

TIPTON ELEMENTARY SCHOOL DISTRICT
REGULAR BOARD MEETING
AGENDA

Tuesday, June 13, 2023
7:00 p.m. District Board Room

1. **Call to order- Flag Salute**
In compliance with the Americans with Disabilities Act and the Brown Act, if you need special assistance to participate in the meeting, including the receipt of the agenda and documents in the agenda package in an alternate format, please contact the Tipton Elementary School District office at (559) 752-4213. Notification 48 hours prior to the meeting will enable the district to make reasonable arrangements to ensure accessibility to this meeting (28CFR35.102-35, 104 ADA Title II), and allow for the preparation of documents in appropriate alternate format

2. **Public Input:**
In order to ensure that Members of the public are provided a meaningful opportunity to address the board on agenda items that are within the Board’s jurisdiction, agenda items may be addressed either at the public input portion of the agenda, or at the time the matter is taken up by the board. Board presentations are limited to 3 minutes per person and 15 minutes per topic.
 - 2.1 Community Relations/Citizen Comments
 - 2.2 Reports by Employee Units CTA/CSEA

3. **CONSENT CALENDAR: Action items:**
 - 3.1 Minutes of the Regular Board Meeting – June 6, 2023
 - 3.2 Agreement with TCOE for Psychological Services
 - 3.3 Agreement with TCOE for Mental Wellness Services
 - 3.4 Save the Children Partner Agreement

4. **INFORMATION:**
 - 4.1 California School Dashboard Local Indicators

5. **ADMINISTRATIVE: Action items:**
 - 5.1 Board Resolution #2022-2023-10 in the Matter of Spending Determination for Funds Received from the Education Protection Account for 2023-2024 Fiscal Year
 - 5.2 Approval of Proposed Local Control Accountability Plan (LCAP) for 2023-2024
 - 5.3 Approval of the Districts General Fund Excess Reserve
 - 5.4 Approval of Proposed School Budget for the 2023-2024 School Year
 - 5.5 Approval of the Federal Addendum
 - 5.6 Approval of Employment Agreement with Superintendent
 - 5.7 Proposal for Contracted Services with Nancy Akhavan Consulting, Inc.

6. **Adjourn to Closed Session:**

- 6.1 Government Code Section 54957.6
Conference with labor negotiators
Agency designated representatives: Superintendent
Employee Organization: California School Employees Association and its Chapter 765
- 6.2 Government Code Section 54957.6
Conference with labor negotiators
Agency designated representatives: Superintendent
Employee Organization: CTA
- 6.3 Government Code Section 54957
Public Employee Appointment/Employment
Title: ASES Instructional Aide for 2023-2024
- 6.4 Education Code section 35146
Student transfers, inter District request, etc

- 7. **Reconvene to open session**
- 8. **Report out from Closed Session**
- 9. **Adjournment**

Notice: If documents are distributed to Board Members concerning an agenda item within 72 hours of a regular board meeting, at the same time the documents will be made available for public inspection at the District Office located at 370 N. Evans Road, Tipton CA. 93272.

Agenda Posted June 8, 2023

DISTRITO ESCOLAR PRIMARIO DE TIPTON

REUNIÓN ORDINARIA DE LA JUNTA

AGENDA

martes, 13 de junio de 2023

7:00 pm. Sala de Juntas de Distrito

1. Llamada al orden - Saludo a la bandera

De conformidad con la Ley de Estadounidenses con Discapacidades y la Ley Brown, si necesita asistencia especial para participar en la reunión, incluida la recepción de la agenda y los documentos en el paquete de la agenda en un formato alternativo, comuníquese con la oficina del Distrito Escolar Primario de Tipton al (559) 752-4213. La notificación 48 horas antes de la reunión permitirá que el distrito haga arreglos razonables para garantizar la accesibilidad a esta reunión (28CFR35.102-35, 104 ADA Título II) y permitirá la preparación de documentos en formato alternativo apropiado

2. Opinión pública:

Con el fin de garantizar que los miembros del público tengan una oportunidad significativa de dirigirse a la junta sobre los puntos de la agenda que están dentro de la jurisdicción de la junta, los puntos de la agenda pueden abordarse en la parte de la agenda con aportes públicos o en el momento en que se trate el asunto. asumido por la junta. Las presentaciones de la junta están limitadas a 3 minutos por persona y 15 minutos por tema.

2.1 Relaciones con la comunidad/Comentarios de los ciudadanos

2.2 Informes por Unidades de Empleados CTA/CSEA

3. CALENDARIO DE CONSENTIMIENTO: Elementos de acción:

3.1 Acta de la Junta Ordinaria de Directorio – 6 de junio de 2023

3.2 Acuerdo con TCOE para Servicios Psicológicos

3.3 Acuerdo con TCOE para Servicios de Bienestar Mental

3.4 Acuerdo de socios de Save the Children

4 INFORMACIÓN:

4.1 Indicadores locales del Tablero Escolar de California

5. ADMINISTRATIVO: Elementos de acción:

5.1 Resolución de Directorio #2022-2023-10 en Materia de Determinación de Gastos de Fondos
Recibido de la Cuenta de Protección de la Educación para el año fiscal 2023-2024

5.2 Aprobación de la Propuesta de Plan de Responsabilidad de Control Local (LCAP) para 2023-2024

5.3 Aprobación de la Reserva en Exceso del Fondo General de los Distritos

5.4 Aprobación del Presupuesto Escolar Propuesto para el Año Escolar 2023-2024

5.5 Aprobación del Anexo Federal

5.6 Aprobación del Acuerdo de Empleo con el Superintendente

5.7 Propuesta de Servicios Contratados con Nancy Akhavan Consulting, Inc.

6. Pasar a Sesión Cerrada:

6.1 Código de Gobierno Sección 54957.6

Conferencia con negociadores laborales

Representantes designados de la agencia: Superintendente

Organización de Empleados: Asociación de Empleados Escolares de California y su Capítulo 765

6.2 Código de Gobierno Sección 54957.6

Conferencia con negociadores laborales

Representantes designados de la agencia: Superintendente

Organización de empleados: CTA

6.3 Código de Gobierno Sección 54957

Nombramiento/empleo de empleado público

Título: Asistente de instrucción de ASES para 2023-2024

6.4 Código de Educación, sección 35146

Transferencias de estudiantes, solicitud interdistrital, etc.

7. Volver a reunirse para abrir la sesión

8. Informe de sesión cerrada

9. Aplazamiento

Aviso: Si los documentos se distribuyen a los miembros de la junta con respecto a un tema de la agenda dentro de las 72 horas posteriores a una reunión regular de la junta, al mismo tiempo los documentos estarán disponibles para inspección pública en la oficina del distrito ubicada en 370 N. Evans Road, Tipton CA. 93272.

Agenda publicada el 8 de junio de 2023

3. CONSENT CALENDAR: Action items:

3.1 Minutes of the Regular Board Meeting – June 6, 2023

TIPTON ELEMENTARY SCHOOL DISTRICT REGULAR BOARD MEETING

Minutes

Tuesday, June 6, 2023

7:00 p.m. District Board Room

1. Call to order- Flag Salute

Board President, Greg Rice called the meeting to order at 7:00 pm and led the flag salute. Board Members present: Shelley Heeger, Iva Sousa, John Cardoza, Fernando Cunha and Greg Rice. Guest: Dr. Cherie Solian, Desiree Heinks, Tammy Lampe, Georgina Burrell, Tamara Morton, Stacy Richmond, and Fasuto Martin.

2. Open Public Hearing on the Spending Determination for Funds Received from EPA for 2023 - 2024

2.1 Open for Public Questions and Comments

Motion to Open the Public Hearing on the Spending Determination for Funds Received from EPA for 2023 – 2024 was made by Fernando Cunha and second by Iva Sousa.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea – Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza, and Greg Rice

No – 0

Abstain –0

Absent –0

2.2 Close Public Hearing

Motion to Close Public Hearing was made by Fernando Cunha and second by John Cardoza.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea – Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza, and Greg Rice

No – 0

Abstain –0

Absent –0

3. Open Public Hearing on 2023-2024 Districts General Fund Excess Reserve

3.1 Open for Public Questions and Comments

Motion to Open the Public Hearing on 2023-2024 Districts General Fund Excess Reserve was made by Iva Sousa and second by John Cardoza.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea – Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza, and Greg Rice

No – 0

Abstain –0

Absent –0

3.2 Close Public Hearing

Motion to Close the Public Hearing was made by Fernando Cunha and second by Shelley Heeger.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea – Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza, and Greg Rice

No – 0

Abstain –0

Absent –0

4. **Open Public Hearing on the Local Control Accountability Plan (LCAP) 2023 - 2024**

4.1 Open for Public Questions and Comments

Motion to Open the Public Hearing on the Local Control Accountability Plan (LCAP) 2023– 2024 was made by Iva Sousa and second by Shelley Heeger.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea – Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza, and Greg Rice

No – 0

Abstain –0

Absent –0

4.2 Close Public Hearing

Motion to Close Public Hearing was made by Fernando Cunha and second by John Cardoza.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea – Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza, and Greg Rice

No – 0

Abstain –0

Absent –0

5. **Open Public Hearing on the 2023 - 2024 Budget Adoption**

5.1 Open for Public Questions and Comments

Motion to Open the Public Hearing on the 2023 - 2024 Budget Adoption was made by Fernando Cunha and second by John Cardoza.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea – Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza, and Greg Rice

No – 0

Abstain –0

Absent –0

5.2 Close Public Hearing

Motion to Open the Public Hearing on the 2023 - 2024 Budget Adoption was made by Fernando Cunha and second by Shelley Heeger.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea – Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza, and Greg Rice

No – 0

Abstain –0

Absent –0

6. Public Input:

6.1 Community Relations/Citizen Comments

6.2 Reports by Employee Units CTA/CSEA

No comments

7. CONSENT CALENDAR: Action items:

7.1 Minutes of the Regular Board Meeting - May 2, 2023

7.2 Agreement with TCOE for ERS Library Media Services

7.3 Agreement with TCOE for Business Services

7.4 Agreement with TCOE to Furnish Food Service between a Child Care and Adult Food Program Sponsor and a School District

7.5 Field Trip Requests

7.6 E-Waste Report

Motion to approve the consent calendar was made by Iva Sousa and second by Fernando Cunha.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea – Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza, and Greg Rice

No – 0

Abstain –0

Absent –0

8. ADMINISTRATIVE: Action items:

8.1 Board Resolution #2022-2023-07, Authorizing Inter-fund Loan for Cash Flow Purposes

Motion to approve Board Resolution #2022-2023-07, Authorizing Inter-fund Loan for Cash Flow Purposes was made by Iva Sousa and second by Fernando Cunha.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea – Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza, and Greg Rice

No – 0

Abstain –0

Absent –0

8.2 Board Resolution #2022-2023-08, Authorization for County Superintendent of Schools to Make Year End Budget Transfers

Motion to approve Board Resolution #2022-2023-08, Authorization for County Superintendent of Schools to Make Year End Budget Transfers was made by Shelley Heeger and second by Iva Sousa.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea – Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza, and Greg Rice

No – 0

Abstain –0

Absent –0

8.3 Board Resolution #2022-2023-09, Authorizing Inter-fund Transfers In Accordance with the Budget

Motion to approve Board Resolution #2022-2023-09, Authorizing Inter-fund Transfers In Accordance with the Budget was made by Iva Sousa and second by Fernando Cunha.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea – Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza, and Greg Rice

No – 0

Abstain –0

Absent –0

8.4 Consultant Agreement with Tipton Elementary and Tyger Bates, CPA

Motion to approve Consultant Agreement with Tipton Elementary and Tyger Bates, CPA was made Iva Sousa and second with Fernando Cunha.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea – Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza, and Greg Rice

No – 0

Abstain –0

Absent –0

8.5 Updated agreement with Ray Morgan/ubeo Business Services

Motion to approve updated agreement with Ray Morgan/ubeo Business Services was made by Fernando Cunha and second by John Cardoza.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea – Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza, and Greg Rice

No – 0

Abstain –0

Absent –0

8.6 Acknowledgement/Acceptance of the California School Employees Association's Initial Proposal to the District Regarding Classified Collective Bargaining

Motion to approve Acknowledgement/Acceptance of the California School Employees Association's Initial Proposal to the District Regarding Classified Collective Bargaining

was made by Iva Sousa and second by Fernando Cunha.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea – Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza, and Greg Rice

No – 0

Abstain –0

Absent –0

8.7 Adopt the District’s Initial Proposal to California School Employees Association Regarding Classified Collective Bargaining Agreement Negotiations, for the 2023-2024 School Year

Motion to approve and adopt the District’s Initial Proposal to California School Employees Association Regarding Classified Collective Bargaining Agreement Negotiations, for the 2023-2024 School Year was made by Iva Sousa and second by John Cardoza.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea – Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza, and Greg Rice

No – 0

Abstain –0

Absent –0

8.8 Declaration of Need for Fully Qualified Educators

Motion to approve the Declaration of Need for Fully Qualified Educators was made by Iva Sousa and second by Fernando Cunha.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea – Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza, and Greg Rice

No – 0

Abstain –0

Absent –0

8.9 Transitional Kindergarten Teacher Qualifications

Motion to approve Transitional Kindergarten Teacher Qualifications was made by Fernando Cunha and second by John Cardoza.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea – Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza, and Greg Rice

No – 0

Abstain –0

Absent –0

8.10 COVID-19 Safety Plan

Motion to approve the COVID-19 Safety Plan was made by Shelley Heeger and second by Fernando Cunha.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea – Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza, and Greg Rice
No – 0
Abstain –0
Absent –0

9. FINANCE: Action items:

9.1 Vendor Payments

Motion to approve Vendor Payments was made by Fernando Cunha and second by Iva Sousa.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea – Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza, and Greg Rice
No – 0

Abstain –0

Absent –0

9.2 Budget Revisions

Motion to approve Budget Revisions was made by Iva Sousa and second by Shelley Heeger.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea – Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza, and Greg Rice
No – 0

Abstain –0

Absent –0

10. INFORMATION: (Verbal Reports & presentations)

10.1 MOT--FOOD SERVICE—PROJECTS

Mr. Fausto Martin updated the Board on bus training, summer projects and summer school.

10.2 Cal Ed Partners – Ms. Heinks

Ms. Desiree Heinks shared with the Board the results from 8th Grade on-Track and the conclusion of the 5 year partnership with Cal Ed Partners. Mrs. Georgina Burrell shared with the Board information on equitable practices for grading. Mrs. Stacy Richmond shared how she felt about giving letter grades to younger students and would prefer to give a number instead of a letter grade.

11. Any Other Business:

11.1 2022–23 Consolidated Application and Reporting System (CARS)
Winter Release

Mrs. Stacey Bettencourt shared that the 2022–23 Consolidated Application had been submitted.

12. **Adjourn to Closed Session: 8:10 pm**

13. **Reconvene to open session 10:44 pm**

14. **Report out from Closed Session**

12.1 Education Code section 35146
Student transfers, inter District request, etc

Motion to approve student #23-24015 request for inter District was made by John Cardoza and second by Fernando Cunha.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea – Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza, and Greg Rice

No – 0

Abstain –0

Absent –0

Motion to approve student #23-24016 request for inter District was made by John Cardoza and second by Fernando Cunha.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea – Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza, and Greg Rice

No – 0

Abstain –0

Absent –0

Motion to approve student #23-24017 request for inter District was made by John Cardoza and second by Fernando Cunha.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea – Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza, and Greg Rice

No – 0

Abstain –0

Absent –0

Motion to approve student #23-24018 request for inter District was made by John Cardoza and second by Fernando Cunha.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea – Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza, and Greg Rice

No – 0

Abstain –0

Absent –0

Motion to approve student #23-24019 request for inter District was made by John Cardoza and second by Fernando Cunha.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea – Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza, and Greg Rice

No – 0
Abstain –0
Absent –0

Motion to approve student #23-24020 request for inter District was made by John Cardoza and second by Fernando Cunha.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea – Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza, and Greg Rice

No – 0

Abstain –0

Absent –0

Motion to approve student #23-24021 request for inter District was made by John Cardoza and second by Fernando Cunha.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea – Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza, and Greg Rice

No – 0

Abstain –0

Absent –0

Motion to approve student #23-24022 request for inter District was made by John Cardoza and second by Fernando Cunha.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea – Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza, and Greg Rice

No – 0

Abstain –0

Absent –0

Motion to approve student #23-24023 request for inter District was made by John Cardoza and second by Fernando Cunha.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea – Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza, and Greg Rice

No – 0

Abstain –0

Absent –0

Motion to approve student #23-24024 request for inter District was made by John Cardoza and second by Fernando Cunha.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea – Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza, and Greg Rice

No – 0

Abstain –0

Absent –0

Motion to approve student #23-24025 request for inter District was made by John Cardoza and second by Fernando Cunha.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea – Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza, and Greg Rice
No – 0
Abstain –0
Absent –0

Motion to approve student #23-2404 request for inter District was made by John Cardoza and second by Fernando Cunha.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea – Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza, and Greg Rice
No – 0

Abstain –0

Absent –0

12.2 Government Code Section 54957.6

Conference with labor negotiators

Agency designated representatives: Superintendent

Employee Organization: California School Employees Association and its Chapter 765

12.3 Government Code Section 54957.6

Conference with labor negotiators

Agency designated representatives: Superintendent

Employee Organization: CTA

12.4 Government Code Section 54957

Public Employee Discipline/Dismissal/Release/Complaint

Motion to ratify employee 5636983919, Instructional Aide’s Resignation effective June 6, 2023 and accepted by the Superintendent on May 23, 2023 was made by John Cardoza and second by Fernando Cunha.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea – Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza, and Greg Rice
No – 0

Abstain –0

Absent –0

Motion to ratify employee 6880838532, Instructional Aide’s Resignation effective June 6, 2023 and accepted by the Superintendent on May 23, 2023 was made by John Cardoza and second by Fernando Cunha.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea – Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza, and Greg Rice
No – 0

Abstain –0

Absent –0

Motion to ratify employee 4115167922, ASES Instructional Aide’s Resignation effective

June 6, 2023 and accepted by the Superintendent on May 16, 2023 was made by John Cardoza and second by Fernando Cunha.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea – Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza, and Greg Rice

No – 0

Abstain –0

Absent –0

Motion to ratify employee 8595450600, Instructional Aide’s Resignation effective June 6, 2023 and accepted by the Superintendent on May 9, 2023 was made by John Cardoza and second by Fernando Cunha.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea – Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza, and Greg Rice

No – 0

Abstain –0

Absent –0

12.5 Government Code Section 54957.6

Conference with labor negotiators

Agency designated representatives: Board President

Employee Organization: Superintendent

12.6 Government Code Section 54957

Public Employee Appointment/Employment

Title: 7th grade Language Arts Teacher

Motion to approve Madison Sun as a 7th grade Language Arts Teacher was made by John Cardoza and second by Fernando Cunha.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea – Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza, and Greg Rice

No – 0

Abstain –0

Absent –0

15. Adjournment 10:45 pm

Minutes approved June 13, 2023

Greg Rice, President

Fernando Cunha, Clerk

Stacey Bettencourt, Secretary

DISTRITO ESCOLAR PRIMARIO DE TIPTON

REUNIÓN ORDINARIA DE LA JUNTA

Minutos

martes, 6 de junio de 2023

7:00 pm. Sala de Juntas de Distrito

1. Llamada al orden - Saludo a la bandera

El presidente de la junta, Greg Rice, abrió la reunión a las 7:00 p. m. y encabezó la bandera saludo. Consejeros presentes: Shelley Heeger, Iva Sousa, John Cardoza, Fernando Cunha y Greg Rice. Invitada: Dra. Cherie Solian, Desiree Heinks, Tammy Lampe, Georgina Burrell, Tamara Morton, Stacy Richmond y Fasuto Martin.

2. Audiencia pública abierta sobre la determinación del gasto de los fondos recibidos de la EPA para 2023 - 2024

2.1 Abierto para preguntas y comentarios públicos

La moción para abrir la audiencia pública sobre la determinación del gasto de los fondos recibidos de la EPA para 2023-2024 fue hecha por Fernando Cunha y secundada por Iva Sousa.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí: Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza y Greg Rice

No-0

Abstención -0

Ausente -0

2.2 Audiencia pública cerrada

La moción para cerrar la audiencia pública fue hecha por Fernando Cunha y secundada por John Cardoza.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí: Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza y Greg Rice

No-0

Abstención –0

Ausente –0

3. Audiencia pública abierta sobre la reserva en exceso del fondo general de los distritos 2023-2024

3.1 Abierto para preguntas y comentarios públicos

La moción para abrir la audiencia pública sobre la reserva en exceso del fondo general de los distritos 2023-2024 fue hecha por Iva Sousa y secundada por John Cardoza.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí: Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza y Greg Rice

No-0

Abstención –0

Ausente –0

3.2 Audiencia pública cerrada

La moción para cerrar la audiencia pública fue hecha por Fernando Cunha y secundada por Shelley Heeger.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí: Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza y Greg Rice

No-0

Abstención –0

Ausente –0

4. Audiencia Pública Abierta sobre el Plan de Rendición de Cuentas de Control Local (LCAP) 2023 - 2024

4.1 Abierto para preguntas y comentarios públicos

La moción para abrir la audiencia pública sobre el Plan de Responsabilidad de Control Local (LCAP) 2023–2024 fue hecha por Iva Sousa y secundada por Shelley Heeger.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí: Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza y Greg Rice

No-0

Abstención -0

Ausente -0

4.2 Audiencia pública cerrada

La moción para cerrar la audiencia pública fue hecha por Fernando Cunha y secundada por John Cardoza.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí: Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza y Greg Rice

No-0

Abstención -0

Ausente -0

5. Audiencia Pública Abierta sobre la Adopción del Presupuesto 2023 - 2024

5.1 Abierto para preguntas y comentarios públicos

La moción para abrir la audiencia pública sobre la adopción del presupuesto 2023 - 2024 fue hecha por Fernando Cunha y secundada por John Cardoza.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí: Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza y Greg Rice

No-0

Abstención -0

Ausente -0

5.2 Audiencia pública cerrada

La moción para abrir la audiencia pública sobre la adopción del presupuesto 2023 - 2024 fue hecha por

Fernando Cunha y segundo por Shelley Heeger.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí: Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza y Greg Rice

No-0

Abstención -0

Ausente -0

6. Opinión pública:

6.1 Relaciones con la comunidad/Comentarios de los ciudadanos

6.2 Informes por Unidades de Empleados CTA/CSEA

Sin comentarios

7. CALENDARIO DE CONSENTIMIENTO: Elementos de acción:

7.1 Acta de la Junta Ordinaria de Directorio - 2 de mayo de 2023

7.2 Acuerdo con TCOE para ERS Library Media Services

7.3 Acuerdo con TCOE para Servicios Empresariales

7.4 Acuerdo con TCOE para proporcionar servicio de alimentos entre un cuidado de niños y un adulto Patrocinador del programa de alimentos y un distrito escolar

7.5 Solicitudes de excursiones

7.6 Informe de desechos electrónicos

La moción para aprobar el calendario de consentimiento fue hecha por Iva Sousa y secundada por Fernando Cunha.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí: Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza y Greg Rice

No-0

Abstención -0

Ausente -0

8. ADMINISTRATIVO: Acciones:

8.1 Resolución de la Junta n.º 2022-2023-07, Autorización de préstamo entre fondos para flujo de caja Propósitos

Moción para aprobar la Resolución de la Junta #2022-2023-07, Autorizando Préstamos Interfondos para

Cash Flow Purposes fue realizado por Iva Sousa y segundo por Fernando Cunha.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí: Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza y Greg Rice

No-0

Abstención –0

Ausente –0

8.2 Resolución de la Junta #2022-2023-08, Autorización para el Superintendente del Condado de Escuelas para hacer transferencias presupuestarias de fin de año

Moción para aprobar la Resolución de la Junta #2022-2023-08, Autorización para el Condado Superintendente de Escuelas para Hacer Transferencias de Presupuesto de Fin de Año fue hecho por Shelley Heeger y segundo por Iva Sousa.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí: Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza y Greg Rice

No-0

Abstención –0

Ausente –0

8.3 Resolución de la Junta #2022-2023-09, que autoriza transferencias entre fondos de conformidad con el presupuesto

La moción para aprobar la Resolución de la Junta #2022-2023-09, que autoriza las transferencias entre fondos de acuerdo con el presupuesto, fue hecha por Iva Sousa y secundada por Fernando Cunha.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí: Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza y Greg Rice

No-0

Abstención –0

Ausente –0

8.4 Acuerdo de consultoría con Tipton Elementary y Tyger Bates, CPA

La moción para aprobar el Acuerdo de Consultor con Tipton Elementary y Tyger Bates, CPA fue hecha por Iva Sousa y secundada por Fernando Cunha.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí: Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza y Greg Rice

No-0

Abstención –0

Ausente –0

8.5 Acuerdo actualizado con Ray Morgan/ubeo Business Services

La moción para aprobar un acuerdo actualizado con Ray Morgan/ubeo Business Services fue hecha por Fernando Cunha y secundada por John Cardoza.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí: Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza y Greg Rice

No-0

Abstención –0

Ausente –0

8.6 Reconocimiento/Aceptación de la Asociación de Empleados Escolares de California

Propuesta Inicial al Distrito Sobre Negociación Colectiva Clasificada

La moción para aprobar el Reconocimiento/Aceptación de la Propuesta Inicial de la Asociación de Empleados Escolares de California al Distrito con respecto a la Negociación Colectiva Clasificada fue hecha por Iva Sousa y secundada por Fernando Cunha.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí: Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza y Greg Rice

No-0

Abstención –0

Ausente –0

8.7 Adoptar la Propuesta Inicial del Distrito a la Asociación de Empleados Escolares de California Respecto a las Negociaciones de Convenios Colectivos de Trabajo Clasificados, para el ejercicio 2023-Año escolar 2024

La moción para aprobar y adoptar la Propuesta Inicial del Distrito a la Asociación de Empleados Escolares de California con respecto a las Negociaciones del Acuerdo de Negociación Colectiva Clasificada, para el Año Escolar 2023-2024 fue hecha por Iva Sousa y secundada por John Cardoza.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí: Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza y Greg Rice

No-0

Abstención –0

Ausente –0

8.8 Declaración de Necesidad de Educadores Completamente Calificados

La moción para aprobar la Declaración de Necesidad de Educadores Completamente Calificados fue hecha por Iva Sousa y secundada por Fernando Cunha.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí: Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza y Greg Rice

No-0

Abstención –0

Ausente –0

8.9 Calificaciones de los maestros de kínder de transición

Fernando Cunha hizo la moción para aprobar las calificaciones de los maestros de kínder de transición y John Cardoza la secundó.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí: Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza y Greg Rice

No-0

Abstención –0

Ausente –0

8.10 Plan de Seguridad COVID-19

La moción para aprobar el Plan de Seguridad COVID-19 fue hecha por Shelley Heeger y secundada por Fernando Cunha.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí: Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza y Greg Rice

No-0

Abstención –0

Ausente –0

9. FINANZAS: Elementos de acción:

9.1 Pagos a proveedores

Fernando Cunha hizo la moción para aprobar los pagos a proveedores y Iva la secundó Sousa.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí: Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza y Greg Rice

No-0

Abstención –0

Ausente –0

9.2 Revisiones del presupuesto

La moción para aprobar las revisiones presupuestarias fue hecha por Iva Sousa y secundada por Shelley

Heeger.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí: Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza y Greg Rice

No-0

Abstención –0

Ausente –0

10. INFORMACIÓN: (Informes verbales y presentaciones)

10.1 MOT--SERVICIO DE ALIMENTOS-PROYECTOS

El Sr. Fausto Martin actualizó a la Junta sobre capacitación en autobuses, proyectos de verano y escuela de verano.

10.2 Cal Ed Partners – Sra. Heinks

La Sra. Desiree Heinks compartió con la Junta los resultados de 8th Grade on-Track y la conclusión de la asociación de 5 años con Cal Ed Partners. La Sra. Georgina Burrell compartió con la Mesa Directiva información sobre prácticas equitativas para calificar. La Sra. Stacy Richmond compartió cómo se sentía acerca de dar calificaciones con letras a los estudiantes más jóvenes y preferiría dar un número en lugar de una calificación con letras.

11. Cualquier otro negocio:

11.1 2022–23 Sistema consolidado de informes y aplicaciones (CARS)

Lanzamiento de invierno

La Sra. Stacey Bettencourt compartió que se había presentado la Solicitud consolidada de 2022-23.

12. Clausura a sesión cerrada: 8:10 p. m.

13. Volver a reunirse para abrir la sesión 22:44

14. Informe de sesión cerrada

12.1 Código de Educación, sección 35146

Transferencias de estudiantes, solicitud interdistrital, etc.

La moción para aprobar la solicitud interdistrital del estudiante #23-24015 fue hecha por John Cardoza y secundada por Fernando Cunha.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí: Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza y Greg Rice

No-0

Abstención –0

Ausente –0

La moción para aprobar la solicitud interdistrital del estudiante #23-24016 fue hecha por John Cardoza y secundada por Fernando Cunha.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí: Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza y Greg Rice

No-0

Abstención –0

Ausente –0

La moción para aprobar la solicitud interdistrital del estudiante #23-24017 fue hecha por John Cardoza y secundada por Fernando Cunha.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí: Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza y Greg Rice

No-0

Abstención –0

Ausente –0

La moción para aprobar la solicitud interdistrital del estudiante #23-24018 fue hecha por John Cardoza y secundada por Fernando Cunha.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí: Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza y Greg Rice

No-0

Abstención –0

Ausente –0

La moción para aprobar la solicitud interdistrital del estudiante #23-24019 fue hecha por John Cardoza y secundada por Fernando Cunha.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí: Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza y Greg Rice

No-0

Abstención –0

Ausente –0

La moción para aprobar la solicitud interdistrital del estudiante #23-24020 fue hecha por John Cardoza y secundada por Fernando Cunha.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí: Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza y Greg Rice

No-0

Abstención –0

Ausente –0

La moción para aprobar la solicitud interdistrital del estudiante #23-24021 fue hecha por John Cardoza y secundada por Fernando Cunha.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí: Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza y Greg Rice

No-0

Abstención –0

Ausente –0

La moción para aprobar la solicitud interdistrital del estudiante #23-24022 fue hecha por John Cardoza y secundada por Fernando Cunha.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí: Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza y Greg Rice

No-0

Abstención –0

Ausente –0

La moción para aprobar la solicitud interdistrital del estudiante #23-24023 fue hecha por John Cardoza y secundada por Fernando Cunha.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí: Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza y Greg Rice

No-0

Abstención –0

Ausente –0

La moción para aprobar la solicitud interdistrital del estudiante #23-24024 fue hecha por John Cardoza y secundada por Fernando Cunha.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí: Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza y Greg Rice

No-0

Abstención –0

Ausente –0

La moción para aprobar la solicitud interdistrital del estudiante #23-24025 fue hecha por John Cardoza y secundada por Fernando Cunha.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí: Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza y Greg Rice

No-0

Abstención –0

Ausente –0

La moción para aprobar la solicitud interdistrital del estudiante #23-2404 fue hecha por John Cardoza y secundada por Fernando Cunha.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí: Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza y Greg Rice

No-0

Abstención –0

Ausente –0

12.2 Código de Gobierno Sección 54957.6

Conferencia con negociadores laborales

Representantes designados de la agencia: Superintendente

Organización de Empleados: Asociación de Empleados Escolares de California y su

Capítulo 765

12.3 Código de Gobierno Sección 54957.6

Conferencia con negociadores laborales

Representantes designados de la agencia: Superintendente

Organización de empleados: CTA

12.4 Código de Gobierno Sección 54957

Disciplina de Empleado Público/Despido/Liberación/Queja

La moción para ratificar la Renuncia del Asistente de Instrucción del empleado 5636983919 a partir del 6 de junio de 2023 y aceptada por el Superintendente el 23 de mayo de 2023 fue hecha por John Cardoza y secundada por Fernando Cunha.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí: Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza y Greg Rice

No-0

Abstención –0

Ausente –0

La moción para ratificar la Renuncia del Asistente de Instrucción del empleado 6880838532 a partir del 6 de junio de 2023 y aceptada por el Superintendente el 23 de mayo de 2023 fue hecha por John Cardoza y secundada por Fernando Cunha.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí: Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza y Greg Rice

No-0

Abstención –0

Ausente –0

La moción para ratificar la Renuncia del Asistente de Instrucción de ASES del empleado 4115167922 a partir del 6 de junio de 2023 y aceptada por el Superintendente el 16 de mayo de 2023 fue hecha por John Cardoza y secundada por Fernando Cunha.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí: Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza y Greg Rice

No-0

Abstención –0

Ausente –0

La moción para ratificar la Renuncia del Ayudante de Instrucción del empleado 8595450600 a partir del 6 de junio de 2023 y aceptada por el Superintendente el 9 de mayo de 2023 fue hecha por John Cardoza y secundada por Fernando Cunha.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí: Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza y Greg Rice

No-0

Abstención –0

Ausente –0

12.5 Código de Gobierno Sección 54957.6

Conferencia con negociadores laborales

Representantes designados de la agencia: Presidente de la Junta

Organización de empleados: Superintendente

12.6 Código de Gobierno Sección 54957

Nombramiento/empleo de empleado público

Título: Maestra de Artes del Lenguaje de 7mo grado

John Cardoza hizo la moción para aprobar a Madison Sun como maestra de artes del lenguaje de séptimo grado y Fernando Cunha la secundó.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí: Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza y Greg Rice

No-0

Abstención –0

Ausente –0

15. Clausura 22:45

Acta aprobada el 13 de junio de 2023

Greg Rice, presidente

Iva Sousa, secretario

Stacey Bettencourt, secretaria

3. CONSENT CALENDAR: Action items:

3.2 Agreement with TCOE for Psychological Services

AGENCY AGREEMENT 240105

THIS AGREEMENT, is entered into between the Tulare County Superintendent of Schools, referred to as SUPERINTENDENT and Tipton School District, referred to as DISTRICT.

ACCORDINGLY, IT IS AGREED:

1. TERM: This Agreement shall become

effective as

7/1/2023

and shall expire on .

6/30/2024

2. **SERVICES:** DISTRICT shall provide services as set forth: (See attached Scope of Services - Exhibit A for details. The Exhibit A is made part of this Agreement by reference.)

3. **COST OF SERVICES:** DISTRICT shall pay SUPERINTENDENT for the actual cost of such services to the extent they are allowable not to exceed the sum of

sum of \$ 69,420.00

4. METHOD OF PAYMENT:

- a. **SUPERINTENDENT must submit itemized invoices to DISTRICT** for the cost of the services.
- b. **SUPERINTENDENT** is responsible for maintaining verifiable records for all expenditures.

5. **INDEMNIFICATION:** SUPERINTENDENT and DISTRICT shall hold each other harmless, defend and indemnify their respective agents, officers and employees from and against any liability, claims, actions, costs, damages or losses of any kind, including death or injury to any person and/or damage to property, arising out of the activities of SUPERINTENDENT or DISTRICT or their agents, officers and employees under this Agreement. This indemnification shall be provided by each party to the other party regarding its own activities undertaken pursuant to this Agreement, or as a result of the relationship thereby created, including any claims that may be made against either party by any taxing authority asserting that an employer-employee relationship exists by reason of this Agreement, or any claims made against either party alleging civil rights violations by such party under Government Code section 12920 et seq. (California Fair Employment and Housing Act). This indemnification obligation shall continue beyond the term of this Agreement as to any acts or omissions occurring under this Agreement or any extension of this Agreement.

6. **TERMINATION:** Either party may terminate this Agreement without cause by giving thirty (30) calendar days advance written notice to the other party.

THE PARTIES, having read and considered the above provisions indicate their agreement by their authorized signatures below.

DISTRICT
Stacey Bettencourt
Tipton School District
370 N. Evans, PO Box 787
Tipton, CA 93272

SUPERINTENDENT
Tim A. Hire, Superintendent
Tulare County Superintendent of
Schools
Tulare County Office of Education
P.O. Box 5091
Visalia CA 93278-5091

SUPERINTENDENT

Signature

Tim A. Hero

Date

5/30/2023

DISTRICT

Signature

Sign

Date

6/1/23

Stacey Bettencourt

TCOE Program Information

Contact Person:

Irma Anaya

Telephone:

559-730-2910 ext 5175

Department/Program: Psychological Services

Please return an original copy to:

Tulare County Office of Education
ATTN: Internal Business Services Secretary
P.O. Box 5091
Visalia, CA 93278-5091

SCOPE OF SERVICES - EXHIBIT A

1. RESPONSIBILITIES OF DISTRICT:

(Please provide a detailed description of services and deliverables to be provided by Tipton School District.)

2. RESPONSIBILITIES OF SUPERINTENDENT:

(Please provide a list of items The Tulare County Superintendent of Schools will furnish.)

SUPERINTENDENT shall provide DISTRICT with 1.5 day per week of psychological services which includes:

Behavior Analysis and Intervention:

Conduct Functional Behavior Assessments

Design and implement research/evidence based behavior intervention plans

Model and monitor effective behavior interventions

Data collection and Progress Monitoring input and oversight

Conduct Psycho-Educational Assessments:

Present psycho-educational assessment results to the IEP team

Provide written psycho-educational assessment report to all IEP team members

Input assessment data into the IEP prior to the IEP meeting

Present assessment findings at the scheduled IEP team meeting

Consultation and Collaboration:

On-going coordination/collaboration with all student stakeholders

Provide professional development in-service training opportunities to school site (per request)

Short-Term Counseling for School-Based Difficulties (individual/small group)

Social Skills development

Anger Management

Problem-Solving skill development

Crisis response and emergency intervention

Student Study Team (SST) and Individualized Education Program (IEP):

Attend and participate in SST/IEP meetings (as needed)

On-going collaboration with other SST/IEP team members

FEE SCHEDULE

The contract total for services to be provided are estimated to be

The contract total for services to be provided are estimated to be \$1,735.50 per week 4 weeks in a month for 10 months total \$69,420 annually.

including travel or other expenses.

Payment will be by the job or day unless specified otherwise in a fee schedule attached to this document.

Exhibit (A)

Exhibit (B)

Exhibit (C)

Exhibit (D)

3. CONSENT CALENDAR: Action items:

3.3 Agreement with TCOE for Mental Wellness Services

Tulare County Office of Education

Committed to Students, Support & Service

Tim A. Hire
*County
Superintendent
of Schools*

P.O. Box 5091
Visalia, California
93278-5091

(559) 733-6300
tcoe.org

Administration
(559) 733-6301
fax (559) 627-5219

Business Services
(559) 733-6474
fax (559) 737-4378

Human Resources
(559) 733-6306
fax (559) 627-4670

Instructional Services
(559) 302-3633
fax (559) 739-0310

Special Services
(559) 730-2910
fax (559) 730-2511

Main Locations

**Administration
Building & Conference
Center**
6200 S. Mooney Blvd.
Visalia

Doe Avenue Complex
7000 Doe Ave.
Visalia

**Liberty Center/
Planetarium &
Science Center**
11535 Ave. 264
Visalia

June 6, 2023

Tipton School District
370 North Evans
Tipton, CA 93272

Stacey Bettencourt,

Attached is your Agency Agreement for 23-24 Mental Wellness Services.

Please sign and return either by e-mail or by mail to:

E-mail: jodya@tcoe.org

OR

Mail: Tulare County Office of Education
Attn: Jody Arriaga, Director of Internal Business
Services
P.O. Box 5091
Visalia, Ca 93278-5091

Please feel free to contact me if you have any questions. Thank you.

Sincerely,



Jody Arriaga

Internal Business Director | 559-730-2751 | jodya@tcoe.org

AGENCY AGREEMENT 240120

THIS AGREEMENT, is entered into between the **Tulare County Superintendent of Schools**, referred to as **SUPERINTENDENT** and **Tipton School District**, referred to as **DISTRICT**.

ACCORDINGLY, IT IS AGREED:

1. **TERM:** This Agreement shall become

effective as

8/1/2023

and shall expire on .

6/28/2024

2. **SERVICES:** DISTRICT shall provide services as set forth: (See attached Scope of Services - Exhibit A for details. The Exhibit A is made part of this Agreement by reference.)
3. **COST OF SERVICES: DISTRICT shall pay SUPERINTENDENT** for the actual cost of such services to the extent they are allowable not to exceed the sum of

sum of \$ 43,760.00

4. **METHOD OF PAYMENT:**

- a. **SUPERINTENDENT must submit itemized invoices to DISTRICT** for the cost of the services.
- b. **SUPERINTENDENT** is responsible for maintaining verifiable records for all expenditures.

5. **INDEMNIFICATION: SUPERINTENDENT and DISTRICT** shall hold each other harmless, defend and indemnify their respective agents, officers and employees from and against any liability, claims, actions, costs, damages or losses of any kind, including death or injury to any person and/or damage to property, arising out of the activities of **SUPERINTENDENT or DISTRICT** or their agents, officers and employees under this Agreement. This indemnification shall be provided by each party to the other party regarding its own activities undertaken pursuant to this Agreement, or as a result of the relationship thereby created, including any claims that may be made against either party by any taxing authority asserting that an employer-employee relationship exists by reason of this Agreement, or any claims made against either party alleging civil rights violations by such party under Government Code section 12920 et seq. (California Fair Employment and Housing Act). This indemnification obligation shall continue beyond the term of this Agreement as to any acts or omissions occurring under this Agreement or any extension of this Agreement.

6. **TERMINATION:** Either party may terminate this Agreement without cause by giving thirty (30) calendar days advance written notice to the other party.

THE PARTIES, having read and considered the above provisions indicate their agreement by their authorized signatures below.

DISTRICT
Stacey Bettencourt
Tipton School District
370 N. Evans, P.O. Box 787
Tipton, CA 93272

SUPERINTENDENT
Tim A. Hire, Superintendent
Tulare County Superintendent of
Schools
Tulare County Office of Education
P.O. Box 5091
Visalia CA 93278-5091

SUPERINTENDENT

Signature

Tim A. Aire

Date

6/1/2023

DISTRICT

Signature

Sign

Date

6/7/23

Stanley Bettencom

TCOE Program Information

Contact Person:

Jennifer Newell, Psy.D.

Telephone:

(559) 730-2969 ext. 6938

Department/Program: Behavioral Health Services

Please return an original copy to:

Tulare County Office of Education
ATTN: Internal Business Services Secretary
P.O. Box 5091
Visalia, CA 93278-5091

SCOPE OF SERVICES - EXHIBIT A

1. RESPONSIBILITIES OF DISTRICT:

(Please provide a detailed description of services and deliverables to be provided by Tipton School District.)

Site Administration is committed to the integration of Mental Wellness Services for academic year 2023-2024 at Tipton Elementary School.

- Mental Health Professional will have district internet/server access.
- Mental Health Professional will have access to confidential space to meet with students.
- Mental Health Professional will participate in School District Professional Learning Communities
- District school psychologist, administrators, school counselors will collaborate with Mental Health Professional
- Initial administrators meeting (e.g., DOSE, Principal, Clinical Supervisor, Mental Health Professional)
- Provide pertinent data for identified students (e.g., attendance, suspensions, and academics)

2. RESPONSIBILITIES OF SUPERINTENDENT:

(Please provide a list of items The Tulare County Superintendent of Schools will furnish.)

- 2 days of Mental Wellness Services per week for 37 weeks during the 2023-2024 school year.
- On-site school and district trainings regarding student mental wellness (i.e., mental health, suicide prevention, etc.)
- Quarterly reports regarding the delivery of services and trainings available upon request
- Annual data report on progress and annual outcomes of the service will be provided, which can be delivered to the school board and site administrators
- Licensed Mental Health Professional will oversee clinical practices of Mental Health Professional
- Administrative and clinical support
- Data collection and analysis

TCOE BHS Contracted Mental Health Professional Services Include:

- Staff and Parent Trainings
- Brief Mental Health Support
- Interim Mental Health Support (pending referral to outside provider)
- Crisis Support
- SARB Support
- Administration/School Staff/Classroom Consultation and Support
- Family Outreach and Support
- Community Linkage
- Student Groups (e.g., Social Skills, Anger Management, Friendship/Anti-bullying, Social Emotional Learning, Girls Circle, Mindfulness)
- Mental Health Professional will support implementation of Care Solace through SBHIP partnership

FEE SCHEDULE

The contract total for services to be provided are estimated to be

Two (2) days of Mental Wellness Services per week for 37 weeks during the 2023-2024 school year at a daily rate of 21,880 for a total contract cost of 43,760.00

including travel or other expenses.

Payment will be by the job or day unless specified otherwise in a fee schedule attached to this document.

Exhibit (A)

Exhibit (B)

Exhibit (C)

Exhibit (D)

3. CONSENT CALENDAR: Action items:

3.4 Save the Children Partner Agreement

SUB-AGREEMENT
BY
Save the Children Federation, Inc.
TO
Tipton Elementary School District
370 N. Evans Road
Tipton, California 93272

1. Program Name: Tipton Elementary	2. Sub-award Number: 999004977
3. Sub-award Effective Date: 7/01/2023	4. Sub-award Expiration Date: 6/30/2024
5. Sub-recipient Contact Name and Information: Mrs. Stacey Bettencourt Superintendent sbettencourt@tipton.k12.ca.us 559-752-4213	6. Save the Children Contact Name and Information: Victoria Rodriguez, Specialist, Early Steps to School Success Programs vrodriquez@savechildren.org
7. Total Obligated Amount: \$81,567	8. Donor:
<p><i>Save the Children Federation Inc. and Tipton Elementary School District hereby agree that the electronic signatures, as defined in the Electronic Signatures in Global and National Commerce Act of 2000 ("ESIGN") used in execution of this Agreement are legally binding and, as such, equivalent to traditional handwritten signatures under ESIGN and other applicable laws. Both Save the Children and Tipton Elementary School District further agree that the electronic signatures used in execution of this Agreement shall constitute an original for all purposes. Tipton Elementary School District agrees that it is solely responsible for maintaining security and confidentiality of its electronic signatures, and that it shall be solely responsible for all actions initiated under its electronic signatures.</i></p>	
<p>IN WITNESS WHEREOF, Save the Children Federation, Inc. and Sub-recipient have each caused this agreement to be executed on their behalf:</p>	
10. Sub-recipient Authorized Representative: BY: <u>Stacey Bettencourt</u> _____ Mrs. Stacey Bettencourt TITLE: Superintendent DATE: <u>6/6/2023</u> _____	11. Save the Children Federation, Inc. Authorized Representative: BY: <u>Cloe Chambers</u> _____ Cloe Chambers TITLE: State Director DATE: <u>6/6/2023</u> _____

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I Definitions and Scope of the Agreement

(a) **Purpose** The purpose of this Agreement is for Save the Children Federation, Inc. (hereinafter referred to as “SCUS”) to set out the rights and responsibilities of SCUS to **Tipton Elementary School District**, (hereinafter referred to as Sub-recipient), in relation to the Agreement and implementation of the Program(s) at **Tipton Elementary**. It is agreed that the funding set forth in this agreement will be used exclusively for achievement of the Program objectives.

(b) **Definitions.** In addition to any term which is defined in a Section of the Agreement, the following terms shall have the definitions provided below:

- i. **“Budget”** means the budget for the Program(s) in Appendix 2 as varied or amended in accordance with Section 6;
- ii. **“Days”** means calendar days
- iii. **“Donor”** means the entity specified as donor in Section 8 of the Cover Sheet (as applicably noted)
- iv. **“Program(s)”** means the project or program specified in Section 1 of the Cover Sheet and Appendix 1;
- v. **“Sub-award”** means the sub-award to be made by SCUS to the Sub-recipient in accordance with the terms set out in this Sub-Agreement;
- vi. **“Sub-award Effective Date”** means the date specified as the start date in Section 3 of the Cover Sheet;
- vii. **“Sub-award Expiration Date”** means the date on which all the rights and obligations of the Parties set forth in this Sub-Agreement have been performed (other than under Section 6). See section 4 of the Cover Sheet;
- viii. **“Total Obligated Amount”** means the total amount of the Sub-award specified in Section 7 of the Cover Sheet;
- ix. **“Year”** means the period beginning on this Sub-Agreement Start Date or any anniversary of this Sub-Agreement Start Date except that the final Year of this Sub-Agreement shall end on the Sub-award Expiration Date.

(c) Total Sub-award Amount

SCUS shall make the Total Obligated Amount in US Dollars available to the Sub-recipient at the times and upon the terms set out in this Agreement and subject to SCUS receiving the necessary funding.

(d) Gifts-in-kind

SCUS is actively pursuing gift-in-kind contributions (“GIK”) which may replace Total Obligated Amount included in the Program budget. Should SCUS secure GIK, it will be passed through to the sub-recipient and the dollar amounts of such GIK will be removed from the Total Obligated Amount of the Program. SCUS will send a formal budget revision at that time.

2 Appendices

The following Appendices which are indicated in the boxes provided below shall form part of this Agreement:

X Appendix 1 - Program documents

	I.a. School Age Program Components – Afterschool and In-School
	I.b. Foster Grandparent Program Expectations
	I.c. SummerBoost Camp Program Component
	I.d. KinderBoost Program Component
X	I.e. Early Steps to School Success Program Component
	I.f. Sponsorship Program Expectations
	I.g. Community Engagement Program Expectations
X	I.h. Data Use Agreement and Consent to Release Confidential Student Education Records
X	I.i. Technology System Requirements
X	I.j. Partner plan
	I.k. Donor Conditions

X Appendix 2 - Program(s) Budget

X Appendix 3 – Save the Children Child Safeguarding Policy (as updated and revised from time to time)

X Appendix 4 – Save the Children Code of Ethics and Business Conduct (as updated and revised from time to time)

X Appendix 5 – Save the Children Zero-Tolerance Fraud Policy (as updated and revised from time to time)

X Appendix 6 – Save the Children Social Media Policy (as updated and revised from time to time)

X Appendix 7 – Save the Children Conflict of Interest Policy (as updated and revised from time to time)

X Appendix 8 – Save the Children Vendor Questionnaire Form

3 Responsibilities of the Parties

(a) Roles and Responsibilities of SCUS

SCUS will:

- (i) Transfer funds in accordance with Section 4;
- (ii) Provide guidance and technical assistance for the Sub-recipient to implement the Program(s) as described in the Program Plan (Appendix I);
- (iii) Engage in other monitoring activities necessary to effectively oversee this sub-Agreement which may include on-site visits to observe Program activities, financial monitoring, periodic implementation meetings and other measures necessary to monitor activities under this sub-award. SCUS will provide a minimum of one week prior notification when possible for Program site visits. SCUS reserves the right to conduct unannounced site visits if it is deemed necessary to ensure Program operations and effectiveness.

(b) Roles and Responsibilities of the Sub-recipient

The Sub-recipient will:

- (i) Be responsible for achieving the objectives of the Program(s) as described in Appendix I, including planning, implementation, reporting and monitoring Program(s) activities;
- (ii) Be responsible for the financial management and administration of the Program(s), which shall be undertaken in observance with all applicable federal and state laws including 2CFR200 where

applicable to relevant Sub-recipient organization type and in accordance with good management practice;

- (iii) Report in writing to SCUS within 7 days of becoming aware of any of the following:
 - 01. Changes to the overall goal, objectives, or results set out in the Program(s) Plan in Appendix I;
 - 02. Implementation delays of more than 30 days;
 - 03. Changes to the amount of the total Budget for the Program(s);
 - 04. Budget variance of more than percentage/amount listed in section 4(a)(ii);
 - 05. Any other issues that would or could have a significant adverse impact on delivery of the Program(s) or the reputation of SCUS.
- (iv) If Sub-recipient is contacted about this sub-Agreement by a party other than SCUS, Sub-recipient shall notify SCUS of such direct communication and seek prior approval from SCUS for any resulting communication with such party;
- (v) When required by SCUS, clearly state in all external communications, including printed material referring to the Program(s), that it is funded by SCUS and/or such third party as SCUS may indicate. Additionally, any public notices or communications by the Sub-recipient to the public, and in particular to the mass media or any public forum whatsoever (including press, radio, television, cinema, internet, etc.) relating to this Sub-Agreement shall be subject to prior written authorization by SCUS. The Sub-recipient shall not use the names or logos of SCUS without the prior written consent of SCUS. The Sub-recipient shall not refer to its relationship with SCUS or to the Sub-Agreement without SCUS's prior written approval.
- (vi) Facilitate visits from SCUS in connection with this Sub-Agreement.
- (vii) Follow all Policies included in the Appendices

(c) Roles and Responsibilities of the Parties

During the implementation of the Program(s) each Party will avoid statements or actions which may, directly or indirectly, jeopardise the good name and reputation of the other Party.

4 Budget, Funds Transfers, and Financial Management

(a) Budget and Funding

(i) The Sub-recipient shall ensure that the Total Obligated Amount will be used in accordance with the Program(s) Budget (Appendix 2).

(ii) SCUS allows 10% line item flexibility within the Total Obligated Amount. This flexibility is allowed provided that any spending deviations from budget are only for the furtherance of implementation of program plans and not to supplement or supplant the existing or unforeseen costs of any of Sub-recipient's non-SCUS programs.

(iii) SCUS is not required to reimburse the Sub-recipient for any costs in excess of the Total Obligated Amount.

(iv) SCUS shall make periodic payments to the Sub-recipient as detailed in the sections below. All payments to the Sub-recipient will be made via direct deposit or check in the name of the Sub-recipient as follows: **Tipton Elementary School District**. Payments will generally be issued within 30 days of receipt of an acceptable report generated from the Sub-Recipient's internal accounting software.

- 01. Sub-recipient will receive reimbursement payments as follows:
Sub-recipient will receive a reimbursement of expenses following the receipt of approved in-system financial reports.

Sub-recipient should submit in-system financial reports according to the reporting schedule outlined in Section 8(b) of this Agreement.

02.

SCUS will make two advance payments to the Sub-recipient based on the approximate installment amounts and criteria below. These advances will normally be made on a bi-annual basis. Advances shall total no more than the Sub-recipient's bi-annual cash requirements and will consider the balance of unspent funds from previous advances as evidenced by the Sub-recipient's in-system financial reports. An acceptable balance of funds for the Sub-recipient will be no more than 20% of total Program funds received to date. This will allow smooth program operations while the quarterly in-system finance report and subsequent advance request is reconciled and reviewed. Total advances will not exceed 80% of the total sub-award amount.

Payment Installment	Payment Amount	Requirements
1 st Advance	35% of Total Obligated Amount	<ul style="list-style-type: none"> • Signed agreement • Certificate of liability insurance
2 nd Advance	45% of Total Obligated Amount	<ul style="list-style-type: none"> • 80% of cumulative funds received spent • 1st and 2nd quarter financial report
Final Payment	Reimbursement up to 100% of Total Obligated Amount	<ul style="list-style-type: none"> • Program completed • All reports/data submitted • 3rd and 4th quarter financial report • Reimbursement of balance of obligated amount due based on actual, approved, allowable financial reported expenditures within the sub-award term.

If Sub-recipient does not meet requirements for payments to be issued beyond the first advance, Sub-recipient may submit interim financial reports reflecting 80% of cumulative funds received have been spent in order for SCUS to release the next advance installment.

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(v) Other Terms of Payment:

01. Accounting for payments: Advances shall be deposited by the Sub-recipient and maintained in a separate bank account unless the Sub-recipient utilizes a segregated fund accounting system that tracks funds by sub-award and is approved by SCUS. If the Sub-recipient does not have segregated fund accounting and a separate bank account is specifically excluded by legislative authority, then funding will be provided on a cost reimbursement basis.

02. Unspent Balance: Any unspent balance of funds at the completion date of the agreement must be refunded back to SCUS and submitted along with the final in-system financial report.

(vi) The Sub-recipient shall ensure that any amendments to the Budget are in accordance with Section 6 of this Agreement.

(b) Under-spending and Implementation Delays

(i) At the midpoint of the Program, SCUS will meet with Sub-recipient to assess spending and determine any budget changes that may be needed in order to ensure no more or less than adequate funding is obligated to support the Program. Any significant underspending that cannot be utilized for the remaining Program deliverables may be reduced from the obligated budget through an amendment agreed between SCUS and the Sub-recipient.

(ii) If there are implementation delays of more than 90 days to the Program Plan, SCUS reserves the right to delay the transfer of funds by the delay period.

(c) Return of unused funds

- (i) Except with prior agreement of SCUS, funds transferred to the Sub-recipient that have not been spent at the Implementation End Date are to be repaid in US Dollars and submitted to SCUS along with the final financial report.

- (ii) Should the Sub-recipient cease operations, the Sub-recipient shall ensure that before such operations cease, arrangements are in place for all unspent sub-award funds originating from SCUS to be repaid to SCUS and that such payment shall take place within 30 days of SCUS providing bank details for that purpose.

(d) Financial Management

The Sub-recipient is responsible for all matters relating to the budgeting and utilization of the sub-award funds disbursed by SCUS for the Program(s) and the Sub-recipient will ensure that:

- (i) a qualified person is handling the day-to-day management of funds and book-keeping;
- (ii) all bank and other financial transactions related to this Sub-award are tracked and reported in a transparent manner;
- (iii) accurate records of account of the Sub-award funds are kept in accordance with Sub-recipient accounting policies;
- (iv) any interest earned on Sub-award funds is remitted to SCUS and;
- (v) expenses are specified in the Sub-recipient's account books in at least the same level of detail as such expenses appear in the Budget so that the accounts are reported and verified against the Budget.

