

SPRECKELS UNION SCHOOL DISTRICT

P.O. Box 7362

130 Railroad Avenue

Spreckels, California 93962

Phone (831) 455-2550

Fax (831) 455-1871



Vision Statement

Spreckels Union School District believes our students are our core mission, and our community has a shared responsibility to provide an equitable, rigorous, world-class education in an innovative environment that values creativity, curiosity, collaboration, and diversity in order to promote lifelong learning.

Mission Statement

We fulfill our mission by creating learning opportunities that meet the diverse needs of all students and empower them to flourish both academically and social-emotionally. We nurture all students' strengths and resiliencies to help them reach their full potential. As an academic team and community, we model and instill the core values of compassion, kindness, and respect in all of our work.

SPRECKELS UNION SCHOOL DISTRICT

BOARD OF TRUSTEES MEETING

THURSDAY, JUNE 1, 2023

Spreckels Union School District

District Office

130 Railroad Ave.

Spreckels, CA 93962

OPEN SESSION: 6:30 p.m., District Office, Board Room

CLOSED SESSION: 6:35 p.m., District Office, Conference Room

OPEN SESSION: 7:00 p.m., District Office, Board Room

**SPRECKELS UNION SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING
THURSDAY, JUNE 1, 2023**

**OPEN SESSION: 6:30 p.m., District Office, Board Room
CLOSED SESSION: 6:35 p.m., District Office, Conference Room
OPEN SESSION: 7:00 p.m., District Office, Board Room**

AGENDA

Public Participation

Members of the public are welcome to participate in the meetings of the Board. If a member of the public desires to address the Board, that individual needs to complete a speaker request form and indicate if the specific agenda item that they wish to address, or if the item is for general public comment on any item within the subject matter jurisdiction of the Board. Comments on all topics, both those on the agenda and those not on the agenda, will be made at the beginning of the meeting during the time designated for “**Individuals desiring to address the Board.**” General public comments will generally be heard first, followed by comment on specific agenda items. The Board President may limit the time of presentation to three minutes per speaker, per subject, and a maximum of twenty minutes for each subject matter. No action may be taken by the Board on matters not on the agenda unless Government Code 54954 is evoked by the Trustees.

Individuals who require special accommodation, including but not limited to an American Sign Language interpreter, accessible seating, or documentation in accessible formats, should contact the Superintendent at least two days before the meeting date.

I. Opening Business:

A. Call public session to order

B. Roll call

Chris Hasegawa, President
Stephanie McMurtrie Adams, Vice President
Peter Odello, Clerk
Frank Devine, Member
Steve McDougall, Member

C. Disclosure of item(s) to be discussed in closed session

1. Conference with labor negotiators:

Provide direction to district negotiators regarding negotiations with:

- a. California School Employees Association
- b. Spreckels Teachers Association
- c. Unrepresented employees
(Management/supervisory/confidential) unit

2. Public Employee discipline/dismissal/release/complaint

3. Liability Claims and Potential Litigation

With respect to every item of business to be discussed in closed session pursuant to

CONFERENCE WITH LEGAL COUNSEL--EXISTING LITIGATION

(Subdivision (a),(d) of Section 54956.9)

Name of case: Konen et al v. Spreckels Union School District et al. United States District Court, Northern District of California, 5:22-cv-05195-EJD

4. Evaluation of Superintendent

D. Public Comment on Closed Session Items

MOTION TO ADJOURN **TO CLOSED** SESSION

BY:_____ SECONDED BY:_____ AYES:_____ NOES:_____ ABSENT:_____

II. **Closed Session, 6:35 p.m. – 6:55 p.m.**

The Board of Trustees will meet to consider matters appropriate for closed session in accordance with Government Code Sections 3549.1, 54956.7 through 54957.7 and Education Code Section 35146.

Note: In the event that all closed session items listed have not been discussed in the time allotted, the closed session will reconvene at the end of open session.

MOTION TO RECONVENE **TO OPEN** SESSION

BY:_____ SECONDED BY:_____ AYES:_____ NOES:_____ ABSENT:_____

III. **Reconvening to Open Session**

A. Pledge of Allegiance

B. Adoption of agenda

MOTION TO _____ APPROVE AGENDA

BY:_____ SECONDED BY:_____ AYES:_____ NOES:_____ ABSENT:_____

C. Announcement of action(s) taken in closed session (if any)

D. Recognition:

1. District Music Teacher Kristen Thompson
2. Buena Vista Middle School Associated Student Body members
3. Spreckels Elementary School Science Fair Winners
 - 1st place: Drake Bunden
 - 2nd place: Annie Jansen
 - 3rd place: Claire Healey
4. Spreckels Union Educational Foundation Executive Committee

E. Individuals desiring to address the Board (items not on the agenda)

F. Individuals desiring to address the Board (specific agenda items)

Posted 05/26/2023

G. Bargaining unit presentations (five minutes for each):

1. Spreckels Teachers Association
2. California School Employees Association

H. Board member comments

I. Oral and written communications

J. Reports

1. Superintendent
2. Buena Vista Middle School principal
3. Spreckels Elementary School principal
4. SUEF, PTO, BVBC representatives

IV. Business

A. Information

1. May 2023 fund balance report (Pages #9-15)
2. Program update
 - a. Facilities
 - b. Food Service
 - c. Transportation
3. 2023-24 Class Configuration report (Pages #16-17)
4. Quarterly County Treasurer's Report Quarter ending March 31, 2023 (Pages #18-34)
5. Presentation of 2023-24 Local Control Accountability Plan (LCAP) including Local Performance Indicators (Pages #35-132)
6. Presentation of 2023-24 draft budget including balances in excess of minimum reserve requirements (Pages #133-184)

B. Action

MOTION TO ADJOURN TO PUBLIC HEARING

BY:_____ SECONDED BY:_____ AYES:_____ NOES:_____ ABSENT:_____

PUBLIC HEARING:

Pursuant to Education Code section 52062 the Governing Board of Spreckels Union School District will hold a public hearing on the 2023-24 Local Control Accountability Plan (LCAP) and District Budget.

Pursuant to Education Code 42103 and 42127(I) the 2023-24 Local Control Accountability Plan (LCAP) and District Budget will be available for public review in the Spreckels Union School District Business Office May 26, 2023 (Page #185)

MOTION TO ADJOURN FROM PUBLIC HEARING

BY:_____ SECONDED BY:_____ AYES:_____ NOES:_____ ABSENT:_____

Posted 05/26/2023

1. Syserco Energy Solutions project change order #1 (Pages #186-187)

MOTION TO _____ SYSERCO ENERGY SOLUTIONS PROJECT CHANGE ORDER #1

BY: _____ SECONDED BY: _____ AYES: _____ NOES: _____ ABSENT: _____

V. Curriculum/Instruction

A. Information/Action

None

VI. Personnel

A. Information

None

B. Action

1. Final read School Counselor job description (Pages #188-190)

MOTION TO _____ FINAL READ SCHOOL COUNSELOR JOB DESCRIPTION

BY: _____ SECONDED BY: _____ AYES: _____ NOES: _____ ABSENT: _____

2. 2023-24 Declaration of Need for Fully Qualified Educators (Pages #191-194)

MOTION TO _____ 2023-24 DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

BY: _____ SECONDED BY: _____ AYES: _____ NOES: _____ ABSENT: _____

3. 2023-24 Annual Statement of Need for 30-Day Substitute and Designated Subjects Career Technical Education 30-Day Substitute Teaching Permits (Pages #195-196)

MOTION TO _____ 2023-24 ANNUAL STATEMENT OF NEED FOR 30-DAY SUBSTITUTE AND DESIGNATED SUBJECTS CAREER TECHNICAL EDUCATION 30-DAY SUBSTITUTE TEACHING PERMITS

BY: _____ SECONDED BY: _____ AYES: _____ NOES: _____ ABSENT: _____

4. 2023-24 Management salary schedule with work year adjustment (Occupational Therapist/ Sp. Ed. Coord.) (Page #197)

MOTION TO _____ 2023-24 MANAGEMENT SALARY SCHEDULE WITH WORK YEAR ADJUSTMENT (OCCUAPTIONAL THERAPIST/SP.ED. COORD.)

BY: _____ SECONDED BY: _____ AYES: _____ NOES: _____ ABSENT: _____

VII. Administration

A. Information/Action

1. Safety Committee recommendation; The Big Five Protocols (Pages #198-212)

MOTION TO _____ SAFETY COMMITTEE RECOMMENDATION; THE BIG FIVE PROTOCOLS

BY: _____ SECONDED BY: _____ AYES: _____ NOES: _____ ABSENT: _____

2. Facilities Committee Recommendations; Noble Pride Roofing Company proposal for Buena Vista Middle School pavilion gutter repair (Pages #213-214)

MOTION TO _____ FACILITIES COMMITTEE RECOMMENDATION; NOBLE PRIDE ROOFING COMPANY PROPOSAL FOR BUENA VISTA MIDDLE SCHOOL PAVILION GUTTER REPAIR

BY: _____ SECONDED BY: _____ AYES: _____ NOES: _____ ABSENT: _____

3. Facilities Committee recommendation; Noble Pride Roofing Company proposal for Buena Vista Middle School classroom gutter repair (Pages #215-217)

MOTION TO _____ FACILITIES COMMITTEE RECOMMENDATION; NOBLE PRIDE ROOFING COMPANY PROPOSAL FOR BUENA VISTA MIDDLE SCHOOL CLASSROOM GUTTER REPAIR

BY: _____ SECONDED BY: _____ AYES: _____ NOES: _____ ABSENT: _____

4. Facilities Committee recommendation; Dilbeck & Sons, Inc. exterior painting proposal for Spreckels Elementary School (Pages #218-219)

MOTION TO _____ FACILITIES COMMITTEE RECOMMENDATION; DILBECK & SONS, INC. EXTERIOR PAINTING PROPOSAL FOR SPRECKELS ELEMENTARY SCHOOL

BY: _____ SECONDED BY: _____ AYES: _____ NOES: _____ ABSENT: _____

5. Facilities Committee recommendation; California Financial Services specialized financial services agreement (Pages #220-241)

MOTION TO _____ FACILITIES COMMITTEE RECOMMENDATION; CALIFORNIA FINANCIAL SERVICES SPECIALIZED FINANCIAL SERVICES AGREEMENT

BY: _____ SECONDED BY: _____ AYES: _____ NOES: _____ ABSENT: _____

6. Final read Board Regulation 6143 Courses of Study (Page #242-244)

MOTION TO _____ FINAL READ BOARD REGULATION 6143 COURSES OF STUDY

BY:_____ SECONDED BY:_____ AYES:_____ NOES:_____ ABSENT:_____

7. Final read December 2022 Part II policies per guidesheet (Pages #245-252)

MOTION TO_____ FINAL READ DECEMBER 2022 PART II POLICIES PER GUIDESHEET

BY:_____ SECONDED BY:_____ AYES:_____ NOES:_____ ABSENT:_____

8. First read March 2023 policies per guidesheet (Pages #253-257)

MOTION TO_____ FIRST READ MARCH 2023 POLICIES PER GUIDESHEET

BY:_____ SECONDED BY:_____ AYES:_____ NOES:_____ ABSENT:_____

9. Ratification of Superintendent Contract of Employment, 2023 through 2027 (Pages #258-268)

MOTION TO_____ RATIFICATION OF SUPERINTENDENT CONTRACT OF EMPLOYMENT 2023-2027

BY:_____ SECONDED BY:_____ AYES:_____ NOES:_____ ABSENT:_____

VIII. Consent Items

All items under the consent agenda may be discussed and considered separately or may be entered under one motion and action or individually at the Board's prerogative.

A. Approval of board meeting minutes (Pages #269-283)

- a. 5/4/2023 regular meeting

B. Business (Pages #284-286)

- 1. Warrants Listing (period ending May 31, 2023)

- a. \$379,791.76

- 2. Contracts

- a. Life Applied direct support 2023-24, 1 of 2 (Page #287)
 - b. Life Applied direct support 2023-24, 2 of 2 (Page #288)
 - c. PandaDoc e-signature software proposal, July 1, 2023 through July 1, 2026 (Pages #289-318)
 - d. Diligent Community subscription 2023-24 (Pages #319-320)
 - e. California State University Monterey Bay Center for Reading Diagnosis and Instruction contract September 1, 2023 through December 10, 2023 (Pages #321-325)

- f. Monterey County Special Education Local Plan Area agreement for Regional Operation of Special Education Programs 2023-24 (Pages #326-332)

3. Donation Listing
None

C. Surplus inventory (Page #333)

- a. Per enclosed list dated June 2023

D. Personnel (Page #334-335)

1. Public Resignation/Retirement/Termination

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
Veronica Flournoy	CBO/DoF	September 8, 2023 (revised)
Kelsey Genasci	Teacher/SES	June 9, 2023

2. Public Employment

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
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MOTION TO _____ CONSENT ITEMS

BY: _____ SECONDED BY: _____ AYES: _____ NOES: _____ ABSENT: _____

IX. Future Agenda Items

- June 22, 2023 special board meeting, District Office @ 9:00 a.m.
 - Subsequent Master Agenda Calendar
 - 2023-24 Local Control Accountability Plan (LCAP) and Budget Adoption
 - Education Protection Account report resolution
 - Application to use Spreckels Memorial Building Parking Lot
 - Children's Online Privacy Protection Act (COPPA) Information Fact Sheet
 - Consolidated Application
 - 2023-34 Transportation report
 - Report of School District Absences by type 2021-22 and 2022-23
 -

X. Adjournment at _____ p.m.

MOTION TO _____ ADJOURNMENT

BY: _____ AYES: _____ NOES: _____ ABSENT: _____

Fund 01 - General Fund		Fiscal Year 2023 through 05/31/2023				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUES						
LCFF Revenue Sources	(8010-8099)	9,739,450.00	8,366,061.73		1,373,388.27	14%
Federal Revenue	(8100-8299)	572,462.00	343,578.81		228,883.19	40%
Other State Revenue	(8300-8599)	717,608.00	1,350,225.26		(632,617.26)	(88)%
Other Local Revenue	(8600-8799)	969,077.00	869,070.53		100,006.47	10%
Total Revenues		11,998,597.00	10,928,936.33		1,069,660.67	9%
EXPENDITURES						
Certificated Salaries	(1000-1999)	4,665,691.00	4,188,409.62	383,888.27	93,393.11	2%
Classified Salaries	(2000-2999)	1,729,886.00	1,487,459.15	134,625.64	107,801.21	6%
Employee Benefits	(3000-3999)	2,872,453.00	2,178,467.63	212,952.17	481,033.20	17%
Books and Supplies	(4000-4999)	428,815.00	527,332.25	32,824.92	(131,342.17)	(31)%
Services & Operating Expenses	(5000-5999)	1,592,504.00	1,433,400.32	118,383.12	40,720.56	3%
Capital Outlay	(6000-6999)	.00	239,079.42	225.00	(239,304.42)	0%
Other Outgo	(7100-7299, 7400-7499)	629,452.00	450,855.94	.00	178,596.06	28%
Total Expenditures		11,918,801.00	10,505,004.33	882,899.12	530,897.55	4%
Operating Surplus/(Deficit)		79,796.00	423,932.00	(458,967.12)		
OTHER FINANCING SOURCES/USES						
Interfund Transfers Out	(7600-7629)	142,044.00	100,000.00	.00	42,044.00	30%
Total Other Financing Sources/Uses		(142,044.00)	(100,000.00)	.00	(42,044.00)	30%
Net Surplus/(Deficit)		(62,248.00)	323,932.00	(558,967.12)		
Beginning Fund Balance		5,464,140.00	5,306,744.11	5,306,744.11		
Net Ending Fund Balance		5,401,892.00	5,630,676.11	4,747,776.99		
*** calculated ***						

Fund 08 - Student Activity Revenue Fund		Fiscal Year 2023 through 05/31/2023			
	Budget	Actual	Encumbrance	Balance	Avail
Beginning Fund Balance	7,143.00	7,142.11	7,142.11		
Net Ending Fund Balance	7,143.00	7,142.11	7,142.11		
*** calculated ***					

Fund 13 - Cafeteria Fund		Fiscal Year 2023 through 05/31/2023				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUES						
Other Local Revenue	(8600-8799)	.00	84.79		(84.79)	0%
Total Revenues		.00	84.79		(84.79)	0%
EXPENDITURES						
Classified Salaries	(2000-2999)	83,820.00	79,791.63	7,444.46	(3,416.09)	(4)%
Employee Benefits	(3000-3999)	53,840.00	48,132.70	5,085.81	621.49	1%
Books and Supplies	(4000-4999)	1,231.00	11,014.39	1,538.38	(11,321.77)	(920)%
Services & Operating Expenses	(5000-5999)	5,080.00	3,089.35	.00	1,990.65	39%
Total Expenditures		143,971.00	142,028.07	14,068.65	(12,125.72)	(8)%
Operating Surplus/(Deficit)		(143,971.00)	(141,943.28)	(156,011.93)		
OTHER FINANCING SOURCES/USES						
Interfund Transfers In	(8900-8929)	142,044.00	100,000.00		42,044.00	30%
Total Other Financing Sources/Uses		142,044.00	100,000.00		42,044.00	30%
Net Surplus/(Deficit)		(1,927.00)	(41,943.28)	(56,011.93)		
Beginning Fund Balance		1,927.00	1,926.10	1,926.10		
Net Ending Fund Balance		.00	(40,017.18)	(54,085.83)		
*** calculated ***						

Fund 14 - Deferred Maintenance Fund		Fiscal Year 2023 through 05/31/2023			
		Budget	Actual	Encumbrance	Balance Avail
REVENUES					
Other Local Revenue	(8600-8799)	.00	124.72		(124.72) 0%
Total Revenues		.00	124.72		(124.72) 0%
Operating Surplus/(Deficit)		.00	124.72	124.72	
Beginning Fund Balance		8,557.00	8,557.54	8,557.54	
Net Ending Fund Balance		8,557.00	8,682.26	8,682.26	
*** calculated ***					

Fund 21 - Building Fund		Fiscal Year 2023 through 05/31/2023				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUES						
Other Local Revenue	(8600-8799)	.00	8,034.63		(8,034.63)	0%
Total Revenues		.00	8,034.63		(8,034.63)	0%
EXPENDITURES						
Books and Supplies	(4000-4999)	2,000.00	24,855.36	17,020.78	(39,876.14)	(1994)%
Services & Operating Expenses	(5000-5999)	.00	6,620.00	53,973.99	(60,593.99)	0%
Capital Outlay	(6000-6999)	80,000.00	.00	.00	80,000.00	100%
Total Expenditures		82,000.00	31,475.36	70,994.77	(20,470.13)	(25)%
Operating Surplus/(Deficit)		(82,000.00)	(23,440.73)	(94,435.50)		
Beginning Fund Balance		552,287.00	538,568.04	538,568.04		
Net Ending Fund Balance		470,287.00	515,127.31	444,132.54		
*** calculated ***						

Fund 25 - Developer Fees		Fiscal Year 2023 through 05/31/2023				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUES						
Other Local Revenue	(8600-8799)	7,000.00	6,701.42		298.58	4%
Total Revenues		7,000.00	6,701.42		298.58	4%
EXPENDITURES						
Services & Operating Expenses	(5000-5999)	25,000.00	.00	.00	25,000.00	100%
Total Expenditures		25,000.00	.00	.00	25,000.00	100%
Operating Surplus/(Deficit)		(18,000.00)	6,701.42	6,701.42		
Beginning Fund Balance		332,309.00	324,053.36	324,053.36		
Net Ending Fund Balance		314,309.00	330,754.78	330,754.78		
*** calculated ***						

Fund 35 - School Facility Program (Regul		Fiscal Year 2023 through 05/31/2023				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUES						
Other Local Revenue	(8600-8799)	.00	4.70		(4.70)	0%
Total Revenues		.00	4.70		(4.70)	0%
Operating Surplus/(Deficit)		.00	4.70	4.70		
Beginning Fund Balance		324.00	322.62	322.62		
Net Ending Fund Balance		324.00	327.32	327.32		
*** calculated ***						

Spreckels Union School District
Class Configurations for 2023-2024

M1	a	b	c	d	e	f	g	h	i	j	k	l	M2			
	Thursday May 25th, 2023															
1	Spreckels School	TK	Kinder	1st	2nd	3rd	4th	5th	SDC	H I		TOTAL	Released	Pending		
2	Projection	35	72	83	87	87	88	101	1	6		560	Inter-D	Inter-D		
3													New	New		
4	Transition Kinder															
5	Class 1	20											3	0	3	
6	Class 2	15														
7	35 (ITR+New Registrations)															
8	15 ID Accepted															
9	Kinder															
10	Class 3		24										2	1	3	
11	Class 4		24													
12	Class 5		24													
13	72 (32 Tk from current year/24 new Reg)															
14	16 ID Accepted															
15	First															
16	Class 6			21									1	0	1	
17	Class 7			21												
18	Class 8			21												
19	Class 9			20												
20	83															
21	0 ID Accepted															
22	Second															
23	Class 10				29								1	0	1	
24	Class 11				29											
25	Class 12				29											
26	87															
27	0 ID Accepted															
28	Third															
29	Class 13					29							3	0	3	
30	Class 14					29										
31	Class 15					29										
32	87															
33	0 ID Accepted															
34	Fourth															
35	Class 16						30						3	0	3	
36	Class 17						29									
37	Class 18						29									
38	88															
39	0 ID Accpeted															
40	Fifth															
41	Class 19						26						1	0	1	
42	Class 20						25									
43	Class 21						25									
44	Class 22						25									
45	101															
46	1 ID Accepted															
47	SDC							1	1							
48	H. I.						3	3	6							
49	7 TOTAL Grade												553			
50	w/Spec Ed												7			
51	TOTAL w/Spec Ed												560	14	1	15
52																
53																

54	BVMS			6th	7th	8th		SDC	HI		TOTAL			
55				105	115	118		0	6		344			
56												Released	Pending	
57	Sixth											New	New	
58	Class 1			27								2	1	3
59	Class 2			26										
60	Class 3			26										
61	Class 4			26										
62				105				5	ID Accepted					
63	Seventh													
64	Class 5				29							17	0	17
65	Class 6				29									
66	Class 7				29									
67	Class 8				28									
68					115			4	ID Accepted					
69	Eighth													
70	Class 9					30						5	0	5
71	Class 10					30								
72	Class 11					29								
73	Class 12					29								
74								118		0	ID Accepted			
75	SDC								0					
76	HI			2	2	2			6					
77								6		TOTAL GE	338	Total		
78										w/Spec Ed	6	Released	Pending	
79										TOTAL w/Spec Ed	344	24	1	25
80														
81										Total District Enrollment	904	38	2	40
82														
83														
84														
85														
86												Released	Pending	
87												Inter-D	Inter-D	
88												New	New	
89	February 23, 2023	IM	Totals	SS-506		BV-336				842		40	12	52
90	March 20, 2023	IM	Totals	SS-514		BV-336				850		46	12	58
91	March 28, 2023	IM	Totals	SS-518		BV-339				857		67	4	71
92	April 14th, 2023	IM	Totals	SS-548		BV-338				886		41	6	47
93	May 2nd, 2023	IM	Totals	SS-550		BV-341				891		46	2	48
94	May 19th, 2023	IM	Totals	SS-558		BV-343				901		36	4	40
95	May 25th, 2023	IM	Totals	SS-560		BV-344				904		38	2	40
96														
97														
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108														
109														



County of Monterey

Item No.

Board Report

Board of Supervisors
Chambers
168 W. Alisal St., 1st Floor
Salinas, CA 93901

Legistar File Number: 23-316

April 25, 2023

Introduced: 4/12/2023

Current Status: Agenda Ready

Version: 1

Matter Type: General Agenda Item

Receive and Accept the Treasurer's Report of Investments for the Quarter Ending March 31, 2023.

RECOMMENDATION:

It is recommended that the Board of Supervisors:

Receive and Accept the Treasurer's Report of Investments for the Quarter Ending March 31, 2023.

SUMMARY:

Government Code Section 53646 (b) (1) states the Treasurer may submit a quarterly report of investments. The attached exhibits provide a narrative portfolio review of economic and market conditions that support the investment activity during the January - March period, the investment portfolio position by investment type, and the investment portfolio by maturity range.

DISCUSSION:

Inflation has shown itself to be more entrenched than previously expected as the Federal Reserve's preferred price tracker inches lower but remains far elevated above their long-term average inflation target. Meanwhile, the broader outlook has become more uncertain following the announcement of two large bank failures and the takeover of a third. The Federal Reserve acknowledged the negative shock from the issues in the banking sector but remains committed to fighting inflation as they near the end of this rate hike cycle.

The Federal Reserve Summary of Economic Projections for March changed slightly from December, still projecting the federal funds rate to end 2023 just above 5%. While the current rate of 4.75% to 5.00% is still a 25 basis point (0.25%) hike away from that target, market expectations point to no additional rate hikes and a target rate lowered to 4.25% by the end of the year. Although the Federal Reserve has maintained that they will keep rates elevated for some time, the market is pricing in the slight chance of an economic downturn or worsening financial conditions.

On March 31, 2023, the Monterey County investment portfolio contained an amortized book value of \$2,823,035,433 spread among 300 separate securities and funds. The par value of those funds was \$2,846,291,249 with a market value of \$2,764,310,402 or 98% of amortized book value. The portfolio's net earned income yield for the period was 2.33%. The portfolio produced an estimated quarterly income of \$16,181,866 that will be distributed proportionally to all agencies participating in the investment pool. The investment portfolio had a weighted average maturity of 406 days. The County Treasury continues to utilize shorter term debt to provide portfolio liquidity and enhanced investment opportunities in the current market environment.

Legistar File Number: 23-316

The investment portfolio follows all applicable provisions of state law and the adopted Investment Policy and contains sufficient liquidity to meet all projected outflows over the next six months. Market value pricings were obtained through resources such as Bloomberg LLP, US Bank, and live-bid pricing of corporate securities.

OTHER AGENCY INVOLVEMENT:

A copy of this report will be distributed to all agencies participating in the investment pool. The Treasury Quarterly Reports are also posted on the County Treasurer's website. A monthly report of investment transactions is provided to the Board of Supervisors as required by Government Code 53607.

FINANCING:

The investment portfolio contains sufficient liquidity to meet all projected expenditures over the next six months. Investment earnings in the General Fund have exceeded the FY 2022-23 budgeted total.

BOARD OF SUPERVISORS STRATEGIC INITIATIVES:

This recommendation supports the Administration initiative by providing transparency and accountability in the management of County funds in the Treasurer's investment portfolio.

☐ Economic Development
☒ Administration
☐ Health & Human Services
☐ Infrastructure
☐ Public Safety

Prepared by: Lupe Reyes, Chief Deputy Treasurer-Tax Collector, x5415

Reviewed by: Jake Stroud, Assistant Treasurer-Tax Collector, x5828

Approved by: Mary A. Zeeb, Treasurer-Tax Collector, x5015

DocuSigned by:

Lupe Reyes

DocuSigned by:

Jake Stroud

DocuSigned by:

Mary A. Zeeb

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Attachments:

Board Report

Exhibit A - Investment Portfolio Review 03.31.23

Exhibit B - Portfolio Management Report 03.31.23

Exhibit C - Aging Summary 04.01.23

cc:

Auditor-Controller - Internal Audit Section

All depositors

County Administrative Office

County Counsel



Monterey County Board of Supervisors

Board Order

168 West Alisal Street,
1st Floor
Salinas, CA 93901
831.755.5066
www.co.monterey.ca.us

A motion was made by Supervisor Chris Lopez, seconded by Supervisor Glenn Church to:

Receive and Accept the Treasurer's Report of Investments for the Quarter Ending March 31, 2023.

PASSED AND ADOPTED on this 25th day of April 2023, by roll call vote:

AYES: Supervisors Alejo, Church, Lopez, Askew, and Adams
NOES: None
ABSENT: None
(Government Code 54953)

I, Valerie Ralph, Clerk of the Board of Supervisors of the County of Monterey, State of California, hereby certify that the foregoing is a true copy of an original order of said Board of Supervisors duly made and entered in the minutes thereof of Minute Book 82 for the meeting April 25, 2023.

Dated: April 27, 2023
File ID: 23-316
Agenda Item No.: 30

Valerie Ralph, Clerk of the Board of Supervisors
County of Monterey, State of California



Emmanuel H. Santos, Deputy

Exhibit A

Investment Portfolio Review

Quarter Ending March 31, 2023

OVERVIEW

January 1, 2023 – March 31, 2023

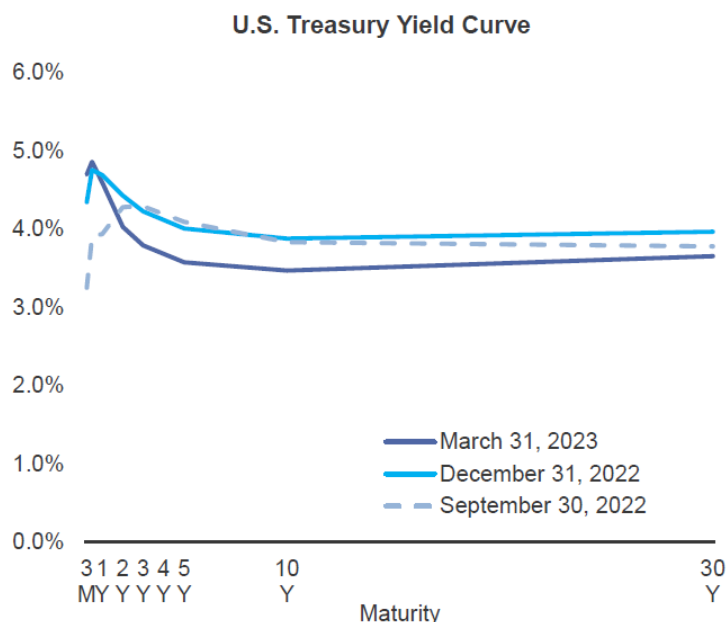
Inflation has shown itself to be more entrenched than previously expected as the Federal Reserve's preferred price tracker inches lower but remains far elevated above their long-term average inflation target. Meanwhile, the broader outlook has become more uncertain following the announcement of two large bank failures and the takeover of a third. The Federal Reserve acknowledged the negative shock from the issues in the banking sector but remains committed to fighting inflation as they near the end of this rate hike cycle.

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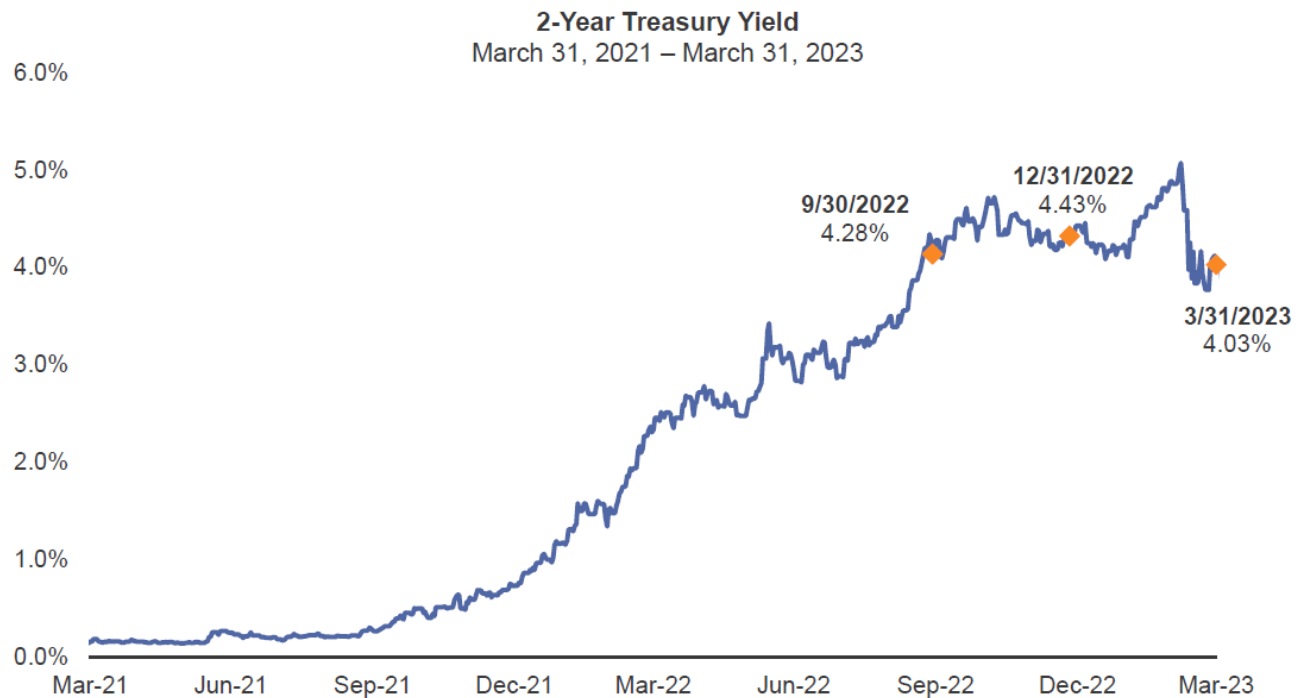
U.S. TREASURY YIELD CURVE

- The U.S. Treasury yield curve inversion steepened during the quarter as the yield on all but the very shortest maturities fell. Very short-term rates increased in response to the Federal Reserve's interest rate increase on March 22, 2023.

	3/31/23	12/31/22	Change
3-month	4.75%	4.37%	+0.38%
1-year	4.62%	4.71%	-0.09%
2-year	4.03%	4.43%	-0.40%
3-year	3.79%	4.22%	-0.43%
5-year	3.58%	4.00%	-0.42%
10-year	3.47%	3.87%	-0.40%
30-year	3.65%	3.96%	-0.31%



- The 2-year Treasury yield decreased by 40 basis points by the end of the quarter.



PORTFOLIO STRATEGY

The Monterey County Treasury maintains a well-diversified portfolio across sectors and issuers, while maintaining a high credit quality of the portfolio and closely monitoring corporate holdings.

Four indicators reflect the key aspects of the investment portfolio:

1. Market Access – During the quarter, investment purchases for the portfolio included Corporate Notes, U.S. Treasury Notes, and Federal Agencies. The Treasurer continues to maintain an adequate level of liquid assets to ensure the ability to meet all cash flow needs.
2. Diversification – The Monterey County Treasurer’s portfolio consists of 300 separate fixed income investments, all of which are authorized by the State of California Government Code 53601 and the Investment Policy.

The portfolio assets are allocated between overnight vehicles and the long-term portfolio as detailed in the table below:

Portfolio Asset Composition								
Corporate Notes	Negotiable CDs	Overnight Liquid Assets	U.S. Treasuries	Federal Agencies	Commercial Paper	Supra-nationals	Municipal Bonds	Asset Backed Securities
17.1%	1.8%	19.5%	38.3%	19.2%	1.8%	2.1%	<0.1%	<0.1%

- Total may not equal 100% due to rounding

3. Credit Risk – Approximately 78.8% of the investment portfolio is comprised of U.S. Treasuries, Federal Agency securities, Negotiable CDs, and other liquid funds. All assets have a better than investment grade rating. U.S. Treasuries are not specifically rated, but are considered the safest of all investments. Most corporate debt (17.1%) is rated in the higher levels of investment grade and all Federal Agency and Municipal holdings are rated AA- or higher. The Supranationals (2.1%) are rated AAA. The credit quality of the Treasurer's portfolio continues to be high.

The portfolio credit composition is detailed in the table below:

Portfolio Credit Composition								
AAA	AAAm	AA	A	A-1 (Short Term)	Aaf/S1+ (CalTRUST)	BBB+ (split rated)	LAIF (not rated)	Not Rated by S&P
2%	12%	63%	11%	4%	8%	<1%	<1%	<1%

• Total may not equal 100% due to rounding

4. Liquidity Risk – Liquidity risk, as measured by the ability of the County Treasury to meet withdrawal demands on invested assets, was actively managed during the January - March quarter. The portfolio's weighted average maturity was 406 days, and the Treasurer maintained \$542 million (19%) invested in overnight investments and \$888 million (31%) in securities with maturities of one day to one year to provide immediate liquidity to be able to react quickly to unanticipated needs or opportunities in the current market environment.

PORTFOLIO CHARACTERISTICS

	December 31, 2022	March 31, 2023
Total Assets	\$2,951,545,544	\$2,846,291,249
Market Value	\$2,847,146,415	\$2,764,310,402
Days to Maturity	441	406
Yield	1.78%	2.33%
Estimated Earnings	\$11,952,629	\$16,181,866

The Treasury continues to strategically invest matured assets while accounting for potential liquidity needs. Opportunities are actively evaluated to safely add value to the County's portfolio while maintaining a strong sense of safety and risk management.

Monterey County
Portfolio Management
Portfolio Details - Investments
March 31, 2023

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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Moody's	S&P	YTM	Maturity Date
Money Market Accts - GC 53601(k)(2)												
SYS12159	12159	DREYFUS AMT FREE TAX EXEMPT MM			9,364,322.34	9,364,322.34	9,364,322.34	2.960			2.960	
Subtotal and Average			9,342,302.90		9,364,322.34	9,364,322.34	9,364,322.34				2.960	
State Pool - GC 16429.1												
SYS11361	11361	LAIF			11,000,000.00	11,000,000.00	11,000,000.00	2.075			2.075	
Subtotal and Average			1,775,555.56		11,000,000.00	11,000,000.00	11,000,000.00				2.075	
CALTRUST/CAMP - GC 53601(p)												
SYS12211	12211	CalTrust Liquidity			143,450,000.00	143,450,000.00	143,450,000.00	4.694			4.694	
SYS11802	11802	CalTrust Blackrock		07/01/2022	0.00	0.00	0.00	0.025	Aaa	AAA	0.025	
SYS12296	11803	CalTrust (LEAF)			20,000,000.00	20,000,000.00	20,000,000.00	4.642			4.642	
SYS12219	12219	CalTrust MERMA			339,210.16	339,210.16	339,210.16	4.624			4.624	
SYS11801	11801	CalTrust Short Term			50,000,000.00	50,000,000.00	50,000,000.00	3.932	Aaa	AAA	3.932	
SYS10379	10379	Calif. Asset Mgmt			307,900,000.00	307,900,000.00	307,900,000.00	4.796		AAA	4.796	
Subtotal and Average			530,332,407.35		521,689,210.16	521,689,210.16	521,689,210.16				4.679	
SWEEP ACCOUNT-MORG STNLY												
SYS12041	12041	Morgan Stanley			1.00	1.00	1.00	0.250			0.250	
Subtotal and Average			1.00		1.00	1.00	1.00				0.250	
SWEEP ACCOUNT - CUSTOM												
SYS12138	12138	Morgan Stanley			189,715.24	189,715.24	189,715.24	4.394			4.394	
Subtotal and Average			226,230.82		189,715.24	189,715.24	189,715.24				4.394	
Medium Term Notes - GC 53601(k)												
88579YBH3	12359	MMM COMPANY		02/24/2020	130,000.00	123,823.70	130,405.19	2.000	A1	A	1.825	02/14/2025
00724PAC3	12617	ADOBE INC		07/06/2022	65,000.00	60,380.45	61,984.01	2.150	A2	A+	3.469	02/01/2027
053015AE3	12632	AUTOMATIC DATA PROCESSING		11/04/2022	10,000,000.00	9,801,300.00	9,648,629.29	3.375	Aa3	AA-	4.925	09/15/2025
02079KAB3	12397	Alphabet INC		08/17/2020	5,000,000.00	4,967,250.00	5,131,286.44	3.375	Aa2	AA+	0.432	02/25/2024
023135BP0	12375	Amazon		06/03/2020	5,415,000.00	5,373,033.75	5,414,564.79	0.400	A1	AA	0.447	06/03/2023
023135BW5	12501	Amazon		05/12/2021	5,680,000.00	5,443,825.60	5,676,920.91	0.450	A1	AA	0.499	05/12/2024
023135BW5	12502	Amazon		05/12/2021	75,000.00	71,881.50	74,959.34	0.450	A1	AA	0.499	05/12/2024
023135BQ8	12609	Amazon		06/30/2022	5,000,000.00	4,652,050.00	4,732,055.46	0.800	A1	AA	3.413	06/03/2025
023135BX3	12636	Amazon		11/17/2022	5,000,000.00	4,533,200.00	4,501,623.94	1.000	A1	AA	4.494	05/12/2026
023135BX3	12668	Amazon		12/19/2022	10,000,000.00	9,066,400.00	9,025,839.08	1.000	A1	AA	4.402	05/12/2026
025816CM9	12544	American Express Credit		11/23/2021	135,000.00	121,192.20	134,837.30	1.650	A2	BBB+	1.685	11/04/2026
025816CY3	12620	American Express Credit		08/03/2022	70,000.00	68,639.20	69,945.45	3.950	A2	BBB+	3.986	08/01/2025
037833DV9	12383	Apple Inc Corp Notes		06/30/2020	5,000,000.00	4,979,550.00	5,001,926.29	0.750	Aa1	AA+	0.401	05/11/2023

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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Moody's	S&P	YTM	Maturity Date
Medium Term Notes - GC 53601(k)												
037833AS9	12445	Apple Inc Corp Notes		12/11/2020	5,000,000.00	4,941,600.00	5,158,886.73	3.450	Aa1	AA+	0.524	05/06/2024
037833DM9	12568	Apple Inc Corp Notes		02/24/2022	4,130,000.00	3,981,278.70	4,124,308.98	1.800	Aaa	AA+	1.898	09/11/2024
037833DT4	12594	Apple Inc Corp Notes		04/27/2022	5,000,000.00	4,692,750.00	4,816,252.29	1.125	Aaa	AA+	2.958	05/11/2025
037833DT4	12607	Apple Inc Corp Notes		06/30/2022	5,000,000.00	4,692,750.00	4,767,429.68	1.125	Aaa	AA+	3.458	05/11/2025
04636NAA1	12526	Astrazeneca Finance LLC		07/23/2021	135,000.00	122,937.75	135,402.87	1.200	A3	A	1.101	05/28/2026
06051GJY6	12591	Bank of America		04/27/2022	5,000,000.00	4,949,650.00	4,912,553.19	0.523	A2	A-	3.338	06/14/2024
06051GGZ6	12595	Bank of America		04/28/2022	5,000,000.00	4,808,700.00	4,943,493.53	3.366	A2	A-	3.949	01/23/2026
06406FAD5	12371	Bank of New York Mellon Corp		05/21/2020	125,000.00	123,562.50	125,554.48	2.200	A1	A	0.932	08/16/2023
06406HCX5	12417	Bank of New York Mellon Corp		09/30/2020	5,000,000.00	4,868,250.00	5,181,158.34	3.250	A1	A	0.702	09/11/2024
06406RAN7	12478	Bank of New York Mellon Corp		03/31/2021	4,000,000.00	3,717,880.00	4,040,405.39	1.600	A1	A	1.088	04/24/2025
06406RAS6	12493	Bank of New York Mellon Corp		04/26/2021	50,000.00	47,556.00	49,980.93	0.500	A1	A	0.536	04/26/2024
06406RAN7	12554	Bank of New York Mellon Corp		01/07/2022	5,000,000.00	4,647,350.00	5,023,535.64	1.600	A1	A	1.360	04/24/2025
06406RAN7	12589	Bank of New York Mellon Corp		04/27/2022	5,000,000.00	4,647,350.00	4,840,120.47	1.600	A1	A	3.238	04/24/2025
06406RAN7	12608	Bank of New York Mellon Corp		06/30/2022	5,000,000.00	4,647,350.00	4,778,602.12	1.600	A1	A	3.885	04/24/2025
06406RBJ5	12618	Bank of New York Mellon Corp		07/26/2022	70,000.00	69,055.70	70,000.00	4.414	A1	A	4.414	07/24/2026
06051GJH3	12436	Bank of America Corp		11/20/2020	4,400,000.00	4,276,272.00	4,404,712.64	0.810	A2	A-	0.740	10/24/2024
06051GHW2	12479	Bank of America Corp		03/31/2021	5,000,000.00	4,759,750.00	5,135,035.10	2.456	A2	A-	1.074	10/22/2025
06051GJH3	12490	Bank of America Corp		04/19/2021	5,000,000.00	4,859,400.00	5,001,713.48	0.810	A2	A-	0.779	10/24/2024
06051GFX2	12562	Bank of America Corp		02/03/2022	90,000.00	86,509.80	93,558.43	3.500	A2	A-	2.137	04/19/2026
06051GKM0	12579	Bank of America Corp		03/22/2022	100,000.00	95,876.00	100,000.00	3.384	A2	A-	3.384	04/02/2026
110122DT2	12432	BRISTOL-MYERS SQUIBB		11/13/2020	80,000.00	77,858.40	80,000.00	0.537	A2	A+	0.537	11/13/2023
110122DT2	12439	BRISTOL-MYERS SQUIBB		11/20/2020	5,000,000.00	4,866,150.00	5,000,982.76	0.537	A2	A+	0.505	11/13/2023
110122CM8	12444	BRISTOL-MYERS SQUIBB		12/11/2020	5,000,000.00	4,901,550.00	5,145,066.09	2.900	A2	A+	0.621	07/26/2024
14913R2D8	12481	CATERPILLAR FINL SERVC		03/31/2021	5,000,000.00	4,943,250.00	5,003,582.35	0.650	A2	A	0.380	07/07/2023
14913R2L0	12506	CATERPILLAR FINL SERVC		05/17/2021	10,000,000.00	9,544,800.00	9,994,962.59	0.450	A2	A	0.495	05/17/2024
14913R2P1	12530	CATERPILLAR FINL SERVC		09/14/2021	135,000.00	127,612.80	134,911.18	0.600	A2	A	0.645	09/13/2024
16764BV1	12368	Chevron Corp. Global		05/11/2020	75,000.00	75,000.00	75,000.00	1.141			1.141	05/11/2023
166764BT6	12404	Chevron Corp. Global		09/17/2020	5,000,000.00	4,909,850.00	5,103,996.47	2.895	Aa2	AA-	0.503	03/03/2024
808513BN4	12474	CHARLES SCHWAB CORP		03/18/2021	25,000.00	23,797.25	24,995.98	0.750	A2	A	0.767	03/18/2024
808513BF1	12628	CHARLES SCHWAB CORP		10/31/2022	10,000,000.00	8,767,300.00	8,851,082.64	0.900	A2	A	5.203	03/11/2026
17275RAW2	12665	Cisco Systems Inc Corp		12/15/2022	20,000,000.00	19,612,600.00	19,617,644.89	3.500	A1	AA-	4.425	06/15/2025
172967MR9	12406	Citibank		09/17/2020	5,000,000.00	4,979,450.00	5,038,989.98	1.678	A3	BBB+	0.711	05/15/2024
172967MX6	12536	Citibank		10/07/2021	4,500,000.00	4,275,045.00	4,509,042.06	0.981	A3	BBB+	0.845	05/01/2025
172967ND9	12539	Citibank		11/08/2021	3,840,000.00	3,586,867.20	3,855,338.06	1.281	A3	BBB+	1.071	11/03/2025
172967MT5	12653	Citibank		12/02/2022	1,275,000.00	1,239,427.50	1,225,271.22	0.776	A3	BBB+	6.178	10/30/2024
191216CL2	12403	Coca- Cola Co		09/16/2020	5,000,000.00	4,857,250.00	5,091,475.52	1.750	A1	A+	0.458	09/06/2024
194162AM5	12621	COLGATE-PALMOLIVE CO		08/09/2022	45,000.00	43,851.60	44,967.44	3.100	Aa3	AA-	3.132	08/15/2025
194162AQ6	12679	COLGATE-PALMOLIVE CO		03/01/2023	130,000.00	132,819.70	129,853.39	4.800		AA-	4.842	03/02/2026

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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Moody's	S&P	YTM	Maturity Date
Medium Term Notes - GC 53601(k)												
20030NCR0	12414	COMCAST CORP		09/30/2020	5,000,000.00	4,940,350.00	5,153,472.00	3.700	A3	A-	0.703	04/15/2024
254687FK7	12319	The Walt Disney Company		09/06/2019	240,000.00	231,004.80	239,802.41	1.750	A2	BBB+	1.851	08/30/2024
291011BG8	12415	EMERSON ELECTRIC CO		09/30/2020	80,000.00	77,616.80	83,903.25	3.150	A2	A	0.848	06/01/2025
369550BG2	12588	General Dynamics Corp		04/27/2022	5,000,000.00	4,902,700.00	5,025,918.94	3.500	A3	A-	3.228	05/15/2025
369550BN7	12669	General Dynamics Corp		12/19/2022	10,000,000.00	9,065,700.00	9,077,352.66	1.150	A3	A-	4.317	06/01/2026
38141GXS8	12462	Goldman Sachs		02/17/2021	60,000.00	54,913.80	60,080.99	0.855	A2	BBB+	0.807	02/12/2026
38141GYE8	12515	Goldman Sachs		06/22/2021	10,000,000.00	9,773,800.00	9,991,260.36	0.657	A2	BBB+	0.746	09/10/2024
38141GZH0	12560	Goldman Sachs		01/24/2022	130,000.00	125,816.60	130,000.00	1.757	A2	BBB+	1.757	01/24/2025
437076CM2	12581	Home Depot Inc		03/28/2022	20,000.00	19,338.60	19,976.58	2.700	A2	A	2.760	04/15/2025
437076CA8	12616	Home Depot Inc		07/06/2022	65,000.00	61,016.15	62,837.10	2.500	A2	A	3.399	04/15/2027
437076CN0	12626	Home Depot Inc		10/28/2022	65,000.00	61,964.50	60,251.56	2.875	A2	A	4.911	04/15/2027
438516BW5	12370	Honeywell International		05/20/2020	100,000.00	97,099.00	101,715.56	2.300	A2	A	0.995	08/15/2024
438516CB0	12571	Honeywell International		02/25/2022	5,000,000.00	4,691,350.00	4,910,160.71	1.350	A2	A	2.214	06/01/2025
438516CB0	12574	Honeywell International		03/01/2022	65,000.00	60,987.55	63,805.30	1.350	A2	A	2.234	06/01/2025
438516BL9	12654	Honeywell International		12/09/2022	10,000,000.00	9,492,400.00	9,394,748.93	2.500	A2	A	4.354	11/01/2026
438516BL9	12659	Honeywell International		12/13/2022	2,600,000.00	2,468,024.00	2,437,218.24	2.500	A2	A	4.420	11/01/2026
02665WCZ2	12318	American Honda Finance		09/03/2019	200,000.00	194,062.00	200,889.94	2.400	A3	A-	2.021	06/27/2024
459200JZ5	12527	IBM Corp Notes		07/23/2021	120,000.00	115,738.80	128,028.94	3.300	A3	A-	1.094	05/15/2026
459200JY8	12587	IBM Corp Notes		04/27/2022	5,000,000.00	4,907,450.00	4,994,306.78	3.000	A3	A-	3.105	05/15/2024
459200KH3	12604	IBM Corp Notes		06/03/2022	70,000.00	62,601.70	65,023.44	1.700	A3	A-	3.598	05/15/2027
458140BY5	12624	IBM Corp Notes		08/19/2022	120,000.00	117,248.40	119,547.09	3.750	A2	A	3.846	08/05/2027
458140BP4	12590	INTEL CORP		04/27/2022	5,000,000.00	4,911,800.00	5,018,360.97	3.400	A2	A	3.199	03/25/2025
458140AU4	12631	INTEL CORP		11/04/2022	5,000,000.00	4,749,050.00	4,647,621.65	2.600	A2	A	5.086	05/19/2026
24422EVH9	12374	John Deere Capital Corp		06/04/2020	3,340,000.00	3,301,189.20	3,339,768.27	0.700	A2	A	0.726	07/05/2023
24422EVH9	12382	John Deere Capital Corp		06/30/2020	5,000,000.00	4,941,900.00	5,001,901.66	0.700	A2	A	0.553	07/05/2023
24422EUX5	12446	John Deere Capital Corp		12/11/2020	5,000,000.00	4,892,950.00	5,095,598.63	2.600	A2	A	0.531	03/07/2024
24422EWA3	12573	John Deere Capital Corp		02/28/2022	65,000.00	59,049.90	63,592.56	1.700	A2	A	2.309	01/11/2027
24422EWK1	12641	John Deere Capital Corp		11/28/2022	150,000.00	149,209.50	147,084.10	4.150	A2	A	4.640	09/15/2027
46647PBQ8	12482	JP Morgan Chase		04/05/2021	3,900,000.00	3,875,313.00	3,929,515.72	1.514	A1	A-	0.557	06/01/2024
46647PCH7	12510	JP Morgan Chase		06/01/2021	165,000.00	156,355.65	165,000.00	0.824	A1	A-	0.824	06/01/2025
46647PCH7	12517	JP Morgan Chase		06/22/2021	10,000,000.00	9,476,100.00	9,984,718.82	0.824	A1	A-	0.920	06/01/2025
46625HRV4	12545	JP Morgan Chase		11/23/2021	125,000.00	118,048.75	130,133.17	2.950	A1	A-	1.830	10/01/2026
46647PCH7	12561	JP Morgan Chase		01/24/2022	10,000,000.00	9,476,100.00	9,877,151.62	0.824	A1	A-	1.651	06/01/2025
539830BH1	12528B	Lockheed Martin Corp		07/23/2021	58,000.00	57,443.78	61,888.03	3.550	A3	A-	0.947	01/15/2026
57636QAB0	12282	MASTERCARD INC		04/04/2019	250,000.00	247,550.00	251,571.12	3.375	A1	A+	2.699	04/01/2024
57636QAN4	12600	MASTERCARD INC		05/20/2022	5,000,000.00	4,783,150.00	4,910,102.09	2.000	A1	A+	2.981	03/03/2025
57636QAR5	12625	MASTERCARD INC		10/06/2022	65,000.00	63,038.95	62,267.80	3.300	A1	A+	4.475	03/26/2027
58933YAR6	12469	MERCK & CO INC		03/09/2021	125,000.00	122,170.00	128,955.44	2.750	A1	A+	0.897	02/10/2025

