and student identification tags, and patrolling places used for congregating and loitering.

(cf. 1250 - Visitors/Outsiders)

(cf. 3515.2 - Disruptions)

(cf. 5112.5 - Open/Closed Campus)

3. Discourage vandalism and graffiti

These strategies may include plans to immediately cover graffiti and implement campus beautification.

(cf. 3515.4 - Recovery for Property Loss or Damage)

(cf. 5131.5 - Vandalism and Graffiti)

(cf. 5137 - Positive School Climate)

(cf. 6142.4 - Service Learning/Community Service Classes)

4. Control access to keys and other school inventory

(cf. 3440 - Inventories)

5. Detect and intervene with school crime

These strategies may include creating a school watch program, increasing adult presence and supervision, establishing an anonymous crime reporting system, analyzing school crime incidents, and collaborating with local law enforcement agencies, including providing for law enforcement presence.

- (cf. 3515.3 - District Police/Security Department)
- (cf. 3515.7 - Firearms on School Grounds)
- (cf. 3516.2 - Bomb Threats)
- (cf. 5116.2 - Involuntary Student Transfers)
- (cf. 5131.2 - Bullying)
- (cf. 5131.7 - Weapons and Dangerous Instruments)
- (cf. 5141.52 - Suicide Prevention)
- (cf. 5138 - Conflict Resolution/Peer Mediation)
- (cf. 5145.9 - Hate-Motivated Behavior)
- (cf. 6164.2 - Guidance/Counseling Services)

All staff shall receive training in building and grounds security procedures and emergency response.

- (cf. 4131 - Staff Development)
- (cf. 4231 - Staff Development)
- (cf. 4331 - Staff Development)

### Locks

All state-funded new construction and modernization projects shall include locks that allow doors to classrooms and any room with an occupancy of five or more persons to be locked from the inside. Student restrooms and doors that lock from the outside at all times are not required to have locks that can be locked from the inside. (Education Code 17075.50, 17583; 24 CCR 1010.1.9, 1010.1.11)

### Keys

\*\*\*Note: The following optional section should be modified to reflect district practice.\*\*\*

All keys used in a school shall be the responsibility of the principal or designee. Keys shall be issued only to authorized employees who regularly need a key in order to carry out their job responsibilities.

The principal or designee shall create a key control system with a record of each key assigned and room(s) or building(s) which the key opens.

Keys shall never be loaned to students, parents/guardians, or volunteers, nor shall the master key ever be loaned.

\*\*\*Note: Pursuant to Penal Code 469, a person who knowingly possesses, duplicates, uses, or attempts to use or duplicate a key without authorization may be guilty of a misdemeanor.\*\*\*

Any person issued a key shall be responsible for its safekeeping. The duplication of school keys is prohibited. If a key is lost, the person responsible shall immediately report the loss to the principal or designee and shall pay for a replacement key.

(6/96 3/07) 10/19

# **Sherriff's Department Proposed Policy – Revised by NCOE**

## **PURPOSE AND SCOPE**

The purpose of this policy is to define the circumstances in which the security video system at Camille Creek Community School may be accessed and used by patrol or other personnel, not assigned as the SRO for the school.

## **POLICY**

Camille Creek Community School is equipped with a web-based video security system provided through Verkada. The video system shall not be accessed for any purpose by sworn personnel, other than the SRO, without approval from the SRO or other personnel at Camille Creek Community School. An exception exists for emergency situations only. Sworn personnel not assigned as the SRO to the school will have access to the video system for emergency situations only. In order to access the video system for emergency situations, sworn personnel must receive approval from the supervisor on duty, and provide a reasonable explanation for the emergency situation. Sworn personnel will notify the SRO within 24 hours of any such emergency access. Requests for video footage for normal investigative/evidentiary purposes shall be made to the SRO. Prior to being granted access, all sworn personnel who would use would use the system will receive training in its use and operation.

## **PROCEDURE**

Access to the system requires two-factor authentication (2FA). All information will be permanently added to the "Supplemental Information" tab when viewed on an MDT. When the need arises where sworn personnel would require access to the video system, the following procedure will apply:

1. Click the provided link to the Verkada website.
2. Use the provided username and password for the first level of authentication.
3. A stand-alone cell phone will be stationed at NSO records, and will receive and SMS message with a 6-digit verification code (2FA).
4. The deputy requesting access will retrieve the verification code in one of two way:
  - (a) Dispatch will call NSO records and ask for the verification code and put the information on the dispatch card for the deputy to see.
  - (b) The deputy can call records directly and obtain the verification code.
5. Once the verification code is entered, the deputy will have live feed access to the video system.