5 Cost Share

This Sub-award is subject to the following cost sharing requirement:

CHECK AS APPROPRIATE

The budget for this Sub-award **INCLUDES** Cost Sharing. As per budget attached, Sub-recipient agrees to contribute **\$17,048** to the Program. It is expected that Sub-recipient make every effort to meet this cost share amount during Program implementation. SCUS recommends that Sub-recipient track and document this contribution for their internal purposes, however is not required to report this to SCUS.

The budget for this sub-award **DOES NOT INCLUDE** Cost Sharing.

IMPORTANT NOTE: SCUS must be notified of any changes to Sub-recipient cost share commitment.

6 Amendments

If Sub-recipient requests an amendment to extend the duration of the Program(s) or increase the total amount of the Budget, the Sub-recipient will submit, no later than 90 days before the Implementation End Date, a written request to SCUS including the reasons for the extension or increase, together with a revised Program(s) Plan (Appendix 1) and Budget (Appendix 2). Such amendment will be considered approved upon SCUS issuing its approval in writing. If an amendment is initiated by SCUS, the amendment will be considered approved when executed by both parties.

The parties acknowledge that the Budget may be revised from time to time by the Parties in the ordinary course of implementation of the Program(s). Changes to the Budget require the prior written approval of SCUS.

Budget amendments are typically recommended (although not limited to) for the following conditions:

01. total Sub-award budget is projected to be overspent;
02. projected underspend of the total budget that is greater than 5%;
03. line item changes that are greater than 10% of the total budget.

In the event that there is a modification to the total amount of this Sub-award, a revised budget must be submitted for SCUS approval.

7 Audit and Record Retention

(a) Audit

This Sub-award requires the submission of a copy of Sub-recipient's audit that encompasses SCUS funds at the end of the sub-award. If the Sub-recipient does not have a regular annual audit, then the Sub-award is subject to a Program-specific, external audit at the end of the Program. The audit must be conducted by an external audit firm approved by SCUS. If Program-specific audit is required, the audit fee is an allowable cost under this Sub-award. The Sub-recipient may request additional funds to cover audit fees which may result in a budget revision and sub-award modification. In addition to reviewing the submitted audit, SCUS finance staff will complete in-person or remote financial monitoring to review documentation supporting reported expenditures.

(b) Financial Records

The Sub-recipient hereby agrees to record, classify and report all Sub-award financed costs in separate and segregated Sub-award-specific financial accounts. Sub-recipient's ledger and journal system must meet generally accepted accounting standards and comply with 2 CFR 230 – Cost Principals for Non-Profit Organizations (OMB Circular A-122). The Sub-recipient shall maintain complete records of all costs charged to the sub-award for a period of seven (7) years after the expiration of the award and make such records available to SCUS or its representatives for review at any time. The Sub-recipient shall document that steps were taken to ensure that all purchases charged to the Sub-award are at reasonable prices and from reasonable sources.

(c) Inspection

SCUS or any of their authorized representatives will be provided access to any documents, papers, or other records of the Sub-recipient which are pertinent to the Sub-award, in order to make audits, examinations, excerpts, and transcripts. The right also includes timely and reasonable access to the Sub-recipient's personnel for the purpose of interview and discussion related to such documents.

8 Reporting and Action Plan

(a) Program Progress Reporting

- (i) Program Reporting is the sole responsibility of the Sub-recipient. SCUS maintains an internet based Monitoring and Evaluation system to capture program data for Literacy, Healthy Choices, and Early Steps to School Success. This data must be updated by the Sub-recipient at least weekly when the Program is active.
- (ii) In addition to updating the Monitoring and Evaluation system, all Sub-recipients implementing Literacy programming must submit Accelerated Reader Diagnostics to SCUS on the first working day of each month.
- (iii) Should Program progress reports be missing from the Monitoring and Evaluation system, SCUS reserves the right to delay advance or reimbursement payments.

(b) Financial Reporting

In-system financial reports shall be uploaded to the Sub-recipient Reporting Portal according to the following periods and due dates:

CHECK AS APPROPRIATE

Quarterly Reporting (add a check box similar to advance vs reimbursement)

Quarter 1 – July 1, 2023 to September 30, 2023 – report due **October 13, 2023**

Quarter 2 – October 1, 2023 to December 31, 2023 – report due **January 10, 2024**

Quarter 3 – January 1, 2024 to March 31, 2024 – report due **April 12, 2024**

Quarter 4: Final Report – April 1, 2024 to June 30, 2024 – report due **July 12, 2024**

Monthly Reporting

July 1-July 31, 2022– report due **August 11, 2023**

August 1-August 31, 2022– report due **September 12, 2023**

September 1-September 30, 2022– report due **October 13, 2023**

October 1-October 31, 2022– report due **November 10, 2023**

November 1-November 30, 2022– report due **December 11, 2023**

December 1-December 31, 2022– report due **January 10, 2024**

January 1-January 31, 2023– report due **February 9, 2024**

February 1-February 28, 2023– report due **March 11, 2024**

March 1-March 31, 2023– report due **April 10, 2024**

April 1-April, 2023– report due **May 10, 2024**

May 1-May 31, 2023– report due **June 10, 2024**

June 1-June 30, 2023 – report due **July 10, 2024**

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The in-system financial reports will be reviewed and approved by SCUS program and finance staff before any subsequent payments are issued. This may require a review of the documentation supporting expenditures reflected on the Sub-recipient's in-system financial report.

(i) If adjustments to the Sub-recipient's accounting of this sub-award occur after the end of the period of sub-award or beyond June 30, 2024 thus reducing the final in-system financial report of expenditures, then Sub-recipient shall provide a revised final in-system financial report no later than 30 days of the close of the month in which the adjustment occurred along with payment to SCUS for the balance of any unspent Sub-award funds.

(ii) SCUS's guidelines on the format of financial reports are as follows:

01. Financial reports should be provided from the financial software of the Sub-recipient ("in system reports"). If the Sub-recipient has multiple agreements with SCUS, a separate report is needed for each Sub-agreement where each report covers only up to one site of Program implementation for the Sub-recipient.
02. Expenditures shall be reported to SCUS using the Sub-recipient's accounting method on a consistent basis. Any necessary accounting adjustments must be made in the current reporting period only. Once a period is reported upon to SCUS and closed, no adjustments may be made to that reporting period.
03. The financial report should include the following items:
 - a. Budget column with Program costs, line item account codes, and subtotals of Program expenses (for example a sub total for In-school and a sub total for Afterschool). The financial report budget should reflect the same line items and amounts as indicated in the attached budget. The in-system report should be sorted

by program and each program section should identify costs associated with each expense classification listed in the budget.

- b. Actual period expenditures column that corresponds to the applicable Program costs, account codes and subtotals as per line item listed in the attached budget.
- c. Cumulative (YTD) expenditures column that corresponds to the applicable Program costs, account codes and subtotals as per line items included in the attached budget.
- d. Balance remaining by Program cost, account code and subtotal as per line items listed in the attached budget.
- e. Reconciliation of Program funds summary: Program funds received Less: Actual cumulative expenditures Equals: Program funds remaining

04. Signed and dated: All financial reports must be signed and dated by either the preparer or approver managing the reporting for this Sub-award.

05. Reports are to be submitted via SCUS online partner reporting system. SCUS Finance Contact is as follows:

Melanie Albers
Lead Associate
malbers@savechildren.org

(c) Other Reporting

Interim financial and/or Program progress reports may be requested by SCUS to meet the reporting requirements of the Donor supporting this Sub-award. SCUS will make every effort to provide sufficient notice to the Sub-recipient in the event that interim reporting is required.

9 General Procedures

(a) Timesheets

All salaries charged to this award are made against timesheets showing the actual time spent working on Program activities. Acceptable timekeeping practices must identify time worked on SCUS funded activities separate from other sources, time spent on specific Program components in alignment with the approved budget and be approved by Sub-recipient employee's supervisor. Personnel costs reflected in financial reports that are found to be unsupported by supervisor approved timesheets by the Sub-recipient could result in disallowed costs by SCUS.

(b) Student Data

SCUS and the Sub-recipient intend that SCUS will review Student Data (as defined in this section) to evaluate the needs of Sub-recipient's students, and to determine which of those students will benefit from participation in the Program, with the objective of improving educational outcomes of the Sub-recipient's students. But for SCUS's services as described in this Agreement, Sub-recipient would be required to utilize its own personnel for the services being provided by SCUS, such that SCUS shall be deemed a "school official" within the meaning of 34 C.F.R. § 99.31(a)(i)(B). Thus, the Sub-recipient must provide access to Student Data for all students in the Sub-recipient's schools covered by this Agreement, including program enrollment information such as student name, student date of birth, address, home and emergency contact numbers, parent name(s), parent date(s) of birth, additional specific demographic information (such as race, gender, ethnicity, benefits information, etc. depending on the program(s) being implemented) as well as program participation details such as program attendance and activity data ("Student Data"). Notwithstanding SCUS's status as a 'school official', the Sub-recipient is required to acquire lawfully valid permissions regarding confidentiality of Student Data from student parents or legal guardians, which it will make available to SCUS upon request. First year sites implementing SCUS Literacy programs utilizing Renaissance Learning's ("RL") Renaissance Place ("RP") Accelerated Reader and STAR Reading assessments for monitoring and evaluation that are also the first in their School District to work with SCUS, must have their District Superintendent (or their authorized representative) sign attachment I(g) "Data Use Agreement and Consent to Release Confidential Student Education

Records” (“RL Data Use Agreement”). The RL Data Use Agreement authorized Renaissance Learning to transmit the RP student assessment records to SCUS for partner sites implementing SCUS Literacy programs. The terms of this Agreement are subject to and supplemented by the terms and conditions of the applicable RL Data Use Agreement signed by the Sub-recipient’s District Superintendent. SCUS will only use or share Student Data that identifies a person, either directly or indirectly (“Identifiable Student Data”) in order to fulfill its obligations and responsibilities under this Agreement or to evaluate the effectiveness of its programs, and will not otherwise share, distribute, or disseminate Identifiable Student Data to any third party, except as it deems necessary to comply with any applicable law, regulation, or government request required by law. If SCUS becomes legally compelled to disclose Identifiable Student Data, SCUS will provide the relevant school with notice, if legally permissible, and will use its best efforts to assist the school and parents to obtain a protective order or other appropriate remedy. SCUS may use de-identified Student Data to improve its services and further its mission to help children. Notwithstanding the foregoing, SCUS may share Student Data with federal or state educational authorities to the extent authorized under applicable law or regulations, provided SCUS will notify the Sub-recipient of any request for sharing of data relating to their students.

(c) Limitation of Liability

(i) SCUS shall not be liable to Sub-recipient for:

(a) Any third party claims, losses and expenses that may arise from Sub-recipient’s negligence, recklessness or intentional act or omission that is related to or in connection with this Sub-Agreement;

(b) Compensation for the death, disability, or other hazards which may be suffered by the employees, vendors, agents or other representatives of arising from performance in connection with this Sub-Agreement; and/or

(c) Any expenditure incurred by Sub-recipient in excess of its contribution as specified in this Sub-Agreement.

(ii) SCUS has no obligation to provide support to the Sub-recipient for implementation of the Program or for any other purposes. This provision shall survive the termination of this Agreement.

(d) Applicable Law

This Agreement shall be governed by and construed in accordance with the laws of the State of Connecticut. The parties shall settle any controversy or claim arising out of or relating to this Agreement, or the breach thereof, by binding arbitration in the state of Connecticut. Either party to this Agreement may initiate arbitration by serving notice on the other parties of an intent to arbitrate. The notice shall specify with particularity the claims or issues that are to be arbitrated. Within ten (10) days of sending the notice to all parties, the party initiating the process shall obtain a list of available arbitrators from the local office of the American Arbitration Associations (“AAA”) and shall provide the list to the other parties. The parties shall select a mutually acceptable arbitrator within ten (10) days of receiving the list, and in the event the parties are unable to agree on an arbitrator within ten (10) days, any party may petition the Presiding Judge of the Superior Court to select a single arbitrator from the AAA list. The parties shall have the discovery rights available under Connecticut’s civil procedural rules, except that all discovery must be concluded within 60 days of the selection of an arbitrator and the arbitration hearing must be concluded within 30 days of the close of discovery. The hearing will be conducted in accordance with Connecticut rules of evidence. The arbitrator’s final decision shall be rendered within thirty (30) days of the final hearing day. Judgment upon the arbitrator’s final award may be entered in any court having jurisdiction thereof. The parties shall bear in equal shares the arbitrator’s fees and costs. The prevailing party in the arbitration shall be awarded its reasonable attorney’s fees and all costs, other than the arbitrator’s fees and costs. The foregoing notwithstanding, any dispute arising from or in connection with the use of trademarks and/or other intellectual property may be brought before a Connecticut court of competent jurisdiction, and the party seeking such action shall be entitled to seek injunctive or other equitable relief. For the purposes of seeking equitable

relief hereunder, the parties agree that the trademarks and other intellectual property have significant intrinsic and monetary value and injury by infringement or improper use would be irreparable, without the need to show inadequate monetary or other remedy at law.

(i) In performing its obligations and exercising its rights under the Sub-agreement, Sub-recipient shall fully comply with all applicable laws (including without limitation all statutes, decrees, ordinances, administrative orders, rules, regulations, and other mandatory directives, policies, and instructions with binding legal effect), in the United States.

(ii) Compliance costs are eligible for reimbursement under the Sub-agreement if they are (1) included in the Budget, and (2) comply with the Donor Terms and Conditions (attached as Appendix I.k) or requirements as well as any other pertinent Sub-agreement provision(s). However, the Sub-recipient is solely responsible, without reimbursement under the Sub-agreement, for all costs, risks, damages, and other liability incurred by it as a result of its failure to comply with the applicable law.

(e) No Joint Venture; Independent Contractor; Sub-recipient Personnel

(i) Nothing in this Agreement shall be deemed to create a joint venture, agency or partnership between the Parties and the employees of one shall not be deemed to be employees of the other.

(ii) The Parties are independent contractors with respect to each other and neither Party shall have the power to obligate or bind the other, except as specifically provided in this Agreement.

(iii) Sub-recipient personnel shall at all times be under the Sub-recipient's sole supervision, direction and control, and shall not be deemed as SCUS personnel for any purpose. Any job descriptions, employment contracts, letters or job offers should identify positions as that of the Sub-recipient and not SCUS. The Sub-recipient is solely responsible for payment of all wages, salaries, and other amounts due or to become due to such personnel in connection with the Sub-agreement and for all reports and obligations to social security, income tax withholding, unemployment compensation, worker's compensation, and the like. The Sub-recipient shall indemnify and hold SCUS harmless against any claim or liability (including, without limitation, fines, penalties and reasonable attorney's and expert consultant fees and costs) resulting from the Sub-recipient's failure to comply with the provisions of this Article.

(f) Confidentiality

"Confidential Information" means written, graphic or pictorial non-public information (in any medium) and designated by the disclosing Party as being confidential or any other information, whether written, oral or observed, which under the given circumstances would reasonably be understood by the receiving Party to be confidential. Both Parties acknowledge that any information obtained in performing this Agreement regarding the operation of a Party or its products, services, policies, systems, programs, procedures, donor relations, beneficiary information or any other aspect of its business, is Confidential Information. Both Parties will hold such Confidential Information secret and will not use such Confidential Information for any purpose other than performance of this Agreement or disclose such Confidential Information, directly or indirectly, to any other person, without in each instance the prior written consent of the other Party.

(g) Anti-Corruptions Laws. Neither party shall perform any actions that are prohibited by local and other anti-corruption laws (including the U.S. Foreign Corrupt Practices Act, collectively "Anti-Corruption Laws") that may be applicable to one or both parties to the Agreement. Without limiting the foregoing, neither party shall make any payments, or offer or transfer anything of value, to any government official or government employee, to any political party official or candidate for political office or to any other third party related to the transaction in a manner that would violate Anti-Corruption Laws.

- (h) **Sanctions.** Sub-recipient represents, covenants, and confirms that it is aware of and understands the economic or financial sanctions or trade embargoes imposed, administered or enforced from time to time by the U.S. government, including those administered by the Office of Foreign Assets Control of the U.S. Department of the Treasury (“OFAC”) or the U.S. Department of State (“Sanctions”), and the U.S. Export Administration Regulations (“EAR”), the U.S. Anti-Boycott regulations (collectively, the “Trade Control Laws”). Sub-recipient undertakes to refrain from any activity that would constitute a violation by Sub-recipient, SCUS or their personnel of any applicable Trade Control Laws, or any other applicable law regardless of U.S. jurisdiction over such activity. Sub-recipient further represents, covenants, and confirms that, at all times during the term of this Agreement, it will keep itself apprised of any amendments, changes or other modifications to the Trade Control Laws.
- (i) Sub-recipient warrants and covenants that, during the Term, Sub-recipient and none of its employees, agents, representatives, owners or shareholders who act for or on behalf of Sub-recipient are (or will become while such a Personnel, owner or shareholder) the target of any applicable Sanctions and that, if at any time during the Term and to the knowledge of Sub-recipient, any such persons become the target of applicable Sanctions, then Sub-recipient will promptly inform SCUS of this event in writing. Such written notification is to be provided so that SCUS and Sub-recipient may consult to determine in good faith whether such circumstance may constitute a violation of applicable law on the part of SCUS.
 - (ii) Sub-recipient shall not use any proceeds in connection with this Agreement for the purpose of funding, financing or facilitating any activities, business or transaction of or with any person targeted by applicable Sanctions or in any country that is the target of Sanctions, or in any other manner that would result in the violation of any applicable Trade Control Laws.

(i) Compliance with SCUS Policies

(i) Child Safeguarding Policy

Sub-recipient agrees to comply with either: (a) the SC USA Child Safeguarding Policy, which can be found at

http://www.savethechildren.org/site/c.8rKLIXMGIpI4E/b.9364821/k.A2E4/Terms__Conditions.htm (the “Child Safeguarding Policy”)(also attached as Appendix 3); or (b) Sub-recipient’s internal policy that is substantially similar to SCUS’s Child Safeguarding Policy and approved by SCUS. The Child Safeguarding Policy defines prohibited conduct and, among other things, requires Sub-recipient to: (a) take preventive measures, including requiring compliance by subcontractors, agents, and employees, (b) promptly report any actual or suspected violation to SCUS, and (c) take appropriate corrective measures when necessary. Child Safeguarding Focal Points (CSFPs) are embedded throughout the US to assist sub-recipients in reporting suspected or known violations, as well as to answer and consult on any Child Safeguarding issues within the sub-recipient’s program.

All sub-recipients are required to participate in mandatory Child Safeguarding training. There are two separate training modules. First, all sub-recipient staff having direct contact with children or their data must complete the Child Safeguarding Foundations Course located on Save the Children’s partner portal. Second, all sub-recipients are required to attend a live Child Safeguarding webinar annually.

All Sub-recipient employees must undergo proper vetting including but not limited to, criminal background checks and sexual offender registry search, and partner organizations must use reasonable processes for “clearing” any discrepancy to ensure that employee does not pose a risk to any child or vulnerable adult.

(ii) Zero-tolerance Fraud Policy

The Sub-recipient represents that its responsible officer(s) have received and reviewed (SCUS Zero-Tolerance for Fraud, Bribery and Corruption Policy (Appendix 5), and that Sub-recipient will comply with these policies in all activities undertaken pursuant to this agreement, including, without limitation:

- (a) Informing Sub-recipient staff of these policies
- (b) Promptly report to SCUS any credible information or allegation of fraud, bribery, or corruption relating to its work with SCUS:
 - a. Preserve all documents pertaining to any credible information or allegation of fraud, bribery, or corruption relating to its work with SCUS and shall cooperate fully in any investigation or audit commenced by SCUS or its donors, including making documents, facilities, and personnel available to SCUS or its donors
- (c) Promptly and fully reimburse SCUS for any losses or penalties arising from any incident of fraud, bribery, or corruption involving their employees or agents and shall hold SCUS harmless from and against any claims, demands or expenses (including attorney's or other professional fees) arising from or relating to Sub-recipient's noncompliance with the terms of the anti-corruption clauses of this Agreement.
- (d) SCUS shall have the right to terminate this Agreement with immediate effect, and shall have no further obligation to Sub-recipient if SCUS reasonably believes that Sub-recipient is in noncompliance with the anti-corruption clauses of this Agreement.

(iii) Code of Ethics and Business Conduct; Social Media Policy

The Sub-recipient agrees to abide by the SCUS' Code of Ethics and Business Conduct (Appendix 4), and (b) SCUS Social Media Policy (Appendix 6), and all Sub-recipient staff should be informed of this policy.

(iv) Conflict of Interest

The Sub-recipient agrees to abide by the SCUS' Conflict of Interest Policy (Appendix 7). SCUS requires that all conflicts of interest involving employees (or the families of employees) be disclosed in writing to the Program Specialist. All Sub-recipients should have and maintain a copy of their own Conflict of Interest policy and it should be available upon request from SCUS.

(v) Reporting Concerns. If you see or hear something you believe is violation of SCUS's Policies share your concern by reporting it to your Program Specialist or contact the Ethics Hotline:

Phone toll-free within the US: 1-844-287-1892

Fax: 1-475-999-3293

Web: Savethechildren.ethicspoint.com

Initial: SB

Mrs. Stacey Bettencourt, Superintendent

(j) Intellectual Property Ownership and Use

(i) Definitions:

- (01) **"Pre-existing Materials"** shall be defined as all data, reports, curricula, specifications, outlines, drafts, software, pictures, photographs, videotapes, other materials and intellectual properties, proprietary information, know-how and/or trade secrets fixed in writing or other tangible media developed by Sub-recipient separate and apart from this Sub-award.

- (01) **"Third Party Materials"** shall be defined as all data, reports, curricula, specifications, outlines, drafts, software, pictures, photographs, videotapes and any other materials and intellectual properties fixed in writing or other tangible media developed separate and apart from this Agreement and owned by or exclusively licensed to a third party.
- (02) **"Work Product"** shall be defined as all data, reports, curricula, specifications, outlines, drafts, software, pictures, photographs, videotapes and any other materials and intellectual properties fixed in writing or other tangible media first developed under this Agreement.

(ii) **Incorporating Third Party Materials:** Sub-recipient shall not incorporate any Third Party Materials into any Work Product, unless Sub-recipient identifies such Third Party Materials and any limitations and Sub-recipient acquires a world-wide, royalty-free license to copy, use, publish and reproduce such Third Party Materials to the extent necessary for Sub-recipient and SCUS to exercise their rights in the Work Product.

(iii) **Ownership of Work Product:** Sub-recipient shall be the sole and exclusive owner of the Work Product. The Work Product will acknowledge SCUS as contributing to the development of the Work Product.

(iv) **License of Work Product and Pre-existing Materials Incorporated in Work Product:** (a) Sub-recipient hereby grants a royalty free, irrevocable, non-exclusive, world-wide license to SCUS, and to receive, copy, use but not alter to the extent that a derivative work is created, publish and reproduce the Work Product. (b) To the extent Sub-recipient incorporates any Pre-existing Materials into the Work Product, Sub-recipient further grants SCUS, as applicable, a royalty free, irrevocable, non-exclusive license to receive, copy, use but not alter to the extent that a derivative work is created, publish and reproduce the Pre-existing Materials as incorporated in the Work Product. Sub-recipient shall be acknowledged as the owner of the Pre-existing Materials as appropriate.

(v) **Specific Indemnity by Sub-recipient:** Sub-recipient will comply with all applicable laws and regulations concerning copyright and trademark in the development of Work Product under this Agreement. Sub-recipient hereby indemnifies and holds SCUS harmless for any losses, claims, damages, liabilities and related expenses, including counsel fees, incurred by or asserted against SCUS arising by virtue of Sub-recipient's reckless or intentional infringement of any applicable law or regulation concerning copyright and trademark.

(vi) **Photo Use:** A photograph of a person involves three rights: the ownership of the photograph (generally held by the photographer), the right to reproduce that photograph (often held through agreement by the employer or contractor of the photographer), and the privacy interest of the persons in the photographs (always held by those persons unless expressly released in writing, or waived by virtue of being engaged in a public activity or being a public/famous person). Use of photographs for which consent has not been obtained fails to respect the rights of the individuals being served and exposes SCUS and Sub-recipient to liability for breach of privacy rights. Each Party will obtain appropriate documentation of consent and release from the photographer, and/or the non-public persons in non-public settings, or of a parent or guardian if persons are minors before publishing photos in reports or materials generated under this Agreement.

(k) Order of Precedence:

In the event of a conflict or inconsistency between provisions of this Sub-agreement, the conflict or inconsistency will be resolved by giving precedence in the following order:

- (i) Donor Terms and Conditions (Appendix I.k)
- (ii) Sub-Agreement Terms and Conditions
- (iii) Program Budget
- (iv) Program Plan

(l) Prior Approvals

- (i) Any changes to the terms and conditions of this Sub-agreement must be in writing and agreed upon by both parties.
- (ii) The Sub-recipient shall not enter into any sub-award agreement without the prior written authorization and approval of SCUS.

(m) Insurance

A) The Sub-recipient is solely responsible for all applicable taxes, benefits, worker's compensation insurance or equivalent, health insurance, all risk property insurance and a comprehensive general liability insurance with financially sound and reputable insurance companies, and other insurance as required under the applicable laws and naming SCUS as an additional insured. A copy of this Certificate is to be sent to SCUS as described in the cover letter of this sub-award.

B) The Sub-recipient shall be solely liable for the loss or theft of, or damage to, any and all items purchased with Sub-agreement funds (including items in the possession of its lower-tier Sub-recipients), and, as soon as reasonably practicable after any such loss, theft or damage, shall replace such items at its own expense in compliance with the procurement requirements set forth below in Section O (Procurement). In addition, the Sub-recipient shall be solely liable for the loss or theft of any Sub-agreement funds held in cash by the Sub-agreement or any of its agents or lower-tier sub-recipients and shall have no recourse to SCUS for any such loss or theft.

(o) Procurement

Sub-recipient shall follow its organization's policies and procedures for vendor selection and purchasing based on the Sub-recipient defined requirements. SCUS in no way imposes procurement requirements on Sub-recipients that are not in support of the Sub-recipient policies and procedures.

(i) In the event that the Sub-recipient does not have an established Procurement Policy, SCUS requires that procurement of goods and services of single transactions costing more than \$3,500 be supported by documentation of at least three written bids from potential vendors and a written statement by the Sub-recipient listing the reasons for selecting the chosen supplier of such goods or services. Exceptions to this requirement are if the chosen supplier is approved by SCUS.

(ii) Procurement of Program materials and computers per the Budget attached are encouraged to be purchased within the first 3 months and no later than the first 6 months of programming as these items are to be available to the Program participants (students) for this sub-award period. Failure to complete the procurement of these goods in a timely manner will likely result in the deduction of those funds from this Sub-award by SCUS which will include a budget revision and sub-award modification.

(iii) Because of the crucial nature of these staff positions: Literacy, Healthy Choices, and Early Steps to School Success Coordinators as applicable and as listed in the Program Plan (Appendix 1.j) and budget (Appendix 2) must be formally employed by the Sub-recipient as close as feasibly possible to the Sub-award start date. Any cost savings due to the time lag in hiring these staff positions may result in the deduction of funds from this Sub-award by SCUS in the amount of budgeted funds per day not worked which will include a budget revision and sub-award modification.

(iv) This sub-award may not be used to fund the purchase of capital assets with a value of \$5,000 or greater without SCUS' prior written approval.

(v) Any procurement and resulting expenditure towards this Sub-award that is deemed to be inappropriate according to the Program Plan, budget, and/or generally accepted accounting principles will result in the deduction of those funds from this Sub-award by SCUS which will require reclassification of such expenditures from the SCUS sub-award and documentation in support of the accounting adjustment.

(p) Representations and Warranties

The Sub-recipient represents and warrants that: (i) it is authorized and has the right and ability to undertake the obligations as set forth in this Sub-agreement; (ii) it is properly registered in all jurisdictions as may be required to perform its obligations under this Sub-agreement; (iii) it fully complies with Executive Order 13224 - BLOCKING PROPERTY AND PROHIBITING TRANSACTIONS WITH PERSONS WHO COMMIT, THREATEN TO COMMIT, OR SUPPORT TERRORISM.

(q) Indemnification

Sub-recipient shall hold harmless and indemnify SCUS and its directors, officers, agents and employees from and against all causes of action, losses, claims, liabilities, damages (including but not limited to costs, reasonable attorneys' fees, and amounts paid in reasonable settlement thereof) which arise or are alleged to arise as a result of the negligent acts, errors or omissions or wilful misconduct of Sub-recipient, its directors, officers, agents or employees. Additionally, the Sub-recipient shall indemnify and hold harmless SCUS for and from all costs, risks, delays, losses, damages and other liability incurred by SCUS due to the Sub-recipient's noncompliance with such laws or failure to secure such licenses, permits, and other approvals. This paragraph shall survive the expiration or termination of this Agreement for a period equal to the running of any applicable statute of limitations, including all tolling periods.

10 Title, Use, and Disposition of Property

Title shall vest with the Sub-recipient for purchases made under this award.

11 Remedies for Non-Compliance

If the Sub-recipient fails to comply with applicable statutes, regulations or the terms and conditions of this award, SCUS may impose additional conditions, as described below in Section 12 "Specific Conditions." If SCUS determines that noncompliance cannot be remedied by imposing additional conditions, SCUS may take one or more of the following actions, as appropriate in the circumstances:

- (a) Temporarily withhold cash payments pending correction of the deficiency by the Sub-recipient.
- (b) Disallow (that is, deny both use of funds and any applicable matching credit for) all or part of the cost of the activity or action not in compliance.
- (c) Wholly or partly suspend or terminate this award.
- (d) Take other remedies that may be legally available.

12 Specific Conditions

- (a) SCUS may impose additional specific award conditions as needed, in accordance with paragraphs (b) and (c) of this section, under the following circumstances:
 - (1) When a Sub-recipient has a history of failure to comply with the general or specific terms and conditions of a Federal award;
 - (2) When a Sub-recipient fails to meet expected performance goals contained in the award;
 - or
 - (3) When a Sub-recipient is not otherwise responsible.
- (b) Additional award conditions may include items such as the following:
 - (1) Requiring payments as reimbursements rather than advance payments;

- (2) Withholding authority to proceed to the next phase until receipt of evidence of acceptable performance within a given period of performance;
- (3) Requiring additional, more detailed financial reports;
- (4) Requiring additional Program monitoring;
- (5) Requiring the Sub-recipient to obtain technical or management assistance; or
- (6) Establishing additional prior approvals.

(c) SCUS will notify the Sub-recipient as to:

- (1) The nature of the additional requirements;
- (2) The reason why the additional requirements are being imposed;
- (3) The nature of the action needed to remove the additional requirement, if applicable;
- (4) The time allowed for completing the actions if applicable, and
- (5) The method for requesting reconsideration of the additional requirements imposed.

(d) Any specific conditions must be promptly removed once the conditions that prompted them have been corrected.

13 Termination

(a) Termination by SCUS

SCUS may unilaterally terminate this Agreement at any time, in whole or in part, for any of the following reasons:

- (i) Sub-recipient material noncompliance; or
- (ii) the Sub-recipient's financial insolvency, bankruptcy, assignment in favor of creditors, or similar or comparable status; or
- (iii) If SCUS ceases to be funded for the Program.
- (iv) For any reason, the Sub-recipient is unable to continue with the implementation of the Program under the terms and conditions of this Agreement including its annexes.

(b) Mutual Termination

The Parties may mutually agree to terminate the Agreement at any time, in whole or in part, upon such terms and conditions as may be agreed between them.

(c) Force Majeure

"Force Majeure" is defined as any delay or failure of required obligations by the Sub-recipient, shall be excused if and to the extent caused by acts of God, fire, storm, lockout, strike, terrorist act, flood, sabotage, embargo, war (whether declared or not), riot, pandemic, epidemic, or other causes beyond the reasonable control of the Sub-recipient.

If the Sub-recipient asserts Force Majeure as an excuse for failure to perform their obligations, then the Sub-recipient must:

- (i) Notify SCUS of the likelihood or actual occurrence of an event described in this clause;
- (ii) Prove that reasonable steps were undertaken to minimize delay or damages caused by foreseeable events; and
- (iii) Fulfill all non-excused obligations.

Upon review of the Sub-recipient's notice, SCUS shall determine whether the term of the Agreement shall be extended for a reasonable time period to complete activities interrupted by the delays or whether the Sub-agreement shall be terminated without further liability to either party.

(d) Terms of Termination

- (i) Termination shall be effected by written notice to the terminated Party. The notice shall identify the basis for termination, the reason(s) therefore, the effective date of the action, a statement identifying which part (or all) of the remainder of the Agreement Term or the program activities is terminated, and procedures and standards, as appropriate, for phasedown costs and

submission of final invoices.

(ii) The termination shall be effective on the date stated in the notice.

(iii) Unless otherwise stated in the termination notice, or as otherwise approved on a case by case basis, SCUS shall not be obligated to reimburse the Sub-recipient for any expenses incurred after the termination effective date. The Sub-recipient shall, with due regard to economy, effect an expeditious but orderly phasedown of program activities and implementation efforts. Reasonable phasedown costs will be reimbursed. Notwithstanding termination, SCUS's obligation to reimburse termination costs under this Article shall in all respects be subject to funding from its donor(s) and, if required, donor approval.

(e) Duties Upon of Termination

Upon Sub-recipient's written request, SCUS will return or destroy all Identifiable Student Data within its possession or control, unless it is required to be retained pursuant to applicable law, or it is impracticable to delete because it is held electronically in archive or back-up systems in accordance with general systems archiving or backup policies and remains subject to the confidentiality obligations in this Agreement.

14 Assignment

The Sub-recipient shall not assign, transfer, subcontract, subaward, or attempt to do any of the foregoing, except for the following types of general support services: communication, translation, photocopying of documents or similar services, without the prior written consent of SCUS (absent which such action or attempted action shall have no effect as against SCUS). SCUS may delegate or subcontract its duties under this Agreement, provided that any subcontract shall require the subcontractor to (a) comply with all applicable federal and state laws governing the privacy of any Student Data received by the subcontractor; (b) refrain from disclosing Student Data to any person other than the Sub-recipient or SCUS without the prior consent of the parent of the student whose Student Data is to be disclosed; and (c) use any Student Data it receives only for the purposes for which the disclosure of Student Data was made, i.e., performing the duties of SCUS under this Agreement.

15 Severability

If any provision of this Sub-agreement is deemed by any court of competent jurisdiction to be void, voidable, invalid or unenforceable for any reason, the remainder of the provisions shall not be affected and shall remain valid and enforceable.

16 Non-Waiver

Failure by SCUS to insist upon strict compliance with any provision of this Sub-agreement shall not be deemed to be a waiver or relinquishment of, or otherwise to affect or modify, any of SCUS's rights or Sub-recipient's duties hereunder, nor shall any waiver or relinquishment of any such right or duty in one case be construed as a waiver or relinquishment in another case.

Attachment 2-Scope of Work and Additional Partnership Requirements
Save the Children Subgrant Agreement

**Save the Children Program Component
Early Childhood Development**

Kindergarten Readiness (KR) Programming Expectations:

Partner and Save the Children Responsibilities:

- To achieve the following goals of Early Steps to School Success (ESSS):
 - 1) Children will enter school with the skills necessary for school success.
 - 2) Caregivers will have the knowledge and skills to support their children's education.
 - 3) Home/school connections will be strong.
 - 4) Early childhood knowledge and skills in the community will be increased.

- To meet the ESSS program objectives:
 - 1) Caregivers and children together will participate in Early Steps from pregnancy or early enrollment, until the child enters kindergarten.
 - 2) Caregivers will develop knowledge and skills to promote their child's early development with a special emphasis on social/emotional development, early math and early literacy and language development.
 - 3) Caregivers will read to their children daily.
 - 4) Caregivers will participate in school and community-based activities.
 - 5) School activities and Early Steps activities will be linked.
 - 6) Early Steps staff will have early childhood knowledge and demonstrate competencies that are consistent with current evidence-based practices.
 - 7) The program provides home visiting services to families year-round.

- To adhere to the principles of the program:
 - 1) Partners will enroll pregnant families and the youngest children (preferably under one year) and the neediest families as defined by the partner.
 - 2) Program experiences and activities are individualized according to the needs and interests of the child and family.
 - 3) Caregivers are supported and encouraged to participate in planning for their children's transitions to school.
 - 4) Cultural values of families are respected and honored.
 - 5) Service delivery options (home visiting and parent/child groups) are based on the needs of the family and staff safety.
 - 6) The program will collaborate with existing community efforts.
 - 7) The program will support the multiple dimensions of child development: cognitive, physical, social and emotional development.
 - 8) Caregivers will be supported in their role as the child's first and primary teachers.
 - 9) Children will be in safe environments.
 - 10) Program experiences and activities will be consistent with evidence-based practices.
 - 11) Caregivers who may require supplemental services after their child reaches 3 years old will be given resources and tools to meet their child's needs

Partner Site Responsibilities:

- Hire a qualified Early Childhood Coordinator or KR Ambassador whose language reflects that of the population served. Ex. An Early Childhood Coordinator or KR Ambassador who provides services to

Attachment 2-Scope of Work and Additional Partnership Requirements
Save the Children Subgrant Agreement

monolingual Spanish families, must be bilingual. Partners are strongly encouraged to include the KR Lead Associate in the interview and selection process.

- (Where Applicable)** Hire a Kindergarten Readiness Ambassador(s) responsible for:
 - Enrolling 40 children ages 3-5 years in the Family Readiness component.
 - Holding Kindergarten Readiness Family Group meetings at a min. 3-4 times per month (year-round).
 - A local plan will be developed to increase access to early learning opportunities for children ages 3-5, which includes a literacy component (book bag exchange or building home libraries).
 - Collecting data and reporting via Save the Children Data collection systems.

- Provide regular, ongoing supervision and support to the Early Childhood Coordinator (ECC) and the Kindergarten Readiness Ambassador (KRA) that includes:
 - Regular meetings between the ECC/KRA and Site Supervisor.
 - Monthly review of the data.
 - Observation of at least 2 home visits conducted by the ECC and/or KR Ambassador per year.
 - Observation of at least 1 Parent/Child Group conducted by the ECC/KRA per year.
 - Regular meetings between Save the Children's KR Lead Associate and Site Supervisor.
 - An annual review of the ECC/KRA's performance completed by their supervisor.
 - Review of mileage reimbursement requests, and sign-in/sign-out logs to ensure consistency with home visit documentation (Family Planning Forms) signed by Caregivers.

- Utilize the Early Childhood Coordinator and the Kindergarten Readiness Ambassador work time for KR related work functions only. Responsibilities for these positions do not include acting as a substitute teacher at any given time during the school day, assisting with bus or lunch duties, running sports or other extra-curricular activities, using preparation/planning time for other non-early childhood activities (e.g., monitoring assemblies, assisting with non-early childhood related classroom activities, parent conferences).

- Provide an environment that allows for flexibility in scheduling to accommodate the needs of families with young children receiving services in a home-based environment.
 - This may include making evening and weekend visits and providing services on days, including during the summer, when schools are closed.

- Provide an orientation to the Early Childhood Coordinator and Kindergarten Readiness Ambassador(s) upon hire that includes information on:
 - Benefits including leave and health insurance
 - Time sheet completion
 - Mileage reimbursement submission
 - Policies on reporting Child Abuse and Neglect
 - Policies related to Confidentiality

- Ensure that the Early Childhood Coordinator and or Kindergarten Readiness Ambassador:
 - Plans monthly site visits with the KR Lead Associate that include 1-2 home visits, a file review, recent training follow-up and a meeting with the Site Supervisor.
 - Completes regular developmental screening for enrolled children.
 - Inputs data weekly with all data entered by the 5th of the month following when data was collected.
 - Uses data to support continuous quality improvement.

Attachment 2-Scope of Work and Additional Partnership Requirements
Save the Children Subgrant Agreement

- Recruit, enroll and maintain enrollment of 20 expectant families and children in the Home Visiting component of each ESSS program. This includes pregnant women and children ages birth to 3. Initially, all enrollment slots must be filled within 6 months of program start-up. As a slot becomes available, it must be filled within one month of becoming vacant.
- Recruit and enroll 30 3-5 year olds in the 3-5 Book Bag Exchange component of each ESSS program. This includes enrolling children who transition from the Home Visiting component.
- Provide each family in the home visiting component with at least 2 home visits per month in-person for at least 1 hour to include the Book Bag Exchange. Collect documentation of the number of times the child is read to or engaged in a literacy-based activity from the family.
- Make up missed home visits so that each family participating in the Home Visiting component receives an average of 2* visits per month in any given period.
- Hold a minimum of one Parent-Child Group per month for all children and families enrolled in ESSS or on the waiting list. (These group activities can also be open to other children and families in the community.)
- Identify a qualified PPVT Examiner (and/or PLS Examiner) to test eligible 3 and 5 year olds.
 - If the individual is not trained in administering and scoring the PPVT, Save the Children will provide training.
 - A formal written assessment report is not required, only the completion of the PPVT score sheet.
 - A qualified PPVT examiner would include individuals with experience working with children and conducting assessments.
- Complete PPVT or PLS testing on all eligible 3 and 5 year olds.
 - The Early Childhood Coordinator will provide a list of children needing to be tested throughout the year.
 - The Early Childhood Coordinator will work with families and the PPVT examiner to schedule testing.
- Participate in activities that support continuous data monitoring and quality improvement.

Save the Children Responsibilities:

- Provide training and technical assistance including:
 - Orientation training within the first 90 days of programming for all Early Childhood Coordinators/Kindergarten Readiness Ambassadors, partnership site coordinators, KR Lead Associates, or other relevant curriculum partners.
 - 3-4 Group Trainings (Clusters) per year for all Early Childhood Coordinators and Ambassadors.
 - Regular training, technical assistance and coaching via monthly site visits, virtual meetings, and phone calls.
 - Distance learning and support via facilitated national discussions, monthly audio and web-based conference training.

Attachment 2-Scope of Work and Additional Partnership Requirements
Save the Children Subgrant Agreement

- Additionally, Save the Children considers the following characteristics essential for successful Kindergarten Readiness programming partnerships:
 - Identified need in the community for early childhood development services for children ages birth to five.
 - Agency/school interest and vested support in serving families with children ages birth to five.
 - Agency/school already providing some services for children ages pre-birth to 3rd grade.
 - Partner is a school-based program or community-based agency with strong connections to the school.
 - Partner has facility capacity, including space for parent/child group meetings.
 - Partner has the organizational capacity to add on and develop a new program (i.e., ability to manage program and supervise staff).
 - Support from the school/agency leadership for the program.
 - Partner would not be duplicating services provided by other organizations.

**DATA USE AGREEMENT AND
CONSENT TO RELEASE CONFIDENTIAL STUDENT EDUCATION RECORDS**

THIS DATA USE AGREEMENT AND CONSENT TO RELEASE CONFIDENTIAL STUDENT DATA AGREEMENT (“Agreement”) is entered into as of the date last signed below by and between the Board of Education of the “District” (as named in the signature block below), **Save the Children Federation, Inc.**, (“Data Recipient”), and **Renaissance Learning, Inc.** (“Renaissance”). Collectively referred to as the “Parties”, and each, a “Party”.

WHEREAS, the District has selected Renaissance to provide services (“Services”) that require Renaissance to receive and collect: student, classroom, and school-level data (“Stored Data”).

WHEREAS, the District has requested that Renaissance share the Stored Data with Data Recipient; and

WHEREAS, Renaissance agrees to assist District in providing the Stored Data to Data Recipient.

NOW, THEREFORE, in consideration of the foregoing and the mutual covenants contained herein, the parties hereby agree as follows:

1. **PURPOSE.** The purpose of this Agreement is to explicitly state the District’s consent for Renaissance to release the Stored Data to Data Recipient.
2. **TERM.** This Agreement shall become effective on the date first written above and, subject to any earlier termination as provided herein, shall remain in effect until 10 days after District gives written notice to Renaissance. The obligation of indemnification set forth in Paragraph 6 shall survive the termination of this Agreement.
3. **CONTRACTOR RELATIONSHIPS.** It is agreed that the legal relationship between Renaissance, Data Recipient and the District is of a contractual nature. District and Data Recipient agree that Renaissance is at all times acting as a contractor and is, in performing its duties under this Agreement, acting for the District. The District acknowledges that it is contracting with Renaissance and requesting Renaissance to share the Stored Data with Data Recipient because the District needs the assistance of Renaissance to share the Stored Data. The District also acknowledges that both Renaissance and Data Recipient have a legitimate educational interest in the Stored Data.
4. **CONFIDENTIAL INFORMATION.**
 - a) Consent to Release Student Education Records. The District authorizes Renaissance to release the Stored Data which includes student “education records” as defined in the Family Educational Rights and Privacy Act (FERPA) and any confidential information or records as defined by applicable state law, whether as aggregate data or personally identifiable information, to Data Recipient.
 - b) Redisclosure of Student Education Records. Data Recipient agrees that it will not redisclose the Stored Data without the prior consent of the parent or eligible student to whom the education record and/or student record refers.
 - c) District Record of Disclosure. The District will maintain a record of disclosure, as required by 34 C.F.R. § 99.32(b), containing the name of Data Recipient and the legitimate interests which Data Recipient has to the Stored Data.
 - d) Student Education Records. Consistent with this Agreement, Data Recipient will comply with the relevant requirements of FERPA, the Individuals with Disabilities Education Act (IDEA), and any applicable state student records law, regarding the confidentiality of student “education records” as defined in FERPA and other confidential student information. Data Recipient will limit internal access to the Stored Data to only those employees who reasonably need access to the Stored Data in order to perform Data Recipient’s responsibilities to the District.
5. **NOTIFICATION TO PARENTS AND STUDENTS.** The District agrees that, if required by law, it will disclose Renaissance and Data Recipient as contractors retained to provide various institutional services and functions on the annual FERPA notice sent to parents and students in the District pursuant to 34 C.F.R. § 99.7.
6. **INDEMNIFICATION.**
 - a) General Indemnification. To the fullest extent permitted by law, the District and Data Recipient each agrees to indemnify, defend and hold harmless Renaissance, its board, its officers and, employees from and against any and all claims, demands, suits, liabilities, injuries, causes of action, losses, costs, expenses, damages or penalties, including, without limitation, defense costs arising or resulting from, or occasioned by or in connection with any release of the Stored Data by, respectively, the District or Data Recipient or their subcontractors; including but not limited to: breach of its duty to comply with any laws or regulations applicable to this Agreement, including but not limited to FERPA, IDEA, or any state Student Records Law or the breach of any provision in this Agreement by the District or Data Recipient. The obligation of indemnification set forth in this Paragraph shall survive the termination of this Agreement. It is expressly

understood and agreed that this indemnification agreement is not joint and that neither the District nor Data Recipient is responsible for any breach by the other party.

b) Investigation or Order from the Family Policy Compliance Office. District and Data Recipient agree they will notify Renaissance if either of them is contacted by the Family Policy Compliance Office, or any successor government office or agency charged with enforcing FERPA, or any state agency charged with enforcing state student records laws regarding any services or disclosure of records contemplated by this Agreement. Such notice shall be made in writing within three (3) business days of the first contact the government agency makes with District or Data Recipient.

7. GENERAL PROVISIONS.

- a) Amendment. This Agreement may only be amended in writing signed by all Parties.
- b) Entirety. This Agreement constitutes the entire Agreement between the Parties with respect to the subject matter hereof, and supersedes any other negotiations, agreements or communications, whether written or oral, that have been made between any Parties with respect to the subject matter hereof.
- c) Governing Law. This Agreement shall be governed by the laws of the State of Wisconsin.
- d) Severability. In case any provision in this Agreement is held to be invalid, illegal or unenforceable, the validity, legality and enforceability of the remaining provisions shall not be affected.
- e) Authority to Execute. Each Party represents and warrants to the other Parties that this Agreement has been duly authorized, executed and delivered by and on behalf of each such Party, and constitutes the legal, valid and binding agreement of said Party.
- f) No Waiver. No course of dealing or failure of any Party to enforce strictly any term, right or condition of this Agreement shall be construed as a waiver of such term, right or condition. No express waiver of any term, right or condition of this Agreement shall operate as a waiver of any other term, right or condition.
- g) Assignment. This Agreement only be assigned in writing signed by all Parties.

IN WITNESS WHEREOF, the Parties have executed this Agreement as of the last date written below.

District name (“DISTRICT”)

SAVE THE CHILDREN FEDERATION, INC.

Authorized signature

Authorized Signature

Printed name

Printed name

Title

Title

Date

Date

RENAISSANCE LEARNING, INC.

Authorized signature

Printed name

Title

Date

Save the Children, US Programs Technology Guidelines

Technology Goals

Save the Children U.S. Programs is committed to using computer technologies and communication networks to strengthen our ability to reach and affect the lives of children. Our vision is to use technology to achieve greater results, analyze student success patterns, measure the effectiveness of our initiatives, and streamline communications. Partners must be committed to having and maintaining the technology infrastructure to take part in these efforts.

A Partner must have a reasonable number of serviceable computers in a computer lab and/or library to be used by children who participate in the programs supported by Save the Children. It is recommended that there be 1 computer for every 5-10 children participating in our afterschool and SummerBoost programs. Every Partner must have a qualified Technology Specialist who will be responsible for ensuring the appropriate technology is accessible by program staff and children. Program staff must be committed to using the tools provided.

Save the Children's Literacy programs utilize web-based software (Renaissance Place) and information hosting provided by Renaissance Learning. Their literacy software, (Accelerated Reader, STAR Reading, and STAR Early Literacy) use computerized quizzes and assessments to measure students' comprehension and progress. All Partners are required to use the hosted version of Renaissance Place that is directly provided by Renaissance Learning.

Save the Children utilizes a web-based system for monitoring and evaluation purposes of our school age and early childhood programs: SCORE (Save the Children's Online Reporting and Evaluation system) for tracking school age and early childhood child program participants. Partners are required to use the SCORE system to track the children enrolled in Save the Children's US Programs. In addition, a web-based portal, our USP Partner Portal, is utilized to give Partners access to Save the Children training and technical assistance resources and to ease collaboration with our staff.

Technology Guidelines

The following are guidelines and technical requirements for computers which will be used in our programs. The Partner's Technology Specialist should use these requirements to assess the readiness of the site to access and utilize Save the Children's systems, including SCORE, the USP Partner Portal, and for Renaissance Learning software where literacy programming is taking place. The Technology Specialist should participate in the budget creation process and identify computers needed. Save the Children is willing to work with Partners to help bridge equipment gaps and, where possible, consider alternate approaches.

- One computer for every 5-10 children in school-aged literacy program (Based on average daily attendance: Afterschool or Summer)

- Apple Macintosh computers are compatible with Renaissance Learning products, but at least one Microsoft Windows PC is required for Save the Children applications (including SCORE, the Early Steps System and the USP Portal). **Save the Children applications do not run on Apple computers.**
- High speed Internet access
- Browser: See specifics below.
- Technology consultant/specialist needed to work on Renaissance Place set-up (if new model) and maintenance (new & existing models)
- Telephone (preferably speaker phone) located near a computer
- Adequate number of quality printers

Save the Children Technology Requirements

Below are minimum technical requirements for computers to run Save the Children’s US Programs monitoring & evaluation system (SCORE) and Save the Children’s USP Portal. Both applications are web-based, and therefore will not be housed on a Partner’s server.

Please refer to Renaissance Learning’s “Renaissance Place Technical Recommendations” (Appendix 1) for specific guidelines related to their products.

Technology Component	Save the Children Technology Requirements
Computer	There must be at least one PC available on site. Save the Children applications do not run on Apple computers.
Web Browser	Recommended: Internet Explorer (IE) 11 or Chrome / Minimum: Internet Explorer (IE) 9* <i>*SCORE will run in Chrome, however not all functionality of the USP Portals is supported in Chrome. Our official supported browser for USP Systems is IE.</i>
Operating System	Recommended: Windows 7 or higher / Minimum: Windows Vista* <i>*Windows XP is no longer supported, and IE 11 cannot be installed. Please upgrade your OS to a minimum of Windows Vista.</i>
Processor & RAM	Follow minimum requirements for your operating system
Screen Resolution	1280x720 or higher
Printer(s)	Required
Internet Connection	Broadband Internet Connection (DSL, Satellite, or Cable)
Other Requirements	<ul style="list-style-type: none"> • Excel 2007 or higher • JavaScript should be turned on in the browser for best user interface experience

Appendix 1: Renaissance Place Technical Recommendations

Renaissance Place™ Technical Recommendations: Client Workstation Recommendation

- ▶ Throughout this document, you will see both Recommended and Minimum requirements. Please follow the Recommended requirements for optimal performance and access to all the latest features.
- ▶ As of August 1, 2016, we no longer support Internet Explorer 8 for use with Renaissance Place. This is reflected in the chart below.
- ▶ Windows XP is no longer receiving automatic updates from Microsoft and has become vulnerable to security risks, viruses, and malware. Because of the potential risks, we strongly encourage you to upgrade Windows XP computers before the 2016–2017 school year begins. Continuing to support this operating system also depends on the availability of a compatible browser. We will notify you when we officially discontinue support for Windows XP, at least six months in advance if possible.
- ▶ We plan to end support for Macintosh OS X v10.6 and Safari 5.1 within the next year. If you are still using OS X v10.6 or Safari 5.1, we recommend that you update to a newer operating system/browser in time for the 2016–2017 school year. As updates are applied to your Renaissance Place site over the next few months, STAR student testing will no longer be supported in Safari 5.1.
- ▶ As of July 2016, Windows 10, Macintosh OS X v10.11, and Safari 9 are supported for use with Renaissance Place. This is reflected in the chart below.

Client	Windows		Macintosh	
	Recommended	Minimum	Recommended	Minimum
Web Browser ^a	Internet Explorer 10.x–11.x ^b , Firefox 27.0 or later, or Chrome 26 or later	Internet Explorer 9.x or Firefox 14.x–26.x	Safari 6.0–9.1, Firefox 27.0 or later, or Chrome 26 or later	Safari 5.1 ^c or Firefox 14.x–26.x
Operating System ^d	Windows 7–10	Vista	OS X v10.7–v10.11	OS X v10.6 ^e
Screen Resolution	1024 × 768 display resolution	1024 × 600 display resolution	1024 × 768 display resolution	1024 × 600 display resolution
Internet Connection	Broadband Internet connection (DSL, satellite, or cable)			
Mobile Devices	<p>Chromebooks</p> <ul style="list-style-type: none"> ▶ All Renaissance Place products are compatible on Chromebooks and other Chrome OS devices—simply enter your school's Renaissance Place URL in the web browser. Adobe Flash Player is required for English in a Flash and some resources. <p>iOS Native Apps</p> <ul style="list-style-type: none"> ▶ Accelerated Reader on iOS: iPad®, iPod touch®, or iPhone® running iOS 5.x or later. https://itunes.apple.com/us/app/accelerated-reader/id440734561 ▶ Accelerated Reader 360 on iOS: iPad® 2+ running iOS 8.x or later. https://itunes.apple.com/us/app/accelerated-reader-360/id948069576 ▶ STAR on iOS: The STAR App is being retired. As updates are applied to your Renaissance Place site over the next few months, students will need to use the Safari browser to take STAR tests. <p>NEO 2 (an eLearning device from Renaissance Learning)</p> <ul style="list-style-type: none"> ▶ Accelerated Reader SmartApplet: NEO 2 and NEO Manager. ▶ KeyWords RP Reports: NEO 2 and NEO Manager, and KeyWords SmartApplet 3.3 or later. ▶ MathFacts in a Flash SmartApplet: NEO 2 and NEO Manager. ▶ Responder SmartApplet: NEO 2 and Renaissance Responder Scoring Software. <p>Tablets</p> <ul style="list-style-type: none"> ▶ Accelerated Reader, Accelerated Math, Accelerated Math 2.0, and MathFacts in a Flash student applications are supported using a web browser on tablets 7 inches or larger. Simply enter your school's Renaissance Place URL in the web browser. Note: Devices running versions of Android older than 4.0 (pre-Ice Cream Sandwich), including first-generation Kindle Fire and Nook Color, are not supported. Performance may also be degraded on single-core processor devices. ▶ STAR testing is supported using a web browser on tablets 7" or larger. Students must use Safari 6 or later, Chrome 23 or later, Firefox 27 or later, Silk on Kindle Fire HD, or Internet Explorer 11. Simply enter your school's Renaissance Place URL in the web browser. Note students should use Firefox when testing in STAR Early Literacy on Android devices. ▶ The Accelerated Reader 360 Instructional Reading component works on most tablets 7" or larger, and is recommended on Android tablets running Chrome and iPads. Simply enter your school's Renaissance Place URL in the web browser. Follow the Renaissance Place recommendations for the Accelerated Reader 360 Independent Reading component. 			
Components	<ul style="list-style-type: none"> ▶ Adobe Reader 9 or later^g ▶ Adobe Flash Player 10.0 or later^g ▶ RLI Print Plug-In (only used in Accelerated Math) 			



(table continued on next page)

- Follow the recommended requirements when accessing the Accelerated Reader student interface, Accelerated Math student interface, Accelerated Math 2.0 teacher functions, Accelerated Math Instructional Practice, STAR Custom administrator functions, STAR student testing, and STAR Growth Proficiency Chart. If you are using a browser or system listed in the minimum sections, you may have a degraded experience or the features may not be accessible.
- Internet Explorer 10.x and 11.x are supported when launched in Desktop mode on Windows 8.x and 10. Internet Explorer in the Windows 8.x UI and the Microsoft Edge browser on Windows 10 are not supported.
- Macintosh OS X v10.6 running 32-bit must use Firefox to view reports.
- Renaissance Place is compatible with 64-bit Windows operating systems when accessed in a 32-bit browser. You may use either Firefox, Chrome, or the 32-bit version of Internet Explorer to log into Renaissance Place.
- You must meet the minimum requirements for your operating systems. Newly released versions of these components may or may not be compatible.