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Medium Term Notes - GC 53601(k)												
58933YAY1	12610	MERCK & CO INC		06/30/2022	5,000,000.00	4,578,000.00	4,618,201.67	0.750	A1	A+	3.585	02/24/2026
58933YAR6	12664	MERCK & CO INC		12/15/2022	10,000,000.00	9,773,600.00	9,689,670.32	2.750	A1	A+	4.520	02/10/2025
6174468W2	12458	Morgan Stanley		01/25/2021	100,000.00	99,692.00	100,000.00	0.529	A1	A-	0.529	01/25/2024
61772BAA1	12491	Morgan Stanley		04/22/2021	15,000.00	14,995.65	15,000.00	0.731	A1	A-	0.731	04/05/2024
61772BAA1	12492	Morgan Stanley		04/22/2021	50,000.00	49,985.50	50,019.86	0.731	A1	A-	0.671	04/05/2024
6174468R3	12516	Morgan Stanley		06/22/2021	5,000,000.00	4,637,600.00	4,999,232.84	0.864	A1	A-	0.872	10/21/2025
61747YEA9	12519	Morgan Stanley		06/24/2021	10,000,000.00	9,465,700.00	9,977,114.12	0.790	A1	A-	0.934	05/30/2025
654106AH6	12633	NIKE INC		11/04/2022	15,000,000.00	14,514,150.00	14,273,214.37	2.400	A1	AA-	5.015	03/27/2025
66989HAP3	12412	Novartis Capital Corp		09/22/2020	125,000.00	119,211.25	127,612.55	1.750	A1	AA-	0.594	02/14/2025
641062AU8	12529	Nestle Holdings Inc.		09/14/2021	195,000.00	184,292.55	195,000.00	0.606	N/A	AA-	0.606	09/14/2024
665859AW4	12598	Northern Trust Corp		05/12/2022	75,000.00	73,473.75	75,414.58	4.000	A2	A+	3.849	05/10/2027
63743HFC1	12564	National Rural Util Coop		02/07/2022	40,000.00	37,928.00	39,999.26	1.875	A2	A-	1.876	02/07/2025
69371RR99	12634	PACCAR FINANCIAL CORP		11/04/2022	12,000,000.00	11,722,320.00	11,609,801.40	3.550	A1	A+	5.041	08/11/2025
69371RS49	12683	PACCAR FINANCIAL CORP		03/30/2023	250,000.00	250,310.00	249,832.66	4.450	A1	A+	4.474	03/30/2026
713448CT3	12627	Pepsico Inc Corp Note		10/31/2022	6,950,000.00	6,730,449.50	6,679,947.63	2.750	A1	A+	4.753	04/30/2025
717081ES8	12280	PFIZER INC		04/04/2019	250,000.00	245,480.00	250,573.17	2.950	A1	A+	2.692	03/15/2024
717081ES8	12402	PFIZER INC		09/16/2020	5,000,000.00	4,909,600.00	5,113,842.41	2.950	A1	A+	0.486	03/15/2024
693475AT2	12642	PNC Bank NA		11/28/2022	200,000.00	186,860.00	186,802.89	3.150	A3	A-	4.949	05/19/2027
693475BB0	12638	PNC FINANCIAL SERVICES		11/18/2022	5,000,000.00	4,392,350.00	4,439,416.21	1.150	A3	A-	4.829	08/13/2026
693475AX3	12650	PNC FINANCIAL SERVICES		11/30/2022	5,000,000.00	4,620,200.00	4,668,046.61	2.600	A3	A-	4.809	07/23/2026
693475BL8	12673	PNC FINANCIAL SERVICES		01/24/2023	755,000.00	745,668.20	755,000.00	4.758	A3	A-	4.758	01/26/2027
693475BL8	12674	PNC FINANCIAL SERVICES		01/24/2023	3,800,000.00	3,753,032.00	3,803,913.31	4.758	A3	A-	4.719	01/26/2027
857477BM4	12575	State Street Corp		03/14/2022	125,000.00	119,416.25	125,558.58	2.901	A1	A	2.742	03/30/2026
857477BE2	12576	State Street Corp		03/17/2022	5,000,000.00	4,781,100.00	4,962,129.60	2.354	A1	A	2.776	11/01/2025
857477BE2	12599	State Street Corp		05/18/2022	8,625,000.00	8,247,397.50	8,458,315.46	2.354	A1	A	3.461	11/01/2025
857477BX0	12630	State Street Corp		11/04/2022	10,000,000.00	10,190,900.00	9,992,637.08	5.751	A1	A	5.781	11/04/2026
89788MAH5	12619	TRUIST FINANCIAL CORP		07/28/2022	85,000.00	81,940.85	85,000.00	4.260	A3	A-	4.260	07/28/2026
89236TGT6	12358	Toyota Motor Corporation		02/21/2020	130,000.00	123,649.50	129,896.16	1.800	A1	A+	1.845	02/13/2025
89236THF5	12401	Toyota Motor Corporation		09/16/2020	5,000,000.00	4,912,300.00	5,000,748.76	0.500	A1	A+	0.459	08/14/2023
89236TGT6	12485	Toyota Motor Corporation		04/13/2021	5,000,000.00	4,755,750.00	5,082,563.48	1.800	A1	A+	0.898	02/13/2025
89236TJT3	12556	Toyota Motor Corporation		01/13/2022	5,000,000.00	4,733,400.00	4,998,603.06	1.450	A1	A+	1.466	01/13/2025
89236TJT3	12557	Toyota Motor Corporation		01/13/2022	65,000.00	61,534.20	64,948.22	1.450	A1	A+	1.495	01/13/2025
87612EBM7	12558	TARGET CORP		01/24/2022	35,000.00	32,353.65	34,954.69	1.950	A2	A	1.986	01/15/2027
87612EBM7	12559	TARGET CORP		01/24/2022	65,000.00	60,085.35	65,035.15	1.950	A2	A	1.935	01/15/2027
87612EBL9	12577	TARGET CORP		03/17/2022	5,000,000.00	4,803,750.00	4,972,971.84	2.250	A2	A	2.527	04/15/2025
904764BG1	12369	Unilever Capital Corp		05/20/2020	60,000.00	59,094.60	61,224.64	3.250	A1	A+	0.968	03/07/2024
91324PDM1	12398	United Health Group Inc		08/19/2020	2,125,000.00	2,099,882.50	2,178,635.00	3.500	A3	A+	0.573	02/15/2024
91324PEB4	12508	United Health Group Inc		05/19/2021	5,000,000.00	4,768,850.00	5,000,056.32	0.550	A3	A+	0.549	05/15/2024

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Medium Term Notes - GC 53601(k)												
91324PEB4	12509	United Health Group Inc		05/19/2021	4,455,000.00	4,249,045.35	4,453,260.40	0.550	A3	A+	0.585	05/15/2024
91159HHX1	12313	US BANCORP		08/06/2019	200,000.00	192,254.00	200,325.21	2.400	A2	A+	2.270	07/30/2024
91159HHX1	12405	US BANCORP		09/17/2020	5,000,000.00	4,806,350.00	5,120,506.50	2.400	A2	A+	0.525	07/30/2024
92826CAD4	12629	Visa Inc		10/31/2022	10,000,000.00	9,712,000.00	9,609,846.93	3.150	Aa3	AA-	4.718	12/14/2025
931142DP5	12447	Walmart Inc		12/11/2020	5,000,000.00	4,937,300.00	5,138,525.43	3.300	Aa2	AA	0.449	04/22/2024
931142EM1	12572	Walmart Inc		02/25/2022	60,000.00	58,111.80	61,681.32	3.050	Aa2	AA	2.114	07/08/2026
931142ER0	12637	Walmart Inc		11/17/2022	10,000,000.00	9,014,600.00	8,935,031.16	1.050	Aa2	AA	4.429	09/17/2026
931142EW9	12655	Walmart Inc		12/09/2022	10,000,000.00	9,969,700.00	9,911,845.25	3.900	Aa2	AA	4.285	09/09/2025
931142ER0	12681	Walmart Inc		03/28/2023	6,750,000.00	6,084,855.00	6,077,227.34	1.050	Aa2	AA	4.173	09/17/2026
Subtotal and Average			488,365,467.86		494,538,000.00	474,124,954.68	484,009,560.27				2.655	
Negotiable CDs - GC 53601(i)												
05586FR41	12601	BNP Paribas NY		05/31/2022	25,000,000.00	24,899,750.00	25,000,000.00	2.700	N/A	A-1	2.700	05/31/2023
86565FKG6	12596	Sumitomo Mitsui Bank NY		04/27/2022	26,000,000.00	25,957,880.00	26,000,000.00	2.700	N/A	A-1	2.700	04/26/2023
Subtotal and Average			83,606,388.89		51,000,000.00	50,857,630.00	51,000,000.00				2.700	
Commercial Paper Disc.- GC 53601(h)												
22533UT60	12658	Credit Agricole CIB NY		12/09/2022	25,000,000.00	24,770,750.00	24,775,416.67	4.900	P-1	A-1	5.022	06/06/2023
62479MVB6	12635	MUFG Bank LTD/NY		11/15/2022	25,000,000.00	24,527,750.00	24,515,083.33	5.290	P-1	A-1	5.508	08/11/2023
Subtotal and Average			55,305,434.86		50,000,000.00	49,298,500.00	49,290,500.00				5.264	
Fed Agcy Coupon Sec - GC 53601(f)												
3133EN3M0	12651	Federal Farm Credit Bank		12/05/2022	10,000,000.00	10,044,200.00	9,993,817.39	4.625		AA+	4.664	12/05/2024
3133EMTQ5	12657	Federal Farm Credit Bank		12/09/2022	15,000,000.00	14,001,600.00	13,953,428.36	0.700	Aaa	AA+	4.481	03/17/2025
3130AFW94	12264	Federal Home Loan Bank		02/15/2019	370,000.00	362,829.40	369,772.72	2.500		AA+	2.576	02/13/2024
3130AJM22	12407	Federal Home Loan Bank		09/18/2020	12,535,000.00	11,859,238.15	12,560,958.04	0.440	Aaa	AA+	0.292	08/28/2024
3130AKJW7	12451	Federal Home Loan Bank		12/16/2020	25,000,000.00	22,781,500.00	25,013,535.30	0.600	Aaa	AA+	0.580	12/15/2025
3130AFBC0	12649	Federal Home Loan Bank		11/30/2022	20,320,000.00	19,978,420.80	19,938,608.45	3.250		AA+	4.611	09/13/2024
3130ATUQ8	12662	Federal Home Loan Bank		12/14/2022	20,415,000.00	20,400,709.50	20,419,803.50	4.750	Aaa	AA+	4.725	03/08/2024
3130ATVC8	12663	Federal Home Loan Bank		12/14/2022	15,000,000.00	15,055,350.00	15,040,774.17	4.875	Aaa	AA+	4.631	06/14/2024
3130ATVD6	12672	Federal Home Loan Bank		01/20/2023	25,000,000.00	25,131,250.00	25,142,603.71	4.875	Aaa	AA+	4.462	09/13/2024
3130ATUR6	12678	Federal Home Loan Bank		02/03/2023	23,500,000.00	23,615,385.00	23,619,993.10	4.625	Aaa	AA+	4.302	12/13/2024
3130AMWR9	12682	Federal Home Loan Bank		03/28/2023	20,000,000.00	18,859,400.00	18,850,084.49	0.500	Aaa	AA+	4.568	09/23/2024
3137EAES4	12384	Federal Home Loan Mtg Corp		06/30/2020	25,000,000.00	24,748,750.00	24,997,017.89	0.250	Aaa	AA+	0.301	06/26/2023
3137EAEU9	12391	Federal Home Loan Mtg Corp		07/23/2020	155,000.00	142,604.65	154,643.67	0.375		AA+	0.476	07/21/2025
3137EAES4	12395	Federal Home Loan Mtg Corp		08/17/2020	22,635,000.00	22,407,518.25	22,633,616.38	0.250	Aaa	AA+	0.276	06/26/2023
3137EAEW5	12399	Federal Home Loan Mtg Corp		09/04/2020	15,000,000.00	14,702,700.00	15,001,077.56	0.250	Aaa	AA+	0.233	09/08/2023
3137EAEW5	12400	Federal Home Loan Mtg Corp		09/04/2020	290,000.00	284,252.20	290,020.83	0.250	Aaa	AA+	0.233	09/08/2023

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Fed Agcy Coupon Sec - GC 53601(f)												
3137EAEW5	12409	Federal Home Loan Mtg Corp		09/18/2020	25,000,000.00	24,504,500.00	25,001,247.20	0.250	Aaa	AA+	0.239	09/08/2023
3137EAEV7	12411	Federal Home Loan Mtg Corp		09/18/2020	25,000,000.00	24,555,750.00	25,000,643.23	0.250	Aaa	AA+	0.243	08/24/2023
3137EAEV7	12413	Federal Home Loan Mtg Corp		09/30/2020	25,000,000.00	24,555,750.00	25,002,088.84	0.250	Aaa	AA+	0.229	08/24/2023
3134GWVB9	12420	Federal Home Loan Mtg Corp		10/15/2020	10,650,000.00	9,769,245.00	10,645,979.39	0.550	Aaa	N/A	0.565	09/29/2025
3137EAEY1	12421	Federal Home Loan Mtg Corp		10/16/2020	250,000.00	243,852.50	249,850.14	0.125	N/A	AA+	0.236	10/16/2023
3137EAEZ8	12429	Federal Home Loan Mtg Corp		11/05/2020	29,545,000.00	28,744,330.50	29,539,711.42	0.250	N/A	AA+	0.280	11/06/2023
3134GXBD5	12448	Federal Home Loan Mtg Corp		12/11/2020	25,000,000.00	23,814,750.00	24,997,135.33	0.360	Aaa	N/A	0.370	05/15/2024
3135G0V34	12263	Federal National Mtg Assn		02/08/2019	335,000.00	328,628.30	334,789.18	2.500		AA+	2.580	02/05/2024
3135G03U5	12366	Federal National Mtg Assn		04/24/2020	470,000.00	436,987.20	469,600.98	0.625	Aaa	AA+	0.667	04/22/2025
3135G04Q3	12372	Federal National Mtg Assn		05/22/2020	240,000.00	238,572.00	239,965.89	0.250	Aaa	AA+	0.351	05/22/2023
3135G03U5	12373	Federal National Mtg Assn		06/03/2020	450,000.00	418,392.00	451,171.53	0.625	Aaa	AA+	0.497	04/22/2025
3135G04Z3	12380	Federal National Mtg Assn		06/19/2020	545,000.00	503,639.95	544,500.55	0.500	Aaa	AA+	0.542	06/17/2025
3135G04Q3	12381	Federal National Mtg Assn		06/30/2020	31,000,000.00	30,815,550.00	30,999,180.67	0.250	Aaa	AA+	0.269	05/22/2023
3135G05G4	12385	Federal National Mtg Assn		07/10/2020	515,000.00	509,056.90	514,898.50	0.250	Aaa	AA+	0.322	07/10/2023
3135G04Z3	12386	Federal National Mtg Assn		07/10/2020	950,000.00	877,904.50	950,919.19	0.500	Aaa	AA+	0.456	06/17/2025
3135G05R0	12394	Federal National Mtg Assn		08/12/2020	15,000,000.00	14,744,400.00	14,996,769.02	0.300	Aaa	AA+	0.360	08/10/2023
3135G05G4	12396	Federal National Mtg Assn		08/17/2020	15,000,000.00	14,826,900.00	14,999,288.11	0.250	Aaa	AA+	0.267	07/10/2023
3135G05G4	12408	Federal National Mtg Assn		09/18/2020	25,000,000.00	24,711,500.00	25,000,220.11	0.250	Aaa	AA+	0.247	07/10/2023
3135G0V75	12416	Federal National Mtg Assn		09/30/2020	13,800,000.00	13,314,240.00	14,063,959.09	1.750	Aaa	AA+	0.216	07/02/2024
3135G06H1	12440	Federal National Mtg Assn		11/25/2020	25,000,000.00	24,278,000.00	24,997,164.51	0.250	N/A	AA+	0.267	11/27/2023
Subtotal and Average			484,938,710.81		518,970,000.00	506,567,656.80	516,978,838.44				1.511	
Federal Agency Disc.-GC 53601(f)												
313384JF7	12666	FED HOME LN DISCOUNT NT		12/16/2022	25,000,000.00	24,659,000.00	24,659,309.03	4.585	N/A	N/A	4.713	07/17/2023
Subtotal and Average			24,517,619.79		25,000,000.00	24,659,000.00	24,659,309.03				4.713	
US Treasury Note-GC 53601(b)												
912828V23	12260C	U.S. Treasury		01/31/2019	500,000.00	490,955.00	498,914.78	2.250	Aaa	N/A	2.560	12/31/2023
9128286G0	12274	U.S. Treasury		03/07/2019	400,000.00	391,640.00	399,377.77	2.375	Aaa	N/A	0.000	02/29/2024
912828WJ5	12305	U.S. Treasury		06/06/2019	500,000.00	488,985.00	503,070.03	2.500	Aaa	N/A	1.924	05/15/2024
912828YM6	12331	U.S. Treasury		11/19/2019	170,000.00	162,854.90	169,568.30	1.500	Aaa	N/A	1.668	10/31/2024
912828Z52	12352	U.S. Treasury		02/05/2020	500,000.00	475,840.00	500,014.38	1.375	Aaa	N/A	1.373	01/31/2025
912828YM6	12353	U.S. Treasury		02/05/2020	500,000.00	478,985.00	500,928.22	1.500	Aaa	N/A	1.378	10/31/2024
912828YY0	12354A	U.S. Treasury		02/05/2020	370,000.00	354,970.60	372,349.94	1.750	N/A	N/A	1.374	12/31/2024
912828ZC7	12362	U.S. Treasury		03/04/2020	400,000.00	378,220.00	402,199.96	1.125	Aaa	N/A	0.831	02/28/2025
91282CAP6	12419	U.S. Treasury		10/15/2020	20,300,000.00	19,805,898.00	20,294,721.51	0.125	Aaa	N/A	0.173	10/15/2023
91282CAP6	12441	U.S. Treasury		12/01/2020	20,900,000.00	20,391,294.00	20,893,247.51	0.125	Aaa	N/A	0.185	10/15/2023
91282CAZ4	12443	U.S. Treasury		12/08/2020	325,000.00	296,461.75	324,850.36	0.375	Aaa	N/A	0.392	11/30/2025

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US Treasury Note-GC 53601(b)												
91282CBA8	12452	U.S. Treasury		12/16/2020	25,000,000.00	24,215,750.00	24,991,018.12	0.125	Aaa	N/A	0.175	12/15/2023
91282CAW1	12454	U.S. Treasury		12/22/2020	25,000,000.00	24,313,500.00	25,014,941.96	0.250	Aaa	N/A	0.154	11/15/2023
91282CBA8	12455	U.S. Treasury		12/22/2020	25,000,000.00	24,215,750.00	24,992,821.19	0.125	Aaa	N/A	0.166	12/15/2023
91282YE4	12456	U.S. Treasury		12/22/2020	25,000,000.00	23,938,500.00	25,361,757.00	1.250	Aaa	N/A	0.224	08/31/2024
91282YM6	12457	U.S. Treasury		12/22/2020	22,500,000.00	21,554,325.00	22,947,488.04	1.500	Aaa	N/A	0.238	10/31/2024
91282CBE0	12459	U.S. Treasury		02/01/2021	20,000,000.00	19,293,800.00	19,991,412.77	0.125	Aaa	N/A	0.179	01/15/2024
91282CBM2	12461	U.S. Treasury		02/16/2021	14,400,000.00	13,838,688.00	14,391,937.84	0.125	Aaa	N/A	0.189	02/15/2024
91282CBM2	12463	U.S. Treasury		02/26/2021	10,000,000.00	9,610,200.00	9,982,472.32	0.125	Aaa	N/A	0.326	02/15/2024
91282ZFO	12464	U.S. Treasury		03/01/2021	25,000,000.00	23,317,500.00	24,963,662.18	0.500	Aaa	N/A	0.574	03/31/2025
91282CAB7	12465	U.S. Treasury		03/01/2021	30,000,000.00	27,549,600.00	29,719,595.67	0.250	Aaa	N/A	0.657	07/31/2025
91282CBQ3	12466	U.S. Treasury		03/04/2021	250,000.00	227,217.50	248,363.28	0.500	Aaa	N/A	0.729	02/28/2026
91282CBH3	12467	U.S. Treasury		03/04/2021	250,000.00	226,942.50	247,591.95	0.375	Aaa	N/A	0.721	01/31/2026
912828P46	12470	U.S. Treasury		03/09/2021	500,000.00	470,235.00	511,310.52	1.625	Aaa	N/A	0.821	02/15/2026
91282CBM2	12472	U.S. Treasury		03/09/2021	500,000.00	480,510.00	499,137.93	0.125	Aaa	N/A	0.322	02/15/2024
91282CBR1	12475	U.S. Treasury		03/23/2021	200,000.00	191,882.00	199,867.18	0.250	Aaa	N/A	0.320	03/15/2024
91282ZFO	12476	U.S. Treasury		03/26/2021	250,000.00	233,175.00	249,630.42	0.500	Aaa	N/A	0.575	03/31/2025
912828YH7	12477	U.S. Treasury		03/31/2021	25,000,000.00	23,987,250.00	25,379,504.86	1.500	Aaa	N/A	0.478	09/30/2024
912828Z8	12480	U.S. Treasury		03/31/2021	19,000,000.00	18,384,020.00	19,315,627.89	1.750	Aaa	N/A	0.409	06/30/2024
91282CBR1	12484	U.S. Treasury		04/06/2021	250,000.00	239,852.50	249,736.61	0.250	Aaa	N/A	0.361	03/15/2024
91282CBC4	12486	U.S. Treasury		04/12/2021	250,000.00	227,870.00	247,079.57	0.375	Aaa	N/A	0.809	12/31/2025
91282CBV2	12487	U.S. Treasury		04/15/2021	22,000,000.00	21,057,300.00	22,002,681.63	0.375	Aaa	N/A	0.363	04/15/2024
91282CBV2	12494	U.S. Treasury		04/30/2021	20,000,000.00	19,143,000.00	20,007,689.64	0.375	Aaa	N/A	0.338	04/15/2024
912828XX3	12495	U.S. Treasury		04/30/2021	500,000.00	485,155.00	510,014.72	2.000	Aaa	N/A	0.385	06/30/2024
91282CBR1	12496	U.S. Treasury		05/05/2021	250,000.00	239,852.50	249,902.16	0.250	Aaa	N/A	0.291	03/15/2024
91282CBE0	12499	U.S. Treasury		05/11/2021	25,000,000.00	24,117,250.00	24,976,649.28	0.125	Aaa	N/A	0.243	01/15/2024
91282CAK7	12500	U.S. Treasury		05/11/2021	25,000,000.00	24,492,250.00	24,991,817.16	0.125	Aaa	N/A	0.196	09/15/2023
91282CBR1	12505	U.S. Treasury		05/13/2021	13,200,000.00	12,664,212.00	13,196,182.29	0.250	Aaa	N/A	0.280	03/15/2024
91282YE4	12511	U.S. Treasury		06/02/2021	15,000,000.00	14,363,100.00	15,185,538.64	1.250	Aaa	N/A	0.371	08/31/2024
91282CCF6	12513	U.S. Treasury		06/07/2021	200,000.00	181,922.00	199,786.51	0.750		N/A	0.784	05/31/2026
91282CBW0	12518	U.S. Treasury		06/25/2021	250,000.00	227,910.00	249,093.78	0.750	Aaa	N/A	0.870	04/30/2026
9128282N9	12520	U.S. Treasury		06/30/2021	25,000,000.00	24,265,750.00	25,542,260.81	2.125	Aaa	N/A	0.484	07/31/2024
91282CCG4	12521	U.S. Treasury		06/30/2021	30,000,000.00	28,528,200.00	29,920,161.82	0.250	Aaa	N/A	0.472	06/15/2024
9128282Y5	12522	U.S. Treasury		06/30/2021	22,000,000.00	21,306,560.00	22,526,831.60	2.125	Aaa	N/A	0.513	09/30/2024
91282CBX8	12532	U.S. Treasury		09/30/2021	20,750,000.00	20,678,412.50	20,748,614.91	0.125	Aaa	N/A	0.209	04/30/2023
912828YV6	12533	U.S. Treasury		09/30/2021	20,000,000.00	19,128,200.00	20,305,125.05	1.500	Aaa	N/A	0.575	11/30/2024
912828YM6	12534	U.S. Treasury		09/30/2021	20,000,000.00	19,159,400.00	20,297,816.38	1.500	Aaa	N/A	0.551	10/31/2024
91282CBC4	12535	U.S. Treasury		10/06/2021	135,000.00	123,049.80	133,372.72	0.375	Aaa	N/A	0.822	12/31/2025
912828ZL7	12537	U.S. Treasury		11/02/2021	20,000,000.00	18,550,000.00	19,774,142.16	0.375	Aaa	N/A	0.927	04/30/2025

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US Treasury Note-GC 53601(b)												
91282CAB7	12538	U.S. Treasury		11/02/2021	20,000,000.00	18,366,400.00	19,664,996.34	0.250	Aaa	N/A	0.982	07/31/2025
91282CCJ8	12540	U.S. Treasury		11/09/2021	400,000.00	364,736.00	397,341.74	0.875	Aaa	N/A	1.085	06/30/2026
91282CCW9	12541	U.S. Treasury		11/09/2021	380,000.00	343,425.00	375,579.74	0.750	Aaa	N/A	1.100	08/31/2026
91282CAJ0	12543	U.S. Treasury		11/16/2021	26,000,000.00	23,817,560.00	25,494,579.80	0.250	Aaa	N/A	1.073	08/31/2025
91282CDH1	12549	U.S. Treasury		12/22/2021	24,000,000.00	22,688,400.00	23,951,095.96	0.750	Aaa	N/A	0.877	11/15/2024
91282CBR1	12550	U.S. Treasury		12/22/2021	25,000,000.00	23,985,250.00	24,889,044.99	0.250	Aaa	N/A	0.719	03/15/2024
9128283P3	12552	U.S. Treasury		12/22/2021	25,000,000.00	24,181,750.00	25,582,013.57	2.250	Aaa	N/A	0.899	12/31/2024
91282CCL3	12569	U.S. Treasury		02/25/2022	15,600,000.00	14,817,504.00	15,361,094.92	0.375	Aaa	N/A	1.588	07/15/2024
91282CCK5	12580	U.S. Treasury		03/22/2022	25,000,000.00	24,727,500.00	24,899,256.55	0.125	Aaa	N/A	1.782	06/30/2023
912828R28	12583	U.S. Treasury		03/31/2022	25,000,000.00	24,942,000.00	24,997,490.61	1.625	Aaa	N/A	1.753	04/30/2023
91282CBM2	12584	U.S. Treasury		03/31/2022	25,000,000.00	24,025,500.00	24,547,193.88	0.125	Aaa	N/A	2.248	02/15/2024
912828Z78	12585	U.S. Treasury		04/08/2022	350,000.00	322,220.50	334,602.52	1.500	Aaa	N/A	2.731	01/31/2027
91282CEF4	12586	U.S. Treasury		04/08/2022	350,000.00	334,278.00	347,353.91	2.500	Aaa	N/A	2.703	03/31/2027
9128284R8	12597	U.S. Treasury		05/02/2022	30,000,000.00	29,286,300.00	29,990,936.46	2.875	Aaa	N/A	2.889	05/31/2025
91282CET4	12602	U.S. Treasury		06/06/2022	450,000.00	431,473.50	444,799.63	2.625	Aaa	N/A	2.925	05/31/2027
912828V98	12603	U.S. Treasury		06/06/2022	450,000.00	426,321.00	438,635.94	2.250	Aaa	N/A	2.952	02/15/2027
91282CEN7	12605	U.S. Treasury		06/06/2022	450,000.00	433,705.50	446,793.78	2.750	Aaa	N/A	2.938	04/30/2027
91282CAT8	12606	U.S. Treasury		06/10/2022	27,000,000.00	24,617,520.00	25,162,232.14	0.250	Aaa	N/A	3.045	10/31/2025
91282CAM3	12611	U.S. Treasury		06/30/2022	44,000,000.00	40,265,280.00	40,984,405.38	0.250	Aaa	N/A	3.158	09/30/2025
912828ZW3	12612	U.S. Treasury		06/30/2022	45,000,000.00	41,475,600.00	42,230,863.12	0.250	Aaa	N/A	3.141	06/30/2025
912828X88	12613	U.S. Treasury		07/06/2022	400,000.00	379,924.00	391,821.23	2.375	Aaa	N/A	2.910	05/15/2027
9128286S4	12614	U.S. Treasury		07/06/2022	400,000.00	383,656.00	394,300.35	2.375	Aaa	N/A	2.866	04/30/2026
9128282A7	12615	U.S. Treasury		07/06/2022	400,000.00	371,264.00	382,250.50	1.500	Aaa	N/A	2.905	08/15/2026
91282CFE6	12622	U.S. Treasury		08/19/2022	450,000.00	441,544.50	448,129.86	3.125	Aaa	N/A	3.310	08/15/2025
912828CFB2	12623	U.S. Treasury		08/19/2022	400,000.00	394,897.57	394,897.57	2.750	Aaa	AA	3.069	07/31/2027
91282CDH1	12639	U.S. Treasury		11/18/2022	18,450,000.00	17,441,707.50	17,393,280.92	0.750	Aaa	N/A	4.473	11/15/2024
91282CFW6	12640	U.S. Treasury		11/18/2022	15,000,000.00	15,221,550.00	15,104,876.92	4.500	N/A	N/A	4.214	11/15/2025
9128283F5	12643	U.S. Treasury		11/28/2022	750,000.00	705,472.50	695,905.04	2.250	Aaa	N/A	3.984	11/15/2027
9128287B0	12644	U.S. Treasury		11/28/2022	750,000.00	706,522.50	699,366.19	1.875	Aaa	N/A	4.131	06/30/2026
91282CCZ2	12645	U.S. Treasury		11/28/2022	750,000.00	679,222.50	671,859.09	0.875	Aaa	N/A	4.125	09/30/2026
912828K74	12646	U.S. Treasury		11/28/2022	1,000,000.00	956,680.00	948,840.39	2.000	Aaa	N/A	4.304	08/15/2025
912828YE4	12647	U.S. Treasury		11/28/2022	1,000,000.00	957,540.00	954,299.31	1.250	Aaa	N/A	4.649	08/31/2024
9128286F2	12648	U.S. Treasury		11/28/2022	725,000.00	698,436.00	691,392.28	2.500	Aaa	N/A	4.218	02/28/2026
91282CDZ1	12652	U.S. Treasury		11/30/2022	19,500,000.00	18,576,870.00	18,479,496.73	1.500	Aaa	N/A	4.460	02/15/2025
91282CFA4	12656	U.S. Treasury		12/09/2022	7,500,000.00	7,363,500.00	7,358,988.77	3.000	N/A	N/A	4.475	07/31/2024
91282CFZ9	12660	U.S. Treasury		12/14/2022	500,000.00	505,195.00	502,075.49	3.875	Aaa	N/A	3.776	11/30/2027
91282CFM8	12661	U.S. Treasury		12/14/2022	470,000.00	478,850.10	475,839.95	4.125	Aaa	N/A	3.819	09/30/2027
91282CFE6	12667	U.S. Treasury		12/19/2022	25,000,000.00	24,530,250.00	24,472,789.14	3.125	Aaa	N/A	4.069	08/15/2025

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US Treasury Note-GC 53601(b)												
91282CFQ9	12670	U.S. Treasury		12/19/2022	25,000,000.00	25,029,250.00	25,029,846.73	4.375	Aaa	N/A	4.293	10/31/2024
91282CFK2	12671	U.S. Treasury		12/19/2022	17,965,000.00	17,793,074.95	17,764,803.43	3.500	Aaa	N/A	3.982	09/15/2025
91282CGE5	12675	U.S. Treasury		02/02/2023	250,000.00	250,077.50	249,704.31	3.875		N/A	3.920	01/15/2026
91282CGH8	12676	U.S. Treasury		02/02/2023	500,000.00	497,385.00	496,993.28	3.500		N/A	3.637	01/31/2028
91282CGC9	12677	U.S. Treasury		02/03/2023	500,000.00	505,255.00	505,370.44	3.875	Aaa	N/A	3.626	12/31/2027
91282CBR1	12680	U.S. Treasury		03/16/2023	15,600,000.00	14,966,796.00	15,012,676.03	0.250	Aaa	N/A	4.327	03/15/2024
Subtotal and Average			1,082,374,792.58		1,105,190,000.00	1,058,631,839.67	1,095,241,996.25				1.426	
Supranationals												
459058JV6	12488	Inter-America Devel BK		04/20/2021	190,000.00	189,572.50	189,989.62	0.126		AAA	0.230	04/20/2023
459058JV6	12489	Inter-America Devel BK		04/20/2021	5,000,000.00	4,988,750.00	4,999,775.69	0.126		AAA	0.210	04/20/2023
4581X0DM7	12365	INTER AMERICAN DEVEL BK		04/24/2020	270,000.00	268,363.80	269,995.62	0.500		AAA	0.511	05/24/2023
4581X0DZ8	12531	INTER AMERICAN DEVEL BK		09/23/2021	265,000.00	250,528.35	264,903.40	0.500	Aaa	AAA	0.525	09/23/2024
459058JM6	12437	INTL BK RECON & DEVELP		11/24/2020	355,000.00	344,932.20	354,835.34	0.250	N/A	AAA	0.322	11/24/2023
459058JM6	12438	INTL BK RECON & DEVELP		11/24/2020	21,955,000.00	21,332,356.20	21,944,816.34	0.250	N/A	AAA	0.322	11/24/2023
459058GX5	12503	INTL BK RECON & DEVELP		05/13/2021	15,000,000.00	14,905,800.00	15,053,857.14	1.876		AAA	0.214	06/19/2023
459056HV2	12504	INTL BK RECON & DEVELP		05/13/2021	15,000,000.00	14,415,600.00	15,218,844.30	1.500	Aaa	AAA	0.455	08/28/2024
Subtotal and Average			58,344,383.35		58,035,000.00	56,695,903.05	58,297,017.45				0.321	
Asset Backed Security(GNMA/CMO)												
14041NFY2	12547	Capital One Multi-Asset		11/30/2021	195,000.00	183,534.00	194,973.13	1.040	N/A	AAA	1.047	11/16/2026
Subtotal and Average			194,973.13		195,000.00	183,534.00	194,973.13				1.047	
Municipal Bonds												
13017HAK2	12435	California Earthquake Authorit		11/24/2020	55,000.00	54,508.30	55,000.00	1.477	N/A	N/A	1.477	07/01/2023
54438CYK2	12431	Los Angeles CCD		11/10/2020	100,000.00	92,126.00	100,000.00	0.773	Aaa	AA+	0.773	08/01/2025
544647FC9	12542	Los Angeles Unified SD		11/10/2021	80,000.00	72,490.40	80,000.00	1.455	Aa3	N/A	1.455	07/01/2026
646140DN0	12460	NJ TPK AUTH-B-TXBL		02/04/2021	55,000.00	51,325.45	55,000.00	0.897	A1	AA-	0.897	01/01/2025
650036DT0	12453	NY ST Urban		12/23/2020	270,000.00	252,482.40	270,000.00	0.870	N/A	AA+	0.870	03/15/2025
798306WP7	12422	SAN JUAN CA UNIF SCH		10/29/2020	55,000.00	50,422.35	55,000.00	0.852	Aa2	N/A	0.899	08/01/2025
798306WN2	12423	SAN JUAN CA UNIF SCH		10/29/2020	60,000.00	56,742.00	60,000.00	0.702	Aa2	N/A	0.702	08/01/2024
574193TQ1	12392	State of Maryland		08/05/2020	110,000.00	104,183.20	109,989.70	0.510	Aaa	AAA	0.517	08/01/2024
91412HFM0	12388	University of California		07/16/2020	55,000.00	51,310.05	55,000.00	0.933	Aa2	AA	0.933	05/15/2025
977123X78	12389	Wisconsin St Transport		07/30/2020	140,000.00	129,337.60	140,000.00	0.774	N/A	AAA	0.774	07/01/2025
977123X60	12390	Wisconsin St Transport		07/30/2020	140,000.00	133,207.20	140,000.00	0.624	N/A	AAA	0.624	07/01/2024
Subtotal and Average			1,119,988.75		1,120,000.00	1,048,134.95	1,119,989.70				0.852	

Portfolio INVT

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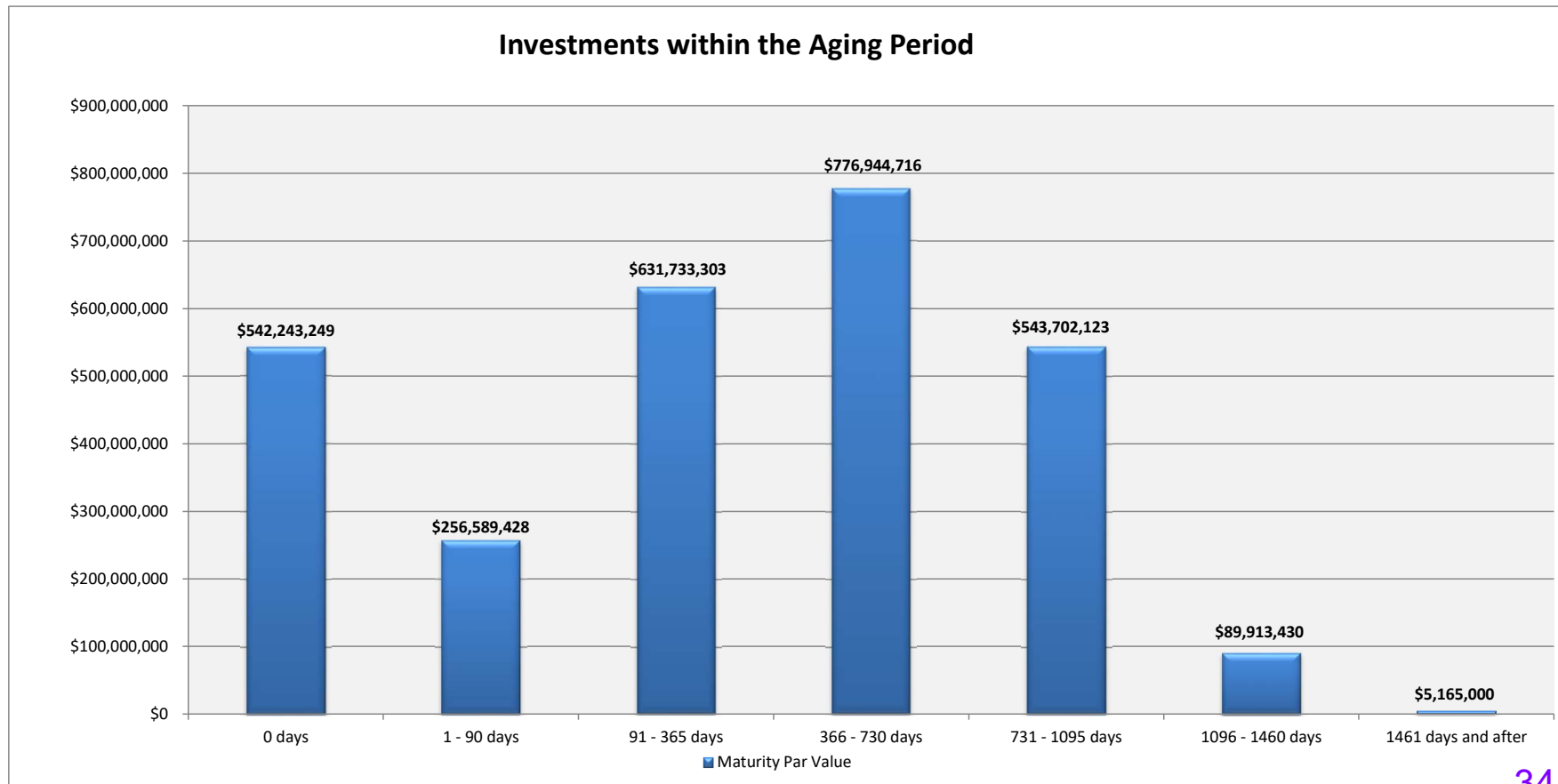
**Monterey County
Portfolio Management
Portfolio Details - Investments
March 31, 2023**

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Moody's	S&P	YTM
Total and Average			2,820,444,257.65		2,846,291,248.74	2,764,310,401.89	2,823,035,433.01				2.357



Exhibit C
Monterey County
Aging Summary
By Maturity Date
As of April 1, 2023

				Maturity Par Value	Percent of Portfolio	Current Book Value	Current Market Value
Aging Interval:	0 days	(04/01/2023 - 04/01/2023)	10 Maturities	542,243,248.74	19.05%	542,243,248.74	542,243,248.74
Aging Interval:	1 - 90 days	(04/02/2023 - 06/30/2023)	17 Maturities	256,589,427.63	9.01%	256,295,668.72	254,966,752.80
Aging Interval:	91 - 365 days	(07/01/2023 - 03/31/2024)	56 Maturities	631,733,303.27	22.20%	630,122,153.21	616,016,342.45
Aging Interval:	366 - 730 days	(04/01/2024 - 03/31/2025)	90 Maturities	776,944,716.35	27.30%	776,329,567.79	749,931,203.75
Aging Interval:	731 - 1095 days	(04/01/2025 - 31/31/2026)	71 Maturities	543,702,122.85	19.10%	529,226,041.53	512,190,120.93
Aging Interval:	1096 - 1460 days	(04/01/2026 - 03/31/2027)	40 Maturities	89,913,429.89	3.16%	83,747,295.85	83,918,201.05
Aging Interval:	1461 days and after	(04/01/2027 -)	16 Maturities	5,165,000.00	0.18%	5,071,457.17	5,044,532.17
Total for 300 Investments				2,846,291,248.73	100.00	2,823,035,433.01	2,764,310,401.89



*Totals may differ due to rounding.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Spreckels Union School District

CDS Code: 27-66225

School Year: 2023-24

LEA contact information:

Eric Tarallo

Superintendent

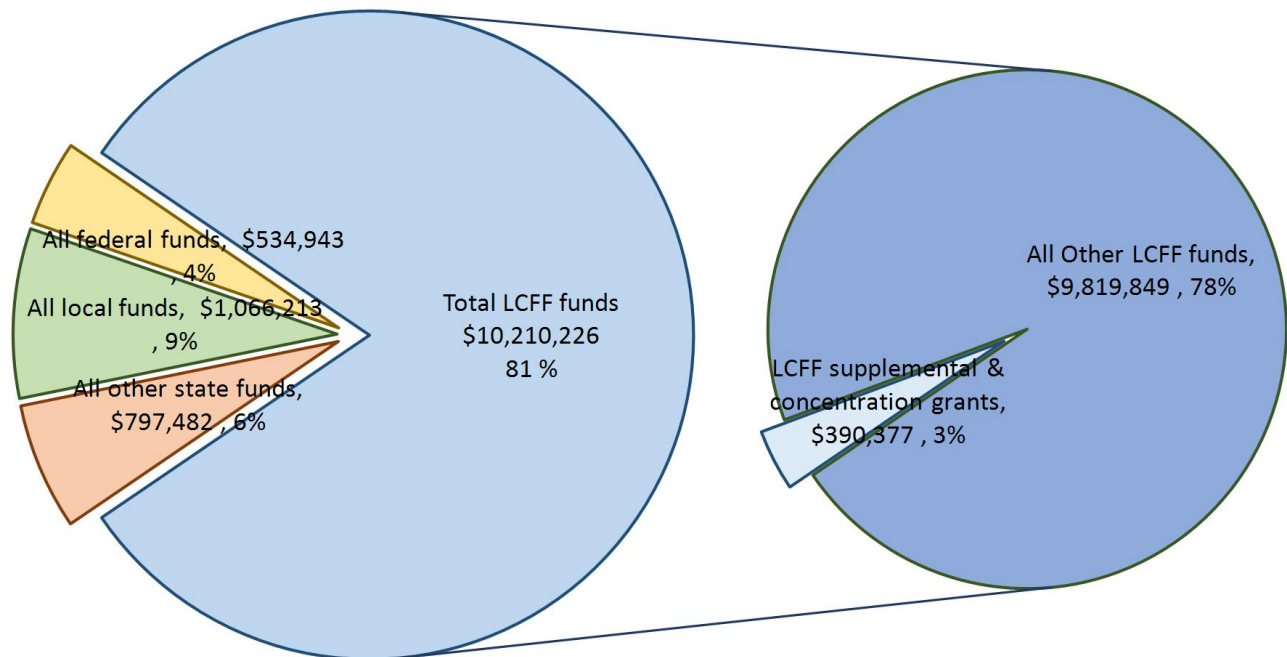
etarallo@susd.net

831-455-2550 x 316

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

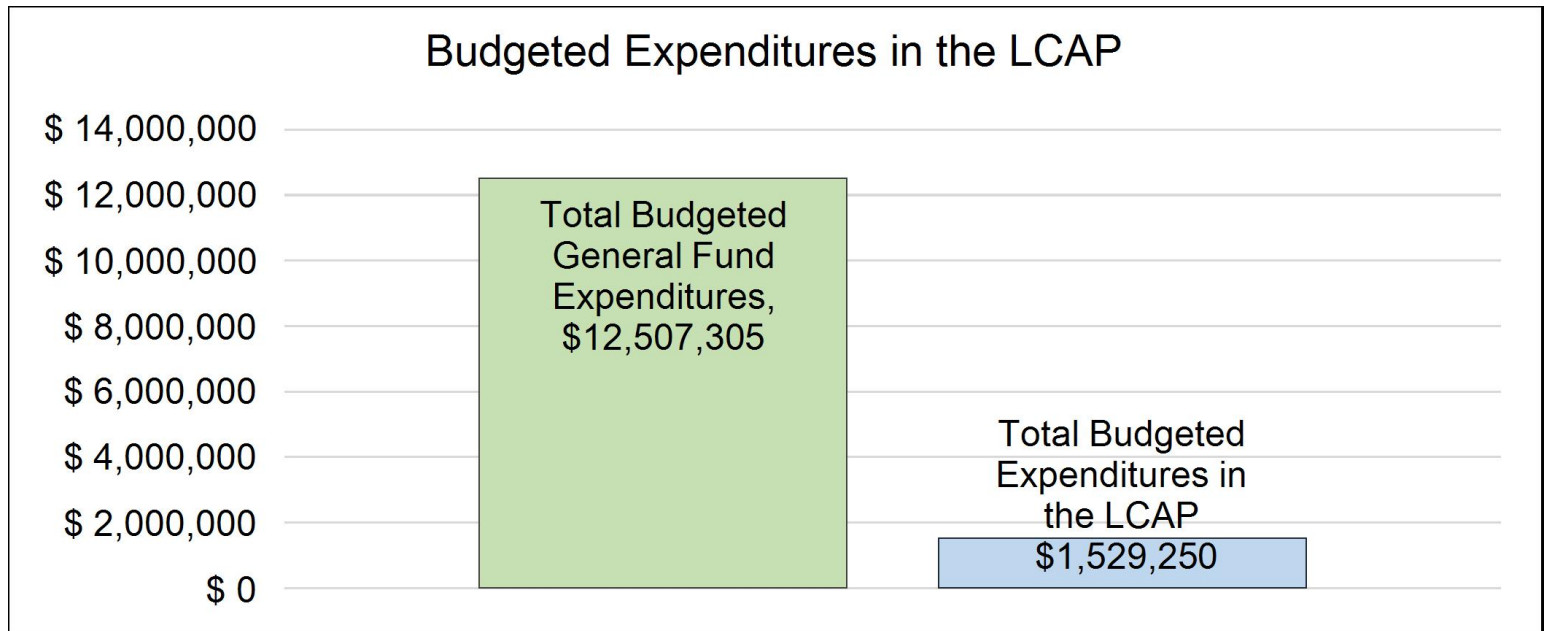


This chart shows the total general purpose revenue Spreckels Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Spreckels Union School District is \$12,608,864, of which \$10,210,226 is Local Control Funding Formula (LCFF), \$797,482 is other state funds, \$106,6213 is local funds, and \$534,943 is federal funds. Of the \$10,210,226 in LCFF Funds, \$390,377 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 Spreckels Union School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Spreckels Union School District plans to spend \$12,507,305 for the 2023-24 school year. Of that amount, \$1,529,250 is tied to actions/services in the LCAP and \$10,978,055 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

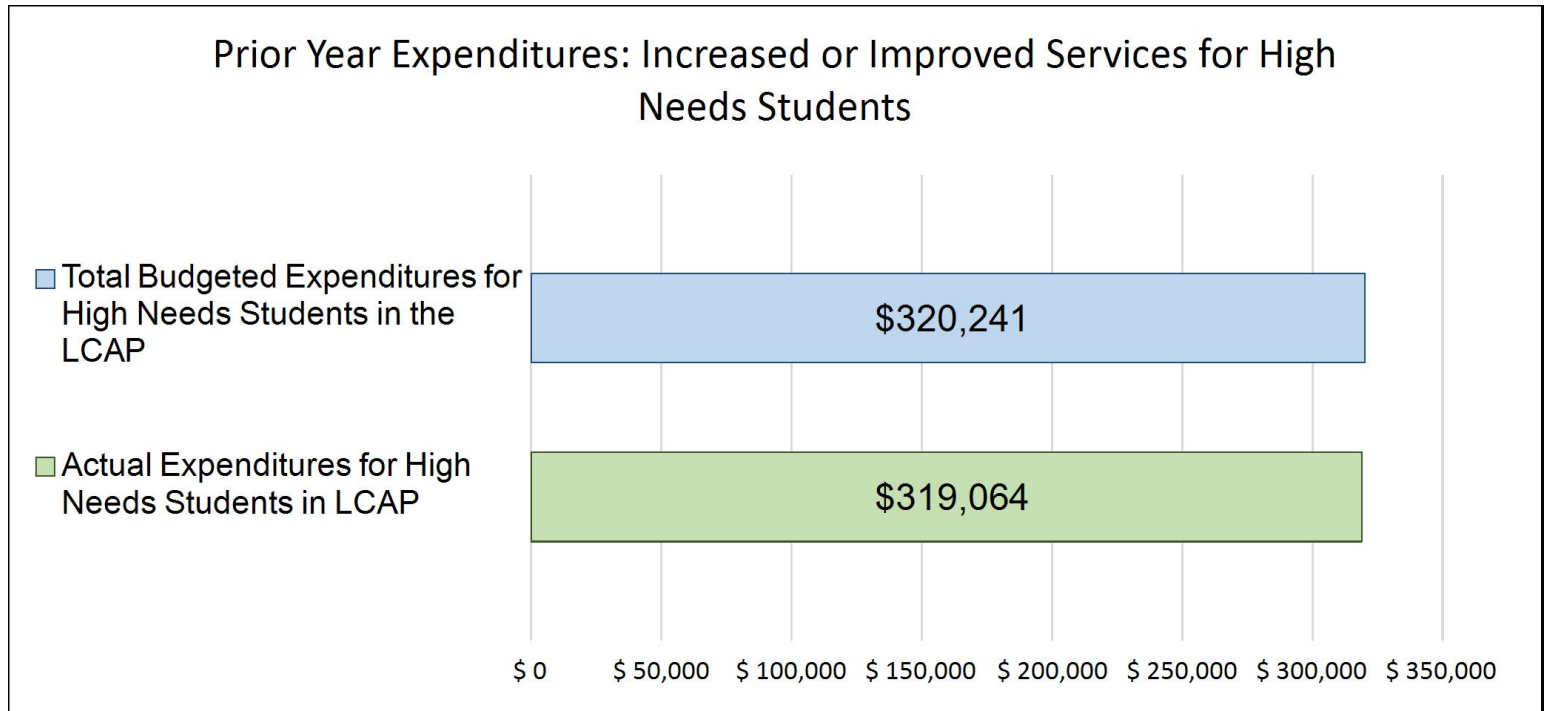
All other general and special education, administrative and operational activities and expenditures are not referenced as supporting actions within the Local Control Accountability Plan.

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

In 2023-24, Spreckels Union School District is projecting it will receive \$390,377 based on the enrollment of foster youth, English learner, and low-income students. Spreckels Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Spreckels Union School District plans to spend \$490,894 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2022-23, Spreckels Union School District's LCAP budgeted \$320,241 for planned actions to increase or improve services for high needs students. Spreckels Union School District actually spent \$319,064 for actions to increase or improve services for high needs students in 2022-23.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Spreckels Union School District	Eric Tarallo Superintendent	etarallo@susd.net 831-455-2550 x 316

Plan Summary [2023-24]

General Information

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

The Spreckels Union School District (SUSD) serves 918 students living in south Salinas and nearby areas. Transitional kindergarten through fifth-grade students attend Spreckels Elementary School in downtown Spreckels, while 6th-8th grade students attend Buena Vista Middle School in the Las Palmas subdivision off of River Road. Based on 2022-23 DataQuest data, 43% of the students are white, 44% are Hispanic, 1% are Filipino, 3% are Asian, 1% are African-American, and 8% are two or more races. Approximately 8% of SUSD's students are English Language Learners (ELL's) and 21% are Socioeconomically Disadvantaged (SD). The district has three homeless students and no foster youth. The majority of Spreckels' graduates matriculate to Salinas High School (SHS). SHS's valedictorians the past two years are SUSD graduates.

The district did experience a significant decline in enrollment during the past two school years for various reasons and is making plans to address the decline.

<https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthGrd.aspx?cds=2766225&aggllevel=district&year=2022-23>

Reflections: Successes

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

To address the identified learning loss and social-emotional trauma that resulted from the COVID-19 pandemic and subsequent school closures, SUSD initiated a three-year bridging program in 2021-22 that includes a tutoring program, summer sessions, and increased intervention staffing and services. The bridging program also increases support for the social-emotional needs of students by hiring two full-

time district counselors, one for each school site. In the 2022-23 school year, in total, 127 students took part in the district's tutoring program, with approximately 27% being unduplicated students. Another 109 students were supported by direct pull-out intervention groups, with approximately 21% being unduplicated students. The district also increased its support for its 63 English language learners (ELL's) by hiring a full-time English Language Development (ELD) teacher and instructional aide. Additionally, SUSD entered into a partnership with California State University at Monterey Bay and paid the tuition for 16 ELL's to attend the college's Reading Center. In terms of social-emotional learning (SEL) support, 175 students received individual counseling support during the 2022-23 school year. Additionally, all middle school students were taught SEL lessons in their health classes from the new SEL curriculum presented by the school counselor.

SUSD was able to increase extracurricular activities throughout the year, including art, music, and after-school sports. Grade-level field trips also increased. Various community partnership provided additional enrichment opportunities for students.

Common core standards were consistently implemented in all district classrooms. The elementary school adopted a new science program mid-year, and the ELD program adopted a comprehensive K-8 evidence-based program that was implemented at the beginning of the 2022-23 school year.

The upkeep and maintenance of district facilities became a formalized goal in 2022-23. The district is in the process of hiring a full-time Facilities Manager for 2023-24, and a priority list of facilities needs will be presented to the school board by the Facilities Committee. The Facilities Committee will also present a proposal to the school board from California Financial Services that provides future support for facilities projects.

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.

Dashboard and local data indicate that students, in general, experienced academic losses during distance learning. District-wide, students performed at "medium" on the Dashboard in English language arts (ELA) and "low" in math. In ELA, Students with Disabilities (SWD) scored "very low," ELL's, Hispanic, and Socioeconomically Disadvantaged (SD) students scored "low," Two or More Races scored "medium", and White students scored "high." In math, ELL's and SWD's scored "very low," Hispanic, Two or More Races, and SD students scored "low", White students scored "medium," and no student subgroups scored "high." To address this discrepancy in student subgroups' achievement, SUSD has taken various steps in its 2023-24 LCAP. First, the bridging program (tutoring, pull-out intervention, and summer school) has been extended to support students demonstrating the most difficulty. Professional development (PD) is being offered to all district teachers in ELA, math, and ELD. The district's partnership with CSUMB's Reading Center will be expanded. SUSD is also working directly with the Monterey County Office of Education (MCOE) to receive help in supporting unduplicated students. Lastly, the district created an Equity Task Force that was trained by MCOE's leadership team to make recommendations regarding discrepancies among student subgroups. Lastly, a Professional Development (PD) plan will be created and implemented in the 2023-24 to evaluate the effectiveness of district PD and training.

Dashboard results also indicate that the district's progress in ELD instruction needs to be improved and supported. Specifically, the district

earned a "very low" ranking on the Dashboard for English language learner progress. To address this, a full-time ELD teacher and aide were hired during the 2022-23 school year; a new comprehensive, evidence-based curriculum was purchased and implemented; and the district entered into a partnership with CSUMB's Reading Center to provide tuition assistance to students.

On the spring school climate survey given to students, the top priorities were field trips (82%), art (60%), and organized sports (46%). LCAP Goal 3 outlines various actions to address these priorities.

Finally, to address aging facilities and the need for a more comprehensive maintenance/facilities plan, the district is hiring a full-time Facilities Manager for the 2023-24 school year.

<https://www.caschooldashboard.org/reports/27662250000000/2022>

LCAP Highlights

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

The district's 2023-24 LCAP addresses the priorities of the district's educational partners as well as places a continued focus on the academic learning loss and social-emotional trauma that resulted from the COVID-19 pandemic and subsequent school closures. The 2023-24 LCAP outlines the continuation of a robust bridging program that supports students academically as well as social-emotionally. Specifically, Goals 1 & 2 of the LCAP provide various support systems for struggling students. Goal 1 focuses on all students, while Goal 2 is specific to the district's unduplicated student population (English Language Learners, Socioeconomically Disadvantaged students, and any foster youth the district may enroll in the future). Goal 3 focuses on providing equitable, diverse, and innovative programs that allow all students, staff, and community members to reach their potential. Goal 3 also attempts to expand enrichment opportunities and promote equity, diversity, and inclusion. Goal 4 focuses on providing rigorous, state standards-aligned instruction in all district classrooms. Finally, Goal 5 focuses on the upkeep and potential expansion of district facilities.

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.

Spreckels Elementary and Buena Vista Middle School are eligible for comprehensive support and improvement. An identified need for the 2023-24 school year is to support students with disabilities (SWD) in the areas of suspension, chronic absenteeism, and ELA and mathematics. The scores for SWD on the 2022 CA School Dashboard were two or more performance levels below ALL students in our district. To support this need, our district plans to engage with the MCOE technical assistance team to support continuous improvement targeted strategies.

Support for Identified Schools

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

The district has partnered with the Monterey County Office of Education's Leadership team to develop a problem of practice that focuses on SWD's chronic absenteeism and suspension rates. The work is being done by the district's Equity Task Force that is mentioned in LCAP Goal 3.

Monitoring and Evaluating Effectiveness

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

As part of the problem of practice, the district will be conducting interviews with SWD parents and students to provide support as well as regularly monitoring SWD's attendance and suspension rates.

Engaging Educational Partners

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

The district's LCAP Stakeholders/Educational Partners Committee is made up of one board member, site and district administrators, teachers from both school sites, bargaining unit representatives, parents from both school sites, and parent group representatives. The committee met regularly to provide feedback and monitor the LCAP process. (Due to the small size of the district, the Stakeholders Committee also serves as the main parent advisory committee.) At the initial February 27th meeting, the LCAP process was reviewed and the committee completed a survey to identify priorities. Since this year's LCAP meetings were held virtually, various comments were shared both verbally and in the chat room. Based on conversations from the initial meeting and the committee's survey responses, draft actions and services were presented at the committee's second meeting on March 27. All consensus feedback from the stakeholders was integrated into the LCAP's five goals and a draft copy of the plan was sent to the committee members in advance of the final meeting on April 24. The final and optional Stakeholders meeting was held on April 24th to obtain final feedback. A draft of the LCAP was posted to the district's website on May 26 to allow community members a chance to view and comment before the June 1 public hearing. All questions regarding the draft LCAP were answered in writing by the superintendent.

Student input was also obtained during the LCAP process. All students in grades 4-8 were given the Health Kids Survey in late April. (Full results of the survey can be found in the Goal 3 metrics.) In general, students' responses to the various climate questions were positive, especially at the elementary school. In addition to the survey, three middle school students served on Buena Vista's School Site Council and were part of the process for approving the school's single plan for achievement. The goals for the single plan for achievement are identical to the district's LCAP. At the elementary school, students were asked to rank the activities they would like offered. The top choices were field trips (82%), art (60%), and organized sports (46%).

A parent/community survey was also distributed to all district families in the spring. In total, nearly 270 responses (or 30% of the district families) were submitted. Of the surveyed parents, 12% had students in Special Education, 7% had students in the English Language Development program, and almost 36% had students who took part in the district's bridging program during the 2022-23 school year. The top three priorities identified by district parents were "continuing to offer enrichment opportunities" (94%), "attracting and retaining qualified staff" (86%), and "maintaining small class sizes" (85%). These were followed by "maintaining safe and attractive facilities" (69%), "maintaining two district counselors" (45%), "continuing the district's bridging program" (41%), "maintaining current intervention staffing" (32%), and offering a variety of professional development opportunities for staff members" (19%).

To obtain further feedback from the district's English language learner (ELL) families, LCAP Goal #2 was presented at the second District English Language Advisory Committee on March 30th and then emailed by the district's ELD teacher to all ELL families in April to obtain additional feedback.

The district also consulted with the Monterey SELPA and Monterey County Office of Education by sending a draft of the LCAP for review on May 26.

The district held its public hearing for its LCAP on June 1, 2023. It was approved by the Board of Trustees on...

A summary of the feedback provided by specific educational partners.

Feedback from stakeholders identified many priorities to include in the LCAP. The LCAP Stakeholders Committee prioritized "attracting and retaining qualified staff" (90%), "maintaining two district counselors, one at each site" (80%), "continuing to offer enrichment opportunities" (70%), "continuing the district's bridging program" (60%), "maintaining safe and attractive facilities" (50%), "maintaining intervention staffing" (50%), "maintaining small class sizes" (50%), and "offering a variety of professional development" (30%). These results, for the most part, were similar to the results of the larger parent survey outlined above.

Other feedback was obtained from committee discussions as well as narrative submissions on the surveys and include the need to maintain both academic and social-emotional supports and the inclusion of measurable goals for professional development and technology. Additionally, many committee members shared the desire to increase the participation of unduplicated students in enrichment offerings as well as the need to improve early reading interventions and assessments.

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

Actions that focus on providing academic and social-emotional support for all students are outlined in Goals 1 and 2 of the LCAP. This includes a new action to train all primary teachers in the DIBELS assessment as well as research a new reading intervention program for grades 4-8. An action for increasing unduplicated students' participation in enrichment is included in Goal 2. Additional actions that focus on equity and diversity are listed in Goal 3 of the LCAP and include implementing the recommendations of the district's Equity Task Force. Goal 4 addresses stakeholders' concerns about the academic progress of students, and the newly added Goal 5 captures recent board meeting conversations about the need to identify and address district facilities' needs.

The district has developed actions to address the priorities of ELL families in Goal #2. Specifically, the district will attempt to double the number of students served by the partnership with CSUMB as well as increase unduplicated students' participation in enrichment.

Results from student survey results are also reflected in the various goals and actions. Specifically, social emotional health is prioritized in Goals 1 and 2, and offering a variety of enrichment opportunities is outlined in Goal 3.

Goals and Actions

Goal

Goal #	Description
1	All struggling students experiencing learning loss and/or social-emotional difficulties will be provided appropriate support services to be successful.

An explanation of why the LEA has developed this goal.

This goal includes recent and ongoing concerns over the short and long-term effects of COVID-19 and the subsequent school closures. With the continuation of the three-year, three-phase "Bridging Program" that increases services and staffing for students struggling with learning loss and/or social-emotional trauma, the district expects slow but steady increases in ELA and Math CAASPP scores as well as initial increases in the number of students served by the various social-emotional supports.

The results from the first administration of California's standardized test (CAASPP) during the pandemic for students in grades 3-8 were significantly lower than in prior years when students were taught in person. Only 54% of students met or exceeded standard in ELA and only 43% met or exceeded standard in math in 2022 compared to 66% and 52% respectively during the last test administration prior to the pandemic in 2018-19.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of students served by District's Bridging Program	Use 2021-22 as a baseline	Tutoring 131 Pull-out/Push-in: 115	Tutoring: 127 students Pull-out/Push-in: 109 students		Maintain the number of students served for all three years of the Bridging Program
End-of-year CAASPP scores in ELA and Math for grades 3-8, percent "at standard" or "exceeding standard"	Use 2021-22 CAASPP scores as a baseline	52.8% met or exceeded standard in ELA; 40.9% met or exceeded standard in Math in 2021-22	Available in July or August		56.8% in ELA; 44.9% in Math in 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of Students Served by Harmony at Home counselors and/or District counselors	40 total students served by H at H in 2020-21 (40% improved)	One district counselor/Harmony at Home contract: 58 students served; 33% improved, 36% stayed the same, 16% regressed, and 14% did not have evaluation matrix in 2021-22	District's two counselors: 65 students served in ongoing individual or group sessions (54% improved, 9% stayed the same, 22% regressed, 14% unable to be assessed) All students at BVMS received SEL lessons from counselor during PE		An increase in the improvement rate of students receiving counseling services
Total number of referrals for counseling services	Use 2021-22 as a baseline	83 total students referred (43 at SES, 40 at BVMS) in 2021-22	181 (new model with two district-employed counselors)		A reduction in the annual number of referrals for counseling

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Intervention Staffing	Restructure intervention staffing at BVMS to 0.82 FTE (5 periods total direct instruction)	\$89,698.00	No
1.2	Professional Development (PD)	Continue to offer PD to staff members on the topics of Response to Intervention, Learning Loss/Bridging Strategies, and/or Social Emotional Learning (i.e. Handle with Care); Train primary teachers in DIBELS and SIPPS	\$15,030.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Social-emotional support for students and staff	Maintain two full-time district counselors, one at each school site	\$219,060.00	No
1.5	SPED and Intervention Programs Oversight	Based on evaluations of the district's Special Education (SPED) and Intervention programs, implement recommendations.		No
1.6	Curriculum	Purchase evidence-based curriculum for Intervention and Special Education programs, specifically for Grades 4-8.	\$2,000.00	No
1.7	Bridging Program	Continue the district's Bridging Program to address learning loss and social emotional trauma	\$99,568.00	No
1.8	Class Sizes at Buena Vista Middle School	Maintain additional core teacher at Buena Vista Middle School to support class sizes	\$113,097.00	No
1.9	Intervention Staffing	Maintain a full-time intervention teacher at SES to support struggling students	\$117,569.00	No
1.11	Middle School Transition	Continue the "Links" program and 5th Grade "Shadow Day" to better support students transitioning from elementary to middle school	\$550.00	No
1.12	Social Emotional Learning (SEL) Curriculum	Purchase and implement an SEL curriculum at Spreckels Elementary School	\$7,665.00	No

Goal Analysis [2022-23]

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

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

There were no substantive differences between planned actions and actual implementation of the actions. One minor difference is that the middle school actually adopted a Social Emotional Learning curriculum versus just researching programs. Additionally, the district trained two staff members mid-year to administer the DIBEL assessment for all K-2nd grade students.

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 no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

The actions were effective in making progress toward the goal. In terms of students supported by the bridging program, approximately the same number of students were served as the prior year. Also, due to the addition of the two district counselors, more students received social emotional support.

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.

The 2023-24 LCAP will include specific professional development in the reading assessment DIBELS for all primary teachers. This will allow them to obtain baseline reading scores for all students at the beginning of the year. An additional change is for the majority of intervention classes at the middle school to be taught during the activity period, thus reducing staffing at the middle school by 1 FTE. The district will also research various 4th-8th grade intervention programs to replace current curriculum.

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

Goals and Actions

Goal

Goal #	Description
2	All unduplicated students (English language learners (ELL's), socioeconomically disadvantaged, and foster youth) will be provided appropriate support services to be successful.

An explanation of why the LEA has developed this goal.

This goal directly addresses the needs of all of the district's unduplicated students. By increasing the staffing to support the district's ELL's, providing enhanced professional development in ELD best practices for all district teachers, and implementing new, evidence-based curriculum in ELD, the district anticipates consistent improvement with reclassification rates, CAASPP scores in ELA and Math, and the English Learner Progress Indicator rate.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Reclassification Rate	10.2%	0%	20 reclassified out of 63 total ELL's=32%		Increase of 2% per year; 16% by 2023-24
End-of-year CAASPP scores in ELA and Math for unduplicated students in grades 3-8, percent "at standard" or "exceeding standard"	Use 2021-22 CAASPP scores as a baseline	32% met or exceeded standard in ELA; 23% in Math	available in July		Increase of 2% points per year; 6% increase by 2023-24; 36% in ELA, 27% in Math by 2023-24
English Learner Progress Indicator (ELPI) rate on the State Dashboard	54.8%*	*10.71% of students scored at level 4 on 2021-22 Summative ELPAC. This metric was used because the ELPI has not yet been	21.6% on California Dashboard for 2022		Increase of 2% points per year; 61% by 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		released. (This was down from 46.81% the year prior.)			

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Staffing to support English Language Development	Maintain the current 1.0 FTE English Language Development (ELD) teacher and .75 FTE instructional aide at SES; maintain the 0.14 FTE ELD teacher at BVMS.	\$186,981.00	Yes
2.2	Professional Development (PD)	Continue to offer PD for all staff members in English language development, including the two additional certificated staff development days per year.	\$52,152.00	Yes
2.3	Social-emotional support for unduplicated students	Offer counseling services as needed for any unduplicated student experiencing social-emotional trauma*	\$10,140.00	Yes
2.4	Transportation	Offer free transportation services to unduplicated students.	\$11,000.00	Yes
2.5				Yes
2.6	Technology	Replace technology devices and Wi-Fi hotspots to maintain the district's 1:1 deployment and support district families of unduplicated students who are without adequate technology.	\$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	Enrichment opportunities for unduplicated students	Partner with parent groups to pay for all educational field trips besides Roaring Camp and Science Camp; Allocate a percentage of slots on enrichment sign ups for unduplicated students; Provide financial assistance for unduplicated students to attend Roaring Camp and Science Camp; Partner with the First Tee of Monterey Peninsula to provide after-school enrichment **	\$86,434.00	Yes
2.9	Partnership with CSUMB's Writing Center	Expand the district's partnership with CSUMB's Reading Center to include fall and spring tuition for up to 30 unduplicated students	\$85,800.00	Yes
2.10	Intervention staffing for unduplicated students	Hire 0.75 FTE intervention instructional aide to work with unduplicated students	\$55,387.00	Yes

Goal Analysis [2022-23]

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

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

There were no substantive differences between planned actions and actual implementation of the actions other than a new partnership between the district and CSUMB to offer free tuition for 16 ELL's to enroll in the university's reading center.

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 no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services other than no funds were spent on counseling for non-English speaking ELL's. *However, mid-year the action's language was slightly changed to include counseling services for any "unduplicated student" in need of counseling services. Approximately 21% of the students on the district's counselors' caseloads were unduplicated students in 2022-23.

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

The actions were effective in making progress toward the goal. Although the overall ELPI decreased significantly, the number and rate of reclassified students increased dramatically. The drop in ELPI can be explained, to some degree, on the inability to hire a full-time ELD teacher last year as planned. With the hiring of an ELD teacher and aide this year, much more support was provided to ELL's during the year which contributed to the high rate of reclassification. We anticipate next year's ELPI to increase as well. In addition, the adoption of the new evidence-based ELD curriculum appears to have contributed to this year's students' progress as well.

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.

Due to the low rate of enrichment participation for unduplicated students, the 2023-24 LCAP includes actions that will allot a certain number of spots per enrichment for unduplicated students. Additionally, the district plans to partner with its parent groups to pay entirely for field trips to lessen any financial burden on unduplicated students' families. The district is also expanding its partnership with CSUMB to pay the tuition of more ELL's to attend the Reading Center. Finally, a new .75 FTE Intervention Instructional Aide will be hired to provide more support for unduplicated students.

**The former Goal 4:Action 6 ("providing financial support for unduplicated students going on standards-based field trips") has been blended into the current Goal 2: Action 8 to increase support.

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	All students, staff, and community members will be provided with diverse, equitable, and innovative opportunities, both academic and enrichment, to reach their full potential.

An explanation of why the LEA has developed this goal.

To improve the educational and social climates at both schools, the areas of diversity, equity, and innovation have been prioritized. The district currently has an Equity Committee that will assume an increased role moving forward to help the district fulfill its mission statement. The various actions in this goal are expected to improve the school climate indicators (chronic absenteeism rate, attendance rate, suspension/expulsion rate, school climate surveys, etc.) at both district sites. In addition, the various steps outlined to support staff are expected to increase the morale, diversity, and professionalism of staff.

Lastly, in attempts to increase enrichment offerings such as after-school sports and after-school programs, additional efforts to attract and compensate coaches and supervisors have been included in this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate	5.7% (pre-COVID)	12.3% on CA Dashboard	14.3% as of 5/9/23 per Schoolwise		Maintain a chronic absenteeism rate in the green or blue performance areas on the State Dashboard for all student subgroups
Results school climate surveys	Spring 2021 survey ratings: 4th and 5th Grades: 81% "liked school" (scores of 3 or 4 on	Spring 2022 survey ratings: 4th & 5th Grades: 81% "liked school" (scores of 3 or 4 on	Spring 2023 survey results: 4th & 5th Grades: 77% "liked school" (scores of 3 or 4 on		Maintain or increase the percentages of "3" and "4" scores each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>the survey); 19% did not (scores of 1 or 2) 97% "did their best in school"; 3% did not 96% "gave their best effort"; 4% did not 95% felt the school "had clear rules for behavior"; 5% did not 95% felt "teachers treated them with respect"; 5% did not 90% felt "positive behavior was noticed at school"; 10% did not 89% felt "they got along well with others"; 11% did not 93% felt "safe at school"; 7% did not 85% felt "students treated each other with respect"; 15% did not 93% felt "an adult at school would help them if they needed it"; 7% did not 86% felt "students followed rules in class so teachers could teach"; 14% did not 51% of students felt the hardest part of</p>	<p>the survey); 19% did not (scores of 1 or 2) 95% "did their best in school"; 5% did not 96% "gave their best effort"; 4% did not 93% felt the school "had clear rules for behavior"; 7% did not 94% felt "teachers treated them with respect"; 6% did not 73% felt "positive behavior was noticed at school"; 27% did not 89% felt "they got along well with others"; 11% did not 86% felt "safe at school"; 14% did not 61% felt "students treated each other with respect"; 39% did not 93% felt "an adult at school would help them if they needed it"; 7% did not 60% felt "students followed rules in class so teachers could teach"; 40% did not 6th-8th Grades:</p>	<p>the survey); 23% did not (scores of 1 or 2) 96% "did their best in school"; 4% did not 95% said the school wanted them to "give it their best effort"; 5% did not 92% felt the school "had clear rules for behavior"; 8% did not 96% felt "teachers treated them with respect"; 4% did not 68% felt "positive behavior was noticed at school"; 32% did not 88% felt "they got along well with others"; 12% did not 83% felt "safe at school"; 17% did not 68% felt "students treated each other with respect"; 32% did not 92% felt "an adult at school would help them if they needed it"; 8% did not 76% felt "students followed rules in class so teachers could teach"; 24% did not</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>distance learning was time away from friends and teachers; 41% felt the hardest part was understanding what was being taught; and 8% preferred distance learning and wanted to continue.</p> <p>6th-8th Grades: 75% "liked school"; 25% did not 82% felt "successful at school"; 18% did not 79% felt "the school set high standards for achievement"; 21% did not 95% felt "the school set clear rules for behavior" 93% felt "teacher treated them with respect"; 7% did not 97% felt "behaviors in class allow teachers to teach.; 3% did not 61% felt "students are frequently recognized for good behavior"; 39% did not</p>	<p>62% "liked school"; 38% did not 74% felt "successful at school"; 26% did not 68% felt "the school set high standards for achievement"; 32% did not 81% felt "the school set clear rules for behavior"; 19% did not 70% felt "teacher treated them with respect"; 30% did not 65% felt "behaviors in class allow teachers to teach.; 35% did not 32% felt "students are frequently recognized for good behavior"; 68% did not 78% felt "safe at school"; 22% did not 58% felt "there was an adult to talk to if they needed help"; 42% did not</p>	<p>6th-8th Grades: 54.8% "liked" school; 46% did not 73% felt "successful at school"; 27% did not 71% felt "the school set high standards for achievement"; 29% did not 79% felt "the school set clear rules for behavior"; 21% did not 72% felt "teacher treated them with respect"; 28% did not 64% felt "behaviors in class allow teachers to teach.; 36% did not 32% felt "students are frequently recognized for good behavior"; 68% did not 68% felt "safe at school"; 32% did not 62% felt "there was an adult to talk to if they needed help"; 38% did not</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	95% felt "safe at school"; 5% did not 80% felt "there was an adult to talk to if they needed help"; 20% did not				
Suspension and Expulsion Rates	Suspension: .2%; Expulsion: 0%	Suspension 1%; Expulsion 0%	1.1%; 0%		Maintain a suspension rate below 2% and an expulsion rate below 1%
District Attendance Rate per Grade Span	2019-20: TK-3: 97.05% 4-6: 97.35% 7-8: 96.95	2021-22: TK-3 94.37 4-6: 95.36 7-8: 95.42	2022-23 (as of 3/24/23) TK-5: 93.91 6-8: 94.74		Maintain attendance rates at 95% or higher for all grade spans
Self-Reflection Tool: Priority 3: Parent and Family Engagement	Use 2021-22 as a baseline since the data were not available prior due to Covid-19 (5 being full implementation and sustainability; 4 full implementation; 3 initial implementation; 2 beginning development; 1 exploration and research phase)	Average score of 3.83 on rating categories Individual ratings found at: https://www.caschooldashboard.org/reports/27662250000000/2021/conditions-and-climate#local-indicators	Average score of 4.25		Increase (or maintain) all subsection scores to 4 or above

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle School Dropout Rate	0%	0%	0%		Maintain 0% rate

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Teacher/supervisor/coach recruitment	Recruit for both internal (SUSD staff) and external (SUSD community members and partners, parent volunteers, etc.) enrichment teachers/coaches by offering competitive stipends and covering the costs of fingerprinting; Continue partnering with CSUMB's service learners	\$41,878.00	No
3.2	Parent and community partnerships	Continue partnering with parent groups to offer enrichment opportunities, including a District 1.0 FTE music/choir teacher and Spreckels School art program.	\$140,997.00	No
3.3	Employee Retention	Improve employee retention by offering competitive compensation and providing opportunities for professional growth opportunities		No
3.4	Professional Development (PD)	Continue the "Equity Task Force" that partners with the MCOE to lead efforts to improve the policies and practices of the district.	\$4,591.00	No
3.5	Curriculum	Purchase additional novels for library and individual classrooms to support the priorities of diversity and equity.	\$5,000.00	No
3.6	Outreach, Communication, and Access	Enhance and centralize the district's outreach efforts (regular communications, board meetings, events, etc.) to improve access for all stakeholders by including virtual options and translation services.	\$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.7	Family/Community Education	Offer family/community education opportunities throughout the year by partnering with neighboring districts, bringing in experts/consultants, and providing virtual opportunities	\$5,000.00	No
3.9	Equity Committee	Implement the recommendations of the Equity Task Force		No

Goal Analysis [2022-23]

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

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

There were no substantive differences between planned actions and actual implementation of the actions.

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 no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

The specific actions were somewhat effective in making progress toward the goal. The chronic absenteeism rate increased slightly while other measures such as attendance rates and survey scores have declined slightly. However, more enrichment opportunities were offered to students and the district's Equity Task Force met regularly to develop an action plan to address chronic absenteeism and suspension rates for unduplicated students.

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

The most significant addition to this goal is to partner with a local agency to provide extended learning opportunities for unduplicated students. Specifically, the district is in conversations with the First Tee of Monterey Peninsula.

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	Rigorous state content standards will be fully implemented in all district classrooms

An explanation of why the LEA has developed this goal.

The district has made good progress in the implementation of Common Core State Standards and New Generation Science Standards. However, ongoing professional development and training are required to identify gaps in student achievement and implement best practices of instruction. Actions in this goal include expanded professional development in all subject areas, providing collegial articulation and collaboration time, and supporting curriculum leadership teams at both sites. The district expects that these actions will lead to improvement in all curriculum-specific metrics including ones that measure implementation of state academic standards, stakeholder feedback on instruction and academic rigor, student access to courses, and basic requirements such as credentialing, instructional materials, and facilities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Results from Local Indicator Priority 2: Self-Reflection Tool (Implementation of State Academic Standards)	Use 2021-22 as a baseline	Policy Program and Support: "3's" in ELD and History-Social Studies; "5's" in ELA and Math; "4" in New Gen Science, "5" in ELA and Math (5 being full implementation and sustainability; 4 full implementation; 3 initial implementation; 2 beginning development; 1 exploration and research phase)	Policy Program and Support: 4's in ELD, Math, History; 5's in ELA and Science (5 being full implementation and sustainability; 4 full implementation; 3 initial implementation; 2 beginning development; 1 exploration and research phase)		Maintain (5's) or increase by 1 level (3's and 4) per academic category

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Results from Local Indicator Priority 1: Self-Reflection Tool (Basic)	Fully Credentialed Teachers and Appropriately Assigned Rate: 88.1% (2020-21 SARC) Students without Standards-Aligned Materials Rate: 0% (2020-21) Facilities that do not meet "good repair": 4 (2019-20 SARC's)	Fully Credentialed Teachers and Appropriately Assigned Rate: 89% (2021-22) Students without Standards-Aligned Materials Rate: 0% (2021-22) Facilities that do not meet "good repair": 5 (2020-21 SARC's)	Fully Credentialed Teachers and Appropriately Assigned Rate: 82.8% Students without Standards-Aligned Materials Rate: 0% Facilities that do not meet "good repair": 4 (Per 2023-23 SARC)		Increase to and maintain a rate of 90% or higher for fully credentialed teachers; Maintain 0% for students w/o standards-aligned materials; Reduce facilities that do not meet "good repair" to 3 or less
Students have access and are enrolled in a broad course of study including ELA, Math, Science, Social Studies, Literature/Reading, PE/Health, Spanish (middle school 7th and 8th graders only), Art (elementary school only), Music, and other activity offerings as monitored through CalPads and Schoolwise.	100%	100%	100%		Maintain 100% access and enrollment

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Professional Development (PD)	Provide PD to all staff members in state content standards and best instructional practices through staff development days (both fixed and flexible) as well as additional and compensated, staff-initiated offerings; reconvene the PD Committee and develop a PD plan	\$14,377.00	No
4.2	Full Implementation of CCSS, NGSS, and Heath Standards	Continue to support the full implementation of CCSS, NGSS, ELD, and Heath Standards by continuing the textbook adoption cycle, bringing in curricular consultants to work with staff, and purchasing necessary instructional materials (textbooks, consumables, consultants, etc.).	\$110,136.00	No
4.3	Articulation	Provide necessary time and resources to continue vertical TK-8 and 8th-high school articulation.	\$1,636.00	No
4.4	Collaboration	Adopt an instructional calendar and provide adequate release time to maintain regular collaboration among staff members and implement a "professional learning community" (PLC) model of collegial support		No
4.5	Teacher Leadership	Recruit and train teachers to serve on each site's Instructional Leaderships Teams (ILT's) to support the effective implementation of state content standards and/or social-emotional support systems.	\$12,195.00	No
4.7	Civic Learning	Provide opportunities and resources for students and staff to take part in various civic learning activities (e.g. Constitution Day/Project, the Hamilton Project, Mock Elections, and Student Government).	\$1,309.00	No
4.8	Transitional Kindergarten	Full implementation of TK by 2024-25		

Action #	Title	Description	Total Funds	Contributing
4.9	Technology	Maintain the district's 1:1 deployment of chromebooks and create a technology plan		

Goal Analysis [2022-23]

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

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

There were no substantive differences between planned actions and actual implementation of the actions.

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 no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services except for the absence of any standards-based field trips (Goal 4: Action 6). This action has now been blended into Goal 2.

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

The specific actions were effective in making progress toward this goal. CCSS and NGSS were implemented in all classrooms. Additionally, the elementary school adopted and implemented a new, state-approved science program. A new evidence-based ELD curriculum for grades K-8 was also purchased and implemented. Lastly, to strengthen the general education-special education continuum, regular meetings of the full intervention team were held to resolve issues and improve the delivery of services.

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.

To better articulate goals and actions and evaluate program effectiveness, a professional development plan and technology plan will be created.

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

Goals and Actions

Goal

Goal #	Description
5	The district will maintain and improve facilities to support and enhance the core commitments of instruction, safety, transportation, and food service.

An explanation of why the LEA has developed this goal.

The district developed this goal because of the expressed need by educational partners. The actions in this goal will help to increase outcomes for Goal 5 by determining areas of priority and collaborating with experts to support next steps.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facility Inspection Tool	2022-23	Complete Facility Inspection Tool and develop facility needs for repair or replacement. Determine priority list.	Approved priorities list		
Stakeholder Survey	2022-23	Develop and conduct stakeholder survey with input from parents/guardians, staff and community. Evaluate results to determine stakeholder priorities	Proposal from California Financial Services to be discussed in the fall		
Facilities Plan Development Firm	2022-23	With the assistance of a facilities planning development firm	Proposal from California Financial		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		create long term plan to address survey results	Services to be discussed in the fall		
Facilities Funding Advisory Firm	2022-23	With the assistance of a facilities funding advisory firm determine school facilities funding opportunities	Proposal from California Financial Services to be discussed in the fall		
Facilities Committee Board Presentation	2022-23	Present findings to Board of Trustees to determine findings and development timeline/next steps	A facilities update presented at May 2023 meeting		

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Stakeholder Engagement	Continue regular meetings with Facilities Committee to refine short and long range facilities project list.		No
5.2	Facilities Improvements	Develop short term projects list, develop annual budget, identify local funding sources of the approved recommendations of the district's Facility Committee. Determine timeline and begin execution of improvements.		No
5.3	Long-range facilities planning	Execute agreement with California Financial Services for a long-range facilities needs assessment for capital facility projects.	\$35,000.00	No
5.4				No

Action #	Title	Description	Total Funds	Contributing
5.5				No

Goal Analysis [2022-23]

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

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

Most actions were completed. However, due to the retirement announcement of the 2022-23 Director of Facilities, the district waited to survey parents and enter into a contract with California Financial Services.

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 are no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

The specific actions of this new goal created a new sense of urgency regarding district facilities. The newly formed Facilities Committee met regularly throughout the year to identify facilities needs and make recommendations to the board of trustees.

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.

Based on the new hiring of a full-time facilities manager and potential approval of a contract with California Financial Services, the district will move forward with facilities improvements and long-term facilities planning.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
390,377	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
3.95%	1.07%	\$100,606.48	5.02%

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.

Various outreach efforts, including surveys and regular correspondences between district administrators and English language learner students' families, identified many areas to address to increase and improve services for unduplicated students. The identified areas include the need to provide additional training to staff in providing evidence-based instructional strategies to English language learners, providing counseling services to unduplicated students, providing consistent transportation to unduplicated students, implementing updated and standards-aligned curriculum for the district's ELD program, providing and replacing devices and Wi-Fi hotspots for unduplicated students and their families, increasing small group instruction for unduplicated students, added additional staffing (.75 FTE intervention aide) to provide more support to unduplicated students, and improving the district's outreach to all stakeholders.

Goals 1, 2, and 4 all include professional development for teachers, including specific days targeting English language development best practices. Goals 1 and 2 focus on providing additonal supports for students, including social-emotional support. Goal 2: Action 3 specifically focuses on the social-emotional wellness of unduplicated students.

The Bridging Program outlined in Goal 1 provides support for all students, but more than 20% are unduplicated students. Additional support for unduplicated students is also provided in Goal 2: Actions 1 and 10. Specifically, the district will continue to employ a 1.0 FTE ELD teachers and .75 FTE ELD aide and is adding a .75 FTE intervention aide to work with other unduplicated students.

Goal 2: Action 8 attempts to increase the enrichment opportunities of all students but include specific financial support for unduplicated students.

Ga

The 2023-23 LCAP places a priority on building partnerships with community agencies. Goal 2: Action 8 includes a partnership with First Tee of Monterey Peninsula to offer enrichment for unduplicated students, and Goal 2: Action 9 outlines a partnership with CSUMB's Reading Center to provide tuition assistance for unduplicated students.

Goal 4: Action 4 provides regular time for staff to collaborate with a focus on best practices of instruction for all students and unduplicated students specifically.

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

Goal 2/Action1: \$186,981.00 Maintain the current 1.0 FTE English Language Development (ELD) teacher and 0.75 FTE general education aide at SES and the 0.14 FTE ELD teacher at BVMS.

Goal 2/Action 2: \$52,152 Continue to offer PD to all staff members in English language development, including the two additional Certificated staff development days per year.

Goal 2/Action 3: \$10,140 Offer counseling services as needed for any unduplicated student experiencing social-emotional trauma.

Goal 2/Action 4: \$11,000.00 Offer free transportation services to unduplicated students.

Goal 2/Action 6: \$ 3000.00 Replace technology devices and Wi-Fi hotspots to maintain the district's 1:1 deployment and support District families of unduplicated students who are without adequate technology.

Goal 2/Action 8: \$86,434.00 Partner with parent groups to pay for all educational field trips besides Roaring Camp and Science Camp; Allocate a percentage of slots on enrichment sign ups for unduplicated students; Provide financial assistance for unduplicated students to attend Roaring Camp and Science Camp; Partner with the First Tee of Monterey Peninsula to provide after-school enrichment

Goal 2/Action 9: \$85,800.00 Expand the district's partnership with CSUMB's Reading Center to include fall and spring tuition for up to 30 students.

Goal 2/Action 10: \$55,387.00 Hire 0.75 FTE intervention instructional aide to work with unduplicated students

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:16	N/A
Staff-to-student ratio of certificated staff providing direct services to students	1:20	N/A

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$751,611.00	\$222,369.00	\$90,000.00	\$465,270.00	\$1,529,250.00	\$1,101,136.00	\$428,114.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Intervention Staffing	All				\$89,698.00	\$89,698.00
1	1.2	Professional Development (PD)	All				\$15,030.00	\$15,030.00
1	1.4	Social-emotional support for students and staff	All				\$219,060.00	\$219,060.00
1	1.5	SPED and Intervention Programs Oversight	All					
1	1.6	Curriculum	All				\$2,000.00	\$2,000.00
1	1.7	Bridging Program	All		\$99,568.00			\$99,568.00
1	1.8	Class Sizes at Buena Vista Middle School	All	\$113,097.00				\$113,097.00
1	1.9	Intervention Staffing	All				\$117,569.00	\$117,569.00
1	1.11	Middle School Transition	All	\$550.00				\$550.00
1	1.12	Social Emotional Learning (SEL) Curriculum	All		\$7,665.00			\$7,665.00
2	2.1	Staffing to support English Language Development	English Learners	\$186,981.00				\$186,981.00
2	2.2	Professional Development (PD)	English Learners	\$52,152.00				\$52,152.00
2	2.3	Social-emotional support for unduplicated students	English Learners	\$10,140.00				\$10,140.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.4	Transportation	English Learners Foster Youth Low Income	\$11,000.00				\$11,000.00
2	2.6	Technology	English Learners Foster Youth Low Income	\$3,000.00				\$3,000.00
2	2.8	Enrichment opportunities for unduplicated students	English Learners Foster Youth Low Income	\$86,434.00				\$86,434.00
2	2.9	Partnership with CSUMB's Writing Center	English Learners Foster Youth Low Income	\$85,800.00				\$85,800.00
2	2.10	Intervention staffing for unduplicated students	English Learners Foster Youth Low Income	\$55,387.00				\$55,387.00
3	3.1	Teacher/supervisor/coach recruitment	All	\$41,878.00				\$41,878.00
3	3.2	Parent and community partnerships	All	\$50,997.00		\$90,000.00		\$140,997.00
3	3.3	Employee Retention	All					
3	3.4	Professional Development (PD)	All				\$4,591.00	\$4,591.00
3	3.5	Curriculum	All		\$5,000.00			\$5,000.00
3	3.6	Outreach, Communication, and Access	All	\$2,000.00				\$2,000.00
3	3.7	Family/Community Education	All	\$5,000.00				\$5,000.00
3	3.9	Equity Committee	All					
4	4.1	Professional Development (PD)	All				\$14,377.00	\$14,377.00
4	4.2	Full Implementation of CCSS, NGSS, and Heath Standards	All		\$110,136.00			\$110,136.00
4	4.3	Articulation	All				\$1,636.00	\$1,636.00
4	4.4	Collaboration	All					
4	4.5	Teacher Leadership	All	\$12,195.00				\$12,195.00
4	4.7	Civic Learning	All				\$1,309.00	\$1,309.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.8	Transitional Kindergarten						
4	4.9	Technology						
5	5.1	Stakeholder Engagement	All					
5	5.2	Facilities Improvements	All					
5	5.3	Long-range facilities planning	All	\$35,000.00				\$35,000.00
5	5.4		All					
5	5.5		All					

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
9,883,986	390,377	3.95%	1.07%	5.02%	\$490,894.00	0.00%	4.97 %	Total:	\$490,894.00
								LEA-wide Total:	\$490,894.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$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 (%)
2	2.1	Staffing to support English Language Development	Yes	LEA-wide	English Learners	All Schools	\$186,981.00	
2	2.2	Professional Development (PD)	Yes	LEA-wide	English Learners	All Schools	\$52,152.00	
2	2.3	Social-emotional support for unduplicated students	Yes	LEA-wide	English Learners	All Schools	\$10,140.00	
2	2.4	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$11,000.00	
2	2.5		Yes	LEA-wide		All Schools		
2	2.6	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,000.00	
2	2.8	Enrichment opportunities for unduplicated students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$86,434.00	

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	2.9	Partnership with CSUMB's Writing Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$85,800.00	
2	2.10	Intervention staffing for unduplicated students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$55,387.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,258,163.00	\$1,330,719.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Intervention staffing	No	\$94,096.00	98,117
1	1.2	Professional Development (PD)	No	\$18,030.00	6,000
1	1.3	Identification and Data-Monitoring Systems	No	\$1,918.00	2,335
1	1.4	Social-emotional support for students and staff	No	\$228,256.00	214,945
1	1.5	SPED and Intervention Programs Oversight	No	\$0.00	0.00
1	1.6	Curriculum	No	\$2,000.00	1,625
1	1.7	Bridging Program	No	\$114,634.00	126,621
1	1.8	Class sizes at BVMS	No	\$74,000.00	84,094
1	1.9	Intervention staffing	No	\$106,109.00	123,002
1	1.11	Middle School Transition	No	\$0.00	534

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	1.12	Social Emotional Learning (SEL) Curriculum	No	\$0.00	0.00
2	2.1	Specific staffing to support English Language Development	Yes	\$176,646.00	208,926
2	2.2	Professional Development (PD)	Yes	\$52,153.00	53,208
2	2.3	Social-emotional support for English learners	Yes	\$10,140.00	0.00
2	2.4	Transportation	Yes	\$21,000.00	10,517
2	2.5	Curriculum	Yes	\$25,000.00	43,569
2	2.6	Technology	Yes	\$18,900.00	2,844
2	2.8	Enrichment opportunities for unduplicated students	Yes	\$13,402.00	0.00
3	3.1	Teacher/supervisor/coach recruitment	No	\$15,714.00	38,517
3	3.2	Parent and community partnerships	No	\$126,234.00	140,809
3	3.3	Employee Retention	No	\$0.00	0.00
3	3.4	Professional Development (PD)	No	\$5,454.00	748
3	3.5	Curriculum	No	\$5,000.00	1,796

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.6	Outreach, Communication, and Access	No	\$2,000.00	1,101
3	3.7	Family/Community Education	No	\$5,000.00	0.00
3	3.8	Innovative student programs	No	\$0.00	0.00
3	3.9	Equity Committee	No	\$0.00	0.00
4	4.1	Professional Development (PD)	No	\$14,372.00	2,850
4	4.2	Full Implementation of CCSS, NGSS, and Heath Standards	No	\$116,100.00	163,077
4	4.3	Articulation	No	\$1,636.00	180
4	4.4	Collaboration	No		
4	4.5	Teacher Leadership	No	\$6,060.00	5,304
4	4.6	Standards-Based Trips	Yes	\$3,000.00	0
4	4.7	Civic Learning	No	\$1,309.00	0
5	5.1	Facility Inspection Tool	No		
5	5.2	Stakeholder Survey	No		

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)
5	5.3	Facilities Plan Development Firm	No		
5	5.4	Facilities Funding Advisory Firm	No		
5	5.5	Board Presentation	No		

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
353,571	\$320,241.00	\$319,064.00	\$1,177.00	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)
2	2.1	Specific staffing to support English Language Development	Yes	\$176,646.00	208,926		
2	2.2	Professional Development (PD)	Yes	\$52,153.00	53,208		
2	2.3	Social-emotional support for English learners	Yes	\$10,140.00	0		
2	2.4	Transportation	Yes	\$21,000.00	10,517		
2	2.5	Curriculum	Yes	\$25,000.00	43,569		
2	2.6	Technology	Yes	\$18,900.00	2,844		
2	2.8	Enrichment opportunities for unduplicated students	Yes	\$13,402.00	0		
4	4.6	Standards-Based Trips	Yes	\$3,000.00	0		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
9,442,783	353,571	0.70%	4.44%	\$319,064.00	0.00%	3.38%	\$100,606.48	1.07%

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.

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 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 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
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Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Spreckels Union School District	Eric Tarallo Superintendent	etarallo@susd.net 831-455-2550 x 316

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	2.2	4.8%
Vacant Teacher Positions	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	4

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) - Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics - Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards					5
History-Social Science				4	

2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5

Academic Standards	1	2	3	4	5
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards					5
History-Social Science				4	

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science			3		

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education	1				
Health Education Content Standards			3		
Physical Education Model Content Standards					5
Visual and Performing Arts					5
World Language				4	

Support for Teachers and Administrators

5. Rate the LEA’s success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered			3		

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

New science and ELD programs were adopted and implemented during the 2022-23 school year. The district is waiting for the new math framework to be adopted by the state before textbooks are recommended for adoption. The district has been successful in aligning classroom instruction to the newest ELA, Math, Science, ELD standards as well as providing professional development in those areas. We do not have Career Technical Education as a TK-8 district.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education’s (CDE’s) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				4	
2. Rate the LEA's progress in creating welcoming environments for all families in the community.					5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				4	
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				4	

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

The district has taken many steps in building positive relationships between school staff and families. Various events are planned throughout the year to bring staff and families together, including Family Reading Night, Open House, and (new this year) Family Costume Night.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

The district will continue to offer events that are multi-cultural and inclusive to better connect with families who may have felt less connected to the school than others.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

The district has included specific goals and actions in the 2023-24 LCAP (Goals 2 and 3) to address any shortcomings in family engagement. Specifically, the district will enhance its communication and translation services to better support underrepresented families in the district and increase access to information (updates, board meetings, etc.). The district will also centralize its messaging platforms and rely more on social media to be more efficient in its communications to families and the community.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				4	

Building Partnerships	1	2	3	4	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				4	
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

The district has done a good job in building partnerships to support student outcomes. Specifically, the district's LCAP continues to include an action to provide all staff with adequate time for articulation and collaboration so teachers, principals, and support staff can support students and families. Many steps have been taken to provide relevant information in parents' home language. Also, a great deal of time and energy has gone into establishing Special Education protocols for IEP's to ensure that parents understand and can exercise their legal rights and advocate for their students. Similar time and energy has also gone into vetting the district's compliance with digital learning and student privacy issues: <https://spreckelsdistrict.org/programs-services/technology/student-privacy/>.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

The district will continue to prioritize building partnerships for student outcomes with families and also with local organizations. For example, in the 2023-24 LCAP, the district is increasing its partnership with CSUMB's Reading Center to offer tuition support for more students.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

With the recent addition of a full-time ELD teacher and aide, the district has done much better in targeted and personalized outreach to underrepresented families. The year, the district held its first-ever celebration for 20 new reclassified ELL students. The celebration was attended by many staff as well as the students' families.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.					5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				4	

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

The district has improved its efforts in seeking input for decision-making. An LCAP Stakeholders Committee meets regularly to monitor the progress of the district's LCAP as well as make recommendations on goals and actions. Moreover, the district's District English Language Advisory Committee meets each trimester to review and make recommendations to the ELD plan, LCAP Goal #2, and other relevant topics. Surveys are sent to various stakeholder groups in the spring to obtain additional feedback.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

The district will continue to take steps to improve seeking input for decision-making. The steps are outlined in LCAP Goals 2 and 3.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Based on local data and self-reflection, the district has improved its efforts in relation to seeking input for decision-making from underrepresented groups, increasing its score from 2 to 4 this year.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

A version of the California Healthy Kids Survey was administered to all 4-8th grade students in the spring. Results of the survey are as follows:

Data-

4th and 5th Grades:

77% "liked school" (scores of 3 or 4 on the survey); 23% did not (scores of 1 or 2)
96% "did their best in school"; 4% did not
95% said the school wanted them to "give it their best effort"; 5% did not
92% felt the school "had clear rules for behavior"; 8% did not
96% felt "teachers treated them with respect"; 4% did not
68% felt "positive behavior was noticed at school"; 32% did not
88% felt "they got along well with others"; 12% did not
83% felt "safe at school"; 17% did not
68% felt "students treated each other with respect"; 32% did not
92% felt "an adult at school would help them if they needed it"; 8% did not
76% felt "students followed rules in class so teachers could teach"; 24% did not

6th-8th Grades:

62% "liked school"; 38% did not
74% felt "successful at school"; 26% did not
68% felt "the school set high standards for achievement"; 32% did not
81% felt "the school set clear rules for behavior"; 19% did not
70% felt "teacher treated them with respect"; 30% did not
65% felt "behaviors in class allow teachers to teach"; 35% did not
32% felt "students are frequently recognized for good behavior"; 68% did not
78% felt "safe at school"; 22% did not
58% felt "there was an adult to talk to if they needed help"; 42% did not

Meaning:

Overall, student responses from both grade spans/school sites were positive. However, as in past years and as is the case on surveys in general, students in the younger grades tended to view things much more positively than the middle school students. In both cases, the majority of students enjoyed school, felt school was safe, and felt they were respected and had adults available to talk to. One outlier in the data is the middle school response to feeling recognized for good behavior (only 32%).

Use:

Based on the overall positive responses, the schools will continue to emphasize positive behavioral supports and provide a variety of enrichment opportunities for students. The middle school will attempt to develop more programs to recognize good behavior based on the lower results on this question.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

Considering the small size of the district (one elementary school and one middle school) the district relies on administrators' observations to assess the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs.

- Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

All students in the district have access to a broad course of study. All TK-5 students (with the exception of SDC students) are enrolled in regular general education classes that teach the CA content standards. Students who are pulled for additional supports (e.g. intervention, SPED, ELD, etc.) are pulled during non-core time. All students receive art and music on a regular basis.

At the middle school, all students are enrolled in general education classes as well. Students receiving SPED services, however, are placed in non-mainstream classes to receive specialized academic instruction. 7th and 8th grade students have the choice to take either Spanish or Literature based on their ELA progress and parental preference. All students also select their top three choices for activity which range from art to leadership to intervention...

- Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Only students who have non-district transportation can take part in Band. Otherwise, all students have access, and are enrolled in, a broad course of study. Additionally, at the middle school, students must select three choices for an activity class. Depending on a student's choice and need, this could limit their exposure to more traditional enrichment classes like art, etc. Last, after school enrichment opportunities can be limiting due to factors such as cost, transportation, and sign ups.

- In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

The site principals and SPED/ELD/Intervention departments collaborate to determine the best, non-core instruction time to pull students for additional support. The district is also attempting to increase the participation rate of unduplicated students involved in enrichment opportunities by allocating a certain number of sign up slots per activity for unduplicated students. This can be found in the LCAP under Goal 2.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan	[No response]	[No response]	[No response]	[No response]	[No response]

Coordinating Instruction	1	2	3	4	5
for providing educational services to all expelled students in the county, including:	required]	required]	required]	required]	required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Spreckels Union School District	Eric Tarallo Superintendent	etarallo@susd.net 831-455-2550 x 316

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	2.2	4.8%
Vacant Teacher Positions	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	4

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) - Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics - Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards					5
History-Social Science				4	

2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5

Academic Standards	1	2	3	4	5
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards					5
History-Social Science				4	

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science			3		

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education	1				
Health Education Content Standards			3		
Physical Education Model Content Standards					5
Visual and Performing Arts					5
World Language				4	

Support for Teachers and Administrators

5. Rate the LEA’s success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered			3		

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

New science and ELD programs were adopted and implemented during the 2022-23 school year. The district is waiting for the new math framework to be adopted by the state before textbooks are recommended for adoption. The district has been successful in aligning classroom instruction to the newest ELA, Math, Science, ELD standards as well as providing professional development in those areas. We do not have Career Technical Education as a TK-8 district.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education’s (CDE’s) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				4	
2. Rate the LEA's progress in creating welcoming environments for all families in the community.					5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				4	
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				4	

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

The district has taken many steps in building positive relationships between school staff and families. Various events are planned throughout the year to bring staff and families together, including Family Reading Night, Open House, and (new this year) Family Costume Night.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

The district will continue to offer events that are multi-cultural and inclusive to better connect with families who may have felt less connected to the school than others.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

The district has included specific goals and actions in the 2023-24 LCAP (Goals 2 and 3) to address any shortcomings in family engagement. Specifically, the district will enhance its communication and translation services to better support underrepresented families in the district and increase access to information (updates, board meetings, etc.). The district will also centralize its messaging platforms and rely more on social media to be more efficient in its communications to families and the community.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				4	

Building Partnerships	1	2	3	4	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				4	
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

The district has done a good job in building partnerships to support student outcomes. Specifically, the district's LCAP continues to include an action to provide all staff with adequate time for articulation and collaboration so teachers, principals, and support staff can support students and families. Many steps have been taken to provide relevant information in parents' home language. Also, a great deal of time and energy has gone into establishing Special Education protocols for IEP's to ensure that parents understand and can exercise their legal rights and advocate for their students. Similar time and energy has also gone into vetting the district's compliance with digital learning and student privacy issues: <https://spreckelsdistrict.org/programs-services/technology/student-privacy/>.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

The district will continue to prioritize building partnerships for student outcomes with families and also with local organizations. For example, in the 2023-24 LCAP, the district is increasing its partnership with CSUMB's Reading Center to offer tuition support for more students.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

With the recent addition of a full-time ELD teacher and aide, the district has done much better in targeted and personalized outreach to underrepresented families. The year, the district held its first-ever celebration for 20 new reclassified ELL students. The celebration was attended by many staff as well as the students' families.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.					5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				4	

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

The district has improved its efforts in seeking input for decision-making. An LCAP Stakeholders Committee meets regularly to monitor the progress of the district's LCAP as well as make recommendations on goals and actions. Moreover, the district's District English Language Advisory Committee meets each trimester to review and make recommendations to the ELD plan, LCAP Goal #2, and other relevant topics. Surveys are sent to various stakeholder groups in the spring to obtain additional feedback.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

The district will continue to take steps to improve seeking input for decision-making. The steps are outlined in LCAP Goals 2 and 3.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Based on local data and self-reflection, the district has improved its efforts in relation to seeking input for decision-making from underrepresented groups, increasing its score from 2 to 4 this year.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

A version of the California Healthy Kids Survey was administered to all 4-8th grade students in the spring. Results of the survey are as follows:

Data-

4th and 5th Grades:

77% "liked school" (scores of 3 or 4 on the survey); 23% did not (scores of 1 or 2)
96% "did their best in school"; 4% did not
95% said the school wanted them to "give it their best effort"; 5% did not
92% felt the school "had clear rules for behavior"; 8% did not
96% felt "teachers treated them with respect"; 4% did not
68% felt "positive behavior was noticed at school"; 32% did not
88% felt "they got along well with others"; 12% did not
83% felt "safe at school"; 17% did not
68% felt "students treated each other with respect"; 32% did not
92% felt "an adult at school would help them if they needed it"; 8% did not
76% felt "students followed rules in class so teachers could teach"; 24% did not

6th-8th Grades:

62% "liked school"; 38% did not
74% felt "successful at school"; 26% did not
68% felt "the school set high standards for achievement"; 32% did not
81% felt "the school set clear rules for behavior"; 19% did not
70% felt "teacher treated them with respect"; 30% did not
65% felt "behaviors in class allow teachers to teach"; 35% did not
32% felt "students are frequently recognized for good behavior"; 68% did not
78% felt "safe at school"; 22% did not
58% felt "there was an adult to talk to if they needed help"; 42% did not

Meaning:

Overall, student responses from both grade spans/school sites were positive. However, as in past years and as is the case on surveys in general, students in the younger grades tended to view things much more positively than the middle school students. In both cases, the majority of students enjoyed school, felt school was safe, and felt they were respected and had adults available to talk to. One outlier in the data is the middle school response to feeling recognized for good behavior (only 32%).

Use:

Based on the overall positive responses, the schools will continue to emphasize positive behavioral supports and provide a variety of enrichment opportunities for students. The middle school will attempt to develop more programs to recognize good behavior based on the lower results on this question.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

Considering the small size of the district (one elementary school and one middle school) the district relies on administrators' observations to assess the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs.

- Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

All students in the district have access to a broad course of study. All TK-5 students (with the exception of SDC students) are enrolled in regular general education classes that teach the CA content standards. Students who are pulled for additional supports (e.g. intervention, SPED, ELD, etc.) are pulled during non-core time. All students receive art and music on a regular basis.

At the middle school, all students are enrolled in general education classes as well. Students receiving SPED services, however, are placed in non-mainstream classes to receive specialized academic instruction. 7th and 8th grade students have the choice to take either Spanish or Literature based on their ELA progress and parental preference. All students also select their top three choices for activity which range from art to leadership to intervention...

- Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Only students who have non-district transportation can take part in Band. Otherwise, all students have access, and are enrolled in, a broad course of study. Additionally, at the middle school, students must select three choices for an activity class. Depending on a student's choice and need, this could limit their exposure to more traditional enrichment classes like art, etc. Last, after school enrichment opportunities can be limiting due to factors such as cost, transportation, and sign ups.