Renaissance Place—Technical Recommendations: Client Workstation Recommendation

Client	Windows		Macintosh	
	Recommended	Minimum	Recommended	Minimum
Other	<ul style="list-style-type: none"> ▶ Accelerated Math or Accelerated Math 2.0 (paper assignments only): A 6ppm or higher laser printer is required. Paper assignments may be scored in a browser or with an AccelScan mark reader, Renaissance Responder Scoring Device, and/or NEO 2. ▶ Accelerated Reader 360 Instructional Reading: The Accelerated Reader 360 App is recommended for iPads. All other computers/ devices require Chrome 32 or later and the AR 360 Chrome Reader to read paid eBooks from Google Play for Education. You will be prompted to install the Chrome Reader the first time you preview or read a paid book in Chrome. ▶ Accelerated Reader Recorded Voice Quizzes, English in a Flash, STAR Early Literacy, and STAR Math with Audio support: Sound card and headphones or speakers. 			

Additional Client Requirements and Recommendations

- ▶ ActiveX controls and plug-ins need to be enabled if using Internet Explorer on Microsoft Windows operating systems.
- ▶ Depending on which Renaissance Place applications/features will be used, there are a number of client applications/plugins that are required. They include Adobe Reader, Adobe Flash, and the Renlearn Print Plug-In. The AccelScan application is required if scoring Accelerated Math or Accelerated Math 2.0 paper assignments using a scanner. Renaissance Responder Scoring Software must be installed on teachers' computers if students are using NEO 2s or Renaissance Responder scoring devices with Accelerated Math or Accelerated Math 2.0. All client applications/ plugins should be installed as a local administrator to the workstation. Access <http://support.renaissance.com/techkb/techkb/11065065e.asp> to view a chart showing the client applications/plugins and where they are used in the software.
- ▶ If using a firewall, proxy, and/or content filter, some changes may need to be made for Renaissance Place applications to function properly.
 - ▶ Numerous errors will occur in the software if the proxy server caches Renaissance Place web pages. Accessing the site via HTTPS may prevent the proxy from caching pages, however you may want to configure your network so that users bypass the proxy server entirely when accessing Renaissance Place.
 - ▶ STAR Early Literacy and STAR Math with Audio support require students to download MP3 files from Renaissance Place; if you use content filtering be sure to allow this type of activity.
 - ▶ Allow access to Renaissance Learning resources to be sure the software functions as designed. Add an exception within your firewall, proxy, or content filtering software to allow inbound and outbound HTTP and HTTPS communication with the *.renlearn.com domain as well as access to and from *.renlearnrp.com and *.renaissance.com. For a complete list of Renaissance Learning resources used by Renaissance Place, see Knowledge Base article #9945206 <http://support.renaissance.com/techkb/techkb/9945206e.asp>.
 - ▶ Allow inbound and outbound HTTP and HTTPS communication access to ajax.googleapis.com (hosted by Google) and ajax.aspnetcdn.com (hosted by Microsoft). Certain Renaissance Place features access JavaScript libraries from these content delivery networks; you must allow access to the sites to be sure the software functions as designed.
- ▶ If pop-up blockers have been installed on the workstations, you will need to either disable or uninstall your pop-up blocker, or allow pop-ups from your Renaissance Place website. See Knowledge Base article #4751376 <http://support.renaissance.com/techkb/techkb/4751376e.asp> for more information.
- ▶ Verify you have adequate bandwidth to support task usage estimates. See Knowledge Base article #9943205 <http://support.renaissance.com/techkb/techkb/9943205e.asp>.
- ▶ The AccelScan application is required if scoring Accelerated Math or Accelerated Math 2.0 paper assignments using the scanner. Scanner warranty information can be viewed online in the *AccelScan User's Guide*, available at <http://doc.renlearn.com/KMNet/R00324104GF2920.pdf>.

As technology advances it becomes necessary for software companies to drop support for older operating systems and third-party software. Although Renaissance Learning will not discontinue support for older products immediately, we will continue to evaluate system requirements and do our best to provide advance notice when it becomes necessary to raise our requirements. It is the responsibility of customers to keep their computers, networks, operating systems, and third-party software up-to-date and functional. We will do our best to support new technologies as they become available but cannot recommend them until they are properly vetted and proven compatible.

If you have any technical questions about Renaissance Place, call: (800) 338-4204



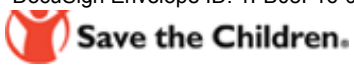
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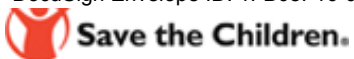
Approved Plan Report

Run Date:

6/6/2023

Program Year:	2023-2024
State:	California
Site:	Tipton Elementary
Approval Date/Time:	Jun 5 2023 1:25PM

Plan Page Name	Plan Heading Name	Question	Response
Site Details	<i>General</i>	District	TIPTON ELEMENTARY
		Site Name	Tipton Elementary
	<i>Shipping Address</i>	Address 1	P.O. Box 787
		Address 2	370 North Evans
		Address 3	
		City	Tipton
		State	California
		Zip	93272
		County	Tulare
		Phone	559-752-4213
		Fax	
		Website	www.tiptonschool.org
	Notes		
	<i>Mailing Address</i>	Address 1	P.O. Box 787
		Address 2	370 North Evans
		Address 3	
		City	Tipton
		State	California
		Zip	93272
Fiscal Agent Details	<i>Fiscal Agent Details</i>	Fiscal Agent	Tipton Elementary School District
		Fiscal Agent Relationship for this Plan	Sub award
		Address 1	370 N. Evans Road
		Address 2	

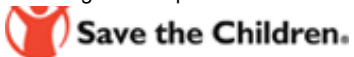


Approved Plan Report

Run Date:

6/6/2023

Fiscal Agent Details	<i>Fiscal Agent Details</i>	Address 3	
		City	Tipton
		State	California
		Zip	93272
District Dates	<i>District Date Details</i>	First Day of School	08/07/2023
		Last Day of School	05/31/2024
		Fall Break From	11/20/2023
		Fall Break To	11/24/2023
		Winter Break From	12/25/2023
		Winter Break To	01/12/2024
		Spring Break From	03/25/2024
		Spring Break To	04/01/2024
		Other Breaks/Holidays	
		State Testing Dates	
Plan General Questions	<i>General Interest Questions</i>	I have read and agree to the Technology Requirements for USP Systems	Yes
		Is your district able to act as a distribution point for Gifts in Kind donations? This works best if you have access to a secure space of at least 1,000 square feet, a fork lift or power jack, and a loading dock. However, sites without those items are still able to act as a distribution center for some donations.	No
	<i>General Family Engagement Questions</i>	Does your school have goals and objectives related to Family Engagement included in your School Improvement Plan?	Yes
		Additional Comments (Type N/A if you answered No or N/A above)	Family engagement goals are embedded in the district's LCAP
		Does your school currently employ a staff person, such as a Family Resource Coordinator or Home School Liaison/Coordinator, responsible for leading Family Engagement?	Yes
		If Yes above, please enter this persons role/title (Type N/A if you answered No or N/A above)	Family engagement is built into multiple positions throughout the district.
	<i>Emergency Preparedness</i>	Does your school have a multi-hazard plan (i.e., a plan for a variety of hazards or disasters)?	Yes
		If your school does have a multi-hazard plan, does it include information for others who may use the school (e.g., Head Start, after-school programs)?	Yes

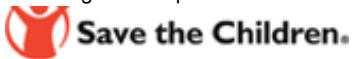


Approved Plan Report

Run Date:

6/6/2023

Plan General Questions	<i>Emergency Preparedness</i>	If your school does have a multi-hazard plan, does it include information on how to care for students or staff with disabilities or access and functional needs/special needs?	Yes
		What resources (e.g., supplies, technical expertise, training) would MOST help your school get better prepared for disasters or emergencies?	Training and technical support is always appreciated.
		What is your top safety, security, and/or disaster preparedness concern(s)?	Fires and active shooter.
		If your school gets funding from others (e.g., state department of education, PTA) to help with disaster preparedness activities, who does it get funding from?	California State Department of Education, Federal and private funds.
		What disasters/hazards do you feel your school is LEAST prepared for?	Nuclear attack or active shooter.
		What disasters/hazards do you feel your school is MOST prepared for?	Fire and earthquakes.
		Does your school have a plan for how to reunite children with their families after a disaster?	Yes
		How often do you practice a drill (e.g., fire, tornado, earthquake) during the school year?	Once a month
Site Demographics	<i>Projected Number of Children at Site for Program Year</i>	# Females	261
		# Males	268
		Total School Population	529
		Pre-K	14
		K	47
		Grade 1	56
		Grade 2	41
		Grade 3	65
		Grade 4	58
		Grade 5	53
		Grade 6	62
		Grade 7	73
		Grade 8	60
		% of Students Eligible for free/reduced lunch	100
		Is there a summer program other than Save the Children's at your school?	Yes
	If Yes, Please Describe	There will be a summer program offered to Tipton students.	
<i>RL Licenses</i>	# STAR Early Literacy Licenses Needed		
	# STAR Reading Licenses Needed		

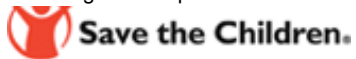


Approved Plan Report

Run Date:

6/6/2023

Site Demographics	RL Licenses	# Accelerated Reading Licenses Needed	
Early Steps to School Success	<i>Program Description and Requirements</i>	I have read and agree to the Program Description and Requirements	Yes
	<i>Early Step to School Success</i>	# of Staff – Budgeted	1
		# of Staff – Targeted	1
		# of Community Meetings Per Month – Budgeted	1
		# of Community Meetings Per Month – Targeted	1
		# of Parent/Child Groups per Month – Budgeted	1
		# of Parent/Child Groups per Month – Targeted	1
		# of Transition to Kindergarten Meetings per Year – Budgeted	1
		# of Transition to Kindergarten Meetings per Year – Targeted	1
	<i>Home Visiting Program</i>	# of 0-3 Year Old Children – Budgeted	20
		# of 0-3 Year Old Children – Targeted	20
		# of Home Visits Per Month – Budgeted	2
		# of Home Visits Per Month – Targeted	2
		# of Months – Budgeted	12
		# of Months – Targeted	12
	<i>Book Bag Exchange Program</i>	# of 3-5 Year Old Children – Budgeted	30
		# of 3-5 Year Old Children – Targeted	30
		# of Months – Budgeted	9
		# of Months – Targeted	9
		# of Times Book Bags Sent Home per Month – Budgeted	4
		# of Times Book Bags Sent Home per Month – Targeted	4
	<i>ESSS Notes</i>	Notes	3-5 weekly/HV 2xs per month
	<i>Home Visiting Program Operations</i>	Start Date	07/01/2023
		End Date	06/30/2024
	<i>Book Bag Exchange Program Operations</i>	Start Date	08/28/2023
		End Date	05/24/2024
		Frequency of Book Bag Exchange	Weekly
		Please explain how the Book Bag Exchange Program will work at your Site	We will continue to partner with local head start on campus.

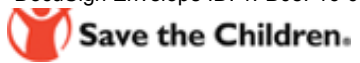


Approved Plan Report

Run Date:

6/6/2023

Budget Summary			
	<i>In-School Literacy</i>	SC Funded	
		Site Funded	
		Combined	
	<i>Afterschool Literacy</i>	SC Funded	
		Site Funded	
		Combined	
	<i>Afterschool Healthy Choices</i>	SC Funded	
		Site Funded	
		Combined	
	<i>ESSS</i>	SC Funded	81567
		Site Funded	17048
		Combined	98615
	<i>SummerBoost Camp</i>	SC Funded	
		Camp Site Funded	
		Combined	
	<i>Sponsorship</i>	SC Funded	
		Site Funded	
		Combined	
	<i>Community Engagement</i>	SC Funded	
		Site Funded	
		Combined	
	<i>Literacy Book</i>	SC Funded	
		Site Funded	
		Combined	
	<i>Total Site</i>	SC Funded	81567
		Site Funded	17048
		Combined	98615
Site Classifications	<i>21st Century Information</i>	Funded by 21st Century Grant?	No
		Did Save the Children contribute to the writing of the grant?	
		Did Save the Children apply as the lead recipient?	



Approved Plan Report

Run Date:

6/6/2023

Site Classifications	<i>KinderBoost</i>	Is this Site planning to implement KinderBoost for the program year?	No
	<i>Plan Codes</i>	Plan Sub-Award Analysis Code	999004977
	<i>Signers</i>	Authorized Signer	Stacey Bettencourt

PY24

	Save The Children	School Population				
Site		estimated daily attendance	In School	After School	Summer Program	ESSS
Fiscal						
State		Cost per child	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Period From:	7/1/2023					
Period To:	6/30/2024					

I.

Partner Budget						
	Total Budget	STC	Cost Share	Cost Share Source of Funds	Variance	
In School						
Total In School Cost	\$0.00	\$0.00	\$0.00			\$0.00
After School Literacy						
Total After School Literacy Cost	\$0.00	\$0.00	\$0.00			\$0.00
After School Healthy Choices						
Total After School Healthy Choices Cost	\$0.00	\$0.00	\$0.00			\$0.00
Summer						
Total Summer Cost	\$0.00	\$0.00	\$0.00			\$0.00
ESSS						
Personnel Cost						
Certified Staff	\$0.00	\$0.00	\$0.00			
Classified Staff	\$54,067.00	\$42,878.00	\$11,189.00			
Fringe	\$38,446.17	\$32,587.28	\$5,858.89			
Total ESSS Personnel Cost	\$92,513.17	\$75,465.28	\$17,047.89			
Program Cost						
Books	\$400.00	\$400.00	\$0.00			
Materials and Equipment	\$3,300.00	\$3,300.00	\$0.00			
Training and Travel and Other	\$2,402.00	\$2,402.00	\$0.00			
Total ESSS Program Cost	\$6,102.00	\$6,102.00	\$0.00			
Total ESSS Cost	\$98,615.17	\$81,567.28	\$17,047.89			\$0.00
Sponsorship						
Total Sponsorship Cost	\$0.00	\$0.00	\$0.00			\$0.00
Vroom/ 3-5						
Total Vroom/ 3-5 Cost	\$0.00	\$0.00	\$0.00			\$0.00
Community Engagement						
Total Community Engagement Cost	\$0.00	\$0.00	\$0.00			\$0.00
Total Budget	\$98,615	\$81,567	\$17,048			\$0.00

Budget Narrative

The following budget narrative describes the total funds necessary
to support programs at Tipton Elementary School
by Tipton Elementary School District over the period of
7/1/2023 through 6/30/2024

I. IN-SCHOOL	<i>Save the Children:</i>	<i>Cost Share:</i>
	TOTAL IN-SCHOOL	\$ - \$ -

II. AFTER-SCHOOL Literacy	<i>Save the Children:</i>	<i>Cost Share:</i>
	TOTAL AFTER-SCHOOL	\$ - \$ -

III. AFTER-SCHOOL Healthy Choices	<i>Save the Children:</i>	<i>Cost Share:</i>
	TOTAL AFTER SCHOOL Healthy Choice	\$ - \$ -

IV. SUMMER	<i>Save the Children:</i>	<i>Cost Share:</i>
	TOTAL SUMMER	\$ - \$ -

V. EARLY STEPS TO SCHOOL SUCCESS						
Certified staff:		#	%	annual salary	<i>Save the Children:</i>	<i>Cost Share:</i>
	@				\$ -	\$ -
	@				\$ -	
	@	#	per hour	# hours/ day	# days/ year	
	@				\$ -	\$ -
	@				\$ -	
Total Certified Staff:					\$ -	\$ -
Classified staff:		#	%	annual salary	<i>Save the Children:</i>	<i>Cost Share:</i>
Early Childhood Coordinator	@	1	79%	\$ 54,067.00	\$ 42,878.00	\$ 11,189.00
	@				\$ -	
	@	#	per hour	# hours/ day	# days/ year	
	@				\$ -	
	@				\$ -	
Total Classified Staff:					\$ 42,878.00	\$ 11,189.00
Fringe:		%	Total Salaries	Cost Share Salaries	<i>Save the Children:</i>	<i>Cost Share:</i>
Certified Staff	@		\$0.00	\$ -	\$ -	\$ -
Classified Staff	@	76%	\$42,878.00	\$ 11,189.00	\$ 32,587.28	\$ 5,858.89
Total Fringe:					\$ 32,587.28	\$ 5,858.89
Books		Total Cost			<i>Save the Children:</i>	<i>Cost Share:</i>
Book Bag Replacement Books		\$	400.00	\$	400.00	
		\$		\$	-	
Total Books					\$ 400.00	\$ -
Materials and Equipment		Total Cost			<i>Save the Children:</i>	<i>Cost Share:</i>
Materials and Supplies		\$	1,200.00	\$	1,200.00	
PPVT/PLS Testing, Office Materials, and Parent -Child Group Materials		\$	1,200.00	\$	1,200.00	

Home Visiting Materials for Home Visitation-3 year old's	\$ 1,200.00	\$	1,200.00	
Parent Cafes, Workshops, Transition Groups for 3-5 year old's	\$ 900.00	\$	900.00	
Technology				
		\$	-	
		\$	-	
Total Materials		\$	3,300.00	\$ -
Training, Travel, and Transportation				
Training and Travel				
Mileage	#	Cost per mile	Total miles/ mo	# months
Home Visit Mileage Reimbursement	@ 1	\$ 0.59	200	12
Travel to Cluster Meetings, Annual PLG, GIK Pick-Up and any other ESSS related work travel	@ 1	\$ 0.59	140	10
Other	#	Cost		
Travel Training Meal Reimbursements	4	\$ 15.00		
Professional Development Training: Early Childhood	1	\$ 100.00		
Total Travel		\$	2,402.00	\$ -
Other				
Other Costs - if approved	Direct Total	%	Total Cost	
	\$ 81,567.28		\$ -	
Total Other		\$	-	\$ -
		Save the Children:		Cost Share:
		\$	-	
TOTAL ESSS		\$	81,567.28	\$ 17,047.89

VI. Sponsorship		Save the Children:	Cost Share:
	TOTAL Sponsorship	\$ -	\$ -

VI. Vroom / 3-5		Save the Children:	Cost Share:
	TOTAL Vroom / 3-5	\$ -	\$ -

VII. Community Engagement		Save the Children:	Cost Share:
	TOTAL Community Engagement	\$ -	\$ -

		Save the Children:	Cost Share:
	TOTAL Budget	\$81,567.28	\$17,047.89



Policies and Procedures Reference No.	CS-01.7a
Policy Title	Policy on Child Safeguarding (“Child Safeguarding Policy” or CSP)
Category	Big 9 Policies
Author	Managing Director, Employee & Child Safeguarding, SCUS
Divisional Lead with Oversight	Chief People & Culture Officer
Approver	Senior Leadership Team
Purpose and Description	This policy and related procedures describe Save the Children’s commitment to child safeguarding. The purpose of the policy is to ensure that Save the Children is safe for children by promoting awareness and prevention to mitigate the <i>risk of or actual</i> harm that may come to children by representatives across all programming, operations, campaigns, and activities.
Compliance Requirement	<input type="checkbox"/> Statute: <input type="checkbox"/> Regulation: <input checked="" type="checkbox"/> Industry Standards: <input type="checkbox"/> Not Applicable
Audience	<input checked="" type="checkbox"/> SCUS <input checked="" type="checkbox"/> All Head Start <input checked="" type="checkbox"/> SCAN <input checked="" type="checkbox"/> Sub-awardees, partners, vendors, suppliers, consultants and others with whom we provide assets in exchange for services or products (collectively, “Partners”)
Effective date	07/25/2016
Revision date	7/01/2022
Retirement Rationale	N/A



DEFINITION & ACRONYMS

Child or Children¹	Anyone under 18 years of age.
Child Abuse	Anything which individuals, institutions or processes do or fail to do which directly or indirectly harms children or damages their prospect of safe and healthy development into adulthood. The main categories of Child Abuse are Physical Abuse, Emotional Abuse, Neglect/Negligent Treatment, Sexual Exploitation & Abuse and Exploitation.
Child Data	Paper or electronic information containing Personally Identifiable Information (PII) collected for our programmatic or operational purposes. PII is considered confidential and includes sensitive or protected categories, such as health information.
Child Protection	<i>Child protection</i> is making the world safe for children. It is our programmatic area of work aimed at protecting children from all forms of abuse and exploitation in all regions of the world. Child Protection responses are macro-level in scale and involve holistic approaches to meet the social and legal protection needs of children and their families within vulnerable communities.
Child Safeguarding	The set of policies, procedures and practices that we employ to ensure that Save the Children is a child safe organization. <i>Child Safeguarding</i> about is making Save the Children <i>safe</i> for children. It involves our collective and individual responsibility and preventative actions to ensure that all children are protected from deliberate or unintentional acts that lead to the <i>risk of or actual</i> harm by Save the Children staff, representatives and third parties, who come into contact with children or impact them through our development interventions, humanitarian responses and operations. This includes our direct program implementation, work through partners and management of children's personal data.
Child Welfare	Child Welfare is making the community safe for children. It includes claims of child abuse that happen <i>external</i> to Save the Children <i>and/or</i> that are required by law or local norms to be reported to local authorities, which may include familial, communal or institutional child abuse allegations.
Emotional Abuse	Harm to a child's emotional, intellectual, mental or psychological development. This may occur as an isolated event or on an ongoing basis. Emotional abuse includes but is not limited to any humiliating or degrading treatment (e.g., bad name-calling; threats; yelling, screaming, or cursing at; teasing; constant criticism; belittling; persistent shaming; etc.), failure to meet a child's emotional needs, and rejecting, ignoring, terrorizing, isolating or confining a child.
Exploitation²	The actual or attempted abuse of a position of vulnerability, power differential, or trust for the benefit of the individual leveraging their position, power, privilege, or wealth (through enticement, manipulation, coercion or trickery) to engage a child in labor, domestic servitude,

¹ "Child or Children" is not qualified only as a beneficiary child; rather, this term is inclusive of all persons under the age of 18.

² Exploitation of anyone benefitting from Save the Children programs or activities is a violation of the Code of Conduct.



	<p>forced criminality, soldiering or organ harvesting. Typically, the person(s) exploiting a child does so in order to profit monetarily, socially, or politically. It can happen to one or a group of a children, in the community of origin, outside of the community, or internationally. The exploitation of a child may include but is not limited to:</p> <ul style="list-style-type: none"> ▪ domestic servitude (e.g., cleaning, childcare, cooking, etc.) ▪ forced labor (commonly in factories or agriculture) ▪ forced criminal activities such as pickpocketing, begging, transporting drugs, manufacturing drugs, selling pirated merchandise ▪ used for benefit fraud ▪ forced to become a child soldiers or join a gang
Grooming	<p>is the process in which an adult builds a relationship with a child or the child's caretaker to gain the child's or the caretaker's trust for the purposes of sexually abusing and/or exploiting the child. Grooming typically occurs in phases, and it can happen online or face to face, by a stranger or by someone the child or caretaker knows. Since it is a gradual process, it can sometimes be difficult to detect. Here are a few indicators that an adult <i>may be</i> grooming a child or his/her caretaker:</p> <ol style="list-style-type: none"> a. Favoring the child over others b. Providing the child with rewards or privileges c. Isolating the child from others d. Expressing interest in a child who is particular vulnerable or in need of support (e.g., previous abuse of the child by another) e. Befriending the parents or caretakers who are responsible to protect the child f. Providing the child with alcohol or drugs g. Building intimacy (i.e., having inside jokes or telling the child that nobody understands him/her like the groomer does) h. Threatening, blackmailing, intimidating, or scaring a child by saying the groomer will do something to the child's family or friends
Guest	<p>Any non-employee, non-representative invited into Save the Children to visit programs or partake in an event or activity sponsored by Save the Children.</p>
Neglect/Negligent Treatment	<p>The failure to meet a child's basic physical and/or psychological needs either deliberately or through negligence. Neglect includes but is not limited to failing to provide adequate food, sufficient or seasonally-appropriate clothing and/or shelter; failing to prevent harm; failing to ensure adequate supervision; failing to ensure access to appropriate medical care or treatment or providing inappropriate medical treatment (e.g., administering medication when not authorized); or failing to provide a safe physical environment (e.g., exposure to violence, unsafe programming location, unsafe sleeping practices, releasing a child to an unauthorized adult, access to weapons or harmful objects, failing to child-proof a space that children will occupy, etc.).</p>
Personally Identifiable Information	<p>Any information that can be used on its own or with other information to identify, contact, or locate a single person or to identify an individual in context.³</p>

³ PII definition can be found at:

[https://savechildrenusa.sharepoint.com/lc/Lists/Legal%20Resource%20Index/Attachments/145/Personally%20Identifiable%20Information%20\(PII\)%20Definition.pdf](https://savechildrenusa.sharepoint.com/lc/Lists/Legal%20Resource%20Index/Attachments/145/Personally%20Identifiable%20Information%20(PII)%20Definition.pdf)



Physical Abuse	Non-accidental use of physical force that inadvertently or deliberately causes a risk of or actual injury or suffering to a child. <i>Physical force</i> includes but is not limited to hitting, shaking, kicking, pinching, pushing/pulling, grabbing, burning, female genital mutilation, torture, and other physical acts. <i>Physical injury or suffering</i> may include but is not limited to bruises, marks, soft tissue swelling, hematomas, fractures, sprains, dislocation, burns, damage to organs, death, permanent disfigurement, and any other non-trivial injury.
Public Communication	Dialogue in the public sphere in order to deliver a message to a specific audience. Speaking events, newspaper editorials, advertisements, email and Social Media are a few forms of public communication. ⁴
Representative	Employees, volunteers, interns, consultants, Board members, Partners and others who work with children on Save the Children's behalf, visit Save the Children's programs, or who have access to sensitive information about children in Save the Children's programs.
Sexual Exploitation & Abuse (SEA)	<p>All forms of sexual violence and coercion, sexual solicitation, manipulation or trickery including incest, early and forced marriage, rape, involvement in or exposure to indecent images/video (aka pornography), sexual slavery/trafficking, and statutory rape. Sexual abuse may include but is not limited to indecent touching or exposure, explicit sexual language towards or about a child and grooming. Sexual abuse does not always involve touching.</p> <p><i>Sexual Exploitation</i> is any actual or attempted abuse of a position of vulnerability, differential power, or trust for sexual purposes including but not limited to profiting monetarily, socially or politically from the sexual exploitation of another. Be aware that technology is a tool sometimes used to sexually exploit a child.</p> <p>The sexual exploitation and abuse of children under the age of 18 is child abuse and a policy violation. It may also constitute a criminal offense, depending upon the age of consent, local laws and customs.⁵</p>
Social Media	Forms of electronic communication/content used to share information, comments, messages, images, video and other content via a Social Network. ⁶

Save the Children has zero tolerance for Child Abuse.

⁴ Social Media Policy can be found at:

<https://savechildrenusa.sharepoint.com/hr/policylibrary/Documents/Social%20Media%20Policy.pdf#search=social%20media>

⁵ Sexual Exploitation of anyone under 18 is a violation of this policy. Sexual exploitation of any beneficiary, irrespective of age, is a violation of our Code of Ethics.

⁶ See Social Media Policy

POLICIES⁷

Policy Statement

Save the Children has been built on the fundamental belief that all children have the right to be protected from harm, abuse, and exploitation. As a child rights and social justice organization promoting the education, health, and protection of children, Save the Children works in some of the most complex contexts across the globe to deliver programs and activities to the world's most vulnerable children. In recognition of the special vulnerabilities of children, the Child Safeguarding policy, the [PSEA policy](#), and [Code of Ethics](#) serve as a trifecta of policies operationalizing Save the Children's values into behaviors to which all representatives are expected to conform. This collection of policies, along with their accompanying protocols and procedures, are the foundation for safer programming standards, which reflect Save the Children's commitment to first prevent harm and abuse, and then report and respond whenever concerns arise.

A culture of safety and accountability is essential for Save the Children to achieve its mission. Children are particularly vulnerable to abuse and exploitation. The inherent power differential between aid organizations and impacted communities heighten the risk of abuse and exploitation, and children's intersecting identities⁸ are additional factors that can lead to an increase in harm. In acknowledgement of these vulnerabilities, Save the Children is committed to and accountable for creating and proactively maintaining operational and programming environments that aim to prevent and deter any actions and omissions by Save the Children representatives, whether deliberate or inadvertent, that place children at risk of any kind of harm or abuse.

Save the Children knows the importance of creating and maintaining a safe culture that is child-focused and community-driven through sustained and meaningful engagement with children, their families, communities, and Save the Children representatives. Save the Children recognizes that when special trust is exploited and standards for safeguarding children fail, immense damage is caused with long-term effects on the lives of children, their families, and communities, and undermine the credibility and reputation of our organization. Any violations of this policy will be treated as a serious infraction and will result in disciplinary action, up to and including termination, and any other available legal remedy.

Save the Children US (SCUS) ensures compliance with U.S. child protection laws, domestic and international child welfare legislation, or international standards, whichever affords greater protection. All representatives of SCUS are governed by this policy and the safeguarding policy of any hosting country to which they travel, including SCI and Member offices and programs sites. The requirements of this Child Safeguarding Policy are in addition to any other applicable legal requirements, including but not limited to donor requirements.

Save the Children strictly prohibits any sexual activity with an individual under the age of 18, regardless of the legal age of consent within the state or country in which the child lives, and/or the location where the offense occurs. In locations where a child cannot legally give informed consent to sexual activity, such activity with or without their consent will be treated as a serious infraction and will result in

⁷ SCI's Child Safeguarding Policy can be found at: <https://savechildrenusa.sharepoint.com/lc/Pages/ChildSafeguardingResources.aspx>

The Child Safeguarding Global Protocol can be found at: <https://savechildrenusa.sharepoint.com/lc/Pages/ChildSafeguardingResources.aspx>

⁸ Intersecting identities may include but is not limited to age, ethnicity, race, tribal affiliation, gender, LGBTQI+ identity, socio-economic status, disability,



disciplinary action being taken, including termination, and the pursuit of any other available legal remedy.

Occurrences of “consensual” sexual activity with a child over the legal age of consent within the state or country in which the child lives and/or where the offense occurs, but below 18 years old, will be treated as an act of sexual exploitation & abuse. This is a serious infraction and will result in disciplinary action being taken, including termination, and the pursuit of any other available legal remedy.

Save the Children representatives must demonstrate the highest standards of behavior and conduct towards children, both in their private and professional lives, 24 hours a day and 7 days a week.

Save the Children has a zero-tolerance approach to child abuse by any of our representatives.

COMMITMENT TO CHILDREN

The Global Child Safeguarding Protocol sets forth standards for all programs and activities across the Save the Children movement, underscoring our commitment to the four pillars of Child Safeguarding:

- I. **AWARENESS & TRAINING** All representatives receive training and contextualized support in order to prevent, report, and respond to safeguarding concerns. Representatives are made aware of the expectation to comply with this policy. Children and their families will be made aware of the standards of behavior they can expect from our representatives and of how they can raise a concern.
- II. **PREVENTION** Through awareness raising, implementation of procedures, and good practice, representatives demonstrate an understanding of the risks to children within and across programs and operations, and engage effective strategies to mitigate harm, abuse, and exploitation. Staff and managers will receive support to ensure that they create a safe, healthy environment where children’s rights are respected and child abuse is prevented.
- III. **REPORTING** All Save the Children representatives know how to report and who to contact when any concern arises, no matter how seemingly small or trivial.
- IV. **RESPONDING** Engage in action that supports and protects children, with a child-driven approach, to address concerns and ensure children’s well-being. Responding to concerns includes the institutional mandate to investigate all credible allegations of child abuse, harm, or safer programming violations. All representatives are required to cooperate with any subsequent investigation. Corrective measures, including any personnel or disciplinary action, will be taken to prevent the recurrence of such activity.

1. DISSEMINATION / AWARENESS RAISING

1.1 Save the Children will ensure that the this policy, the PSEA Policy, the Code of Ethics, and reporting procedures are publicized, accessible, and made available to children, their caretakers, all staff & representatives, and all relevant third parties and stakeholders in a language and format they understand.



- 1.2 Children and their caretakers must be made aware of procedures for reporting concerns, complaints, or violations of this policy.
- 1.3 Implementing partners are responsible to take preventative measures to protect children involved in programming. All partners must be made aware of procedures for reporting concerns, complaints, or violations of this policy and its accompanying procedures.
- 1.4 Journalists, politicians, celebrities & talent promoting and making visible the programs we implement across the globe are responsible to protect children from harm. All such persons are required to receive and review this policy.
- 1.5 Guests⁹ traveling to program sites with or on behalf of Save the Children are required to receive and review this policy.

2. RECRUITMENT AND SELECTION

- 2.1 *Safe Recruitment* means using recruitment processes that help keep children safe, including robust safety checking. Save the Children will only recruit representatives who are suited to work with children. Strict child-safe recruitment practices apply to all candidates, which include but are not limited to comprehensive background screening¹⁰ in the jurisdictions where the individual has resided, thorough interviewing procedures, and robust reference checks.
- 2.2 The Child Safeguarding Policy is signed by all staff and is a binding commitment that the employee agrees and is committed to following all safeguarding policies and procedures, both in their professional and personal interactions with children.
- 2.3 Save the Children US will share and collaborate with other Save the Children entities, whether Save the Children International (SCI) or Members, to ensure that only persons fit to work with children are engaged in Save the Children activities, including anyone who may directly or indirectly pose a risk of harm to children.

3. BUILDING CHILD SAFEGUARDING INTO MANAGEMENT SYSTEMS AND PROCESSES

- 3.1 The safeguarding and well-being of children is Save the Children's top priority. Ensuring that operations, programs, research, monitoring & evaluation (M&E), campaigns, marketing & communications, and all other organizational activities are *safe* for children takes precedence over all other considerations.
- 3.2 Behaviors that exploit or pose a risk to children, or actually lead to child abuse, will not be tolerated. Within all divisions at Save the Children, any existing or new practices, processes and systems must incorporate the standards of this policy to ensure the rights of children are observed and risks are adequately mitigated.
- 3.3 This policy must be reflected in all processes that define or determine how staff and representatives carry out their work. This includes but is not limited to job descriptions, terms of reference, codes of ethics, performance management systems and disciplinary procedures. Failure to adhere to the standards and best practices of child safeguarding is recognized as a serious disciplinary breach and will result in proportionate personnel action.

⁹ All guests, including sponsors, donors, and VIPs, must undergo a comprehensive background check or provide an alternative through their employer prior to a program visit.

¹⁰ Background check policy can be found at: <https://savechildrenusa.sharepoint.com/hr/policylibrary/Documents/Background%20Check%20and%20Employee%20Disclosure%20Policy.pdf#search=background%20check%20policy>

- 3.4 Every manager within Save the Children is responsible for understanding and communicating with their staff the functional responsibilities they hold to ensure that programs and operations are safe for children, mitigate foreseeable risks, and execute our duty of care across all contexts.
- 3.5 The cost of implementing the standards associated with this policy must be reflected in all operational & programmatic plans, budgets and funding proposals.

4. RISK ASSESSMENT AND RISK MANAGEMENT

- 4.1 All project and program designs will integrate the principles of [Safer Programming](#). Risk assessments must be conducted for all business activities - from proposal through design and implementation up until exit - to ensure standards of child safeguarding are embedded. This includes activities carried out by Save the Children, contractors and partners.
- 4.2 Risk assessments must be performed for all activities delivered by Save the Children representatives for domestic programs and US international awards. Mitigating actions must be assigned to all risks identified, and such actions routinely monitored for the duration of implementation.
- 4.3 Risk assessments must be performed for all activities involving child participation, monitoring & evaluation, research, marketing (MCF), humanitarian responses, new business development, program development & implementation, information technology, policy, and other operational & campaigning activities otherwise not specified.
- 4.4 All activities must promote the safety, inclusion and equitable participation of all children across all of their intersecting identities, including but not limited to disability, racial & ethnic heritage, national status, tribal affiliations, religious beliefs, languages, gender or gender association, LGBTI+ identity and/or medical/physical conditions. All programs and activities shall be assessed to ensure consideration of such factors from its inception through delivery. This is not an exhaustive list. These aspects must be included in the Monitoring and Evaluation (MEAL) frameworks for such activities.
- 4.5 Save the Children respects and upholds the right of children of all abilities to participate in program activities. Where children with disabilities participate in programs, all necessary accommodations will be made to ensure their inclusion and safety. To ensure accommodations for inclusion are properly met, children and their caretakers will be consulted on design and implementation of programming.
- 4.6 The design of activities includes participation from cross-cutting functions and thematic areas within the organization to ensure a holistic assessment of child safeguarding risk from inception through exit. Any learning identified will be used to improve the safety of all programs and emergency responses.
- 4.7 Engagement with children and their caretakers for the purposes of marketing, media/communications and advocacy must be done with [assent and informed consent](#) and must not exploit the child or their caretakers, nor increase their vulnerability or place them at risk.
- 4.8 Children have the right to control the narrative of their stories and to be represented with dignity and respect. The use of images or video of children and details about their lives for media, advocacy and other purposes, must never include images, video, or information that would allow a child or children to be identified, particularly by ensuring that a child's full name, specific location and image are never combined.
- 4.9 Save the Children strictly prohibits the acquisition and use of images or video depicting child abuse or exploitation.
- 4.10 Child participation will not be limited or restricted irrespective of the child's assent or their caretaker's consent to the fundraising, marketing, media and advocacy processes.

5. LEARNING AND DEVELOPMENT

5.1 Child Safeguarding training will be available and delivered to all staff, representatives and relevant staff of partner agencies. Training will include a review of the Child Safeguarding Policy, guidance on promoting a culture where children's rights are observed, how to identify potential harm to children, and how to report allegations and suspicions of abuse.

6. PARTNERS (INCLUDING SUB-GRANTEES)

- 6.1 The [Safe Partnership Framework](#) identifies core activities to ensure the integration of required child safeguarding practices.
- 6.2 All agreements with partners must include the requirements of this policy. If a partner elects to use its own policy, the partner policy must be of equal or higher standard for protecting and recognizing the rights of children.
- 6.3 All partner agreements must include language about safe recruiting, reporting suspected or known policy violations, and conducting risk assessments to ensure the safety of children during its programming activities.
- 6.4 Partners receiving funds from donors with relevant requirements must comply with those child safeguarding requirements.

7. INFORMATION AND COMMUNICATION TECHNOLOGIES

- 7.1 As Save the Children adopts more technologically advanced ways of working and utilizes information technologies and platforms to engage children, their caretakers, and communities, Save the Children will develop and continuously improve technically sound IT policies and practices to ensure adequate protection from online and technology-facilitated abuse and exploitation.
- 7.2 All Save the Children information systems will prohibit access to indecent material depicting children and pornography through the use of firewalls and/or other appropriate measures.

8. AUDIT AND REVIEW

8.1 Save the Children US will cooperate with all audits commissioned by the Save the Children Association (SCA) Board, Internal Audit, or other external stakeholders to monitor the level of compliance in implementing the standards as described in this policy.

9. ORGANISATION WIDE CHILD SAFEGUARDING POLICY

- 9.1 Save the Children US has a centralized reporting system (i.e., EthicsPoint, a.k.a. NavEx). The system is accessible to all representatives and children & families. Concerns can be raised via a telephone hotline or online. Concerns can be reported anonymously. Reporters' identities are protected and confidential to whatever extent possible, even if the reporter chooses to be identified.
- 9.2 Save the Children responds to all credible reports of child abuse and other forms of misconduct as reflected the Code of Ethics, Workplace Culture, PSEA, and Fraud policies. All Save the Children representatives are required to report concerns, suspicions, and known incidents - no matter how trivial the issue may seem.
- ✓ **By phone:** (844) 287-1892
 - ✓ **Online:** [SavetheChildren.EthicsPoint.com](https://www.savethechildren.org/ethicspoint)
 - ✓ **In person:** Speak with your manager or Child Safeguarding practitioner



- 9.3** All pertinent case information from initial report is managed within the central reporting system until the case is closed.
- 9.4** Save the Children US staff traveling to international programs are required to report concerns via [Datix](#) or to the local Safeguarding Focal Point. Upon return from travels, staff must inform the Save the Children US child safeguarding team of any concerns, suspicions, or known incidents that have been reported.

10. REPORTING PROCEDURE

- 10.1** All representatives are institutionally mandated to report child safeguarding and child welfare concerns¹¹. Leadership within local programs and operational sites are accountable for socializing reporting requirements and procedures for external (welfare) concerns with staff.
- 10.2** Save the Children has a duty to manage sensitive information in a respectful, professional manner that complies with the applicable law. Staff must keep all information about any suspected or reported incidents strictly confidential. Information may only be divulged to the Save the Children local or National [Child Safeguarding Focal Point](#) or [SCI focal points](#), Legal Department, People & Culture HR Business Partner, and/or any other senior staff directly involved in the investigation, except as may be required by law. (In the case of incidents abroad/overseas, the relevant Country Office Director may be privy to such information.)

11. ROLES AND RESPONSIBILITIES FOR THE IMPLEMENTATION OF THE CHILD SAFEGUARDING POLICY

- 11.1** The Chief Executive Officer (CEO) and Senior Leadership Team (SLT) are accountable for raising visibility to and compliance with the Child Safeguarding policy, including reporting of and responding to alleged policy violations.
- 11.2** Child Safeguarding Focal Points (CSFPs) are an integral part of the Save the Children child safeguarding framework. CSFPs are employees trained and appointed to support programs and operations in our continued effort to ensure that our organization is safe for children.
- 11.3** Staff selected for leadership, managerial, or supervisory positions are responsible for identifying preventative measures to mitigate risks that occur within our operations and programs and must report any concerns that arise.
- 11.4** The SLT is committed to taking all appropriate corrective actions. Disciplinary, legal or other applicable actions in response to any violation of this policy will be taken against any individual who has committed a child safeguarding violation and/or anyone who knew of such a violation and failed to act or report.

12. PRINCIPLES AND PRACTICE FOR RESPONDING TO ALLEGATIONS OF ABUSE OR SEXUAL EXPLOITATION

- 12.1** Staff responding to allegations of child abuse, including sexual exploitation an abuse, must be trained and guided by the highest standards and practices within the sector to promote healthy reactions to the affected child(ren) and reduce the probability of creating or compounding harm. The best interests and safety of the child(ren) and witnesses must be paramount to any response undertaken in order to protect their safety, physical and psychological health and welfare, and to respect their rights to confidentiality, equality and access to justice.

¹¹ Child welfare/protection concerns must be reported through the local/state mandated system. Such concerns do not require reporting to Save the Children via EthicsPoint/NavEx.



- 12.2** Investigations are survivor-centered and promote a child-driven and equitable process. Save the Children conducts investigations in accordance to established protocols by acting swiftly and effectively to an allegation and/or cooperating with any subsequent, external process of investigation.
- 12.3** Save the Children staff are required to cooperate and participate in any internal or external investigation and maintain the appropriate levels of confidentiality. Failure to avail oneself, destruction or withholding evidence, or refusal to cooperate with the investigation, will result in disciplinary action, up to and including termination.
- 12.4** In circumstances in which a representative resigns or otherwise leaves Save the Children employment or engagement, investigations must continue, and an investigative conclusion reached.

13. MANAGEMENT SYSTEMS TO RESPOND TO, MANAGE, AND LEARN FROM INCIDENTS

- 13.1** Save the Children may deploy internally trained investigators or retain the services of an external investigator to manage an incident. Investigation reports include remedial steps and personnel actions to address the concern, and any long-term actions required to safeguard children and improve systems.
- 13.2** Save the Children provides after- and survivor-care for children who have been harmed or abused as a result of Save the Children operations or programs.

TRAINING REQUIREMENTS

Training Course	Frequency	Training moment
Child Safeguarding Policy Foundations Training	Upon induction, and then every two years	Within 45 days of induction

MONITORING MECHANISMS

What are you monitoring?	Data source	Action Owner	Escalation levels	Frequency
Relevant Trainings	People & Culture training tracker	People & Culture	Chief who has oversight of the policies and procedures manuals.	Annual

EXCEPTION APPROVAL PROCEDURE

Procedure/ Action	Action Owner
Exceptions to this policy requires written approval by the Vice President, General Counsel	Person seeking exception to policy
File and retain exception approval	Chief People & Culture Officer

VERSION CONTROL

Version number	Version Date	Revisions made
CS-01.7	12/15/2021	Updates to match new titling structure
CS-01.6	10/01/2020	Revisions of existing Child Safeguarding Policy
CS-01.5	02/01/2019	Revision of existing Child Safeguarding Policy
CS-01.4	04/12/2017	Updated Format
CS-01.3	07/25/2016	Revision of existing Child Safety Policy



Policies and Procedures Reference No.	BIG 7.3
Policy Title	Code of Ethics & Business Conduct
Category	Big 9 Policies
Author	Human Resources
Vice President with Oversight	Vice President, Legal and Risk Services
Approver	Senior Management Team
Purpose and Description	<p>Save the Children's Code of Ethics and Business Conduct requires our employees and other representatives of our organization conduct Agency activities honestly, with integrity and good judgment, in compliance with all applicable laws and regulations, and in the best interests of the Agency and the children, families and communities we serve. The Code also contains specific requirements addressing financial transactions, conflicts of interest, beneficiary safety, gifts and gratuities, and confidentiality.</p> <p>The Code of Conduct contains Save the Children's expectation that those representing the organization will conduct themselves with honesty, integrity, and in compliance with all applicable legal and regulatory requirements.</p>
Compliance Requirement	<input type="checkbox"/> Statute: <input type="checkbox"/> Regulation: <input type="checkbox"/> Industry Standards: <input checked="" type="checkbox"/> Not Applicable
Audience	<input checked="" type="checkbox"/> SCUS <input checked="" type="checkbox"/> All Head Start <input checked="" type="checkbox"/> SCAN <input checked="" type="checkbox"/> Interns, Fellows and Volunteers <input checked="" type="checkbox"/> Board Members and Trustees <input checked="" type="checkbox"/> Employee's Immediate Family Members



	<input checked="" type="checkbox"/> Sub-awardees, partners, vendors, suppliers, consultants and others with whom we provide assets in exchange for services or products (collectively, "Partners")
Effective date	01/01/06
Revision date	12/15/20
Retirement Rationale	N/A

DEFINITION & ACRONYMS

None.



POLICIES

Statement of Policy

Trustees, officers, employees, volunteers and other representatives of Save the Children US will acquaint themselves with the legal and ethical standards of conduct and restrictions applicable to their duties and responsibilities and will conduct themselves accordingly. Save the Children US trustees, officers, employees, volunteers and consultants are expected to observe the additional standards of personal and business ethics and conduct specified in this Policy and to conduct themselves in a manner that will not be an embarrassment or detriment to Save the Children.

Introduction

Save the Children's work is inspired by the vision of a world in which every child attains the right to survival, protection, development and participation. Our values – Accountability, Ambition, Collaboration, Creativity and Integrity – describe in broad terms the high standards to which we hold ourselves. We commonly identify ourselves as the world's leading independent organization for children.

When we act in a way that is consistent with our identity and standards, we build trust and strengthen our ability to deliver our mission for children successfully. When we fail to act according to our identity and standards, we risk the failure of our mission and damage to our reputation.

Building on our vision, identity and values, Save the Children US's Code of Ethics & Business Conduct represents our commitment to work for children with integrity, honesty and good judgment, and in the best interests of the Agency and the children, families and communities we serve. It requires that our conduct upholds the Agency's reputation, is respectful of the rights of others, and complies with all applicable laws, regulations and standards.

What's Inside?

Our Code of Ethics & Business Conduct contains the following sections, which describe specific requirements for Save the Children representatives.

Compliance with Law, Regulations and Standards

Financial Transactions/Records and Reports

Gifts and Gratuities

Conflicts of Interest

Beneficiary Safety and Protection Confidential and Proprietary Information

Reporting a Possible Violation

Each section starts with a "statement of practice" that states what the policy is, followed by additional information to help you understand how to apply the policy in practice. Our Code will not address every situation you may come across, but in the sections below you will find guidelines meant to help you make decisions consistent with Save the Children's vision, identity, and values. If you have



questions about Save the Children's Code of Ethics & Business Conduct or would like guidance about a specific matter, speak to your supervisor or contact the Legal & Compliance, Finance, or Human Resources Departments for assistance.

I. Compliance with Law, Regulations and Standards

Statement of Practice: Employees and representatives will at all times comply with all prevailing and applicable laws, regulations and standards, in keeping with the highest legal and ethical principles.

As a representative of Save the Children, you must be familiar and comply with:

- The laws and regulations of the United States and the countries in which the Agency works;
- Save the Children's own policies and procedures; and
- Professional standards common to other charitable and non-governmental organizations.

If you have any questions about the laws, regulations and standards that apply to your work for Save the Children, speak to your supervisor or contact the Division of Legal & Risk Services for assistance.

II. Financial Transactions / Records and Reports

Statement of Practice: All financial transactions, records and reports will comply with donor requirements and applicable financial and accounting standards.

Save the Children has put in place a range of procedures and controls to ensure that all financial transactions comply with agency and legal requirements and applicable financial and accounting standards. The following are some examples:

- Record all financial transactions accurately and properly. No undisclosed or unrecorded funds or assets may be established or maintained for any purpose.
- Use only headquarters-approved bank accounts for payments and cash transactions.
- Do not take loans on behalf of Save the Children from local lending institutions or individuals without the prior written approval of the Vice President for Finance.
- Ensure that financial data submitted to donors, including governments, is accurate, complete, current and meets the requirements of the grant or contract.
- Do not make personal loans or personal advances to staff or consultants under any circumstances without the prior written approval of the Vice President for Finance.
- Account for and document travel advances within 30 days.
- In the case of compensation advances where staff business travel prohibits the normal receipt of funds, obtain two levels of written supervisory approval.



If you have any questions about financial transactions, records and reports, speak to your supervisor or contact the Division of Finance for assistance.

III. Gifts and Gratuities

Statement of Practice: All gifts and gratuities, whether to be given or received, will comply with applicable laws, rules, regulations, agency policies, and local standards and customs and will not result in obligating either party.

In the United States and elsewhere, giving and receiving gifts is bound by a variety of rules, standards and customs, as well as good sense. In some cases, it may be OK to give or accept small gifts, donations, payments or favors, but be sure you understand all requirements and customs that may apply and have thought the matter through carefully.

The following gifts or payments are not acceptable under any circumstances:

- Political contributions made from Save the Children funds.
- Payments to anyone, including government officials, candidates for a political office, any political party or party official, or others whom you believe might pass that payment onward to any of these prohibited parties in order to obtain or retain business.
- Gifts, entertainment, favors, or reimbursement of expenses for employees (or the families of employees) of Save the Children by a supplier of Save the Children.

The following gifts or payments may be acceptable:

- Gifts with a value of less than \$10 for Members of Congress or their staff, and meals and event invitations subject to the rules established by the U.S. House of Representatives and the U.S. Senate.
- Giving or receiving token gifts, entertainment, or meals in line with local customs and laws, that amount to less than \$50 in value (or the equivalent in local currency), and do not obligate either party.
- Travel and participation in a business-related, group activity hosted by a supplier or customer representative, with the approval of your supervisor and next-level supervisor.

If you have any questions about a gift, payment or other transaction, speak to your supervisor or contact the Division of Legal & Risk Services for assistance.

IV. Conflicts of Interest

Statement of Practice: All conflicts of interest involving employees (or the families of employees) must be disclosed in writing to the employee's supervisor and next level supervisor, and the employee must not take part in decisions related to the transaction.



What is a conflict of interest? Simply put, a conflict of interest occurs when your obligations to Save the Children can be influenced or compromised by competing personal or financial interests, commitments or loyalties. Save the Children seeks to avoid both the appearance of and any actual conflict of interest.

The following are some examples of conflicts of interest:

- When an employee or family member has a connection to, or significant financial interest in, another party which does or seeks to do business with Save the Children.
- When an employee engages in an independent business venture or works for another organization in a way that prevents the employee from devoting the time and effort to Save the Children required by his or her position.
- When an employee diverts a business opportunity of Save the Children to another person or organization.
- When an employee participates in an employment-related decision regarding a family member or other person with whom the employee has a close personal relationship.

Resolving Conflicts of Interest

Conflicts of interest arise in many contexts and do not necessarily mean the transaction cannot go forward. If you have a conflict of interest:

1. You must report it promptly and in writing to your supervisor and next level supervisor; and
2. You must not take part in decisions related to the transaction. (If you are in doubt about a potential conflict, speak with your supervisor.)

V. Beneficiary Safety and Protection

Statement of Practice: Employees and other representatives of Save the Children have a duty to treat the children, families and communities we serve with dignity and respect and to ensure their safety and protection.

In 2002 the Inter-Agency Standing Committee (IASC), an organization established to coordinate humanitarian assistance, established the following core principles for implementation by humanitarian organizations to ensure beneficiary safety and protection:

- Sexual exploitation and abuse by employees constitute acts of gross misconduct and are therefore grounds for termination of employment;
- Sexual activity with children (persons under the age of 18) is prohibited regardless of the age of majority or age of consent locally. Mistaken belief in the age of a child is not a defense;



- Exchange of money, employment, goods or services for sex, including sexual favors or other forms of humiliating, degrading or exploitative behavior, is prohibited. This includes exchange of assistance that is due to beneficiaries;
- Any sexual relationship between employees or anyone providing humanitarian assistance and protection and a person benefiting from such humanitarian assistance and protection that involves improper use of rank or position is prohibited. Such relationships undermine the credibility and integrity of humanitarian aid work;
- Where an employee develops concerns or suspicions regarding sexual abuse or exploitation by a fellow worker, whether in the same aid agency or not, he or she must report such concerns via established agency reporting mechanisms; and
- Employees must create and maintain an environment that prevents sexual exploitation and abuse and promotes the implementation of their Code of Conduct. Managers at all levels have a responsibility to support and develop systems that maintain this environment.

Employees must treat all beneficiaries with dignity and respect and be sensitive to actions that could be misunderstood or appear disrespectful or intrusive (for example, be sure to ask permission before taking a photo of an individual).

If you have any questions about beneficiary safety, speak to your supervisor or contact the Senior Director of child Safeguarding, the Legal & Risk Services Division, or the Human Resources Division for assistance.

VI. Confidential and Proprietary Information

Statement of Practice: Employees and other representatives of Save the Children will maintain and protect confidential and proprietary information from unauthorized disclosure to and use by any third party.

Save the Children possesses information (whether in written or electronic form, or communicated orally) that has been created, discovered and developed by the Agency, or has been disclosed to the Agency and/or to individuals working in the Agency under the obligation of confidentiality.

Confidential information includes:

- Trade secrets
- Donor lists
- Information concerning beneficiaries and programming
- Financial accounts and reports
- Projections
- Marketing or programmatic plans or strategies
- Software and computer programs
- Information concerning employees and their families (including salary, personnel and medical information)
- Confidential correspondence



- Information about other organizations associated with the Agency's work

Proprietary information includes:

- Art work
- Photography

Save the Children employees and other individuals having access to Confidential and Proprietary Information are required, during and after employment with the Agency, to keep all such Confidential and Proprietary Information in strictest confidence.

Unauthorized disclosure or carelessness in the handling of Confidential and Proprietary Information may be grounds for discipline up to and including dismissal from employment and may also be grounds for legal action.

Confidential and Proprietary Information is specific information. This policy is not intended to prevent you from utilizing your general knowledge, intellect, experience and skills for gainful employment elsewhere if you are no longer working for Save the Children.

If you have any questions about the handling and protection of confidential and proprietary information, speak to your supervisor or contact the Human Resources, Finance, or Legal & Risk Services Division for assistance.

VII. Reporting a Possible Violation

Statement of Practice: Employees and other representatives of Save the Children will report promptly any possible violations of the Code of Ethics & Business Conduct or other Save the Children policy to their supervisor, their Vice President or to any of the Agency's central reporting channels. Save the Children will not tolerate any retaliation against or harassment of an employee who has reported a concern in good faith.

When misconduct occurs, it affects Save the Children's ability to achieve its mission for children. As an employee of our organization, you are required to report any concerns you have about possible violations of our Code of Ethics and Business Conduct or any other Agency policy. When you communicate a concern, you help the Agency prevent misconduct and contribute to an ethical culture at Save the Children.

Instructions for making a report are outlined in Save the Children's policy "Resolving Employee Grievances and Reporting Policy Violations."

Save the Children practices a zero-tolerance approach in connection with any form of retaliation against or harassment of an employee who has reported a concern in good faith. Retaliation and harassment will result in discipline against the harasser, up to and including discharge from employment.



If you have any questions about our Code of Ethics and Business Conduct or procedures for reporting a concern, speak to your supervisor or contact the Legal & Risk Services, Finance, and/or Human Resources Divisions for assistance.

PROCEDURES

None.