- In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

The site principals and SPED/ELD/Intervention departments collaborate to determine the best, non-core instruction time to pull students for additional support. The district is also attempting to increase the participation rate of unduplicated students involved in enrichment opportunities by allocating a certain number of sign up slots per activity for unduplicated students. This can be found in the LCAP under Goal 2.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan	[No response]	[No response]	[No response]	[No response]	[No response]

Coordinating Instruction	1	2	3	4	5
for providing educational services to all expelled students in the county, including:	required]	required]	required]	required]	required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

			2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Resource Codes	Object Codes							
A. REVENUES									
1) LCFF Sources	8010-8099		9,739,450.00	0.00	9,739,450.00	10,210,226.00	0.00	10,210,226.00	4.8%
2) Federal Revenue	8100-8299		0.00	572,462.00	572,462.00	0.00	534,943.00	534,943.00	-6.6%
3) Other State Revenue	8300-8599		186,559.00	531,049.00	717,608.00	186,559.00	610,923.00	797,482.00	11.1%
4) Other Local Revenue	8600-8799		212,533.00	756,544.00	969,077.00	274,824.00	791,389.00	1,066,213.00	10.0%
5) TOTAL, REVENUES			10,138,542.00	1,860,055.00	11,998,597.00	10,671,609.00	1,937,255.00	12,608,864.00	5.1%
B. EXPENDITURES									
1) Certificated Salaries	1000-1999		3,767,788.00	897,903.00	4,665,691.00	3,625,647.00	901,264.00	4,526,911.00	-3.0%
2) Classified Salaries	2000-2999		1,221,184.00	508,702.00	1,729,886.00	1,295,000.00	519,145.00	1,814,145.00	4.9%
3) Employee Benefits	3000-3999		1,939,994.00	932,459.00	2,872,453.00	2,100,065.00	999,195.00	3,099,260.00	7.9%
4) Books and Supplies	4000-4999		356,023.00	72,792.00	428,815.00	275,969.00	124,713.00	400,682.00	-6.6%
5) Services and Other Operating Expenditures	5000-5999		1,120,422.00	472,082.00	1,592,504.00	1,271,077.00	590,941.00	1,862,018.00	16.9%
6) Capital Outlay	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)	7100-7299 7400-7499		41,377.00	588,075.00	629,452.00	162,580.00	493,225.00	655,805.00	4.2%
8) Other Outgo - Transfers of Indirect Costs	7300-7399		(113,968.00)	113,968.00	0.00	(163,665.00)	163,665.00	0.00	0.0%
9) TOTAL, EXPENDITURES			8,332,820.00	3,585,981.00	11,918,801.00	8,566,673.00	3,792,148.00	12,358,821.00	3.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			1,805,722.00	(1,725,926.00)	79,796.00	2,104,936.00	(1,854,893.00)	250,043.00	213.4%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In	8900-8929		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out	7600-7629		142,044.00	0.00	142,044.00	148,484.00	0.00	148,484.00	4.5%
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		(1,648,186.00)	1,648,186.00	0.00	(1,782,854.00)	1,782,854.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(1,790,230.00)	1,648,186.00	(142,044.00)	(1,931,338.00)	1,782,854.00	(148,484.00)	4.5%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			15,492.00	(77,740.00)	(62,248.00)	173,598.00	(72,039.00)	101,559.00	-263.2%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited	9791		4,659,110.00	805,030.00	5,464,140.00	4,674,602.00	727,290.00	5,401,892.00	-1.1%
b) Audit Adjustments	9793		0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description Resource Codes Object Codes			2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
c) As of July 1 - Audited (F1a + F1b)			4,659,110.00	805,030.00	5,464,140.00	4,674,602.00	727,290.00	5,401,892.00	-1.1%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,659,110.00	805,030.00	5,464,140.00	4,674,602.00	727,290.00	5,401,892.00	-1.1%
2) Ending Balance, June 30 (E + F1e)			4,674,602.00	727,290.00	5,401,892.00	4,848,200.00	655,251.00	5,503,451.00	1.9%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	2,500.00	0.00	2,500.00	2,500.00	0.00	2,500.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	78,455.62	0.00	78,455.62	78,455.62	0.00	78,455.62	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	727,290.00	727,290.00	0.00	685,339.00	685,339.00	-5.8%
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	138,486.00	0.00	138,486.00	138,486.00	0.00	138,486.00	0.0%
Underground storage tank	0000	9780	52,797.00		52,797.00			0.00	
Compensated absences	0000	9780	85,689.00		85,689.00			0.00	
Underground storage tank	1400	9780			0.00	52,797.00		52,797.00	
Compensated absences	1400	9780			0.00	85,689.00		85,689.00	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	904,563.00	0.00	904,563.00	1,250,731.00	0.00	1,250,731.00	38.3%
Unassigned/Unappropriated Amount		9790	3,550,597.38	0.00	3,550,597.38	3,378,027.38	(30,088.00)	3,347,939.38	-5.7%
G. ASSETS									
1) Cash									
a) in County Treasury		9110	0.00	0.00	0.00				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	0.00	0.00	0.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	0.00	0.00				
4) Due from Grantor Government		9290	0.00	0.00	0.00				

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) Lease Receivable		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			0.00	0.00	0.00				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	0.00	0.00	0.00				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			0.00	0.00	0.00				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30									
(G10 + H2) - (I6 + J2)			0.00	0.00	0.00				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	4,071,548.00	0.00	4,071,548.00	4,430,609.00	0.00	4,430,609.00	8.8%
Education Protection Account State Aid - Current Year		8012	2,452,923.00	0.00	2,452,923.00	2,564,638.00	0.00	2,564,638.00	4.6%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	10,707.00	0.00	10,707.00	10,707.00	0.00	10,707.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	2,821,332.00	0.00	2,821,332.00	2,821,332.00	0.00	2,821,332.00	0.0%
Unsecured Roll Taxes		8042	130,207.00	0.00	130,207.00	130,207.00	0.00	130,207.00	0.0%

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Prior Years' Taxes		8043	23,440.00	0.00	23,440.00	23,440.00	0.00	23,440.00	0.0%
Supplemental Taxes		8044	60,746.00	0.00	60,746.00	60,746.00	0.00	60,746.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	168,344.00	0.00	168,344.00	168,344.00	0.00	168,344.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	203.00	0.00	203.00	203.00	0.00	203.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			9,739,450.00	0.00	9,739,450.00	10,210,226.00	0.00	10,210,226.00	4.8%
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	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			9,739,450.00	0.00	9,739,450.00	10,210,226.00	0.00	10,210,226.00	4.8%
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	113,631.00	113,631.00	0.00	136,975.00	136,975.00	20.5%
Special Education Discretionary Grants		8182	0.00	22,745.00	22,745.00	0.00	13,989.00	13,989.00	-38.5%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		29,140.00	29,140.00		29,140.00	29,140.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		11,569.00	11,569.00		11,812.00	11,812.00	2.1%
Title III, Part A, Immigrant Student Program	4201	8290		0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
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, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290		12,500.00	12,500.00		10,000.00	10,000.00	-20.0%
Career and Technical Education	3500-3599	8290		0.00	0.00		0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	382,877.00	382,877.00	0.00	333,027.00	333,027.00	-13.0%
TOTAL, FEDERAL REVENUE			0.00	572,462.00	572,462.00	0.00	534,943.00	534,943.00	-6.6%
OTHER STATE REVENUE									
Other State Apportionments									
ROC/P Entitlement									
Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan									
Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	31,436.00	0.00	31,436.00	31,436.00	0.00	31,436.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	155,123.00	61,137.00	216,260.00	155,123.00	61,137.00	216,260.00	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		0.00	0.00		0.00	0.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		0.00	0.00		0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		0.00	0.00		0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	469,912.00	469,912.00	0.00	549,786.00	549,786.00	17.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
TOTAL, OTHER STATE REVENUE			186,559.00	531,049.00	717,608.00	186,559.00	610,923.00	797,482.00	11.1%
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	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	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	46,000.00	1,500.00	47,500.00	78,000.00	4,000.00	82,000.00	72.6%
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	55,000.00	0.00	55,000.00	55,000.00	0.00	55,000.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	46,732.00	0.00	46,732.00	46,732.00	0.00	46,732.00	0.0%
Other Local Revenue									
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
All Other Local Revenue		8699	64,801.00	42,400.00	107,201.00	95,092.00	92,400.00	187,492.00	74.9%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		712,644.00	712,644.00		694,989.00	694,989.00	-2.5%
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			212,533.00	756,544.00	969,077.00	274,824.00	791,389.00	1,066,213.00	10.0%
TOTAL, REVENUES			10,138,542.00	1,860,055.00	11,998,597.00	10,671,609.00	1,937,255.00	12,608,864.00	5.1%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	3,195,236.00	592,156.00	3,787,392.00	3,053,956.00	627,364.00	3,681,320.00	-2.8%
Certificated Pupil Support Salaries		1200	0.00	174,752.00	174,752.00	0.00	156,589.00	156,589.00	-10.4%
Certificated Supervisors' and Administrators' Salaries		1300	572,552.00	11,184.00	583,736.00	571,691.00	0.00	571,691.00	-2.1%
Other Certificated Salaries		1900	0.00	119,811.00	119,811.00	0.00	117,311.00	117,311.00	-2.1%
TOTAL, CERTIFICATED SALARIES			3,767,788.00	897,903.00	4,665,691.00	3,625,647.00	901,264.00	4,526,911.00	-3.0%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	70,666.00	223,033.00	293,699.00	87,992.00	242,407.00	330,399.00	12.5%
Classified Support Salaries		2200	466,240.00	139,966.00	606,206.00	453,707.00	138,942.00	592,649.00	-2.2%
Classified Supervisors' and Administrators' Salaries		2300	310,161.00	0.00	310,161.00	383,573.00	0.00	383,573.00	23.7%
Clerical, Technical and Office Salaries		2400	242,511.00	2,478.00	244,989.00	228,421.00	2,600.00	231,021.00	-5.7%
Other Classified Salaries		2900	131,606.00	143,225.00	274,831.00	141,307.00	135,196.00	276,503.00	0.6%
TOTAL, CLASSIFIED SALARIES			1,221,184.00	508,702.00	1,729,886.00	1,295,000.00	519,145.00	1,814,145.00	4.9%
EMPLOYEE BENEFITS									
STRS		3101-3102	697,670.00	490,832.00	1,188,502.00	688,259.00	493,068.00	1,181,327.00	-0.6%

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
PERS		3201-3202	289,510.00	116,479.00	405,989.00	339,195.00	138,514.00	477,709.00	17.7%
OASDI/Medicare/Alternative		3301-3302	147,118.00	49,313.00	196,431.00	149,192.00	49,830.00	199,022.00	1.3%
Health and Welfare Benefits		3401-3402	703,192.00	246,664.00	949,856.00	830,596.00	294,177.00	1,124,773.00	18.4%
Unemployment Insurance		3501-3502	24,884.00	7,283.00	32,167.00	2,951.00	862.00	3,813.00	-88.1%
Workers' Compensation		3601-3602	54,100.00	15,135.00	69,235.00	67,013.00	19,156.00	86,169.00	24.5%
OPEB, Allocated		3701-3702	9,622.00	6,753.00	16,375.00	7,176.00	3,588.00	10,764.00	-34.3%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	13,898.00	0.00	13,898.00	15,683.00	0.00	15,683.00	12.8%
TOTAL, EMPLOYEE BENEFITS			1,939,994.00	932,459.00	2,872,453.00	2,100,065.00	999,195.00	3,099,260.00	7.9%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	356,023.00	72,792.00	428,815.00	275,969.00	124,713.00	400,682.00	-6.6%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			356,023.00	72,792.00	428,815.00	275,969.00	124,713.00	400,682.00	-6.6%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	9,500.00	23,834.00	33,334.00	14,500.00	22,004.00	36,504.00	9.5%
Dues and Memberships		5300	14,001.00	200.00	14,201.00	15,288.00	200.00	15,488.00	9.1%
Insurance		5400 - 5450	104,824.00	0.00	104,824.00	118,153.00	0.00	118,153.00	12.7%
Operations and Housekeeping Services		5500	274,900.00	0.00	274,900.00	276,200.00	0.00	276,200.00	0.5%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	60,800.00	20,000.00	80,800.00	61,500.00	0.00	61,500.00	-23.9%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	639,497.00	428,048.00	1,067,545.00	768,536.00	568,737.00	1,337,273.00	25.3%
Communications		5900	16,900.00	0.00	16,900.00	16,900.00	0.00	16,900.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,120,422.00	472,082.00	1,592,504.00	1,271,077.00	590,941.00	1,862,018.00	16.9%
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict									
Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	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	41,377.00	588,075.00	629,452.00	41,377.00	493,225.00	534,602.00	-15.1%
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 Transfers	All Other	7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	0.00	0.00	0.00	121,203.00	0.00	121,203.00	New
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			41,377.00	588,075.00	629,452.00	162,580.00	493,225.00	655,805.00	4.2%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(113,968.00)	113,968.00	0.00	(163,665.00)	163,665.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(113,968.00)	113,968.00	0.00	(163,665.00)	163,665.00	0.00	0.0%
TOTAL, EXPENDITURES			8,332,820.00	3,585,981.00	11,918,801.00	8,566,673.00	3,792,148.00	12,358,821.00	3.7%
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	142,044.00	0.00	142,044.00	148,484.00	0.00	148,484.00	4.5%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			142,044.00	0.00	142,044.00	148,484.00	0.00	148,484.00	4.5%
OTHER SOURCES/USES									
SOURCES									
State Apportionments									
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
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%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(1,648,186.00)	1,648,186.00	0.00	(1,782,854.00)	1,782,854.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(1,648,186.00)	1,648,186.00	0.00	(1,782,854.00)	1,782,854.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			(1,790,230.00)	1,648,186.00	(142,044.00)	(1,931,338.00)	1,782,854.00	(148,484.00)	4.5%

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Function

			2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Function Codes	Object Codes							
A. REVENUES									
1) LCFF Sources		8010-8099	9,739,450.00	0.00	9,739,450.00	10,210,226.00	0.00	10,210,226.00	4.8%
2) Federal Revenue		8100-8299	0.00	572,462.00	572,462.00	0.00	534,943.00	534,943.00	-6.6%
3) Other State Revenue		8300-8599	186,559.00	531,049.00	717,608.00	186,559.00	610,923.00	797,482.00	11.1%
4) Other Local Revenue		8600-8799	212,533.00	756,544.00	969,077.00	274,824.00	791,389.00	1,066,213.00	10.0%
5) TOTAL, REVENUES			10,138,542.00	1,860,055.00	11,998,597.00	10,671,609.00	1,937,255.00	12,608,864.00	5.1%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999	Except 7600- 7699	5,010,744.00	1,824,865.00	6,835,609.00	4,977,377.00	2,099,270.00	7,076,647.00	3.5%
2) Instruction - Related Services	2000-2999		526,306.00	59,886.00	586,192.00	522,230.00	47,898.00	570,128.00	-2.7%
3) Pupil Services	3000-3999		596,931.00	632,274.00	1,229,205.00	627,513.00	603,131.00	1,230,644.00	0.1%
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		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		1,242,623.00	136,261.00	1,378,884.00	1,198,299.00	180,958.00	1,379,257.00	0.0%
8) Plant Services	8000-8999		914,839.00	344,620.00	1,259,459.00	1,078,674.00	367,666.00	1,446,340.00	14.8%
9) Other Outgo	9000-9999		41,377.00	588,075.00	629,452.00	162,580.00	493,225.00	655,805.00	4.2%
10) TOTAL, EXPENDITURES			8,332,820.00	3,585,981.00	11,918,801.00	8,566,673.00	3,792,148.00	12,358,821.00	3.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			1,805,722.00	(1,725,926.00)	79,796.00	2,104,936.00	(1,854,893.00)	250,043.00	213.4%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	142,044.00	0.00	142,044.00	148,484.00	0.00	148,484.00	4.5%
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	(1,648,186.00)	1,648,186.00	0.00	(1,782,854.00)	1,782,854.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(1,790,230.00)	1,648,186.00	(142,044.00)	(1,931,338.00)	1,782,854.00	(148,484.00)	4.5%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			15,492.00	(77,740.00)	(62,248.00)	173,598.00	(72,039.00)	101,559.00	-263.2%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	4,659,110.00	805,030.00	5,464,140.00	4,674,602.00	727,290.00	5,401,892.00	-1.1%

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Function

Description			2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
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)			4,659,110.00	805,030.00	5,464,140.00	4,674,602.00	727,290.00	5,401,892.00	-1.1%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,659,110.00	805,030.00	5,464,140.00	4,674,602.00	727,290.00	5,401,892.00	-1.1%
2) Ending Balance, June 30 (E + F1e)			4,674,602.00	727,290.00	5,401,892.00	4,848,200.00	655,251.00	5,503,451.00	1.9%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	2,500.00	0.00	2,500.00	2,500.00	0.00	2,500.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	78,455.62	0.00	78,455.62	78,455.62	0.00	78,455.62	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	727,290.00	727,290.00	0.00	685,339.00	685,339.00	-5.8%
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	138,486.00	0.00	138,486.00	138,486.00	0.00	138,486.00	0.0%
Underground storage tank	0000	9780	52,797.00		52,797.00			0.00	
Compensated absences	0000	9780	85,689.00		85,689.00			0.00	
Underground storage tank	1400	9780			0.00	52,797.00		52,797.00	
Compensated absences	1400	9780			0.00	85,689.00		85,689.00	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	904,563.00	0.00	904,563.00	1,250,731.00	0.00	1,250,731.00	38.3%
Unassigned/Unappropriated Amount		9790	3,550,597.38	0.00	3,550,597.38	3,378,027.38	(30,088.00)	3,347,939.38	-5.7%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
2600	Expanded Learning Opportunities Program	88,554.00	88,554.00
3308	Special Ed: ARP IDEA Part B, Sec. 619, Preschool Grants	633.00	633.00
5810	Other Restricted Federal	614.00	614.00
6266	Educator Effectiveness, FY 2021-22	125,417.00	83,466.00
6300	Lottery: Instructional Materials	358,707.00	358,707.00
6547	Special Education Early Intervention Preschool Grant	54,965.00	54,965.00
6761		61,671.00	61,671.00
7311	Classified School Employee Professional Development Block Grant	4,510.00	4,510.00
7388	SB 117 COVID-19 LEA Response Funds	396.00	396.00
7510	Low-Performing Students Block Grant	31,823.00	31,823.00
Total, Restricted Balance		727,290.00	685,339.00

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	83,820.00	85,202.00	1.6%
3) Employee Benefits		3000-3999	53,840.00	58,008.00	7.7%
4) Books and Supplies		4000-4999	1,231.00	4,100.00	233.1%
5) Services and Other Operating Expenditures		5000-5999	5,080.00	3,000.00	-40.9%
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	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			143,971.00	150,310.00	4.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(143,971.00)	(150,310.00)	4.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	142,044.00	148,484.00	4.5%
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			142,044.00	148,484.00	4.5%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,927.00)	(1,826.00)	-5.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,927.00	0.00	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,927.00	0.00	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,927.00	0.00	-100.0%
2) Ending Balance, June 30 (E + F1e)			0.00	(1,826.00)	New
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	(1,826.00)	New
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%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
Child Nutrition Programs		8220	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	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%
OTHER LOCAL REVENUE					
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%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
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			0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
CERTIFICATED SALARIES					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	83,820.00	85,202.00	1.6%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			83,820.00	85,202.00	1.6%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	16,180.00	19,224.00	18.8%
OASDI/Medicare/Alternative		3301-3302	5,942.00	6,051.00	1.8%
Health and Welfare Benefits		3401-3402	30,402.00	31,527.00	3.7%
Unemployment Insurance		3501-3502	412.00	46.00	-88.8%
Workers' Compensation		3601-3602	904.00	1,160.00	28.3%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			53,840.00	58,008.00	7.7%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	1,231.00	4,100.00	233.1%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			1,231.00	4,100.00	233.1%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	2,000.00	2,000.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	3,080.00	1,000.00	-67.5%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			5,080.00	3,000.00	-40.9%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			143,971.00	150,310.00	4.4%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	142,044.00	148,484.00	4.5%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			142,044.00	148,484.00	4.5%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			142,044.00	148,484.00	4.5%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
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		143,971.00	150,310.00	4.4%
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			143,971.00	150,310.00	4.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(143,971.00)	(150,310.00)	4.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	142,044.00	148,484.00	4.5%
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			142,044.00	148,484.00	4.5%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,927.00)	(1,826.00)	-5.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,927.00	0.00	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,927.00	0.00	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,927.00	0.00	-100.0%
2) Ending Balance, June 30 (E + F1e)			0.00	(1,826.00)	New
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	(1,826.00)	New
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	100.00	New
5) TOTAL, REVENUES			0.00	100.00	New
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	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%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	100.00	New
D. OTHER FINANCING SOURCES/USES					
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%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	100.00	New
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	8,557.00	8,557.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			8,557.00	8,557.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			8,557.00	8,557.00	0.0%
2) Ending Balance, June 30 (E + F1e)			8,557.00	8,657.00	1.2%
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	8,557.00	8,657.00	1.2%
Fund 14 Ending Fund Balance	0000	9780	8,557.00		
Fund 14 Ending Fund Balance	0000	9780		8,657.00	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
OTHER STATE REVENUE					
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	0.00	100.00	New
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	100.00	New
TOTAL, REVENUES			0.00	100.00	New
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	100.00	New
5) TOTAL, REVENUES			0.00	100.00	New
B. EXPENDITURES (Objects 1000-7999)					
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%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			0.00	100.00	New
D. OTHER FINANCING SOURCES/USES					
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%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	100.00	New
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	8,557.00	8,557.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			8,557.00	8,557.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			8,557.00	8,557.00	0.0%
2) Ending Balance, June 30 (E + F1e)			8,557.00	8,657.00	1.2%
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	8,557.00	8,657.00	1.2%
Fund 14 Ending Fund Balance	0000	9780	8,557.00		
Fund 14 Ending Fund Balance	0000	9780		8,657.00	
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	2022-23 Estimated Actuals	2023-24 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	3,000.00	New
5) TOTAL, REVENUES			0.00	3,000.00	New
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	2,000.00	0.00	-100.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	90,112.00	New
6) Capital Outlay		6000-6999	80,000.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			82,000.00	90,112.00	9.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(82,000.00)	(87,112.00)	6.2%
D. OTHER FINANCING SOURCES/USES					
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%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(82,000.00)	(87,112.00)	6.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	552,287.00	470,287.00	-14.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			552,287.00	470,287.00	-14.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			552,287.00	470,287.00	-14.8%
2) Ending Balance, June 30 (E + F1e)			470,287.00	383,175.00	-18.5%
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	470,287.00	383,175.00	-18.5%
Fund 21 Ending Fund Balance	0000	9780	470,287.00		
Fund 21 Ending Fund Balance	0000	9780		383,175.00	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	0.00	3,000.00	New
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	3,000.00	New
TOTAL, REVENUES			0.00	3,000.00	New
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 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%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	2,000.00	0.00	-100.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			2,000.00	0.00	-100.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	90,112.00	New
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	90,112.00	New
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	80,000.00	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			80,000.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			82,000.00	90,112.00	9.9%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
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%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale of Bonds		8951	0.00	0.00	0.0%
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	3,000.00	New
5) TOTAL, REVENUES			0.00	3,000.00	New
B. EXPENDITURES (Objects 1000-7999)					
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		82,000.00	90,112.00	9.9%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			82,000.00	90,112.00	9.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			(82,000.00)	(87,112.00)	6.2%
D. OTHER FINANCING SOURCES/USES					
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%
E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)			(82,000.00)	(87,112.00)	6.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	552,287.00	470,287.00	-14.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			552,287.00	470,287.00	-14.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			552,287.00	470,287.00	-14.8%
2) Ending Balance, June 30 (E + F1e)			470,287.00	383,175.00	-18.5%
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	470,287.00	383,175.00	-18.5%
Fund 21 Ending Fund Balance	0000	9780	470,287.00		
Fund 21 Ending Fund Balance	0000	9780		383,175.00	
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	2022-23 Estimated Actuals	2023-24 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	7,000.00	9,000.00	28.6%
5) TOTAL, REVENUES			7,000.00	9,000.00	28.6%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	25,000.00	25,000.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			25,000.00	25,000.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(18,000.00)	(16,000.00)	-11.1%
D. OTHER FINANCING SOURCES/USES					
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%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(18,000.00)	(16,000.00)	-11.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	332,309.00	314,309.00	-5.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			332,309.00	314,309.00	-5.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			332,309.00	314,309.00	-5.4%
2) Ending Balance, June 30 (E + F1e)			314,309.00	298,309.00	-5.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	82,601.00	87,601.00	6.1%
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	231,708.00	210,708.00	-9.1%
Fund 25 Ending Fund Balance	0000	9780	231,708.00		
Fund 25 Ending Fund Balance	0000	9780		210,708.00	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	2,000.00	4,000.00	100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	5,000.00	5,000.00	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			7,000.00	9,000.00	28.6%
TOTAL, REVENUES			7,000.00	9,000.00	28.6%
CERTIFICATED SALARIES					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 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%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	25,000.00	25,000.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			25,000.00	25,000.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			25,000.00	25,000.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
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%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	7,000.00	9,000.00	28.6%
5) TOTAL, REVENUES			7,000.00	9,000.00	28.6%
B. EXPENDITURES (Objects 1000-7999)					
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		25,000.00	25,000.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			25,000.00	25,000.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			(18,000.00)	(16,000.00)	-11.1%
D. OTHER FINANCING SOURCES/USES					
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%
E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)			(18,000.00)	(16,000.00)	-11.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	332,309.00	314,309.00	-5.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			332,309.00	314,309.00	-5.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			332,309.00	314,309.00	-5.4%
2) Ending Balance, June 30 (E + F1e)			314,309.00	298,309.00	-5.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	82,601.00	87,601.00	6.1%
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	231,708.00	210,708.00	-9.1%
Fund 25 Ending Fund Balance	0000	9780	231,708.00		
Fund 25 Ending Fund Balance	0000	9780		210,708.00	
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	2022-23 Estimated Actuals	2023-24 Budget
9010	Other Restricted Local	82,601.00	87,601.00
Total, Restricted Balance		82,601.00	87,601.00

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	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%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
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%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	324.00	324.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			324.00	324.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			324.00	324.00	0.0%
2) Ending Balance, June 30 (E + F1e)			324.00	324.00	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	319.00	319.00	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	5.00	5.00	0.0%
Fund 35 Ending Fund Balance	0000	9780	5.00		
Fund 35 Ending Fund Balance5.00	0000	9780		5.00	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
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%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
To: State School Building Fund/County School Facilities Fund From: All Other Funds		8913	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%
INTERFUND TRANSFERS OUT					
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%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
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%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
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%
E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	324.00	324.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			324.00	324.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			324.00	324.00	0.0%
2) Ending Balance, June 30 (E + F1e)			324.00	324.00	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	319.00	319.00	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	5.00	5.00	0.0%
Fund 35 Ending Fund Balance	0000	9780	5.00		
Fund 35 Ending Fund Balance5.00	0000	9780		5.00	
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	2022-23 Estimated Actuals	2023-24 Budget
7710	State School Facilities Projects	319.00	319.00
Total, Restricted Balance		319.00	319.00

Description	2022-23 Estimated Actuals			2023-24 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA						
Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	863.74	863.74	931.01	863.74	863.74	899.36
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA						
Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA						
Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	863.74	863.74	931.01	863.74	863.74	899.36
5. District Funded County Program ADA						
a. County Community Schools	3.40	3.40	3.40	3.40	3.40	3.40
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	3.40	3.40	3.40	3.40	3.40	3.40
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	867.14	867.14	934.41	867.14	867.14	902.76
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	10,210,226.00	0.00%	10,210,379.00	3.23%	10,539,669.00
2. Federal Revenues	8100-8299	0.00	0.00%		0.00%	
3. Other State Revenues	8300-8599	186,559.00	0.00%	186,559.00	0.00%	186,559.00
4. Other Local Revenues	8600-8799	274,824.00	0.00%	274,824.00	0.00%	274,824.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	(1,782,854.00)	28.85%	(2,297,162.00)	-22.41%	(1,782,426.00)
6. Total (Sum lines A1 thru A5c)		8,888,755.00	-5.78%	8,374,600.00	10.08%	9,218,626.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				3,625,647.00		3,679,147.00
b. Step & Column Adjustment				53,500.00		73,583.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	3,625,647.00	1.48%	3,679,147.00	2.00%	3,752,730.00
2. Classified Salaries						
a. Base Salaries				1,295,000.00		1,302,872.00
b. Step & Column Adjustment				7,872.00		26,057.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	1,295,000.00	0.61%	1,302,872.00	2.00%	1,328,929.00
3. Employee Benefits	3000-3999	2,100,065.00	1.14%	2,124,105.00	1.59%	2,157,806.00
4. Books and Supplies	4000-4999	275,969.00	3.02%	284,303.00	2.64%	291,809.00
5. Services and Other Operating Expenditures	5000-5999	1,271,077.00	3.02%	1,309,464.00	2.64%	1,344,033.00
6. Capital Outlay	6000-6999	0.00	0.00%		0.00%	
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	162,580.00	0.00%	162,580.00	0.00%	162,580.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(163,665.00)	0.00%	(163,665.00)	0.00%	(163,665.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	148,484.00	0.00%	148,484.00	0.00%	148,484.00
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		8,715,157.00	1.52%	8,847,290.00	1.98%	9,022,706.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		173,598.00		(472,690.00)		195,920.00

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		4,674,602.00		4,848,200.00		4,375,510.00
2. Ending Fund Balance (Sum lines C and D1)		4,848,200.00		4,375,510.00		4,571,430.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	80,955.62				
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	138,486.00				
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,250,731.00				
2. Unassigned/Unappropriated	9790	3,378,027.38		4,375,510.00		4,571,430.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		4,848,200.00		4,375,510.00		4,571,430.00
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,250,731.00		0.00		0.00
c. Unassigned/Unappropriated	9790	3,378,027.38		4,375,510.00		4,571,430.00
(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)		4,628,758.38		4,375,510.00		4,571,430.00
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	0.00	0.00%		0.00%	
2. Federal Revenues	8100-8299	534,943.00	-64.87%	187,927.00	0.00%	187,927.00
3. Other State Revenues	8300-8599	610,923.00	-3.06%	592,257.00	0.00%	592,257.00
4. Other Local Revenues	8600-8799	791,389.00	2.15%	808,378.00	2.34%	827,279.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	1,782,854.00	26.54%	2,256,016.00	1.82%	2,297,162.00
6. Total (Sum lines A1 thru A5c)		3,720,109.00	3.35%	3,844,578.00	1.56%	3,904,625.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				901,264.00		914,674.00
b. Step & Column Adjustment				13,410.00		18,293.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	901,264.00	1.49%	914,674.00	2.00%	932,967.00
2. Classified Salaries						
a. Base Salaries				519,145.00		523,469.00
b. Step & Column Adjustment				4,324.00		10,469.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	519,145.00	0.83%	523,469.00	2.00%	533,938.00
3. Employee Benefits	3000-3999	999,195.00	1.31%	1,012,279.00	1.09%	1,023,345.00
4. Books and Supplies	4000-4999	124,713.00	3.02%	128,479.00	2.64%	131,871.00
5. Services and Other Operating Expenditures	5000-5999	590,941.00	3.02%	608,787.00	2.76%	625,614.00
6. Capital Outlay	6000-6999	0.00	0.00%		0.00%	
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	493,225.00	0.00%	493,225.00	0.00%	493,225.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	163,665.00	0.00%	163,665.00	0.00%	163,665.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%		0.00%	
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		3,792,148.00	1.38%	3,844,578.00	1.56%	3,904,625.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		(72,039.00)		0.00		0.00

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		727,290.00		655,251.00		655,251.00
2. Ending Fund Balance (Sum lines C and D1)		655,251.00		655,251.00		655,251.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	685,339.00		655,251.00		655,251.00
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	(30,088.00)		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		655,251.00		655,251.00		655,251.00
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	10,210,226.00	0.00%	10,210,379.00	3.23%	10,539,669.00
2. Federal Revenues	8100-8299	534,943.00	-64.87%	187,927.00	0.00%	187,927.00
3. Other State Revenues	8300-8599	797,482.00	-2.34%	778,816.00	0.00%	778,816.00
4. Other Local Revenues	8600-8799	1,066,213.00	1.59%	1,083,202.00	1.74%	1,102,103.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	(41,146.00)	-1,351.00%	514,736.00
6. Total (Sum lines A1 thru A5c)		12,608,864.00	-3.09%	12,219,178.00	7.40%	13,123,251.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				4,526,911.00		4,593,821.00
b. Step & Column Adjustment				66,910.00		91,876.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	4,526,911.00	1.48%	4,593,821.00	2.00%	4,685,697.00
2. Classified Salaries						
a. Base Salaries				1,814,145.00		1,826,341.00
b. Step & Column Adjustment				12,196.00		36,526.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	1,814,145.00	0.67%	1,826,341.00	2.00%	1,862,867.00
3. Employee Benefits	3000-3999	3,099,260.00	1.20%	3,136,384.00	1.43%	3,181,151.00
4. Books and Supplies	4000-4999	400,682.00	3.02%	412,782.00	2.64%	423,680.00
5. Services and Other Operating Expenditures	5000-5999	1,862,018.00	3.02%	1,918,251.00	2.68%	1,969,647.00
6. Capital Outlay	6000-6999	0.00	0.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	655,805.00	0.00%	655,805.00	0.00%	655,805.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%	0.00	0.00%	0.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	148,484.00	0.00%	148,484.00	0.00%	148,484.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		12,507,305.00	1.48%	12,691,868.00	1.86%	12,927,331.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		101,559.00		(472,690.00)		195,920.00

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		5,401,892.00		5,503,451.00		5,030,761.00
2. Ending Fund Balance (Sum lines C and D1)		5,503,451.00		5,030,761.00		5,226,681.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	80,955.62		0.00		0.00
b. Restricted	9740	685,339.00		655,251.00		655,251.00
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	138,486.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,250,731.00		0.00		0.00
2. Unassigned/Unappropriated	9790	3,347,939.38		4,375,510.00		4,571,430.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		5,503,451.00		5,030,761.00		5,226,681.00
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,250,731.00		0.00		0.00
c. Unassigned/Unappropriated	9790	3,378,027.38		4,375,510.00		4,571,430.00
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z	(30,088.00)		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)		4,598,670.38		4,375,510.00		4,571,430.00
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		36.77%		34.47%		35.36%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	Yes					

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds						
(Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)						
		0.00				
2. District ADA						
Used to determine the reserve standard percentage level on line F3d (Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)						
		863.74		867.70		863.74
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		12,507,305.00		12,691,868.00		12,927,331.00
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		12,507,305.00		12,691,868.00		12,927,331.00
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)		4.00%		4.00%		4.00%
e. Reserve Standard - By Percent (Line F3c times F3d)		500,292.20		507,674.72		517,093.24
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)		80,000.00		80,000.00		80,000.00
g. Reserve Standard (Greater of Line F3e or F3f)		500,292.20		507,674.72		517,093.24
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

District: **Spreckels Union School District**
CDS #: 27-66225

2023-24 Adopted Budget
presented to Board of Trustees June 1, 2023
Balances in Excess of Minimum Reserve Requirements

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

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

a	b	c	d	e	f
1	Combined Assigned and Unassigned/Unappropriated Fund Balances				
2	Form	Fund		2023-24 Adopted Budget	
3		General Fund/County School Service Fund	Beginning Balance	\$ 5,401,892	
4			Revenues	\$ 12,608,864	
5			Expenditures	\$ 12,507,305	
6			Other Restatement	\$ -	
7					
8	01	General Fund/County School Service Fund	Ending Balance	\$ 5,503,451	
9		Nonspendable		\$10,356	
10		Restricted		\$685,339	
11		2600 Expanded Learning Opportunities Program	\$88,554		
12		3308 Special Ed ARP IDEA Part B Preschool Grants	\$633		
13		5810 Other Restricted Revenue	\$614		
14		6266 Educator Effectiveness FY 2021-22	\$83,466		
15		6300 Lottery: Instructional Materials	\$358,707		
16		6547 Special Education Early Intervention Preschool Grant	\$54,965		
17		6761 Unrestricted Art & Music	\$61,671		
18		7311 Classified School Employee PD Block Grant	\$4,510		
19		7388 SB117 Covid-19 LEA Response Funds	\$396		
20		7510 Low-Performing Students Block Grant	\$31,823		
21					
22		Total Assigned and Unassigned Ending Fund Balances		\$ 4,807,756	
23		District Standard Reserve Level		4.00%	
24		Less District Minimum Reserve for Economic Uncertainties		\$500,292	
25					
26		Remaining Balance to Substantiate Need		\$4,307,464	
27	Reasons for Fund Balances in Excess of Minimum Reserve for Economic Uncertainties				
28	Form	Fund			Description of Need
29	01	General Fund			Board Budget Guidelines requiring that the budget shall include a General Fund Reserve for Economic Uncertainty that shall not be less than 10% (current state allowed minimum; 4%) of the total expenditures of the General Fund
30				\$750,438	
32	01	General Fund (Supplemental 0940)		\$100,606	Supplemental Grant carryover
33	01	General Fund		\$133,847	SES Toilet room replacement project**
34	01	General Fund		\$5,887	BVMS track improvements**
35	01	General Fund (Lottery 1100)		\$65,000	Classroom furniture - SES
36	01	General Fund (Lottery 1100)		\$250,000	Common Core Materials Adoption
37	01	General Fund (Lottery 1100)		\$100,000	Device refresh
38	01	General Fund		\$85,689	Compensated Absences*
39	01	General Fund		\$2,468,523	Facility repair
49	01	General Fund		\$52,797	Underground Storage Tank*
50	01	General Fund		\$33,440	Preschool Early Intervention Grant
51	01	General Fund (Lottery 1100)		\$14,250	SES myOn & Freckles
52	01	General Fund		\$19,558	Bus camera installation project
53	01	General Fund		\$28,250	Student Information System conversion; 1 time setup
54	01	General Fund (8150 RRM)		\$68,610	BVMS gym roof repair
55	01	General Fund (8150 RRM)		\$10,689	BVMS bleacher inspection & repair
56	01	General Fund (8150 RRM)		\$15,058	BVMS basketball backstop inspection & repair
57	01	General Fund		\$104,822	Potential litigation
58		Total of Substantiated Needs		\$4,307,464	
59					
60	Remaining Unsubstantiated Balance			\$0	
61					
62					
63	Education Code Section 42127 (d)(1) requires a county superintendent to either conditionally				
64	approve or disapprove a school district budget if the district does not provide for				
65	EC 42127 (a)(2)(B) public review and discussion at its public budget hearing.				

PUBLIC NOTICE

Notice is hereby given that the Spreckels Union School District Board of Trustees will hold a public hearing at a Regular Board Meeting:

**June 1, 2023 at 7:00 P.M.
Spreckels Union School District
District Office
130 Railroad Ave.
Spreckels, CA 93962**

1. Pursuant to Education Code section 52062 the Governing Board of Spreckels Union School District will hold a public hearing on the 2023-24 Local Control Accountability Plan (LCAP) and District Budget.

Pursuant to Education Code 42103 and 42127(l) the 2023-24 Local Control Accountability Plan (LCAP) and District Budget will be available for public review in the District Office at 130 Railroad Ave., Spreckels, CA 93962, beginning May 26, 2023 at 8:00 AM.

All interested persons are encouraged to attend.

Posted at: District Office, School Sites, District Website

May 26, 2023

Spreckels Union School District
Veronica Flournoy
Chief Business Official
130 Railroad Ave.
Spreckels, CA 94710

Subject: Change Order Proposal for Relocation of Solar PV Array

Dear Mr. Johnson,

Spreckels USD ("District") has requested a proposal from Syserco Energy Solutions (SES) for the following Scope of Work:

Relocation of Solar PV Array

Board Approved Project



Alternate Design



The following compares the size, production, and utility information for the original design, as compared to the newly proposed system:

Description	Board Approved Project	Alternate Design ¹	Delta	Units
Array Size	115.2	113.4	<1.8>	kW_DC
Annual Production Est.	162,744	150,336	<12,408>	kWh/yr
Utility Offset Est.	98%	93%	<5%>	%
Utility Cost Savings Est.	\$52,074	\$48,103	<\$5,121>	\$/yr

This proposal includes all necessary costs, as required to relocate the solar PV system to location as indicated in this proposal, including project management, labor, materials, permitting, administrative services, and general conditions. All inclusions and exclusions shall adhere to existing Energy Services Agreement. This change in Scope of Work will require adding 203 days to the schedule. The completion date will be modified from December 9, 2023 to June 29, 2024.

Change Order Proposal Price and NET Change to Energy Services Agreement: \$245,120

Please signify acceptance of this Proposal by signing below.

Authorized by:

Veronica Flournoy
Chief Business Official
Spreckels USD

Scott Meinzen
VP / General Manager
Syserco Energy Solutions, Inc.

Signature

Signature

Date:_____

Date:_____

SPRECKELS UNION SCHOOL DISTRICT

JOB DESCRIPTION

POSITION: School Counselor

RANGE: School Counselor Salary Schedule

SUPERVISOR: District Superintendent

A. PRIMARY FUNCTION:

Under the direction of the District Superintendent, the School Counselor provides pupil personnel services as assigned, including counseling services for pupils, parents, and faculty, which will assist pupils in making appropriate decisions regarding school programs and relationships with teachers, administrators, and peers.

B. ESSENTIAL FUNCTIONS/EXAMPLES OF DUTIES: To perform the job successfully, an individual must be able to satisfactorily perform each essential duty. The requirements listed on the job description are representative of the knowledge, skills and abilities required.

Duties of this position may include, but are not limited to the following:

- Engaging with, advocating for, and providing all students with direct services, such as individual counseling, group counseling, risk assessment, crisis response, and instructional services, including mental health and behavioral, academic, and postsecondary educational services and indirect services, including but not limited to, positive school climate strategies, teacher and parent consultations, and referrals to public and private community services
- Planning, implementing, and evaluating school counseling programs
- Working within a MTSS that uses multiple data sources to monitor and improve student behavior, attendance, engagement, and achievement
- Developing, coordinating, and supervising comprehensive student support systems in collaboration with teachers, administrators, other pupil personnel services professionals, families, community partners, and community agencies, including county mental health agencies
- Promoting and maintaining a safe learning environment for all students by providing restorative practices, positive behavior interventions, and support services, and by developing a variety of intervention strategies, and using those strategies, to meet individual, group, and school community needs before, during, and after a crisis
- Intervening to ameliorate school-related problems, including problems related to chronic absences and retention
- Using research-based strategies to promote mental wellness, reduce mental health stigma and to identify characteristics, risk factors, and warning signs of students who develop, or are at risk of developing, mental health and behavioral disorders and who experience, or are at risk of experiencing mistreatment related to any form of conflict or bullying
- Improving school climate and student well-being by addressing the mental and behavioral health needs of students during a period of transition, separation,

- heightened stress, and critical changes, accessing community programs and services to meet those needs, and providing other appropriate services
- Enhancing students' social and emotional competence, character, health, civic engagement, cultural literacy, and commitment to lifelong learning and the pursuit of high-quality educational programs
- Providing counseling services for unduplicated students who are classified as English learners, or foster youth, homeless children, and students eligible for free and reduced-priced meals, including interventions and support services that enhance equity and access to appropriate education systems and private services
- Engaging in continued development as a professional school counselor

Beginning in grade 7:

- Development and implementation, with parent/guardian involvement, of the student's immediate and long-range educational plans
- Optimizing progress towards achievement of proficiency standards and competencies
- Completion of the required curriculum in accordance with the student's needs, abilities, interests, and aptitudes

High-quality career programs at all grade levels in which students are assisted in doing all of the following:

- Planning for the future, including, but not limited to, identifying personal interests, skills, and abilities
- Becoming aware of personal preferences and interests that influence educational and occupational exploration, career choice, and career success
- Developing self-efficacy for the ever-changing work environment, the changing needs of the workforce, and the effects of work on quality of life
- Understanding the relationship between academic achievement and career success, and the importance of maximizing career options
- Understanding the need to develop essential employable skills and work habits

C. QUALIFICATIONS:

Minimum Requirements:

- Bachelor's degree from an accredited college or university. (Master's Degree desirable)
- Possess and retain an appropriate valid California Pupil Personnel Services Credential
- Previous successful experience as a counselor in a school environment desirable

Knowledge of:

- Current and appropriate individual and group counseling techniques;
- Positive Behavioral Interventions and Supports (PBIS) best practices;
- Technology and computer software applications relative to counseling services, including database, and scheduling programs;

- Curriculum, instruction, and assessment processes and how they should operate in an effective school;
- District mission statement, appropriate Board policies and regulations.

Ability to:

- Stimulate and motivate students to learn;
- Establish and maintain cooperative relationships with students, school personnel, parents, coworkers, and the public;
- Communicate effectively in the English language both orally and in writing;
- Meet schedules and timelines;
- Work independently with appropriate direction;
- Analyze situations accurately and adopt an effective course of action;
- Learn and use technology and computer software applications as appropriate to the work environment;
- Use tact, patience, and courtesy when dealing with people;
- Use initiative and judgment in discussing problems with the public and district staff, involving office practices and policies;
- Understand and be sensitive to those of culturally and linguistically diverse backgrounds.

D. PHYSICAL REQUIREMENTS:

Incorporated within one or more of the typical examples of this position are the following physical requirements:

- Physical, mental, and emotional stamina to perform the duties and responsibilities of the position.
- Mental acuity to collect and interpret data, evaluate, reason, define problems, establish facts, draw valid conclusions, make valid judgments and decisions.
- Manual dexterity sufficient to write, use the telephone, computer, calculator, and office machines at required speed and accuracy.
- Vision sufficient to read handwritten and printed materials, and the display screen of various office equipment and machines.
- Hearing sufficient to communicate in person and hold telephone conversations in normal range (approximately 60 decibels).
- Speaking ability in an understandable voice with sufficient volume to be heard in normal conversational distances on the telephone and addressing groups.
- Physical agility to sit, stand, kneel, walk, push/pull, squat, twist, turn, bend, stoop, and to reach overhead.
- Physical strength sufficient to periodically lift and/or carry 50 pounds of materials or supplies.

E. Working Conditions:

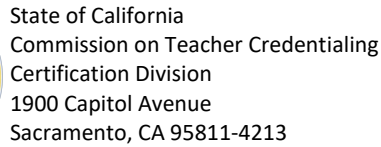
Indoor/Outdoor work environment subject to standing /sitting for long periods of time, bending, crouching, kneeling, walking, pushing, pulling, and squatting.

F. LICENSE OR CERTIFICATES:

- Possess a California driver's license.
- CPR/First Aid Certificate.

Board Approval: August 5, 2021

REVISED: Board First Read May 4, 2023



DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

191

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

_____ <i>Name</i>	_____ <i>Signature</i>	_____ <i>Title</i>
----------------------	---------------------------	-----------------------

_____ <i>Fax Number</i>	_____ <i>Telephone Number</i>	_____ <i>Date</i>
----------------------------	----------------------------------	----------------------

Mailing Address

E-Mail Address

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit

Estimated Number Needed

CLAD/English Learner Authorization (applicant already holds teaching credential)

Bilingual Authorization (applicant already holds teaching credential)

List target language(s) for bilingual authorization:

Resource Specialist

Teacher Librarian Services

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	

AUTHORIZATION(S) FOR SINGLE SUBJECT LIMITED ASSIGNMENT PERMITS (A separate page may be used if needed)	ESTIMATED NUMBER NEEDED

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program?	Yes	No
--	-----	----

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program?	Yes	No
---	-----	----

If yes, how many interns do you expect to have this year? _____

If yes, list each college or university with which you participate in an internship program.

If no, explain why you do not participate in an internship program.



ANNUAL STATEMENT OF NEED 30-DAY SUBSTITUTE and DESIGNATED SUBJECTS CAREER TECHNICAL EDUCATION 30-DAY SUBSTITUTE TEACHING PERMITS

INSTRUCTIONS TO THE EMPLOYER

This statement of need must be filed at the school district office each school year when employing holders of Emergency 30-Day Substitute Permits. The employing agency will complete a single statement of need form (below) and retain the form at the school district office.

The form must be completed annually, indicating that either no credentialed person is available or that those available are not deemed qualified for substitute teaching and details of the circumstances that necessitate the use of emergency permit holders rather than fully credentialed teachers.

This statement of need form does not require listing specific employees or their positions. The form must be signed by the superintendent of the employing school district. It does not need to be co-signed by the county superintendent of schools.

A copy of the form does not need to be submitted to the county or the Commission with each Emergency 30-Day Substitute Teaching Permit application; however, the county superintendent of schools, whose responsibilities include areas such as district payroll or district substitute placement, may request a copy of the district's statement of need form to accurately fulfill these duties.

County superintendent of schools offices employing holders of the Emergency 30-Day Substitute Teaching Permit are also required to annually file, at their office, this completed statement of need form. The county superintendent of schools will sign the form.

The Commission does not require that the school board approve the statement of need. The individual school district may establish its own policy regarding this matter.

References: California Education Code, Sections 44225 and 44300 and California Code of Regulations, Title 5, Sections 80023, 80025 and 80026

This form must be signed by either:

- ☒ The district superintendent of schools and filed at the school district office if the holder of any Emergency 30-Day Substitute Teaching Permit will be employed as a substitute in a public school operated by a school district.

OR

- ☐ The county superintendent of schools and filed at the county superintendent of schools' office if the holder of any Emergency 30-Day Substitute Teaching Permit will be employed as a substitute in a county-operated school.

Certification and Authorized Signature

The district superintendent of schools or the county superintendent of schools has reviewed the information contained in this statement of need and certifies one the following:

- ☒ Either a credentialed person is not available or one or more credentialed persons are available, but are not deemed qualified by the district or county, as applicable, to serve as a day-to-day substitute teacher.

OR

- ☐ The situation or circumstances that necessitate the use of an emergency permit holder are as follows:
(Attach additional sheets, if necessary.)

I hereby certify that all of the information contained in this statement of need is true and correct.



Signature of the District Superintendent

Spreckels Union S.D.

District

06/01/2023

Date

Monterey

Signature of the County Superintendent of Schools

County

Date

It is not necessary to submit this form to the Commission on Teacher Credentialing.

Spreckels Union School District
2023-24 (proposed with OT work year/Principal start date)

MANAGEMENT SALARY SCHEDULE

Column	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>
Position		2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Superintendent	\$ 170,838	\$ 175,963	\$ 183,001	\$ 188,491	\$ 196,031	\$ 201,912	\$ 207,969

Column	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Position										
Principal	\$ 108,954	\$ 112,222	\$ 116,711	\$ 120,212	\$ 125,021	\$ 128,771	\$ 132,635	\$ 136,614	\$ 140,712	\$ 144,933
Occupational Therapist/Sp. Ed. Coord.	\$ 114,387	\$ 117,819	\$ 122,532	\$ 126,208	\$ 131,256	\$ 135,194	\$ 139,250	\$ 143,427	\$ 147,730	\$ 152,162
Chief Business Official	\$ 122,443	\$ 126,116	\$ 131,161	\$ 135,096	\$ 140,500	\$ 144,715	\$ 149,056	\$ 153,528	\$ 158,134	\$ 162,878
Facilities Manager	\$ 86,055	\$ 88,637	\$ 92,182	\$ 94,948	\$ 98,746	\$ 101,708	\$ 104,759	\$ 107,902	\$ 111,139	\$ 114,473
Information Services and Educational Technology Director	\$ 89,097	\$ 91,770	\$ 95,441	\$ 98,304	\$ 102,236	\$ 105,303	\$ 108,462	\$ 111,716	\$ 115,068	\$ 118,520

Principal's contract is for 210 days with a start date of ~~August~~ July 1st. OT/Sp.Ed.Coord is for ~~205~~ 210 day with start date of July 1. Chief Business Official/Director of Facilities works 260 days with annual start date of July 1st. District Technology Coordinator works 260 days with annual start date of July 1st. (2019-20). Information Services and Educational Technology Director works 225 if a member of CalStrs and 260 days if a member of CalPers with an annual start date of July 1. Facilities Manager works 260 as a member of CalPers with an annual start date of July 1.

Columns 1, 2, 3, 4 and 5 are longevity steps. Column 1 is attained after the completion of the sixth year; column 2 after completion of the eighth year; column 3 after completion of the tenth year; column 4 after completion of the twelfth year; and Column 5 after completion of the fourteenth year.

Initial placement on this salary schedule is determined by prior experience: one column for each year of equal or above experience (1:1); and for experience that is related or below the position, placement is decided on a 2:1 ratio, two years of related or below experience for each column.

Professional Benefits: The District shall provide eligible administrative employees with ACSA (Association of California School Administrators) dues, eligible management employees with CASBO (California Association of School Business Officials) dues.

Board approved 03/02/2023

Board first read 05/04/2023



The Big Five

Adopted by the Monterey County Office of Education's Safe and Healthy Schools and Communities Coalition and Spreckels Union School District Safety Committee, based on materials created by the San Mateo County Office of Education's Safe Schools Coalition.



**MONTEREY—
COUNTY**
OFFICE *of* EDUCATION



Foreword

Monterey County's Big Five protocols provide a shared understanding of emergency response using common language across the county's local education and law enforcement agencies.

First released by the San Mateo County Office of Education in 2014 after a year-long stakeholder engagement process involving experts from education, law enforcement, fire, public health, law, government, and the community at large, the Big Five provides five immediate actions for school leaders to implement in any emergency. The Big Five action responses are Shelter in Place; Drop, Cover, and Hold On; Secure Campus; Lockdown/Barricade; and Evacuation.

The Big Five is under constant review by the multidisciplinary Steering Committee of the Monterey County Safe and Healthy Schools and Communities Coalition. The Steering Committee meets regularly to review activities, analyze emerging challenges, and make recommendations.

Additionally, the Safe and Healthy Schools and Communities Coalition assists Monterey County's local education agencies with required Comprehensive School Safety Plans, and will provide feedback and review of all plans.

Through collaboration with many committed county partners, the Safe and Healthy Schools and Communities Coalition continues to fulfill its vision to create and sustain safe and positive school and community environments so all youth may thrive and succeed.

Disaster Service Worker

California Government Code, Section 3100, Title 1, Division 4, Chapter 4 states that public employees are Disaster Service Workers and are subject to such disaster service activities as may be assigned by their superiors or emergency service commanders. The term “public employees” includes all persons employed by the state or any county, city, city and county, state agency or public district. The law applies in the following cases:

- When a local emergency is proclaimed
- When a state of emergency is proclaimed
- When a federal disaster declaration is made

What Does a Disaster Service Worker Do?

- Public employees serving in the role of Disaster Service Workers may be asked to do jobs other than their usual duties for periods exceeding normal work hours
- Employees may be scheduled in shifts and asked to return to the work site at hours outside the normal workday
- Disaster Service Workers will be deployed within the Incident Command System and may perform a variety of duties including oversight of shelter care, communications, logistics, first aid and comfort, or community support and safety
- When pressed into disaster service, employees’ Workers Compensation coverage becomes the responsibility of the state government (OES), but the employer pays the overtime. These circumstances apply only when a local or state emergency is declared.

To provide effective support as a Disaster Service Worker, employees must have confidence their own families are well prepared to deal with emergencies in their absence. The time and energy a staff member commits to being prepared at home will provide the best assurance they are capable of dealing with the emergency situation at the school/ work site.

Calling 911

Response is the process of implementing appropriate actions while an emergency situation is unfolding. In this phase, schools mobilize the necessary resources to address the emergency at hand. This may include calling or texting 911.