TRAINING REQUIREMENTS

Training Course	Frequency	Training moment
Code of Ethics & Business Conduct Online Training Module	Yearly	Within first 90 days of employment; yearly thereafter
New Employee Orientation Training	One-off	Within first 90 days of employment

MONITORING MECHANISMS

What are you monitoring?	Data source	Action Owner	Escalation levels	Frequency
Policy is being communicated to all new hires	Attendance confirmation at New Employee Orientation; Cornerstone	Associate Director, Employee Engagement	Vice President, Legal & Risk Services	One-off
Staff receipt acknowledgement in writing during onboarding	Code of Ethics & Business Conduct Acknowledgement	Coordinator, Human Resources	1) Human Resources Business Advisor 2) Vice President, Human Resources	One-off
Policies and procedures are reviewed at least every 3 years	Expiry date from the Policies and Procedures Library	Policies and Procedures Library Administrator	Vice President, Legal and Risk Services	Quarterly

EXCEPTION APPROVAL PROCEDURE

Procedure/ Action	Action Owner
None	N/A

VERSION CONTROL

Version number	Version Date	Revisions made
6	12/15/20	Revised language re PSEA to comply with donor obligations
5	4/15/18	Revised language re child safeguarding
4	4/20/17	Revised format
3	2/24/16	Revised to new template; department/divisions updated
2	11/2/11	Unknown
1	1/1/06	Code of Ethics & Business Conduct Policy first created and approved



Policies and Procedures Reference No.	COMPL-01.4
Policy Title	Zero Tolerance Policy for Fraud, Bribery, and Corruption
Category	Big 9 Policies
Author	Chief Compliance Officer
Vice President with Oversight	Vice President and General Counsel
Approver	Senior Management Team
Purpose and Description	These policies and related procedures describe Save the Children's zero tolerance approach to fraud, bribery, and corruption and reinforces our commitment to the highest standards of corporate governance, fiduciary duty, responsibility, and ethical behavior.
Compliance Requirement	<input checked="" type="checkbox"/> Statute: Foreign Corrupt Practices Act, 15 U.S.C. §§ 78dd-1, et seq. <input checked="" type="checkbox"/> Regulation: 48 C.F.R. § 9.4; 2 C.F.R. § 200.113 <input checked="" type="checkbox"/> Industry Standards: USAID Fraud Prevention and Compliance Standards; Transparency International Handbook of Good Practices: Preventing Corruption in Humanitarian Operations Circumstances <input type="checkbox"/> Not Applicable
Audience	<input checked="" type="checkbox"/> SCUS <input checked="" type="checkbox"/> All Head Start <input checked="" type="checkbox"/> SCAN <input checked="" type="checkbox"/> Sub-awardees, partners, vendors, suppliers, consultants and others with whom we provide assets in exchange for services or products (collectively, "Partners")
Effective date	May 5, 2015
Revision date	March 5, 2018
Retirement Rationale	N/A

POLICIES

1. Zero Tolerance Policy

Save the Children Federation Inc., Save the Children Action Network, and Save the Children Head Start (collectively, “SCUS”) are committed to the highest standards of corporate governance, fiduciary duty, responsibility and ethical behavior. Fraud, bribery, and corruption go against our core values of Accountability, Ambition, Creativity, Collaboration, and Integrity, diminish our impact for children, undermine the viability of our organization, and breach the trust placed in us by our donors.

SCUS has a **zero tolerance** policy with respect to fraud, bribery, corruption, and other forms of corporate dishonesty in its programs and operations. For the purposes of this policy, the following definitions apply:

- **Fraud** – Any act or omission that intentionally misleads, or attempts to mislead, another party in order to obtain a financial or other benefit or to avoid an obligation.
- **Bribery** – Giving, paying, promising, offering, or authorizing the payment of anything of value to any party to influence any person or entity to act improperly.
- **Corruption** – The use or abuse of one’s authority or position within Save the Children for private gain.

Conduct that constitutes fraud, bribery, or corruption includes, but is not limited to, the following:

- **Abuse of a Position of Trust** – The improper use of one’s position within SCUS or a connected organization to materially benefit oneself or any other party (*e.g.*, intentionally providing confidential material – such as the contents of a tender process – to a third party).
- **Bank or Check Fraud** – The dishonest manipulation of any banking system or record (*e.g.*, a check, bank statement, or electronic transfer).
- **Brand Fraud** – The use of Save the Children’s name, branding, or documentation for unauthorized or illegitimate ends.
- **Corruption of Government Officials** – Giving gifts to Government Officials in violation of applicable laws and/or gifts and ethics rules or making payments that are not required by law to Government Officials or to another person at the request of the Government Official. This includes so-called “Facilitating Payments.”
- **Embezzlement** – The misuse of funds, property, resources, or other assets that belong to SCUS or a connected organization or individual for personal gain.
- **Expenses Fraud** – The dishonest use of the expenses system to pay money or other benefits to which the recipient is not entitled or the falsification of expense reimbursement reports.
- **False Accounting** – The deliberate entry of false or misleading information into any form of accounting or financial record or the deliberate omission of relevant information, including maintaining “off-book” accounts.



- **Forgery or Falsification of Documents** – The dishonest creation, alteration, signing, or use of all or any part of a document, including without limitation contracts, reports, or other records.
- **Paying or Receiving Kickbacks** – Payments improperly made to an individual by a supplier or vendor, usually in exchange for unduly providing a business advantage or benefit to the supplier or vendor. .
- **Money Laundering** – The concealment of illegally obtained money.
- **Nepotism or Patronage** – The improper use of one’s employment to favor or materially benefit friends, relatives or other associates.
- **Payroll Fraud** – The manipulation of the payroll system to make unauthorized payments to oneself or another.
- **Procurement Fraud** – Any dishonest behavior relating to procurement or tendering process, (*e.g.*, falsely creating bids or quotes, sharing confidential procurement-related information with third parties, paying for product that does not meet the description of the product SCUS contracted to purchase, or agreeing to requests for false invoices).
- **Supply Chain Fraud** – The misdirection or theft of goods, forging of stock records, or creation of fictitious companies through which to channel payments.
- **Tax or Duty Evasion** – The avoidance of paying a tax or other duty that one is aware should be paid.
- **Theft** – The taking of anything of value that belongs to another.
- **Undisclosed Conflicts of Interest** – Failing to disclose accurate and complete information about personal or financial interests, commitments, or loyalties that relate to one’s duties at Save the Children.

2. Compliance with Applicable Laws and Regulations

SCUS’s policy is to comply with all applicable laws pertaining to fraud, bribery, and corruption, including the Foreign Corrupt Practices Act (FCPA) and relevant donor requirements pertaining to fraud reporting and investigations. In the event of any perceived difference between the requirements of this Policy and any legal requirement, SCUS should always act in accordance with the highest applicable standard. For a detailed discussion of the FCPA, see Annex A.

3. Prevention and Detection of Fraud, Bribery and Corruption

In addition to personally refraining from the types of conduct prohibited above, all SCUS employees are responsible for taking appropriate steps to prevent, deter, and detect fraud, bribery, and corruption within their areas of responsibility. As set forth in Procedure II, SCUS employees should consider fraud, bribery, and corruption risks at the outset of new programs, operations, or other significant activities and take reasonable steps to mitigate those risks (in coordination with SCI, where appropriate). All SCUS employees and, especially Managers, must routinely monitor program activities and operations for any irregularities that could suggest the presence of fraud, bribery,



corruption, or corporate dishonesty and report any concerns in compliance with the procedures set forth below.

4. Reporting Requirements and Whistleblower Protections

As detailed in Procedures III and IV, all SCUS employees or Partners who suspect any type of behavior that is inconsistent with this Policy is occurring, may have occurred, or may occur must report it to their manager, the Legal Department, or through SCUS's anonymous hotline: <http://savethechildren.ethicspoint.com>. As indicated in Procedure V, reports of misconduct or concern may be made without fear of harassment, demotion, dismissal, disciplinary action, remedial action, suspension, threats or any method of retaliation by any party. SCUS will not tolerate any retaliation against an employee for making an allegation of fraud, bribery, or corruption in good faith.

5. Accountability of SCUS Management

As stated in Procedures VI and VII, SCUS Management is committed to taking all appropriate disciplinary, legal, and other corrective action in light of any findings of fraud, bribery, or corruption and to taking steps following any incidents of fraud, bribery, or corruption to review controls and protocols to identify and address any gaps or weaknesses in our procedures or, where relevant, our Partners' procedures.

6. Seeking Guidance About this Policy

The SCUS Chief Compliance Officer oversees and manages SCUS's anti-fraud and anti-corruption compliance efforts, and is responsible for the administration of this Policy. Any questions or concerns regarding topics covered in this Policy may be directed to your manager or the Chief Compliance Officer.

PROCEDURES

#	Procedure/ Action
I. General Compliance with the Zero Tolerance Policy	
1.	At the time of their onboarding or as directed by their managers, all SCUS employees must receive training on the contents of this Policy and certify that they have read and agree to comply with all provisions of this Policy. The certification may be submitted through an online training course.
2.	SCUS Employees in positions with internal control responsibilities (e.g., legal, compliance, risk management, finance, procurement, and internal audit) will receive trainings associated with detecting, preventing, reporting, investigating, and addressing fraud, bribery, and corruption relating to these particular areas, as requested by their manager.
3.	SCUS employees are encouraged to seek guidance from managers, relevant departments (e.g., Finance or Human Resources), or the Chief Compliance Officer any time questions arise about fraud, corruption, and bribery.



II. Prevention and Detection of Fraud Bribery and Corruption	
1.	All SCUS employees must be alert to potential fraud, bribery, or corruption risks in their area of responsibility and take reasonable steps to verify the accuracy of information in documents that they create or approve. If there is any reason to believe something is inaccurate in a document they are signing, distributing, or reviewing, SCUS employees have an obligation to find out whether it is inaccurate and correct it or report the inaccuracy.
2.	SCUS Division VPs shall ensure that potential fraud, bribery, and corruption risks arising from activities and business processes under their management are assessed and reasonably mitigated. Key areas of potential risk include: international and remote programming in locations with moderate to high corruption risk; procurement of goods and services; working with Partners (see Procedure IV, below); conflicts of interest; providing and receiving hospitality, including gifts, meals, entertainment, travel, and other benefits; and interactions with government officials or entities (see Annex A on the Foreign Corrupt Practice Act for information about interactions with foreign officials).
3.	Resources to assist SCUS staff in assessing and mitigating fraud risks in their areas of responsibility are included in Annex B and are available on the Legal site on SaveNet.
III. Employee Reporting of Fraud, Bribery and Corruptions Concerns	
1.	<p>SCUS employees must promptly report any information or suspicion concerning fraud, bribery, or corruption in SCUS's programs or operations (including those implemented by Save the Children International (SCI) on our behalf) through one of the reporting mechanisms:</p> <ul style="list-style-type: none"> • Consistent with the <i>Policy on Resolving Employee Grievances and Reporting Possible Agency Policy Violations or Other Misconduct</i>, SCUS employees may report the matter to their direct managers or the Senior Manager of their Team or Department, who will refer the matter to the Chief Compliance Officer. • If an SCUS employee has any concern about reporting through their Team or Department Management, they can report the matter to the Legal Department directly via hotline@savechildren.org • SCUS employees also may file an anonymous report: <ul style="list-style-type: none"> ○ online at http://SavetheChildren.EthicsPoint.com or ○ via phone +1 (844) 287-1892 in the United States. If you are outside of the United States and would like to report by phone, go to http://SavetheChildren.EthicsPoint.com for a full listing of contact numbers by country.
2.	Information or suspicion concerning fraud, bribery or corruption must be reported by SCUS employees through one of the above mechanisms regardless of whether the suspected incident occurred in the U.S. or overseas in an SCI or other partner office. If/as relevant, the Chief



	Compliance Officer will inform SCI of allegations involving its programs, offices, staff and/or assets.
3.	Failure to report a reasonable suspicion of fraud, bribery, or corruption in accordance with this Policy will be treated as a serious issue and may result in disciplinary action being taken.
4.	Reports should be factual and include as much detail as possible so that SCUS can properly assess the nature and extent of the allegations. Reports will be treated confidentially upon request, to the extent permitted by applicable legal requirements.

IV. Rules and Procedures for SCUS Partners (other than SCI)

1.	SCUS Budget Holders or Business Teams responsible for managing relationships with sub-awardees, vendors, suppliers, consultants and others to whom we provide assets in exchange for services or products (“Partners”) should be alert to red flags indicating potential fraud, bribery, or corruption by the Partner and take reasonable steps to assess and monitor risks related to fraud, bribery, and corruption. Such monitoring can include exercising contractual audit clauses, ensuring commissioned work has been performed, ordered goods have been received before paying invoices, performing random site visits, and routinely checking inventory.
2.	SCUS’s Partners shall receive and review this policy prior to executing their agreements with SCUS. The policy shall be provided to the Partner by the SCUS Department issuing the agreement to them.
3.	Agreements with SCUS Partners shall include provisions in which the Partner acknowledges this Policy, and agrees (1) to report any credible allegations of fraud, bribery, or corruption related to their work with SCUS, (2) cooperate fully with any investigation or inquiry by SCUS and its donors, and (3) reimburse SCUS for all liabilities, losses, costs, penalties, charges, or other amounts incurred by SCUS due to a violation or breach by a Partner of this Policy. Pre-approved language satisfying these requirements is set forth in Annex C. Any exceptions to this requirement must be approved in writing by the Legal Department.

V. Whistleblower Protections

1.	<p>As set forth in SCUS’s Code of Ethics and Business Conduct, every SCUS employee and Partner has the right to address ethical concerns in good faith without fear of retribution, including punishment or harassment from co-workers, managers, or SCUS management. Reports of concerns will be treated confidentially upon request, to the extent permitted by applicable law. SCUS forbids retaliation of any kind against employees and Partners who in good faith report potential or actual violations of this Policy.</p> <p>If working on a USG-funded award, SCUS employees and Partners are also afforded the employee whistleblower protections and rights provided under 41 U.S.C. § 4712.</p>
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VI. Investigating and Remediating Allegations of Fraud, Bribery, and Corruption



1.	SCUS employees must cooperate fully with any investigation or inquiry by SCUS and preserve all records relating to any alleged fraud.
2.	The Chief Compliance Officer, his/her delegate, or the General Counsel is responsible for recording and reviewing all allegations of fraud, bribery, and corruption relating to SCUS activities and operations and determining the appropriate next steps.
3.	<p>Unless otherwise directed by the Chief Compliance Officer or the General Counsel, credible allegations of fraud, bribery, and corruption shall be investigated as follows:</p> <ul style="list-style-type: none"> • Consistent with the Master Programming Agreement between SCUS and SCI, credible allegations arising from SCUS's international programs implemented by SCI shall be investigated by SCI, with results reported to the Chief Compliance Officer; and • Credible allegations arising from SCUS's domestic programs and operations shall, at the request of the Chief Compliance Officer, be investigated by the Internal Audit Department with support from other SCUS divisions as appropriate, with the results reported to the Chief Compliance Officer. <p>At the direction of the Chief Compliance Officer and/or the General Counsel, SCUS may assign additional staff to any investigation or retain an external party to conduct or assist in any investigation.</p>
4.	The findings from any fraud, bribery, or corruption investigation conducted by SCUS shall be documented in writing and filed with the allegation. If the investigation identifies any misconduct by an employee or Partner of SCUS or any weakness in SCUS's internal controls, then the report shall include recommendations on how to respond, including measures to prevent or deter similar misconduct in the future.
5.	SCUS Management shall take timely and appropriate corrective action in response to any recommendations arising from a fraud, bribery, or corruption investigation. Such actions shall be documented in writing by Management and the management actions will be monitored by the Internal Audit Department with results reported to the CCO (unless another representative of Management, if this responsibility is delegated).
6.	As appropriate, the Chief Compliance Officer, his/her delegate, or the General Counsel shall provide notice and updates on fraud, bribery, and corruption allegations and investigations to relevant SCUS staff, SCUS's external auditors, and SCUS's Board of Trustees. In addition, and in accordance with applicable regulations and donor terms and conditions, the Chief Compliance Officer, his/her delegate, or the General Counsel shall provide notice and updates to SCUS donors, federal or state law enforcement agencies, and other persons or entities.
VII. Consequences for Violations	
1.	Participating in fraud or corruption can result in serious criminal, civil, and reputational, consequences for SCUS, for individual SCUS employees, and for SCUS Partners.



2.	Any SCUS employee who is found to have engaged in fraud, bribery, or corruption or to have known that fraud, bribery, or corruption was ongoing and not reported it in compliance with this policy and procedures shall be subject to disciplinary action up to and including separation from SCUS and to legal action by SCUS. SCUS may also disclose information concerning their identity and actions to donors, government regulators, enforcement agencies, and other entities.
3.	SCUS will also take appropriate remedial measures if any SCUS or SCI Partner is found to have engaged fraud, bribery, or corruption in their interactions with SCUS or SCI, including terminating the relationship with the Partner, barring them from participating in future work, and taking additional legal action where appropriate. SCUS may also disclose information concerning their identity and actions to donors, government regulators, enforcement agencies, and other entities.

TRAINING REQUIREMENTS

Training Course	Frequency	Training moment
Fraud, Bribery, and Corruption Awareness Training	Every 2 years	Initial training within three months of induction or, for current employees, within three months following promulgation of this Policy. Subsequent trainings will be provided according to agency training calendar.
Other trainings as directed by the Senior Management Team or Division Vice Presidents based on specific risks and responsibilities	To be decided on a case-by-case-basis	To be decided on a case-by-case-basis

MONITORING MECHANISMS

What are you monitoring?	Data source	Action Owner	Escalation levels	Frequency
Policies and procedures are being communicated	Certifications on file with Human Resources	Policies and Procedures Management	Vice President of Human Resources	Annual

to relevant audience		System Administrator		
Relevant Trainings	Human Resources training tracker	Human Resources	Vice President of Human Resources	Annual
Reporting of Fraud, Bribery, and Corruption Information	Emails to hotline@savechildren.org and reports to Ethicspoint	Associate Legal Counsel	Chief Compliance Officer	Annual
Incorporation of anti-corruption clause into partner agreements	Partner and Vendor Agreements	Grants & Contracts; Strategic Sourcing; Legal	Chief Financial Officer General Counsel	As needed
Policies and procedures are reviewed at least every 3 years	Expiry date from the Policies and Procedures Library	Policies and Procedures Library Administrator	Vice President(s) who has oversight of the policies and procedures.	Quarterly



EXCEPTION APPROVAL PROCEDURE

Procedure/ Action	Action Owner
Submit a written request to the Chief Compliance Officer, setting forth the relevant circumstances and the reasons for the requested exceptions.	Employee seeking exception to Policy
Review the request and respond to the employee seeking the exception	Chief Compliance Officer (or his/her delegate)
File and retain relevant documents	Chief Compliance Officer (or his/her delegate)

VERSION CONTROL

Version number	Version Date	Revisions made
COMPL-01.4	March 5, 2018	Revision of existing Zero Tolerance Policy
COMPL-01.3	May 5, 2016	Revision of existing Zero Tolerance Policy
COMPL-01.2	May 5, 2015	Revision of existing Zero Tolerance Policy
COMPL-01.1	November 23, 2013	
COMPL-01.4	March 5, 2018	Revision of existing Zero Tolerance Policy

Annex A:

The FCPA and Other Anti-Corruption Laws

The prohibition on bribery in this policy covers dealings with any party. However, interactions with government officials present heightened risk, and thus receive special attention in this Policy and in many international and domestic anti-corruption laws – including the U.S. Foreign Corrupt Practices Act (“FCPA”), the UK Bribery Act (“UKBA”), and other applicable laws.

FCPA

The FCPA was enacted by the U.S. Congress in 1977. The FCPA is aimed at preventing corrupt practices by business organizations and individuals doing or seeking business in foreign countries. As a U.S. entity, SCUS, as well as every SCUS employee, is subject to the FCPA. In addition to the FCPA, SCUS and its employees may be subject to other anti-corruption laws and regulations, particularly the laws of those countries in which SCUS operates or has a physical presence, or where we conduct or seek to work.

Anti-Bribery Provisions

The FCPA’s anti-bribery provisions prohibit certain entities, such as SCUS, and their officers, directors, employees, and representatives, as well as third parties under their control or direction, from:

- Offering, promising, authorizing, or paying
- Anything of value (whether money or gifts, hospitality, etc.)
- Directly or indirectly (e.g., through another party)
- To a foreign official (including any officer or employee, or elected or appointed official, of a local, state, provincial, regional or national government, at any level; anyone “acting in an official capacity” on behalf of a government to carry out government responsibilities; any political party, party official, or candidate for political office; any official or employee of a public international organization such as the World Bank, the United Nations, or the International Organization for Migration; or any officer or employee of a state-owned entity.
- With a corrupt intent to
- Obtain or retain business or an improper advantage (e.g., award of contract, favorable tax or customs treatment, etc.).

Facilitating Payments

The FCPA provides a very narrow exception for payments made to low-level government officials in order to expedite or secure routine government actions, such as processing paperwork. However, many other anti-corruption laws, including the UKBA, make facilitating payments illegal, and they are prohibited by Save the Children International’s Policy on Fraud Bribery and Corruption. Because of the many legal and ethical issues they pose, facilitating payments are likewise prohibited by the SCUS.

Penalties and Sanctions

Under the FCPA, companies are subject to criminal and civil liability, including criminal prosecution (in federal court), criminal and civil fines, disgorgement of profits, and prejudgment interest. Individuals are also subject to criminal and civil liability, including criminal prosecution and incarceration, criminal and civil fines, and other consequences. An individual may be the target of a DOJ or SEC enforcement action under the FCPA independent of any related action against SCUS.



Additional collateral sanctions for companies include termination of government licenses, debarment from contracting with U.S. and other governments and international organizations (e.g., USAID or the World Bank). Further, enforcement agencies are increasingly seeking appointment of independent compliance monitors over FCPA corporate violators for multi-year periods, a process that can be very expensive and cumbersome for companies.

Other Anti-Corruption Laws

In addition to the FCPA, we must also be mindful of the laws of the countries in which we operate or where we seek to conduct any business. Many countries have enacted laws designed to prohibit and penalize acts of corruption and bribery, which apply to us because of our status in those countries. Please direct questions about compliance with the FCPA, the UKBA, or any other anti-corruption laws or regulations to the SCUS Chief Compliance Officer.



Annex B:

Fraud, Bribery, and Corruption Risk Assessment and Mitigation Resources

An interactive, web-based training on fraud, bribery and corruption for all SCUS staff is available on Cornerstone.

In addition, several of SCUS's core policies and procedures address fraud risks in our operations. These include:

- the SCUS Procurement Policy;
- the SCUS Code of Ethics and Business Conduct;
- the SCUS IT Procedures and Guidelines; and
- the SCUS Employee Entertainment Expenses Policy

SCUS and SCI have also jointly developed tools to identify fraud risk in our programs, including the SCI Joint Opportunity Risk Tool and the SCI Award Risk Assessment, and in our work with partners, specifically the SCI Partner Assessment Tool. SCI has also developed a Fraud Red Flags Guide.

Finally, we encourage staff to review relevant donor resources and best practices from our sector, including:

- USAID Fraud Prevention and Compliance Standards;
- Transparency International Handbook of Good Practices: Preventing Corruption in Humanitarian Operations Circumstances;
- Global Fund "i Speak Out Now" eLessons on Coercion, Collusion, Corruption, and Fraud.

Please contact the SCUS Chief Compliance Officer if you require with any requests for additional fraud, bribery and corruption risk assessment and mitigation resources.



Annex C:

Model Clauses

The following clauses have been approved for use in contracts with SCUS's sub-awardees (excluding SCI), vendors, suppliers, consultants and others with whom we provide assets in exchange for services or products ("Partners") subject to any additional, donor-specific requirements. If you have any questions about the use of these clauses, or if the Partner refuses to accept or wishes to alter the language significantly, please contact the Legal Department. Upon incorporation of this clause into a contract, please replace all references to "the Partner" in square brackets with the appropriate term used throughout the contract (for example, the counterparty's company name).

Anti-Corruption Clauses

[The Partner] represents that its responsible officer(s) have received and reviewed SCUS's Code of Ethics and Business Conduct, SCUS's Zero Tolerance for Fraud, Bribery, and Corruption Policy, and SCUS's Child Safeguarding Policy, and that [the Partner] will comply with these policies in all activities undertaken pursuant to this agreement, including without limitation:

- 1) [The Partner] represents and warrants that it has complied and will comply with all applicable anti-corruption laws. [NB: If the contract includes work to be performed outside the United States, add the following "including the U.S. Foreign Corrupt Practices Act ("FCPA"), and that it has not made, offered, or authorized and will not make, offer, or authorize any payment, gift, promise or other benefit, whether directly or through any other person or entity, to any "government official" (as defined in the FCPA), for purposes of influencing official actions or decisions or securing any improper advantage in order to obtain or retain business. Except as otherwise disclosed in writing to SCUS, as of the date of this Agreement's execution and during the term of this Agreement, no "government official" or immediate family member of a "government official" is or will become associated with, or presently owns or will own any interest in [the Partner].]
- 2) [The Partner] shall promptly report to SCUS any credible information or allegation of fraud, bribery, or corruption relating to its work with SCUS:
 - a) Reports may be submitted to the Partners' key contact(s) at SCUS; or
 - b) Reports may be made directly to SCUS's Legal Department via hotline@savechildren.org or file an anonymous report:
 - i) online at <http://SavetheChildren.EthicsPoint.com> or
 - ii) via phone +1 (844) 287-1892 in the United States. If you are outside of the United States and would like to report by phone, go to <http://SavetheChildren.EthicsPoint.com> for a full listing of contact numbers by country.
- 3) [The Partner] shall preserve all documents pertaining to any credible information or allegation of fraud, bribery, or corruption relating to its work with SCUS and shall cooperate fully in any investigation or audit commenced by SCUS or its donors, including making documents, facilities, and personnel available to SCUS or its donors.
- 4) [The Partner] shall promptly and fully reimburse SCUS for any losses or penalties arising from any incident of fraud, bribery, or corruption involving their employees or agents and shall hold SCUS harmless from and against any claims, demands or expenses (including attorney's or other professional fees) arising from or relating to [the Partner's] noncompliance with the terms of the anti-corruption clauses of this Agreement.



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- 5) SCUS shall have the right to terminate this Agreement with immediate effect, and shall have no further obligation to [the Partner] if SCUS reasonably believes that [the Partner] is in noncompliance with the anti-corruption clauses of this Agreement.

Policies and Procedures Reference No.	SM 1.1
Policy Title	Policy on Social Media (“Social Media Policy”)
Category	Resource Development
Author	Sr. Director, Social Business Strategy & Innovation
Vice President with Oversight	Vice President, Resource Development
Approver	Senior Management Team
Purpose and Description	This policy establishes employees’ responsibilities regarding the use of personal and official Save the Children Social Media accounts while employed by Save the Children Federation, Inc. (“Save the Children US”). The purpose of this policy is to establish good use practices that will protect both the employee and Save the Children from damaging our reputation and putting our work at risk.
Compliance Requirement	<input type="checkbox"/> Statute: <input type="checkbox"/> Regulation: <input type="checkbox"/> Industry Standards: <input checked="" type="checkbox"/> Not Applicable
Audience	<input checked="" type="checkbox"/> SCUS (Save the Children US Staff) <input checked="" type="checkbox"/> All Head Start <input type="checkbox"/> SCAN* <input checked="" type="checkbox"/> “External Parties” such as donors, sponsors, sub-awardees, corporate partners, vendors, suppliers, consultants and others <input checked="" type="checkbox"/> Board of Trustees, Interns, and Volunteers *Save the Children Action Network, Inc. has its own Social Media Policy as a separate legal entity.
Effective date	March 1, 2017
Revision date	March 14, 2018
Retirement Rationale	N/A

DEFINITIONS AND ACRONYMS:

Geotagging: the process of adding geographical identification metadata to various media such as a geotagged photograph or video, websites, SMS messages, QR Codes or RSS feeds and is a form of GPS (Global Positioning System) data. This data usually consists of latitude and longitude coordinates.

Internet: the global network of computing device networks.

Personally identifiable information (PII): any data that could potentially identify a specific individual such as first and/or last name, social security number, phone number, email, mailing address, date of birth, school or any combination thereof.

Public Communication: dialogue in the public sphere in order to deliver a message to a specific audience. Speaking events, newspaper editorials, advertisements, email, and Social Media are a few forms of public communication.

Social Media: forms of electronic communication/content used to share information, comments, messages, images, video and other content via a Social Network.

Social Network: A public or private dedicated website or other application that enables users to communicate with each other via Social Media. Examples of private Social Networks are Workplace by Facebook, Yammer, Sharepoint, Skype for Business, Viber, WhatsApp and examples of public Social Networks are Facebook, Twitter, SnapChat, Google+, LinkedIn, YouTube and Skype.

Website: a location on the graphical portion of the Internet typically abbreviated with WWW.

INTRODUCTION

This Policy is intended to provide guidelines to Save the Children US staff around the use of Social Media. It applies to all aspects of Social Media and Social Networking including any content you contribute personal sites, especially when referencing projects or programs on which you may be working.

This Policy will continually evolve as new technologies and Social Networking tools emerge—so it is important to periodically check for updates, which shall be appended at the end in the form of dated revisions.

Certain employees have been authorized to speak to the public as spokespersons. These policies and procedures are related to personal communications/networks and do not pre-empt this authorization. If you are communicating for or on behalf of Save the Children US, you should clearly state your role and be sure that any posting has been pre-approved by the VP of Resource Development and/or his/her designee.

SCOPE

Save the Children US respects freedom of speech and employees' rights and this policy is not meant to infringe upon their personal opinions and/or personal communications. However, in the realm of online Social Networks, the lines are blurred between public and private, personal and professional.

The same principles and policies that apply to Save the Children US employees' activities offline, in general, apply to their activities online. Social Networking activities are subject to all of Save the Children US's policies, including but not limited to "SCUS Child Safeguarding Policy," "Code of Ethics and Business Conduct," "Commitment to Nonpartisan Status Policy," "Harassment Prevention and Sexual Harassment Prevention Policy" and "Use of Property and Electronic Technology Policy."

PROCEDURES

1. **Be Transparent:** You should clearly state that the views being expressed on Social Media are your personal views alone, and do not necessarily represent the views of Save the Children US or its partners. You may use a disclaimer such as "The opinions expressed are my own and do not necessarily represent the views of Save the Children" or a shorter form such as "my own personal views." The ideal place for this disclosure is in the account profile bio/about me section and not in each post. This does not apply if you are posting to internal channels (Workplace by Facebook, SaveNet, etc.). Contact information, such as phone number and email address should be your personal contacts and not your Save the Children contacts unless you are authorized to officially represent Save the Children US. For example, if you sign a petition not officially representing Save the Children US, you should always use your personal contact information (email, phone number, mailing address) and not contact information associated with or issued by Save the Children US.
2. **Be Sensible:** You should ensure that your personal online profile(s) and the content associated with you on the Internet is consistent with how you wish to present yourself to colleagues and constituents as well your friends and family. Use common sense when posting controversial content and if posting something gives you pause, then you should pause. You should assume that anything posted on Social Media even if it seems private, could become public.
3. **Be Truthful:** When posting, any and all statements about Save the Children US should be true and not misleading. In addition all claims about our programs and practices must be substantiated and if the source of the information is a third-party, it should be cited.
4. **Seek Consent:** Employees are required to protect the dignity and privacy of our beneficiaries in any Public Communication in accordance with Save the Children US Child Safeguarding Policy. When posting images or videos, you should check with Save the Children US program staff prior to publication to confirm that the beneficiaries have given permission to use their images publicly.
5. **Ask Permission:** Always get approval to post images from donors and/or colleagues with whom you might be traveling and who are personally identifiable by name or likeness in Social Media. Respect the property rights of others, only include your original content or be sure you have

permission to publish or reproduce material belonging to someone else in your Public Communication.

6. **Follow Terms of Use:** When posting, be sure you follow the terms and conditions for any sites which you may use. Social Media sites such as Facebook, Google+, Twitter, YouTube, and Pinterest all have rules and practices regarding what kind of activities, communications, and content is permitted or prohibited on their Websites. It is your responsibility to respect and adhere to these rules, as you could be ultimately responsible for any violations and jeopardize your participation on these sites.

WHAT TO AVOID

1. **Exact Location:** Do not disclose specific information regarding the location of our programs, or any information which could endanger the wellbeing of children or our staff. It is not permissible to publish exact locations (GPS coordinates, home address, or office address) of programs or location of country offices, except in an emergency. It is especially important that you do not give any information about a child that could lead to the child being traced.
2. **Personally Identifiable Information:** Do not reveal Personally Identifiable Information of yourself, other staff members, or our beneficiaries (children) except when permitted in this Policy.
3. **Internal Information:** Do not publish material about the internal operations of Save the Children US or its affiliates outside of the Agency's protected intranet environments (SaveNet, Workplace, etc.). Similarly, employees should not publish, share, or report on conversations that are meant to be private or internal to SCUS, our corporate partners or peer organizations.
4. **Legal Matters:** Do not comment on anything related to legal matters, litigation, or any parties with whom Save the Children US is in litigation without the appropriate approval from the Office of the General Counsel.
5. **Confidential Material:** While Save the Children US encourages our employees to share our Public Communications (for example the *Forced to Flee: 21st Largest Country* report) the publication of confidential material (i.e. technical or program methodologies; finances; resource strategies; and employment information or employee performance) is not permitted.
6. **Tradename/Logo:** Do not create Social Media accounts or Social Networks for personal or professional use using the "Save the Children" name or logo without prior written approval from the VP of Resource Development.

NON-SECTARIAN, NONPARTISAN SPEECH AND ACTION

To maintain Save the Children US's independence and credibility and to preserve its status as a non-sectarian and nonpartisan organization, personal communications by Save the Children US staff on

sectarian or partisan matters should not be directly or indirectly attributed to or reasonably interpreted as statements by Save the Children US. Remember to use a disclaimer such as “my own personal views and do not represent those of Save the Children.” See our Commitment to Nonpartisan Status Policy.

Remember, the higher your position within our organization (e.g. AVP or above), the more difficult it will be to distinguish between a personal opinion and a statement made by or on behalf of Save the Children US.

USE OF SOCIAL MEDIA IN THE CHILD SPONSORSHIP CONTEXT AND DURING FIELD VISITS

All representatives or official guests of Save the Children US on project visits involving children must be advised of the terms of this Social Media Policy. Once at the project, there should be a verbal presentation made to the guests regarding appropriate conduct. Additional and more specific guidance on Social Media in relation to Child Sponsorship and Field Visits can be found in Exhibit A.

IN CASE OF DOUBT, MISTAKES, OR SUSPECTED POLICY VIOLATIONS

If you make a mistake in any Social Media you publish about Save the Children US, quickly make any necessary corrections/deletions, immediately advise your manager, and notify the VP of Resource Development if necessary.

If you are unsure of any part of this policy, or what may be posted or not posted, please reach out to the Resource Development Division/Social Media Unit (socialmedia@savechildren.org).

If you witness or suspect a policy violation, you should alert your manager or contact the Ethics Hotline: <https://SavetheChildren.EthicsPoint.com> or by phone at 1-844-287-1892 (in the USA) or 1-475-999-3292 (internationally).

CONSEQUENCES OF POLICY VIOLATION

Violation of Save the Children US policies may result in negative employment action, up to and including termination of employment. Any person who is aware of a possible violation of Save the Children US policies has the right and responsibility, and is strongly encouraged, to report such violations so Save the Children US can respond rapidly and take appropriate action.

NOTIFICATION REQUIREMENTS

What are you monitoring?	Forum	Action Owner	Escalation levels	Frequency
Policies and procedures are communicated to relevant audience	All Staff Meeting	Director, Internal Communications	VP, Resource Development	Upon publication (next available)
Policies and procedures are communicated to relevant audience	Savenet	Director, Internal Communications	VP, Resource Development	Upon publication
Policies and procedures are communicated to relevant audience	Weekly Word	Director, Internal Communications	VP, Resource Development	Upon publication
Policies and procedures are communicated to relevant audience	MCM SMT Meeting	SD, Social Business Strategy	VP, Integrated Marketing & Fundraising	Upon launch and revision
Policies and procedures are communicated to relevant audience	Digital Marketing	SD, Social Business Strategy	VP, Integrated Marketing & Fundraising	Upon launch and revision
Policies and procedures are communicated to relevant audience	Social Media	AD, Social Media & Community Management	SD, Social Business Strategy	Upon launch and revision
Policies and procedures are communicated to relevant audience	Sponsorship	Director, Sponsorship Retention Marketing	SD, Sponsorship Marketing, Acquisition & Retention	Upon launch and revision
Policies and procedures are communicated to relevant audience	SCUS Departments	AD, Social Media & Community Management	SD, Social Business Strategy	Biennially

VERSION CONTROL

Version number	Version Date	Revisions made
SM 1.1	March 14, 2018	Revised “category” and “VP with oversight” fields. Policy moved from the Marketing & Communications volume to the Resource Development volume.
MCM No.1	March 1, 2017	Policy first created

EXHIBIT A: USE OF SOCIAL MEDIA IN THE CHILD SPONSORSHIP CONTEXT AND DURING FIELD VISITS

Purpose: To document what Public Communication, Social Media and data can be posted online and via Social Networks by Save the Children US (SCUS) employees and External Parties such as donors, sponsors, sub-awardees, corporate partners, vendors, suppliers, consultants and others in relation to beneficiaries, sponsored children and their communities. This is meant to serve as an internal resource for use by SCUS employees when posting content online as official representatives of SCUS or on personal pages and for creating guidance for External Parties on what they can and cannot post online. The guidance is broken into three categories:

1. **Public Posting by SCUS Employee:** For donor/sponsor acquisition and retention materials on Public Websites, Social Media pages and general public marketing materials.
2. **Public Posting by External Parties:** Social Media posts and other Public Communication (e.g. blogs). Staff members who are not posting on official SCUS channels fall into this category.
3. **Private Posting by Sponsors only:** For sponsor retention experience only on password protected sponsorship portals.

Social Media & Data	Public Posting by SCUS Employees	Public Posting by External Parties	Private Posting by Sponsors only
Child photo/video (appropriately portrayed)	Yes ⁱ	Yes for Intl, No for US ⁱⁱ	Yes
Child first name	Yes ⁱ	Yes	Yes
Child last name	No	No	No
Child birth date	Yes for Intl, No for US ⁱⁱ	Yes for Intl, No for US ⁱⁱ	Yes
Child age	Yes	Yes	Yes
Child gender	Yes	Yes	Yes
Child language	Yes	Yes	Yes
Child sponsorship ID	No	No	Yes
Child interests & activities	Yes	Yes	Yes
Child chores	Yes	Yes	Yes
Child house type	Yes	Yes	Yes
Child parents' first name	Yes	Yes	Yes
Child parents' last name	No	No	No
Child parents' employment (generic)	Yes	Yes	Yes
Child sibling information	Treat content related to siblings under 18 the same as child content detailed in this document. You may treat content related to siblings over 18 similarly to child's parents. Should not be part of a stand-alone communication, can only be included as supporting details in sponsored child communication.		
Child school participation	Yes	Yes	Yes
Child grade level & favorite subject	Yes	Yes	Yes
Child school name	No	No	No
Child school logo	No	No	No
Child school address	No	No	No
Child project participation	Yes	Yes	Yes

Child medical condition	On case by case basis, provided it does not compromise the child's dignity		
Child disability	Not as a marketing product focus, but okay to use natural images that don't compromise the child's dignity		On a case by case basis, provided it does not compromise the child's dignity
Child religion	No	No	No
Child letters and drawings	Excerpts only. No address or location, last name, ID, age or specific, sensitive or confidential info. Must comply with all data-sharing restrictions.		Yes
Child home address	No	No	No
Child telephone number	No	No	No
Child email address	No	No	No
Child Social Media account names	No	No	No
GPS co-ordinates (geo-tagging) of any child's house, sponsored or other	No	No	No
GPS co-ordinates (geo-tagging) of any child photos, sponsored or other	No	No	No
Country name	Yes	Yes	Yes
Country information	Yes	Yes	Yes
Impact area name	Yes	Yes	Yes
Impact area info	Yes	Yes	Yes
Community photo/video with caption	Yes, provided image and caption comply with all data-sharing restrictions. No Geotagging.	Yes, provided image and caption comply with all data-sharing restrictions. No Geotagging.	Yes, provided image and caption comply with all data-sharing restrictions. No Geotagging.
Community/village ID number	No	No	No
Community/village name	Use larger geographic region when possible. If specificity is critical, consider changing a child's name for child safeguarding purposes.	No	Yes for Intl, No for US ⁱⁱ
General community information	Yes	Yes	Yes
SC national office address	Yes	Yes	Yes
SC field office address	Yes	Yes	Yes

ⁱ Refer to the SCUS Child Safeguarding Policy for guidelines on when you should change the name and/or obscure the visual identity of a child.

ⁱⁱ Since the majority of our sponsors live in the U.S, there are more stringent requirements in place for children sponsored in our U.S. programs in order to further protect child privacy.

Policies and Procedures Reference No.	BIG 8.1
Policy Title	Conflict of Interest
Category	Big 9 Policies
Author	Deputy General Counsel & Chief Ethics Officer
Vice President with Oversight	General Counsel
Approver	Senior Management Team
Purpose and Description	This policy provides guidance to identify and address conflicts of interest at Save the Children.
Compliance Requirement	<input type="checkbox"/> Statute: <input type="checkbox"/> Regulation: <input checked="" type="checkbox"/> Industry Standards: <input type="checkbox"/> Not Applicable
Audience	<input checked="" type="checkbox"/> SCUS <input checked="" type="checkbox"/> All Head Start <input checked="" type="checkbox"/> SCAN <input checked="" type="checkbox"/> Sub-awardees, partners, vendors, suppliers, consultants and others with whom we provide assets in exchange for services or products (collectively, "Partners") <input checked="" type="checkbox"/> Interns, Fellows, and Volunteers <input checked="" type="checkbox"/> Board members
Effective date	TBD
Revision date	TBD
Retirement Rationale	Not Applicable



DEFINITION & ACRONYMS

Conflict of Interest	A situation in which an individual has personal interests or loyalties that compete with the interests of Save the Children or could cause the individual to act in a manner that is not in the best interests of Save the Children or the children and families we serve.
Conflicted Person	A member of staff faced with a choice, decision, or opportunity that could present a Conflict of Interest.
Family Member	For purposes of this policy, Family Member means an employee's (i) spouse or domestic partner, and the spouse or domestic partner's parents and siblings; (ii) children, stepchildren, grandchildren, siblings, parents, and the spouses thereof; and any other person living in the same home as the employee.
Decision Maker	The person or group of people who review the disclosure of an actual or potential Conflict of Interest and decide whether the transaction should still proceed. Often, the Decision Maker will be the Conflicted Person's manager. If the Conflict of Interest involves a hiring opportunity, the Senior Director of Talent Acquisition should also be a Decision Maker.
Personal Relationship	A Personal Relationship is any relationship with a Family Member or any other individual formed by a Save the Children employee or Board Member that has the capacity to cause that employee or Board Member to put the interests of that individual or Family Member above the interests of Save the Children or the children and families it serves.
Secondary Work	Work performed for remuneration by a Save the Children employee for an organization other than Save the Children, whether as an employee, consultant, vendor, or otherwise.
Save the Children	Save the Children means Save the Children Federation, Inc., Save the Children Action Network, and Save the Children Head Start.



POLICIES

I. Introduction

At Save the Children, integrity is one of our core values. When acting on behalf of Save the Children, staff and Board Members must put the best interests of the organization and the children and families it serves above their own. This policy provides guidance to identify and address actual and potential conflicts of interest when they arise.

II. What is a Conflict of Interest?

A Conflict of Interest is a situation in which an individual has personal interests or loyalties that compete with the interests of Save the Children. In the context of our work, a Conflict of Interest may exist if an individual has Personal Relationships or interests that could cause them to act in a manner that is not in the best interests of Save the Children or the children and families we serve.

It is impossible to describe all the different situations in which a Conflict of Interest might arise, but the following scenarios, if not disclosed appropriately within Save the Children, could cause a Conflict of Interest:

- Causing the Agency to hire, retain, or enter into a business relationship with Family Members, friends, or other individuals outside Save the Children with whom you have a Personal Relationship.
- Having a romantic or Personal Relationship with someone in the same line of supervision.
- Accepting inappropriate gifts from organizations with whom Save the Children works.
- Having business relationships with organizations that seek to do business with Save the Children or do work that is similar to Save the Children.

If you are unsure whether an opportunity or relationship that you have presents a conflict of interest, consider it from the perspective of an outsider: could the situation be viewed as prioritizing your own interests, or those of another individual or organization over the interests of Save the Children or the children and families we serve? If so, the situation may pose a potential Conflict of Interest and should be disclosed as detailed below.

III. Addressing Actual and Potential Conflicts of Interest

Addressing Conflicts of Interests involves three steps: **Avoid, Disclose, Recuse**. The general rule is:

Save the Children staff and Board members must **AVOID** even the appearance of impropriety. They must **DISCLOSE** actual and potential Conflicts of Interest when they arise and **RECUSE** themselves from all decision-making regarding any situation involving actual or potential Conflicts of Interest.

A. Avoiding Actual and Potential Conflicts of Interest

In most instances, Conflicts of Interest can be avoided simply by continuing to exercise good judgment. For example, if a hiring manager or interview panel participant realized they had a Personal Relationship with a candidate, good judgment would dictate they disclose that relationship to Human Resources. We rely on all staff and Board Members to use good judgment to avoid any appearance of impropriety.



Sometimes, identifying whether something is a Conflict of Interest can be more difficult. If you're unsure, please seek guidance from your manager, a more senior member of staff, your HR Business Advisor, or a member of the Legal Department.

B. Disclosing Actual and Potential Conflicts of Interest

Save the Children staff must disclose actual and potential Conflicts of Interest. Potential Conflicts of Interest arise in situations that might present Conflicts of Interest or that carry even the appearance of impropriety. Full disclosure helps to alleviate or avoid future misunderstandings.

A staff member faced with a choice, decision, or opportunity that could present a Conflict of Interest ("Conflicted Person"), must disclose the possible Conflict of Interest by email before making the decision or taking any action. Members of staff should send their disclosure to their immediate supervisor. If the potential/actual Conflict of Interest involves a hiring opportunity, the disclosure should also be sent to RecruitingAdmin@savechildren.org (see section V).

The Decision Maker(s) will review details concerning the proposed transaction and determine, using reasonable business judgment, whether (a) the opportunity contains terms that are fair and reasonable, and (b) whether a Conflict of Interest exists. If the Decision Maker has any questions or concerns about making that determination, they can seek guidance from their own line management, HR Business Advisor, or a member of the Legal Department. The Decision Maker will document the basis of their decision by email to the employee making the disclosure.

C. Recusal From Actual Conflicts of Interest

In the event of an actual Conflict of Interest, the Conflicted Person may not participate in any decision regarding whether or not to move forward with the proposed transaction. If, following the disclosure of the potential Conflict of Interest, a Decision Maker determines that the transaction can continue, the Decision Maker must disclose the conflict to their immediate manager and HR Business Advisor by email and include the methods used to ensure that the Conflicted Person will not participate in any decision-making regarding that transaction.

IV. Gifts, Hospitality, and Entertainment

When giving and receiving gifts, hospitality, and entertainment (collectively, "Gifts"), staff should consider whether it would give rise to a potential or actual Conflict of Interest, and they must decline to give or receive any Gifts that would give rise to an appearance of impropriety.

Save the Children staff or Board members may give or receive token Gifts that are consistent with local customs and laws, are in line with Save the Children's best interests, and do not obligate either party. However, to avoid any appearance of impropriety, Save the Children staff must obtain the prior written approval of their Division VP before accepting Gifts totaling more than \$100 in any twelve month period from a single source that does business or seeks to do business with Save the Children. Furthermore, any Gift received by an individual due to their employment at Save the Children that is valued at more than \$100 shall be considered property of Save the Children. If acknowledgment of a gift over \$100 is appropriate, it must be acknowledged on behalf of Save the Children.

In addition, special care should be taken with respect to giving Gifts to government employees, as these are typically regulated by law. Gifts for government officials should be cleared with your



manager and/or the Legal team before they are given to ensure compliance with applicable legal requirements.

For avoidance of doubt, these requirements do not apply to gifts that are given to support Save the Children's charitable activities. For information regarding the solicitation of gifts for charitable purposes, please refer to Save the Children's [Gift Acceptance Policy](#).

Please contact the Legal Department if you are unsure about the appropriateness of accepting Gifts or invitations. For information relating to the reimbursement of expenses for Gifts, please refer to Save the Children's [Employee Entertainment Policy](#).

V. Conflicts of Interest Involving Employment

Save the Children is proud of its rich history of spouses, Family Members, and friends working for our organization and we encourage employees to refer people they know to apply for open positions. However, these situations present potential Conflicts of Interest. Save the Children must and will be objective about all hires and will follow our [recruiting process](#) to ensure a fair and open selection. If a hiring manager, an interview panel participant, or anyone else involved in the recruitment process has a Personal Relationship with any candidate for the position that they are recruiting for, the employee should notify RecruiterAdmin@savechildren.org and recuse themselves from any decisions relating to the hiring or retention of that individual. For more information on anti-nepotism, please see Save the Children's [Employee Handbook](#).

Save the Children encourages staff to pursue their career ambitions, including by pursuing external opportunities ("Secondary Work"), so long as that Secondary Work does not create a Conflict of Interest with Save the Children. Staff who receive an offer of Secondary Work outside Save the Children must notify their immediate manager and HR Business Advisor by email. Decision Makers will determine whether the Secondary Work opportunity presents a potential Conflict of Interest. In making that determination, Decision Makers should consider factors such as:

- Whether the work will be performed on personal time or otherwise negatively impact the staff member's ability to perform work for Save the Children;
- Whether the staff member will use resources owned by Save the Children in performance of the work;
- Whether the Secondary Work will negatively impact the best interests of Save the Children or the children and families it serves; and
- Whether the Secondary Work otherwise presents a Conflict of Interest.

PROCEDURES

#	Procedure/ Action	Action Owner
Disclosure and Resolution of Conflicts of Interest – All Staff		
1.	A staff member faced with a choice, decision, or opportunity that could present a Conflict of Interest ("Conflicted Person"), must disclose the possible Conflict	All staff



	of Interest by email before making the decision or taking any action.	
2.	Members of staff should send their disclosure to their immediate supervisor. If the potential/actual Conflict of Interest involves a hiring opportunity, the disclosure should also be sent to RecruitingAdmin@savechildren.org .	All staff
3.	Decision Makers will review the material facts concerning the proposed transaction and determine, using reasonable business judgment, whether the proposed transaction (a) has terms that are fair and reasonable and (b) is consistent with Save the Children's best interests. Based on that analysis, the Decision Maker will determine whether to approve the proposed transaction and will document the basis of their decision in an email to the disclosing member of staff. If Decision Makers have questions or concerns during this process, they should seek guidance from their own line management, their HR Business Advisor, and/or a member of the Legal Department.	Supervisory staff
4.	The Conflicted Person must provide relevant facts as necessary to enable the Decision Maker to make the determination described above.	All staff
5.	If the Decision Maker determines that the transaction can continue, the Decision Maker must ensure that the Conflicted Person does not participate in any decision-making involving that transaction.	All staff
6.	If the Decision Maker determines that the transaction can continue, the Decision Maker must document the basis of their decision by email to their own manager and HR Business Advisor. The email must include the methods that will be taken to ensure the Conflicted Person does not participate in decision-making regarding that transaction.	Supervisory staff
Disclosure and Resolution of Conflicts of Interest – All Staff With Budget-Approval Authority		
7.	In addition to disclosure procedures 1-7, all staff with budget-approval authority are required to complete an Annual Conflict of Interest Disclosure form.	All staff with budget-approval authority



8.	All staff with budget-approval authority must provide completed Conflict of Interest Disclosure forms to the Secretary of the Corporation on an annual basis.	All staff with budget-approval authority
9.	Completed Annual Conflict of Interest Disclosure forms are reviewed by external auditors.	KPMG
Disclosure and Resolution of Conflicts of Interest – Board Members		
10.	Board members must follow the Conflict of Interest procedures outlined in Save the Children’s bylaws.	Board Members
11.	Board members must also comply with disclosure procedures 7-9.	Board Members
Gifts, Hospitality, and Entertainment		
12.	Staff must decline to give or receive any Gifts that would give rise to an appearance of impropriety.	All staff
13.	Staff must obtain prior written approval of their Division VP before accepting Gifts totaling more than \$100 in any twelve month period from a single source that does business or seeks to do business with Save the Children.	All staff
14.	If approved, gifts over \$100 must be acknowledged on behalf of Save the Children.	All staff
15.	Gifts to government officials must be cleared by the giver’s direct manager and/or the Legal Department.	All staff
Employment Referrals / Hiring Opportunities		
16.	If a hiring manager, an interview panel participant, or anyone else involved in the recruitment process has a Personal Relationship with any candidate for the position that they are recruiting for, the employee should notify RecruiterAdmin@savechildren.org and recuse themselves from any decisions relating to the hiring or retention of that individual.	All staff
Secondary Work		
17.	Staff who receive an offer of Secondary Work outside Save the Children, US must notify their immediate manager and HR Business Advisor by email.	All staff



18.	Decision Makers will review the Secondary Work opportunity and determine whether the employment presents a potential or actual Conflict of Interest for Save the Children. In making that determination, Decision Makers should consult with their HR Business Advisors, their own line management, and the Legal Department as necessary.	Supervisory Staff
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TRAINING REQUIREMENTS

Training Course	Frequency	Training moment
N/A	N/A	N/A

MONITORING MECHANISMS

What are you monitoring?	Data source	Action Owner	Escalation levels	Frequency
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

EXCEPTION APPROVAL PROCEDURE

Procedure/ Action	Action Owner
If you have any questions about this policy, or its application, please err on the side of caution and transparency and seek advice from your manager, HR Business Advisor, or the Legal department.	All staff

VERSION CONTROL

Version number	Version Date	Revisions made
TBD	TBD	TBD
TBD	TBD	TBD



Save the Children®



Vendor Questionnaire Form

Please review the attached instructions prior to completing this form. All information must be completed.

Note: SCUS Standard Payment Terms are Net 30 days from receipt of a SCUS approved invoice.

REQUIRED INFORMATION (Please Print Clearly) SCUS Contact Name: _____

Company/Individual Name: _____

Contact name/title: _____

E-Mail: _____

Street Address: _____

Phone #: _____

City State Zip

Remit Address: (If different from above) _____

Phone #: _____

City State Zip

Email: _____

Check All That Apply:

Please note that SCUS procures products and services **under government contract** and are required to report the following business information:

I am not a Small Business _____ Small-Bus. Enterprise(SB) _____

It is important to note that to qualify as one of the following businesses, a qualifying individual who has a controlling interest in the company must operate it.

HUBZone (SBHUBzone) _____ Service-Disabled Veteran Owned (SDVOSB) _____ Small Disadvantaged (SDB) _____

Women-Owned (WOSB) _____

If you are a government entity or a 501(c)3 please mark the applicable box:

501(c)3 _____ Government Entity _____ Organization non charity _____

Additional Classifications:

Utilities Consultant Printing (i.e. mailing) Media IT (i.e. computer, laptops)

Temporary Staffing Lease Fundraising Donor Insurance

Event Coordination (i.e. hotel, catering, venue) Subaward Marketing

I certify that the foregoing is true and complete to the best of my knowledge and belief and that no material changes have occurred to the business which would affect any of the above representations.

CERTIFICATION REGARDING TERRORISM: Seller hereby certifies that it has not provided and will not provide material support or resources to any individual or organization that it knows, or has reason to know, is an individual or organization that advocates, plans, sponsors, engages in, or has engaged in an act of terrorism.

Name of Person Completing Form (Please Sign and Print Clearly): _____

Title: _____

Signature: _____

Date

Bank Information

NOTE: Payments from SCUS will be **ONLY** via **Credit Card or ACH transfer – DOMESTIC and WIRE transfer – INT’L**. Incomplete or incorrect information may delay payment.



GENERAL EXPENSE DIRECT DEPOSIT AUTHORIZATION FORM

SCUS Contact Person: Holly Lowe or Emma Smith

Phone: 859-899-1207 or 859-899-1160

Email: apdept@savechildren.org

This authorization will remain in effect until I provide the company written notice of revocation. The notice of revocation must be provided in a manner specified by the company, or by providing to the same person or office to which this authorization was delivered.

I agree that the credit entries authorized by this agreement shall be subject to the rules of the National Automated Clearing House association or other applicable clearing system as in effect on the date of the transaction.

ENTITY NAME: _____

To receive payment via credit card please follow these instructions:

***All you need to participate is the ability to accept card transactions and an email address to receive payment information.**

By selecting yes and providing an email address, you are agreeing to receive payment via credit card through the Wells Fargo platform. Once Save the Children Accounts Payable receives this form back, you will receive a confirmation email with your enrollment details.

Yes Email Address: _____

See CCER AP Control Quick Reference Guide and the Merchant Tip Sheet below for information on the process.



CCER AP Control -
Quick Reference Guid



Merchant Tip
Sheet.pdf

A short walkthrough of the process and tips on avoiding the most common issues is available at this link:

https://wellsfargo.adobeconnect.com/secure_doc_del

Signature of Authorized Representative:

_____ DATE: ____/____/____

If you are unable to receive a credit card payment please complete the ACH information below:

ATTACH A VOIDED CHECK

FINANCIAL INSTITUTION (BANK) NAME: _____

PHONE: (____)_____-____ ACCOUNT TYPE (CIRCLE ONE): CHECKING SAVINGS

BANK ACCOUNT #: _____ ROUTING/ABA #: _____

For organizations outside the US:

COUNTRY: _____

BANK ACCOUNT #: _____ SWIFT #: _____

Signature of Authorized Representative:

_____ DATE: ____/____/____

Instructions for Completing Save the Children (SCUS) Vendor Questionnaire:

1. Please complete all sections of the form completely. If a piece of information is not applicable please indicate this on the form.
2. If you are a US company or individual subject to US Federal Tax regulations, you are required to provide a **W9** and if you are a foreign company **W8** along with the questionnaire form. SCUS uses this information for documentation of compliance with US regulations. SCUS will **NOT** process payment without the completed and updated W9/W8 or the completed vendor questionnaire form.
3. Use the following definitions for determining your status as a “Small Business Concern”

Definition of “concern” as set forth in FAR 19.001-Definition: “Concern” means any business entity organized for profit (even if its ownership is in the hands of a nonprofit entity) with a place of business located in the United States or its outlying areas and that makes a significant contribution to the U.S. economy through payment of taxes and/or use of American products, material and/or labor, etc. “Concern” includes but is not limited to an individual, partnership, corporation, joint venture, association, or cooperative. For the purpose of making affiliation findings (see 19.101) any business entity, whether organized for profit or not, and any foreign business entity, i.e., any entity located outside the United States and its outlying areas.

“**Small business concern**” Certain government programs, such as SBA loan programs and contracting opportunities, are reserved for small business concerns. In order to qualify, businesses must satisfy SBA's definition of a small business concern, along with the size standards for small business. A size standard, which is usually stated in number of employees or average annual receipts, represents the largest size that a business (including its subsidiaries and affiliates) may be to remain classified as a small business for SBA and federal contracting programs. The definition of “small” varies by industry see <https://www.sba.gov/content/small-business-size-standards> for further information.

“**Small disadvantaged business concern,**” Since October 2008, small businesses can self-represent their status as a small disadvantaged business (SDB). Generally, this means that:

- The firm must be 51% or more owned and control by one or more disadvantaged persons.
- The disadvantaged person or persons must be socially disadvantaged and economically disadvantaged.
- The firm must be small, according to SBA’s size standards

Generally, to be approved into the 8(a) Business Development Program and become certified the business must meet these eligibility requirements:

- The business must be majority-owned (51 percent or more) by an individual(s).
- The individual(s) must be an American citizen, by birth or naturalization.
- The business must be majority-owned (51 percent or more) and controlled/managed by socially and economically disadvantaged individual(s).
- The individual(s) controlling and managing the firm on a full-time basis must meet the SBA requirement for disadvantage, by proving both social disadvantage and economic disadvantage.
 - For purposes of the 8(a) Business Development program, the following individuals are presumed socially disadvantaged (called “presumed groups”):
 - Black Americans
 - Hispanic Americans
 - Native Americans
 - Asian Pacific Americans
 - Subcontinent Asian American
 - According to SBA’s regulations, "economically disadvantaged individuals are socially disadvantaged individuals whose ability to compete in the free enterprise system has been impaired due to diminished capital and credit opportunities."

<https://www.sba.gov/content/disadvantaged-businesses>

“HUBZone business concern” means your business must be located in an area designated as a Historically Underutilized Business (HUB) Zone.

- To qualify for the program, a business (except tribally-owned concerns) must meet the following criteria:
- It must be a small business by SBA standards
- It must be owned and controlled at least 51% by U.S. citizens, or a Community Development Corporation, an agricultural cooperative, or an Indian tribe
- Its principal office must be located within a “Historically Underutilized Business Zone,” which includes lands considered “Indian Country” and military facilities closed by the Base Realignment and Closure Act
- At least 35% of its employees must reside in a HUBZone.

<https://www.sba.gov/category/navigation-structure/contracting/contracting-support-small-businesses/small-business-cert-0>

“Service-Disabled Veteran-owned business concern” (SDVOSBC) In order to be eligible for the SDVOSBC, you and your business must meet the following criteria:

- The Service Disabled Veteran (SDV) must have a service-connected disability that has been determined by the Department of Veterans Affairs or Department of Defense
- The SDVOSBC must be small under the North American Industry Classification System (NAICS) code assigned to the procurement
- The SDV must unconditionally own 51% of the SDVOSBC
- The SDVO must control the management and daily operations of the SDVOSBC
- The SDV must hold the highest officer position in the SDVOSBC

<https://www.sba.gov/sdvosb>

“Women-owned business concern” To be eligible, a firm must be at least 51% owned and controlled by one or more women, and primarily managed by one or more women. The women must be U.S. citizens. The firm must be “small” in its primary industry in accordance with SBA’s size standards for that industry. In order for a WOSB to be deemed “economically disadvantaged,” its owners must demonstrate economic disadvantage in accordance with the requirements set forth in the final rule.

<https://www.sba.gov/content/women-owned-small-business-program>

4. Payments from SCUS will be ONLY via ACH transfer – DOMESTIC and WIRE transfer – INT’L. Incomplete or incorrect information may delay payment

The form must be signed and emailed to apdept@savechildren.org. SCUS cannot accept vendor questionnaires without a signature of an authorized party.

For questions regarding the completion of this form, please contact Charlene Marquis, Senior Director Procurement cmarquis@savechildren.org or 475-999-3210.

4 INFORMATION:

4.1 California School Dashboard Local Indicators

Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Tipton Elementary School District	Cherie Solian Principal	csolian@tipton.k12.ca.us (559)752-4213

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	0	0
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)	0

Implementation of State Academic Standards (LCFF Priority 2)

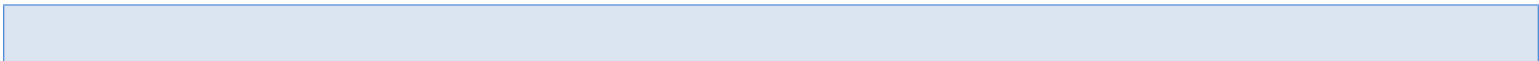
LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

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



Implementation of State Academic Standards (LCFF Priority 2)

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					5
Next Generation Science Standards					5
History-Social Science					5

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
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

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				4	
History-Social Science				4	

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				4	
Health Education Content Standards				4	
Physical Education Model Content Standards			3		
Visual and Performing Arts				4	
World Language			3		

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					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

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.

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.					5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.				4	
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.					5

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.

Tipton School provides access to translators for parent/teacher conferences, SST, ELAC/DELAC, SSC, and LCAP meetings, as well as individual meetings scheduled with teachers and administrators at the parents request. All school correspondence are delivered in parents primary language as well as English. Parents are excited to implement a parent/teacher club. Tipton school hosted workshops to support parent learning. In order to increase our capacity to support our parents the district's parent liaison will continue to assist with the coordination and implementation of parent support and training opportunities. Tipton School administration and teachers have implemented parent engagement nights. The school will continue to host parent engagement nights.

- 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.

Tipton School will continue to grow relationships between school staff and families by sharing information regarding community-based organizations that can help with mental health services, free sports activities for students, and training on supporting students through monitoring academic growth.

- 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.

1. Tipton teachers will hold fall and spring conferences with parents each year to discuss each students' academic strengths and weaknesses. Teachers will also hold conferences with parents throughout the year on an as needed

basis. Progress reports will be sent out to families each quarter to provide timely information to parents regarding current grade progress.

2. Tipton will hold SST meetings for students who need additional support in the classroom twice a month.
3. During parent engagement nights teachers will provided resources for parents to help their students with social/emotional or academic needs.
4. Our goal over the next few years is to provide training to support staff to build capacity to partner with families.
5. Tipton School will provide additional culturally relevant events where students, families, and staff can engage in social interactions to develop better understanding of cultural values.

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	
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.

Tipton school and families are working to enhance the capacity of families and staff to cultivate and sustain respectful and effective communication that links academic and social emotional learning improvement for students and support student development. We are committed to being encouragers, models of of lifelong learning, advocates for improved learning opportunity, and collaborators with decision-making.

- 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 focus areas for improvement include but are not limited to: provide additional opportunities for families to engage in conversations regarding academic learning, share information regarding community-based resources for mental health services, include parent voice in school-site safety conversations, provided data and information to families for feedback in the areas of academic and SEL.

- 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.

Tipton school will provide clear and translated information regarding procedures for volunteering on campus. The Tipton school parent liaison will provide parent training on immigration status, how to get involved making school decisions, and how to support their students at home. All engagement opportunities will be provided in English and Spanish. Additional home visits will be made to encourage families to engage in the parent-teacher club and invitations to school events.

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.				4	
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)

- 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.

1. Principal, staff and parents participate in advisory groups quarterly.

2. All parents are invited to attend advisory meetings through Parent square and notes that are sent home in English and Spanish.

3. Create and distribute a survey asking for parental feedback on family engagement activities.
4. Our goal over the next few years is to increase family engagement and decision making input.

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.

Areas of focus: increase feedback from parents through surveys, parent meetings, and providing survey participation time at SSC and ELAC meetings.

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.

Tipton school will provide technology at SSC and ELAC meetings for participation in surveys. All surveys will continue to be offered in Spanish and English. Parents have requested that surveys be sent home in a hard copy. This will be done in Spanish and English.

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?

DATA:

In June 2022, the California Healthy Kids Survey data from the fall of 2021 was presented to the Tipton Elementary School Board. California Healthy Kids Survey is a summary of key indicators of school climate and student well-being in grades 5 and 7. The fifth grade sample data included: 59% female, 41% male, 31% attend after school program 1-5 days per week, 29 out of 56 fifth grade students participated in the survey (52%). The seventh grade sample data included: 49% female, 45% male, 45 nonbinary, 1% something else, 28% attend after school program no less than 5 days per week, 70 out of 73 seventh grade students participated in the survey (96%).

Meaning-

Below is a summary of significant results broken down by 5th and 7th grade.

In the area of School Engagement and Supports, the following constructs yielded the subsequent data:

80% of 5th grade students and 72% of 7th grade students feel connected to school

90% of 5th grade students and 65% of 7th grade students experience caring adult relationships

94% of 5th grade students and 78% of 7th grade students agree that the adults on campus have high expectations

44% of 5th grade students and 25% of 7th grade students agree that they experience meaningful participation in the classroom.

80% of 5th grade students and 68% of 7th grade students agree that the school promotes parental involvement

In the area of School Safety and Cyberbullying, the following constructs yielded the subsequent data:
79% of 5th grade students and 68% of 7th grade students feel very safe or safe at school
29% of 5th grade students and 23% of 7th grade students have experienced harassment or bullying
18% of 5th grade students and 26% of 7th grade students have experienced cyberbullying
31% of 5th grade students and 30% of 7th grade students have had lies or rumors spread about them
00% of 5th grade students and 03% of 7th grade students have seen a weapon on campus

In the area of Substance Abuse, the following constructs yielded the subsequent data:
10% of 5th grade students and 3% of 7th grade students reported that they are currently using drugs or alcohol
00% of 7th grade students reported that they have been high or drunk at school
03% of 5th grade students and 01% of 7th grade students reported that they currently use vapes
00% of 5th grade students and 01% of 7th grade students reported that they currently use tobacco
00% of 5th grade students and 00% of 7th grade students reported that they are currently using marijuana

In the area of Social Emotional Health, the following constructs yielded the subsequent data:
20% of 7th grade students reported that they have experienced emotional distress
29% of 5th grade students and 32% of 7th grade students reported that they have experience persistent sadness or hopelessness
07% of 7th grade students reported that they have considered suicide
61% of 7th grade students reported that they have optimism
72% of 7th grade students reported that they are satisfied with their lives
66% of 5th grade students reported that they have wellness

In the area of routines, the following constructs yielded the subsequent data:
59% of 5th grade students and 66% of 7th grade students reported that they eat breakfast
17% of 5th grade students and 14% of 7th grade students reported their bed time
(10 pm or later for 5th grade) (12 am or Later for 7th grade)

In the area of School Disciplinary Environment, the following constructs yielded the subsequence data
86% of 5th grade students reported that they have school/classroom rule clarity
69% of 5th grade students reported that students are well behaved

MEANING:

Strengths-

Most student experience caring relationship with adults on campus. Students feel that the adults have high expectations. The majority of student feel safe at school. As reported, none of the students participating in the survey have been high or drunk at school. Students in 5th and 7th grade are not using drugs according to this survey. The majority of the students reported that they have optimism and are satisfied with their lives.

Challenge-

Some students have experienced bullying and cyberbullying. Some students have had lies for rumors spread about them. Some students are feeling sad and hopeless.

Barriers-

Mental health support from community- based organization has taken a long time to process referrals. The number of students who need supportive services has increased.

Use-

TESD has increased the psychologist day to provide more support with services. We contracted with the county to provided additional services with our school phycologist and behavior specialist. The need for extra support in SEL are a priority for our students.

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)

Tipton uses class enrollment records and lesson plans as the local measure to assure that all students are enrolled in the broad course of study. In addition, the principal reviews weekly lesson plans to assure that all teachers are teaching English Language Development to provide access to core curriculum. Based upon review of class enrollments and teacher lesson plans, every student at Tipton is enrolled in and has access to the broad course of study. All students have access to the broad course of study including English/Language Arts, Mathematics, Social Studies, Science, Visual and Performing Arts, Physical Education, and Health Education.

2. 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)

100% of unduplicated and special needs students were enrolled in a broad range of study. This is confirmed through the examination of all lesson plans. 6-8th grade students have the opportunity to take multiple electives each year. The following electives are offered: Ag, Art, Drama, STEM, Computer Programming, Journalism, Speech, Engineering Design, Music/Band, and Home Economics. Our unduplicated pupils and students with exceptional needs were provided access to a large variety of programs in order to support their growth and achievement. Included in this is access to differentiating computer based programs, instructional aides, leveled texts, and highly qualified teachers. Students are also offered small group instruction and intervention, speech and language services when appropriate, provide behavior intervention services as appropriate. Ongoing collaboration with special education and general education staff. Through comprehensive evaluations of district programs and lesson plans all students had access to a broad range of studies. Unduplicated pupils and students with exceptional needs were provided Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) by providing them access to the general education curriculum through a variety of supports and programs to support their growth and achievement. Students received Specialized Academic Instruction (SAI) in their areas of need.

3. 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)

A barrier that TESD faced was the lack of a Music Program. Our goal to hire a Music Teacher and resume Music education was accomplished in September of 2022. A new barrier that was identified was the same electives being offered each year. For the 2023-2024 school year we have added two new electives for students to select.

4. 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)

Tipton remains committed to ensuring access to a broad course of study through professional development, strategic intervention based on data analysis, supplemental instructional materials targeting student needs, and student support services. A request from stakeholders to help support a broad range of studies with the elective courses being offered as a way to provide the necessary materials, and supplies needed for students to be successful in the courses will be addressed by adding action 4.7 in the LCAP.

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 for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response 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.					

Coordinating Services	1	2	3	4	5
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.					
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.					

5. ADMINISTRATIVE: Action items:

- 5.1** Board Resolution #2022-2023-10 in the Matter of Spending Determination for Funds Received from the Education Protection Account for 2023-2024 Fiscal Year

**BEFORE THE BOARD OF TRUSTEES
OF THE TIPTON ELEMENTARY SCHOOL DISTRICT
TULARE COUNTY, STATE OF CALIFORNIA**

In the Matter of the Spending Determination
for Funds Received from the Education
Protection Account pursuant to Article XIII,
Section 36 of the California Constitution
2023-2024 Fiscal Year

RESOLUTION No. 2022-2023-10

RECITALS

1. The voters approved Proposition 30 on November 6, 2012;
2. Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;
3. The provisions of Article XIII, Section 36(e) create in the state General Fund an Educational Protection Account to receive and disburse the revenues derived from the incremental increases in taxes by Article XIII, Section 36(f);
4. Before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;
5. If the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;
6. All monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;
7. Monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;
8. A community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

9. The governing board of the district shall make the spending determination with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;
10. The monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;
11. Each community college district, county office of education, school district and charter school shall annually publish on its Internet Web site an accounting of how much money was received from the Education Protection Account and how that money was spent;
12. The annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;
13. Expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, BE IT RESOLVED as follows:

1. The above recitals are true and correct;
2. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent for the 2023-2024 fiscal year shall be made in open session of a public meeting of the governing board of Tipton Elementary School District;
3. In compliance with Article XIII, Section 36(e) of the California Constitution, the governing board of the Tipton Elementary School District has determined to spend the monies received from the Education Protection Account for the 2023-2024 fiscal year as attached;
4. Upon finalizing financial data for the fiscal year, the District Superintendent, or designee, is hereby directed to immediately publish on the district's Internet Web site an accounting of how much money was received from the Education Protection Account and how that money was spent.

THE FOREGOING RESOLUTION was adopted upon motion by Trustee _____,
seconded by _____, at a regular meeting held on June 13, 2023, by the following
vote:

AYES:

NOES:

ABSENT:

I, Stacey Bettencourt, secretary of the governing board of the Tipton Elementary School District, do hereby certify that the foregoing Resolution was duly passed and adopted by said Board, at an official and public meeting thereof, this 13 day of June, 2023.

Date: June 13, 2023

Secretary, Board of Trustees

5. ADMINISTRATIVE: Action items:

5.2 Approval of Proposed Local Control Accountability Plan (LCAP) for 2023-2024

LCFF Budget Overview for Parents

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

CDS Code: 54 72215 6054431

School Year: 2023-24

LEA contact information:

Cherie Solian

Principal

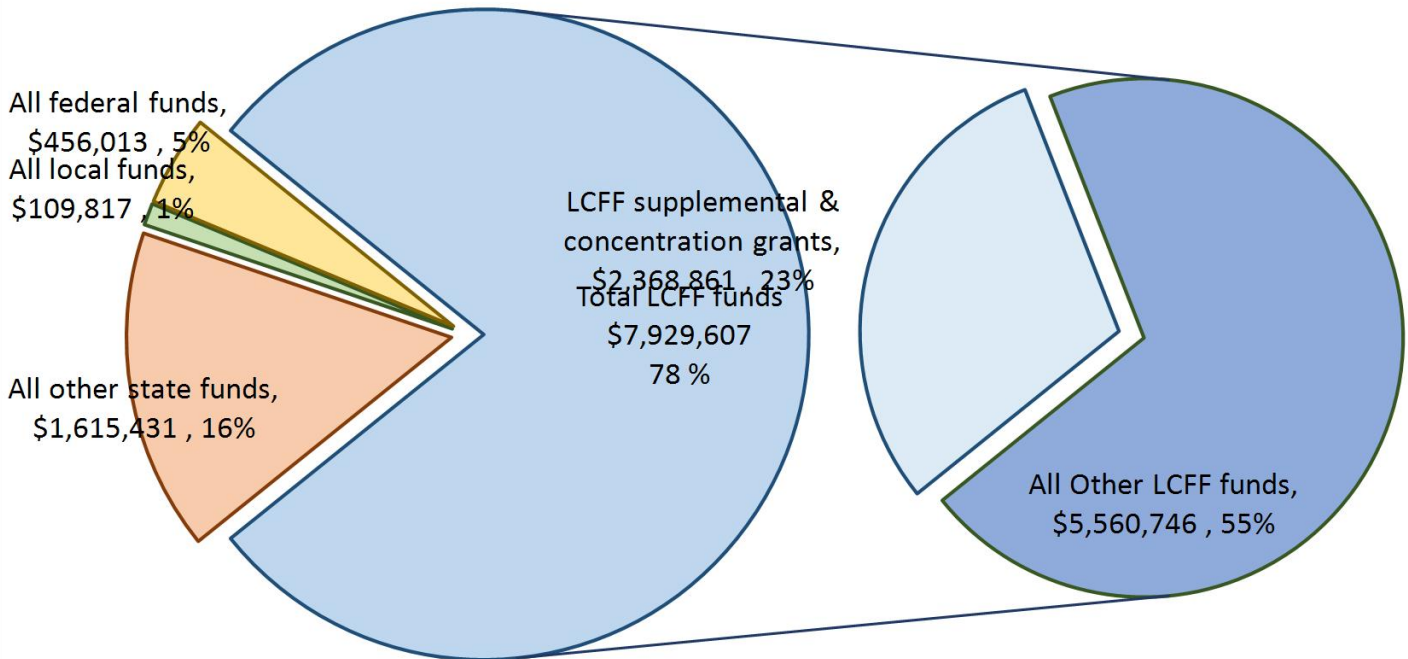
csolian@tipton.k12.ca.us

(559)752-4213

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

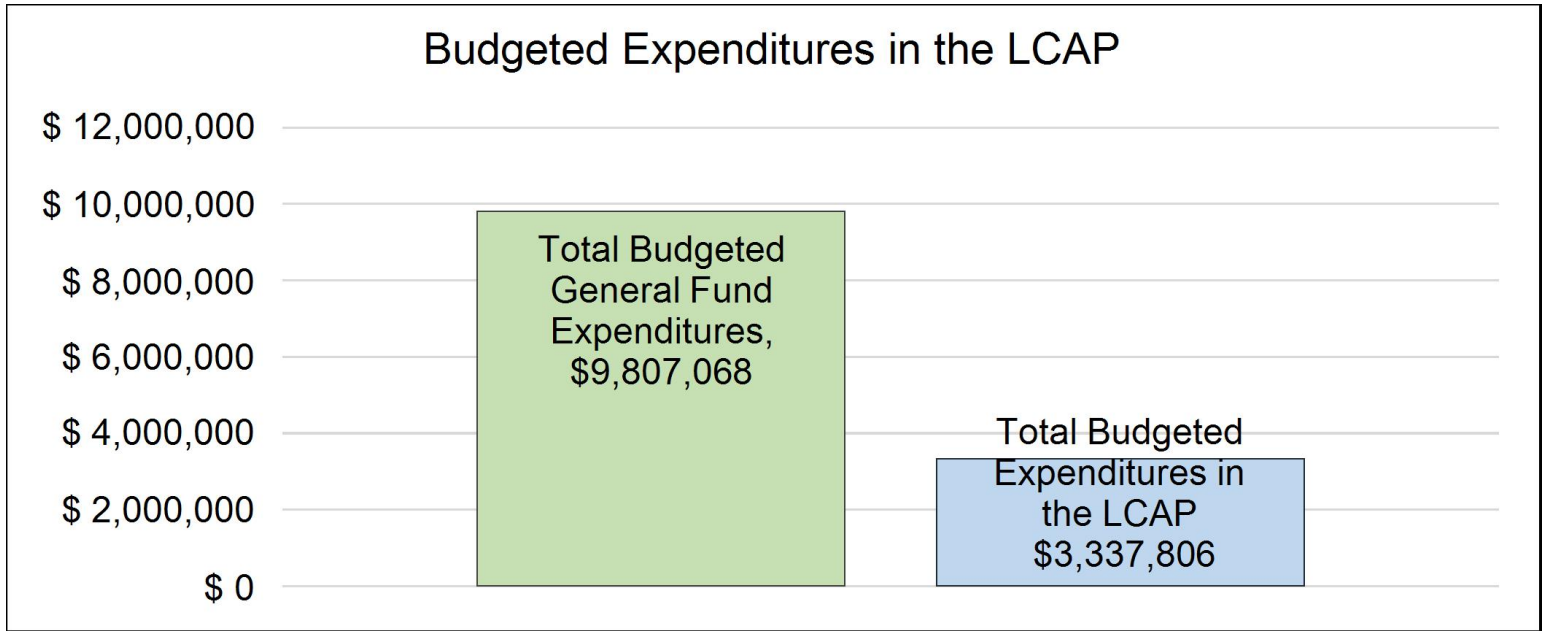


This chart shows the total general purpose revenue Tipton Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Tipton Elementary School District is \$10,110,868, of which \$7,929,607 is Local Control Funding Formula (LCFF), \$1,615,431 is other state funds, \$109,817 is local funds, and \$456,013 is federal funds. Of the \$7,929,607 in LCFF Funds, \$2,368,861 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 Tipton Elementary 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: Tipton Elementary School District plans to spend \$9,807,068 for the 2023-24 school year. Of that amount, \$3,337,806 is tied to actions/services in the LCAP and \$6,469,262 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

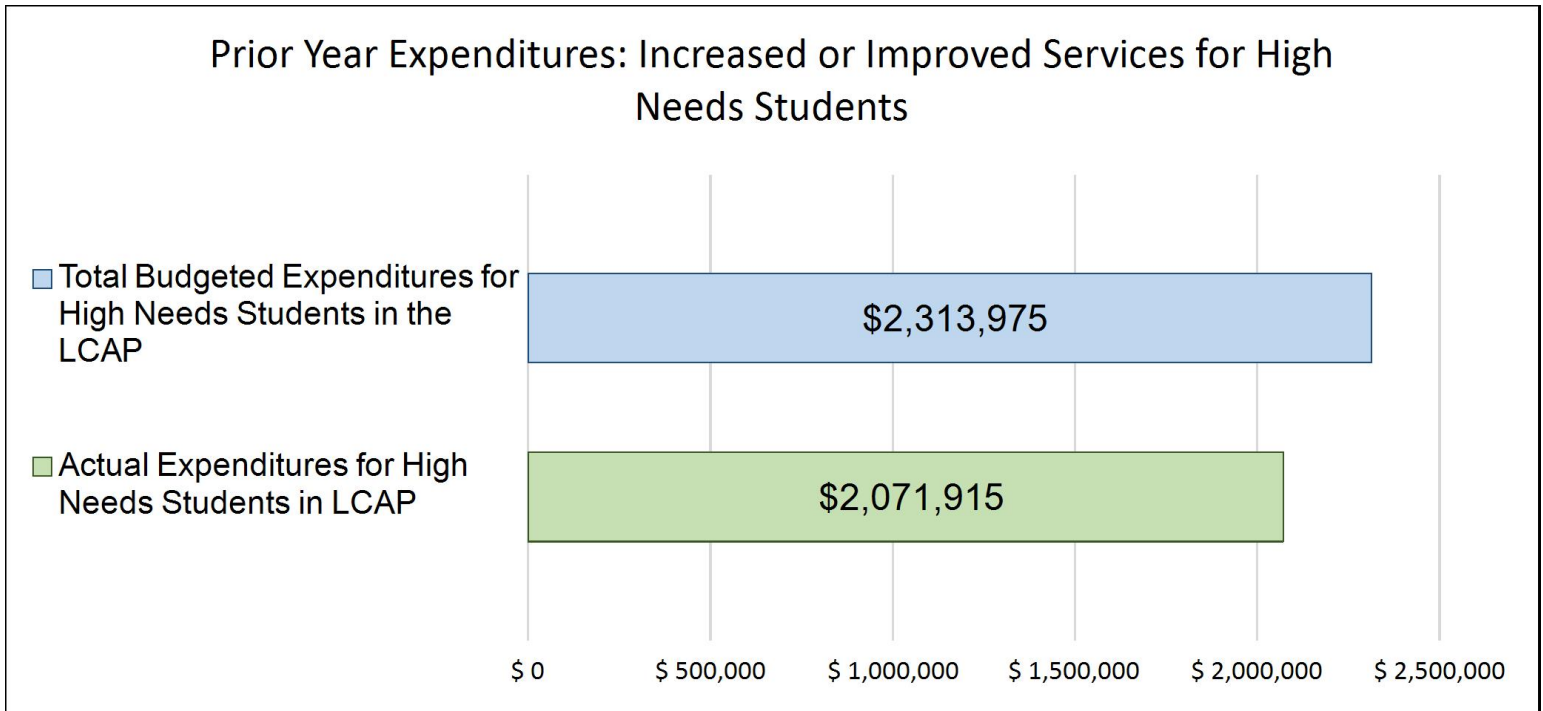
Most teachers, administrator, classified staff salaries and benefits, purchase of state adopted curriculum and materials, maintenance, cafeteria, and transportation costs.

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

In 2023-24, Tipton Elementary School District is projecting it will receive \$2,368,861 based on the enrollment of foster youth, English learner, and low-income students. Tipton Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Tipton Elementary School District plans to spend \$2,828,636 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 Tipton Elementary 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 Tipton Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Tipton Elementary School District's LCAP budgeted \$2,313,975 for planned actions to increase or improve services for high needs students. Tipton Elementary School District actually spent \$2,071,915 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
Tipton Elementary School District	Cherie Solian Principal	csolian@tipton.k12.ca.us (559)752-4213

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 Tipton Elementary School’s community treasures each of our students. Our commitment to each child is to provide an educational experience that promotes their academic progress in meeting or exceeding state grade level standards. Tipton Elementary is the main hub of the community. The school is a safe, caring place for all students. Currently, Tipton’s student enrollment consists of 519 students with a 93.64% Latino population 4.24% white, 0.39% Black/African American and 1.35% Asian. 335 students were identified as English Learners. of which 97% are Spanish speakers. Tipton Elementary is a Provision II school and all students receive a free breakfast and lunch. 5.02% of the school's student population is homeless and 0.96% of the school's population is foster youth.

All staff at Tipton Elementary is committed to providing each student with learning opportunities that optimizes their potential. Students are held to high expectations and the staff works toward providing an instructional program that is aligned to the Common Core Standards in all areas of the curriculum. With the exception of one teacher, our teaching staff is fully credentialed and possess the training and certification to work with second-language students.

Tipton Elementary School’s philosophy of education is to provide a continuation of essential learning. It is our ultimate goal to supply each student with the basic facts, critical thinking skills and experiences to engage today’s complex society. Our goal is to guide our youth in becoming self-sufficient individuals, mentally, physically and morally so that they can meet the demands of our rapidly changing world. It is essential to instill in each student the importance of individual worth and to create a positive self-image through development in initiative, resourcefulness, and responsibility.

All parents are encouraged to become informed and actively involved. We invite everyone to attend our Back-to- school Night, Parent educational meetings facilitated by our parent liaison, kindergarten orientations, Open House, parent engagement nights facilitated by grade-level teams, informational meetings, and student performances throughout the year. We encourage parents and community members to

volunteer in classrooms, and become members of our school committees (SSC, ELAC and PSO). Parents are aware that students are expected to demonstrate achievement of knowledge and skills on school, district, and state performance standards.

Our parent liaison serves to meet with and collaborate with the community to identify needs. The liaison will seek to connect families with services to support and enrich the lives of our students. She serves as a liaison between teachers, parents, students, support staff, and the community regarding educational programs, services and various student issues; assist in coordinating and arranging various programs and services to meet the needs of students.

Reflections: Successes

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

SB 98 and AB 130 suspended the reporting of performance indicators in the 2020 Dashboard and the 2021 Dashboard. Therefore, for the 2022 Dashboard, there is only one year of data available. This means only status is displayed on the 2022 Dashboard, but change is not. While the instructions for this section refer to colors on the Dashboard, there are no colors provided on the 2022 Dashboard. Instead, status will be reflected using status bars (look like cell phone bars) that range from "very low" to "very high".

Dashboard data from 2022-2023 indicates in math students decreased 15.4 points toward standard in ELA and we decreased 25.3 points toward standard in math. Our English learners decreased 47.3 points toward standard in math and 46.3 points in ELA. Our chronic absenteeism increased 21.6%. Based on local data benchmark from 2022-2023 TESD had some success in the area of mathematics with an increase of 6.82%. Based on local data benchmark from 2022 to 2023 TESD had some success in the area of English with increased achievement by 10%. 2023 End of Year Data- 49.21% of K-2 students measured at or above proficiency in DRA.

Only below grade level students (based on mid-year STAR Reading below grade level performance) were administered the DRA in 3rd-5th grade. 29.45% of 3rd-5th below grade level students (48 out of 163 students) scored near or below grade level on the End of Year DRA. Based on STAR Reading data, students at grade level or above grade level increased in grades 2nd through 8th. In order to further increase success, TESD provided additional instructional aides to provide Tier II interventions for students that were performing below grade level. Interventions were targeted to what specific skills students weren't performing at grade level. These 6 week long interventions showed three to six months of growth for most students grades 3rd-5th in reading as measured by DRA and running records. For the 2023-2024 school year the district will continue to increase achievement levels by providing tier 2 interventions in grades 3rd-8th grade. The district also began to have conversations about equitable grading practices in 6th-8th grade. There has been an increase in parent involvement. Parents have expressed their wishes for building up a stronger parent community in partnership with the school. As teachers engage in the MTSS investigation, they have identified the need to increase student language development and have made ELD a focal point for our MTSS initiative. This year the MTSS team has worked to secure protected designated ELD time, protected core instruction time, and also integrating tier 2 intervention time for the 2023-2024 school year via a master schedule.

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.

SB 98 and AB 130 suspended the reporting of performance indicators in the 2020 Dashboard and the 2021 Dashboard. Therefore, for the 2022 Dashboard, there is only one year of data available. This means only status is displayed on the 2022 Dashboard, but change is not. While the instructions for this section refer to colors on the Dashboard, there are no colors provided on the 2022 Dashboard. Instead, status will be reflected using status bars (look like cell phone bars) that range from "very low" to "very high".

There were no student groups performing two or more levels below the performance of the "All Students" group on any 2022 Dashboard Indicators.

Chronic Absenteeism is an area that needs significant improvement for all students. Our chronic absenteeism increased 21.6%. Dashboard indicator shows an overall 24.7% of all students are absent from school 10% or more of the school year. All students are in the Very High indicator. There are four student groups identified in the VERY HIGH category: English learners (22%), Hispanic (24.4%), Homeless (27.8%), and Socioeconomically disadvantaged (26.1%).

Steps taken to address chronic absenteeism:

TIER 1

When any student fails to have unsatisfactory attendance (this includes but is not limited to three consecutive absences, or excessive absences or tardies within the school year)

Re-engagement Strategies:

1. Parent is contacted by phone or in-person and build a better understanding for causes of absences
2. Offer assistance with barriers causing a lack of attendance, including connecting families to community agencies for access or counseling support
3. Check-in/Check-out system implemented (student is connected with adult on campus to check-in with at least once a week)

TIER 2

When any student continues to have unsatisfactory attendance (this includes but is not limited to three additional absences, or additional excessive absences or tardies within the school year) without reasons or prior approval

Re-engagement Strategies:

1. Continue offering assistance with community resources
2. Phone call or meeting with parents to review academic impact
3. Student may be required to participate in additional tutoring
4. Close monitoring of student attendance by attendance clerk and principal
5. Student Attendance Review Team (SART) will meet with parents to determine necessary referrals to School Counselor, Family Social Worker, School Psychologist, Resource Teacher, and/or District Nurse. A formal attendance plan is put in place to outline expectations and requirements

TIER 3

When any student continues to fail to improve attendance

Re-engagement Strategies:

1. Parent meeting with administration
2. Administration, school psychologist, family social worker, resource teacher, and/or counselor may conduct a Home Visit
3. Referral to appropriate additional community service agencies
4. May result in a Student Attendance Review Board (SARB) meeting

Next Steps:

Based on feedback from educational partners from our SSC, ELAC, Collective Bargaining Unit, Classified staff, staff meetings, LCAP surveys

Continue to prioritize safety- conduct safety assessment

Continue to address social and emotional needs- Bring a positive school climate to the top of our priority list

New need based on chronic absenteeism- Write a comprehensive attendance plan

Provide professional development for staff who monitor attendance

Continue to provide parent engagement opportunities

Continue to provide professional development in designated ELD

Continue to provide professional development in math interventions

Continue to provide professional development in writing

New need based on Chronic absenteeism- Engage with Porterville District Attorney for broken SARB contracts

Continue to collect data on student engagement in first instruction through the MTSS process

LCAP Highlights

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

Tipton Elementary school is focused on improving these metrics:

Decrease ELA and Math distance from standard on the CAASPP for all students

Increase the number of EL students reclassified.

Increase the percent of EL students who are making progress towards English language proficiency.

Improve pupil attendance and reduce the chronic absentee rate.

In order to achieve these goals we will be implementing the following actions:

* Provide highly qualified highly trained staff in all TK-8 classrooms with a teacher to pupil ratio of less than or equal to 24:1. Small class sizes allow our teachers to build quality relationships with our students and to develop a deeper understanding of their individual needs.

- * Provide a systemic reading and math intervention support for students who are performing below grade level with the purpose of accelerating student learning and closing the achievement gap.
- * Provide a social worker to assist with establishing a positive school climate and increase our capacity for family outreach and student support.
- * Provide additional School Psychologist hours to assist with increasing student attendance and decreasing the truancy rate. To assist with establishing a positive school climate, parent outreach, and implementation of the SART and SARB process. Write and implement comprehensive attendance plan. Implementation of attendance incentive plan. Address staff attendance. Collect data on student engagement in the classroom. Introduce culture and climate of the school and build capacity in staff to improve these elements.
- * Provide expanded learning recovery opportunities through tutoring.
- * Use strategic and intentional, intervention student grouping to target essential skills for students to access content standards.
- * Use of consistent progress monitoring through formative and summative assessments to help guide instruction for learning recovery. Provide additional professional development opportunities for staff. Provide extra release time for planning.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

Tipton Elementary School District has a multifaceted approach to ensure that all of our school community educational partners are informed and consulted. There is an ongoing dialogue with CTA, CSEA, SELPA, the principal and other administration about the LCAP planning and implementation process. This includes discussions during leadership meetings with teachers and School Site Council meetings. Parents participate in committee meetings and provide feedback through these meetings as well as the ELAC and School Site Council. Our School Site Council is composed of parent representatives from each of our unduplicated pupil groups as well as TESD staff which include administration, teachers, and paraprofessionals. Our SSC serves as our PAC for LCAP planning. All ELAC and SSC meetings have discussions around school-wide data and the role of the LCAP in the achievement of unduplicated pupils. These quarterly meetings that include representatives from a variety of educational partner groups have played a vital role in the development of the plan and the changes that are being implemented. CTA and CSEA members, along with certificated, classified, management, contracted TCOE contracted employees, parents, and students were invited to participate in an LCAP survey. School administration and staff reach out to the greater community by attending and presenting at the Tipton Town Council and the local Kiwanis meetings. Additionally, our parent liaison provided parent meetings. Our goal is to ensure that all of the voices of Tipton are heard and reflected in the direction of our school.

A Title I meeting was held on 8/23/22 during the evening to share the following topics with the Tipton Community: certificated salaries, entitlement budgets, the Parent Liaison role, services (Web Based Programs), professional development offered to staff, Summer School, ELO-P program, extended day, and current student data. Through the analysis of state and local assessments, it was determined that English language students underperformed when compared to other sub groups and school-wide average, especially in mathematics. It has been determined locally that small group support and a tiered system of intervention with differentiated instruction would be the best strategy to support unduplicated student groups. This includes support from instructional aides who deliver intervention and language support. We have shared these findings with our educational partners which include School Site Council, staff, and the leadership cohort. Community members listened to the Title I information and then shared out opinions of how resources should be shared for students.

A variety of meetings were held throughout the school year with our educational partners, CTA, CSEA, the principal, and parents. Meetings were held on October 12, 2022, December 14, 2022, February 22, 2023, March 22, 2023, and May 24, 2023. SELPA meetings were held on August 29, 2022, October 3, 2022, November 7, 2022, December 5, 2022, February 6, 2023, March 6, 2023, and April 11, 2023. Surveys were given to students and staff on March 17, 2023. Surveys were sent home for parents on April 27, 2023.

A summary of the feedback provided by specific educational partners.

Title I meeting feedback:

Parents expressed gratitude for teachers. Parents feel that the volunteer, fingerprint process to be cost-free. Parents want to have activities at the school that reflect the Latino culture by adding culturally relevant food and music. They would like to spend more time on the school campus to attend celebrations and assemblies. Parents want students to have more academic supports and extracurricular options.

ELAC feedback:

The ELAC committee wants improvement in student achievement in ELA and math for English learners, specifically in writing in the primary grades and mathematics in the upper grades. The committee is concerned about the English learner data. The committee wants alignment of MTSS and professional development to focus on integrated and designated English Language Development (ELD). The committee wants to get Latino Literacy off the ground so that parent involvement will increase in 2023-2024. They want parent participation to be required. The superintendent will respond with a written note to any questions or concerns that are shared the committee.

SSC feedback:

SSC is pleased with student experiences with the ELO-P funding. The SSC committee would like for our teachers to continue with training in ELD. The committee wants to understand how to support their students in the area of writing. The committee wants teachers to have training in teaching writing. SSC continues to be concerned that English learners are not performing as well as their English only counterparts. Extra intervention support is needed for this student group. In reviewing the Comprehensive School Wide Safety plan, the committee is concerned that parents do not always have information incidents that are occurring at the school. The safety plan needs to be reviewed frequently so that all staff and students are aware of procedures and responsibilities. The superintendent will respond with a written note to any questions or concerns that are shared the committee.

Other administrator feedback:

Continue to address high chronic absenteeism and safety concerns.

Safety and Connectedness Survey-Collective bargaining unit feedback- Certificated

96% agree or strongly agree that Tipton Elementary is a supportive and inviting place for students to learn.

96% agree or strongly agree that Tipton Elementary promotes academic success for all students, including English learners and students with special needs.

94% agree or strongly agree that Tipton Elementary emphasizes helping students academically when they need it.

84% agree or strongly agree that Tipton Elementary provides adequate counseling and support services for students.

84% agree or strongly agree that Tipton Elementary emphasizes teaching lessons in ways relevant to students.

84% agree or strongly agree that Tipton Elementary is a supporting and inviting place for staff to work.

68% agree or strongly agree that Tipton Elementary promotes trust and collegiality among staff.

76% agree or strongly agree that Tipton Elementary gives all students equal opportunities for students to participate in numerous extracurricular and enrichment activities

80% agree or strongly agree that Tipton Elementary emphasizes using instructional materials that reflect the culture or ethnicity of its students.

48% agree or strongly agree that Tipton Elementary has staff examine their own cultural biases through professional development or other processes.

62% agree or strongly agree that Tipton Elementary considers closing the racial/ethnic achievement gap a high priority.

76% agree or strongly agree that Tipton Elementary has high expectations for all students, regardless of their race, ethnicity, or nationality.

84% agree or strongly agree that The principal handles discipline problems fairly.

90% agree or strongly agree that Tipton Elementary is a safe place for students.

80% agree or strongly agree that Tipton Elementary is a safe place for staff.
92% agree or strongly agree that adults who work at the school believe that every student can be a success
72% agree or strongly agree that adults who work at the school support and treat each other with respect
92% agree or strongly agree that adults who work at the school make it clear that bullying will not be tolerated.
84% agree or strongly agree that adults who work at the school, encourage students to understand how others think and feel.

Comments, Concerns and Complaints- CSEA members- Classified

Instructional aides expressed that students need more structure because student behavior seems to be deteriorating. They have also expressed that it is very difficult to get duty times covered. The cafeteria is the location where behavior issues happen in the upper grades. They want to have more support for student behaviors.

LCAP Survey for Students:

204 Students- 17% Fifth Grade, 22.1% Sixth Grade, 25.5% Seventh Grade, 34.8% Eighth Grade

Students reported that the top ways to get students interested in school: increase extracurricular activities, provide academic supports that support students' individual needs, and provide more counseling hours and social emotional supports. Ways to make school a better place for students to learn: provide social emotional learning, provide extra curricular activities, implement positive culture programs, and provide safety officers at the school site. Ways to make common core lessons better for students: technology supports, training for teachers, and more planning time for site staff. Sixty-seven percent of students strongly agree or agree that students are earning good grades. Sixty nine percent strongly agree or agree that the school has good attendance. Sixty seven percent strongly agree or agree that Tipton Elementary encourages parent participation. Tipton Elementary can improve attendance by making learning fun or having fun activities at school. Help students to be motivated to come to school by giving attendance rewards and not having to listen to the teachers talking for long periods of time. Tipton Elementary can get more parent involvement by communicating more with parents. Get information about parents work hours so that they can attend school events. Maybe teachers can give students extra credit when their parents attend.

LCAP Survey for Staff:

Twenty nine staff members participated in the LCAP survey. Ninety percent of participants reported that they had considerable or some knowledge of budget information. Teachers reported that they would like professional development in the area of academic supports for struggling students, stronger academic programs, and more planning time for site staff. Fifty nine percent of staff shared that they have considerable or some knowledge of how our school budget supports continuous school improvement. It was reported to increase student achievement: provide academic supports for struggling students, provide more enrichment during summer, smaller class sizes, and more planning time for teachers. Ways to increase student engagement: increase extra curricular activities, increase academic supports that meet individual student needs, and provide more counseling hours for students. Ways to improve school climate: increase social emotional learning, implement positive culture programs, and increase extra curricular activities. Ways to increase parent involvement: parent resource center, parent education/parent leadership collaboration, opportunities for parents to volunteer at the school. For basic services, 65.6% of the staff indicated teacher support and recruitment, and selection is a priority. 55.2% indicated access to teaching material and textbooks is needed and 51.7% indicated school safety.

89.7% agree or strongly agree that the school has established a clear, coherent vision of what students should know. 85.2% report the school effectively supports professional development to facilitate all students achieving the academic standards. 72.4% of the staff say that students are aware of the standards and expected performance levels for each content area. 93.1% indicate that students use technology in class to assist them in achieving the academic standards. 79.3% indicated that assessment data is analyzed and used to make instructional decisions. 86.2% report that the school has an effective system to monitor all students' progress toward meeting the academic standards. 69% indicate the school implements academic support programs to ensure that students are meeting all requirements. 65.5% report having adequate curriculum. 65.5% also indicate that the school's instructional practices and activities facilitate access and success for diverse student needs. 65.5% of staff believe that the school ensures that the parents understand student achievement as measured by the academic standards. 86.2% say the school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning. 72.4% of staff say that the school has an atmosphere of trust, respect and professionalism. Sixty nine percent of the staff indicate that the school offers adequate services, including referral services, to support students in areas such as health, career, and personal counseling, and academic assistance. 82.8 % report that the staff positively embraces diversity. 89.6% of the 29 staff members report that the school is safe for students and 86.2% report that the school campus is safe for staff. 72.4% indicate that the school facilities are kept clean. 79.3% of staff feel that the school is a place where the staff members feel that they "belong".

LCAP Summary for Parents/Community Members (123 participants):

63% Understanding how the school budget supports continuous school improvement:

Student Achievement as measured by assessment data, college readiness, and language proficiency:

42% of parents want academic supports for struggling students and 41% want stronger academic programs

Student Engagement as measured by student attendance and chronic absenteeism

54% want an increase in extra curricular activities and 51% want academic support that meet individual student needs

School Climate: Top three was to make the school a better place to learn

54% of parents want social emotional learning and 51% want extra curricular activities and 37.4% positive culture programs

Parent Involvement Measures

51% want a parent resource center and 47% of parents want school/family communication

Implementation of Designated and Integrated English Language Development

27% designated intervention instruction

24% more extended learning time for students

SELPA:

No feedback given.

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

Based on educational partner input, TESD will provide professional development in the areas of writing, math, and English language development. In response to the request for more opportunities in academic support, TESD will provide tutoring to students in the areas of math and ELA. Foster Youth, homeless, and English learners will have priority in tutoring sessions. TESD will continue in providing access to technology for students. In order to provide as much communication as possible for the community, TESD will update current events on a school marquee, and teacher correspondence with families will increase via parent communication using Parent Square. To support social and emotional health, continued psychological services will be provided on campus for an increased number of days of the week. Both physical and emotional safety will be addressed with positive culture programs and strengthened security measures. Additionally, a 13 week program (Why Try) for 5th grade students will be provided by a social emotional learning specialist. TESD community and educational partners have prioritized campus safety as crucial for students to be able to focus on their attendance as well as provided a secure environment for students to develop socially and emotionally.

Goals and Actions

Goal

Goal #	Description
1	Improve student achievement in English Language Arts, Math and increased academic achievement for all English Learners. (Priorities 1, 2, 4, 7 and 8)

An explanation of why the LEA has developed this goal.

Our commitment to each child is to provide an educational experience that promotes their academic progress in distance from standard. After reviewing the results of the spring 2023 California Dashboard and our local assessments our unduplicated students continue to be below standard. The data show that there is a difference in distance from standard for students overall and English learners. English learners have a larger distance from standard in both English Language Arts and math. TESD will strive to make sure that all students will be able to demonstrate the knowledge and skill necessary for students to be on track for college and career readiness at their grade level. Therefore, this goal is in the commitment to having all students reach Standard Met.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Assessment of Student Performance and Progress (CAASPP) System - ELA	2018-2019 -14.9 points from standard 2018-2019 EL Students -23.3 points from standard	Data not available for 2020-2021 2022 Dashboard Data <ul style="list-style-type: none"> 30.3 points from standard EL Students - 38.1 points from standard	2022 Dashboard Data <ul style="list-style-type: none"> 30.3 points from standard EL Students - 38.1 points from standard		<ul style="list-style-type: none"> 6.5 from standard 12.1 from standard for EL Students
California Assessment of Student Performance and	2018-2019 -42.8 points from standard	Data not available for 2020-2021 2022 Dashboard Data	2022 Dashboard Data <ul style="list-style-type: none"> 67.9 points from standard 		<ul style="list-style-type: none"> 28.4 from standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Progress (CAASPP) System - MATH	2018-2019 EL Students -47.6 points from standard	<ul style="list-style-type: none"> 67.9 points from standard EL Students -73.5 points from standard	EL Students -73.5 points from standard		<ul style="list-style-type: none"> 31.6 from standard for EL Students
STAR Reading	2019-2020 school year 33.08% of students in 2nd-8th grade measured at or above reading proficiency as measured by the STAR reading test.	2021-2022 43% of students measure at or above reading proficiency as measured by the STAR reading test. 2022-2023 Mid-year Data 37% of students in 2nd-8th grade measured at or above reading proficiency as measured by the STAR reading test.	2022-2023 End of year Data 37% of students in 2nd-8th grade measured at or above reading proficiency as measured by the STAR reading test.		60% of students measure at or above reading proficiency as measured by the STAR reading test
STAR Math	2019- 2020 school year 24% of students in 2nd - 8th grade measured at or above level as measured by the STAR Math test.	2021-2022 32% of students in 2nd - 8th grade measure at or above level as measured by the STAR Math test. 2022-2023 Mid-year Data 49% of students in 2nd - 8th grade measured at or above	2022-2023 End of Year Data 43% of students in 2nd - 8th grade measured at or above level as measured by the STAR Math test.		60% of students in 2nd - 8th grade measure at or above level as measured by the STAR Math test

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		level as measured by the STAR Math test.			
Local Math Benchmark	Baseline will be established using 2021-2022 data.	2021-2022 22.73% of students in meet or exceed standard on the TESD math benchmark. 2022-2023 Mid-year Data 29.55% of K-8 students measured at or above proficiency in math.	2023 End of Year Data 70% of K-1st students measured at or above grade level on the TESD end of year math benchmark. 32% of 2nd-8th measured at or above proficiency in math.		Percent of students at or above level as measured by local math benchmark will increase by 6% of the overall baseline.
Developmental Reading Assessment (DRA)	During the 2018-2019 school year 28% of K-5th grade students measured at or above proficiency in DRA.	2021-2022 47.45% of 3rd-5th grade students measured at or above proficiency in DRA. During the 2021-2022 year it was decided that K-3 students would not be assessed with DRA rather they would be assessed with DIBLES.	2023 End of Year Data- 49.21% of K-2 students measured at or above proficiency in DRA. Only below grade level students (based on mid-year STAR Reading below grade level performance) were administered the DRA in 3rd-5th grade. 29.45% of 3rd-5th below grade level students (48 out of 163 students) scored		55% of K-5th grade students measure at or above proficiency in DRA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			near or below grade level on the End of Year DRA.		
Local Writing Benchmarks	During the 2019- 2020 school year 35% of K-8 students met or exceeded the standard on the TESD mid year writing benchmark.	2021-2022 34.08% of K-8 students meet or exceeded the standard on the TESD mid year writing benchmark 2023 Mid-year Data 35% of K-8 students met or exceeded the standard on the TESD mid year writing benchmark.	2023 End of Year Data 53.98% of K-8 students met or exceeded the standard on the TESD end of the year writing benchmark.		37% of K-8 students meet or exceeded the standard on the TESD mid year writing benchmark
Teacher Misassignment Rate	The teacher misassignment rate for the 2019-2020 school year is 3.8%.	2021-2022 The teacher misassignment rate is 3.6%	2022-2023 The teacher misassignment rate is 0%		0% teacher misassignment rate
Teacher attrition rate	The teacher attrition rate for the 2019-2020 school year is 7.4%.	2021-2022 0% teacher attrition rate	2022-2023 3% teacher attrition rate		0% teacher attrition rate
Student access to standards aligned materials	During the 2019-2020 school year 100% of students have access to standards aligned materials.	2021-2022 100% of students have access to standards aligned materials	2022-2023 100% of students have access to standards aligned materials.		100% of students have access to standards aligned materials

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of academic content/performance standards	During the 2019-2020 year through examination was done and archiving of lesson plans to maintain 100% implementation of all academic content/performance standards.	2021-2022 Through the examination and archiving of lesson plans to maintain 100% implementation of all academic content/performance standards.	2022-2023 Thorough examination was done and archiving of lesson plans to maintain 100% implementation of all academic content/performance standards.		Through the examination and archiving of lesson plans to maintain 100% implementation of all academic content/performance standards.
Pupil access and enrollment in a broad range of study, including both unduplicated and special needs students	During 2019 - 2020 100% of unduplicated and special needs students were enrolled in a broad range of study. This is confirmed through the examination of all lesson plans.	2021-2022 100% of unduplicated and special needs students were enrolled in a broad range of study. This is confirmed through the examination of all lesson plans.	2022-2023 100% of unduplicated and special needs students were enrolled in a broad range of study. This is confirmed through the examination of all lesson plans.		100% of unduplicated and special needs students were enrolled in a broad range of study. This is confirmed through the examination of all lesson plans.
School Facility Good Repair Status Report (FIT)	During the 2019-2020 year we maintained a Good rating on the FIT report.	2021-2022 During the 2021-2022 year we maintained a Good rating on the FIT report.	During the 2022-2023 year we maintained a Good rating on the FIT report.		Maintain a Good or Exemplary rating on the FIT report.
Evaluation and report on number and types of programs and services developed and	2019-2020 100% of unduplicated pupils and students with exceptional needs were provided access to a large variety of	2021-2022 100% of programs available offered to unduplicated pupils as well as individuals	2022-2023 100% of unduplicated pupils and students with exceptional needs were provided access to a large variety of		100% of programs available offered to unduplicated pupils as well as individuals with exceptional needs.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
provided to unduplicated pupils as well as individuals with exceptional needs.	programs in order to support their growth and achievement.	with exceptional needs.	programs in order to support their growth and achievement.		
Fully Credentialed in the the subject area and for pupils they are teaching.	The baseline for fully credentialed teacher rate for 2019-2020 is 96%.	2021-2022 96% fully credentialed	2022-2023 96% fully credentialed		100% fully credentialed
EL Reclassification Rate	2019-2020 18.6% of EL students were reclassified.	2020-2021 14.4 % of EL students were reclassified.	2022-2023 Spring Data 13.9% of EL students were reclassified.		33% of EL students reclassified
CA School Dashboard EL Learner Indicator	35.5% of our EL students are making progress towards English language proficiency. The performance level is low.	Data not available 2022 Dashboard Data 46.7% of EL students are making progress towards English language proficiency. The performance level is medium.	2022 Dashboard Data 46.7% of EL students are making progress towards English language proficiency. The performance level is medium.		45.4% Performance level medium.
Implementation of ELD standards, programs, and services	100% of students are receiving instruction aligned to the ELD standards.	2021-2022 100% of students are receiving instruction aligned to the ELD standards	2022-2023 100% of students are receiving instruction aligned to the ELD standards		100% of students are receiving instruction aligned to the ELD standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The percentage of ELs who make progress toward English proficiency on ELPAC.	The 2018-2019 ELPAC 11.1% maintained ELPI Level 4 28% maintained ELPI levels 1, 2L,2H,3L, 3H 36.3% decreased at least 1 ELPI level	Data not available 2022 Dashboard Data 1.80% maintained ELPI Level 4 35.4% maintained ELPI levels 1, 2L,2H,3L, 3H 17.9% decreased at least 1 ELPI level	2022 Dashboard Data 1.80% maintained ELPI Level 4 35.4% maintained ELPI levels 1, 2L,2H,3L, 3H 17.9% decreased at least 1 ELPI level		17.1% will maintain ELPI Level 4 22% will maintain ELPI levels 1, 2L, 2H, 3L, 3H 30.3% will decrease at least 1 ELPI level
DIBELS Reading Assessment for K-3 grades	For the 2021-2022 mid-year DIBELS assessment 36% of students in grade K-3rd grade measured at or above benchmark.	For the 2022 end of - year DIBELS assessment 38% of students in grade K-3rd grade measured at or above benchmark. 2023 mid-year data DIBELS assessment 32.63% of students in grade K-3rd grade measured at or above benchmark.	2023- End of Year- DIBELS assessment 41.27% of student in grade K-3rd measured at or above benchmark.		50% of students in grade K-3rd grade measured at or above benchmark

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Instructional Aides	Provide small group intervention support with instructional aides in ELA to all students including English Learners, Foster Youth, and Low Income Students. (LCFF/Title I & III)	\$457,480.76	Yes
1.2	Technology and Resources	Provide students with access to technology and resources for student research and learning in English Language Arts and Math through the purchase and replacement of technology devices, infrastructure upgrades, and an in house technology support technician and support staff. Provide all English Language Learner students with access to technology and resources for student research and learning. (LCFF and Title IV)	\$283,987.29	Yes
1.3	ELA/Math Materials: Books and Supplies	Provide all students and EL students with ancillary English Language Arts (ELA) materials including leveled books, news magazines, and student workbooks. Provide all students and students with special needs with ancillary math materials including manipulatives and supplemental workbooks.	\$75,000.00	Yes
1.4	Awards/Incentives	Provide students with incentives and awards to recognize and encourage increased achievement in language proficiency, ELA and math. (LCFF)	\$36,409.55	Yes
1.5	Librarian	Provide a full time librarian to increase student access to books, technology, and support teachers with the implementation of the English Language Arts California State Standards (CSS). (LCFF)	\$93,312.46	Yes
1.6	Resource Teacher	Provide a Resource Teacher to support the implementation of a school wide CSS based professional development plan to help increase the achievement of all students. To provide support to our struggling students by designing and implementing a cohesive intervention program throughout the school. To monitor student	\$158,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
		performance to ensure no student is left behind. To support and improve our community outreach. (LCFF/Title I, Title II)		
1.7	Field Trips	Provide enrichment through educational and college readiness field trips and assemblies to broaden the scope of students' cultural experiences including students with special needs.	\$45,000.00	Yes
1.8	Salary Increase	A salary increase was authorized for 2015-2016 school year and remains a continuing action through 2023-2024. We are fully committed to recruiting, hiring, and retaining highly qualified staff which affects the quality of the district's educational program, particularly for English Learners, Foster Youth, and Low Income students. The salary increase has reduced our teacher attrition rate, thus retaining highly qualified staff. The effectiveness of the action will be measured by the academic achievement metrics for this goal.	\$150,000.00	Yes
1.9	Summer School	Provide extended summer learning to address academic intervention/remediation of grade level content missed and targeted intervention for students with disabilities, foster youth, homeless, and English Learners. (ELO-P)	\$80,000.00	No
1.10	Tutoring	Tutoring services to address academic intervention/remediation of grade level content missed and targeted intervention for students with disabilities, foster youth, homeless, and English Learners. (Title I and ELOP)	\$20,000.00	No
1.11	Professional Development	Math support with Tulare County Office of Education Consultant and sub coverage will be provided for teachers to attend professional development trainings (Title I)	\$10,587.50	No

Action #	Title	Description	Total Funds	Contributing
1.12	Web-Based Programs	Web-based programs to address improving achievement of disadvantaged (Title I & LCFF)	\$92,606.61	Yes
1.13	Materials	Materials and Supplies (Title I) Instructional materials to assist in the classroom for supplemental activities.	\$4,000.00	No
1.14	Library Books and Materials	Improve and increase library selections for all students	\$25,000.00	Yes
1.15	MTSS Coach	Improve multi-tiered system of supports for student by building understanding in teachers. Sub coverage will be provided when coach pushes into the classroom for one-on-one support.	\$11,512.50	Yes
1.16	STEM Enrichment Teacher	Provide a STEM enrichment teacher in order to accelerate EL students acquisition of oral language fluency, academic vocabulary, and writing proficiency in STEM subject areas.	\$132,000.00	Yes
1.17	Materials and Supplies	Provide all students with materials and manipulatives needed for the stem class.	\$4,500.00	Yes
1.18	ELD Professional Development	ELD Professional Development in the area of English Language Development will be provided to staff by TCOE ELD consultants along with Dr. Nancy Akhavan. Implementation of learned strategies will enable staff to effectively support English Learners in progressing with the acquisition of English language proficiency. Sub coverage will be provided for teachers to attend professional development trainings. LCFF/Title I/Educator Effectiveness grant	\$26,587.50	Yes

Action #	Title	Description	Total Funds	Contributing

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.