When calling 911, be prepared to remain on the phone and answer specific questions. In order to complete an accurate assessment of the situation, the 911 Dispatcher must obtain as much information as possible to best inform emergency responders and engage the appropriate level of medical response.

When reporting an emergency:

- Remain calm and speak slowly and clearly
- Be prepared to provide name, location of the incident, and caller's location, if different from the scene of the emergency
- Although caller ID information may transfer immediately to the 911 Dispatcher, it is not available in all locations. The 911 Dispatcher will confirm and verify the phone number and address for every call received.
- Answer all questions asked by the 911 Dispatcher, even those that seem repetitious
- Do not hang up until the Dispatcher says to do so

Calling 911 from a Cell Phone:

- Cell phone calls to 911 are often sent to a 911 answering point based on cell radio coverage. Cell coverage areas don't always match city boundaries.
- Know your cell phone number and be prepared to give the dispatcher an exact address

Text to 911:

Cell phone calls to 911 are often sent to a 911 answering point based on cell radio coverage. Cell coverage areas don't always match city boundaries.

- Know your cell phone number and be prepared to give the dispatcher an exact address

When calling 911, time is of the essence. Remain calm; speak slowly and clearly.

The 911 Dispatcher needs to gather the correct information the first time they ask for it.

Inclusive Practices

This section lists inclusive practices that can be employed to assist students with non-ambulatory needs, cognitive and developmental needs, sensory needs and mental health needs.

- The needs of students will vary depending on the student
- It is important to model confidence and competence during a drill or emergency incident
- All students need to know that it is okay to feel afraid, sad, angry, or worried during an emergency incident and encouraged to talk about what they are feeling or experiencing
- Consider creating an Individual Emergency Plan for each student with unique needs

Think on Your Feet

In the event of an emergency, quick thinking is imperative for survival. During a crisis, an individual must think on their feet to determine the best course of action. These choices may include:

- Get off campus
- Hide
- Go into Lockdown/Barricade
- Fight against an assailant in the most extreme circumstances

Understanding and practicing these options can help an individual respond decisively and in so doing, best ensure the safety and survival of self and others.

In the event of a Violent Intruder on campus, expect to hear noise from alarms, gunfire, explosions, and shouting. It is not uncommon for people experiencing a dangerous situation to first deny or rationalize the possible danger rather than respond. Quality training can help individuals think clearly and quickly during a chaotic scene. Proper training should include helping staff recognize the sounds of danger. Train staff and students to act decisively and remain flexible with a "think on your feet" approach.

Look, Listen and Leave: Fire Alarm

The **Look, Listen, and Leave** protocol is an important action to practice when training the "think on your feet" mindset. At the sound of a fire alarm, staff and other leaders should take a moment to assess the scene before evacuating. The three steps of

Look, Listen, and Leave are:

- **Look** – open the classroom door and look out. Do you see smoke or fire? Is the path to your pre-planned evacuation spot clear of obstacles? Do you notice anything out of the ordinary?
- **Listen** – in addition to the alarm, are there other sounds? Do you hear anything that would indicate it is unsafe to leave the room (explosions, panicked voices, the discharge of a weapon)?
- **Leave** – having determined it is safe to do so, direct students to leave the room toward the predetermined evacuation spot. Follow red/green placard system for accountability.

Immediate Action Response: The Big Five

The Big Five is a set of IMMEDIATE ACTION RESPONSES intended to be implemented quickly in any variety of emergency situations. When an emergency occurs, it is critical that staff members take immediate steps to protect themselves, their students, and other people on campus.

Staff members must become familiar with each Immediate Action Response and be prepared to perform assigned responsibilities. All students must also be taught how to implement each of The Big Five protocols.

Immediate Action Response: The Big Five

Big Five Action	When	What
Shelter in Place	Environmental hazards, dangerous air quality due to smoke or other contaminants, fire on-site, dangerous wildlife in the area, or severe weather	Isolate students and staff from the outdoor environment. Go inside if hazard is airborne, close doors, windows, and air vents. Shut down air conditioning/heating units.
Drop, Cover and Hold On	Earthquake, explosion, or falling debris	Protect students and staff from falling debris, drop to the floor, take cover under heavy furniture and hold on.
Secure Campus	Potential threat of violence in the surrounding community and/or police activity on-campus and nearby	Calmly direct all staff/students indoors. Close and lock all classrooms/office doors. Continue instruction as planned. Remain indoors until otherwise directed.
Lockdown / Barricade	Violent intruder on campus	Immediately seek safety indoors. Once inside, lock and barricade all doors. Cover windows and turn off lights. Remain quiet and alert. No one is allowed to enter or exit for any reason unless directed by law enforcement.
Evacuation	Bomb threat, chemical/gas leak, fire inside the building or nearby premises, severe weather alert, after an earthquake or explosion, or when implementing Student Release/Reunification	Use the "Look, Listen, and Leave" protocol. Once it is deemed safe to exit buildings, lead students and school staff from school buildings to a predetermined location.

Shelter in Place

Shelter in Place is a short-term measure implemented to isolate students and staff from the outdoor environment and prevent exposure to airborne contaminants or threats posed by wildlife or other environmental hazards. The procedures may necessitate closing and sealing doors, windows, and vents; shutting down the classroom/building heating, ventilation, and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

Shelter in Place is considered appropriate for, but is not limited to, the following types of emergencies:

- External chemical release
- Fire in the community
- Hazardous material spills
- Unhealthy air quality outside
- Dangerous wildlife on or near campus

A Shelter-in-Place response may require that HVAC systems be shut down to provide protection from contaminated outside air. Students and staff may freely move about inside the buildings, but no one should leave the protected space until directed by fire officials, law enforcement, or site administration.

Shelter in Place:

- All heating, air conditioning, and ventilation systems may need to be shut down immediately depending on the hazard
- All pilot lights and sources of flame may need to be extinguished
- Any gaps around doors and windows may need to be sealed
- Allows for free movement within classrooms or offices

Drop, Cover, and Hold On

Drop, Cover, and Hold On is the immediate action taken in the event of an earthquake or explosion and protects students and staff from flying and falling debris. It is an appropriate action for, but is not limited to, the following types of emergencies:

- Earthquake
- Explosion

In the event of an explosion, earthquake, or other event causing falling debris, immediately **“Drop, Cover, and Hold On.”** Students and staff should drop to the floor, duck under a sturdy desk or table, cover the head with arms and hands, and hold onto furniture. Turn away from windows to stay clear of breaking glass. Individuals in wheelchairs can secure against an interior wall and lock the wheels. Protect head by covering with arms if possible.

- Must be practiced for immediate and automatic response
- Is the single most useful action to protect from injury in an earthquake
- In the event it is impossible to duck under sturdy furniture, continue to cover face and head with arms and hold onto something sturdy
- Most injuries in earthquakes are caused by breaking glass or falling objects
- Fire alarms and sprinkler systems may go off in buildings during an earthquake, even if there is no fire
- Stay alert to aftershocks
- Assist those with special needs to ensure safe cover for all
- Evacuate only if there is damage to the building, the building is on fire, or location is in a tsunami zone

Secure Campus

Secure Campus is implemented when the threat of violence or police action in the surrounding community requires precautionary measures to ensure the safety of staff and students. When a campus is in SECURE CAMPUS status, classroom instruction and/or activity may continue if all classroom and office doors are locked and all students and staff remain inside through the duration of the event, except for essential needs. Outer gates and other entrance/exit points can be closed (NOT LOCKED) to deter a potential perpetrator from entering school grounds. During a Secure Campus, the Incident Command Team or staff assigned by the Incident Command Team shall assist in escorting students and staff who may need to leave the classroom for Essential Needs. Essential Needs can include but are not limited to the following:

- Bathrooming/Toileting
- Medical Needs/Response
- Mental Health/Wellness Needs/Response

This response is considered appropriate for, but not limited to, the following types of emergencies:

- Potential threat of violence in the surrounding community
- Law enforcement activity in the surrounding community

A **Secure Campus** response may be elevated to **Lockdown / Barricade** as circumstances demand in which case instruction immediately ceases and students and staff follow **Lockdown / Barricade** procedures. **Secure Campus** allows for instruction to continue while the school takes preventative action in the event of a threat in the neighborhood surrounding a school. Lock all classroom/ office doors, close entrance and exit points on the school's perimeter, and continue classroom instruction.

Secure Campus

- Is intended to prevent a potential threat present in the community from entering campus
- Heightens school safety while honoring instructional time
- Requires that all exterior classroom/office doors are locked and remain locked
- Is intended to prevent intruders from entering occupied areas of the building
- Requires that students and staff remain in SECURE CAMPUS status until ALL CLEAR is issued by School Incident Commander

Lockdown / Barricade

LOCKDOWN / BARRICADE is implemented when the imminent threat of violence or gunfire is identified on the campus, or the school is directed to do so by law enforcement. During

LOCKDOWN / BARRICADE, students are to always remain in designated classrooms or lockdown locations. Do not evacuate until the room is cleared by law enforcement or site administration. This response is considered appropriate for, but not limited to, the following types of emergencies:

- Gunfire
- Threat of extreme violence outside the classroom

During a LOCKDOWN / BARRICADE, remember that immediate safety from the violent intruder is the priority and guides all actions, above all other concerns, including COVID-19 safety procedures.

Lockdown / Barricade requires closing and locking doors and barricading with heavy objects. No one is allowed to enter or exit until door-to-door release by law enforcement or School Incident Commander who will unlock the door from the outside with keys.

Lockdown / Barricade:

- Is a response to an immediate danger; it is not preceded by any warning
- Demands quick action; an active shooter, for example, can fire one round per second
- Requires common sense thinking under duress; do what must be done to best ensure survival of students and staff
- If it is possible to safely get off campus with students, take that action immediately (Run)
- If it is not possible to get off campus, quickly lockdown inside a safe room and barricade the entrance (Hide)■ Once a room is secured, no one is allowed to enter or exit under any circumstances
- Prioritize clear communication. Remove face covering if necessary.
- In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to fight back (Fight)

Think on Your Feet

In the event of a Violent Intruder on campus, quick thinking is imperative for survival. Especially when an active threat of violence is present, an individual must think on their feet to quickly determine the best course of action.

In the event of a Violent Intruder on campus, expect to hear noise from alarms, gunfire, explosions, and shouting. It is not uncommon for people confronted with a threat to first deny the possible danger rather than respond. Quality training can help individuals think clearly during a chaotic scene. Proper training should include helping staff recognize the sounds of danger and teaching them to forcefully communicate and take necessary action.

These actions would likely include:

Escape / Get Off Campus:

- Only attempt this if confident the suspect(s) is not in the immediate vicinity
- Safely get off campus; find a position of cover or safe place for assembly
- Guide/encourage others you might encounter on the way to follow you to safety
- Call 911 immediately to report location and request emergency services if necessary
- Once in a safe place – stay there

Hide / Lockdown / Barricade:

- Clear all hallways; get students and staff inside immediately
- Once locked and barricaded inside a room, follow all protocols for Lockdown/Barricade as practiced
- Direct all those in the room to remain still and quiet; turn off/ silence cell phones
- If unable to find cover inside a secure room, quickly seek out a hiding place on campus
- Look around at your surroundings as you are hiding/barricading. Prepare for potential self defense as needed.

Fight:

- If confronted by an assailant, as a last resort, consider trying to disrupt or incapacitate through aggressive force or by using items in the environment such as fire extinguishers or chairs
- There are documented instances where aggressive action on the part of the victims resulted in stopping the attacker
- Fighting back is NOT an expectation, merely one option for a last resort response

Look, Listen, and Leave: Fire Alarm

If a site alarm is triggered during Lockdown/Barricade, always respond with caution and LOOK and LISTEN for unusual or violent activity before initiating an evacuation LEAVE.

- **Look** – open the classroom door and look out. Do you see smoke or fire? Is the path to your pre-planned evacuation spot clear of obstacles? Do you notice anything out of the ordinary?
- **Listen** – in addition to the alarm, are there other sounds? Do you hear anything that would indicate it is unsafe to leave the room (explosions, panicked voices, the discharge of a weapon)?
- **Leave** – only after determining it is safe to do so, direct students to leave the room toward the predetermined evacuation spot; follow red/green placard system for accountability

Evacuation

Evacuation is implemented when conditions make it unsafe to remain in the building. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety; follow red/green placard system for accountability

Evacuation is considered appropriate for, but is not limited to, the following types of emergencies:

- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Fire
- Earthquake

In the event of an explosion, earthquake, or other event causing falling debris, **Evacuation** will be preceded by a “**Drop, Cover, and Hold On**” protocol. Students and staff should drop to the floor, duck under a desk or table, cover the head with arms and hands, and hold onto furniture.

Think on Your Feet:

Look, Listen, and Leave – Fire Alarm

Before evacuation, take a moment to look outside the door for any potential dangers. Listen for anything unusual that might pose a safety risk. Once it's determined the path is safe, evacuate the office or classroom to a designated safe area.

Evacuation:

- Requires exit from the building to a designated safe site, on-campus or off-site; follow red/green placard system for accountability
- May require that students and staff rely on district bus transportation
- May require staff to exit via alternate routes based on circumstances
- Requires that students remain with assigned teachers unless circumstances prohibit it
- Requires that staff and students assist those with special needs to ensure for safe egress of all

Evacuation Routes:

Take care in choosing a designated evacuation area. Consider whether there is a clear route to the evacuation area from all parts of the campus, and whether it is far enough away in the case of a fire or gas leak, but close enough to be reached on foot. Consider also having multiple designated evacuation areas in the event one is obstructed or otherwise becomes unsafe during an emergency. Make sure there is a clear, unblocked path onto campus for emergency vehicles. Be sure to include evacuation to designated area(s) as part of drills and training.

Accountability:

The accountability system will consist of a student roster, including photos, to identify and account for students under a specific supervisor. These rosters are retained in the classroom emergency backpack and updated throughout the year as student enrollment dictates.

The Teacher/Supervisor will display a GREEN accountability card for all students accounted for or a RED accountability card for missing students and/or additional students during an emergency.

200 Highway 183
Salinas, CA 93907
CA License #792403



Phone: 831-751-3131
Fax: 831-751-3133
www.NoblePrideRoofing.com

January 30, 2023

Spreckels Union School District
PO Box 7362
Spreckels, CA 93962

Attn: **Veronica Flournoy**
Chief Business Official
Email: vflournoy@susd.net

Re: Buena Vista Middle School
18250 Tara Dr. 93908

Dear Veronica,

Thank you for calling Noble Pride Roofing. Please do not hesitate to call if you have any questions. Please contact Jesus Lopez direct at (831) 901-8875.

Per your request, we are pleased to submit our rain gutter replacement proposal for your consideration.

Work To be performed at: Pavilion building.

1. Remove to replace approximate 60' of existing box gutters and discard.
2. Fabricate and install new custom size Bonderized box gutters at existing locations, secured with steel hidden hangers, and seal all gutter joints, with polyurethane sealer.
Note: **New box gutter will be installed in 10' sections, and to match existing size and dimensions as closely as possible.**
3. Clean-up roof and gutters upon completion of project.
Price: \$ 11,386.00

Note: This project is bid as a prevailing wage job.

Bid Exclusions: Permits, Painting.

Bid Qualification: The use of a boom (heavy equipment) is required to access the roof safely.

General Terms and Conditions:

4. Prices include all materials, taxes, labor, clean-up, licenses, and insurance (PL, PD, and workman's compensation) required to complete the job. Any damage or rotted wood discovered during re-roofing, or roof sheathing alterations or improvement, which must be replaced or repaired, will result in a change order or additional charge. Any additional layers of roof systems discovered during roof removal exceeding what is specified in our bid, will result in an extra cost. Labor will be billed at the rate of \$105.00 per hour and materials will be charged at cost plus tax, plus an additional 10%. Note: Any sheathing repairs performed will be done solely for purposes of roof installation and does not guarantee that the house will pass future structural pest control reports.
5. WE PROPOSE to perform the above work in accordance with the drawings and specifications submitted and completed in a workmanlike manner according to standard practices for the sums specified. Terms project will be billed upon completion, with the balance due within ten days. Long term projects to be billed with a 30-day draw, or at completion of job, whichever comes first. Any other arrangements must be made in writing and agreed upon by both parties prior to commencement of the project.
6. Any alteration or deviation from the above specification involving extra costs will become an extra charge over and above the work. Our workers are fully covered by Workmen's Compensation and Public Liability Insurance. Overdue accounts will be charged interest at the rate of 1.5% per month (minimum \$ 2.00 per month charge) or 18% per annum after 30 days. In the event it becomes necessary to enforce this agreement by litigation, the prevailing party shall be entitled to court costs, attorney and collection fees. This proposal may be withdrawn by at any time before acceptance.
7. The above proposal is covered with our (5) year workmanship warranty.

We appreciate the opportunity to submit our proposal. Please call if you have any questions or if we can be of further service. (831) 901-8875

Sincerely,

Noble Pride Roofing Company, Inc.

Jesus Lopez

Accepted: _____

Dated: _____

200 Highway 183
Salinas, CA 93907
CA License #792403



Phone: 831-751-3131
Fax: 831-751-3133
www.NoblePrideRoofing.com

January 30, 2023

Spreckels Union School District
PO Box 7362
Spreckels, CA 93962

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Chief Business Official
Email: vflournoy@susd.net

Re: Buena Vista Middle School
18250 Tara Dr. 93908

Dear Veronica,

Thank you for calling Noble Pride Roofing. Please do not hesitate to call if you have any questions. Please contact Jesus Lopez direct at (831) 901-8875.

Per your request, we are pleased to submit our rain gutter replacement proposal for your consideration.

Work To be performed at: Portable Classrooms

1. Tear-off existing fascia gutters and downspouts pipes and discard.
2. Supply and install new 5" aluminum or pre-painted steel Fascia style rain gutters at existing locations, secured with hidden hangers, and seal all gutter joints, with polyurethane sealer. **Note: Color of gutters and downspouts pipes to be red color, matching existing, as closely as possible**
3. Supply and install new pre-painted steel 2x3" downspouts pipes. **Note: We strongly recommend the installation of pre-painted steel downspouts pipes, instead of aluminum.**
4. Clean-up gutters upon completion of project.

Break down prices per classrooms sections.

Classrooms: A- 1 & A-2
Price: \$ 4,485.00

Classrooms: A-3 & A-4
Price: \$ 4,485.00

Classrooms: B-1 & B-2
Price: \$ 6,588.00

Classrooms: B-3 & B-4
Price: \$ 6,588.00

Classrooms: C-1 & C-2
Price: \$ 6,588.00

Classrooms: C-3 & C-4
Price: \$ 6,588.00

Classrooms: E-1 & E-2
Price: \$ 6,588.00

Classrooms: E-3 & E-4
Price: \$ 6,588.00

Restrooms behind the gym building.
Price: 4,325.00

Restrooms behind classroom “A”
Price: 4,325.00

Note: This project is bid as a prevailing wage job.

Bid Exclusions: Permits, Painting, and replacing any rusted or damaged roof metal panels.

Bid Qualification: Existing rain gutters are installed behind the cleat metal roof panel and requires labor intense, to remove and install.

General Terms and Conditions:

5. Prices include all materials, taxes, labor, clean-up, licenses, and insurance (PL, PD, and workman’s compensation) required to complete the job. Any damage or rotted wood discovered during re-roofing, or roof sheathing alterations or improvement, which must be replaced or repaired, will result in a change order or additional charge. Any additional layers of roof systems discovered during roof removal exceeding what is specified in our bid, will result in an extra cost. Labor will be billed at the rate of \$165.00 per hour and materials will be charged at cost plus tax, plus an additional 10%. Note: Any sheathing repairs performed will be done solely for purposes of roof installation and does not guarantee that the house will pass future structural pest control reports.
6. WE PROPOSE to perform the above work in accordance with the drawings and specifications submitted and completed in a workmanlike manner according to standard practices for the sums specified. Terms project will be billed upon

completion, with the balance due within ten days. Long term projects to be billed with a 30-day draw, or at completion of job, whichever comes first. Any other arrangements must be made in writing and agreed upon by both parties prior to commencement of the project.

7. Any alteration or deviation from the above specification involving extra costs will become an extra charge over and above the work. Our workers are fully covered by Workmen's Compensation and Public Liability Insurance. Overdue accounts will be charged interest at the rate of 1.5% per month (minimum \$ 2.00 per month charge) or 18% per annum after 30 days. In the event it becomes necessary to enforce this agreement by litigation, the prevailing party shall be entitled to court costs, attorney and collection fees. This proposal may be withdrawn by at any time before acceptance.

8. The above proposal is covered with our (5) year workmanship warranty.

We appreciate the opportunity to submit our proposal. Please call if you have any questions or if we can be of further service. (831) 901-8875

Sincerely,

Noble Pride Roofing Company, Inc.

Jesus Lopez

Accepted: _____

Dated: _____



P.O. Box 6088

26 Quail Run Circle

License No. 430708

Salinas, CA 93912

Telephone (831) 422-8213

Fax (831) 422-1882

PROPOSAL SUBMITTED TO SPRECKLS UNION SCHOOL DISTRICT		PHONE 831-455-2550	DATE 2/7/2023
STREET P.O. BOX 7362		JOB NAME NEW EXTERIOR PAINT	
CITY, STATE AND ZIP CODE SPRECKLES CA., 93962		JOB LOCATION SPRECKLES SCHOOL	
ARCHITECT N/A	Work Order #	ATTN: VERONICA	JOB PHONE

We hereby submit specifications and estimates for:

- 1. POWER WASH, PATCH, AND REPAIR EXTERIOR ON MAIN BUILDING 1-11, G1-G8 TO RECEIVE PAINT**
 - 2. REMOVE AND REPLACE EXTERIOR WINDOW CAULKING AS REQUIRED**
 - 3. POWER ROOF EAVES AND FACIA ON BUILDING 20 AND 22, ALSO THE LIBRARY**
 - 4. POWER WASH METAL ROOF ON BUILDING G1-G8**
 - 5. PAINT EXTERIOR BODY, EAVES, AND FACIA ON SAME BUILDINGS WITH PRIMER AND FINISH COAT**
 - 6. PAINT EXTERIOR SIDE OF DOORS AND JAMBS**
 - 7. CLEAN UP AND REMOVE ALL UNUSED MATERIAL FROM SITE**
 - 8. INCLUDES BOND INSURANCE**
- EXCLUDES: CUTTING BACK LANDSCAPING, ROOFING, WINDOWS, WINDOW FRAMES, REPAIR TO GLASS BLOCK, DOORS, DOOR HARDWARE, ELECTRICAL, HVAC, PLUMBING, SITE WORK, CONCRETE OR ASPHALT REPAIR, NO OVERTIME OR WEEKEND WORK**

NOTE: RECOMMEND ADDING 10% CONCTIGENCY

"Contractors are required by law to be licensed and regulated by the Contractors' State License Board. Any questions concerning a contractor may be referred to the Registrar, Contractors' State License Board, P.O. Box 26000, Sacramento, CA 95826"

We propose hereby to furnish material and labor - complete in accordance with the above specifications, for the sum of:

ONE THOUSAND EIGHTY-NINE SIX HUNDRED AND FIFTY-THREE DOLLARS (\$189,653)

BASE BID ONLY

All material is guaranteed to be as specified. All work to be completed in a workmanlike manner according to standard practices. Any alteration or deviation from above specifications involving extra costs will be executed only upon written orders and will become an extra charge over and above the estimate. All agreements contingent upon strikes, accidents or delays beyond our control. Owner to carry fire, tornado and other necessary insurance. Our works are fully covered by Workmen's Compensation Insurance.

Authorized

Signature: *Kassandra Dilbeck*

Note: This proposal may be withdrawn by us if not accepted within 30 days

ACCEPTANCE OF PROPOSAL - The above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payment will be made as outlined above.

Date of Acceptance:

Signature _____

Signature _____

SPRECKELS SCHOOL

AREA OF WORK



**SPECIALIZED
FINANCIAL SERVICES
AGREEMENT**

By and Between

CALIFORNIA FINANCIAL SERVICES

And

**SPRECKELS UNION ELEMENTARY
SCHOOL DISTRICT**



THIS AGREEMENT dated _____, 2023, by and between the **SPECKELS UNION ELEMENTARY SCHOOL DISTRICT**, located in Monterey County, California, a school district duly organized under the laws of the State of California (the “DISTRICT”) and C Financial Investment, Inc., a California corporation d.b.a. **CALIFORNIA FINANCIAL SERVICES** (the “CONSULTANT”).

WITNESSETH

WHEREAS, the DISTRICT has determined it has a need for the CONSULTANT to provide the professional consulting services set forth in Section I of this AGREEMENT, including the referenced Exhibits A and B;

WHEREAS, the DISTRICT and the CONSULTANT have reasonably concluded that the described services herein in Exhibit B constitute municipal advisory services as the term is applied by the SEC and the MSRB to firms acting as an advisor in connection with the analyzing, structuring or advising on matters related to the structuring and/or issuing of municipal bonds;

WHEREAS, the CONSULTANT has disclosed that it is specifically not qualified to provide legal or investment advice related to legal matters that impact the use or restrictions of certain funds or the investment of any DISTRICT funds as part of its services hereunder;

WHEREAS, the DISTRICT has been provided reasonable time to review this AGREEMENT – including time to consult with its counsel or other trusted advisors regarding its scope and terms; and

WHEREAS, the services required and described in this AGREEMENT are highly specialized and are not otherwise required by the DISTRICT except when bonds and other securities and financings are being sold to fund DISTRICT projects or to restructure existing financings in order to realize cash flow savings or when DISTRICT has ongoing disclosure obligations for such bonds or securities.

NOW, THEREFORE, it is mutually agreed as follows:

The DISTRICT hereby retains the CONSULTANT to perform the services, upon the terms, subject to the conditions, and in consideration of payments as hereinafter set forth.

I. SERVICES TO BE PROVIDED BY A FINANCIAL CONSULTANT

The CONSULTANT shall perform the consulting services set forth in the statement of work (the “Statement of Work”) attached as Exhibits A and B to this AGREEMENT in a diligent manner consistent with the usual and customary professional standards. This AGREEMENT and the Statement of Work shall be referred to herein as the “AGREEMENT”.

The CONSULTANT may be directed by the DISTRICT in writing to perform supplemental tasks, analyses, expert testimony, or assignments related to the provision of the services in this AGREEMENT (“Special Related Consulting Services”). Such related services are intended to supplement the services as described herein as circumstances may, from time to time, require assistance with matters related to but not contemplated by this AGREEMENT. Such services shall not commence until approved by the DISTRICT in writing.

II. COMPENSATION FOR SERVICES RENDERED

A. FEES

DISTRICT shall pay CONSULTANT a fee computed according to the fee schedules incorporated into each of the attached Statement of Work ("Fee Schedule") in Exhibits A and B for the services rendered.

Unless otherwise specified herein, the DISTRICT also agrees to pay, and the CONSULTANT agrees to receive as full compensation for the rendering of any additional Special Related Consulting Services not set forth in the exhibits, based on the time and materials expended, at a rate based on the table below plus expenses as described herein.

HOURLY RATES	
Principal	\$300/Hour
Vice President	\$270/Hour
Senior Associate	\$225/Hour
Associate	\$150/Hour
Support Staff	\$120/Hour

B. REIMBURSEMENT FOR OUT-OF-POCKET EXPENSES

Unless otherwise stated within the separate Fee Schedules incorporated into the Exhibits herein, the CONSULTANT shall be reimbursed for out-of-pocket expenses, which include extraordinary travel expenses, charges for outside services specifically requested by the DISTRICT, filing fees, other printing charges, and other like expenditures, provided that if any individual expense exceeds \$1,000.00, the CONSULTANT shall obtain the prior written approval of the DISTRICT's superintendent, chief business officer or facility planning representative, each of whom shall be a DISTRICT employee.

The CONSULTANT shall be reimbursed for such expenses upon submitting an itemized statement. These expenses shall be billed no more frequently than monthly, if incurred, and payable within thirty (30) days of receipt of the CONSULTANT's invoice.

C. INVOICES

Unless otherwise stated within the Fee Schedule, on or about the 15th day following each month during which services are rendered hereunder (if any), the CONSULTANT shall deliver to the DISTRICT an invoice for the services performed and the reimbursable expenses incurred in the prior month. All fees and reimbursable expenses shall be payable within thirty (30) days of receipt of the CONSULTANT's invoice, provided that any fees due and payable for a refunding shall be paid at closing and shall be contingent on the successful completion of each financing issue.

III. FIDUCIARY DUTY

CONSULTANT is registered as a Municipal Advisor with the Securities and Exchange Commission (“SEC”) and Municipal Rulemaking Board (“MSRB”). As such, CONSULTANT has a Fiduciary Duty to DISTRICT and must provide both a Duty of Care and a Duty of Loyalty that entails the following:

- A. Duty of Care:** CONSULTANT must exercise due care in performing its municipal advisory activities; possess the degree of knowledge and expertise needed to provide DISTRICT with informed advice; make a reasonable inquiry as to the facts that are relevant to DISTRICT’s determination as to whether to proceed with a course of action or that form the basis for any advice provided to DISTRICT; and undertake a reasonable investigation to determine that CONSULTANT is not forming any recommendation on materially inaccurate or incomplete information.
- B. Duty of Loyalty:** CONSULTANT must deal honestly and with the utmost good faith with DISTRICT and act in DISTRICT’s best interests without regard to the financial or other interests of CONSULTANT. CONSULTANT will eliminate or provide full and fair disclosure (included herein as Exhibit C) to Issuer about each material conflict of interest (as applicable). CONSULTANT will not engage in municipal advisory activities with DISTRICT as a municipal entity if it cannot manage or mitigate its conflicts to permit it to act in DISTRICT’s best interests.

IV. LEGAL AND DISCIPLINARY HISTORY

CONSULTANT does not have any legal events and disciplinary history on its Form MA and Form MA-I, which includes information about any criminal actions, regulatory actions, investigations, terminations, judgments, liens, civil judicial actions, customer complaints, arbitrations, and civil litigation. DISTRICT may electronically access CONSULTANT’s most recent Form MA and each most recent Form MA-I filed with the Commission at the following website: www.sec.gov/edgar/searchedgar/companysearch.html.

There have been no material changes to a legal or disciplinary event disclosure on any Form MA or Form MA-I filed with the SEC.

V. RECOMMENDATIONS

If CONSULTANT makes a recommendation of a municipal securities transaction or municipal financial product or if the review of a recommendation of another party is requested in writing by DISTRICT and is within the scope of the engagement, CONSULTANT will determine, based on the information obtained through the reasonable diligence of CONSULTANT whether a municipal securities transaction or municipal financial product is suitable for DISTRICT. In addition, CONSULTANT will inform DISTRICT of: the evaluation of the material risks, potential benefits, structure, and other characteristics of the recommendation; the basis upon which CONSULTANT reasonably believes that the recommended municipal securities transaction or municipal financial product is, or is not, suitable for CONSULTANT; and whether CONSULTANT has investigated or considered other reasonably feasible alternatives to the recommendation that might also or alternatively serve the DISTRICT’s objectives.

If DISTRICT elects a course of action that is independent of or contrary to the advice provided by CONSULTANT, CONSULTANT is not required on that basis to disengage from DISTRICT.

VI. MSRB RULE G-10 DISCLOSURE

Pursuant to MSRB Rule G-10, on Investor and Municipal Advisory Client Education and Protection, Municipal Advisors are required to provide certain written information to their municipal entity and obligated person clients, which include the following: CONSULTANT is currently registered as a Municipal Advisor with the SEC and the MSRB; within the MSRB website at www.msrb.org, DISTRICT may obtain the Municipal Advisory client brochure that is posted on the MSRB website. The brochure describes the protections that may be provided by the MSRB Rules, along with how to file a complaint with financial regulatory authorities.

VII. OTHER MATTERS

- A. Severability:** Should any portion of the AGREEMENT be invalidated through legal proceedings, the remaining portions of the AGREEMENT shall remain valid and binding upon both parties;
- B. Sub-consultants:** The CONSULTANT may utilize inputs and data provided by the DISTRICT, other DISTRICT consultants, or third parties retained by the CONSULTANT without or at the direction of the DISTRICT. The CONSULTANT agrees that all payments to such sub-consultants retained by the CONSULTANT shall be the sole responsibility of the CONSULTANT.
- C. Independent Contractor Status:** The CONSULTANT and any and all agents and employees of CONSULTANT shall perform the services required pursuant to this AGREEMENT as an independent contractor, not as officers, employees, or agents of the DISTRICT. In providing the services contemplated by this AGREEMENT, the CONSULTANT shall maintain a professional working relationship with the DISTRICT.
- D. Indemnity:** The CONSULTANT shall indemnify, defend and save the DISTRICT, its Board of Trustees, officers, agents, and employees harmless from any and all claims, damages, losses, causes of action and demands, including reasonable attorney's fees and costs, incurred in court action with or in any manner arising out of CONSULTANT'S performance of or failure to perform any of the duties contemplated by this AGREEMENT, unless such failure was caused in whole or in part by a negligent act or omission of DISTRICT.

The DISTRICT shall indemnify and hold CONSULTANT, its officers, agents, and employees harmless from any and all actions or omissions to act which are the responsibility, in whole or in part, of the DISTRICT. The obligation to indemnify and hold a party harmless as set forth herein shall include payment of any and all attorney's fees and other expenses which are the subject of such agreement to indemnify and hold harmless, in addition to any damages actually incurred.

- E. Special Provision for Ongoing Investigations, Litigation and Law Enforcement Related Activities:** The DISTRICT shall compensate the CONSULTANT separately, at its hourly consulting rate, for any additional services made necessary by any external investigation by State, County or Federal authorities of the District expenditures or CONSULTANT prepared data provided that the investigation does not arise primarily from the activities of the CONSULTANT.

The CONSULTANT shall be entitled to recover reasonable legal costs made necessary by its involvement in any such investigations, including legal advice related to the preparation of materials to be used in testimony or as evidence in such investigations and legal expenses incurred as a result of proposed or actual legal actions involving the CONSULTANT that are not primarily the result of acts of gross negligence or misconduct of the CONSULTANT.

- F. Taxes:** The CONSULTANT shall be liable and solely responsible for paying all required taxes, including, but not limited to, federal and state income taxes and social security taxes, on all amounts payable to the CONSULTANT. All payments to the CONSULTANT shall be reported to the appropriate State and Federal tax authorities as required.
- G. Amendment:** This AGREEMENT cannot be changed or supplemented orally and may be modified or suspended only by a written instrument executed by all parties. During the term of the municipal advisory relationship, this AGREEMENT will be promptly amended or supplemented to reflect any material changes in or addition to the team or information within this AGREEMENT, and the revised writing will be promptly delivered to DISTRICT.
- H. Compliance with Law:** While performing the services contemplated by this AGREEMENT, CONSULTANT and DISTRICT agree to comply with all applicable laws and regulations.
- I. Work Records:** All written work products generated by the CONSULTANT shall be deemed to be the mutual property of the DISTRICT and the CONSULTANT. The DISTRICT's right to documents produced by the CONSULTANT pursuant to this AGREEMENT shall be limited to read-only copies of the work performed and shall not include any ownership interest, license, or possession of any spreadsheets, databases, computer models, or data files utilized in preparing the read-only materials.

Effective July 1, 2014, pursuant to the SEC record retention regulations, CONSULTANT is required to maintain in writing all communication and created documents between CONSULTANT and DISTRICT for five (5) years.
- J. Entire Agreement:** This AGREEMENT constitutes the entire agreement between the parties and supersedes all prior negotiations, representations, or agreements, either written or oral, relating to the services to be provided in the AGREEMENT. Prior agreements not directly related to the services to be provided in this AGREEMENT shall remain in full force and effect.
- K. Successors Permitted, Assignment:** This AGREEMENT shall remain valid and binding upon a successor DISTRICT or CONSULTANT in the event that either entity is merged, unified, divided or formed as a successor to either of the two parties to this AGREEMENT.
- L. Execution of the AGREEMENT in Counterparts:** This AGREEMENT may be executed in several counterparts, each of which shall be an original. Electronic signatures may be provided to this AGREEMENT or any amendment consistent with the California Uniform Electronic Transactions Act provisions.
- M. Term of the AGREEMENT:** The initial term of this AGREEMENT shall be five (5) years commencing on the date of signing hereof.

- N. Renewal of the AGREEMENT:** At the expiration of the initial term, this AGREEMENT can be extended with up to two (2) extensions for two (2) year periods by the mutual consent of the parties. Any renewal shall be considered an extension of the original AGREEMENT for the purposes of calculating fees. Failure to renew the AGREEMENT shall not result in a reduction, cancellation, or termination of any fees which have been earned by but not yet paid to the CONSULTANT during the term of the AGREEMENT, and all such fees shall remain payable pursuant to the AGREEMENT's provisions regarding CONSULTANT's fees for services provided hereunder.
- O. Termination of the AGREEMENT:** This AGREEMENT may be terminated by either party, with or without cause, upon thirty (30) days written notice of either the DISTRICT or the CONSULTANT. All fees (other than hourly fees that shall be paid on an hourly basis notwithstanding termination) shall be prorated according to the percentage of work completed by the CONSULTANT on the date of termination of other services to be provided under this AGREEMENT without regard to which party exercised the option to terminate. Fees are due and payable prior to the date of termination.
- P. Fee Disputes:** The parties agree to work cooperatively to resolve any, if any, fee disputes that arise during the term of this AGREEMENT. Should such efforts fail to resolve any dispute(s), the parties agree that any legal costs incurred to enforce the terms of this AGREEMENT shall be recoverable by the prevailing party.
- Q. Notices:** Except for invoices submitted by the CONSULTANT, all notices or other communications to either party by the other shall be deemed given when made in writing and delivered, mailed or sent by electronic transmission to such party at their respective addresses as follows:

If to the DISTRICT:

Veronica Flournoy
Chief Business Official

Spreckels Union Elementary School District
130 Railroad Ave.
Spreckels, CA 93962
(831) 455 2550 Ext. 311
vflournoy@susd.net

If to the FINANCIAL CONSULTANT:

Steven Gald

Executive Vice President

California Financial Services

555 Corporate Dr.
Ladera Ranch, CA 92694

Phone: (949) 282-1077

sgald@calschools.com

All notices shall be effective immediately upon personal delivery or electronic transmission, or on the first business day after delivery to an overnight delivery service, or on the third business day if mailed, postage prepaid.

VIII. DISPUTE RESOLUTION

THIS AGREEMENT CONTAINS A PRE-DISPUTE ARBITRATION CLAUSE. BY SIGNING AN ARBITRATION AGREEMENT, THE PARTIES AGREE AS FOLLOWS:

- A. All parties to this AGREEMENT are giving up the right to sue each other in court, including the right to a trial by jury, except as provided in the rules of the arbitration forum in which a claim is filed.
- B. Arbitration awards are generally final and binding; a party's ability to have a court reverse or modify an arbitration award is very limited.
- C. The ability of the parties to obtain documents, witness statements, and other discovery is generally more limited in arbitration than in court proceedings.
- D. The arbitrators do not have to explain the reasons(s) for their award.
- E. The panel of arbitrators will typically include a minority of arbitrators who were or are affiliated with the securities industry.
- F. The rules of some arbitration forums may impose time limits for bringing a claim in arbitration. In some cases, a claim that is ineligible for arbitration may be brought in court.
- G. The rules of the arbitration forum in which the claim is filed, and any amendments thereto, shall be incorporated into this Agreement.

Notwithstanding the foregoing, the arbitration forum rules chosen herein to provide for only one arbitrator and for mutual participation by the DISTRICT and the CONSULTANT in selecting the arbitrator. Arbitration is generally faster and less expensive than a court proceeding. Arbitration also offers the parties the opportunity to select a decision-maker who is knowledgeable with respect to the subject matter of the dispute.

The DISTRICT and the CONSULTANT shall use good faith efforts to resolve all disputes informally through direct discussions between the DISTRICT representative and a representative of the CONSULTANT to be appointed by the CONSULTANT for this purpose.

If the parties cannot resolve their dispute by direct consultation, the dispute shall be referred to mediation through the offices of Judicial Arbitration and Mediation Services (JAMS) at the JAMS office, which is geographically most closely located to the chief finance officer of DISTRICT. The parties shall jointly attempt to agree on a mediator from a list of mediators provided by JAMS, but if they cannot so agree, they shall request that JAMS provide the parties with a list of potential mediators containing an odd number of not less than five, and the DISTRICT and the CONSULTANT shall alternatively strike one name from the list with the last remaining name deemed to be the mediator selected by the parties.

If the dispute is not resolved in mediation, the matter shall then be submitted to binding arbitration through JAMS and such arbitration shall be conducted pursuant to the JAMS Streamlined Arbitration Rules & Procedures.

Nothing contained herein shall limit either party from seeking injunctive or equitable relief from a court of competent jurisdiction, provided that such injunctive or equitable relief shall be solely in addition to, and not in substitution for, the dispute resolution process otherwise provided herein. The prevailing party in any arbitration or litigation procedure shall be entitled, in addition to any other relief, to an award of reasonable attorney's fees incurred.

IN WITNESS WHEREOF, the DISTRICT has caused these presents to be properly executed, and the CONSULTANT has caused these presents to be properly executed, as of the date hereinabove set forth.

SPRECKELS UNION ELEMENTARY SCHOOL DISTRICT

By: _____

Veronica Flournoy
Chief Business Official

C FINANCIAL INVESTMENT, INC., A CALIFORNIA CORPORATION
D.B.A. CALIFORNIA FINANCIAL SERVICES

By: _____

Steven Gald
Executive Vice President

EXHIBIT A
STATEMENT OF WORK

**Specialized School Facilities
Planning Assistance**

SPECIALIZED SCHOOL FACILITIES PLANNING ASSISTANCE

The CONSULTANT will provide services to assist the DISTRICT in the development of an updated **Long-Range Facilities Needs Assessment for Capital Facility Projects** identifying needed school facilities upgrades, improvements, and expansions at each school campus, including the following:

I. DISTRICT-WIDE OVERVIEW OF EXISTING FACILITIES AND NEEDS

- A. Review facilities documents, including State School Funding Program (“SFP”) records, deferred maintenance plans, most recent facility master plans, developer fee studies, completed facilities inspection tools, insurance schedules, and the DISTRICT’s Local Control and Accountability Plan (“LCAP”).
- B. Develop a district overview summarizing the number, location, age and condition, grade level configuration, site acreage, number of classrooms, and capacity of each school.
- C. Conduct an online survey of staff and other key stakeholders at each school facility to obtain input on their facility needs and priorities.
- D. Conduct site visitations to meet with designated staff to validate/clarify facility needs input.
- E. Review feedback and input with DISTRICT management and designated staff to ensure alignment with LCAP.
- F. Compile data and analyze results and findings.
- G. In conjunction with the DISTRICT’s architect(s) or construction manager(s), develop a preliminary budget estimate.
- H. Prepare a summary report of the school facilities needs based on findings from items A-F above.

II. DISTRICT-WIDE CAPITAL FACILITY PROJECTS FUNDING PLAN

- A. Prepare an analysis of the potential revenue/funding sources under the State SFP to design and construct the identified capital projects.
- B. Prepare an analysis of the DISTRICT’s capacity for a future Proposition 39 General Obligation Bond Measure.

- C. Compile data, analyze results and findings; and
- D. Prepare a summary report of the funding opportunities based on findings from items A-C above.

III. PUBLIC STAKEHOLDER ENGAGEMENT SUPPORT Assist the DISTRICT (*and a community survey consultant of their choosing*) to develop and implement a district-wide Public Information Program in support of the Long-Range Facilities Needs Assessment for Capital Facility Projects, including:

- A. Prepare a historic voter demographic and statistical patterns analysis.
- B. Develop and conduct a Community Outreach Public Information Survey; and
- C. Prepare Survey and Public Policy Implications Analysis for DISTRICT review.

II. FEE SCHEDULE

- A. FEE FOR SERVICES:** The DISTRICT agrees to pay, and the CONSULTANT agrees to receive as full compensation for the rendering of services to assist the DISTRICT in the development of an updated Long-Range Facilities Needs Assessment for Capital Facility Projects as described above, a fixed fee of \$35,000 plus extraordinary and out of pocket expenses as described herein.

The fee shall be paid in two (2) equal installments. The first installment shall be invoiced once work is commenced, and the second installment shall be invoiced after the project is completed.

- B. THIRD-PARTY CONSULTANTS:** The CONSULTANT agrees to, upon the written request of the DISTRICT, engage a third-party consultant on the DISTRICT's behalf to provide community survey services. The CONSULTANT agrees to "pass-through" the costs/fees associated with such engagement without the addition of additional fees.

EXHIBIT B
STATEMENT OF WORK

Financial Advisory Services

FINANCIAL ADVISORY SERVICES

The CONSULTANT shall provide financial advisory services to the DISTRICT in connection with the issuance of privately placed, direct-placed, and publicly offered debt financings, including G.O. Bonds, Certificates of Participation, Lease Revenue Bonds, Bond Anticipations Notes, and other financing instruments identified in connection with funding facilities and equipment for the DISTRICT. The following services shall be provided to the DISTRICT in connection with the issuance of debt resulting in the delivery of bond proceeds to fund DISTRICT projects as well as refinancing of existing debt for the purpose of reducing the ongoing payments of existing debt obligations of the DISTRICT.

III. FINANCIAL ADVISORY SERVICES IN CONNECTION WITH A DEBT FINANCING ISSUANCE

- D. Develop a schedule, of which the financing schedule will be a component, and assign responsibilities for each major task that needs to be accomplished to complete the CONSULTANT's assignment on a timely basis.
- E. Initially coordinate the various parties involved in the financing, including organizing and leading a kick-off meeting (or conference call) to commence the financing phase of the project.
- F. Consult with the DISTRICT in selecting an underwriter, bond counsel, disclosure counsel, trustee, and financial printers, where applicable, including, in some cases, issuing the request(s) for proposals.
- G. Review and provide comments on the official statement for publicly offered debt.
- H. Where applicable, assist in the solicitation of credit enhancement and/or reserve sureties from bond insurers or commercial banks and advise the District as to whether the "all-in" costs of funds (including the fees and expenses of the insurer or bank) are less than would be available to the DISTRICT through selling securities under its own rating.
- I. Advise the DISTRICT as to issues the CONSULTANT deems material at all document sessions and debt structuring discussions to ensure that the business

terms of the legal documents and repayment terms of the loan structure appropriately balance the DISTRICT'S flexibility with the resulting interest rate and cash flow requirements, which result from any refunding, consistent with the DISTRICT's objectives.

- J. Assist the DISTRICT in establishing appropriate interest rate savings targets and evaluating alternative cash flow approaches for realizing the savings, including level annual savings, proportional savings, and savings as a mechanism for adjusting the tax rate levy projections in the case of General Obligation Bonds if applicable.
- K. Assist in the development of rating agency(ies) strategies and presentation materials in conjunction with the underwriter and the DISTRICT, if applicable.
- L. Advise the DISTRICT as to the marketing and pricing of the resulting bonds, COPS, BANs, or other financing instruments, including evaluating the recommendations of the underwriter(s).
- M. Monitor the expected flow of competing tax-exempt borrowings (or taxable borrowings in the case of taxable financing) and advise the DISTRICT as to the factors to be considered as to the timing of the sale of securities based on visible market supply.
- N. Monitor economic trends, public data releases, and testimony affecting interest rates, including federal data releases, to consider such issues when selecting market timing for the sale of securities.
- O. Develop recommendations of interest rate modes, where applicable (zero coupons, current coupon & variable rate) to best match the debt cash flow to DISTRICT revenue projections and investment practices.
- P. Evaluate the market timing of the actual sale of the resulting financing and oversee the performance of the underwriter by reviewing and comparing comparable sales of securities during a reasonable time period before and including the week of sale; and

Q. Attend all relevant meetings of the DISTRICT Board and prepare Board presentations for staff and/or present such presentations directly to the Board, as requested and when applicable.

IV. FINANCIAL ADVISORY SERVICES WHEN ACTING AS AN INDEPENDENT REGISTERED MUNICIPAL ADVISOR (“IRMA”)

If acting in the capacity of an IRMA with regard to the IRMA exemption of SEC Rule, CONSULTANT will review all third-party recommendations submitted to CONSULTANT in writing by the DISTRICT.

IV. FEE SCHEDULE

- A. **INITIAL DEBT ISSUANCE UNDER NEW GENERAL OBLIGATION BOND MEASURE:** The DISTRICT agrees to pay, and the CONSULTANT agrees to receive as full compensation for the rendering of Financial Advisory Services, as described above, a contingent fixed fee of \$75,000 plus extraordinary and out of pocket expenses as described herein for the initial series of bonds issued under a new General Obligation Bond Measure.
- B. **DEBT ISSUANCES:** The DISTRICT agrees to pay, and the CONSULTANT agrees to receive as full compensation for the rendering of Financial Advisory Services, as described above for all other issuance, a contingent fixed fee of \$50,000 per bond series issued plus extraordinary and out of pocket expenses as described herein.
- C. **IRMA SERVICE WHEN DEBT IS NOT BEING ISSUED:** If acting in the capacity of an IRMA in cases where debt is not being issued by DISTRICT, DISTRICT shall pay the CONSULTANT a fee computed according to the hourly fee schedule incorporated in Section II.A of this AGREEMENT for the services rendered.

EXHIBIT C

CONFLICT OF INTEREST AND OTHER MATTERS REQUIRING DISCLOSURES

The MSRB requires CONSULTANT, before acting as your municipal advisor, to provide written disclosure to you about the actual or potential conflicts of interest presented by various forms of compensation. We believe we are obligated to provide this disclosure unless you have required that a particular form of compensation be used. After considering these potential conflicts, the DISTRICT should consider whether the form of compensation in our contract for the issuance of its general obligation bonds represents an acceptable potential conflict.

I. FORMS OF COMPENSATION; POTENTIAL CONFLICTS

The forms of compensation for municipal advisors vary according to the nature of the engagement and requirements of the client, among other factors. Various forms of compensation present actual or potential conflicts because they may incentivize an advisor to recommend one course of action over another if it is more beneficial to the advisor. Below is a discussion of various forms of compensation and the timing of payments to the advisor:

- A. FIXED FEE:** Under a fixed fee form of compensation, the municipal advisor is paid a fixed amount at the outset of the transaction. The amount is usually based upon an analysis by the client and the advisor of, among other things, the expected duration and complexity of the transaction and the agreed-upon scope of work that the advisor will perform. This form of compensation presents a potential conflict of interest because if the transaction requires more work than originally contemplated, the advisor may suffer a loss. Thus, the advisor may recommend less time-consuming alternatives or fail to analyze alternatives thoroughly. There may be additional conflicts of interest if the municipal advisor's fee is contingent upon the successful completion of financing, as described below.
- B. HOURLY FEE:** Under an hourly fee form of compensation, the municipal advisor is paid an amount equal to the number of hours worked by the advisor times an agreed-upon hourly billing rate. This form of compensation presents a potential conflict of interest if the client and the advisor do not agree on a reasonable maximum amount at the outset of the engagement because the advisor does not have a financial incentive to recommend alternatives that would result in fewer hours worked. In some cases, an hourly fee may be applied against a retainer (e.g. a retainer payable monthly), in which case it is payable whether or not financing closes. Alternatively, it may be contingent upon the successful completion of financing, in which case there may be additional conflicts of interest, as described below.

- C. FEE CONTINGENT UPON THE COMPLETION OF A FINANCING OR OTHER TRANSACTION:** Under a contingent fee form of compensation, payment of an advisor's fee is dependent upon the successful completion of a financing or other transaction. Although this form of compensation may be customary for the client, it presents a conflict because the advisor may have the incentive to recommend unnecessary financing or financings that are disadvantageous to the client. For example, when facts or circumstances arise that could cause the financing or other transaction to be delayed or fail to close, an advisor may have the incentive to discourage a full consideration of such facts and circumstances or to discourage consideration of alternatives that may result in the cancellation of the financing or other transaction.
- D. FEE PAID UNDER A RETAINER AGREEMENT:** Under a retainer agreement, fees are paid to a municipal advisor periodically (e.g. monthly) and are not contingent upon financing or other transaction completion. This form of compensation presents a potential conflict of interest because, since the advisor's compensation does not rely on a transaction, the advisor may recommend less time-consuming alternatives or fail to thoroughly analyze alternatives or opportunities. Fees paid under a retainer agreement may be calculated on a fixed fee basis (e.g., a fixed fee per month regardless of the number of hours worked) or an hourly basis (e.g. a minimum monthly payment with additional amounts payable if a certain number of hours worked is exceeded). A retainer agreement does not present the conflicts associated with a contingent fee arrangement (described above).
- E. FEE BASED UPON A PRINCIPAL OR NOTIONAL AMOUNT AND TERM OF TRANSACTION:** Under this form of compensation, the municipal advisor's fee is based upon a percentage of the principal amount of an issue of securities (e.g. bonds) or, in the case of a derivative, the present value of or notional amount and term of the derivative. This form of compensation presents a conflict of interest because the advisor may have the incentive to advise the client to increase the size of the securities issue or modify the derivative for the purpose of increasing the advisors' compensation.

II. OTHER POTENTIAL CONFLICTS

- A. CONFLICT OF INTEREST CHECKLIST:** Below is a list of various potential conflicts of interest (applicable items have been marked):
- ☐ Employee of CONSULTANT has existing employment or consulting relationship with the DISTRICT.

- ☐ Employee of CONSULTANT has been a past employee of the DISTRICT.
- ☐ Family member of an employee of CONSULTANT is an employee or past employee of the DISTRICT.
- ☐ DISTRICT employee or Board member has a contractual relationship with the CONSULTANT or any of its subdivisions.
- ☐ Employee of CONSULTANT has made a political contribution to an elected official of the DISTRICT in the last five years.
- ☐ Employee of CONSULTANT has made a gift in excess of \$150 (excluding meals) to a DISTRICT staff member or Board member in any of the last three (3) years.
- ☐ Employee of CONSULTANT receives compensation that is directly related to and contingent upon the issuance of debt by the DISTRICT.
- ☐ DISTRICT has a pre-existing relationship with CONSULTANT for services that would be directly related to and contingent upon the issuance of debt by the DISTRICT.
- ☐ Proposed AGREEMENT will create a relationship with CONSULTANT that provides additional, non-municipal advisory compensation to CONSULTANT that would be directly related to and contingent upon the issuance of debt by the DISTRICT.
- ☐ CONSULTANT has made payments directly or indirectly to obtain or retain DISTRICT's municipal advisory business; and/or
- ☐ CONSULTANT has engaged in a fee-splitting arrangement involving CONSULTANT and any provider of investments or services to DISTRICT.

B. EXPLANATION OF ANY CONFLICTS IDENTIFIED ABOVE:

NONE

Regulation 6143: Courses Of Study

Status: DRAFT

Original Adopted Date: 11/03/2022 | **Last Reviewed Date:** 11/03/2022

Grades 1-6

Courses of study for grades 1-6 shall include the following:

1. English: knowledge and appreciation of language and literature, and the skills of speaking, reading, listening, spelling, handwriting, and composition (Education Code 51210)
2. Mathematics: concepts, operational skills, and problem solving (Education Code 51210)
3. Social sciences: age-appropriate instruction drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, including instruction in: (Education Code 51210)
 - a. The history, resources, development, and government of California and the United States

Instruction shall include the early history of California and a study of the role and contributions of men and women, Native Americans, African Americans, Mexican Americans, Asian Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, and transgender Americans, persons with disabilities, and members of other ethnic and cultural groups to the economic, political, and social development of California and the United States, with particular emphasis on portraying the role of these groups in contemporary society. (Education Code 51204.5, 60040)
 - b. The development of the American economic system, including the role of the entrepreneur and labor
 - c. The relations of persons to their human and natural environments
 - d. Eastern and western cultures and civilizations
 - e. Contemporary issues
 - f. The wise use of natural resources
4. Science: biological and physical aspects, with emphasis on experimental inquiry and the place of humans in ecological systems (Education Code 51210)
5. Visual and performing arts: instruction in dance, music, theatre, and visual arts aimed at developing aesthetic appreciation and creative expression (Education Code 51210)
6. Health: principles and practices of individual, family, and community health, including instruction at the appropriate grade levels and subject areas in: (Education Code 51202, 51210)
 - a. Personal and public safety and accident prevention, including instruction in emergency first aid, hemorrhage control, treatment for poisoning, resuscitation techniques, and cardiopulmonary resuscitation (CPR) when appropriate equipment is available
 - b. Fire prevention
 - c. The protection and conservation of resources, including the necessity for the protection of the environment
 - d. Venereal disease
 - e. The effects of alcohol, narcotics, drugs, and tobacco upon the human body
 - f. Violence as a public health issue
7. Physical education: with emphasis on physical activities conducive to health and vigor of body and mind

(Education Code 51210)

8. Violence awareness and prevention
9. Career awareness exploration

Grades 7-8

Courses of study for grades 7-8 shall include the following:

1. English: knowledge and appreciation of literature, language, and composition, and the skills of reading, listening, and speaking (Education Code 51220)
2. Social sciences: age-appropriate instruction drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, with instruction in: (Education Code 51220)
 - a. The history, resources, development, and government of California and the United States, including instruction in:
 - i. The early history of California and a study of the role and contributions of both men and women, Native Americans, African Americans, Mexican Americans, Asian Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, and transgender Americans, persons with disabilities, and members of other ethnic and cultural groups to the economic, political, and social development of California and the United States, with particular emphasis on portraying the role of these groups in contemporary society (Education Code 51204.5)
 - ii. World War II, including the role of Americans and Filipino Americans who served in the United States Army during that time
 - iii. The Vietnam War, including the "Secret War" in Laos and role of Southeast Asians in that war
 - iv. The Bracero program, in which there was a 1942 agreement between the United States and Mexico authorizing the temporary migration of laborers to the United States
 - b. The American legal system, the operation of the juvenile and adult criminal justice systems, and the rights and duties of citizens under the criminal and civil law and the state and federal constitutions

This course may include participation in a teen court or peer court program. (Education Code 51220.2)
 - c. The development of the American economic system, including the role of the entrepreneur and labor
 - d. The relations of persons to their human and natural environments, including the wise use of natural resources (Education Code 51221)
 - e. Eastern and western cultures and civilizations
 - f. Human rights issues, with particular attention to the study of the inhumanity of genocide (which may include, but is not limited to, the Armenian, Cambodian, Darfur, and Rwandan genocides), slavery, and the Holocaust
 - g. Contemporary issues
3. World language(s): understanding, speaking, reading, and writing, beginning not later than grade 7 (Education Code 51220)
4. Physical education: with emphasis on physical activities conducive to health and vigor of body and mind, as required by Education Code 51222 (Education Code 51220)
5. Science: physical and biological aspects; emphasis on basic concepts, theories, and processes of scientific investigation and on the place of humans in ecological systems; appropriate applications of the interrelation and interdependence of the sciences (Education Code 51220)

6. Mathematics: mathematical understandings, operational skills, and problem-solving procedures; algebra (Education Code 51220, 51224.5)
7. Visual and performing arts: dance, music, theatre, and visual arts, with emphasis upon development of aesthetic appreciation and creative expression (Education Code 51220)
8. ~~Applied arts: consumer education, family and consumer sciences education, industrial arts, general business education, or general agriculture (Education Code 51220)~~
9. ~~Career technical/vocational technical education: in the occupations and in the numbers appropriate to the personnel needs of the state and community served and relevant to the career desires and needs of students (Education Code 51220)~~
10. Comprehensive sexual health and HIV prevention (Education Code 51225.36, 51934)
11. Personal and public safety, accident prevention and health, including instruction in: (Education Code 51202, 51203)
 - a. Emergency first aid, hemorrhage control, treatment for poisoning, resuscitation techniques, and CPR when appropriate equipment is available

Instruction shall be provided in compression-only CPR based on national guidelines and shall include hands-on practice. (Education Code 51225.6)
 - b. Fire prevention
 - c. The protection and conservation of resources, including the necessity for the protection of the environment
 - d. Venereal disease
 - e. The effects of alcohol, narcotics, drugs, and tobacco upon the human body
 - f. Prenatal care for pregnant individuals
 - g. Violence as a public health issue
12. Violence awareness and prevention

In addition, the course of study for grade 7 and/or 8 may include parenting skills and education, including, but not limited to, child growth and development, parental responsibilities, household budgeting, child abuse and neglect issues, personal hygiene, maintenance of healthy relationships, teen parenting issues, and self-esteem. (Education Code 51220.5)

Spreckels Union School District

December 2022

Part II

PHILOSOPHY, GOALS, OBJECTIVES, AND COMPREHENSIVE PLANS

Board Policy 0430 - Comprehensive Local Plan for Special Education

Policy updated to reflect **NEW LAW (AB 181, 2022)** requiring the State Superintendent of Public Instruction to make publicly available the special education funding each local educational agency (LEA) generates for their Special Education Local Plan Area (SELPA), and for the SELPA, to report to member LEA's the amount of funding each LEA generates for the SELPA.

Administrative Regulation 0430 - Comprehensive Local Plan for Special Education

Regulation updated to reflect **NEW LAW (AB 181, 2022)** which extends the timeline for developing an annual assurances support plan to July 1, 2027. A template for the annual assurances support plan will be developed by CDE by July 1, 2026. Additional minor revisions as necessary for clarity.

Board Policy 0450 - Comprehensive Safety Plan

Policy updated to clarify language related to approval of the tactical response plan and add material regarding the district's requirement to provide data to the California Department of Education pertaining to lockdown or multi-option response drills conducted at district schools.

Administrative Regulation 0450 - Comprehensive Safety Plan

Regulation updated to reflect **NEW LAW (SB 906, 2022)** which requires, starting with the 2023-24 school year, districts to include in the annual notification to parents/guardians information related to the safe storage of firearms, and for certificated and classified employees of the district, and other school officials such as Governing Board members, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle school or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, to immediately report the threat or perceived threat to law enforcement. Regulation also updated to reflect **NEW LAW (AB 1352, 2021)** which authorizes districts to request the Military Department, in consultation with the California Cybersecurity Integration Center (Cal-CSIC), to perform an independent security assessment of the district or an individual district school and **NEW LAW (AB 2355, 2022)** which requires districts that experience a cyberattack, which impacts more than 500 students or personnel, to report the cyberattack to Cal-CSIC. Additionally, regulation updated to include in the optional list of comprehensive safety plan components (1) strategies aimed at preventing potential incidents involving crime and violence on school campuses, (2) provision of safety materials and emergency communications in language(s) understandable to parents/guardians, (3) procedures for the early identification and threat assessment of, and appropriate response to, suspicious and/or threatening digital media content, (4) district policy and/or plan related to pandemics, (5) communication with parents/guardians regarding unification plans and necessity of cooperating with first responders, and (6) continuity of operations procedures to ensure that the district's essential functions are not disrupted during an emergency, to the extent possible.

Board Policy 0460 - Local Control and Accountability Plan

Policy updated to reflect **NEW LAW (AB 181, 2022)** which states, by January 31, 2025, an Individuals with Disabilities Education Act (IDEA) Addendum adopted by the State Board of Education (SBE) shall be completed by districts which are identified by the California Department of Education (CDE) as needing an improvement plan. Additionally, policy is updated to reflect **NEW LAW (AB 181, 2022)** requiring the LCAP parent advisory committee to include at least a parent/guardian of currently enrolled students with disabilities. Policy also updated to reflect **NEW LAW (SB 997, 2022)** which requires, beginning July 1, 2024, districts serving middle or high school students to include two students as full members of the existing parent advisory committee or establish a student advisory committee to provide advice to the Board and the Superintendent or designee.

Administrative Regulation 0460 - Local Control and Accountability Plan

Regulation updated to reflect **NEW LAW (AB 181, 2022)**, which states Beginning July 1, 2025, if the district is identified by State Board of Education (SBE) as needing an improvement plan related to improvements in services for students with disabilities, the Board shall adopt, and update on an annual basis, an Individual with Disabilities Education Act (IDEA) Addendum, based on the template adopted by SBE.

BUSINESS

Board Policy 3250 - Transportation Fees

Policy updated to reflect **NEW LAW (AB 181, 2022)** which exempts a student classified as unduplicated from paying a fee for transportation. The policy is also updated to include an optional waiver of transportation fees for any group of district students, at the recommendation of the Superintendent. Also, the provision regarding privacy moved from AR to BP.

Administrative Regulation 3250 - Transportation Fees

Regulation updated to add that bus passes shall be sold electronically, if available, and removed language related to income eligibility that is no longer relevant. Moved provision regarding privacy to the Board Policy and deleted it from Administrative Regulation.

Administrative Regulation 3260 - Fees and Charges

Regulation updated to reflect **NEW LAW (AB 181, 2022)** which prohibits charging the parent of an unduplicated student a fee for transportation, removed policy related to the sale or lease of personal computers or internet appliances because of the increased use of technology in the modern classroom, changed terminology from "homemaking" to "family and consumer sciences," and reflect **NEW LAW (AB 130, 2021)** which requires a district to provide a free breakfast and lunch daily to any student who requests a meal.

Board Policy 3460 - Financial Reports and Accountability

Policy updated to reflect the predictors of fiscal distress as identified by FCMAT in its 2019 "Indicators of Risk or Potential Insolvency." Updated policy also revised to reflect the law more clearly with respect to studies, reports, evaluations, and audits, that the County Superintendent of Schools is required or authorized to consider when reviewing a district's budget.

Administrative Regulation 3460 - Financial Reports and Accountability

Regulation updated to add a new section - "Lease Accounting," to reflect GASB Statement 87 which, starting June 15, 2021, changed the rules for the financial reporting of governmental entities' leases, including the rules for the recognition, measurement, and disclosure of such leases in financial statements.

Board Policy 3515 - Campus Security

Policy updated to include that the district regularly review current guidance regarding cybersecurity and digital media awareness and incorporate recommended practices into the district's processes and procedures related to the protection of the district's network infrastructure and the monitoring and response to suspicious and/or threatening digital media content. Policy also updated to reflect **NEW LAW (SB 906, 2022)** which requires certificated and classified employees of the district, and other school officials such as Governing Board members, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle school or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, to immediately report the threat or perceived threat to law enforcement. Additionally, policy also updated to include that anyone who receives or learns of a health or safety threat related to school or a school activity is encouraged to report the threat to a school or district administrator, and that school site council's be included with other stakeholders when identifying appropriate locations for the placement of surveillance cameras.

Administrative Regulation 3515 - Campus Security

Regulation updated to reflect **NEW LAW (AB 1352, 2021)** which authorizes districts to request the Military Department, in consultation with the California Cybersecurity Integration Center (Cal-CSIC), to perform an independent security assessment of the district or an individual district school, **NEW LAW (AB 2355, 2022)** which requires districts that experience a cyberattack, which impacts more than 500 students or personnel, to report the cyberattack to Cal-CSIC, and **NEW LAW (SB 906, 2022)** which requires certificated and classified employees of the district, and other school officials such as Governing Board members, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle school or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, to immediately report the threat or perceived threat to law enforcement. Regulation also updated to provide that monitoring suspicious and/or threatening digital media content be part of the campus security plan and included in strategies to detect and intervene with school crime.

Administrative Regulation 3516.2 - Bomb Threats

Regulation updated to reflect **NEW LAW (P.L. 117-159)** which requires the creation of a Federal Clearinghouse on School Safety Evidence-Based Practices to serve as a federal resource to identify and publish online practices and recommendations to improve school safety, and include that the district regularly review current guidance regarding cybersecurity and digital media awareness and incorporate recommended practices into the district's processes and procedures related to the protection of the district's network infrastructure and the monitoring and response to suspicious and/or threatening digital media content. Regulation also updated to move and amend material regarding staff training, include and align language with information provided by the U.S. Department of Homeland Security, and reflect **NEW LAW (SB 906, 2022)** which requires certificated and classified employees of the district, and other school officials such as Governing Board members, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle school or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, to immediately report the threat or perceived threat to law enforcement.

STUDENTS

Board Policy 5131.7 - Weapons and Dangerous Instruments

Policy updated to (1) expand the concept of district provided transportation, (2) reflect **NEW LAW (SB 906, 2022)** which requires certificated and classified employees of the district, and other school officials such as Governing Board members, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle school or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, to immediately report the threat or perceived threat to law enforcement, (3) move language regarding student suspension and expulsion in order to keep related content together, and (4) add language regarding staff training to align with staff responsibilities to report potential homicidal acts. Regulation also updated to add headings for the Options regarding tear gas or tear gas weapons, and to emphasize that for districts that allow students to bring tear gas or tear gas weapons to school, the student needs to either be accompanied by, or have the written consent, of a parent/guardian.

Administrative Regulation 5131.7 - Weapons and Dangerous Instruments

Regulation updated to expand the list of prohibited weapons and dangerous instruments to include additional items that are listed in law.

Board Policy 5142 - Safety

Policy updated to reflect **NEW LAW (P.L. 117-159)** which requires the creation of a Federal Clearinghouse on School Safety Evidence-Based Practices to serve as a federal resource to identify and publish online practices and recommendations to improve school safety, and include that the district regularly review current guidance regarding cybersecurity and digital media awareness and incorporate recommended practices into the district's processes and procedures related to the protection of the district's network infrastructure and the monitoring and response to suspicious and/or threatening digital media content.

Administrative Regulation 5142 - Safety

Regulation updated to reflect **NEW LAW (SB 906, 2022)** which requires certificated and classified employees of the district, and other school officials such as Governing Board members, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle school or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, to immediately report the threat or perceived threat to law enforcement, and add language regarding staff responsibilities and training to align with requirement to report potential homicidal acts. Regulation also updated to add language that anyone who receives or learns of a health or safety threat related to school or a school activity is encouraged to report the threat to a school or district administrator, reflect **NEW LAW (AB 2028, 2022)** which authorizes the Board of an elementary, intermediate, junior high, or high school to assist local law enforcement, nonprofit associations or organizations such as the Girls Scouts, Boys Scouts, and parent-teacher associations, and public agencies that provide safety instruction related to using electric, motorized, or nonmotorized bicycles and scooters, to provide such safety instruction to district students, and **NEW LAW (AB 1946, 2022)** which requires the Department of the California Highway Patrol to develop, and post on its web site, by September 1, 2023, statewide safety and training programs based on evidence-based practices for users of electric bicycles, including general riding safety, emergency maneuver skills, rules of the road, and laws pertaining to electric bicycles.

Administrative Regulation 5142.2 - Safe Routes to School Program

Regulation updated to reflect **NEW LAW (AB 2028, 2022)** which authorizes the Governing Board of an elementary, intermediate, junior high, or high school to provide time and facilities to specified agencies that offer bicycle, scooter, electric bicycle, motorized bicycle, or motorized scooter safety instruction, and **NEW LAW (AB 1946, 2022)** which requires the Department of the California Highway Patrol to develop, by September 1, 2023, statewide safety and training programs based on evidence-based practices for the use of electric bicycles, including general riding safety, emergency maneuver skills, rules of the road, and laws pertaining to electric bicycles.

Board Policy 5148.2 - Before/After School Programs

Policy updated to clarify that it applies to expanded learning opportunities beyond the regular school day, including before-school, after-school, summer, vacation, and/or intersessional programs and to reflect **NEW LAWS (AB 181, 2022 and AB 185, 2022)** which updates the Expanded Learning Opportunities (ELO) program requirements for the 2022-23 school year and forward. Detailed information regarding various program collaboration requirements moved to AR.

Administrative Regulation 5148.2 - Before/After School Programs

Regulation updated to include definitions of "offer access" and "provide access" in regard to Expanded Learning Opportunities (ELO) programs. Detailed information regarding program collaboration requirements moved to Regulation from BP. Regulation updated to reflect **NEW LAWS (AB 181, 2022 and AB 185, 2022)** which updates the ELO program requirements for the 2022-23 school year and forward, including requirements for the district to offer access to ELO programs based on the district's prior fiscal year local control funding formula unduplicated pupil percentage. Regulation also updated to clarify that district that receive funds for classroom-based instructional programs that serve grades TK-6 cannot opt out of the ELO program funding, pursuant to California Department of Education's "Expanded Learning Opportunities Program FAQs." Regulation also updated to reflect requirement that ELO programs are required to offer a nutritional snack, meal, or both and to reflect California Department of Education guidance that ELO programs do not have an attendance requirement and to reflect **NEW LAW (SB 1380, 2022)** which renumbered The California Prekindergarten Planning and Implementation Grant Program, Education Code 8251.5 to 8322. Board Policy 5148.3 - Preschool/Early Childhood Education

Policy updated to reflect **NEW LAWS (AB 210, 2022, AB 185, 2022 and SB 1047, 2022)** to revise and update requirements for California State Preschool Programs (CSPP), including requirements related to dual language learners, children with exceptional needs, and enrollment data collection and reporting. Policy also updated to reflect CSPP-specific **NEW STATE REGULATIONS (Register 2022, No. 26)**.

Board Policy 5148.3 - Preschool/Early Childhood Education

Policy updated to reflect NEW LAWS (AB 210, 2022, AB 185, 2022 and SB 1047, 2022) to revise and update requirements for California State Preschool Programs (CSPP), including requirements related to dual language learners, children with exceptional needs, and enrollment data collection and reporting. Policy also updated to reflect CSPP-specific **NEW STATE REGULATIONS (Register 2022, No. 26)**.

Administrative Regulation 5148.3 - Preschool/Early Childhood Education.

Regulation updated to reflect **NEW LAWS (AB 210, 2022, AB 185, 2022, AB 321, 2022, and SB 1047, 2022)** which revised enrollment criteria, priorities, and requirements for California State Preschool Programs (CSPP). Sections of the regulation affected include "Eligibility and Enrollment Priorities for Part-Day CSPP Programs" and "Eligibility and Enrollment Priorities for Full-Day CSPP Programs," which were reorganized and revised to comply with law. Other updated sections are "Minimum Hours/Days of Operation" and "Staffing." Regulation was also updated to reflect **NEW LAW (AB 2806, 2022)** with new requirements related to expulsion/unenrollment and/or suspension from a CSPP Program based on behavior. Regulation also updated with CSPP-specific **NEW STATE REGULATIONS (Register 2022, No. 26)**.

INSTRUCTION

Administrative Regulation 6164.4 - Identification and Evaluation of Individuals for Special

Education Regulation updated to reflect **NEW LAW** (SB 188, 2022), requiring each district to designate a main point of contact for coordinating and completing the transition of a child and family from Part C (Early Intervention Program for Infants and Toddlers with Disabilities) to Part B (Assistance for Children with Disabilities) of IDEA.

BYLAWS

Board Bylaw 9220 - Governing Board Elections

Bylaw updated to reflect **NEW LAW** (AB 2584, 2022), by adding a new section - "Recalling a Board Member." Updated Bylaw also revised "Election Process and Procedure" section to reflect **NEW LAW** (SB 1061, 2022) regarding the requirement that any petition for a special election to fill a Board vacancy include the county election official's estimate of the cost of conducting the special election.

Board Bylaw 9223 - Filling Vacancies

Bylaw updated to reflect **NEW LAW** (SB 1061, 2022), by adding a new note and body paragraph at the end of the "Provisional Appointments" section. Updated Bylaw also reflects **New Attorney-General Opinion** on how a vacancy is to be filled when a district's trustee areas have been revised or election method has changed from "at-large" to "by-trustee area," since the Board member whose term is to be completed was last elected. The Bylaw also updated to rearrange the Items in "Timelines for Filling a Vacancy" and to revise as necessary for clarity.

Board Bylaw 9323 - Meeting Conduct

Bylaw Updated to reflect **NEW LAW** (SB 1100, 2022) which authorizes the Board President to remove an individual for disrupting a Board meeting, establishes a procedure for warning the individual prior to their removal, and defines "disrupting" and "true threat of force."

Spreckels Union School District

March 2023

PHILOSOPHY, GOALS, OBJECTIVES, AND COMPREHENSIVE PLANS

Board Policy 0420.4 - Charter School Authorization

Policy updated to reference that, until January 1, 2025, the Governing Board is prohibited from approving a petition for the establishment of a new charter school offering nonclassroom-based instruction, and provide that a district under state receivership is not in a position to absorb the fiscal impact of a proposed charter school. Policy also updated to reference pending litigation brought by each of CSBA's Education Legal Alliance and Napa Valley Unified School District against the State Board of Education (SBE) regarding SBE's authority to reverse the denial of a charter school petition by making a determination that a board abused its discretion in denying the petition.

Administrative Regulation 0420.4 - Charter School Authorization

Regulation updated to reflect **NEW LAW (AB 740, 2022)** which extends to a foster youth's attorney and county social worker and an Indian child's tribal social worker, and if applicable, county social worker, required notifications regarding involuntary removal of a student, and provides that these individuals, with the addition of a foster youth's educational rights holder, have the same rights as a parent/guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information. Regulation also updated to expand the material regarding (1) procedures for suspension or expulsion, including the requirement for written notice of the intent to remove the student and the right to initiate a hearing, and material related to processes for notification to the district when a student is expelled or leaves the charter school without graduating or completing the school year, and (2) the final audit when a charter school closes.

BUSINESS

Board Policy 3555 - Nutrition Program Compliance

Policy updated to clarify that prohibited discrimination includes alleged discrimination on the basis of race, color, national origin, age, sex, sexual orientation, gender identity, or disability. Policy also updated to reflect United States Department of Agriculture CRD memorandum 01-2022, "Application of *Bostock v. Clayton County* to Program Discrimination Complaint Processing," which clarifies that prohibited sex discrimination includes discrimination on the basis of gender identity and sexual orientation. Policy also updated to include that complaints against a program operator that is not an educational agency shall be filed with or referred to the California Department of Education.

Exhibit(1) 3555 - Nutrition Program Compliance

Exhibit updated to reflect current language of the United States Department of Agriculture Nondiscrimination Statement.

PERSONNEL

Board Policy 4030 - Nondiscrimination in Employment

Policy updated to reflect **NEW LAW (SB 523, 2022)** which adds reproductive health decisionmaking as a form of prohibited discrimination, and prohibits an employer from requiring an applicant or employee to disclose information relating to an employee's reproductive health decisionmaking.

Board Policy 4218 - Dismissal/Suspension/Disciplinary Action

Policy updated to reflect **NEW LAW (AB 2413, 2022)** which prohibits a district from suspending, demoting, or dismissing a permanent classified employee who timely requests a hearing pending the outcome of that hearing.

Administrative Regulation 4218 - Dismissal/Suspension/Disciplinary Action

Regulation updated to clarify that a classified employee against whom a recommendation for disciplinary action has been issued may remain on active duty or may be placed on paid leave pending a hearing on the charges. Regulation also updated to reflect **NEW LAW (AB 2413, 2022)** which prohibits a district from suspending without pay, suspending or demoting with a reduction in pay, or dismissing a permanent classified employee who timely requests a hearing unless it is found by a preponderance of the evidence at the time discipline was imposed that the employee (1) engaged in criminal misconduct, (2) engaged in misconduct that presents a risk of harm to students, staff, or property, or (3) committed habitual violations of the district's policies or regulations. Additionally, regulation updated to provide that a district may cease paying an employee if a decision has not been rendered within 30 days of the date the hearing was requested.

STUDENTS

Administrative Regulation 5113 - Absences and Excuses

Regulation updated to reflect **NEW LAW (SB 955, 2022)** which includes, as another type of required excused absence, the absence of a middle school or high school student for the purpose of participating in a civic or political event, as defined, provided that the student notifies the school ahead of the absence, and **NEW LAW (AB 181, 2022)** which no longer requires the State Board of Education to update its illness verification regulations as necessary to account for including, as a personal illness excused absence, a student's absence for the benefit of the student's mental or behavioral health. Regulation also updated to clarify that absences for participation in religious exercise or to receive moral and religious instruction are excused, but that in order for districts to receive average daily attendance funding for such absences, the Governing Board is required to first adopt a resolution permitting an excused absence for such purposes.

Administrative Regulation 5131.41 - Use of Seclusion and Restraint

Regulation updated to clarify the limited exception when seclusion and/or behavioral constraint may be used, and to reflect that it cannot be applied for longer than necessary to contain the dangerous behavior. Regulation also updated to include, as appropriate, concepts from the December 2022 Davis Joint Unified School District Resolution Agreement with the U.S. Department of Education, Office for Civil Rights, regarding the use of seclusion and restraint as it relates to a free appropriate public education for students with disabilities. Regulation also updated to add a new section "Documentation of Seclusion and Restraint."

Administrative Regulation 5144 - Discipline

Regulation updated to incorporate **NEW GUIDANCE** from the U.S. Department of Education, Office for Civil Rights, issued to help districts support students with disabilities and avoid discriminatory discipline practices.

Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process

Regulation updated to provide that "suspension" does not include removal from class, as specified, so long as removal from a particular class does not occur more than once every five school days, add definitions related to electronic acts as a mode of bullying, include that a teacher may, in addition to suspending a student from class, refer a student for specified acts to the Principal or designee for consideration of a suspension from school, and clarify that immediate suspension is required for any student found at school or a school activity away from school who committed any of the enumerated acts for which a recommendation of expulsion is required. Regulation also updated to reflect **NEW LAW (AB 740, 2022)** which provides for additional due process procedures for suspension of foster youth and Indian children.

Administrative Regulation 5144.2 - Suspension and Expulsion/Due Process (Students with

Disabilities) Regulation updated to reflect **NEW GUIDANCE** from the U.S. Department of Education's Office of Special Education and Rehabilitative Services, which recommends that districts identify ways to significantly reduce the use of exclusionary discipline and its disproportionate effect on student with disabilities, and the U.S. Department of Education's Office for Civil Rights, which provides that, for a student with a disability under Section 504, schools are required to conduct a manifestation determination before implementing a disciplinary removal that will significantly change the placement of the student due to discipline for (1) removal from class or school for more than 10 consecutive school days, or (2) a series of removals from class or school that together total more than 10 school days in a school year and constitute a pattern of removal. Regulation also updated to emphasize that suspension or expulsion of a student with disabilities be in accordance with Board Policy 5144.1 - Suspension and Expulsion/Due Process, and that when a student with disabilities exhibits behavior which impedes the student's own learning or that of others, the student's individualized education program (IEP) team consider positive behavioral interventions and supports, and other strategies, to address the behavior. Additionally, regulation updated, for conceptual alignment, to move material regarding the monitoring of the number of days of a suspension of student with an IEP, and reflect **NEW LAW (AB 740, 2022)** which provides that a foster youth's educational rights holder, attorney, and county social worker, and an Indian child's tribal social worker and, if applicable, county social worker, have the same rights as a parent/guardian to receive a suspension notice, expulsion notice, manifestation determination notice and invitation to the manifestation determination meeting, involuntary transfer notice, and other documents and related information.

INSTRUCTION

Administrative Regulation 6115 - Ceremonies and Observances

Regulation updated to reflect **NEW LAW (AB 1655, 2022)** which adds June 19, "Juneteenth National Independence Day," to the list of holidays on which public schools must be closed and **NEW LAW (AB 1801, 2022)** that adds Genocide Remembrance Day to the list of days districts are authorized to close.

Regulation also updated to clarify language regarding days on which schools are required to be closed based on appointment by the Governor or President, and to encourage districts to observe a moment of silence on September 11th Remembrance Day, as authorized by law.

Board Policy 6173 - Education for Homeless Children

Policy updated to reflect **NEW LAW (AB 408, 2022)** which (1) **mandates** that districts establish homeless education program policies and update those policies at least once every three years, and (2) requires the liaison for homeless students to offer annual training to district employees providing services to students experiencing homelessness and to inform such employees of the availability of training and the services provided by the liaison. Policy also updated to reflect **NEW LAW (AB 2375, 2022)** which requires districts, regardless of whether they received American Rescue Plan Act of 2021 funds, to annually administer a housing questionnaire for the purpose of identifying students experiencing homelessness, including unaccompanied minors, and annually report that number of students to the California Department of Education (CDE). Additionally, policy updated to reflect **NEW LAW (SB 532, 2022)** which requires districts to annually report to CDE the number of students experiencing homelessness who graduated with an exemption from district-established graduation requirements that are in addition to statewide coursework requirements. Policy updated throughout to change language from "homeless student" to "student experiencing homelessness."

Administrative Regulation 6173 - Education for Homeless Children

Regulation updated to reflect **NEW LAW (AB 408, 2022)** which (1) **mandates** that districts establish homeless education program policies and update those policies at least once every three years, and (2) requires the liaison for homeless students to offer annual training to district employees providing services to students experiencing homelessness and to inform such employees of the availability of training and the services provided by the liaison. Regulation also updated to clarify what factors to consider when determining the "best interest" of the student in enrollment decisions. Additionally, regulation updated to reflect **NEW LAW (AB 181, 2022)** which exempts a student classified as unduplicated from paying a fee for transportation and **NEW LAW (SB 532, 2022)** which provides, when a student experiencing homelessness transfers into a district school, for additional requirements regarding the transfer of coursework and credits, exemptions from district-established graduation requirements, and for the option to remain in school to complete district- established or statewide course requirements. Regulation updated throughout to change language from "homeless student" to "student experiencing homelessness."

Board Policy 6173.1 - Education for Foster Youth

Policy updated to move material regarding a safe learning environment toward the beginning of the policy as it is philosophical in nature and has general implications, and reflect **NEW LAW (SB 532, 2022)** which requires districts to annually report to the California Department of Education regarding the number of foster youth who, for the prior school year, graduated with an exemption from district-established graduation requirements that are in addition to statewide coursework requirements.

Administrative Regulation 6173.1 - Education for Foster Youth

Regulation updated to reflect **NEW LAW (AB 181, 2022)** which (1) amends the definition of foster youth, and (2) requires districts that provide home-to-school transportation and other transportation expressly provided by in law to waive transportation fees for foster youth. Regulation also updated to align the definition of "school of origin" with code language, reflect **NEW LAW (AB 740, 2022)** which provides that a foster youth's educational rights holder, attorney, and county social worker have the same rights as a parent/guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information and **NEW LAW (SB 532, 2022)** which provides, when a foster youth transfers into a district school, for additional requirements regarding the transfer of coursework and credits, exemptions from district-established graduation requirements, and for the option to remain in school to complete district-established or statewide course requirements.

Board Policy 6177 - Summer Learning Programs

Policy updated to clarify that summer learning programs are part of the Expanded Learning Opportunities (ELO) Program and to reflect the requirements of the ELO programs to offer access to specified students, as provided in **NEW LAW (AB 181 and 185, 2022)**. Policy also updated to reference **NEW GUIDANCE** from the California Department of Education which clarifies that districts are prohibited from charging fees for summer school.

Bylaws

Board Bylaw 9320 - Meetings and Notices

Bylaw updated to reflect **NEW LAW (AB 2449, 2022)** which (1) requires Boards to maintain and implement a procedure for receiving and resolving requests for reasonable accommodation for individuals with disabilities, to resolve any doubt in favor of accessibility, and to give notice of the procedure for receiving and resolving requests for accommodation in each instance in which notice of the time of a meeting is otherwise given or the agenda is otherwise posted, and (2) adds procedures for "Teleconferencing During a Personal Emergency" and "Teleconferencing for 'Just Cause'". Bylaw also updated to reflect **NEW LAW (AB 2647, 2022)** which provides a procedure for complying with the Brown Act when distributing materials to the Board less than 72 hours before a regular meeting and outside of regular business hours. Additionally, bylaw updated to reference the expiration of the California COVID-19 State of Emergency on February 28, 2023 and to clarify that a Board may utilize "Teleconferencing During a Proclaimed State of Emergency," if all terms are met pursuant to Government Code 54953, until January 1, 2024.

**CONTRACT OF EMPLOYMENT
SUPERINTENDENT
SPRECKELS UNION SCHOOL DISTRICT**

THIS AGREEMENT, entered into by the Governing Board of the Spreckels Union School District ("District" or "Board") and Eric Tarallo ("Superintendent") is effective when signed by both parties and approved by the Board.

THE PARTIES MUTUALLY AGREE AS FOLLOWS:

1. **Employment:** The District employs Eric Tarallo to serve as Superintendent of Spreckels Union School District according to the following terms and conditions:
2. **Term of Employment:** The term of the Superintendent's employment is 48 months, commencing July 1, 2023, and ending June 30, 2027. Prior to June 30 each year, the Board will consider, at a board meeting held in accordance with law, whether to extend the contract of the Superintendent for an additional year.
3. **Salary:** The Superintendent's annual base salary will be \$196,031 in 2023-24, \$201,912 in 2024-25, \$207,969 in 2025-26, and \$214,208 in 2026-27. This base salary does not include compensation paid for medical, dental, or vision insurance, bonus, auto allowance, professional dues with the Association of California School Administrators, or contribution to tax shelter annuity. Superintendent's salary shall be payable in twelve approximately equal monthly payments, less all applicable taxes and deductions.
4. **Performance based compensation:** The Board may, in its sole discretion, award the Superintendent an annual performance-based compensation of up to \$10,000. The amount of the performance-based compensation, if any, shall be based upon merit and completion of the goals detailed in Appendix B to this Agreement, and any other criteria determined by the Board. The compensation, if any, shall be paid, less applicable taxes, within 45 days of completion of the Superintendent's annual review.
5. **Increase in Salary and/or Benefits:** The Board may, in its sole discretion or by mutual agreement with the Superintendent, increase the Superintendent's salary and/or benefits for any period of this Agreement. Any such increase shall not amend any provision of this Agreement except for compensation and shall not affect the termination date of this Agreement. Any salary increase shall be effective on any date ordered by the Board, in accordance with Education Code section 35032. Cost of living adjustments must be made in accordance with board policy 2121.
6. **Work Year:** Superintendent shall work 225 days during each calendar year during the term of this Agreement. Holidays shall be counted as workdays only if actually worked. In the event of termination of this Agreement for any reason, workdays worked prior to the termination in the calendar year of termination in excess of 225 per year shall be paid at a daily rate of 1/225 of the annual base salary existing on the termination date. Up to 25 excess work days will be paid out at the end of the Superintendent's tenure with the District at his daily rate the final year of his contract before leaving the District.
7. **Duties and Responsibilities of Superintendent:**
 - a. As Superintendent, Mr. Tarallo shall be the chief administrative officer of the District. He shall give his professional services exclusively to the District during the period of this agreement except as otherwise provided in this document and he shall attend all regular and special meetings of the Board, unless otherwise excused by the Board. He shall

faithfully and diligently perform the duties and responsibilities regularly performed by the superintendents of school districts in this state, those required by applicable state and federal law and regulations, Board policy, and duties assigned to him from time to time by the Board. For all his services to the District, he shall accept as full payment the compensation provided in this Agreement. It is expected that Superintendent will participate actively in community organizations in a manner consistent with his employment duties. Superintendent shall also fulfill the requirements in appendix A.

8. **Consultation Services:** During the term of this agreement, any and all professional or consultation services which Superintendent is requested to perform by persons or entities outside the District for compensation or honorarium must be approved in advance by the Board, which may approve or deny such requests in its sole discretion.
9. **Evaluation of Superintendent's Job Performance:**
 - a. The Board shall discuss on an as-needed basis its working relationship with the Superintendent and his job performance, including a mid-year verbal discussion each school year. No later than March 15 of each year, the Superintendent shall notify the Board of its responsibility to evaluate the Superintendent, provide the Board with copies of this Agreement, and the Superintendent current performance objectives. The Superintendent shall work with the Board to develop a timeline for each year's evaluation process. At least once a year a portion of a Board meeting's Closed Session shall be devoted to (1) formal criteria to be used to evaluate the Superintendent, (2) an oral and written evaluation of the Superintendent's performance, (3) a review of the Superintendent's salary and benefits, and (4) discussion of goals and objectives for the succeeding year. (5) inclusion of performance during unforeseen emergencies that may occur during the course of the year. The Superintendent's evaluation shall be completed by June 30 of each year. If the evaluation is not completed by June 30, the Superintendent's performance for that year shall be deemed satisfactory. Nothing in this Agreement shall preclude the Board from evaluating the Superintendent's more than one time per year. Among other criteria, the evaluation shall be based upon the job description and any mutually agreed upon goals and objectives, such as those defined in Appendix B.
 - b. Prior to the start of the last year of this Agreement (or any extension thereof), the Board shall meet to determine whether to extend the remaining term of this agreement up to a maximum of four (4) years. If the Board in its sole discretion does not decide to extend the term, or if the Superintendent declines the proposed extension, then this Agreement shall expire upon completion of the existing term, unless sooner terminated in accordance with section 13, below, or renewed pursuant to Education Code § 35031.
10. **Fringe Benefits:** The Superintendent shall be provided health and welfare benefits from California Valley Trust (CVT) under the following plans: Medical (include Life Insurance \$25,000), Employee plus Children PPO 3B / Dental, Family Standard Incentive \$2,500 / Vision, Family Plan C \$10.00 Deductible.

The District will contribute an amount equal to 8% of the Superintendent's salary to a Tax Sheltered Annuity designated by the Superintendent. The District will also pay for the Superintendent's annual dues with the Association of California School Administrators.

11. **Sick Leave and Other Leaves:** The Superintendent shall be provided with leave benefits as follows:
 - a. All leaves which are provided to other certificated administration/management employees of the District.

- b. Leave time may also be provided on an as-needed basis for the Superintendent's growth in management and education. This leave is non-cumulative, requires prior Board approval, and shall be with or without pay as the Board determines.
- c. When the Superintendent anticipates that he will be absent for five (5) or more consecutive days off of work, he shall give notice in advance to the Board President. Days that the Superintendent decides not to work shall be considered vacation days.

12. **Reimbursement for Expenses:**

- a. Superintendent shall be reimbursed for all documented, actual and necessary expenses incurred as a result of performing job duties, including but not limited to business-related travel to attend conferences when approved in advance by the Board (lodging, airfare, meals, conference fees, parking and purchase of business- related supplies). With advance approval the Superintendent shall be reimbursed for the costs of membership in community service and professional organizations that will be of benefit to the District. District reserves the right to review and regulate the incurring of all expenses. District may require documentation of any expenses claimed under this paragraph.
- b. In lieu of a District vehicle, the Superintendent will receive a monthly stipend of five hundred dollars for travel within the county for official business. No additional reimbursement will be received for travel within a 120 mile radius of the District. Reimbursement for travel outside of a 120-mile radius of the District will be paid for in accordance with board policy.

13. **Termination of Employment Relationship:** This Agreement may be terminated prior to its expiration date on any of the following bases:

- a. By mutual agreement, at any time.
- b. For any of the causes set forth in Education Code § 44934. If the Board seeks to terminate this Agreement for such cause, the Superintendent shall be entitled to the protections and procedure set forth in Education Code § 44930, et seq.
- c. The Board may, for any reason, without cause or a hearing, terminate this Agreement at any time. In consideration for the exercise of this right, the District shall pay to Superintendent a monthly sum equal to the difference between the Superintendent's salary in effect during his last month of service and the amount earned after the effective date of termination for the remainder of this Agreement or twelve (12) months, whichever is less. Payments to Superintendent shall be made on a monthly basis unless the Board agrees otherwise. As a condition of payment, the Superintendent must file a written statement with the Board no later than the tenth (10th) day of each month listing his earnings for the previous month. Failure to file the statement by the tenth (10th) day of each month shall result in the District having no duty to pay for that month.

For purposes of this Agreement, the term "salary" shall include only the Superintendent regular monthly base salary and shall not include the value of any other form of compensation or benefit, or reimbursements received under this Agreement. Payments made pursuant to this termination without cause provision may be subject to applicable payroll deductions and treated as compensation for state and federal tax purposes. No payments made pursuant to this early termination provision shall constitute creditable service or creditable compensation for retirement purposes. Payments made pursuant to this termination without cause provision shall be considered as final settlement pay and shall not count for any retirement purposes; accordingly, no deductions shall be made for retirement purposes.

The parties agree that any damages to the Superintendent that may result from the Board's early termination of this Agreement cannot be readily ascertained. Accordingly, the parties agree that the payments made pursuant to this termination without cause

provision constitute reasonable liquidated damages for the Superintendent, fully compensate the Superintendent/ for all tort, contract and other damages of any nature whatsoever, whether in law or equity, and do not result in a penalty. The parties agree that the District's completion of its obligations under this provision constitutes the Superintendent's sole remedy to the fullest extent provided by law. Finally, the parties agree that this provision meets the requirements governing maximum cash settlements as set forth in Government Code sections 53260, et seq.

Notwithstanding any other provision of this Agreement to the contrary, if the Board believes, and subsequently confirms through an independent audit, that the Superintendent has engaged in fraud, misappropriation of funds, or other illegal practices, then the Board may terminate the Superintendent and the Superintendent shall not be entitled to the cash, salary payments, health benefits or other non-cash settlement as set forth above. This provision is intended to implement the requirements of Government Code section 53260, subdivision (b).

- d. At the Board's option, if the Superintendent/ is unable to serve in his position because of physical or mental condition, or a combination of both, and upon expiration of the sick leave entitlement provided by statute and district policy. The Board shall not make this determination until it receives a written report from a physician of its choosing who has examined the Superintendent/ and reported that he is presently unable to perform the duties of this position.
- e. In the even the superintendent is convicted of a crime involving the abuse of power, the superintendent is required to reimburse the district for paid leave or cash settlement.

14. **Indemnity:** In accordance with the provisions of Government Code 825 and 995, the District shall defend the Superintendent/ from any and all demands, claims, suits, actions, and legal proceedings brought against the Superintendent/ in his individual capacity or official capacity as an agent and employee of the District, provided that the incident giving rise to any such demand, claim, suit, action, or legal proceeding arose while the Superintendent/ was acting within the scope of employment. Unless there is a finding of criminal action, actual fraud, corruption or actual malice, the District shall hold harmless and indemnify the Superintendent/ from any and all demands, claims, suits, actions, and legal proceedings brought against the Superintendent/ in his individual capacity or in Superintendent/ official capacity as an agent and employee of the District, provided that the incident giving rise to any such demand, suit, action, or legal proceeding arose while the Superintendent/ was acting within the scope of his employment. Such indemnification and hold harmless shall be for any and all claims arising out of or related to this contract and its provisions, duties and responsibilities of the Superintendent's job performance including any extensions of this Agreement. Upon retirement from the District, Superintendent/ will continue to be indemnified for any actions taken against him related to his role as Superintendent, provided that the incident giving rise to any such demand, claim, suit, action, or legal proceeding arose while the Superintendent was acting within the scope of employment.

15. **Notification of Renewal:** Not later than 60 days prior to the termination date of this Agreement (including any amendments), the Superintendent shall notify, in writing, each member of the Governing Board of the provision of Education Code Section 35031 and of the fact that this Agreement is automatically renewed for a term of the same length as the one completed, under the same terms and conditions and with the same compensation, unless the Governing Board gives written notice of non-renewal to the Superintendent at least 45 days prior to expiration. The failure of the Superintendent to give notice required by this paragraph constitutes a material breach of the terms of employment and constitutes an independent cause for termination of the Superintendent.

16. **Tax/Retirement/STRS Issues.** Notwithstanding any other provision of this Agreement, the District shall not be liable for any state, federal, or employment tax consequences or retirement consequences as a result of this Agreement. Superintendent shall assume sole liability for all state, federal or employment tax consequences and retirement consequences and shall defend, indemnify and defend the District from all such consequences.
17. **Waiver.** Any waiver of any breach of any term or provision of this Agreement shall be in writing and shall not be construed to be a waiver of any other breach of this Agreement.
18. **Complete Agreement.** This Agreement constitutes and contains the entire agreement and understanding between the parties concerning the Superintendent's employment with the District. This instrument supersedes and replaces the existing employment agreement and all prior negotiations, and all agreements proposed or otherwise, whether written or oral.
19. **Governing Law.** This Agreement has been executed and delivered within the State of California, and rights and obligations of the parties hereunder shall be construed and enforced in accordance with, and governed by, the laws of the State of California.
20. **Construction.** Each party has cooperated in the drafting and preparation of this Agreement. Hence, in any construction to be made of this Agreement, the same shall not be construed against any party on the basis that the party was the drafter. The captions of this Agreement are not part of the provisions of this Agreement and shall have no force or effect.
21. **Execution.** This Agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. Photographic copies of such signed counterparts may be used in lieu of the originals for any purpose.
22. **No Assignment.** This is an Agreement for personal services. The Superintendent may not assign or transfer any rights granted or obligations assumed under this Agreement.
23. **Modification.** This Agreement cannot be changed or supplemented orally. It may be modified or superseded only by a written instrument executed by both parties.
24. **Exclusivity.** To the extent permitted by law, the employment relationship between the District and the Superintendent shall be governed exclusively by the provisions of this agreement and not by Board policies, administrative regulations, Management Handbooks or similar documents.
25. **Independent Representation.** The Superintendent and the Board each recognize that in entering into this Agreement, the parties have relied upon the advice of their own attorneys or other representatives, and that the terms of this Agreement have been completely read and explained to them by their attorneys or representatives, and that those terms are fully understood and voluntarily accepted.
26. **Management Hours.** The parties recognize that the demands of the position will require Superintendent to average more than eight (8) hours a day and/or more than forty (40) hours per week. The parties agree that Superintendent shall not be entitled to overtime compensation or compensatory time off for hours worked in excess of eight (8) hours per day or forty (40) hours per week.
27. **Savings Clause.** If any provision of this Agreement or its application is held invalid, the invalidity shall not affect the other provisions or applications of the Agreement that can be given effect without the invalid provisions or applications and the provisions of this Agreement are

declared to be severable.

28. **Board Approval.** The effectiveness of this Agreement shall be contingent upon approval by the District's Board in open session as required by law.
29. **Binding Effect.** This Agreement shall be for the benefit of and shall be binding upon all parties and their respective successors, heirs, and assigns.
30. **Execution of Other Documents.** The parties shall cooperate fully in the execution of any other documents and in the completion of any other acts that may be necessary or appropriate to give full force and effect to this Agreement.
31. **Public Record.** The parties recognize that, once final, this Employment Agreement is a public record and must be made available to the public upon request.

By their authorized signatures below, the parties signify their intention to be bound by the terms of this agreement.

SUPERINTENDENT

GOVERNING BOARD OF THE
SPRECKELS UNION SCHOOL DISTRICT

Eric Tarallo

by Chris Hasegawa, President

By Peter Odello, Clerk

Appendix A

JOB DESCRIPTION: Superintendent

SUPERVISOR: Board of Trustees

Brief Description of Position

To serve as chief executive officer in charge of the District's schools, to be responsible for the overall operation of the school district, and to supervise all certificated and classified staff.

MAJOR DUTIES AND RESPONSIBILITIES

1. Interprets and applies State, County, and School District laws, regulations, policies, and procedures in the district.
2. Directs, assists and supervises staff in carrying out an effective instructional program through conferences, meetings, bulletins, in-service workshops and demonstrations, experimentation, interpretation of guides and classroom visits.
3. Acts both as professional advisors to the Governing Board in the formulation of policies for the government of the schools and as executor of the policies adopted by the Governing Board.
4. Serves as Secretary to the Board of Education.
5. Nominates all assignments transfers, and promotions of all employees of the District.
6. Makes all assignments, transfers, and promotions of all employees of the District with approval of the Board.
7. Supervises all instruction and the control and management of all pupils; is responsible for formulation of curriculum and courses of study.
8. Recommends for adoption and purchase of textbooks, instructional supplies, and school equipment needed to carry out a good instructional program.
9. Prepares the annual budget and submits it to the Governing Board for approval.
10. Has control and supervision of all school buildings, grounds and equipment.
11. Recommends or approves all plans for repairs to school property and for new construction and shall see that all plans adopted are properly executed.
12. Has power to make rules and regulations to govern routine administrative matters under the general policies of the Governing Board.
13. Makes reports on conditions and progress of the schools upon request of the Governing Board.
14. Hears complaints against the schools which are brought to the superintendent's attention

and shall act as judge in matters of controversy between various school employees and pupils, parents of pupils, or patrons, when the controversies relate to school affairs; the Governing Board shall act as a court of appeal from the Superintendent's decision in such matters.

15. Delegates to subordinates any of the duties and powers of the superintendent's office which the Governing Board has assigned, but in every instance continues to be responsible to the Governing Board for the execution of the powers and duties delegated.
16. Interprets a district program and its curriculum to parents through the Parent-Teacher Organizations, open house, personal conferences and bulletins; promotes greater understanding among community groups of school objectives, accomplishments and problems; represents the District in professional and community groups.

MINIMUM QUALIFICATIONS

1. Applicable Credentials:
Valid School Administrative Credential and Teacher's Credential, subject to the Board's discretion to waive such requirements pursuant to Education Code section 35029.

Appendix B
Superintendent's Annual Goals
2023-24

Goal Category	Objective	Measure of Success	Percent of Performance-Based Compensation	Evidence
Student Attendance	Student Attendance Rate of 95% or higher	Student Attendance Rate of 95% or higher on the Second Principal Apportionment (P2)	20	
LCAP Development	Successful implementation of the 2023-24 LCAP	Demonstrate to the board that the 2023-24 LCAP has been implemented by the May 2024 board meeting	20	

<p>Communications/ Stakeholders Involvement/Public Relations/ Community Outreach</p>	<p>Improve and broaden communications with district stakeholders; Include all stakeholders (Board, staff, parents, students, etc.) in the development of 2023-24 LCAP. Position SUSD as a community leader in educational outreach</p>	<ol style="list-style-type: none"> 1. Report steps taken to increase stakeholder access to district meetings, events, etc. (e.g. livestream board meetings, include virtual options for committee meetings, etc.) 2. Hold and report back from various stakeholder committee meetings 3. Hold at least two district/community parent information events on relevant topics (e.g. Safety, Wellness, Equity, etc.) 4. Distribute “Monday Memos” to the district community each week that summarizes district events, policies, etc. 	20	
<p>Learning Loss and Social Emotional Support</p>	<p>Implement the district's bridging program</p>	<p>Provide regular updates on the progress and success of each phase (including the # of students served) of the district's bridging program</p>	20	

Special Education/ Intervention	Provide a continuum of SPED and Intervention services to meet the needs of students with special needs and struggling non-SPED students alike	1. Oversee the operations of the district's SPED and Intervention programs and provide an annual report to the Board of Trustees by the May 2024 board meeting	20	
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**SPRECKELS UNION SCHOOL DISTRICT
BOARD OF TRUSTEES SPECIAL MEETING
THURSDAY, MAY 4, 2023**

OPEN SESSION: 6:30 p.m., District Office, Board Room

CLOSED SESSION: 6:35 p.m., District Office, Conference Room

OPEN SESSION: 7:00 p.m., District Office, Board Room

Meeting Minutes

Open session: Call to Order

Chris Hasegawa called the meeting to order at 6:17 p.m.

Roll call

The following Trustees were present: Chris Hasegawa, Frank Devine, Steve McDougall. Stephanie McMurtrie Adams and Peter Odello were absent.

Administration/ Others

Eric Tarallo, Veronica Flournoy, Teresa Scherpinski, Monica Valero, Noemi Corda, Cecilia Hernandez, Antonio Hernandez, Yuto Iida, Mari Iida, Steve Dodd, Laura Viarengo, Guillermo A. Godinez, Chad Olsen, Gabe Johnson

Motion to adjourn to closed session was made by Steve McDougall, seconded by Frank Devine, and carried by a 3-0-2 vote.

Steve McDougall; Aye, Chris Hasegawa; Aye, Frank Devine; Aye, Stephanie McMurtrie Adams; Absent, Peter Odello; Absent.

Disclosure of items to be discussed in closed session

1. Conference with labor negotiators:

Provide direction to district negotiators regarding negotiations with:

- a. California School Employees Association
- b. Spreckels Teachers Association
- c. Unrepresented employees
(Management/supervisory/confidential) unit

2. Public Employee discipline/dismissal/release/complaint

D. Public Comment on Closed Session Items:

NONE

II. Closed Session, 6:35 p.m. – 6:55 p.m.

The Board of Trustees will meet to consider matters appropriate for closed session in accordance with Government Code Sections 3549.1, 54956.7 through 54957.7 and Education Code Section 35146.

Note: In the event that all closed session items listed have not been discussed in the time allotted, the closed session will reconvene at the end of open session.

Motion to adjourn to closed session was made by Steve McDougall, seconded by Frank Devine, and carried by a 3-0-2 vote.

Steve McDougall; Aye, Chris Hasegawa; Aye, Frank Devine; Aye, Stephanie McMurtrie Adams; Absent, Peter Odello; Absent.

Pledge of Allegiance

Adoption of agenda

It was moved to approve the agenda by Steve McDougall, seconded by Frank Devine, and carried by a 3-0-2 vote.

Steve McDougall; Aye, Chris Hasegawa; Aye, Frank Devine; Aye, Stephanie McMurtrie Adams; Absent, Peter Odello; Absent.

Announcement of action(s) taken in closed session.

Recognition

2022-23 Reclassified English language learners

Individuals desiring to address the Board (items not on agenda)

None

Individuals desiring to address the Board (specific agenda items)

None

Bargaining unit presentations

Board member comments

Oral and written communications

Reports

1. Superintendent
2. Buena Vista Middle School Principal
3. Spreckels Elementary School Principal
4. SUEF, PTO, BVBC Representatives

Business

Information

1. April 2023 fund balance report
2. Program update
 - a. Facilities
 - b. Food Service
 - c. Transportation
 - d. Syserco energy efficiency project
3. 2023-24 Class Configuration report (Handout)
4. Report of School District Absences by type 2021-22 and 2022-23 (Handout)
5. Report of School District Attendance 2022-23 Period Two

6. Monterey County Office of Education review of 2022-23 Second Interim Report

Action

Motion to adjourn to public hearing was made by Steve McDougall, seconded by Frank Devine, and carried by a 3-0-2 vote.

Steve McDougall; Aye, Chris Hasegawa; Aye, Frank Devine; Aye, Stephanie McMurtrie Adams; Absent, Peter Odello; Absent.

Motion to adjourn from public hearing was made by Steve McDougall, seconded by Frank Devine, and carried by a 3-0-2 vote.