All actions were complete as described in the LCAP.

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.

For action 1.1 the expenditures were underbudgeted for this action. There was a 10% increase added to salaries in the fall of 2022.

For action 1.2 the expenditures were overbudgeted for this action. Other funding not in the LCAP was utilized, resulting in a lower expenditure amount.

For action 1.5 the expenditures were underbudgeted for this action. There was a 10% increase added to salaries in the fall of 2022.

For action 1.6 the expenditures were underbudgeted for this action. There was a 10% increase added to salaries in the fall of 2022.

For action 1.7 the expenditures were underbudgeted for this action. Some grades did not attend trips and the transportation that was planned for trips had scheduling conflicts so charter busses originally planned for trips were not used.

For action 1.7 the expenditures were overbudgeted for this action. Other funding not in the LCAP was utilized, resulting in a lower expenditure amount.

For action 1.13 the expenditures were overbudgeted for this action. The amount of supplies needed was less than planned and funds were pulled from Goal 1 Action 3 for materials and supplies.

For action 1.16 the expenditures were overbudgeted for this action. A temporary teacher taught the class that was not expected when writing the LCAP so there was a material difference in salaries.

For action 1.17 the expenditures were overbudgeted for this action. The amount budgeted for supplies for the STEM class was less than expected.

For action 1.18 the expenditures were overbudget for this action. The cost was lower than expected for the ELD professional development.

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

Goal 1 Action 1- Increased small group instruction

English learner reclassification was measured at 17.6% in 2022-2023 which is an increase from 5.6% in 2020-2021.

The percentage of English learners who made progress towards English proficiency on ELPAC. The 2022 Dashboard indicates 46.7% are making progress toward English language proficiency which is a performance level of medium. This is an increase by 11.2% and increase

the District by a performance level. 1.8% maintained ELPI Level 4, 35.4% maintained ELPI levels 1, 2L, 2H, 3L, 3H, and 17.9% decrease at least by 1 ELPI level (in previous indicator 36.3%).

Developmental Reading Assessment (DRA)- The DRA results from the Spring of 2023 in grades K-2 indicate that 15.5% were at or above grade level. In grades 3-5 students who were reading below grade level on the STAR reading test were assessed with the DRA in the Spring. The results indicate that 3rd, 4th, and 5th grade students continue to fall in the below grade level band with little progress. 40% of all students met or exceeded in the assessment of DIBELS. 35% of English learners met or exceeded.

Local Writing Benchmarks-The 2022-2023 mid-year writing benchmark indicates that in TK-8th 36.28% of all students met/exceeded. This is an increase of 1.28%. For English learners, 23.45% (64 out of 273 English learners) met or exceeded standards on the mid year writing benchmark. This was an increase of 1.67% from the 2021-2022 school year. 50.84% of EL students were approaching standard and 12.87% of EL students were standards not met. This was a decrease from the 2021-22 mid-year writing benchmark of 13.53% of the number of students who were standards not met. Out of the 2 foster students, 50% were standards exceeded and 50% were standards not met.

CAASPP- ELA indicates -30.3 points below standard which shows decrease in progress by 15.4%. English learner students were -38.1% points below standard which is a -14.2% decrease towards the goal.

CAASPP- Math indicates -67.9 points below standard which shows decrease in progress by -25.1%. English learner students were -73.5% below standards which is a -25.9% decrease towards the goal.

STAR reading for students in grades 2-8 are 37% are at or above grade level which is an decrease of 6% in progress from the goal.

STAR math for students in grades 2-8 are 49% at or above grade level which is an increase of 17% in progress towards the goal.

Goal 1 Action 2- Improved access to technology

Students in grades TK-5 have 1:1 devices and students in grades 6-8 have 2:1 devices. We have purchased equipment to have an E-sports room where our game design class with have the devices to make 4D games. English learners and foster youth have access to devices and hot spots.

Goal 1 Action 3- ELA/Math Materials-

CA School Dashboard EL Indicator- 46.7% of our EL students are making progress towards English language proficiency. The performance level is medium.

In DRA, K-2 grade- 15.5% are at or above grade level. 70% of students in grades 3-5 are near grade level standard on the STAR reading test. 40% of all students met or exceeded in the assessment of DIBELS. 35% of English learners met or exceeded.

Local Writing Benchmarks- The 2022-2023 mid-year writing benchmark indicates that in TK-8th 36.28% of all students met/exceeded. This is an increase of 1.28%. For English learners, 23.45% (64 out of 273 English learners) met or exceeded standards on the mid-year writing benchmark. This was an increase of 1.67% from the 2021-2022 school year. 50.84% of EL students were approaching standard and 12.87% of EL students were standards not met. This was a decrease from the 2021-22 mid-year writing benchmark of 13.53% of the number of students who were standards not met. Out of the 2 foster students, 50% were standards exceeded and 50% were standards not met.

STAR reading for students in grades 2-8 are 37% are at or above grade level which is a decrease of 6% in progress from the goal.

STAR math for students in grades 2-8 are 49% at or above grade level which is an increase of 17% in progress towards the goal.

Students are provided with ancillary English Language Arts and math materials, including math materials, leveled books, larger book selections,

Goal 1 Action 4- Increased and improved awards/incentives/parent involvement

English learner reclassification has increased and we are trying to focus on lowering the number of long-term English learners.

CAASPP- ELA indicates -30.3 points below standard which shows decrease in progress by 15.4%. English learner students were -38.1% points below standard which is a -14.2% decrease towards the goal.

CAASPP- Math indicates -67.9 points below standard which shows decrease in progress by -25.1%. English learner students were -73.5% below standards which is a -25.9% decrease towards the goal.

English learner students at or above grade level in DRA is 15.18%. 35% of English learners met or exceeded on the DIBELS.

English learner students at or above grade level in Writing is 23.45%.

Awards assemblies with incentives, recognition of academic growth, increased student achievement in math is done quarterly throughout the school year during the day and three times during the evening so that parents could be present.

Goal 1 Action 5 & Action 14-Improved access to librarian and library resources, increase book selection for English learners, foster youth, and homeless youth

English learner reclassification was measured at 17.6%

The percentage of English learners who made progress towards English proficiency on ELPAC. The 2022 Dashboard indicates 46.7% are making progress toward English language proficiency which is a performance level of medium. This is an increase by 11.2% and increase the District by a performance level. 1.8% maintained ELPI Level 4, 35.4% maintained ELPI levels 1, 2L, 2H, 3L, 3H, and 17.9% decrease at least by 1 ELPI level (in previous indicator 36.3%).

CAASPP- ELA indicates -30.3 points below standard which shows decrease in progress by 15.4%. English learner students were -38.1% points below standard which is a -14.2% decrease towards the goal.

CAASPP- Math indicates -67.9 points below standard which shows decrease in progress by -25.1%. English learner students were -73.5% below standards which is a -25.9% decrease towards the goal.

We are working towards decreasing the disparity among English learners and English only counterpart.

Goal 1 Action 6- Resource Teacher to support teaching staff and students

Implementation of MTSS and intervention system was recommended to SSC by ELAC. Teachers need additional support in the area of ELD. We continue to close the disparity among student groups. LCAP surveys indicated that professional development is a ongoing need. Student survey response which includes feedback from low-income, foster youth, English learners and homeless youth data requests more academic support for individual student needs.

The Resource Teacher will guide implementation of MTSS. Resource Teacher maintains data for progress monitoring low-income, foster youth, English learners, and homeless.

Goal 1 Action 7- Fieldtrips.

Foster youth, English learners, homeless youth, and low-income students have fewer enrichment experiences and limited vocabulary. Field trips will broaden the scope of students' cultural and academic experiences.

Goal 1 Actions 16 & 17- STEM Enrichment Teacher and material for STEM class
STEM education motivates students' interests in the science, math, and arts careers. STEM is a high interest field were English learners accelerate language acquisition.

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.

Following reflection of formative assessment data needed to drive instruction, we will adjust 2nd and 3rd grade to include DIBELS 3x per year, DRA I students K-3 and 4/5 for below grade level students only, and 2nd and 3rd grade will not take the End of Year STAR assessment. The data stays valid and reliable with these adjustments and maintains triangulation of student achievement.

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	Improving school climate while increasing pupil attendance and decreasing chronic absenteeism while providing a safe and secure campus. (Priorities 3, 5 and 6)

An explanation of why the LEA has developed this goal.

Chronic Absenteeism is an area that needs significant improvement. Dashboard indicator shows an overall 24.7% of students are absent from school 10% or more of the school year. There are four student groups identified in the VERY HIGH category: English learners (22%), Hispanic (24.4%), Homeless (27.8%), and Socioeconomically disadvantaged (26.1%). Chronic absenteeism not only impact academic achievement, it also impacts student attitude and behavior. As TESD keeps the focus on learning recovery, it is vital to lower chronic absenteeism and increase attendance. TESD community and educational partners have have prioritized campus safety as crucial for students to be able to focus on their attendance, as well as providing a secure environment for adults and students to build capacity in social and emotional well-being in an equitable learning environment.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rate	2019-2020 96% K-8 attendance rate.	2021-2022 92% K-8 attendance rate	2022- 2023 Dashboard 94% attendance rate		97% K-8 attendance
Chronic absentee rate	2018-2019 chronic absentee rate is 3.1%	2021-2022 Data not available 2022 Dashboard date The chronic absentee rate is 24.7%	2022-2023 Dashboard Chronic absentee rate is 24.7%		2.6% chronic absentee rate
Pupil suspension rate	2018-2019 suspension rate was 1.5%	2021-2022 3.17% suspension rate	2022-2023 Dashboard Suspension rate 3.5%		1.2% suspension rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil expulsion rate	2018-2019 Less than 1%	2021-2022 less than 1% 2022 Dashboard data Expulsion rate is 0%	2022-2023 Expulsion rate less than 1%		less than 1%
Middle school dropout rate	2019-2020: 0 students	2021-2022 0 students	2022-2023: 0 students		0 students
California Healthy Kids Survey	The California Healthy Kids Survey was administered during 2019-2020 school year for 5th and 7th grade students as well as staff members. 73% of 5th graders and 89% of 7th graders completed the survey. 0% of staff completed the survey.	2021-2022 52% of 5th graders and 96% of 7th graders completed the survey. 38% of staff completed the survey.	2021-2022 52% of 5th graders and 96% of 7th graders completed the survey. 38% of staff completed the survey. The California Healthy Kids Survey will be administered during the 2023-2024 school year		95% of 5th and 7th grade students and staff participate in the California Healthy Kids Survey every other year.
Local LCAP parent and employee survey	2019-2020 A Local LCAP survey was given to all parents, students and staff. Students in 5th - 8th grade took the LCAP survey. 28 parents responded to the survey.	2021-2022 158 students 9, parents and 32 staff participated in the annual LCAP survey.	2022-2023 204 students 88, parents and 29 staff participated in the annual LCAP survey.		To have 60 parents, 180 students and 30 employees participate in the survey to provide feedback on the LCAP.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	162 students responded to the survey Baseline for employee's survey will be established in 2021-2022.				
Parent Safety and Connectedness Survey	Baseline will be established in 2021-2022.	2021-2022 93.1% of parent feel safe and connected at school.	2022-2023 88% of parents feel safe and connected at school.		To have 80% of parents that feel safe and connected at school.
Staff Safety and Connectedness Survey	Baseline will be established in 2021-2022.	2021-2022 67% of staff feel safe and connected at school.	2022-2023 76% of staff feel safe and connected at school.		To have 80% of staff that feel safe and connected at school.
Student LCAP Survey	Baseline will be established in 2021-2022.	2021-2022 61.4% of students report a need for more counseling services, 61.4% report a need for more social emotional learning opportunities	2022-2023 57.2% of students report a need for more counseling services and social emotional learning opportunities		Based on these data a decrease of 20% of students will report the need for more counseling services and SEL opportunities.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Awards and Incentives	Provide students with incentives and awards to recognize and encourage increased attendance and Character Counts.	\$30,000.00	Yes
2.2	Psychologist	Provide additional School Psychologist hours to assist with increasing student attendance and decreasing the chronic absentee rate and truancy rate. To assist with establishing a positive school climate, parent out reach and implementation of the SARB process.	\$66,393.00	Yes
2.3	Social Worker	Provide a social worker to assist with parent outreach and establishing a positive school climate and increase our capacity for family outreach and student support. The social worker will work to increase attendance and decrease the chronically absent. The social worker will help with the implementation of the SARB process. (LCFF & Title I)	\$43,101.93	Yes
2.4	LVN	Provide an LVN to assist with student health issues and family outreach. (LCFF & ESSER III)	\$48,074.96	Yes
2.5	RN	Provide additional days for RN to assist with student health issues and family outreach.	\$10,589.12	Yes
2.6	BHS mental health professional	Provide supportive services include staff and parent trainings, brief mental health support, interim mental health support, crisis support, SARB support, school staff/classroom support, family outreach, community linkage and support for student groups that help with social skills, anger management, friendship/anti-bullying, social emotional learning, girls circle and mindfulness.	\$43,760.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Special Friends Aide	Provide additional counseling support for TK-3 students to assist with increasing attendance, decreasing chronic absenteeism, and developing a positive school climate. (Title I)	\$11,289.08	No
2.8	Parent Liaison	Our parent liaison serves to meet with and collaborate with the community to identify needs. The liaison will seek to connect families with services to support and enrich the lives of our students. She serves as a liaison between teachers, parents, students, support staff and the community regarding educational programs, services and various student issues; assist in coordinating and arranging various programs and services to meet the needs of students. (Title 1)	\$27,634.00	No
2.9	Triage Social Worker	The Triage Social Worker (TSS) works closely with the students, parents/caregivers, community partners and staff to help create a safe, healthy and supportive learning environment for all students. The TSS meets with students individually or in small groups to provide interim counseling services, social/emotional support, or skill building in a variety of areas (i.e. coping skills, social skills, mindfulness). In addition, the TSS is available to assist in community linkages for families struggling to meet their basic needs. (TCOE Grant)	\$0.00	Yes
2.10	Infrastructure/Software ActVnet	Infrastructure and software to connect with first responders on the case of an Emergency. The safety of the students at Tipton Elementary is important to school leaders. Once operational, the web-based system will enable law enforcement dispatchers to access the school's camera system, along with maps of its campus and 360-degree images of classrooms. In the event the school experiences an emergency, emergency dispatchers will be able to relay information to responding officers making emergency response quicker and more effective.	\$2,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.11	Student Information	The Early Warning System (EWS) Aeries Analytics will identify at-risk students. The district can gauge the academic health of the district, school, or subgroup of students. This will assist with identifying chronic absenteeism.	\$4,250.00	Yes
2.12	CPR	CPR training for staff to ensure the safety of all students and staff	\$1,200.00	Yes
2.13	SchoolPass	Visitor Management+ Subscription Visitor & Student Management and Parent Change Management for Absence, Tardies, and Early Dismissal.	\$2,815.00	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 in the actions planned. All actions were implemented.

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.

For action 2.1 the expenditures were underbudgeted for this action. The cost of awards increased from the previous year.
For action 2.6 the expenditures were underbudgeted for this action. At the time of writing the LCAP the district was only able to secure one day for BHS mental health services. The district was offered an additional day of services for our students after the LCAP was approved therefore increasing the cost for services.

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

Goal 2 Action 1- Awards and Incentives-Provide students with incentives and awards to recognize and encourage increased attendance
(continued)

2022-2023 Dashboard- Chronic absentee rate is 24.7%, which is significantly higher than it has been in the past. SSC wants continued parent involvement with incentives and award celebrations.

Goal 2 Action 2, 3, 6, and 9- Increased and improved access to school psychologist, BHS mental health professional, and social worker services

ELAC, SSC, LCAP surveys: including foster youth, homeless, and low-income students, requested increased social emotional supports. 2022-2023 Dashboard chronic absentee rate is 24.7%. These supports will help students to stay engaged and improve attendance.

Through surveys and professional development feedback, it has become very important for us to improve in the area of positive school climate for foster youth, English learners, and homeless youth. Support services increases knowledge of mental health challenges, crisis support and community links to help our families.

Goal 2 Action 4 & 5- Increased and improved access to health experts- increased and improved student information/parent communication. Chronic absentee rate is 24.7%. School Site Council wants continued communication that is easily accessible by low income families and for information to be updated daily on the marquee in the front of the school.

Nurse services will improve student mental and physical health through training, skill building, health literature and presentations.

Goal 2 Action 10: Infrastructure and software to connect with first responders in the case of an emergency.

LCAP surveys, ELAC, SSC, and staff feedback indicates that safety and campus security is an area of focus. The District has practiced drills using ActVNet. All staff members have been trained to use the system.

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.

Action 2.11, 2.12, and 2.13 are new actions for 2023-2024. Action 2.11 adds the Early Warning System (EWS) Aeries Analytics which will identify at-risk students. The district can gauge the academic health of the district, school, or subgroup of students. This will assist with identifying chronic absenteeism. Action 2.12 will provide CPR training for staff to ensure the safety of all students and staff every two years. Action 2.13 will provide the school with SchoolPass. This will assist with Visitor Management+ Subscription Visitor & Student Management and Parent Change Management for Absence, Tardies, and Early Dismissal. This will allow the district to safely monitor visitors who enter campus and track students who are absent or tardy to improve the district's ongoing problem of chronic absenteeism. TESD community and educational partners have prioritized campus safety as crucial for students to be able to focus on their attendance as well as providing a secure environment for students to develop socially and emotionally. With the ongoing demand for student health concerns, it is vital that more staff are able to perform CPR in the event there is an emergency on campus or on a school-sponsored trip.

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	To improve the participation and increase learning opportunities for parents. (Priorities 3 and 6)

An explanation of why the LEA has developed this goal.

Parents have expressed their desire to increase involvement in school decision making and participation in school events. TESD will respond to parents request for training in how to support their students in academic areas. Families have expressed that they appreciated the additional opportunities to award presentations in person to celebrate their children's successes and achievements. Through the LCAP survey, 72% of parents agree Tipton Elementary School encourages parental involvement and participation. TESD will continue to strive to increase parental participation opportunities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Opportunities for parent involvement in district decision making.	2019-2020 - 4 Opportunities for parent involvement in district decision making	2021-2022 4 opportunities parent involvement in district decision making	2022-2023 7 opportunities for parent involvement in district decision making		Provide at least 5 opportunities for parent involvement in district decision making
Opportunities for parent education in school wide programs.	2019-2020 - 10 Opportunities for parent education in school wide programs	2021-2022 10 opportunity for parent education in school wide programs.	2022-2023 19 opportunity for parent education in school wide programs.		Provide at least 15 opportunities for parent education in school wide programs
Number of school sponsored parent events	2019-2020 - 4 sponsored parent events	2021-2022 9 sponsored parent events	2022-2023 (spring) 12 sponsored parent events		Host a minimum of 6 school sponsored parent events

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of parents, including those of unduplicated pupils and special needs pupils, who attend parent conferences in order to receive and give input regarding their students' academic program and progress	2019-2020 98% Parent conference attendance rate	2021-2022 95% Parent conference rate	2022-2023 92% Parent conference attendance rate		98.5% Parent conference attendance rate

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Events	Host Student/Parent events that help to create a positive school climate, increase capacity, and solicit community input.	\$20,000.00	Yes
3.2	Student Information/Parent Communication	Provide parent access to real-time student and school information through the Aeries Parent Portal including: attendance, grades, and school/parent communication. Use Parentsquare for parent communication as well as the school website where information is displayed and updated.	\$15,000.00	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.

All actions were implemented. A success that the school had was the number of increased opportunities for parent involvement in district decision-making, parent education in school-wide programs, and school-sponsored events. This year was refreshing to have restrictions removed from campus which allowed for more parent involvement and events. Our Parent conference attendance rate was lower than expected. This is an area that needs improvement.

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.

For action 3.1 the expenditures were overbudgeted. Although we planned and had more parent events the cost was lower than expected. For action 3.2 the expenditures were underbudgeted. The estimated cost was a bit more than expected.

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

Parents had access to real time student and school information through the Aeries Portal including: attendance, grades, and school/parent communication. Blackboard connect was replaced with Parent Square and used continually for parent communication as well as the school website where information is displayed and updated. The school was able to offer more parent education and school sponsored events this school year.

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

No changes.

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	To provide and equip a multipurpose room and improve school facilities which will assist with the implementation of a broad range of study, increase pupil achievement, and help facilitate parental involvement. (Priorities 3 and 7)

An explanation of why the LEA has developed this goal.

Providing a broad range of study for our students is important in preparing them for college and career readiness. Students who experience a variety of subjects, develop a broad base of knowledge. These experiences help students to apply background knowledge to new content areas. TESD encourages diversity in teaching and learning which can be increased by providing a variety of opportunities to learn content outside of core subjects such as English language arts and math. TESD will add home economics, E-sports (within the context of speech), and engineering to the elective selection for grades 6-8. Students will share their learning with their families in exciting and innovative ways that get families involved in school events. In order to accommodate large groups of the community to engage and enjoy student performances an adequate facility is utilized.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of VAPA events available to entire school community	2019- 2020 2 VAPA events hosted	2021 -2022 2 VAPA events were hosted	2022-2023 4 VAPA event was held so far.		Host at least 4 VAPA events available to entire school community
Percentage of students who participate in music during the regular school day	2019-2020 0% of our students participated in music during the regular school day	2021-2022 There are currently 11% of students participating in music during the regular school day.	2022-2023 38.49% of our students participated in music during the regular school day		30% of students participated in music during the regular school day

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Facilities	Provide adequate facilities to increase student participation in the music program as well as other VAPA course offerings. Improvement to school facilities include but are not limited to modernization of buildings, supplies, equipment, student desks, fields and playgrounds. The fields will be upgraded to provide a safe place for students to participate in extra curricular activities.	\$325,000.00	Yes
4.2	Equipment	Provide music and theater equipment for visual and performing arts for all students	\$25,000.00	Yes
4.3	School Garden	Provide a school garden that is a learning environment used to promote real world, hands on experiences for students in grades K-8. Students learn the importance of agriculture and nutrition in an outside classroom.	\$10,000.00	Yes
4.4	Custodial Staff	Provide additional hours of one part time custodial staff to a full time position. This will allow additional hours to support students and parent events. (Additional Concentration Grant)	\$28,550.79	Yes
4.5	Materials, Supplies and Equipment	Provide materials, supplies and equipment needed for enrichment and extra curricular activities which includes but is not limited to sports and clubs.	\$25,000.00	Yes
4.6	Music	Provide a Music Teacher	\$91,351.65	Yes
4.7	Materials and Supplies	Supplies needed for broad range of study that support the elective courses being offered.	\$20,000.00	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 was not substantive differences for this goal.

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.

For action 4.2 the expenditures were overbudgeted for this action. It was not clear with starting up a new band program how much music equipment or materials would be needed.

For action 4.5 the expenditures were over budgeted for this action. It was anticipated that there would be more purchases needed to support enrichment and extra curricular activities which includes but is not limited to sports and clubs.

For action 4.6 the expenditures were over budgeted for this action. Not knowing who would be hired for the music teacher position we anticipated a middle salary on the salary schedule. A first-year teacher was hired for this position therefore the overall salary was much less than budgeted.

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

Action 4.1, 4.2, 4.3, and 4.6, provided adequate facilities to increase student participation in visual and performing arts, and gave students the opportunity to learn the importance of agriculture in our school garden, allowing for K-8 grade students to experience music education and parents the opportunity to listen to them perform at a spring concert, the drama class was able to perform two plays for our parents/families and community. Action 4.4 provided additional hours to support students and parent events through the Additional Concentration Grant that was available.

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.

Action 4.7 was added as a request from stakeholders to help support a broad range of studies with the elective courses being offered as a way to provide the necessary materials, supplies needed for students to be successful in the courses.

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	Maintain class sizes of 24:1 or less across grades TK-8. (Priorities 4, 5 and 6)

An explanation of why the LEA has developed this goal.

Tipton Elementary School will continue to hold small class sizes because the overall positive impact on our students is an integral component to our school climate. Smaller class sizes allow for students to have more one on one attention from the teacher. Students are more likely to be active participants in their learning with fewer students in the classroom. With smaller class sizes, students are able to build relationships and get to know one another even better, which boosts student achievement and engagement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Class size of less than or equal to 24:1	2019- 2020 All classes were maintained at or below 24:1 except two 4th grade classes with ratios of 28:1, 5th grade with ratios of 26:1 and 27:1 along with one 4/5 combo with 25:1. Two of our 8th grade classes had a ratio of 25:1 and 26:1.	All classes were maintained at or below 24:1 except one 7th grade class with ratio of 25:1	2022-2023: All classes were maintained at or below the 24:1 except one 8th grade class with a ratio of 25:1		All class sizes in all grade levels: Less than 24:1 across grades TK-8
California Assessment of Student Performance and Progress (CAASPP) System - ELA	2018-2019 -14.9 points from standard	Data not available	2022-2023 Dashboard Data <ul style="list-style-type: none"> 30.3 points from standard 		<ul style="list-style-type: none"> 6.5 from standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2018-2019 EL Students -23.9 points from standard		EL Students - 69.6 points from standard		<ul style="list-style-type: none"> 12.1 from standard for EL Students
California Assessment of Student Performance and Progress (CAASPP) System - MATH	2018-2019 -42.8 points from standard 2018-2019 EL Students -47.6 points from standard	Data not available	2022 - 2023 Dashboard Data <ul style="list-style-type: none"> 67.9 points from standard EI Students -94.9 points from standard		<ul style="list-style-type: none"> 28.4 from standard 31.6 from standard for EL Students

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Staffing/Class Size	Provide small class sizes through the funding of 3 additional teachers across the district in order to maintain a positive school climate and increase pupil achievement and engagement	\$455,500.00	Yes
5.2	Additional Staffing	Additional teachers to support small class sizes. This will allow direct services for students who are low-income, English learners and foster youth. (Additional Concentration Grant)	\$324,712.66	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.

All actions were met.

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.

For action 5.1 the expenditures were underbudgeted for action this action. There was a 10% increase added to salaries in the fall of 2022.

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

Action 5.1, providing small class sizes through the funding of 3 additional teachers, was effective in providing small class sizes throughout the district, as measured by class rosters. Small class sizes are effective in increasing student achievement as measured by local assessments. Student engagement increased, especially through increased small-group instruction, as measured by classroom observations. Small class sizes are effective in allowing teachers more time with individual students which increases a positive school climate, as measured by teacher reporting. Action 5.2 allowed for direct services for students who are low-income, English learners, and foster youth using the additional Concentration Grant funds that were provided.

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

No changes.

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)
\$2,368,861	\$313,841.00

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
44.13%	8.56%	\$434,774.76	52.70%

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.

In order to make all voices in our community heard and met, Tipton Elementary conducted a thorough needs assessment. Our needs assessment includes a researched based approach, data analysis, and feedback from certificated and classified staff, student families, English Learner Advisory Committee, special education team, School Site Council, parent surveys, student surveys, student study teams, and leadership teams, and foster youth parent meetings.

Below are the whole school actions we are implementing to address those unduplicated students’ needs. Although the needs low-income, foster youth and English learner students are at the forefront of our actions, these actions will benefit all students by providing intentional interventions in a systematic approach. These actions take a comprehensive framework to support all students.

These are the needs for foster youth, English learners, and low-income students that we identified with our needs assessment:

Goal 1 Action 1- Increased small group instruction

Why?

English learner reclassification was measured at 17.6% 2022-2023 which is an increase from 5.6% in 2020-2021.

The percentage of English learners who made progress towards English proficiency on ELPAC. The 2022 Dashboard indicates 46.7% are making progress toward English language proficiency which is a performance level of medium. This is an increase by 11.2% and increase the District by a performance level. 1.8% maintained ELPI Level 4, 35.4% maintained ELPI levels 1, 2L, 2H, 3L, 3H, and 17.9% decrease at least by 1 ELPI level (in previous indicator 36.3%).

Developmental Reading Assessment (DRA)- The DRA results from the Spring of 2023 in grades K-2 indicate that 15.5% were at or above grade level. In grades 3-5 students who were reading below grade level on the STAR reading test were assessed with the DRA in the Spring. The results indicate that 3rd, 4th, and 5th grade students continue to fall in the below grade level band with little progress. 40% of all students met or exceeded in the assessment of DIBELS. 35% of English learners met or exceeded.

Local Writing Benchmarks-The 2022-2023 mid-year writing benchmark indicates that in TK-8th 36.28% of all students met/exceeded. This is a increase of 1.28%. For English learners, 23.45% (64 out of 273 English learners) met or exceeded standards on the mid year writing benchmark. This was an increase of 1.67% from the 2021-2022 school year. 50.84% of EL students were approaching standard and 12.87% of EL students were standards not met. This was a decrease from the 2021-22 mid-year writing benchmark of 13.53% of the number of students who were standards not met. Out of the 2 foster students, 50% were standards exceeded and 50% were standards not met.

CAASPP- ELA indicates -30.3 points below standard which shows decrease in progress by 15.4%. English learner students were -38.1% points below standard which is a -14.2% decrease towards the goal.

CAASPP- Math indicates -67.9 points below standard which shows decrease in progress by -25.1%. English learner students were -73.5% below standards which is a -25.9% decrease towards the goal.

STAR reading for students in grades 2-8 are 37% are at or above grade level which is an decrease of 6% in progress from the goal.

STAR math for students in grades 2-8 are 49% at or above grade level which is an increase of 17% in progress towards the goal.

How?

Instructional aides will give intervention instruction focused on ELD for English learners in grades 1-8. The small group instruction will be strategically given to students who are at risk of not being a proficient reader. Specifically English learners, foster youth, and homeless youth will be given priority.

As measured by increase in percentage of students at or above proficiency in CAASPP and local benchmark results.

Goal 1 Action 2- Improved access to technology

Why?

In grades TK-5 have 1:1 devices and students in grades 6-8 have 2:1 devices. We have purchased equipment to have an E-sports room where our game design class with have the devices to make 4D games. English learners and foster youth have access to devices and hot spots.

School site council parent input was to have technology as a part of student learning. The priority will be for unduplicated students to have access to technology with no cost to the student/family.

How?

The purchase of replacement of technology devices, infrastructure upgrades, technology support technician, upgraded devices to sustain E-sports.

As measured by increase in percentage of students at or above proficiency in CAASPP and local benchmark results.

Goal 1 Action 3- ELA/Math Materials-

Why?

CA School Dashboard EL Indicator- 46.7% of our EL students are making progress towards English language proficiency. The performance level is medium.

In DRA, K-2 grade- 15.5% are at or above grade level. 70% of students in grades 3-5 are near grade level standard on the STAR reading test. 40% of all students met or exceeded in the assessment of DIBELS. 35% of English learners met or exceeded.

Local Writing Benchmarks- The 2022-2023 mid-year writing benchmark indicates that in TK-8th 36.28% of all students met/exceeded. This is a increase of 1.28%. For English learners, 23.45% (64 out of 273 English learners) met or exceeded standards on the mid year writing benchmark. This was an increase of 1.67% from the 2021-2022 school year. 50.84% of EL students were approaching standard and 12.87% of EL students were standards not met. This was a decrease from the 2021-22 mid-year writing benchmark of 13.53% of the number of students who were standards not met. Out of the 2 foster students, 50% were standards exceeded and 50% were standards not met.

STAR reading for students in grades 2-8 are 37% are at or above grade level which is an decrease of 6% in progress from the goal.

STAR math for students in grades 2-8 are 49% at or above grade level which is an increase of 17% in progress towards the goal.

How?

Students are provided with ancillary English Language Arts and math materials, including math materials, leveled books, larger book selection, news magazines, manipulatives, and student supplemental workbooks.

As measured by increase in percentage of students at or above proficiency in CAASPP and local benchmark results.

Goal 1 Action 4- Increased and improved awards/incentives/parent involvement

Why?

English learner reclassification has increased and we are trying to focus on lowering the number of long-term English learners.

CAASPP- ELA indicates -30.3 points below standard which shows decrease in progress by 15.4%. English learner students were -38.1% points below standard which is a -14.2% decrease towards the goal.

CAASPP- Math indicates -67.9 points below standard which shows decrease in progress by -25.1%. English learner students were -73.5% below standards which is a -25.9% decrease towards the goal.

English learner students at or above grade level in DRA is 15.18%. 35% of English learners met or exceeded on the DIBELS.

English learner students at or above grade level in Writing is 23.45%.

How?

Awards assemblies with incentives, recognition of academic growth, increased student achievement in math is done quarterly throughout the school year during the day and three times during the evening so that parents could be present.

As measured by increase in percentage of students at or above proficiency in CAASPP and local benchmark results and decrease in chronic absenteeism.

Goal 1 Action 5 & Action 14-Improved access to librarian and library resources, increase book selection for English learners, foster youth, and homeless youth

Why?

English learner reclassification was measured at 17.6%

The percentage of English learners who made progress towards English proficiency on ELPAC. The 2022 Dashboard indicates 46.7% are making progress toward English language proficiency which is a performance level of medium. This is an increase by 11.2% and increase the District by a performance level. 1.8% maintained ELPI Level 4, 35.4% maintained ELPI levels 1, 2L, 2H, 3L, 3H, and 17.9% decrease at least by 1 ELPI level (in previous indicator 36.3%).

CAASPP- ELA indicates -30.3 points below standard which shows decrease in progress by 15.4%. English learner students were -38.1% points below standard which is a -14.2% decrease towards the goal.

CAASPP- Math indicates -67.9 points below standard which shows decrease in progress by -25.1%. English learner students were -73.5% below standards which is a -25.9% decrease towards the goal.

We are working towards decreasing the disparity among English learners and English only counterpart.

How?

The school librarian will manage leveled books and resources to support guided reading in the classroom for unduplicated students based on their individual, instructional and independent reading level. Students will have access to a wide selection of reading material to increase engagement.

As measured by increase in percentage of students at or above proficiency in CAASPP, ELPAC, and local benchmark results.

Goal 1 Action 6- Resource Teacher to support teaching staff and students

Why?

The Resource Teacher will guide implementation of MTSS. Resource Teacher maintains data for progress monitoring low-income, foster youth, English learners, and homeless. Teacher also monitors intervention system and support staff for individualized student needs.

How?

The Resource Teacher will improve and increase implementation of a school wide MTSS plan, provide professional development plan to help increase the achievement for unduplicated students. The MTSS plan will include building capacity in staff and students to increase agency. She will oversee progress monitoring of unduplicated student growth.

As measured by increase in percentage of students at or above proficiency in CAASPP and local benchmark results, educational partner feedback.

Goal 1 Action 7- Fieldtrips.

Why?

Foster youth, English learners, homeless youth, and low-income students have fewer enrichment experience and limited vocabulary. Fieldtrip will broaden the scope of students' cultural and academic experiences.

How?

Enrichment opportunities in electives and through college and career readiness field trips and assemblies to broaden the scope of student' cultural experience. Prioritizing unduplicated students.

As measured by increase in percentage of students at or above proficiency in CAASPP, local benchmark results, increase in overall attendance and decrease in chronic absenteeism.

Goal 1 Action 8- Salary Increase

Why?

We are fully committed to recruiting, hiring, and retaining highly qualified staff at competitive salaries, which affects the quality of the district's educational program, particularly for English Learners, Foster Youth, and Low Income students. The salary increase has reduced our teacher attrition rate, thus retaining highly qualified staff. The effectiveness of the action will be measured by the academic achievement metrics for this goal.

How?

Retain quality teachers by developing pedagogy through professional development across school years.

As measured by teacher attrition rate.

Goal 1 Action 12- Web Based Programs

Why? The flexible design of web- based programs are beneficial for unduplicated students. These students have more autonomy and control of their learning with web-based program when it comes pacing and having access to content at their zone of proximal development.

How? Web-based programs to address improving achievement of disadvantaged

As measured by increase in percentage of students at or above proficiency in CAASPP, local benchmark results and ELPAC.

Goal 1 Action 15- MTSS Coaching- provides subs

Why? Substitute teachers are needed to cover class so that the MTSS coach can assist teachers to observe colleagues during the instructional core and practice to identify and analyze learning tasks in order to foster student improvement. We are providing out of class experiences for teachers to build understanding and identify ways that educators: build a collaborative learning community, focus on learning tasks, diagnose stuck points and learning needs, and collaboratively develop a shared vision of high-quality learning and teaching

How? Improve multi-tiered system of supports for student by building understanding in teachers. Sub coverage

As measured by increase in percentage of students at or above proficiency in CAASPP, local benchmark results, educational partner surveys.

Goal 1 Actions 16 & 17- STEM Enrichment Teacher and material for STEM class

Why?

STEM education motivates students' interests in the science, math, and arts careers. STEM is a high interest field where English learners accelerate language acquisition.

How?

Provide a STEM enrichment teacher in order to accelerate Student language acquisition, academic vocabulary and writing proficiency in STEM content.

As measured by increase in percentage of students at or above proficiency in CAASPP, ELPAC, and local benchmark results.

Goal 2 Action 1- Awards and Incentives-Provide students with incentives and awards to recognize and encourage increased attendance (continued)

Why?

2022-2023 Dashboard- Chronic absentee rate is 24.7%, which is significantly higher than it has been in the past. SSC wants continued parent involvement with incentives and award celebrations.

Goal 2 Action 2, 3, 6, and 9 improved access to school psychologist, BHS mental health professional, and social worker services

ELAC, SSC, LCAP surveys: including foster youth, homeless, and low-income students, requested increased social emotional supports. 2022-2023 Dashboard chronic absentee rate is 24.7%. These supports will help students to stay engaged and improve attendance.

Through surveys and professional development feedback, it has become very important for us to improve in the area of positive school climate for foster youth, English learners, and homeless youth. Support services increases knowledge of mental health challenges, crisis support and community links to help our families.

How?

School social workers will design and implement a school wide attendance incentive plan. Recognizing and rewards good attendance.

As measured by increase in overall attendance and decrease in chronic absenteeism.

Goal 2 Action 4 & 5- Increased and improved access to health experts- increased and improved student information/parent communication.

Why?

Chronic absentee rate is 24.7%. School Site Council wants continued communication that is easily accessible by low income families and for information to be updated daily on the marquee in the front of the school.

Nurse services will improve student mental and physical health through training, skill building, health literature and presentations.

How?

LVN & RN services to improve student health and increase family outreach through one on one conversations regarding student health, providing health literature, presenting information for students to make better choices regarding health.

As measured by increase in overall attendance and decrease in chronic absenteeism.

Goal 2 Action 10: Infrastructure and software to connect with first responders in the case of an emergency.

Why?

LCAP surveys, ELAC, SSC, and staff feedback indicates that safety and campus security is an area of focus. The District has practiced drills using ActVNet. All staff members have been trained to use the system.

How?

The District will maintain infrastructure and software to connect with first responders in case of an emergency. The safety of students and staff is a priority.

As measured by educational partners surveys.

Goal 2 Action 11- Student Information- Early Warning System for Intervention

Why? The Early Warning System (EWS) Aeries Analytics will identify at-risk students. The district can gauge the academic health of the district, school, or subgroup of students. This will assist with identifying chronic absenteeism.

How? Unduplicated students will be on a watch list through Aeries Analytics- Areas for review include: attendance, discipline, testing/assessment data, and program participation.

As measured by educational partners surveys.

Goal 2 Action 12- CPR training

Why? The district will continue to provide health and wellness training to promote physical well-being of students.

How? CPR training for staff to ensure the safety of students and staff

As measured by educational partners surveys.

Goal 2 Action 13- School Pass/ Visitor Check-in System

Why? School safety continues to be a priority and procedures for safe ingress and egress of student, parents, and school employees to and from school site is part of keeping all staff and student safe.

How? The SchoolPass student & visitor management system for allows us to screen visitors, check staff in, and support management of student attendance.

As measured by educational partners surveys.

Goal 3 Action 1 & Action 2-

Why?

To help to create a positive school climate, increase capacity, and solicit community input?

How?

Parents will have access to real time student and school information through the Aeries Portal including: attendance, grades, and school/parent communication. Parent Square will be used continually for parent communication as well as the school website where information is displayed and updated. The school was able to offer more parent education and school sponsored events this school year.

Multiple opportunities for parent involvement in District decision making will be offered. Host school sponsored parent events.

As measured by increase in overall attendance, decrease in chronic absenteeism, and educational partners surveys.

Action 4.1, 4.2, 4.3, and 4.6,

Why?

Provide adequate facilities to increase student participation in visual and performing arts, and gave students the opportunity to learn the importance of agriculture in our school garden, allowing for K-8 grade students to experience music education and parents the opportunity to listen to them perform at a spring concert, the drama class was able to perform two plays for our parents/families and community.

Action 4.4 provided additional hours to support students and parent events through the Additional Concentration Grant that was available.

Why? -

With over 90% of our students designated as socioeconomically disadvantaged and residing in a high-poverty community, access to clean, well-maintained, and safe play areas are near non-existent. Tipton has no public parks or areas where children can comfortably socially interact. The large majority of students residing in this community are Unduplicated Pupils. Tipton parent and student surveys indicate that there is an appreciation for the well-maintained and welcoming environment of the school. Educational partners shared the importance of maintaining facilities; inclusive of classrooms, restrooms, play areas, and other facilities in excellent repair. Action 4.1 is directed toward improving and maintaining the excellent school facilities, while continuing to prioritize safety and access for every student. The needs, conditions and circumstances of the Tipton foster youth, English Learners, and low-income students were considered first when determining the need for this action. The educational partners of Tipton (parents, students, and staff) again provided feedback and input on the importance of maintaining ongoing improvements and maintenance of district facilities at excellent levels. This foster and promotes positive feelings about school, a sense of pride and belonging, increases students desire to attend school daily, plus builds a sense of community. Through the needs assessment process and surveys of both parents and students, it was evident that most of our UPs reside in home environments that are not conducive to learning. This increases the importance of providing a clean, safe, modern school environment with adults who care to enable our students to move past fulfilling their basic needs, as outlined in Maslow's hierarchy of needs, to working on fulfilling their psychological and self-fulfillment needs. The Tipton school district is committed to providing the very best physical learning environment for every child and especially the Unduplicated student groups in the district. The environment matters for learners and the funding allocated will continue to provide the very best possible classroom environments, outdoor play areas, other facilities, and ensure safety and security for all. Progress in this area will be measured through the needs assessment and survey process.

Pupil access and enrollment in a broad range of study, including both unduplicated and special needs students provided to unduplicated pupils as well as individuals with exceptional needs.

A broad range of study will help to build life skills, provide experiences that build background knowledge, increase content area vocabulary and improve college and career readiness.

Percentage of foster youth, English learners, and low-income students who participate in music during the regular school day- %

How? Provide adequate facilities, equipment and supplies for performing arts for foster youth, English learners, and low-income students to increase student participation in the music program as well as other VAPA course offerings. A music teacher will be employed to support the VAPA program. Low income, foster youth, and English learner students will be actively sought out to participate in the VAPA course offerings. Improvement to school facilities include but are not limited to modernization of buildings, supplies, equipment, student desks, fields and playgrounds.

As measured by educational partner surveys.

Goal 4 Action 5- Materials, supplies, and equipment

Why? Extracurricular activities offer an experience of learning and growth outside of the classroom, especially for unduplicated students who have less access to these opportunities. When these programs are not funded or cut entirely, students who excel in these areas are not getting the education they deserve.

How? Provide materials, supplies and equipment needed for enrichment and extra curricular activities which includes but is not limited to sports and clubs.

As measured by increase in overall attendance, decrease in chronic absenteeism, and educational partners surveys.

Action 5.1, providing small class sizes through the funding of 3 additional teachers

Why?

Effective in providing small class sizes throughout the district, as measured by class rosters. Small class sizes are effective in increasing student achievement as measured by local assessments. Student engagement increased, especially through increased small-group instruction, as measured by classroom observations. Small class sizes are effective in allowing teachers more time with individual students which increases a positive school climate, as measured by teacher reporting.

How? Extra staff and class assignments.

Action 5.2 allowed for direct services for students who are low-income, English learners, and foster youth using the additional Concentration Grant funds that were provided.

How? Additional teaching staff allows small class sized and increased opportunities for foster youth, English learners, low-income students, and homeless youth to have individualized academic and social emotional supports.

As measured by increase in percentage of students at or above proficiency in CAASPP, local benchmark results, ELPAC results, and educational partner surveys.

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

Using the calculation tool provided by the state, the Tipton Elementary School District has calculated that it will receive \$2,368,861 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). Included in this is the additional LCFF Concentration add-on (15%) of \$313,841. The district calculated that there is a Carryover requirement in the amount of \$74,608.95 from 22-23. Using the same LCFF calculation tool, the proportionality percentage for 2023-24 has been calculated at 44.13%. The 44.13% to increase or improve services when added to the Carryover Percentage to increase or improve services of 3.63% equals a Minimum Proportionality Percentage of 47.77% for the 2023-2024 LCAP year.

The Tipton Elementary School District provides the following direct services specifically for foster youth, English learners, and low-income pupils:

Additional Instructional aides will increase small group intervention supports for English learners who are underperforming in ELA and math. ELD Professional Development in the area of English Language Development will be provided to staff by TCOE ELD consultants along with Dr. Nancy Akhavan. Implementation of learned strategies will enable staff to effectively support English Learners in progressing with the acquisition of English language proficiency (Goal 1 action18). Sub-coverage will be provided for teachers to attend professional development trainings.

Additional teaching staff will increase the number of small class sizes.

The Resource Teacher will improve and increase implementation of a school-wide, professional development plan to help increase the achievement for foster youth, English learners, and low-income students.

Improved access to technology. The Resource Teacher will provide intervention instruction for students.

Academic field trips to increase unduplicated students' college and career readiness by creating opportunities for these students to have a variety of cultural experiences.

Increased and improved awards/Incentives/Parent involvement and Student Achievement

Improved access to librarian and library resources-

Increased and improved access to the school psychologist and social worker services-

Increased and improved access to LVN and RN

Increased and improved student Information/parent communication

Improve parent access to real time student and school information

Improved facilities, sports fields, and equipment for extra curricular activities and outdoor learning.

Increased and improved hands-on experiences in outdoor classroom

Overall the aforementioned actions, account for the essential improvement and increasing requirements to meet the specific needs of foster youth, English learners, and low-income students. TESD, has in good faith, met the minimum proportionality requirement. The Carryover funds have been included in the LCAP and will be utilized to provide Actions and services that increase or improve services for Unduplicated Pupils and contribute toward meeting the increased or improved service requirement (MPP) in the 2023-2024 LCAP

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.

Tipton Elementary plans to use additional funds to increase the hours of one part time custodial staff to a full time position. This will allow additional hours to support students. TESD has hired additional teachers to support small class sizes. This will allow direct services for students who are low-income, English learners and foster youth.

Action 4.4 provided additional hours to support students and parent events through the Additional Concentration Grant that was available.

Why? - Pupil access and enrollment in a broad range of study, including both unduplicated and special needs students provided to unduplicated pupils as well as individuals with exceptional needs.

A broad range of study will help to build life skills, provide experiences that build background knowledge, increase content area vocabulary and improve college and career readiness.

Percentage of foster youth, English learners, and low-income students who participate in music during the regular school day- %

How? Provide adequate facilities, equipment and supplies for performing arts for foster youth, English learners, and low-income students to increase student participation in the music program as well as other VAPA course offerings. A music teacher will be employed to support the VAPA program. Low income, foster youth, and English learner students will be actively sought out to participate in the VAPA course offerings. Improvement to school facilities include but are not limited to modernization of buildings, supplies, equipment, student desks, fields and playgrounds.

Action 5.1, providing small class sizes through the funding of 3 additional teachers through the Additional Concentration Grant that was available.

Why?

Effective in providing small class sizes throughout the district, as measured by class rosters. Small class sizes are effective in increasing student achievement as measured by local assessments. Student engagement increased, especially through increased small-group instruction, as measured by classroom observations. Small class sizes are effective in allowing teachers more time with individual students which increases a positive school climate, as measured by teacher reporting.

How? Extra staff and class assignments.