Steve McDougall; Aye, Chris Hasegawa; Aye, Frank Devine; Aye, Stephanie McMurtrie Adams; Absent, Peter Odello; Absent

1. Consideration and Public Notice of the District's Initial Proposal to California School Employees Association (CSEA), Chapter 86, Collective Bargaining Agreement and Sunshine of CSEA Initial Proposal for fiscal year 2023-24

Motion to approve Consideration and Public Notice of the District's Initial Proposal to California School Employees Association (CSEA), Chapter 86, Collective Bargaining Agreement and Sunshine of CSEA Initial Proposal for fiscal year 2023-24 was made by Steve McDougall, seconded by Frank Devine, and carried by a 3-0-2 vote.

Steve McDougall; Aye, Chris Hasegawa; Aye, Frank Devine; Aye, Stephanie McMurtrie Adams; Absent, Peter Odello; Absent

2. California Department of Education Request for Allowance of Attendance due to Emergency Conditions Form J-13A for school closure March 13 through March 15, 2023

Motion to approve by roll call vote California Department of Education Request for Allowance of Attendance due to Emergency Conditions Form J-13A for school closure March 13 through March 15, 2023 was made by Steve McDougall, seconded by Frank Devine, and carried by a 3-0-2 roll call vote.

Steve McDougall; Aye, Chris Hasegawa; Aye, Frank Devine; Aye, Stephanie McMurtrie Adams; Absent, Peter Odello; Absent

Curriculum/Instruction

Information

1. ClassLink one click single sign-on solution presentation

Action

1. ClassLink one click single sign-on solution quote

Motion to approve ClassLink one click single sign-on solution quote was made by Steve McDougall, seconded by Frank Devine, and carried by a 3-0-2 vote.

Steve McDougall; Aye, Chris Hasegawa; Aye, Frank Devine; Aye, Stephanie McMurtrie Adams; Absent, Peter Odello; Absent

2. English Language Learners Master Plan 2023-24

Motion to approve English Language Learners Master Plan 2023-24 was made by Steve McDougall, seconded by Frank Devine, and carried by a 3-0-2 vote.

Steve McDougall; Aye, Chris Hasegawa; Aye, Frank Devine; Aye, Stephanie McMurtrie Adams; Absent, Peter Odello; Absent

Personnel **Information** None

Action

1. Final read Chief Business Official job description

Motion to approve First read Chief Business Official job description was made by Steve McDougall, seconded by Frank Devine, and carried by a 3-0-2 vote.

Steve McDougall; Aye, Chris Hasegawa; Aye, Frank Devine; Aye, Stephanie McMurtrie Adams; Absent, Peter Odello; Absent

2. Final read Facilities Manager job description

Motion to approve First read Facilities Manager job description was made by Steve McDougall, seconded by Frank Devine, and carried by a 3-0-2 vote.

Steve McDougall; Aye, Chris Hasegawa; Aye, Frank Devine; Aye, Stephanie McMurtrie Adams; Absent, Peter Odello; Absent

3. Final read Middle School Principal job description

Motion to approve First read Middle School Principal job description was made by Steve McDougall, seconded by Frank Devine, and carried by a 3-0-2 vote.

Steve McDougall; Aye, Chris Hasegawa; Aye, Frank Devine; Aye, Stephanie McMurtrie Adams; Absent, Peter Odello; Absent

4. Final read Elementary School Music Teacher and Middle School Band Director job description

Motion to approve First read Elementary School Music Teacher and Middle School Band Director job description made by Steve McDougall, seconded by Frank Devine, and carried by a 3-0-2 vote.

Steve McDougall; Aye, Chris Hasegawa; Aye, Frank Devine; Aye, Stephanie McMurtrie Adams; Absent, Peter Odello; Absent

5. Final read Education Specialist/Special Education Teacher job description

Motion to approve First read Education Specialist/Special Education Teacher job description was made by Steve McDougall, seconded by Frank Devine, and carried by a 3-0-2 vote.

Steve McDougall; Aye, Chris Hasegawa; Aye, Frank Devine; Aye, Stephanie McMurtrie Adams; Absent, Peter Odello; Absent

6. First read School Counselor job description

Motion to approve First read School Counselor job description was made by Frank Devine, seconded by Steve McDougall, and carried by a 3-0-2 vote.

Steve McDougall; Aye, Chris Hasegawa; Aye, Frank Devine; Aye, Stephanie McMurtrie Adams; Absent, Peter Odello; Absent

Administration

Information

1. Committees Update

Action

1. First read Board Regulation 6143 Courses of Study

Motion to approve First read Board Regulation 6143 Courses of Study was made by Frank Devine, seconded by Steve McDougall, and carried by a 3-0-2 vote.

Steve McDougall; Aye, Chris Hasegawa; Aye, Frank Devine; Aye, Stephanie McMurtrie Adams; Absent, Peter Odello; Absent

2. Second review September 2022 polices per guidesheet

Motion to approve Second review September 2022 polices per guidesheet was made by Steve McDougall, seconded by Frank Devine, and carried by a 3-0-2 vote.

Steve McDougall; Aye, Chris Hasegawa; Aye, Frank Devine; Aye, Stephanie McMurtrie Adams; Absent, Peter Odello; Absent

3. First read December 2022 Part II polices per guidesheet

Motion to approve First read December 2022 Part II polices per guidesheet was made by Steve McDougall, seconded by Frank Devine, and carried by a 3-0-2 vote.

Steve McDougall; Aye, Chris Hasegawa; Aye, Frank Devine; Aye, Stephanie McMurtrie Adams; Absent, Peter Odello; Absent

Consent items

All items under the consent agenda may be discussed and considered separately or may be entered under one motion and action or individually at the Board's prerogative.

Approval of board meeting minutes

- a. 4/20/2023 special meeting

Business

1. Warrants Listing (period ending April 30, 2023)
 - a. \$198,361.31
2. Contracts
 - a. Document Tracking Services (DTS) 2023-24 licensing agreement for web-based application
 - b. California State University's CalStateTEACH program Memorandum of Understanding and Agreement August 2023 through July 2026
 - c. Frontline Education 2023-24 absence and substitute management subscription
 - d. Lise Belton, retired annuitant, 2023-24 school policy services agreement
 - e. Central Coast Systems WinPak upgrade Districtwide Measure B
 - f. Central Coast Systems Camera Servers upgrade Districtwide Measure B
3. Donation Listing
None

Surplus Inventory

None

Personnel

1. Public Resignation/Retirement/Termination

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
Melissa Ackerman	Teacher, BVMS	June 9, 2023
Briana Woodard	Teacher, BVMS	June 9, 2023
Zonia Camacho	Noon Duty, SES	April 27, 2023

2. Public Employment

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
Zonia Camacho	Noon Duty, SES	May 01, 2023
Tamara Brux	Noon Duty, SES	April 17, 2023

Motion to approve consent items as amended was made by Steve McDougall, seconded by Frank Devine, and carried by a 3-0-2 vote.

Steve McDougall; Aye, Chris Hasegawa; Aye, Frank Devine; Aye, Stephanie McMurtrie Adams; Absent, Peter Odello; Absent

Future Agenda Items

- June 1, 2023, regular board meeting, District Office @ 7:00 p.m.
 - Subsequent Master Agenda Calendar
 - 2023-24 Local Control Accountability Plan (LCAP) and Budget Adoption Public Hearing
 - Children's Online Privacy Protection Act (COPPA) Information Fact Sheet
 - Consolidated Application
 - Initial proposals for contract negotiations (CSEA)
 - Report of School District Absences by type 2021-22 and 2022-23
 - Monterey County Treasurer Quarterly Report period ending March 31, 2023
 - Education Protection Account report resolution
 - 2023-34 Transportation report
 - Application to use Spreckels Memorial Building Parking Lot
 -

Adjournment

It was moved to adjourn by Steve McDougall, and carried by a 3-0-2 vote at 8:04 p.m.

Steve McDougall; Aye, Stephanie McMurtrie Adams; Aye, Chris Hasegawa; Absent, Frank Devine; Aye, Peter Odello; Aye

Board Meeting Approval Date May 4, 2023

Peter Odello
Clerk, Board of Trustees Spreckels Union School District

Spreckels ES Solar Design

Board Approved Project



Alternate Design



Confidential & Proprietary

Spreckels ES Solar Design



Description	Board Approved Project	Alternate Design ¹	Delta	Units
Array Size	115.2	113.4	<1.8>	kW_DC
Annual Production Est.	162,744	150,336	<12,408>	kWh/yr
Utility Offset Est.	98%	93%	<5%>	%
Utility Cost Savings Est.	\$52,074	\$48,103	<\$5,121>	\$/yr
Array Price to District	\$671,031	\$920,000 ²	\$248,969	\$

¹ If District selects to move the array, an administrative change will be submitted to PG&E, and this will be the last change allowed by PG&E or move to NEM 3.0 rate tariff.

² ROM Price for new array, inclusive of costs expended to date on existing design.

Confidential & Proprietary

Spreckels Union School District

278

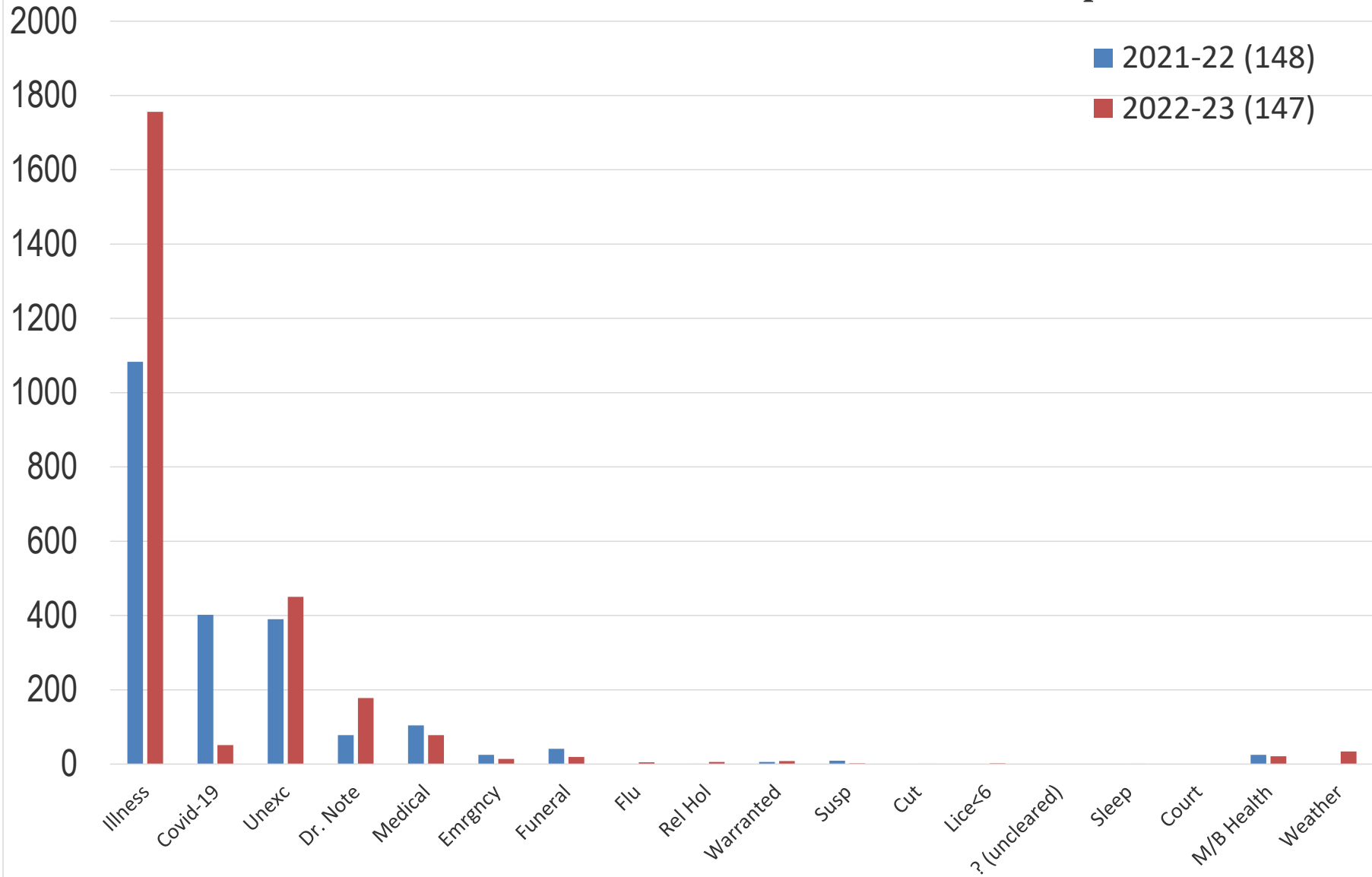
57	BVMS		6th	7th	8th		SDC	HI		TOTAL		
58			104	111	120		0	6		341		
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92	February 23, 2023	IM	Totals	SS-506		BV-336				842		
93	March 20, 2023	IM	Totals	SS-514		BV-336				850		
94	March 28, 2023	IM	Totals	SS-518		BV-339				857		
95	April 14th, 2023	IM	Totals	SS-548		BV-338				886		
96	May 2nd, 2023	IM	Totals	SS-550		BV-341				891		
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Spreckels Union School District

Absence Report

a		2021-22 (148)		2022-23 (147)		v1 presented to Board May 4, 2023	
b		c		d		e	
Buena Vista		August 18 - April 22		August 17 - April 21		f	
Middle School		Totals		Totals		g	
		%		%		2021-22 to 2022-23 Variance Totals	
						increase (-decrease) total percent of all absence types	
1	Illness	1083	50.05%	1756	66.87%	673.00	16.82%
2	Covid-19	402	18.58%	51	1.94%	-351.00	-16.63%
3	Unexc	390	18.02%	450	17.14%	60.00	-0.89%
4	Dr. Note	78	3.60%	178	6.78%	100.00	3.17%
5	Medical	104	4.81%	78	2.97%	-26.00	-1.84%
6	Emrgncy	25	1.16%	14	0.53%	-11.00	-0.62%
7	Funeral	41	1.89%	19	0.72%	-22.00	-1.17%
8	Flu	0	0.00%	5	0.19%	5.00	0.19%
9	Rel Hol	1	0.05%	6	0.23%	5.00	0.18%
10	Warranted	6	0.28%	8	0.30%	2.00	0.03%
11	Susp	9	0.42%	2	0.08%	-7.00	-0.34%
12	Cut	0	0.00%	1	0.04%	1.00	0.04%
13	Lice<6	0	0.00%	2	0.08%	2.00	0.08%
14	? (uncleared)	0	0.00%	0	0.00%	0.00	0.00%
15	Sleep	0	0.00%	1	0.04%	1.00	0.04%
16	Court	0	0.00%	0	0.00%	0.00	0.00%
17	M/B Health	25	1.16%	21	0.80%	-4.00	-0.36%
18	Weather	0	0.00%	34	1.29%	34.00	1.29%
19	Totals	2164	100.00%	2626	100.00%		

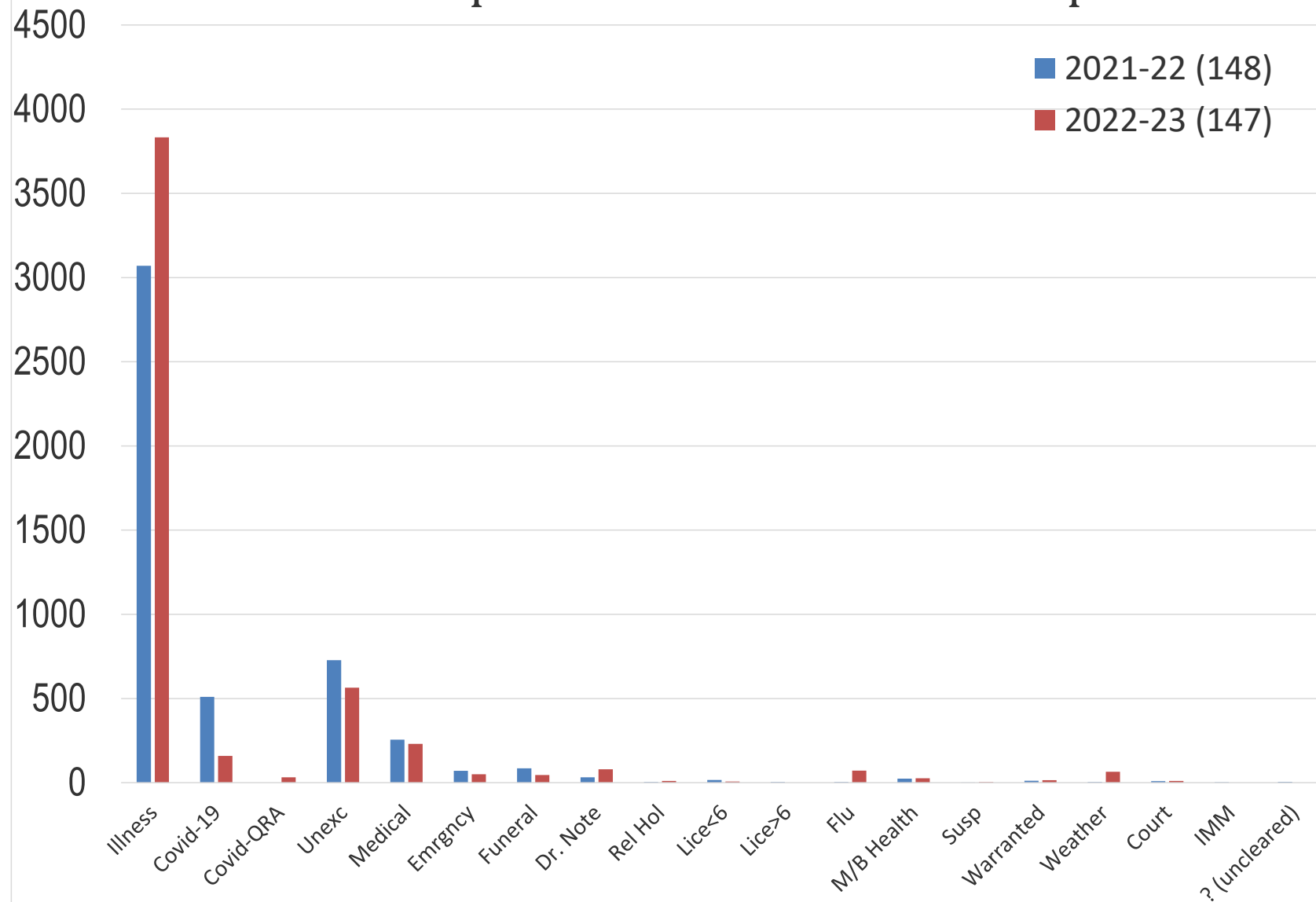
Buena Vista School Absence Report



Spreckels Union School District
Absence Report School Year

a Spreckels School	2021-22 (148)		2022-23 (147)		v1 presented to Board May 4, 2023	
	b August 18 - April 22	c	d August 17 - April 21	e	f	g
	Totals	%	Totals	%	2021-22 to 2022-23 Variance Totals	increase (-decrease) total percent of all absence types
1 Illness	3070	63.52%	3833	73.70%	763.00	10.18%
2 Covid-19	510	10.55%	159	3.06%	-351.00	-7.50%
3 Covid-QRA	0	0.00%	32	0.62%	32.00	0.62%
4 Unexc	728	15.06%	564	10.84%	-164.00	-4.22%
5 Medical	256	5.30%	230	4.42%	-26.00	-0.87%
6 Emrgncy	71	1.47%	50	0.96%	-21.00	-0.51%
7 Funeral	85	1.76%	45	0.87%	-40.00	-0.89%
8 Dr. Note	32	0.66%	79	1.52%	47.00	0.86%
9 Rel Hol	3	0.06%	10	0.19%	7.00	0.13%
10 Lice<6	16	0.33%	7	0.13%	-9.00	-0.20%
11 Lice>6	4	0.08%	0	0.00%	-4.00	-0.08%
12 Flu	3	0.06%	72	1.38%	69.00	1.32%
13 M/B Health	24	0.50%	26	0.50%	2.00	0.00%
14 Susp	1	0.02%	4	0.08%	3.00	0.06%
15 Warranted	11	0.23%	15	0.29%	4.00	0.06%
16 Weather	3	0.06%	65	1.25%	62.00	1.19%
17 Court	9	0.19%	10	0.19%	1.00	0.01%
18 IMM	2	0.04%	0	0.00%	-2.00	-0.04%
19 ? (uncleared)	5	0.10%	0	0.00%	-5.00	-0.10%
20 Totals	4833	100.00%	5201	100.00%		

Spreckels School Absence Report



Checks Dated 05/01/2023 through 05/31/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
07200000365	05/04/2023	Waste Management	01-5550	2022-23 Garbage Disposal		1,012.12
07200000366	05/04/2023	Waste Management	01-5550	2022-23 Garbage Disposal		2,653.68
07200000367	05/11/2023	Commercial Truck Co	01-5820	2022-23 Bus Repairs		881.09
07200000368	05/11/2023	First Alarm, Inc	01-5800	Inspection follow up		263.75
07200000369	05/11/2023	Palace Business Solutions c/o Trowbridge Ent.	01-4300	School office supplies		137.40
07200000370	05/18/2023	Palace Business Solutions c/o Trowbridge Ent.	01-4300	Office supplies		98.87
07200000371	05/25/2023	Commercial Truck Co	01-5820	2022-23 Bus Repairs		3,067.38
12761740	05/04/2023	Viarengo, Laura B	01-4300	Reimbursement		106.52
12761741	05/04/2023	Pagaran, Katelyn	01-4300	Presidential Excellence Awards		334.17
12761742	05/04/2023	Amplified IT, LLC	01-5800	Google workplace audit		3,150.00
12761743	05/04/2023	AMS.Net,Inc.	21-5800	DW Network & Security Assessment		870.00
12761744	05/04/2023	AT&T	01-5910	2022-23 circuit		243.97
12761745	05/04/2023	Aulenta,John A.	01-5800	2022-23 Evaluations & Assessments		2,700.00
12761746	05/04/2023	CA.Dept.of Tax and Fee Admin	01-5800	2022 Use Tax	108.05	
			01-9580	2022 Use Tax	329.08	437.13
12761747	05/04/2023	California Water Service Co	01-5530	2022-23 BVMS Water Service		1,159.42
12761748	05/04/2023	California's Valued Trust	01-3701	May 2023 Coverage	1,125.50	
			01-5800	May 2023 Coverage	5.24-	
			01-9513	May 2023 Coverage	99,534.45	100,654.71
12761749	05/04/2023	Christine Harder	01-5800	2022-23 Spreckels Art Classes	1,800.00	
				After School Art Classes	360.00	2,160.00
12761750	05/04/2023	Comercial Solutions Group Inc.	01-6200	Spreckels Toilet Building		22,600.31
12761751	05/04/2023	Integrated Communication	01-5800	repaired telcor issue		568.00
12761752	05/04/2023	nexVortex,Inc.	01-5910	2022-23 VOIP Service		417.22
12761753	05/04/2023	Spreckels Water Company	01-5530	2022-23 Water Service		1,120.51
12761754	05/04/2023	US Postal Service	01-5930	PO Box 7308 yearly fee		388.00
12761755	05/04/2023	Val's Plumbing & Heating, Inc	01-5600	Room A-2 repair		511.63
12761756	05/04/2023	Verizon Wireless Services LLC	01-5940	2022-23 Cell Services		277.65
12763214	05/11/2023	Swarnaraj, Autumn	01-5200	March-April 23 Mileage		60.26
12763215	05/11/2023	Amazon Capital Services,Inc.	01-4300	Printer Drum	108.78	
				Promotion certificates SES	62.46	
				Supplies for Testing	78.46	249.70
12763216	05/11/2023	California Janitorial Supply	01-4350	Replace Vacuum		598.28
12763217	05/11/2023	California-American Water Co	01-5540	2022-23 Wastewater services		1,000.58
12763218	05/11/2023	F.A.S.T. Services, Inc.	01-5800	Interpreter fee for IEP	180.00	
				Interpreter for IEP	180.00	360.00
12763219	05/11/2023	Fagen Friedman & Fulfroost LLP	01-5810	March 2023 SPED legal		567.00

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

Page 1 of 3

Checks Dated 05/01/2023 through 05/31/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12763220	05/11/2023	Hankin Specialty Inc.	01-5800	Wheelchair lift bi-annual inspection/service		400.00
12763221	05/11/2023	Howard's Upholstery by Ken	01-5800	Repair modesty panel on bus		146.50
12763222	05/11/2023	Kasavan Architects, Inc.	01-5800	BVMS DSA closeout		247.50
12763223	05/11/2023	Monterey Peninsula U.S.D.	01-5800	2022-23 ISA Agreement		25,041.09
12763224	05/11/2023	Pioneer Drama Service Inc.	01-5800	Performance royalties		55.00
12763225	05/11/2023	Shred-it USA	01-5800	2022-23 Document shredding		147.84
12763226	05/11/2023	Sturdy Oil Company	01-4310	2022-23 Bus Fuel	1,605.05	
			13-4310	2022-23 Maintenance/Food Service Fuel	231.10	1,836.15
12763227	05/11/2023	Target Pest Control, Inc	01-5570	2022-23 Pest Control		180.00
12763228	05/11/2023	The Post Box	01-5800	2022-23 Livescan services		125.00
12763229	05/11/2023	Twig Education Inc.	01-4300	Science adoption year 1		121,749.07
12763230	05/11/2023	Tynan BackFlow Testing	01-5800	Annual backflow testing		950.00
12763231	05/11/2023	Val's Plumbing & Heating, Inc	01-5800	Failed motor-BV Gym		364.37
12764486	05/18/2023	Thompson, Kristen	01-5800	Accompanist for spring concert		200.00
12764487	05/18/2023	Mazzuca, Michele	01-4300	Science materials		97.42
12764488	05/18/2023	Actuarial Retirement Consult	01-5800	GASB 75 Valuation Reports		2,500.00
12764489	05/18/2023	American Supply Co.	13-4350	Reach-In Freezer		3,490.54
12764490	05/18/2023	AT&T	01-5910	2022-23 BV Fax	25.29	
				2022-23 District Office	121.75	
				2022-23 SES Phone service/SPED Fax	50.45	197.49
12764491	05/18/2023	Aulenta, John A.	01-5800	2022-23 Evaluations & Assessments		2,700.00
12764492	05/18/2023	Camp Ocean Pines	01-5800	Deposit for Science Camp 23-24		100.00
12764493	05/18/2023	Div. of the State Architect	01-6230	SES Toilet Building		752.50
12764494	05/18/2023	Earth Systems	01-6290	Ground testing RR building		225.00
12764495	05/18/2023	Fagen Friedman & Fulfroost LLP	01-5200	Spring 2023 SPED symposium		235.00
12764496	05/18/2023	Pacific Gas & Electric	01-5520	2022-23 Electric/BVMS		5,087.87
12764497	05/18/2023	Santa Cruz Seaside Co.	01-5800	8th Grade trip to Boardwalk		3,816.54
12766557	05/25/2023	Thompson, Kristen	01-5200	JAN-MAY 23 MILEAGE		144.10
12766558	05/25/2023	Viarengo, Laura B	01-4300	ELD		91.26
12766559	05/25/2023	A-Z Bus Sales	01-4300	Bus flooring		404.22
12766560	05/25/2023	CDW-G	21-4350	Workstation Refresh		24,855.36
12766561	05/25/2023	Christine Harder	01-5800	2022-23 Spreckels Art Classes		500.00
12766562	05/25/2023	ClassLink, Inc.	01-5800	ClassLink Service-Set up and training		2,495.00
12766563	05/25/2023	CSM Consulting, Inc	01-5800	E-Rate April, May, June 2023		2,548.48
12766564	05/25/2023	Life Applied Inc.	01-5800	Master Contract for Student Support	4,805.00	
				Roving BCBA & Direct Services	4,365.00	
				Student support	9,562.50	18,732.50

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

Page 2 of 3

Checks Dated 05/01/2023 through 05/31/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12766565	05/25/2023	Pacific Gas & Electric	01-5510	2022-23 Gas/Spreckels School	854.36	
				2022-23 BVMS Gas	147.07	
			01-5520	2022-23 Electric/DO	886.48	
				2022-23 SES electric	5,216.20	7,104.11
12766566	05/25/2023	PB Bank Inc Reserve Account	01-5930	BVMS Postage		250.00
12766567	05/25/2023	Smith & Enright Landscaping	01-5800	2022-23 Lawn & Landscape Maint	3,025.00	
				Irrigation repair	347.50	3,372.50
Total Number of Checks					65	379,791.76

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	62	350,344.76
13	Cafeteria Fund	2	3,721.64
21	Building Fund	2	25,725.36
Total Number of Checks		65	379,791.76
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			379,791.76

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

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Service Proposal

915 C Blanco Circle Salinas, Ca 93901

Date: 5/17/2023

To: Spreckels Union School District
Address: 130 Railroad Ave, Speckels, CA 93962

Attn: Tammi Amon

Service & Scope: ABA Direct Servcies [REDACTED] 2023-24 School Year

11	HRS	BCBA Supervision	\$	105.00	=	\$	1,155.00
215	HRS	BCaBA Supervision	\$	70.00	=	\$	15,050.00
1090.5	HRS	Direct Service (8 weeks -33hrs/week)	\$	45.00	=	\$	49,072.50
							<u>\$ 65,277.50</u>

Note: Supervision is based on 6hrs/wk * 43wks

Scope:

ABA Direct Service Program Design, Implementation, Modification, Team Meetings/Collaborations, IEP Attendance.

Billing and Payment:

Monthly Progress Billing per actual hrs billed for a 30 day period, Due Net 30

Hrs are a bucket and are intended to used across the specified date range. This applies to supervision and not direct service.

Exclusions:

Acceptance:

Name: _____

Date: _____

Signature: _____



Service Proposal

915 C Blanco Circle Salinas, Ca 93901

Date: 5/17/2023

To: Spreckels Union School District
Address: 130 Railroad Ave, Speckels, CA 93962

Attn: Tammi Amon

Service & Scope: ABA Direct Servcies [REDACTED] 2023-24 School Year

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Exclusions:

Acceptance:

Name: _____

Date: _____

Signature: _____

Proposal

for Spreckels School District

Prepared for

Monica Valero
Spreckels School District

Prepared by

Julia Zankevich
PandaDoc

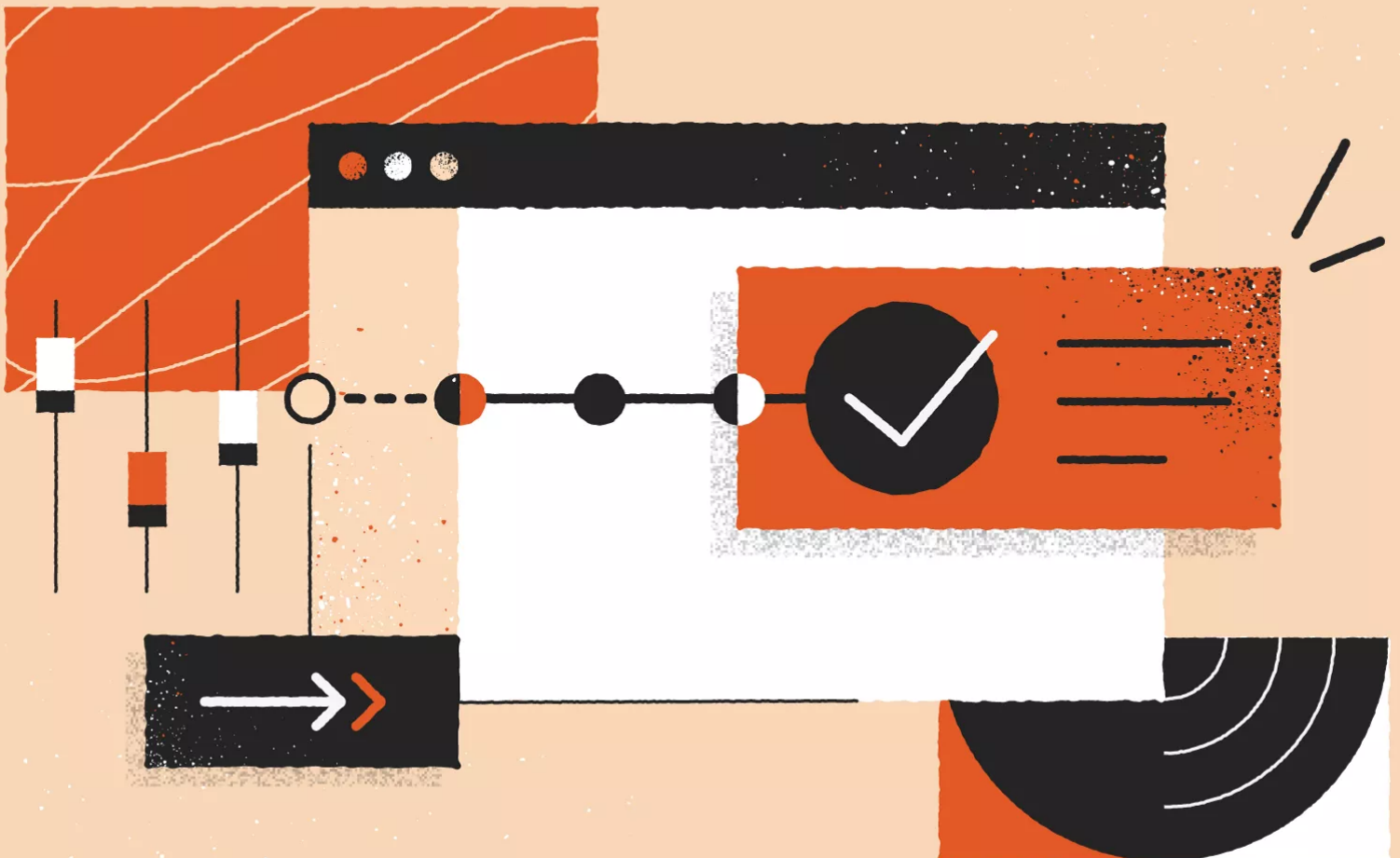


Table of Contents

Customized solution

The PandaDoc impact

Pricing overview

Safe & secure

Sign here to subscribe

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Thousands of companies choose PandaDoc to power their businesses worldwide.

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In 2023, PandaDoc continues to dominate the proposal, contract, and eSignature **software categories of third-party review sites.**

Don't take our word for it, read what our customers have to say on [G2](#) and [TrustRadius](#).



The Global Leader



Backed by Microsoft Ventures, HubSpot & Rembrandt Venture Partners

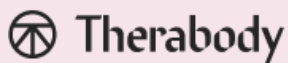


Achieved Unicorn status (Over \$1B valuation)



800+ employees located in three continents

Proudly serving 50,000+ companies across 120+ countries



Case study



“We use PandaDoc for everything you can possibly imagine,” said Dixon. “If you have any form that you need to send out, route anywhere, be completed, and sent back – it works well with PandaDoc every time.”

Industry

College

Hours Saved

60 hours/month

[Readfull case study](#)

Pricing overview

Contract start date	July 1, 2023
Contract end date	July 1, 2026
Proposal Expires	June 27, 2023

Special terms:

- **Custom contract start date July 1, 2023**
- **10% incentive for a 3-year term**
- **Price locked for the whole contract period**
- **Total savings = \$529**

PandaDoc Subscription Plan	Price/Year/User	Users	Discount	Years	Total
Business Plan - Annual Billing Key functionalities included: <ul style="list-style-type: none"> • Unlimited templates & documents • Unlimited eSignatures, • CRM integrations (excluding Salesforce) • Zapier integration (excluding doc creation and sending) • Content library • Custom branding • Approval workflows • Document analytics • Signing order • Inline commenting • Chat • Document expiration settings • Auto reminders • Email support Available for purchase at this level (\$/license): <ul style="list-style-type: none"> • Workspaces • Content Locking • Redlining • SSO • Activity Reporting • Smart Content Available for purchase at this level (\$/doc): <ul style="list-style-type: none"> • Zapier integration when using to create and send documents • Forms feature (250 free Forms included in annual subscription) • Bulk send (250 free Bulk Send included in annual subscription) • SMS verification (cost per sms) 	\$588.00	3	-\$529.20	3	\$4,762.80
					\$4,762.80

Onboarding & Implementation Services (one time fee)

Onboarding Starter Let's get you started off on the right foot with PandaDoc. This Onboarding package includes: <ul style="list-style-type: none"> • Deployment Kickoff Call (up to 45 minutes) • Virtual Group Training (90 mins) • One hour of personalized training for PandaDoc admins with plenty of expert assistance. • Template Conversion - we will convert up to 5 pages of your content into PandaDoc templates • One hour of content review - we will make sure your templates are set up according to your needs • Content edits 	\$599.00	1	\$0.00	1	\$599.00
					\$599.00

Discount Total **-\$529.20**

Total (USD) **\$5,361.80**

All costs quoted in this proposal are exclusive of any sale or other applicable tax

Safe & Secure

Your document security is our top priority at PandaDoc. Your business documents contain information that only you and your clients need to see and we intend to keep it that way. Everyday we ensure our security and compliance is parallel with industry standards.



HIPAA compliant

PandaDoc is fully committed to helping healthcare providers protect patients' healthcare information when sending ePHI via PandaDoc.

[Learn more](#)



Certification

PandaDoc is SOC II Type II certified. We can provide a SSAE 16 SOC 2 report and attestations of compliance, [upon request](#). Our services are hosted on the Amazon AWS platform and this document details how we leverage the massive investments that Amazon continues to make in security to the benefit of our customers.



GDPR compliance

PandaDoc recognizes that protecting privacy requires a holistic security program. We've completed extensive research and created a resources page with detailed information explaining what GDPR is and how PandaDoc is compliant.



Physical Security

PandaDoc data centers (handled by Amazon AWS) are state of the art and utilize innovative architectural and engineering approaches. Amazon has many years of experience in designing, constructing, and operating large-scale data centers. This experience has been applied to the AWS platform and infrastructure.



FERPA

PandaDoc helps schools facilitate electronic communication between educators, administrators, and school districts and parents and students in full compliance with FERPA (20 U.S.C. § 1232g; 34 CFR Part 99) as to protect the privacy of student education records.



Third-party Subprocessors

PandaDoc currently uses third-party subprocessors to provide various business functions. After due diligence, these subprocessors evaluate their defensive posture and executes an agreement requiring each one to maintain minimum acceptable security practices.

Sign Here to Subscribe

OR "FORWARD" THIS DOCUMENT
TO A LEGAL SIGNATORY

I hereby acknowledge I am authorized to enter into this contract and that I have read this proposal and understand and agree to the terms and conditions of PandaDoc's [Master Services Agreement](#).

PandaDoc account owner first name

PandaDoc account owner last name

Billing address

PandaDoc account owner email

07 / 01 / 2023
Subscription Start Date

Billing contact email

Accepted by (customer)

Date of acceptance

Payment terms & instructions

Payment due 0 days after
Subscription Start Date. Discounts will
apply only this contract term. Please
send all billing inquiries to
invoices@pandadoc.com.

Annual plans automatically renew every
year. If you cancel ninety (90) days prior
to an upcoming renewal date, you will
not be charged on the following renewal
date and henceforth.

*Additionally, any reductions in your
subscription should also be made 90
days prior to renewal.*

This agreement is subject to
our [Master Services Agreement](#), as
amended from time to time, and [Privacy](#)
[Policy](#).

Pay by credit card

PandaDoc account	Go to Settings > Billing > Payment & Account details
------------------	--

Pay by check

Company	PandaDoc, Inc.
Address	Dept. LA 24920, Pasadena, CA 91185-4920

Pay by wire or ACH

Bank name	Silicon Valley Bank
Bank address	3003 Tasman Drive, Santa Clara, CA 95054
Routing & transit #	121140399
For the credit of	PandaDoc, Inc.
Address	3739 Balboa St. #1083, San Francisco, CA 94121
Credit account #	3300825108
SWIFT ID	SVBKUS6S



PandaDoc

PandaDoc, Inc. 3739 Balboa St. #1083 SF 94121

Proposal for
Spreckels School District

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DATA PROCESSING AGREEMENT

(Revised December 2022)

This Data Processing Agreement (“**DPA**”) forms a part of the Customer Terms of Service found at <https://pandadoc.com/terms-of-service> or other written agreement between PandaDoc, Inc. and **Customer**, as set forth in the signature line below, for the purchase and/or use of PandaDoc, Inc.’s and/or its Affiliates (collectively, “**PandaDoc**”) products and/or services (the “**Agreement**”), and reflects the parties mutual understanding and agreement related to the Processing of Customer’s Personal Data (as defined herein) by PandaDoc on behalf of Customer.

By signing the DPA, Customer enters into this DPA on behalf of itself and, to the extent required under Applicable Privacy and Data Protection Laws, in the name and on behalf of its Controller Affiliates (defined below). For the purposes of this DPA only, and except where indicated otherwise, the term “Customer” shall include Customer and Controller Affiliates. All capitalized terms not defined herein shall have the meaning set forth in the Agreement. In the event of inconsistencies between any provision of this DPA and any provision of the Agreement, the provisions of this DPA shall prevail. In the event of conflict between the Standard Contractual Clauses (SCCs) and this DPA, the SCCs shall prevail.

HOW THIS DPA APPLIES TO CUSTOMER AND ITS AFFILIATES

If the Customer entity signing this DPA is a party to the Agreement, this DPA is an addendum to and forms part of the Agreement. In such case, the PandaDoc entity that is party to the Agreement with Customer is party to this DPA.

If the Customer entity signing this DPA has executed an Order Form with PandaDoc or its Affiliate pursuant to the Agreement, but is not itself a party to the Agreement, this DPA shall be deemed to be an addendum to such Order Form and applicable renewal Order Forms, and the PandaDoc entity that is party to such Order Form is party to this DPA.

If the Customer entity signing this DPA is neither a party to an Order Form nor an Agreement, this DPA is not valid and is not legally binding. Such entity should request that the Customer entity who is a party to the Agreement executes this DPA.

If the Customer entity is signing this DPA is neither a party to an Order Form nor an Agreement directly with PandaDoc, but is instead a Customer indirectly via an authorized reseller of PandaDoc’s products and/or services, this DPA is not valid and is not legally binding. Such entity should contact the authorized reseller to discuss whether any amendments to its agreement with the reseller are necessary.

1. DEFINITIONS

“**Affiliate**” means any entity that directly or indirectly controls, is controlled by, or is under common control with the subject entity. “Control,” for purposes of this definition, means direct or indirect ownership of or authority to direct more than 50% of the voting interests of the subject entity.

“**Applicable Privacy and Data Protection Laws**” means all applicable privacy and data protection laws and regulations, including laws and binding regulations that apply to the Processing of Personal Data under the Agreement, or to the privacy of electronic communications, including, to the extent applicable, (i) the General Data Protection Regulation (EU) 2016/679 (“GDPR”), the EU e-Privacy Directive (Directive 2002/58/EC), (ii) in respect of the United Kingdom the Data Protection Act 2018 and the GDPR as saved into United Kingdom law by virtue of Section 3 of the United Kingdom’s European Union (Withdrawal) Act 2018 (the “UK GDPR”), (iii) the California Consumer Privacy Act of 2018, as amended (Cal. Civ. Code §§ 1798.100 to 1798.199.95), the CCPA Regulations (Cal. Code Regs. tit. 11, §§ 7000 to 7102), and any related regulations or guidance provided by the California Attorney General (“CCPA” or “CPRA”), (iv) and the state laws of Colorado, Virginia, Utah, Connecticut and any other U.S. states that are applicable to the Processing of Personal Data, and (v) the Swiss Federal Data Protection Act (“Swiss Data Protection Act”), and any legislation or regulations implementing, replacing, amending or made pursuant to such laws (in each case as may be amended or superseded from time to time).

“Controller” shall have the meanings given to them under Applicable Privacy and Data Protection Laws.

“Controller Affiliate” means any of Customer's Affiliate(s) (i) that are subject to Applicable Privacy and Data Protection Laws of the European Union, the European Economic Area and/or their member states, Switzerland and/or the United Kingdom, and (ii) permitted to use PandaDoc's products and/or services pursuant to the Agreement between Customer and PandaDoc, but have not signed their own Order Form and are not a “Customer” as defined under the Agreement.

“Customer Data” means (unless otherwise defined in the Agreement in which case the definition in the Agreement shall apply), all data and information provided by Customer, its Affiliates and its customers to PandaDoc in relation to PandaDoc's provision of the products and/or services including without limitation message text, files, comments, links and profile information. “Customer Data” does not include non-PandaDoc products and/or services.

“Data Subject” means the identified or identifiable person to whom Personal Data relates.

“EEA” means the European Economic Area.

“Personal Data” means any information that relates to an identified or identifiable natural person or to an identified or identifiable legal entity, to the extent that such information is protected as personal data or personally identifiable information under Applicable Privacy and Data Protection Laws and such data submitted is Customer Data. “Personal Data” as used herein only applies to Personal Data for which PandaDoc is a Processor.

“Process” or “Processing” means any operation or set of operations which is performed upon Personal Data, whether or not by automatic means, such as collection, recording, organization, structuring, storage, adaptation or alteration, retrieval, consultation, use, disclosure by transmission, dissemination or otherwise making available, alignment or combination, restriction, erasure or destruction.

“Processor” shall have the meanings given to them under Applicable Privacy and Applicable Privacy and Data Protection Laws.

“PandaDoc Inc.” means PandaDoc, Inc., a corporation incorporated in Delaware.

“PandaDoc” means, collectively, PandaDoc Inc. and its Affiliates engaged in the Processing of Personal Data.

“Restricted Transfer” means: (i) where the GDPR applies, a transfer of Personal Data originating from the EEA to a country outside of the EEA which is not subject to an adequacy determination by the European Commission; (ii) where the UK GDPR applies, a transfer of Personal Data originating from the United Kingdom to any other country which is not subject to adequacy regulations adopted pursuant to Section 17A of the United Kingdom Data Protection Act 2018; and (iii) where the Swiss Data Protection Act applies, a transfer of Personal Data originating from Switzerland to a country outside of Switzerland which is not included on the list of adequate jurisdictions published by the Swiss Federal Data Protection and Information Commissioner.

“Security Practices” means PandaDoc's “Security Practices Datasheet”, as updated from time to time, and currently accessible at Exhibit 2.

“Standard Contractual Clauses” or “SCCs” (i) where the GDPR applies, the standard contractual clauses annexed to the European Commission's Implementing Decision 2021/914 of 4 June 2021 on standard contractual clauses for the transfer of Personal Data to third countries pursuant to Regulation (EU) 2016/679 of the European Parliament and of the European Council, (the **“EU SCCs”**) and which are hereby incorporated into this DPA; (ii) where the UK GDPR applies, the International Transfer Addendum or Addendum to the EU SCCs for international data transfers issued under Section 119A of the Data Protection Act 2018 and approved by UK Parliament on 21 March 2022 (**“International Data Transfer Addendum”**) and which is hereby incorporated into this DPA; and (iii) where the Swiss Data Protection Act applies, the applicable standard data protection clauses issued, approved or recognized by the Swiss Federal Data Protection and Information

Commissioner (the "**Swiss SCCs**"), in each case as completed as described in Section 11 below. For the purposes of the EU SCCs and the International Transfer Addendum, if applicable, (a) Customer shall be the 'data exporter and PandaDoc the 'data importer. '

"Sub-processor" means any entity engaged by PandaDoc and/or its Affiliates to Process Personal Data in connection with PandaDoc's products and/or services.

"Supervisory Authority" means an independent public authority which is established by an EU Member State pursuant to the GDPR for the EU; the Information Commissioner's Office ('ICO') in the United Kingdom; or the Federal Data Protection and Information Commissioner (FDPIIC) in Switzerland.

2. PROCESSING OF PERSONAL DATA

- 2.1. Roles of the Parties.** The parties acknowledge and agree that with regard to the Processing of Personal Data, Customer is the Controller and PandaDoc is the Processor. PandaDoc may engage Sub-processors pursuant to the requirements set forth in Article 4 "Sub-processors" below to Process such Personal Data.
- 2.2. Customer's Processing of Personal Data.** Customer shall have sole responsibility for the accuracy and quality of Personal Data, the means by which Customer acquired such Personal Data and ensure compliance with laws as it relates to the foregoing. Customer acknowledges that it is responsible for properly implementing access and use controls and configuring certain features and functionalities that Customer may elect to use and that it will do so in such manner that Customer deems adequate to maintain appropriate security, protection, deletion, and backup of Personal Data. PandaDoc will be entitled to rely solely on Customer's instructions relating to Personal Data Processed by PandaDoc.
- 2.3. PandaDoc's Processing of Personal Data.** With respect to Personal Data Processed by PandaDoc as Customer's Processor, PandaDoc shall only Process Personal Data for the following purposes: (i) Processing in accordance with the Agreement and applicable Order Form(s); (ii) Processing initiated by authorized users in their use of PandaDoc's products and/or services; and (iii) Processing to comply with other reasonable instructions provided by Customer in writing (e.g., via email or support tickets) that are consistent with the terms of the Agreement (individually and collectively, the "**Purpose**"). PandaDoc shall not disclose Personal Data to third parties except: (i) to employees, service providers, or advisers who have a need to know the Personal Data and are under confidentiality obligations at least as restrictive as those described under this DPA, or (ii) as required to comply with valid legal process in accordance with the terms of the Agreement. If PandaDoc has reason to believe Customer's instructions infringe the GDPR, UK GDPR, other EEA data protection provisions, the CCPA/CPRA or other applicable US state or federal laws, then PandaDoc will promptly notify Customer. Customer acknowledges and agrees that PandaDoc collects cumulative, anonymized data and analytics pertaining to its customers including without limitation Customer ("Unidentifiable Data"), and, provided that such Unidentifiable Data Subject is and will remain unidentifiable, the data is not subject to the deletion requirement set forth in Paragraph 7 ("Return and Deletion of Client Data") herein.
- 2.4. Details of the Processing.** PandaDoc agrees that it will Process the Personal Data in relation to the Purpose and the provision of PandaDoc's products and/or services. The duration of the Processing, the nature and purpose of the Processing, the types of Personal Data and categories of Data Subjects Processed under this DPA are further specified in Exhibit 3 attached hereto and incorporated herein.

3. RIGHTS OF DATA SUBJECTS & DATA SUBJECT REQUESTS

- 3.1.** PandaDoc shall, to the extent legally permitted, promptly notify Customer if PandaDoc receives any requests from a Data Subject to exercise the following Data Subject rights: access, rectification, restriction of Processing, erasure ("right to be forgotten"), data portability, objection to the Processing, or to not be subject to an automated individual decision making (each, a "**Data Subject Request**"). Taking into account the nature of the Processing, PandaDoc shall assist Customer by

appropriate technical and organizational measures, insofar as this is possible, for the fulfillment of Customer's obligation to respond to a Data Subject Request under Applicable Privacy and Data Protection Laws. In addition, to the extent Customer, in its use of PandaDoc's products and/or services, does not have the ability to address a Data Subject Request, PandaDoc shall, upon Customer's request, provide commercially reasonable efforts to assist Customer in responding to such Data Subject Request, to the extent PandaDoc is legally permitted to do so and the response to such Data Subject Request is required under Applicable Privacy and Data Protection Laws. To the extent legally permitted, Customer shall be responsible for any costs arising from PandaDoc's provision of such assistance, including without limitation any fees associated with provision of additional functionality.

4. SUB-PROCESSORS

- 4.1. Appointment of Sub-processors.** Customer acknowledges and agrees that (a) PandaDoc's Affiliates may be retained as Sub-processors; and (b) PandaDoc and PandaDoc's Affiliates respectively may engage third-party Sub-processors in connection with the provision of the products and/or services. As a condition to permitting a third-party Sub-processor to Process Personal Data, PandaDoc or a PandaDoc Affiliate will enter into a written agreement with each Sub-processor containing data protection obligations that provide at least the same level of protection for Personal Data as those in this DPA, to the extent applicable to the nature of the services provided by such Sub-processor. Customer acknowledges that PandaDoc, Inc. is located in the United States and provides PandaDoc's products and/or services to Customer. Customer agrees to enter into the SCCs and acknowledges that Sub-processors may be appointed by PandaDoc in accordance with Clause 9 of the SCCs incorporated herein.
- 4.2. List of Current Sub-processors and Notification of New Sub-processors.** The then-current list of Sub-processors PandaDoc uses to provide the products and/or services, including the identities of those Sub-processors and their country of location, is accessible at <http://www.pandadoc.com/GDPR/subprocessors> ("**Sub-processor List**") which may be updated by PandaDoc from time to time, but not less than annually when applicable, upon advance written notice to Customer.
- 4.3. Objection Right for New Sub-processors.** Customer may reasonably object to PandaDoc's use of a new Sub-processor (e.g., if making Personal Data available to the Sub-processor may violate Applicable Privacy and Data Protection Laws or weaken the protections for such Personal Data) by notifying PandaDoc promptly in writing within 30 business days after Customer becomes aware of such change. Such notice shall include the date the Customer became aware of the new Sub-processor and explain the reasonable grounds for the objection. In the event Customer objects to a new Sub-processor, as permitted in the preceding sentence, PandaDoc will use commercially reasonable efforts to make available to Customer a change in PandaDoc's products and/or services or recommend a commercially reasonable change to Customer's configuration or use of PandaDoc's products and/or services to avoid Processing of Personal Data by the objected-to new Sub-processor without unreasonably burdening Customer. If PandaDoc is unable to make available such change within a reasonable period of time, which shall not exceed sixty (60) days from the date PandaDoc receives written notice from Customer, either party may terminate without penalty the applicable Order Form(s) with respect only to those PandaDoc's products and/or services which cannot be provided by PandaDoc without the use of the objected-to new Sub-processor by providing written notice to the other party advising of such termination. PandaDoc will refund to Customer any prepaid fees covering the remainder of the term of such Order Form(s) following the effective date of termination with respect to such terminated PandaDoc products and/or services, without imposing a penalty for such termination on Customer.
- 4.4. Liability.** PandaDoc shall be liable for the acts and omissions of its Sub-processors to the same extent PandaDoc would be liable if performing the services of each Sub-processor directly under the terms of this DPA, except as otherwise set forth in the Agreement.

5. SECURITY

- 5.1. Controls for the Protection of Customer Data.** PandaDoc shall maintain appropriate technical

and organizational measures for protection of the security, confidentiality and integrity of Customer Data, as set forth in the Security Practices located at pandadoc.com/security.