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	N/A	1:13
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:18

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,828,635.76	\$106,000.00		\$403,170.60	\$3,337,806.36	\$2,380,887.91	\$956,918.45

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Instructional Aides	English Learners Foster Youth Low Income	\$255,500.00			\$201,980.76	\$457,480.76
1	1.2	Technology and Resources	English Learners Foster Youth Low Income	\$278,387.99			\$5,599.30	\$283,987.29
1	1.3	ELA/Math Materials: Books and Supplies	English Learners Foster Youth Low Income	\$75,000.00				\$75,000.00
1	1.4	Awards/Incentives	English Learners Foster Youth Low Income	\$36,409.55				\$36,409.55
1	1.5	Librarian	English Learners Foster Youth Low Income	\$93,312.46				\$93,312.46
1	1.6	Resource Teacher	English Learners Foster Youth Low Income	\$101,397.34			\$56,802.66	\$158,200.00
1	1.7	Field Trips	English Learners Foster Youth Low Income	\$45,000.00				\$45,000.00
1	1.8	Salary Increase	English Learners Foster Youth Low Income	\$150,000.00				\$150,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.9	Summer School	All		\$80,000.00			\$80,000.00
1	1.10	Tutoring	All		\$18,000.00		\$2,000.00	\$20,000.00
1	1.11	Professional Development	All				\$10,587.50	\$10,587.50
1	1.12	Web-Based Programs	English Learners Foster Youth Low Income	\$85,000.00			\$7,606.61	\$92,606.61
1	1.13	Materials	All				\$4,000.00	\$4,000.00
1	1.14	Library Books and Materials	English Learners Foster Youth Low Income	\$25,000.00				\$25,000.00
1	1.15	MTSS Coach	English Learners Foster Youth Low Income	\$11,512.50				\$11,512.50
1	1.16	STEM Enrichment Teacher	English Learners Foster Youth Low Income	\$132,000.00				\$132,000.00
1	1.17	Materials and Supplies	English Learners Foster Youth Low Income	\$4,500.00				\$4,500.00
1	1.18	ELD Professional Development	English Learners	\$8,000.00	\$8,000.00		\$10,587.50	\$26,587.50
2	2.1	Awards and Incentives	English Learners Foster Youth Low Income	\$30,000.00				\$30,000.00
2	2.2	Psychologist	English Learners Foster Youth Low Income	\$66,393.00				\$66,393.00
2	2.3	Social Worker	English Learners Foster Youth Low Income	\$8,620.39			\$34,481.54	\$43,101.93
2	2.4	LVN	English Learners Foster Youth	\$48,074.96				\$48,074.96

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
2	2.5	RN	English Learners Foster Youth Low Income	\$10,589.12				\$10,589.12
2	2.6	BHS mental health professional	English Learners Foster Youth Low Income	\$43,760.00				\$43,760.00
2	2.7	Special Friends Aide	All				\$11,289.08	\$11,289.08
2	2.8	Parent Liaison	All				\$27,634.00	\$27,634.00
2	2.9	Triage Social Worker	English Learners Foster Youth Low Income	\$0.00				\$0.00
2	2.10	Infrastructure/Software ActVnet	English Learners Foster Youth Low Income	\$2,400.00				\$2,400.00
2	2.11	Student Information	English Learners Foster Youth Low Income	\$4,250.00				\$4,250.00
2	2.12	CPR	English Learners Foster Youth Low Income	\$1,200.00				\$1,200.00
2	2.13	SchoolPass	English Learners Foster Youth Low Income	\$2,815.00				\$2,815.00
3	3.1	Parent Events	English Learners Foster Youth Low Income	\$20,000.00				\$20,000.00
3	3.2	Student Information/Parent Communication	English Learners Foster Youth Low Income	\$15,000.00				\$15,000.00
4	4.1	Facilities	English Learners Foster Youth Low Income	\$325,000.00				\$325,000.00
4	4.2	Equipment	English Learners Foster Youth Low Income	\$25,000.00				\$25,000.00
4	4.3	School Garden	English Learners Foster Youth Low Income	\$10,000.00				\$10,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.4	Custodial Staff	English Learners Foster Youth Low Income	\$28,550.79				\$28,550.79
4	4.5	Materials, Supplies and Equipment	English Learners Foster Youth Low Income	\$25,000.00				\$25,000.00
4	4.6	Music	English Learners Foster Youth Low Income	\$60,750.00			\$30,601.65	\$91,351.65
4	4.7	Materials and Supplies	English Learners Foster Youth Low Income	\$20,000.00				\$20,000.00
5	5.1	Staffing/Class Size	English Learners Foster Youth Low Income	\$455,500.00				\$455,500.00
5	5.2	Additional Staffing	English Learners Foster Youth Low Income	\$324,712.66				\$324,712.66

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
\$5,367,550	\$2,368,861	44.13%	8.56%	52.70%	\$2,828,635.76	0.00%	52.70 %	Total:	\$2,828,635.76
								LEA-wide Total:	\$2,820,635.76
								Limited Total:	\$8,000.00
								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 (%)
1	1.1	Instructional Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$255,500.00	
1	1.2	Technology and Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$278,387.99	
1	1.3	ELA/Math Materials: Books and Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$75,000.00	
1	1.4	Awards/Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$36,409.55	
1	1.5	Librarian	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$93,312.46	
1	1.6	Resource Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$101,397.34	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Field Trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$45,000.00	
1	1.8	Salary Increase	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150,000.00	
1	1.12	Web-Based Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$85,000.00	
1	1.14	Library Books and Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	
1	1.15	MTSS Coach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$11,512.50	
1	1.16	STEM Enrichment Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$132,000.00	
1	1.17	Materials and Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,500.00	
1	1.18	ELD Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$8,000.00	
2	2.1	Awards and Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	
2	2.2	Psychologist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$66,393.00	
2	2.3	Social Worker	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,620.39	
2	2.4	LVN	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$48,074.96	

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	2.5	RN	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,589.12	
2	2.6	BHS mental health professional	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$43,760.00	
2	2.9	Triage Social Worker	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
2	2.10	Infrastructure/Software ActVnet	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,400.00	
2	2.11	Student Information	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,250.00	
2	2.12	CPR	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,200.00	
2	2.13	SchoolPass	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,815.00	
3	3.1	Parent Events	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
3	3.2	Student Information/Parent Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	
4	4.1	Facilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$325,000.00	
4	4.2	Equipment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	
4	4.3	School Garden	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	

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 (%)
4	4.4	Custodial Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$28,550.79	
4	4.5	Materials, Supplies and Equipment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	
4	4.6	Music	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$60,750.00	
4	4.7	Materials and Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
5	5.1	Staffing/Class Size	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$455,500.00	
5	5.2	Additional Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$324,712.66	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,976,734.11	\$2,654,195.07

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	Instructional Aides	Yes	\$386,348.45	\$415,622.87
1	1.2	Technology and Resources	Yes	\$261,701.70	\$138,836.68
1	1.3	ELA/Math Materials: Books and Supplies	Yes	\$50,000.00	\$51,414.95
1	1.4	Awards/Incentives	Yes	\$25,000.00	\$22,450.00
1	1.5	Librarian	Yes	\$86,078.00	\$89,278.00
1	1.6	Resource Teacher	Yes	\$143,555.78	\$152,025.64
1	1.7	Field Trips	Yes	\$30,000.00	\$19,814.00
1	1.8	Salary Increase	Yes	\$110,000.00	\$110,000.00
1	1.9	Summer School	No	\$80,000.00	\$80,000.00
1	1.10	Tutoring	No	\$52,000.00	\$6,003.95

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	1.11	Professional Development	No	\$7,375.00	\$7,375.00
1	1.12	Web-Based Programs	No	\$57,055.53	\$56,956.99
1	1.13	Materials	No	\$59,269.53	\$3,619.01
1	1.14	Library Books and Materials	Yes	\$25,000.00	\$14,630.61
1	1.15	MTSS Coach	No	\$17,250.00	\$17,250
1	1.16	STEM Enrichment Teacher	Yes	\$121,741.12	\$71,312.88
1	1.17	Materials and Supplies	Yes	\$5,000.00	\$1,736.32
1	1.18	ELD Professional Development	Yes	\$29,525.00	\$21,525.00
2	2.1	Awards and Incentives	Yes	\$10,000.00	\$12,706.47
2	2.2	Psychologist	Yes	\$66,393.00	\$66,393.60
2	2.3	Social Worker	Yes	\$37,569.17	\$38,906.33
2	2.4	LVN	Yes	\$47,600.69	\$47,600.69
2	2.5	RN	Yes	\$10,589.12	\$10,380.82

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.6	BHS mental health professional	Yes	\$20,000.00	\$40,000.00
2	2.7	Special Friends Aide	No	\$9,681.63	\$8,863.58
2	2.8	Parent Liaison	No	\$25,821.17	\$26,650.60
2	2.9	Triage Social Worker	No	\$0.00	\$0.00
2	2.10	Infrastructure/Software ActVnet	Yes	\$11,000.00	\$11,400.00
3	3.1	Parent Events	Yes	\$15,000.00	\$7,042.94
3	3.2	Student Information/Parent Communication	Yes	\$9,500.00	\$11,498.04
4	4.1	Facilities	Yes	\$300,000.00	\$300,000.00
4	4.2	Equipment	Yes	\$50,000.00	\$12,620.56
4	4.3	School Garden	Yes	\$8,000.00	\$8,000.00
4	4.4	Custodial Staff	Yes	\$25,985.27	\$25,985.27
4	4.5	Materials, Supplies and Equipment	Yes	\$25,000.00	\$12,617.65
4	4.6	Music	Yes	\$106,551.54	\$72,429.35

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	5.1	Staffing/Class Size	Yes	\$402,105.68	\$412,210.54
5	5.2	Additional Staffing	Yes	\$249,036.73	\$249,036.73

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)
\$2,256,415	\$2,313,974.79	\$2,071,915.73	\$242,059.06	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Instructional Aides	Yes	\$208,071.64	\$221,874.96		
1	1.2	Technology and Resources	Yes	\$255,835.40	\$124,336.68		
1	1.3	ELA/Math Materials: Books and Supplies	Yes	\$50,000.00	\$51,414.95		
1	1.4	Awards/Incentives	Yes	\$25,000.00	\$10,623.00		
1	1.5	Librarian	Yes	\$86,078.00	\$89,278.00		
1	1.6	Resource Teacher	Yes	\$71,777.89	\$75,053.47		
1	1.7	Field Trips	Yes	\$30,000.00	\$19,184.00		
1	1.8	Salary Increase	Yes	\$110,000.00	\$110,000.00		
1	1.14	Library Books and Materials	Yes	\$25,000.00	\$14,630.61		
1	1.16	STEM Enrichment Teacher	Yes	\$121,741.12	\$71,312.88		
1	1.17	Materials and Supplies	Yes	\$5,000.00	\$1,736.32		
1	1.18	ELD Professional Development	Yes	\$18,150.00	\$18,150.00		

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	Awards and Incentives	Yes	\$10,000.00	\$12,706.47		
2	2.2	Psychologist	Yes	\$66,393.00	\$66,393.60		
2	2.3	Social Worker	Yes	\$7,513.83	\$7,508.55		
2	2.4	LVN	Yes	\$33,266.19	\$33,266.19		
2	2.5	RN	Yes	\$10,589.12	\$10,589.12		
2	2.6	BHS mental health professional	Yes	\$20,000.00	\$40,000.00		
2	2.10	Infrastructure/Software ActVnet	Yes	\$11,000.00	\$11,400.00		
3	3.1	Parent Events	Yes	\$15,000.00	\$7,042.94		
3	3.2	Student Information/Parent Communication	Yes	\$9,500.00	\$11,498.04		
4	4.1	Facilities	Yes	\$300,000.00	\$300,000.00		
4	4.2	Equipment	Yes	\$50,000.00	\$12,620.56		
4	4.3	School Garden	Yes	\$8,000.00	\$8,000.00		
4	4.4	Custodial Staff	Yes	\$25,985.27	\$25,985.27		
4	4.5	Materials, Supplies and Equipment	Yes	\$25,000.00	\$12,617.65		
4	4.6	Music	Yes	\$63,930.92	\$43,445.20		
5	5.1	Staffing/Class Size	Yes	\$402,105.68	\$412,210.54		
5	5.2	Additional Staffing	Yes	\$249,036.73	\$249,036.73		

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)
\$5,076,582	\$2,256,415	4.93%	49.38%	\$2,071,915.73	0.00%	40.81%	\$434,774.76	8.56%

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
January 2022

5. **ADMINISTRATIVE: Action items:**

5.3 Approval of the Districts General Fund Excess Reserve

5. ADMINISTRATIVE: Action items:

5.4 Approval of Proposed School Budget for the 2023-2024 School Year



Tipton Elementary School District
370 N. Evans
Tipton, CA 93272

2023-2024
Budget Adoption

Board Meeting June 6th, 2023

Board of Trustees

Board President–Greg Rice

Board Clerk –Iva Sousa

Board Trustee –Fernando Cunha

Board Trustee–John Cardoza

Board Trustee–Shelley Heeger

District Administration

Stacey Bettencourt
Superintendent/Secretary of Board

Cherie Solian, Ed.D
Principal

Cassandra Young, Business Services

Fausto Martin, Maintenance Operations & Transportation

Connie Sanchez, Cafeteria

ANNUAL BUDGET REPORT:

July 1, 2023 Budget Adoption

Select applicable boxes:

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

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

Budget available for inspection at:

Place: Business Office, 370 N Evans Rd, Tipton CA

Date: 06/01/2023

Adoption Date: 06/13/2023

Signed: _____

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

Public Hearing:

Place: District Board Room, 370 N Evans Rd, Tipton CA

Date: 06/06/2023

Time: 7:00 PM

Contact person for additional information on the budget reports:

Name: Stacey Beltencourt

Title: Superintendent

Telephone: 559-752-4213

E-mail: sbeltencourt@tipton.k12.ca.us

Criteria and Standards Review Summary

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

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Budgeted (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.		X
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.	X	
4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.	X	
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.	X	
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	
9	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	
SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?	X	

SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements? • If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2022-23) annual payment?		X
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)? • If yes, are they lifetime benefits? • If yes, do benefits continue beyond age 65? • If yes, are benefits funded by pay-as-you-go?	X	
			n/a	
			n/a	
			n/a	
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation, employee health and welfare, or property and liability)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for: • Certificated? (Section S8A, Line 1) • Classified? (Section S8B, Line 1) • Management/supervisor/confidential? (Section S8C, Line 1)		X
				X
			n/a	
S9	Local Control and Accountability Plan (LCAP)	• Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year? • Adoption date of the LCAP or an update to the LCAP:		X
				06/13/2023
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X
ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	X	
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?		X
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
ADDITIONAL FISCAL INDICATORS (continued)			No	Yes
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?		X
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

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

To the County Superintendent of Schools:

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

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

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

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

Signed _____

Date of Meeting: _____

Clerk/Secretary of the Governing Board

(Original signature required)

For additional information on this certification, please contact:

Name: Stacey Bettencourt
Title: Superintendent
Telephone: 559-752-4213
E-mail: sbettencourt@tipton.k12.ca.us

G = General
Ledger Data; S =
Supplemental
Data

Data Supplied For:			
Form	Description	2022-23 Estimated Actuals	2023-24 Budget
01	General Fund/County School Service Fund	GS	GS
08	Student Activity Special Revenue Fund	G	G
09	Charter Schools Special Revenue Fund		
10	Special Education Pass-Through Fund		
11	Adult Education Fund		
12	Child Development Fund		
13	Cafeteria Special Revenue Fund	G	G
14	Deferred Maintenance Fund	G	G
15	Pupil Transportation Equipment Fund		
17	Special Reserve Fund for Other Than Capital Outlay Projects		
18	School Bus Emissions Reduction Fund		
19	Foundation Special Revenue Fund		
20	Special Reserve Fund for Postemployment Benefits		
21	Building Fund	G	G
25	Capital Facilities Fund	G	G
30	State School Building Lease-Purchase Fund		
35	County School Facilities Fund	G	G
40	Special Reserve Fund for Capital Outlay Projects		
49	Capital Project Fund for Blended Component Units		

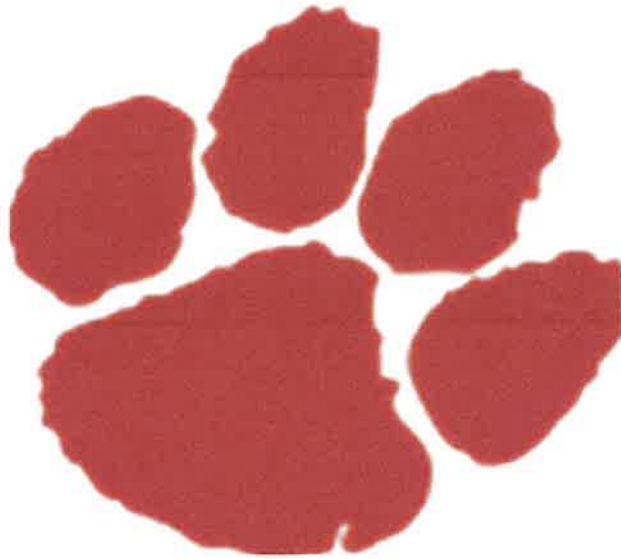
51	Bond Interest and Redemption Fund	G	G
52	Debt Service Fund for Blended Component Units		
53	Tax Override Fund		
56	Debt Service Fund		
57	Foundation Permanent Fund		
61	Cafeteria Enterprise Fund		
62	Charter Schools Enterprise Fund		
63	Other Enterprise Fund		
66	Warehouse Revolving Fund		
67	Self-Insurance Fund		
71	Retiree Benefit Fund		
73	Foundation Private-Purpose Trust Fund		
75	Warrant/Pass-Through Fund		
95	Student Body Fund		
A	Average Daily Attendance	S	S
ASSET	Schedule of Capital Assets		
CASH	Cashflow Worksheet		
CB	Budget Certification		S
CC	Workers' Compensation Certification		S
CEA	Current Expense Formula/Minimum Classroom Comp. - Actuals	G	
CEB	Current Expense Formula/Minimum Classroom Comp. - Budget		G
DEBT	Schedule of Long-Term Liabilities		
ESMOE	Every Student Succeeds Act Maintenance of Effort	G	
ICR	Indirect Cost Rate Worksheet	G	
L	Lottery Report	G	

MYP	Multiyear Projections - General Fund		GS
SEA	Special Education Revenue Allocations		
SEAS	Special Education Revenue Allocations Setup (SELPA Selection)		
SIAA	Summary of Interfund Activities - Actuals	G	
SIAB	Summary of Interfund Activities - Budget		G
01CS	Criteria and Standards Review	GS	GS



Tipton Elementary School District

**SUMMARY ALL
SACS FUND RESOURCES**



**Budget Adoption
2023-2024**



Tipton Elementary School District
2023-2024 Budget Adoption

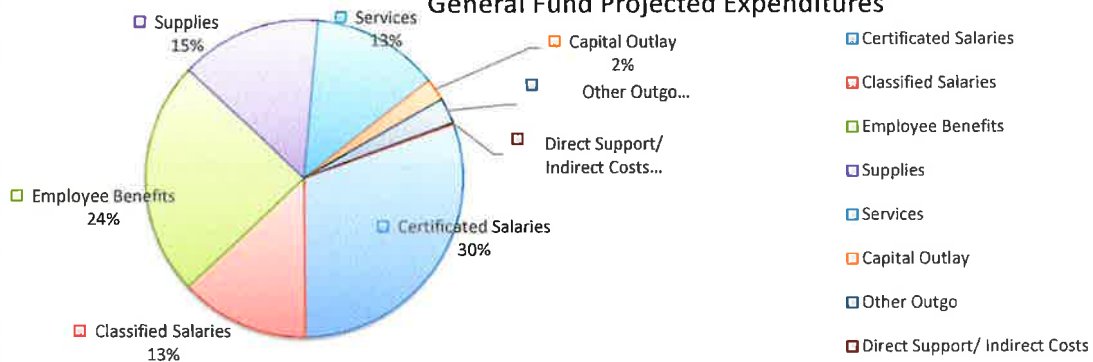
Revenues, Expenditures and Changes in Fund Balance

GENERAL FUND

FUND 010

	Unrestricted	Restricted	Combined
Beginning Balance	\$5,322,672.83	\$2,659,923.79	\$7,982,596.62
<i>Revenues</i>			
LCFF	\$7,929,607.00	\$0.00	\$7,929,607.00
Federal Revenue	\$0.00	\$456,013.93	\$456,013.93
State Revenue	\$99,849.00	\$1,515,582.13	\$1,615,431.13
Local/Other Revenue	\$0.00	\$109,817.00	\$109,817.00
Total Revenue	\$8,029,456.00	\$2,081,413.06	\$10,110,869.06
<i>Expenditures</i>			
Certificated Salaries	\$3,258,633.98	\$238,101.00	\$3,496,734.98
Classified Salaries	\$807,491.00	\$595,376.00	\$1,402,867.00
Employee Benefits	\$1,912,227.00	\$706,517.00	\$2,618,744.00
Supplies	\$448,478.73	\$489,797.00	\$938,275.73
Services	\$780,275.08	\$314,332.93	\$1,094,608.01
Capital Outlay	\$23,000.00	\$15,500.00	\$38,500.00
Other Outgo	\$48,758.00	\$192,999.00	\$241,757.00
Direct Support/ Indirect Costs	(\$54,359.00)	\$29,941.00	(\$24,418.00)
Total Expenditures	\$7,224,504.79	\$2,582,563.93	\$9,807,068.72
<i>Other Financing Sources/ Uses</i>			
Other sources In	\$0.00		\$0.00
Interfund Transfer Out	\$0.00		\$0.00
Contributions	(\$913,691.00)	\$913,691.00	\$0.00
Total, Other Financing Sources/Uses	(\$913,691.00)	\$913,691.00	\$0.00
Net Increase/Decrease	(\$108,739.79)	\$412,540.13	
Ending fund Balance	\$5,213,933.04	\$3,072,463.92	\$8,286,396.96

General Fund Projected Expenditures





Tipton Elementary School District
2023-2024 Budget Adoption

Revenues, Expenditures and Changes in Fund Balance

Student Activity Special Revenue

FUND 08

Beginning Balance			\$58,736.97
<i>Revenues</i>			
	Revenue	\$0.00	
	Federal Revenue	\$0.00	
	State Revenue	\$0.00	
	Local Revenue	\$0.00	
Total Revenue			\$0.00
<i>Expenditures</i>			
	Certificated Salaries	\$0.00	
	Classified Salaries	\$0.00	
	Employee Benefits	\$0.00	
	Supplies	\$0.00	
	Services	\$0.00	
	Capital Outlay	\$0.00	
	Other Outgo	\$0.00	
	Direct Support/ Indirect C	\$0.00	
Total Expenditures			\$0.00
<i>Other Financing Sources/ Uses</i>			
	Other sources In	\$0.00	
	Interfund Transfer Out	\$0.00	
	Contributions	\$0.00	
Total, Other Financing Sources/Uses			\$0.00
Net Increase/Decrease			\$0.00
Ending fund Balance			\$58,736.97



Tipton Elementary School District
2023-2024 Budget Adoption

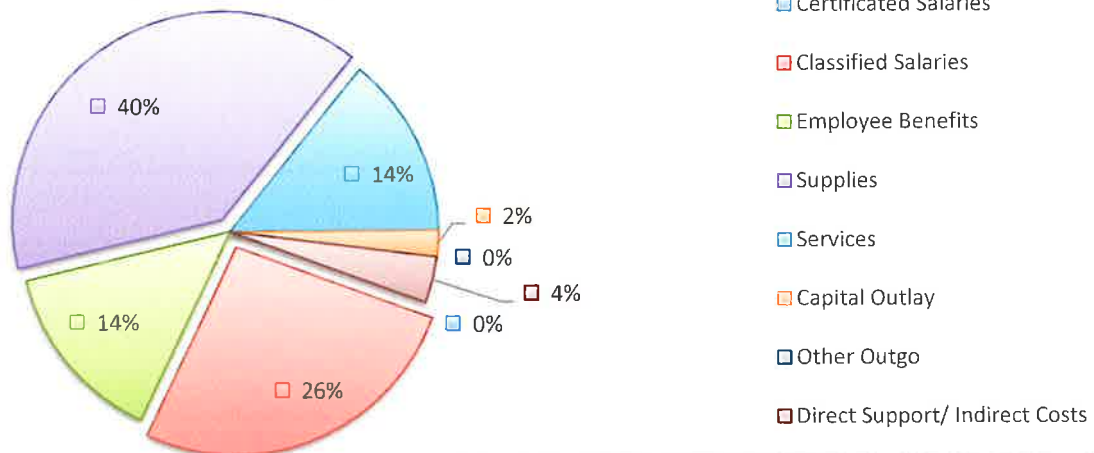
Revenues, Expenditures and Changes in Fund Balance

CAFETERIA FUND

FUND 130

Beginning Balance		\$478,260.92
<i>Revenues</i>		
Revenue	\$0.00	
Federal Revenue	\$495,000.00	
State Revenue	\$7,500.00	
Local Revenue	\$2,000.00	
Total Revenue		\$504,500.00
<i>Expenditures</i>		
Certificated Salaries	\$0.00	
Classified Salaries	\$180,323.00	
Employee Benefits	\$96,563.00	
Supplies	\$269,200.00	
Services	\$95,990.00	
Capital Outlay	\$14,000.00	
Other Outgo	\$0.00	
Direct Support/ Indirect Costs	\$24,418.00	
Total Expenditures		\$680,494.00
<i>Other Financing Sources/ Uses</i>		
Other sources In	\$0.00	
Interfund Transfer Out	\$0.00	
Contributions	\$0.00	
Total, Other Financing Sources/Uses		\$0.00
Net Increase/Decrease		(\$175,994.00)
Ending fund Balance		\$302,266.92

Cafeteria Projected Fund Expenditures





Tipton Elementary School District
2023-2024 Budget Adoption

Revenues, Expenditures and Changes in Fund Balance

DEFERRED MAINTENANCE		FUND 140
Beginning Balance		\$43,332.95
<i>Revenues</i>		
Revenue Source LCFF	\$0.00	
Federal Revenue	\$0.00	
State Revenue	\$0.00	
Local Revenue	\$0.00	
Total Revenue		\$0.00
<i>Expenditures</i>		
Certificated Salaries	\$0.00	
Classified Salaries	\$0.00	
Employee Benefits	\$0.00	
Supplies	\$0.00	
Services	\$0.00	
Capital Outlay	\$0.00	
Other Outgo	\$0.00	
Direct Support/ Indirect Costs	\$0.00	
Total Expenditures		\$0.00
<i>Other Financing Sources/ Uses</i>		
Other sources In	\$0.00	
Interfund Transfer Out	\$0.00	
Contributions	\$0.00	
Total, Other Financing Sources/Uses		\$0.00
Net Increase/Decrease		\$0.00
Ending fund Balance		\$43,332.95



Tipton Elementary School District
2023-2024 Budget Adoption
Revenues, Expenditures and Changes in Fund Balance

FUND 211

Non-Treasury COP/Trustee Building Fund

Beginning Balance		\$573.42
<i>Revenues</i>		
Revenue Limit	\$0.00	
Federal Revenue	\$0.00	
State Revenue	\$0.00	
Local Revenue/INTEREST	\$0.00	
Total Revenue		\$0.00
<i>Expenditures</i>		
Certificated Salaries	\$0.00	
Classified Salaries	\$0.00	
Employee Benefits	\$0.00	
Supplies	\$0.00	
Services	\$0.00	
Capital Outlay	\$0.00	
Other Outgo	\$0.00	
Direct Support/ Indirect Costs	\$0.00	
Total Expenditures		\$0.00
<i>Other Financing Sources/ Uses</i>		
Other sources In	\$0.00	
Interfund Transfer Out	\$0.00	
Contributions	\$0.00	
Total, Other Financing Sources/Uses		\$0.00
Net Increase/Decrease		\$0.00
Ending fund Balance		\$573.42



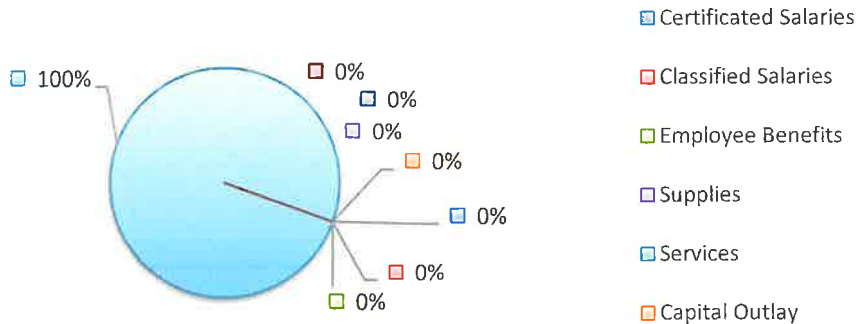
Tipton Elementary School District
2023-2024 Budget Adoption
Revenues, Expenditures and Changes in Fund Balance

Developer Fees

FUND 251

Beginning Balance		\$32,241.94
<i>Revenues</i>		
Revenue Limit	\$0.00	
Federal Revenue	\$0.00	
State Revenue	\$0.00	
Local Revenue	\$5,000.00	
Total Revenue	\$5,000.00	\$5,000.00
<i>Expenditures</i>		
Certificated Salaries	\$0.00	
Classified Salaries	\$0.00	
Employee Benefits	\$0.00	
Supplies	\$0.00	
Services	\$5,000.00	
Capital Outlay	\$0.00	
Other Outgo	\$0.00	
Direct Support/ Indirect Costs	\$0.00	
Total Expenditures	\$5,000.00	\$5,000.00
<i>Other Financing Sources/ Uses</i>		
Other sources In	\$0.00	
Interfund Transfer Out	\$0.00	
Contributions	\$0.00	
Total, Other Financing Sources/Uses	\$0.00	\$0.00
Net Increase/Decrease		\$0.00
Ending fund Balance		\$32,241.94

Developer Fee Expenditures





Tipton Elementary School District
2023-2024 Budget Adoption

Revenues, Expenditures and Changes in Fund Balance

FUND 35

County School Facilities-Modernization Fund

Beginning Balance		\$507,320.70
<i>Revenues</i>		
Revenue Limit	\$0.00	
Federal Revenue	\$0.00	
State Revenue	\$0.00	
Local Revenue	\$0.00	
Total Revenue		\$0.00
<i>Expenditures</i>		
Certificated Salaries	\$0.00	
Classified Salaries	\$0.00	
Employee Benefits	\$0.00	
Supplies	\$0.00	
Services	\$0.00	
Capital Outlay	\$0.00	
Other Outgo	\$0.00	
Direct Support/ Indirect Costs	\$0.00	
Total Expenditures		\$0.00
<i>Other Financing Sources/ Uses</i>		
Other sources In	\$0.00	
Interfund Transfer Out	\$0.00	
Contributions	\$0.00	
Total, Other Financing Sources/Uses		\$0.00
Net Increase/Decrease		\$0.00
Ending fund Balance		\$507,320.70

7/2020 - Received State Modernization Funds for the Architect process, to begin our modernization projects

Tipton Elementary School District
 2023-2024 Budget Adoption
Revenues, Expenditures and Changes in Fund Balance

FUND 510



Bond Interest and Redemption Fund

Beginning Balance		\$437,548.94
<i>Revenues</i>		
Revenue Limit	\$0.00	
Federal Revenue	\$0.00	
State Revenue	\$0.00	
Local Revenue	\$165,650.00	
Total Revenue	\$165,650.00	\$165,650.00
<i>Expenditures</i>		
Certificated Salaries	\$0.00	
Classified Salaries	\$0.00	
Employee Benefits	\$0.00	
Supplies	\$0.00	
Services	\$0.00	
Capital Outlay	\$0.00	
Other Outgo	\$165,650.00	
Direct Support/ Indirect Costs	\$0.00	
Total Expenditures	\$165,650.00	\$165,650.00
<i>Other Financing Sources/ Uses</i>		
Other sources In	\$0.00	
Interfund Transfer Out	\$0.00	
Contributions	\$0.00	
Total, Other Financing Sources/Uses	\$0.00	\$0.00
Net Increase/Decrease		\$0.00
Ending fund Balance		\$437,548.94

The activity for this Fund is handled at the Tulare Treasures' Office.



Tipton Elementary School District
2023-2024

Budget Adoption
June 6th, 2023

MYP

(Multi Year Projections)

Unrestricted/Restricted
Restricted
Unrestricted

Budget, July 1
General Fund
Multiyear Projections
Unrestricted

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	7,929,607.00	1.46%	8,045,519.00	0.55%	8,089,739.00
2. Federal Revenues	8100-8299	0.00	0.00%		0.00%	
3. Other State Revenues	8300-8599	99,849.00	-0.53%	99,316.00	-0.65%	98,671.00
4. Other Local Revenues	8600-8799	0.00	0.00%		0.00%	
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	(913,691.00)	1.24%	(924,987.00)	2.76%	(950,533.00)
6. Total (Sum lines A1 thru A5c)		7,115,765.00	1.46%	7,219,848.00	0.25%	7,237,877.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				3,258,633.98		3,389,976.98
b. Step & Column Adjustment				64,873.00		66,170.00
c. Cost-of-Living Adjustment				66,470.00		69,123.00
d. Other Adjustments						238.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	3,258,633.98	4.03%	3,389,976.98	4.00%	3,525,507.98
2. Classified Salaries						
a. Base Salaries				807,491.00		842,335.00
b. Step & Column Adjustment				15,328.00		15,634.00
c. Cost-of-Living Adjustment				16,456.00		17,098.00
d. Other Adjustments				3,060.00		62.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	807,491.00	4.32%	842,335.00	3.89%	875,129.00
3. Employee Benefits	3000-3999	1,912,227.00	2.50%	1,959,980.00	3.83%	2,034,982.00
4. Books and Supplies	4000-4999	448,478.73	3.02%	462,023.00	2.64%	474,220.00
5. Services and Other Operating Expenditures	5000-5999	780,275.08	3.02%	803,839.00	2.64%	825,061.00
6. Capital Outlay	6000-6999	23,000.00	0.00%	23,000.00	0.00%	23,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	48,758.00	0.00%	48,758.00	0.00%	48,758.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(54,359.00)	-22.98%	(41,865.00)	0.00%	(41,865.00)
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)		7,224,504.79	3.65%	7,488,046.98	3.70%	7,764,792.98

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)
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(108,739.79)		(268,198.98)		(526,915.98)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		5,322,672.83		5,213,933.04		4,945,734.06
2. Ending Fund Balance (Sum lines C and D1)		5,213,933.04		4,945,734.06		4,418,818.08
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	2,500.00		2,500.00		2,500.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	0.00				
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00				
2. Unassigned/Unappropriated	9790	5,211,433.04		4,943,234.06		4,416,318.08
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		5,213,933.04		4,945,734.06		4,418,818.08
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	5,211,433.04		4,943,234.06		4,416,318.08
(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)		5,211,433.04		4,943,234.06		4,416,318.08
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.						
B1d: moving salaries from restricted 4035 to unrestricted. B2d: moving salaries from restricted 3010 to unrestricted						

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	456,013.93	-17.18%	377,678.00	0.00%	377,678.00
3. Other State Revenues	8300-8599	1,515,582.13	-2.55%	1,476,966.00	-0.03%	1,476,564.00
4. Other Local Revenues	8600-8799	109,817.00	0.00%	109,817.00	0.00%	109,817.00
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	913,691.00	1.24%	924,987.00	2.76%	950,533.00
6. Total (Sum lines A1 thru A5c)		2,995,104.06	-3.53%	2,889,448.00	0.87%	2,914,592.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				238,101.00		246,484.00
b. Step & Column Adjustment				3,550.00		3,621.00
c. Cost-of-Living Adjustment				4,833.00		5,002.00
d. Other Adjustments						(238.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	238,101.00	3.52%	246,484.00	3.40%	254,869.00
2. Classified Salaries						
a. Base Salaries				595,376.00		614,587.00
b. Step & Column Adjustment				10,160.00		10,363.00
c. Cost-of-Living Adjustment				12,111.00		12,560.00
d. Other Adjustments				(3,060.00)		(62.00)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	595,376.00	3.23%	614,587.00	3.72%	637,448.00
3. Employee Benefits	3000-3999	706,517.00	1.42%	716,574.00	2.63%	735,433.00
4. Books and Supplies	4000-4999	489,797.00	-11.84%	431,824.00	38.97%	600,120.00
5. Services and Other Operating Expenditures	5000-5999	314,332.93	-11.05%	279,603.00	2.63%	286,946.00
6. Capital Outlay	6000-6999	15,500.00	-100.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	192,999.00	0.59%	194,131.00	8.67%	210,958.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	29,941.00	-41.73%	17,447.00	0.00%	17,447.00
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)		2,582,563.93	-3.17%	2,500,650.00	9.70%	2,743,221.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		412,540.13		388,798.00		171,371.00

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)		2,659,923.79		3,072,463.92		3,461,261.92
2. Ending Fund Balance (Sum lines C and D1)		3,072,463.92		3,461,261.92		3,632,632.92
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	3,072,463.92		3,461,261.92		3,632,632.92
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	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		3,072,463.92		3,461,261.92		3,632,632.92
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.						
B1d: moving salaries from restricted 4035 to unrestricted. B2d: moving salaries from restricted 3010 to unrestricted						

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	7,929,607.00	1.46%	8,045,519.00	0.55%	8,089,739.00
2. Federal Revenues	8100-8299	456,013.93	-17.18%	377,678.00	0.00%	377,678.00
3. Other State Revenues	8300-8599	1,615,431.13	-2.42%	1,576,282.00	-0.07%	1,575,235.00
4. Other Local Revenues	8600-8799	109,817.00	0.00%	109,817.00	0.00%	109,817.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		10,110,869.06	-0.02%	10,109,296.00	0.43%	10,152,469.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				3,496,734.98		3,636,460.98
b. Step & Column Adjustment				68,423.00		69,791.00
c. Cost-of-Living Adjustment				71,303.00		74,125.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	3,496,734.98	4.00%	3,636,460.98	3.96%	3,780,376.98
2. Classified Salaries						
a. Base Salaries				1,402,867.00		1,456,922.00
b. Step & Column Adjustment				25,488.00		25,997.00
c. Cost-of-Living Adjustment				28,567.00		29,658.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	1,402,867.00	3.85%	1,456,922.00	3.82%	1,512,577.00
3. Employee Benefits	3000-3999	2,618,744.00	2.21%	2,676,554.00	3.51%	2,770,415.00
4. Books and Supplies	4000-4999	938,275.73	-4.74%	893,847.00	20.19%	1,074,340.00
5. Services and Other Operating Expenditures	5000-5999	1,094,608.01	-1.02%	1,083,442.00	2.64%	1,112,007.00
6. Capital Outlay	6000-6999	38,500.00	-40.26%	23,000.00	0.00%	23,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	241,757.00	0.47%	242,889.00	6.93%	259,716.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(24,418.00)	0.00%	(24,418.00)	0.00%	(24,418.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		9,807,068.72	1.85%	9,988,696.98	5.20%	10,508,013.98
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		303,800.34		120,599.02		(355,544.98)

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)		7,982,596.62		8,286,396.96		8,406,995.98
2. Ending Fund Balance (Sum lines C and D1)		8,286,396.96		8,406,995.98		8,051,451.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	2,500.00		2,500.00		2,500.00
b. Restricted	9740	3,072,463.92		3,461,261.92		3,632,632.92
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
2. Unassigned/Unappropriated	9790	5,211,433.04		4,943,234.06		4,416,318.08
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		8,286,396.96		8,406,995.98		8,051,451.00
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	5,211,433.04		4,943,234.06		4,416,318.08
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		5,211,433.04		4,943,234.06		4,416,318.08
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		53.14%		49.49%		42.03%
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): <hr/>						
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)						
		479.39		473.39		467.39
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)						
		9,807,068.72		9,988,696.98		10,508,013.98
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)						
		9,807,068.72		9,988,696.98		10,508,013.98
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)						
		392,282.75		399,547.88		420,320.56
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)						
		392,282.75		399,547.88		420,320.56
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)						
		YES		YES		YES



2023-2024 Budget Adoption June 6th, 2023

ADA

(Average Daily Attendance)



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)	485.39	485.39	519.52	479.39	479.39	507.52
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)	485.39	485.39	519.52	479.39	479.39	507.52
5. District Funded County Program ADA						
a. County Community Schools	3.14	3.14	3.14	3.14	3.14	3.14
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)	3.14	3.14	3.14	3.14	3.14	3.14
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	488.53	488.53	522.66	482.53	482.53	510.66
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

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

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
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools.						
Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA						
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	0.00	0.00	0.00	0.00	0.00	0.00
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA						
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
7. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	0.00	0.00	0.00	0.00	0.00	0.00
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	0.00	0.00	0.00	0.00	0.00	0.00



TIPTON ELEMENTARY SCHOOL DISTRICT

GENERAL FUND

Budget Adoption
As of June 6th, 2023

Fund # 01

This is the chief operating fund for Tipton Elementary School District. It is used to account for the ordinary operations of an LEA. All transactions except those required or permitted by law to be in another fund are accounted for in this fund.

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)	
A. REVENUES									
1) LCFF Sources		8010-8099	7,504,239.63	0.00	7,504,239.63	7,929,607.00	0.00	7,929,607.00	5.7%
2) Federal Revenue		8100-8299	0.00	2,568,078.35	2,568,078.35	0.00	456,013.93	456,013.93	-82.2%
3) Other State Revenue		8300-8599	110,712.00	2,479,292.88	2,590,004.88	99,849.00	1,515,562.13	1,615,431.13	-37.6%
4) Other Local Revenue		8600-8799	106,412.24	109,795.00	216,207.24	0.00	109,817.00	109,817.00	-49.2%
5) TOTAL, REVENUES			7,721,363.87	5,157,166.23	12,878,530.10	8,029,456.00	2,081,413.06	10,110,869.06	-21.5%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	2,735,548.00	684,194.62	3,419,742.62	3,258,633.98	238,101.00	3,496,734.98	2.3%
2) Classified Salaries		2000-2999	769,280.90	588,583.97	1,357,864.87	807,491.00	595,376.00	1,402,867.00	3.3%
3) Employee Benefits		3000-3999	1,807,202.32	888,367.91	2,695,570.23	1,912,227.00	706,517.00	2,618,744.00	-2.1%
4) Books and Supplies		4000-4999	369,363.55	400,655.26	770,018.81	448,478.73	489,797.00	938,275.73	21.9%
5) Services and Other Operating Expenditures		5000-5999	754,759.59	495,747.52	1,250,507.10	780,275.08	314,332.93	1,094,608.01	-12.5%
6) Capital Outlay		6000-6999	23,801.62	1,228,478.15	1,252,279.67	23,000.00	15,500.00	38,500.00	-96.9%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	43,400.00	192,999.00	236,399.00	48,758.00	192,999.00	241,757.00	2.3%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(64,883.40)	40,265.40	(24,618.00)	(54,359.00)	29,941.00	(24,418.00)	0.0%
9) TOTAL, EXPENDITURES			6,438,672.47	4,499,291.83	10,937,964.30	7,224,504.79	2,582,563.93	9,807,068.72	-10.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)									
			1,282,691.40	657,874.40	1,940,565.80	804,951.21	(501,150.87)	303,800.34	-84.3%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(883,413.00)	883,413.00	0.00	(913,691.00)	913,691.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(883,413.00)	883,413.00	0.00	(913,691.00)	913,691.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)									
			399,278.40	1,541,287.40	1,940,565.80	(108,739.79)	412,540.13	303,800.34	-84.3%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	4,923,394.43	1,075,303.39	5,998,697.82	5,322,672.83	2,655,923.79	7,982,596.62	33.1%
b) Audit Adjustments		9793	0.00	43,333.00	43,333.00	0.00	0.00	0.00	-100.0%

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)	
c) As of July 1 - Audited (F1a + F1b)			4,923,394.43	1,118,636.39	6,042,030.82	5,322,672.83	2,659,923.79	7,982,596.62	32.1%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,923,394.43	1,118,636.39	6,042,030.82	5,322,672.83	2,659,923.79	7,982,596.62	32.1%
2) Ending Balance, June 30 (E + F1e)			5,322,672.83	2,659,923.79	7,982,596.62	5,213,933.04	3,072,463.92	8,286,396.96	3.8%
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	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	2,659,923.79	2,659,923.79	0.00	3,072,463.92	3,072,463.92	15.5%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	5,320,172.83	0.00	5,320,172.83	5,211,433.04	0.00	5,211,433.04	-2.0%
G. ASSETS									
1) Cash									
a) in County Treasury		9110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) in Banks		9120	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) in Revolving Cash Account		9130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
2) Investments		9150	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Accounts Receivable		9200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
4) Due from Grantor Government		9290	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
5) Due from Other Funds		9310	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
6) Stores		9320	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) Prepaid Expenditures		9330	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Current Assets		9340	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)	
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		9480	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	5,135,015.00	0.00	5,135,015.00	5,483,069.00	0.00	5,483,069.00	6.8%
Education Protection Account State Aid - Current Year		8012	1,466,334.00	0.00	1,466,334.00	1,550,433.00	0.00	1,550,433.00	5.7%
State Aid - Prior Years		8013	16,785.63	0.00	16,785.63	0.00	0.00	0.00	-100.0%
Tax Relief Subventions		8021	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Homeowners' Exemptions		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Timber Yield Tax		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes									
County & District Taxes		8041	896,105.00	0.00	896,105.00	896,105.00	0.00	896,105.00	0.0%
Secured Roll Taxes		8042	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll Taxes		8043	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8044	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes									
Education Revenue Augmentation Fund (ERAF)		8045	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)	
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Royalties and Bonuses		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment									
Subtotal, LCFF Sources			7,514,239.63	0.00	7,514,239.63	7,929,607.00	0.00	7,929,607.00	5.5%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	(10,000.00)		(10,000.00)	0.00	0.00	0.00	-100.0%
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			7,504,239.63	0.00	7,504,239.63	7,929,607.00	0.00	7,929,607.00	5.7%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		414,452.22	414,452.22	0.00	277,348.00	277,348.00	-33.1%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		62,327.74	62,327.74	0.00	31,285.00	31,285.00	-49.8%
Title III, Part A, Immigrant Student Program	4201	8290		0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290		45,236.00	45,236.00	0.00	42,409.00	42,409.00	-6.2%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	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)	
Other NCLB / Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290		35,570.09	35,570.09		21,281.00	21,281.00	-40.2%
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	2,010,492.30	2,010,492.30	0.00	83,690.93	83,690.93	-95.8%
TOTAL, FEDERAL REVENUE			0.00	2,568,078.35	2,568,078.35	0.00	456,013.93	456,013.93	-82.2%
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									
Mandated Costs Reimbursements									
Lottery - Unrestricted and Instructional Materials			17,212.00	0.00	17,212.00	18,353.00	0.00	18,353.00	6.6%
Tax Relief Subventions			90,000.00	33,795.55	123,795.55	81,496.00	32,521.13	114,017.13	-7.9%
Restricted Levies - Other									
Homeowners' Exemptions			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from									
State Sources			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		203,483.00	203,483.00		203,483.00	203,483.00	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	3,500.00	2,242,014.33	2,245,514.33	0.00	1,279,578.00	1,279,578.00	-43.0%
TOTAL, OTHER STATE REVENUE			110,712.00	2,479,292.88	2,590,004.88	99,849.00	1,515,582.13	1,615,431.13	-37.6%
OTHER LOCAL REVENUE									

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)	
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		8650	55,000.00	0.00	55,000.00	0.00	0.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	13,950.00	13,950.00	0.00	13,950.00	13,950.00	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%
All Other Local Revenue		8699	51,412.24	95,845.00	147,257.24	0.00	95,867.00	95,867.00	-34.9%
Tuition		8710	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 Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			106,412.24	109,795.00	216,207.24	8,029,456.00	2,081,413.06	10,110,869.06	-49.2%
TOTAL, REVENUES			7,721,363.87	5,157,166.23	12,878,530.10				-21.5%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	2,404,002.00	651,546.99	3,055,548.99	2,925,853.99	194,468.00	3,120,321.99	2.1%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	287,506.00	0.00	287,506.00	152,728.00	0.00	152,728.00	-46.9%
Other Certificated Salaries		1900	44,040.00	32,647.63	76,687.63	180,052.00	43,633.00	223,685.00	191.7%
TOTAL, CERTIFICATED SALARIES			2,735,548.00	684,194.62	3,419,742.62	3,258,633.99	238,101.00	3,496,734.99	2.3%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	150,863.75	367,669.76	518,533.51	155,247.00	363,016.00	518,263.00	-0.1%
Classified Support Salaries		2200	354,592.16	148,578.21	503,170.37	368,577.00	155,057.00	523,634.00	4.1%
Classified Supervisors' and Administrators' Salaries		2300	136,673.00	22,132.00	158,805.00	145,744.00	23,197.00	168,941.00	6.4%
Clerical, Technical and Office Salaries		2400	127,151.99	0.00	127,151.99	137,923.00	0.00	137,923.00	8.5%
Other Classified Salaries		2900	0.00	50,204.00	50,204.00	0.00	54,106.00	54,106.00	7.8%
TOTAL, CLASSIFIED SALARIES			769,280.90	588,583.97	1,357,864.87	807,491.00	595,376.00	1,402,867.00	3.3%
EMPLOYEE BENEFITS									
STRS		3101-3102	501,975.34	409,299.29	911,274.63	622,248.00	325,527.00	947,775.00	4.0%
PERS		3201-3202	184,914.32	140,075.26	324,989.58	223,676.00	184,917.00	388,593.00	19.6%
OASDI/Medicare/Alternative		3301-3302	99,178.32	54,935.00	154,113.32	112,101.00	49,002.00	161,103.00	4.5%

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)	
Health and Welfare Benefits		3401-3402	753,225.51	212,743.30	965,968.81	798,196.00	135,709.00	933,905.00	-3.3%
Unemployment Insurance		3501-3502	16,919.97	6,193.10	23,113.07	20,331.00	4,169.00	24,500.00	6.0%
Workers' Compensation		3601-3602	106,248.46	38,053.28	144,301.74	110,276.00	22,734.00	133,010.00	-7.8%
OPEB, Allocated		3701-3702	10,563.15	3,741.68	14,324.83	12,703.00	2,592.00	15,295.00	6.8%
OPEB, Active Employees		3751-3752	11,235.00	3,327.00	14,562.00	12,696.00	1,867.00	14,563.00	0.0%
Other Employee Benefits		3901-3902	122,922.25	0.00	122,922.25	0.00	0.00	0.00	-100.0%
TOTAL, EMPLOYEE BENEFITS			1,807,202.32	868,367.91	2,675,570.23	1,912,227.00	706,517.00	2,618,744.00	-2.1%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	0.00	7,352.68	7,352.68	0.00	7,000.00	7,000.00	-4.8%
Books and Other Reference Materials		4200	7,000.00	17,311.34	24,311.34	20,000.00	15,400.00	35,400.00	45.6%
Materials and Supplies		4300	309,082.70	248,041.99	557,124.69	401,797.00	348,597.00	750,394.00	34.7%
Noncapitalized Equipment		4400	51,780.85	127,949.25	179,730.10	25,181.73	118,800.00	143,981.73	-19.9%
Food		4700	1,500.00	0.00	1,500.00	1,500.00	0.00	1,500.00	0.0%
TOTAL, BOOKS AND SUPPLIES			369,363.55	400,655.26	770,018.81	448,478.73	489,797.00	938,275.73	21.9%
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	7,300.00	14,005.19	21,305.19	7,300.00	8,900.00	16,200.00	-24.0%
Dues and Memberships		5300	15,028.00	0.00	15,028.00	15,028.00	0.00	15,028.00	0.0%
Insurance		5400 - 5450	70,400.00	0.00	70,400.00	70,500.00	0.00	70,500.00	0.1%
Operations and Housekeeping Services		5500	64,000.00	125,000.00	189,000.00	64,000.00	100,000.00	164,000.00	-13.2%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	73,936.86	37,385.00	111,321.86	72,500.00	2,500.00	75,000.00	-32.6%
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	492,084.72	263,700.37	755,785.09	518,947.08	202,932.93	721,880.01	-6.9%
Communications		5900	32,000.00	35,656.96	67,656.96	32,000.00	0.00	32,000.00	-52.7%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			754,759.58	495,747.52	1,250,507.10	780,275.08	314,332.93	1,094,608.01	-12.5%
CAPITAL OUTLAY									
Land		6100	0.00	302,117.00	302,117.00	0.00	0.00	0.00	-100.0%
Land Improvements		6170	0.00	10,000.00	10,000.00	0.00	10,000.00	10,000.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	910,498.15	910,498.15	0.00	0.00	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	23,801.52	5,413.00	29,214.52	23,000.00	5,000.00	28,000.00	-4.2%

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)	
Equipment Replacement		6500	0.00	450.00	450.00	0.00	500.00	500.00	11.1%
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			23,801.52	1,228,478.15	1,252,279.67	23,000.00	15,500.00	38,500.00	-96.9%
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	43,400.00	0.00	43,400.00	48,758.00	0.00	48,758.00	12.3%
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/TP Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7289	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	0.00	69,364.00	69,364.00	0.00	69,364.00	69,364.00	0.0%
Other Debt Service - Principal		7439	0.00	123,635.00	123,635.00	0.00	123,635.00	123,635.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			43,400.00	192,999.00	236,399.00	48,758.00	192,999.00	241,757.00	2.5%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									

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)	
Transfers of Indirect Costs		7310	(40,265.40)	40,265.40	0.00	(29,941.00)	29,941.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(24,418.00)	0.00	(24,418.00)	(24,418.00)	0.00	(24,418.00)	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(64,683.40)	40,265.40	(24,418.00)	(54,358.00)	29,941.00	(24,418.00)	0.0%
TOTAL EXPENDITURES			6,438,672.47	4,499,291.83	10,937,964.30	7,224,504.79	2,582,563.93	9,807,068.72	-10.3%
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	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES									
SOURCES									
State Appointments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Emergency Appointments									
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%
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									

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)	
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		8880	(883,413.00)	883,413.00	0.00	(913,691.00)	913,691.00	0.00	0.0%
Contributions from Restricted Revenues		8890	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(883,413.00)	883,413.00	0.00	(913,691.00)	913,691.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a-b + c - d + e)			(883,413.00)	883,413.00	0.00	(913,691.00)	913,691.00	0.00	0.0%

Description	Function 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)	
A. REVENUES									
1) LCFF Sources		8010-8099	7,504,239.63	0.00	7,504,239.63	7,929,607.00	0.00	7,929,607.00	5.7%
2) Federal Revenue		8100-8299	0.00	2,568,078.35	2,568,078.35	0.00	456,013.93	456,013.93	-82.2%
3) Other State Revenue		8300-8599	110,712.00	2,478,292.88	2,580,004.88	98,849.00	1,515,582.13	1,515,431.13	-37.6%
4) Other Local Revenue		8600-8799	106,412.24	108,795.00	216,207.24	0.00	109,817.00	109,817.00	-49.2%
5) TOTAL, REVENUES			7,721,363.87	5,157,166.23	12,878,530.10	8,029,456.00	2,081,413.06	10,110,869.06	-21.5%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		4,018,808.79	2,137,710.25	6,156,519.04	4,823,912.88	1,550,222.83	6,374,135.91	3.5%
2) Instruction - Related Services	2000-2999		711,543.68	54,137.39	765,681.07	722,401.73	56,279.00	778,680.73	1.7%
3) Pupil Services	3000-3999		417,273.77	67,577.45	484,851.22	453,648.08	68,449.00	522,097.08	7.7%
4) Ancillary Services	4000-4999		77,923.00	47,939.95	125,862.95	72,451.00	39,962.00	112,413.00	-10.7%
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		701,010.54	75,267.40	776,277.94	633,762.00	45,856.00	679,618.00	-12.5%
8) Plant Services	8000-8999		468,712.89	1,923,660.39	2,392,373.08	469,571.00	628,796.00	1,098,367.00	-54.1%
9) Other Outgo	8000-9999	Except 7600-7699	43,400.00	192,999.00	236,399.00	48,758.00	192,999.00	241,757.00	2.3%
10) TOTAL, EXPENDITURES			6,438,672.47	4,489,291.83	10,937,964.30	7,224,504.79	2,582,563.93	9,807,068.72	-10.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			1,282,691.40	657,874.40	1,940,565.80	804,851.21	(501,150.87)	303,800.34	-84.3%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses									
a) Sources		8830-8879	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	(883,413.00)	883,413.00	0.00	(913,691.00)	913,691.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(883,413.00)	883,413.00	0.00	(913,691.00)	913,691.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			399,278.40	1,541,287.40	1,940,565.80	(108,739.79)	412,540.13	303,800.34	-84.3%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance			4,923,394.43	1,075,303.98	5,998,698.41	5,322,672.83	2,659,923.79	7,982,596.62	33.1%
a) As of July 1 - Unaudited		9791							

Description	Function 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)	
b) Audit Adjustments		9793	0.00	43,333.00	43,333.00	0.00	0.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			4,923,394.43	1,118,636.39	6,042,030.82	5,322,672.83	2,659,923.79	7,982,596.62	32.1%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,923,394.43	1,118,636.39	6,042,030.82	5,322,672.83	2,659,923.79	7,982,596.62	32.1%
2) Ending Balance, June 30 (E + F1e)			5,322,672.83	2,659,923.79	7,982,596.62	5,213,933.04	3,072,463.92	8,286,396.96	3.8%
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	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	2,659,923.79	2,659,923.79	0.00	3,072,463.92	3,072,463.92	15.5%
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	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9769	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	5,320,172.83	0.00	5,320,172.83	5,211,433.04	0.00	5,211,433.04	-2.0%

Budget, July 1
General Fund
Exhibit: Restricted Balance Detail

54 72215 0000000
Form 01
EBBEAWBSET(2023-24)

Tipton Elementary
Tulare County

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
2600	Expanded Learning Opportunities Program	951,369.09	1,478,715.09
5466	Child Nutrition: Supply Chain Assistance (SCA) Funds	17,281.66	17,281.66
6230	California Clean Energy Jobs Act	10,153.20	10,153.20
6266	Educator Effectiveness, FY 2021-22	98,919.20	73,563.20
6300	Lottery: Instructional Materials	157,510.67	168,031.80
6547	Special Education Early Intervention Preschool Grant	12,002.65	12,002.65
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	164,015.00	164,015.00
7311	Classified School Employee Professional Development Block Grant	4,219.11	4,219.11
7435	Learning Recovery Emergency Block Grant	759,645.68	599,709.68
7810	Other Restricted State	43,333.00	43,333.00
8010	Other Restricted Local	441,464.53	501,429.53
	Total, Restricted Balance	2,659,923.79	3,072,463.92



TIPTON ELEMENTARY SCHOOL DISTRICT

SPECIAL ACTIVITY SPECIAL REVENUE FUND

2023-2024 Budget Adoption
June 6th, 2023

Fund # 08

This fund is a new special revenue fund established to allow LEAs to account for governmental associated student body activities in accordance with the provisions of GASB Statement 84

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	39,104.93	58,736.97	50.2%
b) Audit Adjustments		9793	19,632.04	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			58,736.97	58,736.97	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			58,736.97	58,736.97	0.0%
2) Ending Balance, June 30 (E + F1e)			58,736.97	58,736.97	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	58,736.97	58,736.97	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		
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 Revenues		9650	0.00		
6) TOTAL, LIABILITIES			0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
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		
REVENUES					
Sale of Equipment and Supplies		8631	0.00	0.00	0.0%
All Other Sales		8639	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%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
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 Instructional Salaries		2100	0.00	0.00	0.0%
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
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%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	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					
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 - 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			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					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	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%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%

Budget, July 1
Student Activity Special Revenue Fund
Expenditures by Object

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
(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 - 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	39,104.93	58,736.97	50.2%
b) Audit Adjustments		9793	19,632.04	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			58,736.97	58,736.97	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			58,736.97	58,736.97	0.0%
2) Ending Balance, June 30 (E + F1e)			58,736.97	58,736.97	0.0%
Components of Ending Fund Balance					

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
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	58,736.97	58,736.97	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
8210	Student Activity Funds	58,736.97	58,736.97
Total, Restricted Balance		58,736.97	58,736.97



TIPTON ELEMENTARY SCHOOL DISTRICT

CAFETERIA FUND

2023-2024 Budget Adoption
June 6th, 2023

Fund # 13

The Cafeteria Fund is the operating fund of the District that accumulates costs related to providing food services for students. The Cafeteria Fund does not require a contribution from the General Fund.

Child Nutrition Services provides lunch, breakfast and snacks, as well as other food services, to students and staff of the Tipton Elementary School District. Money received from meal service and sales is deposited into the Cafeteria Fund.

The primary program expenditures are for labor, benefits and meal supplies. The Cafeteria Fund is a categorical fund expected to operate solely on program revenues received. The Child Nutrition Services program will continue to streamline operations and maximize its use of resources.

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	490,000.00	495,000.00	1.0%
3) Other State Revenue		8300-8599	111,950.08	7,500.00	-93.3%
4) Other Local Revenue		8600-8799	35,971.83	2,000.00	-94.4%
5) TOTAL, REVENUES			637,921.91	504,500.00	-20.9%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	176,746.00	180,323.00	2.0%
3) Employee Benefits		3000-3999	85,159.00	96,563.00	13.4%
4) Books and Supplies		4000-4999	269,200.00	269,200.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	95,990.38	95,990.00	0.0%
6) Capital Outlay		6000-6999	14,000.00	14,000.00	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	24,418.00	24,418.00	0.0%
9) TOTAL, EXPENDITURES			665,513.38	680,494.00	2.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(27,591.47)	(175,994.00)	537.9%
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)			(27,591.47)	(175,994.00)	537.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	549,185.39	478,260.92	-12.9%
b) Audit Adjustments		9793	(43,333.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			505,852.39	478,260.92	-5.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			505,852.39	478,260.92	-5.5%
2) Ending Balance, June 30 (E + F1e)			478,260.92	302,266.92	-36.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	478,260.92	302,266.92	-36.8%
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	490,000.00	495,000.00	1.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			490,000.00	495,000.00	1.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	111,950.08	7,500.00	-93.3%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			111,950.08	7,500.00	-93.3%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	2,000.00	2,000.00	0.0%
		8650	0.00	0.00	0.0%
Leases and Rentals					
Interest		8660	7,869.97	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	14,421.85	0.00	-100.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	11,650.01	0.00	-100.0%
TOTAL, OTHER LOCAL REVENUE			35,971.83	2,000.00	-94.4%
TOTAL, REVENUES			637,921.91	504,500.00	-20.9%
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	124,980.00	126,395.00	1.1%
Classified Supervisors' and Administrators' Salaries		2300	51,766.00	53,927.00	4.2%
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			176,746.00	180,323.00	2.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	40,294.00	49,949.00	24.0%
OASDI/Medicare/Alternative		3301-3302	13,484.00	13,795.00	2.3%
Health and Welfare Benefits		3401-3402	24,109.00	26,164.00	8.5%
Unemployment Insurance		3501-3502	861.00	902.00	2.4%
Workers' Compensation		3601-3602	5,536.00	4,891.00	-11.7%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
			552.00	559.00	1.3%
		3701-3702	303.00	303.00	0.0%
OPEB, Allocated		3751-3752	0.00	0.00	0.0%
OPEB, Active Employees		3901-3902	85,159.00	96,563.00	13.4%
Other Employee Benefits					
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES		4200	26,000.00	26,000.00	0.0%
Books and Other Reference Materials		4300	43,200.00	43,200.00	0.0%
Materials and Supplies		4400	200,000.00	200,000.00	0.0%
Noncapitalized Equipment		4700	269,200.00	269,200.00	0.0%
Food					
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES		5100	200.00	200.00	0.0%
Subagreements for Services		5200	400.00	400.00	0.0%
Travel and Conferences		5300	0.00	0.00	0.0%
Dues and Memberships		5400-5450	20,000.00	20,000.00	0.0%
Insurance		5500	2,690.38	2,690.00	0.0%
Operations and Housekeeping Services		5600	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5710	0.00	0.00	0.0%
Transfers of Direct Costs		5750	72,700.00	72,700.00	0.0%
Transfers of Direct Costs - Interfund		5800	0.00	0.00	0.0%
Professional Consulting Services and Operating Expenditures		5900	95,990.38	95,990.00	0.0%
Communications					
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY		6200	14,000.00	14,000.00	0.0%
Buildings and Improvements of Buildings		6400	0.00	0.00	0.0%
Equipment		6500	0.00	0.00	0.0%
Equipment Replacement		6600	0.00	0.00	0.0%
Lease Assets		6700	14,000.00	14,000.00	0.0%
Subscription Assets					
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
Debt Service		7438	0.00	0.00	0.0%
Debt Service - Interest		7439	0.00	0.00	0.0%
Other Debt Service - Pncipal					
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS		7350	24,418.00	24,418.00	0.0%
Transfers of Indirect Costs - Interfund			24,418.00	24,418.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			665,513.38	680,494.00	2.3%
TOTAL, EXPENDITURES					
INTERFUND TRANSFERS			0.00	0.00	0.0%
INTERFUND TRANSFERS IN		8916	0.00	0.00	0.0%
From: General Fund		8919	0.00	0.00	0.0%
Other Authorized Interfund Transfers In					
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT		7619	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out					
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES			0.00	0.00	0.0%
Other Sources		8965	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs					
Long-Term Debt Proceeds		8972	0.00	0.00	0.0%
Proceeds from Leases		8974	0.00	0.00	0.0%
Proceeds from SBITAs		8979	0.00	0.00	0.0%
All Other Financing Sources					
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES			0.00	0.00	0.0%
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		5980	0.00	0.00	0.0%
Contributions from Unrestricted Revenues					

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Contributions from Restricted Revenues		8890	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	490,000.00	495,000.00	1.0%
3) Other State Revenue		8300-8599	111,950.08	7,500.00	-93.3%
4) Other Local Revenue		8600-8799	35,971.83	2,000.00	-94.4%
5) TOTAL, REVENUES			637,921.91	504,500.00	-20.9%
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		599,395.38	614,376.00	2.5%
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		24,418.00	24,418.00	0.0%
8) Plant Services	8000-8999		41,700.00	41,700.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			665,513.38	680,494.00	2.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(27,591.47)	(175,994.00)	537.9%
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)			(27,591.47)	(175,994.00)	537.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	549,185.39	478,260.92	-12.9%
b) Audit Adjustments		9793	(43,333.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			505,852.39	478,260.92	-5.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			505,852.39	478,260.92	-5.5%
2) Ending Balance, June 30 (E + F1e)			478,260.92	302,266.92	-36.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	478,260.92	302,266.92	-36.8%
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
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	478,260.92	302,266.92
Total, Restricted Balance		478,260.92	302,266.92



TIPTON ELEMENTARY SCHOOL DISTRICT

DEFERRED MAINTENANCE FUND

2023-2024 Budget Adoption
June 6th, 2023

Fund # 14

Deferred Maintenance is a separate fund from the district general fund. The District no longer receives funds for Deferred Maintenance Fund, as it has been rolled in to the LCFF funding, however the district transfers \$10k annually from the LCFF. The District will continue to contribute amounts needed for this program.