- 5.2. Third-Party Certifications and Audits.** PandaDoc has obtained the third-party certifications and audits set forth in the Security Practices. Upon Customer's request, and subject to the confidentiality obligations set forth in the Agreement, PandaDoc shall make available to Customer (or Customer's independent, third-party auditor) information regarding PandaDoc's compliance with the obligations set forth in this DPA in the form of the third-party certifications and audits set forth in the Security Practices. Customer may contact PandaDoc in accordance with the "Notices" Section of the Agreement to request an audit of PandaDoc's procedures relevant to the protection of Personal Data, but only to the extent required under Applicable Privacy and Data Protection Laws and Customer shall not disrupt PandaDoc's business operations during the performance of such audit. Customer shall reimburse PandaDoc for any time expended for any such audit at PandaDoc's then-current rates. Before the commencement of any such audit, Customer and PandaDoc shall mutually agree upon the scope, timing, and duration of the audit, in addition to the reimbursement rate for which Customer shall be responsible. All reimbursement rates shall be reasonable, taking into account the resources expended by PandaDoc. Customer shall promptly notify PandaDoc with information regarding any non-compliance discovered during the course of an audit, and PandaDoc shall use commercially reasonable efforts to address any confirmed non-compliance.

6. CUSTOMER DATA INCIDENT MANAGEMENT AND NOTIFICATION

PandaDoc shall maintain commercially reasonable security incident management policies and procedures specified in the Security Practices. PandaDoc shall notify Customer without undue delay of any breach relating to Personal Data (within the meaning of Applicable Privacy and Data Protection Laws) of which PandaDoc becomes aware and which may require a notification to be made to a Supervisory Authority or Data Subject under Applicable Privacy and Data Protection Laws or which PandaDoc is required to notify to Customer under Applicable Privacy and Data Protection Laws (a "**Customer Data Incident**"). Taking into account the nature of Processing and the information available to PandaDoc and in accordance with the Agreement, PandaDoc shall provide commercially reasonable cooperation and assistance in identifying the cause of such Customer Data Incident and take commercially reasonable steps to remediate the cause to the extent the remediation is within PandaDoc's control. The obligations herein shall not apply to incidents that are caused by Customer, Customer's authorized users and/or any non-PandaDoc products and/or services.

7. RETURN AND DELETION OF CUSTOMER DATA

Upon termination of the Agreement and/or Order Form pursuant to which PandaDoc is Processing Personal Data, PandaDoc shall, upon Customer's request, and subject to the limitations described in the Agreement and the Security Practices, return all Customer Data and copies of such data to Customer or securely destroy them and reasonably demonstrate to the Customer that it has taken such measures, unless applicable law prevents it from returning or destroying all or part of Customer Data. PandaDoc agrees to preserve the confidentiality of any retained Customer Data for the duration of the Agreement only and will only actively Process such Customer Data after such date if agreed to by the parties or to otherwise comply with applicable laws. This Section 7 shall not apply to Unidentifiable Data, as defined herein.

8. CONTROLLER AFFILIATES

- 8.1. Contractual Relationship.** The parties acknowledge and agree that, by executing the Agreement and/or Order Form and this DPA, Customer enters into the DPA on behalf of itself and, as applicable, in the name and on behalf of its Controller Affiliates, thereby establishing a separate DPA between PandaDoc and each such Controller Affiliate subject to the provisions of the Agreement. Each Controller Affiliate agrees to be bound by the obligations under this DPA and, to the extent applicable, the Agreement. For the avoidance of doubt, a Controller Affiliate is not and does not become a party to the Agreement and is only a party to the DPA. All access to and use of the PandaDoc products and/or services by Controller Affiliates must comply with the terms and

conditions of the Agreement and any violation of the terms and conditions of the Agreement by a Controller Affiliate shall be deemed a violation by Customer and Customer shall be liable for such violation.

- 8.2. Communication.** The Customer that is the contracting party to the Agreement shall remain responsible for coordinating all communication with PandaDoc under this DPA and be entitled to make and receive any communication in relation to this DPA on behalf of its Controller Affiliates.
- 8.3. Rights of Controller Affiliates.** If a Controller Affiliate becomes a party to the DPA with PandaDoc, it shall, to the extent required under Applicable Privacy and Data Protection Laws, also be entitled to exercise the rights and seek remedies under this DPA, subject to the following:
- 8.3.1.** Except where Applicable Privacy and Data Protection Laws require the Controller Affiliate to exercise a right or seek any remedy under this DPA against PandaDoc directly by itself, the parties agree that (i) solely the Customer that is the contracting party to the Agreement shall exercise any such right or seek any such remedy on behalf of the Controller Affiliate, and (ii) the Customer that is the contracting party to the Agreement shall exercise any such rights under this DPA not separately for each Controller Affiliate individually but in a combined manner for all of its Controller Affiliates together (as set forth, for example, in Section 8.3.2, below).
- 8.3.2.** The parties agree that the Customer that is the contracting party to the Agreement shall, if carrying out an audit of the PandaDoc procedures relevant to the protection of Personal Data, take all reasonable measures to limit any impact on PandaDoc by combining, to the extent reasonably possible, several audit requests carried out on behalf of different Controller Affiliates in one single audit.

9. PANDADOC PERSONNEL

- 9.1. Confidentiality.** PandaDoc shall use commercially reasonable efforts to ensure that its personnel engaged in the Processing of Personal Data are informed of the confidential nature of the Personal Data, have received appropriate training on their responsibilities and have executed written confidentiality agreements. PandaDoc shall ensure that such confidentiality obligations survive the termination of the personnel engagement.
- 9.2. Reliability.** PandaDoc shall take commercially reasonable steps to ensure the reliability of any PandaDoc personnel engaged in the Processing of Personal Data.
- 9.3. Limitation of Access.** PandaDoc shall ensure that PandaDoc's access to Personal Data is limited to those personnel performing services in accordance with the Agreement.
- 9.4. Data Protection Officer/Responsible Party.** PandaDoc has a data protection officer or individual responsible for its data protection in the United States, EU and UK that are collectively reached at privacyteam@pandadoc.com.

10. LIMITATION OF LIABILITY

Each party's and all of its Affiliates' liability, taken together in the aggregate, arising out of or related to this DPA, and all DPAs between Controller Affiliates and PandaDoc, whether in contract, tort or under any other theory of liability, is subject to the "Limitation of Liability" section of the Agreement, and any reference in such section to the liability of a party means the aggregate liability of that party and all of its Affiliates under the Agreement and all DPAs together.

For the avoidance of doubt, the total liability of PandaDoc (and its Affiliates, if any) for all claims from the Customer and all of its Controller Affiliates arising out of and/or related to the Agreement and each DPA shall apply in the aggregate for all claims under the Agreement and all DPAs established under the Agreement, including by Customer and all Controller Affiliates. It is specifically understood that liability shall not apply individually and severally to Customer and to Controller Affiliates.

- 11.** PandaDoc will Process Personal Data in accordance with the Applicable Privacy and Data Protection Laws requirements directly applicable to the provisioning of PandaDoc's products and services.

11.1. Data Protection Impact Assessment. Upon Customer's request, PandaDoc shall provide Customer with reasonable cooperation and assistance (at Customer's expense) needed to fulfill Customer's obligation under the GDPR to carry out a data protection impact assessment related to Customer's use of PandaDoc's products and/or services, to the extent Customer does not otherwise have access to the relevant information, and to the extent such information is available to PandaDoc. PandaDoc shall provide reasonable assistance to Customer in the cooperation or prior consultation with the Supervisory Authority, to the extent required under the GDPR.

11.2. Transfer Mechanisms.

11.2.1. PandaDoc shall (and shall procure that any Subprocessor shall) not Process or transfer (directly or via onward transfer) any Customer Data in or to a territory other than the territory in which the Customer Data was first collected (nor permit the Customer Data to be so Processed or transferred) unless: (i) it has first obtained Customer's prior written consent and (ii) it takes all such measures as are necessary to ensure such Processing or transfer is in compliance with Applicable Privacy and Data Protection Laws (including such measures as may be communicated by Customer to PandaDoc). Without prejudice to the foregoing, the Parties agree that when a transfer of Customer Data by Customer (as data exporter) to PandaDoc (as data importer) under this DPA is a Restricted Transfer, PandaDoc shall be bound by the SCCs, which shall be deemed incorporated into this DPA as follows:

11.2.1.1. In relation to transfers of Personal Data protected by the GDPR, the EU SCCs will apply completed as follows:

11.2.1.1.1. Where Customer is a controller of the Personal Data, Module Two (*controller to processor transfers*) shall apply;

11.2.1.1.2. In Clause 7, the optional docking clause will apply;

11.2.1.1.3. In Clause 9, Option 2 will apply, and the time period for prior notice of Subprocessor changes shall be as set out in Section 4 of this Agreement;

11.2.1.1.4. In Clause 11, the optional language will not apply;

11.2.1.1.5. In Clause 17, Option 1 will apply, and the EU SCCs will be governed by Irish law;

11.2.1.1.6. In Clause 18(b), disputes shall be resolved before the courts of Ireland; and

11.2.1.1.7. Annex I and II of the EU SCCs shall be deemed completed with the information set out in Exhibits 2-4 of this DPA;

11.2.1.2. In relation to transfers of Personal Data protected by the UK GDPR, the EU SCCs will also apply to such transfers in accordance with Section 11.2.1.1 above, with the following modifications:

11.2.1.2.1. any references in the EU SCCs to "Directive 95/46/EC" or "Regulation (EU) 2016/679" shall be interpreted as references to the UK GDPR; references to specific Articles of "Regulation (EU) 2016/679" are replaced with the equivalent Article or Section of UK GDPR;

11.2.1.2.2. references to "EU", "Union" and "Member State law" are all replaced with "UK"; Clause 13(a) and Part C of Annex I of the EU SCCs are not used; references to the "competent supervisory authority" and "competent courts" shall be interpreted as references to the Information Commissioner and the courts of England and Wales;

11.2.1.2.3. Clause 17 of the EU SCCs is replaced to state that "The Clauses are governed by the laws of England and Wales" and Clause 18 of the EU SCCs is replaced to state "Any dispute arising from these Clauses shall be resolved by the courts of England and Wales. A data subject may bring legal proceeding against the data exporter and/or data importer before the courts of any country in the UK. The Parties agree to submit themselves to the jurisdiction of such courts;"

11.2.1.2.4. The International Transfer Addendum is set forth at Exhibit 4 to this DPA, if applicable,

unless the EU SCCs as implemented above cannot be used to lawfully transfer such Personal Data in compliance with the UK GDPR, in which event the UK SCCs shall instead be incorporated by reference and form an integral part of this DPA and shall apply to such transfers. Where this is the case, the relevant Annexes or Appendices of the UK SCCs shall be populated using the information contained in Exhibits 2 -4 of this DPA (as applicable).

11.2.1.3. In relation to transfers of Personal Data protected by the Swiss Data Protection Act, the EU SCCs will also apply to such transfers in accordance with Section 11.2.1.1 above, with the following modifications:

11.2.1.3.1. any references in the EU SCCs to "Directive 95/46/EC" or "Regulation (EU) 2016/679" shall be interpreted as references to the Swiss Data Protection Act;

11.2.1.3.2. references to "EU", "Union", "Member State" and "Member State law" shall be interpreted as references to Switzerland and Swiss law, as the case may be; and

11.2.1.3.3. references to the "competent supervisory authority" and "competent courts" shall be interpreted as references to the FDIPC and competent courts in Switzerland,

unless the EU SCCs as implemented above cannot be used to lawfully transfer such Personal Data in compliance with the Swiss Data Protection Act, in which event the Swiss SCCs shall instead be incorporated by reference and form an integral part of this DPA and shall apply to such transfers. Where this is the case, the relevant Annexes or Appendices of the Swiss SCCs shall be populated using the information contained in Exhibits 2-4 of this DPA (as applicable).

12. LEGAL EFFECT

This DPA shall only become legally binding between Customer and PandaDoc (and PandaDoc, Inc., if different) when executed by both parties. If Customer has previously executed a data processing addendum with PandaDoc concerning the subject matter hereof, the parties acknowledge and agree that this DPA supersedes and replaces such prior data processing addendum. For purposes of clarification, this DPA becomes legally binding on the date the last party below executes the DPA.

13. VENUE

This DPA and any dispute or claim arising out of and/or in connection with it or its subject matter or formation (including non-contractual disputes or claims) shall be governed by, and construed in accordance with, the legal system of Ireland.

14. MISCELLANEOUS

The parties agree that this DPA and, if applicable, the Standard Contractual Clauses, shall terminate automatically upon (i) termination of the Agreement; or (ii) if applicable, the expiration or termination of all Order Forms or similar contract documents entered into by PandaDoc with Customer pursuant to the Agreement, whichever is later. Any obligation imposed on either party under this DPA in relation to the Processing of Personal Data that would reasonably be interpreted to survive any termination or expiration of this DPA, shall survive. Customer may notify PandaDoc in writing from time to time of any variations to this DPA which are required as a result of a change in Applicable Privacy and Data Protection Laws. Any such required variations shall take effect on the date falling 45 (forty-five) calendar days after the date such written notice is received and PandaDoc shall procure that, where necessary, the terms in each contract between PandaDoc or any PandaDoc Affiliate and each Sub-processor are amended to incorporate such variations within the same time period. Should any provision of this DPA be invalid or unenforceable, then the remainder of this DPA shall remain valid and in force. The invalid or unenforceable provision shall be either (i) amended as necessary to ensure its validity and enforceability, while preserving the parties' intentions as closely as possible or, if this is not possible, (ii) construed in a manner as if the invalid or unenforceable part had never been contained therein.

List of Exhibit(s) attached and incorporated:

Exhibit 1.A: California Specific Provisions
Exhibit 1.B: Virginia Specific Provisions
Exhibit 2: Technical and Organizational Measures
Exhibit 3: Annexes 1 -3 to the SCCs
Exhibit 4: UK International Data Transfer Addendum

The parties' authorized signatories have executed this DPA as set forth below. The agreement begins on the date the Customer signs ("**Effective Date**").

On behalf of Customer: _____

Print Name: _____

Position: _____

Address: _____

Email: _____

Signature: _____

Date: _____

On behalf of PandaDoc, Inc.:

Print Name: Kelley Boland

Position: Director of Legal and Compliance, Senior
Legal Counsel.

Address: 3739 Balboa St. #1083, San Francisco, CA
94121

Email: Privacyteam@pandadoc.com

Signature:  _____

Date: 12 / 16 / 2022

EXHIBIT 1.A TO THE DATA PROCESSING AGREEMENT

CALIFORNIA SPECIFIC PROVISIONS

This Exhibit 1.A forms part of the DPA. Capitalized terms not defined in this Exhibit 1 have the meaning set forth in the DPA.

1. When processing California Personal Information (as defined in the California Privacy Rights Act of 2020 (Cal. Civ. Code §§ 1798.100 to 1798.199.100 "**CPRA**") in accordance with Customer's instructions, the parties acknowledge and agree that Customer is a Business and PandaDoc is a Service Provider for the purposes of the CPRA. PandaDoc shall process California Personal Information solely for a valid business purpose to perform the Services.

PandaDoc understands and agrees to the prohibition from: (i) selling or sharing of California Personal Information that it processes on behalf of the Customer; (ii) retaining, using, or disclosing California Personal Information for a commercial purpose other than providing the Services or otherwise permitted by CCPA; (iii) retaining, using, or disclosing California Personal Information outside of the Agreement between PandaDoc and Customer, (iv) retaining, using, or disclosing the personal information for any purpose outside those specified in the contract or outside the direct business-service provider relationship; and (v) combining the personal information received from or on behalf of the business with personal information the service provider received elsewhere, unless specific statutory or regulatory exceptions apply.

EXHIBIT 1.B TO THE DATA PROCESSING AGREEMENT
VIRGINIA SPECIFIC PROVISIONS

This Exhibit 1.B forms part of the DPA. Capitalized terms not defined in this Exhibit1.B have the meaning set forth in the DPA.

1. When processing Virginia Personal Data (as defined in the Virginia Consumer Data Protection Act ([Va. Code Ann. §§ 59.1-575](#) to [59.1-584](#) (effective January 1, 2023))) ("VCDPA"), in accordance with Customer's instructions, the parties acknowledge and agree that Customer is the data controller and PandaDoc is the data processor for the purposes of the VCDPA. When processing Virginia consumers' Personal Data on Customer's behalf, PandaDoc agrees:
 - To ensure that processing of Personal Data is subject to a duty of confidentiality with respect to the data;
 - At the Customer's direction, delete or return all Personal Data to the controller as requested at the end of the provision of services, unless retention of the Personal Data is required by law;
 - Upon the Customer's reasonable request, PandaDoc will make available to Customer all information in its possession necessary to demonstrate PandaDoc's compliance with VCDPA obligations for processors;
 - Allow, and cooperate with, reasonable assessments by Customer or Customer's designated assessor; alternatively, PandaDoc may arrange for a qualified and independent assessor to conduct an assessment of its policies and technical and organizational measures in support of the obligations under VCDPA using an appropriate and accepted control standard or framework and assessment procedure for such assessments. PandaDoc will provide a report of such assessment to Customer upon request; and
 - To engage any subcontractor pursuant to a written contract with a requirement that the subcontractor must meet PandaDoc's obligations with respect to the Personal Data.
2. PandaDoc understands and agrees to:
 - Adhere to Customer's instructions and will assist Customer in its obligation to respond to consumer rights requests in compliance with VCDPA;
 - Assist Customer in relation to the notification of breach of security of PandaDoc's system in compliance with VCDPA; and
 - To provide necessary information to enable Customer to conduct and document data protection assessment(s).

EXHIBIT 2 TO THE DATA PROCESSING AGREEMENT

TECHNICAL AND ORGANIZATIONAL MEASURES

This Exhibit 2 forms part of the DPA. Capitalized terms not defined in this Exhibit 2 have the meaning set forth in the DPA.

PandaDoc shall implement and maintain commercially reasonable administrative, technical, and physical safeguards designed to protect Customer Personal Data. Such safeguards shall include:

- IT Security Policy. PandaDoc will maintain a written information security policy applicable to all authorized personnel and systems.
- Training. PandaDoc will provide information security awareness training to all employees at least annually.
- Access Control. PandaDoc will maintain an access control policy, procedures, and controls consistent with industry standard practices. PandaDoc will limit access to Customer's Personal Data to those employees and Sub-processors with a need-to-know.
- Logical Separation. PandaDoc will ensure Customer's Personal Data is logically separated from other PandaDoc customer data.
- Networking. PandaDoc will ensure network access control mechanisms are designed to prevent network traffic using unauthorized protocols from reaching the systems and applications infrastructure.
- Encryption. Where appropriate, Customer's Personal Data will be encrypted in-transit and at rest using industry standard encryption technologies.
- Asset Inventory. PandaDoc will maintain an inventory of all information technology assets used in its operation of the services.
- Password Management. PandaDoc will maintain a password management policy designed to ensure strong passwords consistent with industry standard practices.
- Incident Response Plan. PandaDoc will maintain an incident response plan that addresses Security Incident handling. PandaDoc also maintains an event log of security incidents.
- Backups of Customer Personal Data. PandaDoc will maintain an industry standard backup system and backup of Customer's Personal Data designed to facilitate timely recovery in the event of a service interruption.
- Disaster Recovery and Business Continuity Plans. PandaDoc will maintain disaster recovery and business continuity plans consistent with industry standard practices.
- Malicious Code Protection. All PandaDoc workstations will run the current version of industry standard anti-virus software with the most recent updates available on each workstation. Virus definitions will be updated within a reasonable period following release by the anti-virus software vendor.
- Data Minimization. PandaDoc limits the use of any personal data collected to uses that are compatible with the context in which that personal data was collected.
- Vendor Management. PandaDoc will maintain the Third Party/Vendor Management Program and oversee the risk and compliance program for vendors, partners and other third parties by assessing and managing the risks assumed by the nature of relationships with vendors, partners and other third parties.
- Vulnerability Management Controls. PandaDoc will maintain a vulnerability management program to identify and resolve security vulnerabilities in a timely manner.

Additional Safeguarding Measures

- PandaDoc conducts periodic reviews of our security policies and practices through independent third-party auditing services. Reporting on Controls at a Service Organisation (SOC 2) Audits, as well as internal auditing services and other assessments deemed appropriate.
- PandaDoc maintains annual penetration tests to identify and resolve foreseeable attack vectors and potential abuse scenarios.

EXHIBIT 3 TO THE DATA PROCESSING AGREEMENT

ANNEX 1-3 OF THE SCCS

This Exhibit 3 forms part of the DPA. Capitalized terms not defined in this Exhibit 3 have the meaning set forth in the DPA.

SCCs ANNEX I

A. LIST OF PARTIES

Data Exporter:

1. Name: Customer

Address: As set forth in the DPA

Contact person's name, position and contact details: As set forth in the DPA

Relevant Activities: As set forth in below and in accordance with the Services under the Master Service Agreement.

Signature: _____ Date: _____

Role: Data Controller

Data Importer:

2. PandaDoc, Inc.

3739 Balboa St. #1083, San Francisco, CA 94121

Kelley Boland, Director of Legal and Compliance

Email: privacyteam@PandaDoc.com

Relevant Activities: As set forth in Exhibit 2. Further, PandaDoc is an organization that assists other organizations in providing technical solutions to reduce administrative burden of transacting business by creating personalized documents in an automated fashion (not profiling or automated decision making under the GDPR). Such automation includes creating and approving proposals, quotes, contracts, and eSignatures.

Signature:  Date: 12 / 16 / 2022

Role: Data Processor

B. DESCRIPTION OF TRANSFER

1. **Categories of data subjects whose personal data is transferred:**

The authorized representative(s) of the organization using PandaDoc and Customer's end-user, if applicable.

2. **Categories of personal data transferred:**

- a. Customer and Customer's end-user (if applicable):
 - i. Contact details: Name (First & Last), Email Address, Phone Number, Company Name, Job Role, IP address, geolocation information, log-in and password
 - ii. Billing details: Name (First & Last), Email Address, Address, Country, State, City, Zip code, Credit Card information
 - iii. Other details: demographic information, usage data including the amount of time spent on particular pages and the number of times a document is viewed, names and email addresses of parties to a transaction, subject line, history of actions individuals take related to a transaction (ie sign and forward features) and personal information about those individuals or their devices, such as name, IP address, email address and other authentication methods.
- b. Customer's Employees:
 - i. Contact Details: Name (First & Last), Email Address

3. **Sensitive data transferred (if applicable) and applied restrictions or safeguards that fully take into consideration the nature of the data and the risks involved, such as for instance strict purpose limitations, access restrictions (including access only for staff having followed specialized training), keeping a record of access to the data, restrictions for onward transfers or additional security measures:**

Data exporter shall not disclose (and shall not permit any data subject to disclose) any special categories of personal data to data importer for processing

4. **The frequency of the transfer (e.g. whether the data is transferred on a one-off or continuous basis).**

Personal data may be transferred one-off or continuous basis at the option of the authorized user.

5. **Nature of the processing. Please select from the following and/or add** The following list shall act as the default in response to this, if no selection is made.

- a. Adaption or alteration
- b. Collection
- c. Consultation
- d. Destruction
- e. Disclosure by transmission
- f. Dissemination
- g. Erasure
- h. Organization
- i. Recording
- j. Retrieval
- k. Storage
- l. Structuring
- m. Use

6. **Purpose(s) of the data transfer and further processing**

The purpose of the data transfer is to further the contract (Terms of Service) and for the person seeking to evaluate the PandaDoc service.

7. ***The period for which the personal data will be retained or, if that is not possible, the criteria used to determine that period.***

For the duration of the Terms of Service and the provision of services as outlined in such Agreement or Order Form.

8. ***For transfers to (sub-) processors, also specific subject matter, nature and duration of the processing:***

As set forth at Annex III.

C. COMPETENT SUPERVISORY AUTHORITY

Data Protection Commission (Ireland)

SCCs ANNEX II

TECHNICAL AND ORGANISATIONAL MEASURES INCLUDING TECHNICAL AND ORGANISATIONAL MEASURES TO ENSURE THE SECURITY OF THE DATA

As set forth in Exhibit 1

SCCs ANNEX III

LIST OF SUB-PROCESSORS

The Controller has authorized the following list of sub-processors:

Product(s)	Sub-processing Activities	In what countries does PandaDoc store Customer Personal Data?	In what countries does PandaDoc process (e.g., access, transfer, or otherwise handle) Customer Personal Data?
Amazon Web Services	Cloud Service Provider	United States	Asia-Pacific, Canada, Central America/ Caribbean/ Mexico, Europe (EEA), Europe (Non EEA), South America, United States
Salesforce	Cloud-based Sales Services	United States	Asia-Pacific, Canada, Central America/ Caribbean/ Mexico, Europe (EEA), Europe (Non EEA), South America, United States
HubSpot	Software products for inbound marketing, sales, and customer service	United States	Asia-Pacific, Canada, Central America/ Caribbean/ Mexico, Europe (EEA), Europe (Non EEA), South America, United States
Google Workspace & Analytics	User, employee and applicant data is maintained in GSuite	United States	Asia-Pacific, Canada, Central America/ Caribbean/ Mexico, Europe (EEA), Europe (Non EEA), South America, United States
Recurly	Payment Subscription Management	United States	Asia-Pacific, Canada, Central America/ Caribbean/ Mexico, Europe (EEA), Europe (Non EEA), South America, United States
Amplitude	Product analytics	United States	Asia-Pacific, Canada, Central America/ Caribbean/ Mexico, Europe (EEA), Europe (Non EEA), South America, United States
Segment	Data infrastructure	United States	Asia-Pacific, Canada, Central America/ Caribbean/ Mexico, Europe (EEA), Europe (Non EEA), South America, United States
Chilipiper	Meeting scheduler	United States	Asia-Pacific, Canada, Central America/ Caribbean/ Mexico, Europe (EEA), Europe (Non EEA), South America, United States

Zendesk	Cloud service provider	United States	Asia-Pacific, Canada, Central America/ Caribbean/ Mexico, Europe (EEA), Europe (Non EEA), South America, United States
FullStory	User data for user research	United States	Asia-Pacific, Canada, Central America/ Caribbean/ Mexico, Europe (EEA), Europe (Non EEA), South America, United States
Mailgun Technologies, Inc.	Mailgun Technologies, Inc.	United States	Asia-Pacific, Canada, Central America/ Caribbean/ Mexico, Europe (EEA), Europe (Non EEA), South America, United States
SalesLoft	Sales engagement platform	United States	Asia-Pacific, Canada, Central America/ Caribbean/ Mexico, Europe (EEA), Europe (Non EEA), South America, United States
Imperva	WAF and DDoS Protection	United States	Asia-Pacific, Canada, Central America/ Caribbean/ Mexico, Europe (EEA), Europe (Non EEA), South America, United States
Stitch	ETL data pipeline	United States	Asia-Pacific, Canada, Central America/ Caribbean/ Mexico, Europe (EEA), Europe (Non EEA), South America, United States
Wootric	NPS Surveys	United States	Asia-Pacific, Canada, Central America/ Caribbean/ Mexico, Europe (EEA), Europe (Non EEA), South America, United States
Gainsite	Customer success management platform helps CSMs to optimise their work.	United States	Asia-Pacific, Canada, Central America/ Caribbean/ Mexico, Europe (EEA), Europe (Non EEA), South America, United States
Gong	Sales Efficiency Tool	United States	Asia-Pacific, Canada, Central America/ Caribbean/ Mexico, Europe (EEA), Europe (Non EEA), South America, United States
Netsuite	Enterprise Resource Planning	United States	Asia-Pacific, Canada, Central America/ Caribbean/ Mexico, Europe (EEA), Europe (Non EEA), South America, United States

Appcues	Onboarding tours, announcements and surveys	United States	Asia-Pacific, Canada, Central America/ Caribbean/ Mexico, Europe (EEA), Europe (Non EEA), South America, United States
Split Software	Feature Testing Tool	United States	Asia-Pacific, Canada, Central America/ Caribbean/ Mexico, Europe (EEA), Europe (Non EEA), South America, United States
Pusher	Hosted API Service	United States	Asia-Pacific, Canada, Central America/ Caribbean/ Mexico, Europe (EEA), Europe (Non EEA), South America, United States
Twilio	Communication API	United States	Asia-Pacific, Canada, Central America/ Caribbean/ Mexico, Europe (EEA), Europe (Non EEA), South America, United States
UploadCare	File Management Service	United States	Asia-Pacific, Canada, Central America/ Caribbean/ Mexico, Europe (EEA), Europe (Non EEA), South America, United States

This Exhibit 4 forms part of the DPA.

International Data Transfer Addendum to the EU Commission Standard Contractual Clauses

VERSION B1.0, in force 21 March 2022

This Addendum has been issued by the Information Commissioner for Parties making Restricted Transfers. The Information Commissioner considers that it provides Appropriate Safeguards for Restricted Transfers when it is entered into as a legally binding contract.

Part 1: Tables

Table 1: Parties


Start date	Effective Date of this DPA	
The Parties	Exporter (who sends the Restricted Transfer)	Importer (who receives the Restricted Transfer)
Parties' details	<p>Full legal name: As set forth in the DPA</p> <p>Trading name (if different): _____</p> <p>Main address (if a company registered address): As set forth in the DPA</p> <p>Official registration number (if any) (company number or similar identifier): _____</p>	<p>Full legal name: PandaDoc, Inc.</p> <p>Trading name (if different): n/a</p> <p>Main address (if a company registered address): 3739 Balboa Street #1083, San Francisco, CA 94121, United States.</p> <p>Official registration number (if any) (company number or similar identifier):): 3739 Balboa Street #1083, San Francisco, CA 94121, United States.</p>
Key Contact	<p>Full Name (optional): As set forth in Exhibit 2 of this DPA</p> <p>Job Title: As set forth in Exhibit 2 of this DPA</p> <p>Contact details including email: As set forth in Exhibit 2 of this DPA</p>	<p>Full Name (optional): Kelley Boland</p> <p>Job Title: Director, Legal and Compliance</p> <p>Contact details including email: privacyteam@pandadoc.com</p>
Signature (if required for the purposes of Section 2)		

Table 2: Selected SCCs, Modules and Selected Clauses

Addendum EU SCCs	<input checked="" type="checkbox"/> The version of the Approved EU SCCs which this Addendum is appended to, detailed below, including the Appendix Information: Date: Effective Date of this DPA Reference (if any): n/a Other identifier (if any): n/a
-------------------------	--

Table 3: Appendix Information

“**Appendix Information**” means the information which must be provided for the selected modules as set out in the Appendix of the Approved EU SCCs (other than the Parties), and which for this Addendum is set out in:

Annex 1A: List of Parties: PandaDoc and Customer

Annex 1B: Description of Transfer: As detailed in Annex I of the SCCs, detailed in Table 2

Annex II: Technical and organisational measures including technical and organisational measures to ensure the security of the data: As detailed in Annex II of the SCCs, detailed in Table 2.

Annex III: List of Sub processors (Modules 2 and 3 only): As detailed in Exhibit 1 of the DPA and noted on Appendix III of the SCCs, detailed in Table 2.

Table 4: Ending this Addendum when the Approved Addendum Changes

Ending this Addendum when the Approved Addendum changes	Which Parties may end this Addendum as set out in Section Error! Reference source not found. : <input checked="" type="checkbox"/> Importer <input checked="" type="checkbox"/> Exporter <input type="checkbox"/> neither Party
--	---

Alternative Part 2 Mandatory Clauses:

Mandatory Clauses	Part 2: Mandatory Clauses of the Approved Addendum, being the template Addendum B.1.0 issued by the ICO and laid before Parliament in accordance with s119A of the Data Protection Act 2018 on 2 February 2022, as it is revised under Section Error! Reference source not found. of those Mandatory Clauses.
--------------------------	--

Signature Certificate

Reference number: ZHVOQ-WZ7BS-R9BNF-RZWDR

Signer	Timestamp	Signature
Kelley Boland Email: kelley.boland@pandadoc.com Sent: 16 Dec 2022 14:10:53 UTC Viewed: 16 Dec 2022 19:37:06 UTC Signed: 16 Dec 2022 19:37:59 UTC		
Recipient Verification: ✓ Email verified	16 Dec 2022 19:37:06 UTC	IP address: 47.202.123.23 Location: Bradenton, United States

Document completed by all parties on:
16 Dec 2022 19:37:59 UTC

Page 1 of 1



Signed with PandaDoc

PandaDoc is a document workflow and certified eSignature solution trusted by 30,000+ companies worldwide.



ORDER FORM

This Order Form is made by and between Spreckels Union School District (“**Client**”) whose principal place of business is 130 Railroad Avenue, PO Box 7362, Spreckels, California, 93962, United States and Diligent Corporation (hereinafter “**Diligent**”), whose principal place of business is located at 1111 19th St NW, 9th Floor, Washington DC 20036. The Order Form is effective as of the **Effective Date**, as defined below. Each of Client and Diligent are a “**Party**” and are together the “**Parties**.” All amounts are in USD currency.

A. Terms

This Order Form, together with the applicable General Terms and Conditions as identified at <https://diligent.com/governance-cloud-terms-conditions> and the applicable Product Terms as identified at <https://diligent.com/product-terms>, form the entire agreement between the parties in respect of the products and services set forth in this Order Form (the “Agreement”). For purposes of this Agreement, in the event of any conflict between the Order Form and the General Terms and Conditions, the Order Form shall control. Notwithstanding anything to the contrary in any purchase order or other document provided by Client, any product or service provided by Diligent to Client in connection with a purchase order related to this Order Form is conditioned upon Client’s acceptance of the Agreement. Any additional, conflicting or different terms proffered by Client in a purchase order or otherwise shall be deemed null and void.

B. Diligent Services

Subscriptions

Description	Start Date	End Date	Quantity	Annual Price Per	Total Annual Price
Diligent Community Subscription	July 1, 2023	June 30, 2024	1	\$5,000.00	\$5,000.00

Total Annual Subscription Fee: **\$5,000.00**

One-Time Installation Fee: **\$0.00**

Upon execution of this Agreement, Diligent will issue an invoice for the amount of \$5,000.00, plus applicable taxes.

Pricing is valid until June 22, 2023. If the Agreement received is executed by Client after this date, Diligent may accept or reject the Agreement in its sole discretion.

The “Effective Date” of this Agreement shall be the Start Date as set forth above and the Initial Term of the Agreement shall run from the Effective Date through the End Date as set forth above.

After the Initial Term, the term of the Agreement will automatically renew for additional 1 year Renewal Terms, unless either Party provides the other written notice of non-renewal no later than 30 days prior to the expiration of the Initial Term or any Renewal Term. For each year of the Term, pricing shall increase by 8.00% on each anniversary of the Effective Date. Any notices of non-renewal issued by Client to Diligent must be provided to billing@diligent.com. All Subscription Fees shall be payable on an annual basis in advance. All payments are due Net 30 days from the date of invoice.

C. Notices And Client Information

Invoicing		Notices
Client Contact Name:		
Address:		

Billing Contact:		
Phone:		
E-mail:		
Additional Email:		
VAT/Tax ID:		
Purchase Order:		

IF APPLICABLE: ☐ Tax-exempt Entity: Please attach a copy of your tax-exemption certificate to this order form.

Notices to Diligent:

Except as otherwise identified, all notices to Diligent shall be sent to:

Diligent Corporation
111 West 33rd Street, 16th Floor, New York, NY 10120

Legal@diligent.com

IN WITNESS WHEREOF, the Parties hereto have executed the Agreement as of the Effective Date.

Spreckels Union School District
("Client")

By:

Name:

Job Title:

Date:

Diligent Corporation
("Diligent")

By:

Name:

Job Title:

Date:



100 Campus Center, Bldg. 59, Seaside, Ca 93955
(831) 582-5259/ph (831) 582-3102/fax
csumb.edu/readingcenter

CENTER FOR READING DIAGNOSIS AND INSTRUCTION CONTRACT

This agreement is entered into **6/1/23** by and between California State University, Monterey Bay (hereafter referred to as “**The Reading Center**” and **Spreckels Union School District** (hereafter referred to as “**Client**”) for the provision of reading intervention for **30 students**, from **September 1, 2023** to **December 10, 2023**.

1. SERVICES:

1.1 Services to Client. The Reading Center shall provide the following (“Services”) to Client as indicated by assessment data:

- (a) Individualized state-of the art assessment, reading diagnosis and literacy instruction
- (b) One-to-one or small group instruction, determined by The Reading Center’s Reading Specialist and Director, **in an online format.**
- (c) Instruction using research-based reading instruction methods in concert with ongoing assessment and progress monitoring.

2. SUPERVISION:

2.1 The Reading Center Faculty and Staff provide supervision of the student during their scheduled tutoring session. Parents and guardians are responsible for the well being and supervision of the student outside of scheduled hours of instruction.

2.2 The interventionists are undergraduate and graduate CSUMB students who work under the supervision of The Reading Center Faculty and Staff. Under the direction of the CSUMB Reading Specialist, the tutors provide instruction tailored to meet the individual needs of the student.

2.3 Parent Expectations. A parent is expected to be available during every session. Parent / Guardian should anticipate being available during the session and spending five minutes at the beginning and end of each session with the interventionist.

3. Cancellation Policy

3.1 Client. If the student is sick or you need to cancel, notify us as soon as possible so that we can plan accordingly. For online tele-tutoring, if the client has not logged in within the first 20 minutes, the session will be considered canceled. Missed sessions will not be reimbursed or rescheduled. For all cancellations, call 831-582-5999. If there is no answer, leave a message as soon as possible. The Reading Center reserves the right to address chronic absenteeism or late cancellations by canceling this contract and ending services.

3.2 Reading Center. The Reading Center and CSU Monterey Bay reserve the right to cancel this service agreement at any time for reasons deemed necessary. Should a cancellation of this service agreement be necessary, The Reading Center will make every attempt to provide the Client at least a seven (7) day cancellation notice. Moreover, The Reading Center reserves the right to cancel previously scheduled assessment / tutoring sessions by phone prior to the session start time.

3.3 Unforeseen circumstances. Neither Client nor The Reading Center will be held liable for special or consequential events arising out of this service agreement. Neither party shall be held liable if such failure is caused by or results from acts of public or The Reading Center or CSU Monterey Bay authorities, labor difficulties, power outage, civil tumult, strike, epidemic, interruption or delay of transportation services, acts of God, or any other cause beyond the control of the parties.

4. PAYMENT AND INVOICING TERMS

4.1 Payment for Services. The Reading Center will be paid as follows: (a) As payment for services, the Client will pay The Reading Center the fees as set out in Schedule "A". Except as otherwise specified in Schedule "A", no amount in addition to the Fees will be payable by Client on account of expenses or disbursements of The Reading Center.

(b) Payments made with a credit card can be made online through The Reading Center's webpage, or through a district purchase order. **No refunds** will be given if Client cancels service agreement.

4.2 Invoicing Change. (a) Invoices will be submitted at the beginning of the enrollment session by The Reading Center for payment by the client. Payment is due upon receipt and is past due Thirty (30) calendar days from date of invoice. Clients may choose one of two payment options (1) pay in full up-front, or (2) pay on a monthly basis. If Client has any valid reason for disputing any portion of an invoice, Client will notify The Reading Center Co-Directors within the seven (7) calendar days of receipt of invoice. If no such notification is given, the invoice will be deemed valid. The portion of The Reading Center's invoice that is not in dispute shall be paid in accordance with the procedures set forth herein.

(b) A finance charge of 1.5% per month on the past due amount of the invoice, or the maximum amount allowed by law, will be charged on past due accounts. Payments by Client will thereafter be applied first to accrued interest and then to the principal unpaid

balance. Any attorney fees, court costs, or other reasonable costs incurred in collection of delinquent accounts shall be paid by Client. If payment of invoices is not current, The Reading Center may suspend providing further services.

5. PARKING

5.1 Permit Required. Parking permits are required at all times for vehicles parked on campus. Please see parking information at <https://csumb.edu/parking>.

Vehicles not visibly displaying parking permits, parked illegally, or parked in a location not designated on the permit are subject to ticketing and towing. The Reading Center and CSU Monterey Bay will not be responsible for any violations or fines. Inquiries regarding fines or to appeal fines may be directed to Public Safety, Transportation and Parking Services, (831) 582–3573.

6. PERSONAL PROPERTY

6.1 Clients. The Reading Center assumes no responsibility or liability for loss, damage, or destruction of personal property belonging to Client, students or their family during their presence on CSU Monterey Bay campus or at any time during a session or training.

6.2 The Reading Center. The Client and Client's Family is responsible for all damage or loss incurred as a result of their student or themselves. Costs incurred in connection with such damage or loss will be assessed by The Reading Center and included in the next cycle invoicing period.

6.3 Waiver of Liability. Client agrees to hold harmless The Reading Center and CSU Monterey Bay, its officers, employees, students and agents from and against all liability, loss, expense (including reasonable attorney's fees and court costs), or claims for bodily or personal injury or damage to property, including loss of use thereof, arising out of the performance of this Agreement.

FOR CLIENT

Date

FOR THE READING CENTER, CSU MONTEREY BAY

Scott Ross, Ph.D., BCBA
Director

Date

Center for Reading Diagnosis and Instruction
California State University, Monterey Bay
100 Campus Center, Building 59
Seaside, CA 93955
readingcenter@csumb.edu
P: (831) 582-5999

SCHEDULE “A”

Fee Structure

Tutoring sessions are scheduled for 1 hour at a time. A minimum of 2 hours of tutoring a week is required to encourage steady progress

	FEE
Session Cost Per Student	\$ 55.00 per session per student
Number of Sessions Per Student	30 students at 26 sessions across the semester
Total Cost	\$42,900

Payment due upon receipt of invoice.



Monterey County Special Education Local Plan Area

Regional Collaboration for Student Success

Agreement for Regional Operation of Special Education Programs

THIS AGREEMENT is entered into pursuant to the provisions of Part 30 of the Education Code of the State of California (commencing with Section 56000 et seq.) concerning the statewide operation of the Master Plan for Special Education, and in accordance with the provisions of the Individuals with Disabilities Education Act and Section 504 of Public Law 93-112, as amended, and state and federal regulations relating thereto. This Agreement is made by and between the Monterey County Office of Education, hereinafter referred to as LEA of operation, and the Spreckels Union Elementary School District, hereinafter referred to as the LEA/s of residence, participants in the Monterey County Special Education Local Plan Area, hereinafter referred to as SELPA.

The governing board of each participating LEA has approved this Agreement, and has authorized the execution of this Agreement by an authorized agent.

WHEREAS, each participating LEA's governing board has approved the *Monterey County Special Education Local Plan* and WHEREAS, this Agreement is written in furtherance of, and in accordance with said plan.

NOW THEREFORE, the aforesaid parties do hereby agree as follows:

1. Period Of Agreement

This Agreement is effective for the period beginning July 1, 2023 and ending June 30, 2024. This Agreement may be renewed at the end of that period. This agreement may be amended by mutual consent of the parties.

2. Purpose Of Agreement

This Agreement governs the maintenance of a system for delivery of specified services to individuals with exceptional needs whose primary disability is Visually Impaired, Deaf/Hard of Hearing, Autism Spectrum Disorder, Orthopedically Impaired, Intellectually Disabled, Emotionally Disturbed, Speech or Language Impairment, Physical Therapy, Mental Retardation and Therapeutic Intervention and who reside within the SELPA, and in accordance with the requirements of Education Code Section 56300 et seq.

This Agreement establishes the vehicle for the education of individuals with the above exceptional needs who reside within the SELPA in programs and classes conducted by the LEA of operation without any additional attendance agreements.

This Agreement defines the duties and responsibilities of each district for all program activities as specified in Education Code Section 56200 et seq.

3. Definitions

For the purposes of this Agreement the following definitions shall apply:



Monterey County Special Education Local Plan Area

Regional Collaboration for Student Success

- a. LEA of operation – the LEA within the SELPA conducting special education programs and classes for individuals with exceptional needs on behalf of all LEAs within the SELPA or on behalf of several LEAs within a geographical region within the SELPA.
- b. LEA of residence – the LEA where the pupils attending classes conducted by the LEA of operation reside.

4. Compliance Assurances

Each of the SELPA's participating LEAs, by signature to the SELPA local plan has already certified that the LEA will comply with the provisions of state and federal laws and regulations related to special education, participation in state program reviews, and participation in state-wide assessments. The provisions of any new laws that may become effective during the period of this Agreement which relate to special education program delivery shall be incorporated herein. In addition, the LEA of residence agrees to utilize the appropriate resources of regular education in accordance with California Education Code 56303 and California Code of Regulations, Title 5, Section 3021 et seq., prior to referral for special education services as specified herein.

5. Individual Services Agreement

In addition to this agreement, the LEA of operation and the LEA of residence shall enter into an Individual Services Agreement (ISA) for each student served by the LEA of operation for the LEA of Residence. A separate ISA shall be required for the Extended School Year (ESY). The purpose of the ISA is to outline the specific services that shall be provided to the student and the projected cost for those services.

6. Responsibilities of the LEA of Operation

The MCOE, as the LEA of operation, shall be responsible for the following:

- a. Implementation of the procedures for referrals, placements, IEP reviews, and reevaluations as specified in Part II, Chapter 8 of the *Monterey County SELPA Procedural Handbook*;
- b. Administrative support for the purposes of developing and implementing the regional program;
- c. Preparation of all required federal, state and local reports, and related accounting services;
- d. Provision of classrooms and other facilities as required to appropriately house the programs and classes;



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- e. Identifying which students intend to participate in ESY no later than April 30 and notifying the LEA of residence prior to May 10 regarding student intent to participate in ESY;
- f. Initiating an ISA for each student to be served for both the regular school year and the extended school year and presenting the proposed ISA(s) to the district of residence for approval;
- g. Providing for the coordination of investigation and response to compliance and due process complaints; and
- h. Provision of food services to pupils attending regional programs conducted hereunder consistent with food services provided to all students within the LEA of operation.

7. Responsibilities Of The LEA Of Residence

The LEA of residence is responsible for the following:

- a. Implementation of the procedures for referrals, placements, IEP reviews, and reevaluations as specified in chapter 8 of the *Monterey County SELPA Procedural Handbook, Administrative Procedures*;
 - b. Arranging and providing for special transportation for those pupils with exceptional needs who are enrolled in classes conducted hereunder;
 - c. Signing and returning all ISAs for both the regular school year and ESY to the district of operation by the due date specified by the LEA of operation;
 - d. Cooperation and collaboration with the LEA of operation in investigating and responding to compliance and due process complaints; and
 - e. Retaining ultimate authority and responsibility for the provision of educational programs and services to its pupils regardless of who provides the programs and services.
- #### 8. Suspensions and Expulsions

When a student is being considered for disciplinary action that may result in a change of placement (suspension in excess of 10 days or expulsion), the LEA of operation shall notify the LEA of residence immediately. The LEA of operation will complete the manifestation determination, review or revise a behavior plan, if appropriate, and schedule an IEP team meeting to review the manifestation determination and behavior plan. Beginning on the 11th day of suspension, the LEA of residence will offer an alternative interim placement pending the outcome of any expulsion hearing. The LEA of residence will hold the expulsion hearing within 30 days. If the student is expelled, the



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LEA of residence must provide for the student's educational needs during the period of expulsion

In the case of an expulsion, the LEA of residence shall notify the LEA of operation when the student has served the terms of his or her expulsion. The two LEAs will collaboratively schedule a re-entry IEP team meeting prior to the student returning to school. A representative from the LEA of residence will be required to attend the re-entry IEP meeting.

9. Payment For Services

Regional Programs Operated by Monterey County Office of Education

Each participating LEA of residence shall be responsible for its portion of the excess cost of operating the regional program. Determination of excess cost and method of payment for students being placed in a Monterey County Office of Education special education program shall be determined as outlined in the *Memorandum of Agreement Regarding MCOE Provided Special Education Programs and Transportation*.

Regional Programs Operated by a District

Payment for placement of students enrolled in a regional program operated by a district within the SELPA shall be based upon the following:

Special Class

Excess cost shall be based upon the revenue specific to the class (including AB 602 allocation, Federal Local Assistance Entitlement allocation, ADA, other state or federal grants, and any one-time funds) minus the total expenses for operation of the class (including salaries; benefits; specialized materials and equipment; personnel development; travel and conference; mileage; and an indirect cost equal to that charged to LEAs by the Monterey County Office of Education for regional services, unless otherwise agreed to by both parties). A per pupil amount will then be determined by dividing the excess cost by the total average enrollment of special education students in the regional program for the year. Each district with students served in the regional program will be responsible for the per pupil rate multiplied by the number of its students placed in the class.

Related Services

The operating expense for each related service provider assigned to the regional class shall be calculated (including salaries, benefits, specialized materials and equipment, personnel development, travel and conference, mileage).

An average hourly rate shall be established for each type of related service based upon the prior year's actual expenditures. Each district with students enrolled in the class and



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provided with a related service, will be responsible for the hourly rate for each related service multiplied by the number of hours of service provided.

Individual Services

Each LEA of residence will be responsible for the full cost of services to an individual student, as outlined in the IEP. The decision to add a one-to-one instructional assistant to a student's IEP will only be made following the SELPA-approved process for determining need and with participation of a special education administrator/designee from the student's LEA of residence.

Using the three methods identified above, the LEA of operation will invoice each LEA of residence on a ☐ monthly, ☐ quarterly, or ☐ semi-annual basis. The LEA of operations shall provide the LEA of residence with the projected excess cost billback in the Individual Service Agreement for each student. Two times per year, the amount per student will be adjusted to reflect student exits and entries, changes in services required by the IEP, and actual expenditures for special classes and individual services. Adjustments to the billback charge for any of these reasons shall be pro-rated based on a daily per student rate. Final adjustments required following the last regular invoice of the school year must be submitted prior to September 30 of the subsequent year. Backup for adjusted costs will include relevant IEP pages or entry and exit dates. The LEA of residence shall remit payment to the LEA of operation within 30 days.

10. Hold Harmless and Indemnification

In compliance with the provisions of Section 895.4 of the Government Code of the State of California, each party hereto agrees to indemnify and hold the other party harmless from any and all liability, claims, loss, damages, judgments, penalties, costs, or expenses (including, without limitations, attorney's fees and court costs which are imposed upon or incurred by, or asserted against the Operating District) to persons or property arising out of, or resulting from, negligence acts or omissions of the indemnifying party.

11. Insurance

The LEA of operation shall maintain a program of liability, property damage, worker's compensation and auto insurance in amounts adequate to protect the LEAs of residence as their interests may appear.

12. Dispute Resolution

For disputes between the parties related to this Agreement, said dispute shall be resolved by using the following dispute resolution process, also provided in the *Monterey County SELPA Procedural Handbook*:

If an LEA disagrees with a decision or practice of another LEA or the SELPA Office, that LEA has a responsibility to discuss and attempt resolution of the disagreement with



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the party or parties directly involved. The parties involved will present the issues to their respective superintendents, or designees, who will attempt to resolve the matter. Either party may request the direct assistance of the SELPA Executive Director, or his/her designee. In the event the issue has not been resolved, either party may request review by the Superintendent's Executive Committee. If either party disagrees with the recommendation of the SELPA Executive Committee, either party may request that the issue be placed on the SELPA Governance Council agenda for a decision.

In the event the initiating or other affected agencies disagree with a decision of the Governing Council, the dispute will be resolved through the following alternative dispute resolution procedure.

1. The dissatisfied party shall issue a written request for formal dispute resolution as described herein. The written request shall include a description of the concerns to be addressed, with sufficient specificity as to permit the receiving party to clearly comprehend the disagreement and to formulate a response to the disagreement. The written request shall be submitted to the SELPA Executive Director.
2. Within 5 days of receipt of the request, the SELPA Executive Director will request that a mediator be appointed. Mediation shall be offered through a neutral individual or agency as determined appropriate by the Monterey County SELPA Executive Director and acceptable to all parties. The SELPA shall be considered a participating party. Costs for mediation shall be assessed equally between all participating parties.
3. If the parties are unable to resolve their disagreement through mediation, the parties will request binding arbitration. Request for appointment of an arbitrator shall be made within 15 days following conclusion of the mediation process.

Arbitration shall be provided through neutral staff from American Arbitration Association (AAA) or another neutral agency as determined appropriate by the SELPA Executive Director and acceptable to all parties. The SELPA shall be considered a participating party. The decision of the arbitrator shall be final and binding upon all parties. The arbitration costs shall be assessed equally between all participating parties.

13. Severability/Waiver

- a. If any provision of this Agreement is determined to be illegal, unenforceable, or invalid, such provision shall in no way affect the validity of any other provision in this Agreement.
- b. No waiver of any provision of this Agreement shall be deemed, or shall constitute, a waiver of any other provision, whether or not similar, nor shall any such waiver constitute a continuing or subsequent waiver of the same provision.



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No waiver shall be binding unless executed in writing by the party making the waiver.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed by an agent authorized by each party's governing board as set forth below.

Executed this 26 day of May, 2023

Monterey County Office of Education
LEA OF OPERATION

By:

Colleen Stanley Ed.D.

Typed or Printed Name

Spreckels Unions Elementary SD
LEA OF RESIDENCE

By:

Typed or Printed Name

DocuSigned by:
Colleen Stanley
A6B4F6C26DB2470...
Signature

Chief Business Official

Title

5/26/2023

Date

DocuSigned by:
Veronica Flournoy
56130D370A30464...
Signature

Chief Business Official

Title

5/26/2023

Date

Purge Inventory-Obsolete Items

Jun-23

Barcode	Site	Room	Item	Make	Model	Number	Cost	Dep.Value	Purchased
001191SPUSD	Bunea Vista	Storage	Kiln	Skutt	KM-1227	1	\$2,000.00	\$60.00	7/1/2005
001904SPUSD	D.O.	Main	iMac	Apple	A1418	1	\$1,200.00	\$36.00	7/1/2015
	D.O.	Main	Document Camera	Elmo	TT-02rx	1	\$552.00	\$17.00	3/24/2011
	Buena Vista	Storage	Set of Leather working tools	Donated by a teacher in the 1970's			Not on inventory		
	Spreckels		Brown cloth chairs			4	Not on inventory		
	Spreckels		Blue cloth teachers chair			1	Not on inventory		
	Buena Vista	Storage	2x8 yellow table-non repairable			4	Not on inventory		
	Buena Vista	Storage	2x8 yellow table-non repairable			1	Not on inventory		

With board permission:

Kiln will be donated too: Salinas High Ceramics Class

Leather working tools will be donated to: FFA

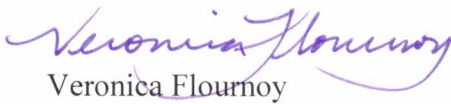
June 1, 2023

Dear Spreckels Union School District Board of Trustees and Dr. Eric Tarallo,

Please accept this request to modify my final date of employment from Thursday, August 31, 2023 to Friday, September 8, 2023. I would like to extend the date to allow me to complete the work needed for the final audit of the 2022-23 financial statements.

Thank you for your consideration.

Sincerely,


Veronica Flourney

May 3, 2023

Teresa Scherpinski
Principal, Spreckels Elementary School
Spreckels Union School District
tscherpinski@susd.net

Dear Mrs.Scherpinski,

Please accept this letter as my formal notice of resignation from my teaching position at Spreckels Elementary School at the end of the 2022-2023 school year.

I have been so thankful for the community and opportunities I have been able to have over the last three years at Spreckels. The experiences I have had and growth I have made here will be invaluable as I move and continue my career as an educator. Although I am excited for this next chapter of my life, I will miss this amazing staff dearly.

Thank you for all your support throughout my time working here.

Sincerely,

Kelsey Genasci