Principle revenues in this fund are:

- Interest
- Interfund Transfers In
- LCFF Revenue

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	10,000.00	0.00	-100.0%
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			10,000.00	0.00	-100.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	8,500.00	0.00	-100.0%
5) Services and Other Operating Expenditures		5000-5999	2,800.00	0.00	-100.0%
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			11,100.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(1,100.00)	0.00	-100.0%
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)			(1,100.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	44,432.95	43,332.95	-2.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			44,432.95	43,332.95	-2.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			44,432.95	43,332.95	-2.5%
2) Ending Balance, June 30 (E + F1e)			43,332.95	43,332.95	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	43,332.95	43,332.95	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		9480	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		9890	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	10,000.00	0.00	-100.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			10,000.00	0.00	-100.0%
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	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			10,000.00	0.00	-100.0%
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	8,500.00	0.00	-100.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			8,500.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,100.00	0.00	-100.0%
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	1,500.00	0.00	-100.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			2,600.00	0.00	-100.0%
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			11,100.00	0.00	-100.0%
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%

Budget, July 1
Deferred Maintenance Fund
Expenditures by Function

54 72215 000000
Form 14
E9BEAWBSET(2023-24)

Tipton Elementary
Tulare County

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES		8010-8099	10,000.00	0.00	-100.0%
1) LCFF Sources		8100-8299	0.00	0.00	0.0%
2) Federal Revenue		8300-8599	0.00	0.00	0.0%
3) Other State Revenue		8600-8799	0.00	0.00	0.0%
4) Other Local Revenue			10,000.00	0.00	-100.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES (Objects 1000-7999)	1000-1999		0.00	0.00	0.0%
1) Instruction	2000-2999		0.00	0.00	0.0%
2) Instruction - Related Services	3000-3999		0.00	0.00	0.0%
3) Pupil Services	4000-4999		0.00	0.00	0.0%
4) Ancillary Services	5000-5999		0.00	0.00	0.0%
5) Community Services	6000-6999		0.00	0.00	0.0%
6) Enterprise	7000-7999		11,100.00	0.00	-100.0%
7) General Administration	8000-8999		0.00	0.00	0.0%
8) Plant Services	9000-9999	Except 7600-7699	11,100.00	0.00	-100.0%
9) Other Outgo					
10) TOTAL, EXPENDITURES			(1,100.00)	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)					
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers		8900-8929	0.00	0.00	0.0%
a) Transfers In		7600-7629	0.00	0.00	0.0%
b) Transfers Out					
2) Other Sources/Uses		8930-8979	0.00	0.00	0.0%
a) Sources		7630-7699	0.00	0.00	0.0%
b) Uses		8980-8999	0.00	0.00	0.0%
3) Contributions					
4) TOTAL, OTHER FINANCING SOURCES/USES			(1,100.00)	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)					
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance		9791	44,432.95	43,332.95	-2.5%
a) As of July 1 - Unaudited		9793	0.00	0.00	0.0%
b) Audit Adjustments			44,432.95	43,332.95	-2.5%
c) As of July 1 - Audited (F1a + F1b)		9795	0.00	0.00	0.0%
d) Other Restatements			44,432.95	43,332.95	-2.5%
e) Adjusted Beginning Balance (F1c + F1d)			43,332.95	43,332.95	0.0%
2) Ending Balance, June 30 (E + F1e)					
Components of Ending Fund Balance					
a) Nonspendable		9711	0.00	0.00	0.0%
Revolving Cash		9712	0.00	0.00	0.0%
Stores		9713	0.00	0.00	0.0%
Prepaid Items		9719	0.00	0.00	0.0%
All Others		9740	0.00	0.00	0.0%
b) Restricted			0.00	0.00	0.0%
c) Committed		9750	0.00	0.00	0.0%
Stabilization Arrangements		9760	0.00	0.00	0.0%
Other Commitments (by Resource/Object)					
d) Assigned		9780	43,332.95	43,332.95	0.0%
Other Assignments (by Resource/Object)					
e) Unassigned/Unappropriated		9789	0.00	0.00	0.0%
Reserve for Economic Uncertainties		9790	0.00	0.00	0.0%
Unassigned/Unappropriated Amount					

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



TIPTON ELEMENTARY SCHOOL DISTRICT

BUILDING FUND

2023-2024 Budget Adoption

June 6th, 2023

Fund # 21

This fund exists primarily to account separately for proceeds from the sale of bonds and may not be used for any purposes other than those for which the bonds were issued. Other authorized revenues to the Building Fund (Fund 21) are proceeds from the sale or lease-with-option-to-purchase of real property and revenue from rentals and leases of real property specifically authorized for deposit into the fund by the governing board.

Principle revenues and other sources in this fund are:

Rentals and leases

Interest

Proceeds from the Sale of Bonds (Current Year and/or Prior Years).

Proceeds from the Sale/Lease-Purchase of Land and Buildings (when applicable).

Currently this fund is not in use.

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	573.42	573.42	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			573.42	573.42	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			573.42	573.42	0.0%
2) Ending Balance, June 30 (E + F1e)			573.42	573.42	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	573.42	573.42	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		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
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					
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					
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					
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	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 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%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
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					
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					
			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					
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%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%

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		7898	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	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	573.42	573.42	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			573.42	573.42	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			573.42	573.42	0.0%
2) Ending Balance, June 30 (E + F1e)					
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	573.42	573.42	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
9010	Other Restricted Local	573.42	573.42
Total, Restricted Balance		573.42	573.42



TIPTON ELEMENTARY SCHOOL DISTRICT

CAPITAL FACILITIES FUND

2023-2024 Budget Adoption
June 6th, 2023

Fund # 25

This fund is used primarily to account separately for moneys received from fees levied on developers or other agencies as a condition of approving a development. The authority for these levies may be county/city ordinances or private agreements between the LEA and the developer. Interest earned in the Capital Facilities Fund (Fund 25) is restricted to that fund.

Principle revenues in this fund are the following:

Interest

Mitigation/Developer Fees

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	5,000.00	0.00	-100.0%
5) TOTAL, REVENUES			5,000.00	0.00	-100.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	5,000.00	0.00	-100.0%
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			5,000.00	0.00	-100.0%
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	32,241.94	32,241.94	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			32,241.94	32,241.94	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			32,241.94	32,241.94	0.0%
2) Ending Balance, June 30 (E + F1e)			32,241.94	32,241.94	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	32,241.94	32,241.94	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					
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.0%
b) in Banks		9120	0.00	0.00	0.0%
c) in Revolving Cash Account		9130	0.00	0.00	0.0%
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.0%
e) Collections Awaiting Deposit		9140	0.00	0.00	0.0%
f) Investments		9150	0.00	0.00	0.0%
2) Investments					
3) Accounts Receivable		9200	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
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		9390	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					
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	0.00	-100.0%
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			5,000.00	0.00	-100.0%
TOTAL, REVENUES			5,000.00	0.00	-100.0%
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%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
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	5,000.00	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			5,000.00	0.00	-100.0%
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			5,000.00	0.00	-100.0%
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					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
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	5,000.00	0.00	-100.0%
5) TOTAL, REVENUES			5,000.00	0.00	-100.0%
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		5,000.00	0.00	-100.0%
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			5,000.00	0.00	-100.0%
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	32,241.94	32,241.94	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			32,241.94	32,241.94	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			32,241.94	32,241.94	0.0%
2) Ending Balance, June 30 (E + F1e)					
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	32,241.94	32,241.94	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
9010	Other Restricted Local	32,241.94	32,241.94
Total, Restricted Balance		32,241.94	32,241.94



TIPTON ELEMENTARY SCHOOL DISTRICT

COUNTY SCHOOL FACILITIES FUND

2023-2024 Budget Adoption

June 6th, 2023

Fund # 35

This fund is established pursuant to Education Code Section 17070.43 to receive apportionments from the 1998 State School Facilities Fund (Proposition 1A), the 2002 State School Facilities Fund (Proposition 47), the 2004 State School Facilities Fund (Proposition 55), or the 2006 State School Facilities Fund (Proposition 1D) authorized by the State Allocation Board for new school facility construction, modernization projects, and facility hardship grants, as provided in the Leroy F. Greene School Facilities Act of 1998 (Education Code Section 17070.10 et seq.).

The principal revenues and other sources in this fund are:

- School Facilities Apportionments
- Interest
- Interfund Transfers In

Funding provided by the State Allocation Board for reconstruction of facilities after disasters such as flooding may be deposited to Fund 35. Typical expenditures in this fund are payments for the costs of sites, site improvements, buildings, building improvements, and furniture and fixtures capitalized as a part of the construction project.

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	584,920.00	0.00	-100.0%
4) Other Local Revenue		8600-8799	1,650.00	0.00	-100.0%
5) TOTAL, REVENUES			586,570.00	0.00	-100.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	500.00	0.00	-100.0%
6) Capital Outlay		6000-6999	212,901.00	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			213,401.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			373,169.00	0.00	-100.0%
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)			373,169.00	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	134,151.70	507,320.70	278.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			134,151.70	507,320.70	278.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			134,151.70	507,320.70	278.2%
2) Ending Balance, June 30 (E + F1e)			507,320.70	507,320.70	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	507,320.70	507,320.70	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9750	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					
1) Fair Value Adjustment to Cash in County Treasury		9110	0.00		
2) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
3) Fair Value Adjustment to Cash in County Treasury		9120	0.00		
b) in Banks					
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		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
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	584,920.00	0.00	-100.0%
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			584,920.00	0.00	-100.0%
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	1,650.00	0.00	+100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,650.00	0.00	-100.0%
TOTAL, REVENUES			586,570.00	0.00	-100.0%
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					
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		5100	0.00	0.00	0.0%
Subagreements for Services		5200	0.00	0.00	0.0%
Travel and Conferences		5400-5450	0.00	0.00	0.0%
Insurance		5500	0.00	0.00	0.0%
Operations and Housekeeping Services		5600	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5710	0.00	0.00	0.0%
Transfers of Direct Costs		5750	500.00	0.00	-100.0%
Transfers of Direct Costs - Interfund		5800	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5900	500.00	0.00	-100.0%
Communications					
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY		6100	0.00	0.00	0.0%
Land		6170	0.00	0.00	-100.0%
Land Improvements		6200	212,901.00	0.00	0.0%
Buildings and Improvements of Buildings		6300	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6400	0.00	0.00	0.0%
Equipment		6500	0.00	0.00	0.0%
Equipment Replacement		6600	0.00	0.00	0.0%
Lease Assets		6700	0.00	0.00	-100.0%
Subscription Assets			212,901.00	0.00	
TOTAL, CAPITAL OUTLAY					
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out			0.00	0.00	0.0%
Transfers of Pass-Through Revenues		7211	0.00	0.00	0.0%
To Districts or Charter Schools		7212	0.00	0.00	0.0%
To County Offices		7213	0.00	0.00	0.0%
To JPAs		7299	0.00	0.00	0.0%
All Other Transfers Out to All Others			0.00	0.00	0.0%
Debt Service		7438	0.00	0.00	0.0%
Debt Service - Interest		7439	0.00	0.00	0.0%
Other Debt Service - Principal			0.00	0.00	-100.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			213,401.00	0.00	
TOTAL, EXPENDITURES					
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN		8913	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund From: All Other Funds		8919	0.00	0.00	0.0%
Other Authorized Interfund Transfers In			0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT		7613	0.00	0.00	0.0%
From: All Other Funds To: State School Building Fund/County School Facilities Fund		7619	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out			0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT					
OTHER SOURCES/USES					
SOURCES					
Proceeds		8953	0.00	0.00	0.0%
Proceeds from Disposal of Capital Assets			0.00	0.00	0.0%
Other Sources		8965	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs			0.00	0.00	0.0%
Long-Term Debt Proceeds		8971	0.00	0.00	0.0%
Proceeds from Certificates of Participation		8972	0.00	0.00	0.0%
Proceeds from Leases		8973	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8974	0.00	0.00	0.0%
Proceeds from SBITAs		8979	0.00	0.00	0.0%
All Other Financing Sources			0.00	0.00	0.0%
(c) TOTAL, SOURCES		7651	0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs			0.00	0.00	0.0%
(d) TOTAL, USES					
CONTRIBUTIONS		8980	0.00	0.00	0.0%
Contributions from Unrestricted Revenues					

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)			0.00	0.00	0.0%

Budget, July 1
County School Facilities Fund
Expenditures by Function

54 72215 0000000
Form 35
EBBEAWBSET(2023-24)

Tipton Elementary
Tulare County

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
		8010-8099	0.00	0.00	0.0%
1) LCFF Sources		8100-8299	0.00	0.00	0.0%
2) Federal Revenue		8300-8599	584,920.00	0.00	-100.0%
3) Other State Revenue		8600-8799	1,650.00	0.00	-100.0%
4) Other Local Revenue			566,570.00	0.00	-100.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
	1000-1999		0.00	0.00	0.0%
1) Instruction		2000-2999	0.00	0.00	0.0%
2) Instruction - Related Services		3000-3999	0.00	0.00	0.0%
3) Pupil Services		4000-4999	0.00	0.00	0.0%
4) Ancillary Services		5000-5999	0.00	0.00	0.0%
5) Community Services		6000-6999	0.00	0.00	0.0%
6) Enterprise		7000-7999	0.00	0.00	0.0%
7) General Administration		8000-8999	213,401.00	0.00	-100.0%
8) Plant Services		9000-9999	0.00	0.00	0.0%
9) Other Outgo		Except 7600-7699	213,401.00	0.00	-100.0%
10) TOTAL, EXPENDITURES			373,169.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)					
D. OTHER FINANCING SOURCES/USES					
1) Intertund Transfers		8900-8929	0.00	0.00	0.0%
a) Transfers In		7600-7629	0.00	0.00	0.0%
b) Transfers Out					
2) Other Sources/Uses		8930-8979	0.00	0.00	0.0%
a) Sources		7630-7699	0.00	0.00	0.0%
b) Uses		8980-8999	0.00	0.00	0.0%
3) Contributions					
4) TOTAL, OTHER FINANCING SOURCES/USES			373,169.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)					
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance		9791	134,151.70	507,320.70	278.2%
a) As of July 1 - Unaudited		9793	0.00	0.00	0.0%
b) Audit Adjustments			134,151.70	507,320.70	278.2%
c) As of July 1 - Audited (F1a + F1b)		9795	0.00	0.00	0.0%
d) Other Restatements			134,151.70	507,320.70	278.2%
e) Adjusted Beginning Balance (F1c + F1d)			507,320.70	507,320.70	0.0%
2) Ending Balance, June 30 (E + F1e)					
Components of Ending Fund Balance					
a) Nonspendable		9711	0.00	0.00	0.0%
Revolving Cash		9712	0.00	0.00	0.0%
Stores		9713	0.00	0.00	0.0%
Prepaid Items		9719	0.00	0.00	0.0%
All Others		9740	507,320.70	507,320.70	0.0%
b) Restricted			0.00	0.00	0.0%
c) Committed		9750	0.00	0.00	0.0%
Stabilization Arrangements		9760	0.00	0.00	0.0%
Other Commitments (by Resource/Object)					
d) Assigned		9780	0.00	0.00	0.0%
Other Assignments (by Resource/Object)					
e) Unassigned/Unappropriated		9789	0.00	0.00	0.0%
Reserve for Economic Uncertainties		9790	0.00	0.00	0.0%
Unassigned/Unappropriated Amount					

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
7710	State School Facilities Projects	2,174.04	2,174.04
7810	Other Restricted State	505,146.66	505,146.66
Total, Restricted Balance		507,320.70	507,320.70



TIPTON ELEMENTARY SCHOOL DISTRICT

BOND INTEREST AND REDEMPTION FUND

2023-2024 Budget Adoption

June 6th, 2023

Fund # 51

This Fund is strictly in use by the Tulare County Office of Education, Tulare County Controllers and Tulare County Treasurer. This is the ins/outs of our Bond Sales and Proceeds.

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	163,650.00	165,650.00	1.2%
5) TOTAL, REVENUES			163,650.00	165,650.00	1.2%
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	160,650.00	165,650.00	3.1%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			160,650.00	165,650.00	3.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			3,000.00	0.00	-100.0%
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)			3,000.00	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	434,548.94	437,548.94	0.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			434,548.94	437,548.94	0.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			434,548.94	437,548.94	0.7%
2) Ending Balance, June 30 (E + F1e)			437,548.94	437,548.94	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	437,548.94	437,548.94	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					
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	
		9120	0.00	0.00	
b) in Banks					
c) in Revolving Cash Account					
		9130	0.00	0.00	
d) with Fiscal Agent/Trustee					
		9135	0.00	0.00	
e) Collections Awaiting Deposit					
		9140	0.00	0.00	
2) Investments					
		9150	0.00	0.00	
3) Accounts Receivable					
		9200	0.00	0.00	

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
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					
Tax Relief Subventions					
Voted Indebtedness Levies					
Homeowners' Exemptions		8571	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8572	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					
Voted Indebtedness Levies					
Secured Roll		8611	160,850.00	165,650.00	3.1%
Unsecured Roll		8612	0.00	0.00	0.0%
Prior Years' Taxes		8613	0.00	0.00	0.0%
Supplemental Taxes		8614	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Interest		8660	3,000.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			163,850.00	165,650.00	1.2%
TOTAL, REVENUES			163,850.00	165,650.00	1.2%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Bond Redemptions		7433	60,000.00	65,000.00	8.3%
Bond Interest and Other Service Charges		7434	100,650.00	100,650.00	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)			160,650.00	165,650.00	3.1%
TOTAL, EXPENDITURES			160,650.00	165,650.00	3.1%
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: Bond Interest and Redemption Fund To: General Fund		7614	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
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%
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					
All Other Financing Uses		7651	0.00	0.00	0.0%
		7690	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	163,650.00	165,650.00	1.2%
5) TOTAL, REVENUES			163,650.00	165,650.00	1.2%
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	160,650.00	165,650.00	3.1%
10) TOTAL, EXPENDITURES			160,650.00	165,650.00	3.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			3,000.00	0.00	-100.0%
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)			3,000.00	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	434,548.94	437,548.94	0.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			434,548.94	437,548.94	0.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			434,548.94	437,548.94	0.7%
2) Ending Balance, June 30 (E + F1e)			437,548.94	437,548.94	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	437,548.94	437,548.94	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
9010	Other Restricted Local	437,548.94	437,548.94
Total, Restricted Balance		437,548.94	437,548.94



TIPTON ELEMENTARY SCHOOL DISTRICT

2023-2024 Budget Adoption
June 6th, 2023

SUPPLEMENTAL FORMS

CEA – Current Expense Formula

ESMOE - Every Student Succeeds Act MOE

IDR – Indirect Cost Rate

L – Lottery

SIAA/SIAB – Summary of Inter-fund Activities

C&S – Criteria and Standards

Cash Flow

Other forms as needed

Budget, July 1
2022-23 Estimated Actuals
GENERAL FUND
Current Expense Formula/Minimum Classroom
Compensation

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense- Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	3,419,742.62	301	0.00	303	3,419,742.62	305	8,791.25		307	3,410,951.37	309
2000 - Classified Salaries	1,357,864.87	311	120.95	313	1,357,743.92	315	242,418.76		317	1,115,325.16	319
3000 - Employee Benefits	2,675,570.23	321	14,368.65	323	2,661,201.58	325	138,005.73		327	2,523,195.85	329
4000 - Books, Supplies Equip Replace. (6500)	770,468.81	331	106,760.54	333	663,708.27	335	106,463.04		337	557,245.23	339
5000 - Services . & 7300 - Indirect Costs	1,226,089.10	341	56,784.00	343	1,169,305.10	345	32,412.24		347	1,136,892.86	349
TOTAL						9,271,701.49	365	TOTAL		8,743,610.47	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object		EDP No.
1. Teacher Salaries as Per EC 41011	1100	3,055,548.99	375
2. Salaries of Instructional Aides Per EC 41011	2100	518,533.51	380
3. STRS	3101 & 3102	795,517.10	382
4. PERS.	3201 & 3202	129,001.65	383
5. OASDI - Regular, Medicare and Alternative	3301 & 3302	89,398.30	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).	3401 & 3402	608,093.77	385
7. Unemployment Insurance.	3501 & 3502	17,419.23	390
8. Workers' Compensation Insurance.	3601 & 3602	108,666.64	392
9. OPEB, Active Employees (EC 41372).	3751 & 3752	10,618.00	
10. Other Benefits (EC 22310).	3901 & 3902	122,922.25	393

11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10)	5,455,719.44	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2.	0.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted).	202,941.98	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*.		396
14. TOTAL SALARIES AND BENEFITS.	5,252,777.46	397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372.	60.08%	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')		

PART III: DEFICIENCY AMOUNT

A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.

1. Minimum percentage required (60% elementary, 55% unified, 50% high)	60.00%
2. Percentage spent by this district (Part II, Line 15)	60.08%
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	0.00%
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369).	8,743,610.47
5. Deficiency Amount (Part III, Line 3 times Line 4)	0.00

PART IV: Explanation for adjustments entered in Part I, Column 4b (required)

**Budget, July 1
2023-24 Budget
GENERAL FUND
Current Expense Formula/Minimum Classroom
Compensation**

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense- Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	3,496,734.98	301	0.00	303	3,496,734.98	305	0.00		307	3,496,734.98	309
2000 - Classified Salaries	1,402,867.00	311	0.00	313	1,402,867.00	315	184,704.00		317	1,218,163.00	319
3000 - Employee Benefits	2,618,744.00	321	15,295.00	323	2,603,449.00	325	125,853.00		327	2,477,596.00	329
4000 - Books, Supplies Equip Replace. (6500)	938,775.73	331	103,500.00	333	835,275.73	335	181,635.00		337	653,640.73	339
5000 - Services . . . & 7300 - Indirect Costs	1,070,190.01	341	53,000.00	343	1,017,190.01	345	33,500.00		347	983,690.01	349
TOTAL					9,355,516.72	365	TOTAL			8,829,824.72	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object		EDP No.
1. Teacher Salaries as Per EC 41011.	1100	3,120,321.98	375
2. Salaries of Instructional Aides Per EC 41011.	2100	518,263.00	380
3. STRS.	3101 & 3102	829,685.00	382
4. PERS.	3201 & 3202	158,544.00	383
5. OASDI - Regular, Medicare and Alternative.	3301 & 3302	92,111.00	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).	3401 & 3402	656,493.00	385
7. Unemployment Insurance.	3501 & 3502	18,464.00	390
8. Workers' Compensation Insurance.	3601 & 3602	100,279.00	392
9. OPEB, Active Employees (EC 41372).	3751 & 3752	9,964.00	
10. Other Benefits (EC 22310).	3901 & 3902	0.00	393

11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10)	5,504,124.98	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2.	0.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted).	117,971.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*		396
14. TOTAL SALARIES AND BENEFITS.	5,386,153.98	397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372.	61.00%	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')		

PART III: DEFICIENCY AMOUNT

A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.

1. Minimum percentage required (60% elementary, 55% unified, 50% high)	60.00%
2. Percentage spent by this district (Part II, Line 15)	61.00%
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	0.00%
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369).	8,829,824.72
5. Deficiency Amount (Part III, Line 3 times Line 4)	0.00

PART IV: Explanation for adjustments entered in Part I, Column 4b (required)

Section I - Expenditures	Funds 01, 09, and 62			2022-23 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	10,937,964.30
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	2,568,078.35
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	0.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999 except 6600, 6910	81,928.03
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	192,999.00
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	0.00
6. All Other Financing Uses	All	9100, 9200	7699, 7651	0.00
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	0.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00

9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				274,927.03
D. Plus additional MOE expenditures:	1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	1000-7143, 7300-7439 minus 8000-8699	27,591.47
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				8,122,550.39
Section II - Expenditures Per ADA				2022-23 Annual ADA/Exps. Per ADA
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A6 and C9)				488.53
B. Expenditures per ADA (Line I.E divided by Line II.A)				16,626.51

Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)	Total	Per ADA
A. Base expenditures (Preloaded expenditures from prior year official CDE MOE calculation). (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)		
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)		
2. Total adjusted base expenditure amounts (Line A plus Line A.1)	6,478,738.83	13,122.03
B. Required effort (Line A.2 times 90%)	5,830,864.95	11,809.83
C. Current year expenditures (Line I.E and Line II.B)	8,122,550.39	16,626.51
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00

<p>E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)</p>	MOE Met	
<p>F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2024-25 may be reduced by the lower of the two percentages)</p>	0.00%	0.00%
<p>SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)</p>		
<p>Description of Adjustments</p>	<p>Total Expenditures</p>	<p>Expenditures Per ADA</p>
<p>Total adjustments to base expenditures</p>	0.00	0.00

Part I - General Administrative Share of Plant Services Costs

California's indirect cost plan allows that the general administrative costs in the indirect cost pool may include that portion of plant services costs (maintenance and operations costs and facilities rents and leases costs) attributable to the general administrative offices. The calculation of the plant services costs attributed to general administration and included in the pool is standardized and automated using the percentage of salaries and benefits relating to general administration as proxy for the percentage of square footage occupied by general administration.

A. Salaries and Benefits - Other General Administration and Centralized Data Processing

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 7200-7700, goals 0000 and 9000) 186,070.00
2. Contracted general administrative positions not paid through payroll
 - a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800. _____
 - b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

B. Salaries and Benefits - All Other Activities

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) 7,252,782.89

C. Percentage of Plant Services Costs Attributable to General Administration

(Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) 2.57%

Part II - Adjustments for Employment Separation Costs

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

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

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

A. Normal Separation Costs (optional)

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

B. Abnormal or Mass Separation Costs (required)

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

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

A. Indirect Costs

1. Other General Administration, less portion charged to restricted resources or specific goals
(Functions 7200-7600, objects 1000-5999, minus Line B9) 375,084.00
2. Centralized Data Processing, less portion charged to restricted resources or specific goals
(Function 7700, objects 1000-5999, minus Line B10) 0.00

3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000 - 5999)	0.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000 - 5999)	0.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	25,681.07
6. Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	0.00
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	400,765.07
9. Carry-Forward Adjustment (Part IV, Line F)	0.00
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	400,765.07
B. Base Costs	
1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	6,149,014.22
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	757,384.37
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	477,936.22
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	125,862.95
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	0.00
6. Enterprise (Function 6000, objects 1000-5999 except 4700 and 5100)	0.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	370,829.94
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000 - 5999, minus Part III, Line A3)	31,000.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	23,782.00
10. Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	973,582.32
12. Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	0.00
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Student Activity (Fund 08, functions 4000-5999, objects 1000-5999 except 5100)	0.00
15. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
16. Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	427,095.38
18. Foundation (Funds 19 & 57, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
19. Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)	9,336,489.40
C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment (For information only - not for use when claiming/recovering indirect costs) (Line A8 divided by Line B19)	4.29%
D. Preliminary Proposed Indirect Cost Rate (For final approved fixed-with-carry-forward rate for use in 2024-25 see www.cde.ca.gov/fg/ac/ic) (Line A10 divided by Line B19)	4.29%

Part IV - Carry-forward Adjustment

The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates

the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the approved rate was based.	
Where the ratio of indirect costs incurred in the current year is less than the estimated ratio of indirect costs on which the approved rate for use in the current year was based, the carry-forward adjustment is limited by using either the approved rate times current year base costs, or the highest rate actually used to recover costs from any program times current year base costs, if the highest rate used was less than the approved rate. Rates used to recover costs from programs are displayed in Exhibit A.	
A. Indirect costs incurred in the current year (Part III, Line A8)	400,765.07
B. Carry-forward adjustment from prior year(s)	
1. Carry-forward adjustment from the second prior year	36,895.48
2. Carry-forward adjustment amount deferred from prior year(s), if any	0.00
C. Carry-forward adjustment for under- or over-recovery in the current year	
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (4.78%) times Part III, Line B19); zero if negative	0.00
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (4.78%) times Part III, Line B19) or (the highest rate used to recover costs from any program (5.72%) times Part III, Line B19); zero if positive	0.00
D. Preliminary carry-forward adjustment (Line C1 or C2)	0.00
E. Optional allocation of negative carry-forward adjustment over more than one year	
Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.	
Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	not applicable
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	not applicable
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	not applicable
LEA request for Option 1, Option 2, or Option 3	1
F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)	0.00

Approved indirect cost rate: 4.78%

Highest rate used in any program: 5.72%

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

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except 4700 & 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	2600	308,459.39	17,447.00	5.66%
01	3010	394,940.61	19,511.61	4.94%
01	4035	58,612.74	1,411.00	2.41%
01	4127	36,826.46	1,047.61	2.84%
01	4203	44,387.82	848.18	1.91%
13	5310	427,095.38	24,418.00	5.72%

Budget, July 1
2022-23 Unaudited Actuals
LOTTERY REPORT
Revenues, Expenditures and
Ending Balances - All Funds

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR					
1. Adjusted Beginning Fund Balance	9791-9795	582,775.87		148,854.14	731,630.01
2. State Lottery Revenue	8560	90,000.00		33,795.55	123,795.55
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
6. Total Available (Sum Lines A1 through A5)		672,775.87	0.00	182,649.69	855,425.56
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	0.00		0.00	0.00
2. Classified Salaries	2000-2999	0.00		0.00	0.00
3. Employee Benefits	3000-3999	0.00		0.00	0.00
4. Books and Supplies	4000-4999	30,000.00		24,264.02	54,264.02
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	0.00			0.00
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800			0.00	0.00
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800			875.00	875.00
6. Capital Outlay	6000-6999	0.00		0.00	0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211, 7212, 7221, 7222, 7281, 7282	0.00			0.00
b. To JPAs and All Others	7213, 7223, 7283, 7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399	0.00			0.00
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11)		30,000.00	0.00	25,139.02	55,139.02
C. ENDING BALANCE (Must equal Line A6 minus Line B12)	979Z	642,775.87	0.00	157,510.67	800,286.54

D. COMMENTS:

Explanation needed for amounts in shaded cells for Resource 6300.

Data from this report will be used to prepare a report to the Legislature as required by Control Section 24.60 of the Budget Act.

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

Budget, July 1
2023-24 Budget Budget, July 1
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	(24,418.00)				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	24,418.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

Budget, July 1
2023-24 Budget Budget, July 1
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

Budget, July 1
2023-24 Budget Budget, July 1
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
TOTALS	0.00	0.00	24,418.00	(24,418.00)	0.00	0.00		

Budget, July 1
2022-23 Estimated Actuals Unaudited Actuals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	(24,418.00)				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	24,418.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		

Budget, July 1
2022-23 Estimated Actuals Unaudited Actuals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Fund Reconciliation							0.00	0.00
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail					0.00	0.00		
Other Sources/Uses Detail							0.00	0.00
Fund Reconciliation								
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
53 TAX OVERRIDE FUND								
Expenditure Detail								

Budget, July 1
2022-23 Estimated Actuals Unaudited Actuals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
95 STUDENT BODY FUND								
Expenditure Detail								

Budget, July 1
2022-23 Estimated Actuals Unaudited Actuals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Other Sources/Uses Detail							0.00	0.00
Fund Reconciliation								
TOTALS	0.00	0.00	24,418.00	(24,418.00)	0.00	0.00	0.00	0.00

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).
Deviations from the standards must be explained and may affect the approval of the budget.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

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

Percentage Level	District ADA
3.0%	0 to 300
2.0%	301 to 1,000
1.0%	1,001 and over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):	479.39
District's ADA Standard Percentage Level:	2.0%

1A. Calculating the District's ADA Variances

DATA ENTRY: For the Third, Second, and First Prior Years, enter Estimated Funded ADA in the Original Budget Funded ADA column; enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the Third, Second, and First Prior Years. All other data are extracted.

Fiscal Year	Original Budget Funded ADA (Form A, Lines A4 and C4)	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2020-21)	District Regular	521	521	
	Charter School			
	Total ADA	521	521	N/A
Second Prior Year (2021-22)	District Regular	521	521	
	Charter School			
	Total ADA	521	521	N/A
First Prior Year (2022-23)	District Regular	512	520	
	Charter School		0	
	Total ADA	512	520	N/A
Budget Year (2023-24)	District Regular	508		
	Charter School	0		
	Total ADA	508		

1B. Comparison of District ADA to the Standard

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

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

Explanation:
(required if NOT met)

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

Explanation:
(required if NOT met)

2. CRITERION: Enrollment

STANDARD: Projected enrollment has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA
3.0%	0 to 300
2.0%	301 to 1,000
1.0%	1,001 and over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):

District's Enrollment Standard Percentage Level:

2A. Calculating the District's Enrollment Variances

DATA ENTRY: Enter data in the Enrollment, Budget, column for all fiscal years and in the Enrollment, CBEDS Actual column for the First Prior Year; all other data are extracted or calculated. CBEDS Actual enrollment data preloaded in the District Regular lines will include both District Regular and Charter School enrollment. Districts will need to adjust the District Regular enrollment lines and the Charter School enrollment lines accordingly. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	Enrollment		Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
	Budget	CBEDS Actual		
Third Prior Year (2020-21)				
District Regular	542	527		
Charter School				
Total Enrollment	542	527	2.8%	Not Met
Second Prior Year (2021-22)				
District Regular	527	536		
Charter School				
Total Enrollment	527	536	N/A	Met
First Prior Year (2022-23)				
District Regular	531	519		
Charter School				
Total Enrollment	531	519	2.3%	Not Met
Budget Year (2023-24)				
District Regular	509			
Charter School				
Total Enrollment	509			

2B. Comparison of District Enrollment to the Standard

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

- 1a. STANDARD NOT MET - Enrollment was estimated above the standard for the first prior year. Provide reasons for the overestimate, a description of the methods and assumptions used in projecting enrollment, and what changes will be made to improve the accuracy of projections in this area.

Explanation:
(required if NOT met)

In 20-21, enrollment decreased due to the students unable to return to school for in-person instruction.

- 1b. STANDARD NOT MET - Enrollment was estimated above the standard for two or more of the previous three years. Provide reasons for the overestimate, a description of the methods and assumptions used in projecting enrollment, and what changes will be made to improve the accuracy of projections in this area.

Explanation:
(required if NOT met)

District used 21-22 actual enrollment for 22-23 as an enrollment projection. Actual enrollment for 22-23 was lower than projected.

3. CRITERION: ADA to Enrollment

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the budget year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

3A. Calculating the District's ADA to Enrollment Standard

DATA ENTRY: All data are extracted or calculated. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	P-2 ADA Estimated/Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CBEDS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2020-21)			
District Regular	521	527	
Charter School		0	
Total ADA/Enrollment	521	527	98.9%
Second Prior Year (2021-22)			
District Regular	493	536	
Charter School	0		
Total ADA/Enrollment	493	536	91.9%
First Prior Year (2022-23)			
District Regular	485	519	
Charter School			
Total ADA/Enrollment	485	519	93.5%
		Historical Average Ratio:	94.8%
		District's ADA to Enrollment Standard (historical average ratio plus 0.5%):	95.3%

3B. Calculating the District's Projected Ratio of ADA to Enrollment

DATA ENTRY: Enter data in the Estimated P-2 ADA column for the two subsequent years. Enter data in the Enrollment column for the two subsequent years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund only, for all fiscal years. All other data are extracted or calculated.

Fiscal Year	Estimated P-2 ADA Budget (Form A, Lines A4 and C4)	Enrollment Budget/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Budget Year (2023-24)				
District Regular	479	509		
Charter School	0			
Total ADA/Enrollment	479	509	94.2%	Met
1st Subsequent Year (2024-25)				
District Regular	473			
Charter School				
Total ADA/Enrollment	473	0	0.0%	Met
2nd Subsequent Year (2025-26)				
District Regular	467			
Charter School				
Total ADA/Enrollment	467	0	0.0%	Met

3C. Comparison of District ADA to Enrollment Ratio to the Standard

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

- 1a. STANDARD MET - Projected P-2 ADA to enrollment ratio has not exceeded the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

4. **CRITERION: LCFF Revenue**

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

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

For districts funded by necessary small school formulas, projected LCFF revenue has not changed from the prior fiscal year amount by more than the district's gap funding or COLA¹ and its economic recovery target payment, plus or minus one percent.

¹ Districts that are already at or above their LCFF target funding as described in Education Code Section 42238.03(d) receive no gap funding. These districts have a COLA applied to their LCFF target, but their year-over-year revenue increase might be less than the statutory COLA due to certain local factors and components of the funding formula.

4A. District's LCFF Revenue Standard

Indicate which standard applies:

- LCFF Revenue
- Basic Aid
- Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: LCFF Revenue

4A1. Calculating the District's LCFF Revenue Standard

DATA ENTRY: Enter data in Step 1a for the two subsequent fiscal years. All other data is extracted or calculated. Enter data for Steps 2a through 2b1. All other data is calculated.

Note: Due to the full implementation of LCFF, gap funding and the economic recovery target increment payment amounts are no longer applicable.

Projected LCFF Revenue

	Prior Year (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Step 1 - Change in Population				
a. ADA (Funded) (Form A, lines A6 and C4)	522.66	510.66	496.67	482.53
b. Prior Year ADA (Funded)		522.66	510.66	496.67
c. Difference (Step 1a minus Step 1b)		(12.00)	(13.99)	(14.14)
d. Percent Change Due to Population (Step 1c divided by Step 1b)		(2.30%)	(2.74%)	(2.85%)
Step 2 - Change in Funding Level				
a. Prior Year LCFF Funding		7,497,454.00	7,929,607.00	8,045,519.00
b1. COLA percentage		8.20%	3.94%	3.29%
b2. COLA amount (proxy for purposes of this criterion)		614,791.23	312,426.52	264,597.58
c. Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		8.20%	3.94%	3.29%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)				
		5.90%	1.20%	.44%
LCFF Revenue Standard (Step 3, plus/minus 1%):		4.90% to 6.90%	0.20% to 2.20%	-0.56% to 1.44%

4A2. Alternate LCFF Revenue Standard - Basic Aid

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

Basic Aid District Projected LCFF Revenue

	Prior Year (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	896,105.00	896,105.00	896,105.00	896,105.00
Percent Change from Previous Year		N/A	N/A	N/A
Basic Aid Standard (percent change from previous year, plus/minus 1%):		N/A	N/A	N/A

4A3. Alternate LCFF Revenue Standard - Necessary Small School

DATA ENTRY: All data are extracted or calculated.

Necessary Small School District Projected LCFF Revenue

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Necessary Small School Standard (COLA Step 2c, plus/minus 1%):	N/A	N/A	N/A

4B. Calculating the District's Projected Change in LCFF Revenue

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

	Prior Year (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	7,497,454.00	7,929,607.00	8,045,519.00	8,089,739.00
District's Projected Change in LCFF Revenue:		5.76%	1.46%	.55%
LCFF Revenue Standard		4.90% to 6.90%	0.20% to 2.20%	-0.56% to 1.44%
Status:		Met	Met	Met

4C. Comparison of District LCFF Revenue to the Standard

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

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

Explanation:
(required if NOT met)

5. CRITERION: Salaries and Benefits

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the budget year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	
	Third Prior Year (2020-21)	4,405,191.05	
Second Prior Year (2021-22)	4,217,682.16	4,987,673.20	84.5%
First Prior Year (2022-23)	5,312,031.22	6,438,672.47	82.5%
	Historical Average Ratio:		85.5%

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	4.0%	4.0%	4.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	81.5% to 89.5%	81.5% to 89.5%	81.5% to 89.5%

5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

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

Fiscal Year	Budget - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)		
	Budget Year (2023-24)	5,978,351.98		
1st Subsequent Year (2024-25)	6,192,291.98	7,488,046.98	82.7%	Met
2nd Subsequent Year (2025-26)	6,435,618.98	7,764,792.98	82.9%	Met

5C. Comparison of District Salaries and Benefits Ratio to the Standard

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

1a. STANDARD MET - Ratio of total unrestricted salaries and benefits to total unrestricted expenditures has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the percentage change in population and the funded cost-of-living adjustment (COLA) plus or minus ten percent.

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

6A. Calculating the District's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	5.90%	1.20%	.44%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	-4.10% to 15.90%	-8.80% to 11.20%	-9.56% to 10.44%
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	0.90% to 10.90%	-3.80% to 6.20%	-4.56% to 5.44%

6B. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range (Section 6A, Line 3)

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

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

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)			
First Prior Year (2022-23)	2,568,078.35		
Budget Year (2023-24)	456,013.93	(82.24%)	Yes
1st Subsequent Year (2024-25)	377,678.00	(17.18%)	Yes
2nd Subsequent Year (2025-26)	377,678.00	0.00%	No

Explanation:
(required if Yes)

In 23-25 & 24-25 there is a reduction in one-time restricted funding.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)			
First Prior Year (2022-23)	2,590,004.88		
Budget Year (2023-24)	1,615,431.13	(37.63%)	Yes
1st Subsequent Year (2024-25)	1,576,282.00	(2.42%)	No
2nd Subsequent Year (2025-26)	1,575,235.00	(.07%)	No

Explanation:
(required if Yes)

In 23-24 there is a reduction in restricted one-time funding.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)			
First Prior Year (2022-23)	216,207.24		
Budget Year (2023-24)	109,817.00	(49.21%)	Yes
1st Subsequent Year (2024-25)	109,817.00	0.00%	No
2nd Subsequent Year (2025-26)	109,817.00	0.00%	No

Explanation:
(required if Yes)

District did not budget for interest in 23-24 and subsequent years.

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

First Prior Year (2022-23)	770,018.81		
Budget Year (2023-24)	938,275.73	21.85%	Yes
1st Subsequent Year (2024-25)	893,847.00	(4.74%)	Yes
2nd Subsequent Year (2025-26)	1,074,340.00	20.19%	Yes

Explanation:
(required if Yes)

District budgeted for one-time expenses and updated the budget to reflect spending plan.

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

First Prior Year (2022-23)	1,250,507.10		
Budget Year (2023-24)	1,094,608.01	(12.47%)	Yes
1st Subsequent Year (2024-25)	1,083,442.00	(1.02%)	No
2nd Subsequent Year (2025-26)	1,112,007.00	2.64%	No

Explanation:
(required if Yes)

District budgeted expenses and updated the budget to reflect current spending plan.

6C. Calculating the District's Change in Total Operating Revenues and Expenditures (Section 6A, Line 2)

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
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Total Federal, Other State, and Other Local Revenue (Criterion 6B)

First Prior Year (2022-23)	5,374,290.47		
Budget Year (2023-24)	2,181,262.06	(59.41%)	Not Met
1st Subsequent Year (2024-25)	2,063,777.00	(5.39%)	Met
2nd Subsequent Year (2025-26)	2,062,730.00	(.05%)	Met

Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)

First Prior Year (2022-23)	2,020,525.91		
Budget Year (2023-24)	2,032,883.74	.61%	Met
1st Subsequent Year (2024-25)	1,977,289.00	(2.73%)	Met
2nd Subsequent Year (2025-26)	2,186,347.00	10.57%	Not Met

6D. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 6B if the status in Section 6C is not met; no entry is allowed below.

- 1a. STANDARD NOT MET - Projected total operating revenues have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:
Federal Revenue
(linked from 6B
if NOT met)

In 23-25 & 24-25 there is a reduction in one-time restricted funding.

Explanation:
Other State Revenue
(linked from 6B
if NOT met)

In 23-24 there is a reduction in restricted one-time funding.

Explanation:
Other Local Revenue
(linked from 6B
if NOT met)

District did not budget for interest in 23-24 and subsequent years.

1b. STANDARD NOT MET - Projected total operating expenditures have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating expenditures within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:
Books and Supplies
(linked from 6B
if NOT met)

District budgeted for one-time expenses and updated the budget to reflect spending plan.

Explanation:
Services and Other Exps
(linked from 6B
if NOT met)

District budgeted expenses and updated the budget to reflect current spending plan.

7. CRITERION: Facilities Maintenance

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

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

NOTE: EC Section 17070.75 requires the district to deposit into the account a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year. Statute exclude the following resource codes from the total general fund expenditures calculation: 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690.

DATA ENTRY: Click the appropriate Yes or No button for special education local plan area (SELPA) administrative units (AUs); all other data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

1. a. For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation?

Yes

b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D) (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)

0.00

2. Ongoing and Major Maintenance/Restricted Maintenance Account

a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999, exclude resources 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690)

9,443,328.79

b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)

3% Required
Minimum Contribution
(Line 2c times 3%)

Budgeted Contribution¹
to the Ongoing and Major
Maintenance Account

Status

c. Net Budgeted Expenditures and Other Financing Uses

9,443,328.79	283,299.86	344,996.00	Met
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¹ Fund 01, Resource 8150, Objects 8900-8999

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

- Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
- Exempt (due to district's small size (EC Section 17070.75 (b)(2)(E)))
- Other (explanation must be provided)

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

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8. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves¹ as a percentage of total expenditures and other financing uses² in two out of three prior fiscal years.

8A. Calculating the District's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

	Third Prior Year (2020-21)	Second Prior Year (2021-22)	First Prior Year (2022-23)
1. District's Available Reserve Amounts (resources 0000-1999)			
a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	286,159.85	0.00	0.00
c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	3,740,325.33	4,920,894.43	5,320,172.83
d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	0.00	0.00
e. Available Reserves (Lines 1a through 1d)	4,026,485.18	4,920,894.43	5,320,172.83
2. Expenditures and Other Financing Uses			
a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	7,568,182.28	7,980,433.94	10,937,964.30
b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)			0.00
c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	7,568,182.28	7,980,433.94	10,937,964.30
3. District's Available Reserve Percentage (Line 1e divided by Line 2c)	53.2%	61.7%	48.6%
District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	17.7%	20.6%	16.2%

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

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

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000- 7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2020-21)	802,194.70	4,926,792.28	N/A	Met
Second Prior Year (2021-22)	894,409.25	4,987,673.20	N/A	Met
First Prior Year (2022-23)	399,278.40	6,438,672.47	N/A	Met
Budget Year (2023-24) (Information only)	(108,739.79)	7,224,504.79		

8C. Comparison of District Deficit Spending to the Standard

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

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

Explanation:
(required if NOT met)

9. CRITERION: Fund Balance

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

Percentage Level ¹	District ADA
1.7%	0 to 300
1.3%	301 to 1,000
1.0%	1,001 to 30,000
0.7%	30,001 to 400,000
0.3%	400,001 and over

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

District Estimated P-2 ADA (Form A, Lines A6 and C4):

District's Fund Balance Standard Percentage Level:

9A. Calculating the District's Unrestricted General Fund Beginning Balance Percentages

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

Fiscal Year	Unrestricted General Fund Beginning Balance ² (Form 01, Line F1e, Unrestricted Column)		Beginning Fund Balance	Status
	Original Budget	Estimated/Unaudited Actuals	Variance Level (If overestimated, else N/A)	
Third Prior Year (2020-21)	2,919,834.14	3,226,790.48	N/A	Met
Second Prior Year (2021-22)	3,266,957.34	4,028,985.18	N/A	Met
First Prior Year (2022-23)	3,995,528.48	4,923,394.43	N/A	Met
Budget Year (2023-24) (Information only)	5,322,672.83			

² Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

9B. Comparison of District Unrestricted Beginning Fund Balance to the Standard

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

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

Explanation:
(required if NOT met)

10. CRITERION: Reserves

STANDARD: Available reserves¹ for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts² as applied to total expenditures and other financing uses³:

DATA ENTRY: Budget Year data are extracted. If Form MYP exists, 1st and 2nd Subsequent Year data will be extracted. If not, enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA
5% or \$80,000 (greater of)	0 to 300
4% or \$80,000 (greater of)	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 400,000
1%	400,001 and over

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

² Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment, as referenced in Education Code Section 42238.02, rounded to the nearest thousand.

³ A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4, Subsequent Years, Form MYP, Line F2, if available,)	479	473	467
District's Reserve Standard Percentage Level:	4%	4%	4%

10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button

for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Budget Year data are extracted.

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

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?
2. If you are the SELPA AU and are excluding special education pass-through funds:
- a. Enter the name(s) of the SELPA(s): _____

b. Special Education Pass-through Funds
(Fund 10, resources 3300-3499, 6500-6540 and 6546,
objects 7211-7213 and 7221-7223)

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
	0.00		

10B. Calculating the District's Reserve Standard

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

All other data are extracted or calculated.

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	9,807,068.72	9,988,696.98	10,508,013.98
2. Plus Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)			
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	9,807,068.72	9,988,696.98	10,508,013.98
4. Reserve Standard Percentage Level	4%	4%	4%
5. Reserve Standard - by Percent (Line B3 times Line B4)	392,282.75	399,547.88	420,320.56
6. Reserve Standard - by Amount			

(\$80,000 for districts with 0 to 1,000 ADA, else 0)

	80,000.00	80,000.00	80,000.00
7. District's Reserve Standard (Greater of Line B5 or Line B6)	392,282.75	399,547.88	420,320.56

10C. Calculating the District's Budgeted Reserve Amount

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

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00		
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	0.00		
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	5,213,933.04	4,945,734.06	4,418,818.08
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	0.00	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	0.00		
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00		
8. District's Budgeted Reserve Amount (Lines C1 thru C7)	5,213,933.04	4,945,734.06	4,418,818.08
9. District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	53.17%	49.51%	42.05%
District's Reserve Standard (Section 10B, Line 7):	392,282.75	399,547.88	420,320.56
Status:	Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

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

1a. STANDARD MET - Projected available reserves have met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

S1. Contingent Liabilities

1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?

No

1b. If Yes, identify the liabilities and how they may impact the budget:

S2. Use of One-time Revenues for Ongoing Expenditures

1a. Does your district have ongoing general fund expenditures in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources?

No

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

S3. Use of Ongoing Revenues for One-time Expenditures

1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues?

No

1b. If Yes, identify the expenditures:

S4. Contingent Revenues

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

No

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

S5. Contributions

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

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

Estimate the impact of any capital projects on the general fund operational budget.

District's Contributions and Transfers Standard: -10.0% to +10.0% or -\$20,000 to +\$20,000

S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund

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

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)				
First Prior Year (2022-23)	(883,413.00)			
Budget Year (2023-24)	(913,691.00)	30,278.00	3.4%	Met
1st Subsequent Year (2024-25)	(924,987.00)	11,296.00	1.2%	Met
2nd Subsequent Year (2025-26)	(950,533.00)	25,546.00	2.8%	Met
1b. Transfers In, General Fund *				
First Prior Year (2022-23)	0.00			
Budget Year (2023-24)	0.00	0.00	0.0%	Met
1st Subsequent Year (2024-25)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2025-26)	0.00	0.00	0.0%	Met
1c. Transfers Out, General Fund *				
First Prior Year (2022-23)	0.00			
Budget Year (2023-24)	0.00	0.00	0.0%	Met
1st Subsequent Year (2024-25)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2025-26)	0.00	0.00	0.0%	Met

1d. Impact of Capital Projects

Do you have any capital projects that may impact the general fund operational budget?

No

* Include transfers used to cover operating deficits in either the general fund or any other fund.

S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for item 1d.

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

Explanation:
(required if NOT met)

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

Explanation:
(required if NOT met)

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

Explanation:
(required if NOT met)

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

Project Information:
(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments and their annual required payments for the budget year and two subsequent fiscal years. Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.

* Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the District's Long-term Commitments

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

1. Does your district have long-term (multiyear) commitments?

(If No, skip item 2 and Sections S6B and S6C)

Yes

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

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For:		Principal Balance as of July 1, 2023
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Leases	15	010-99900-0-0000-89800	010-99900-0000-9100-74380/74390	1,013,600
Certificates of Participation				
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (do not include OPEB):				
QZAB	9	010-99901-0-0000-89800	010-99901-0-0000-9100-74380/74390	918,283
TOTAL:				1,931,883

Type of Commitment (continued)	Prior Year	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2022-23)	(2023-24)	(2024-25)	(2025-26)
	Annual Payment (P & I)	Annual Payment (P & I)	Annual Payment (P & I)	Annual Payment (P & I)
Leases	89,420	89,464	89,385	89,394
Certificates of Participation				
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
QZAB	88,000	103,535	104,746	121,494
Total Annual Payments:	177,420	192,999	194,131	210,888
Has total annual payment increased over prior year (2022-23)?		Yes	Yes	Yes

S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

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

Explanation:
(required if Yes
to increase in total
annual payments)

Payments will be funded with contributions from unrestricted general fund.

S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments

DATA ENTRY: Click the appropriate Yes or No button in item 1; if Yes, an explanation is required in Item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.

Explanation:
(required if Yes)

S7. Unfunded Liabilities

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

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

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

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

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

No

2. For the district's OPEB:

a. Are they lifetime benefits?

No

b. Do benefits continue past age 65?

No

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

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

Pay-as-you-go

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

Self-Insurance Fund	Governmental Fund
0	0

4. OPEB Liabilities

a. Total OPEB liability

678,920.00

b. OPEB plan(s) fiduciary net position (if applicable)

121,060.00

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

557,860.00

d. Is total OPEB liability based on the district's estimate or an actuarial valuation?

Actuarial

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

6/30/2021

5. OPEB Contributions

a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
	39,641.00	40,830.00	42,055.00
b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)	30,720.00		
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)	39,641.00	40,830.00	42,055.00
d. Number of retirees receiving OPEB benefits	3.00	3.00	3.00

S7B. Identification of the District's Unfunded Liability for Self-Insurance Programs

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

1 Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip items 2-4)

No

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

--

3. **Self-Insurance Liabilities**

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

4. **Self-Insurance Contributions**

- a. Required contribution (funding) for self-insurance programs
- b. Amount contributed (funded) for self-insurance programs

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)

SB. Status of Labor Agreements

Analyze the status of all employee labor agreements. Identify new labor agreements, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the district governing board and superintendent.

S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Number of certificated (non-management) full - time - equivalent(FTE) positions	31	31	31	31

Certificated (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

District is currently negotiating a salary increase for the 23-24 school year.

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date: End Date:

5. Salary settlement:

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
--------------------------	----------------------------------	----------------------------------

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

--	--	--

One Year Agreement

Total cost of salary settlement

% change in salary schedule from prior year

or

Multiyear Agreement

Total cost of salary settlement

% change in salary schedule from prior year (may enter text, such as "Reopener")

Tipton Elementary
Tulare County

2023-24 Budget, July 1
General Fund
School District Criteria and Standards
Review

54 72215 0000000
Form 01CS
EBBEAWSSET(2023-24)

Identify the source of funding that will be used to support multiyear salary commitments:

--

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

	42188		
	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)

7. Amount included for any tentative salary schedule increases

	210944	0	0
	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)

Certificated (Non-management) Health and Welfare (H&W) Benefits

1. Are costs of H&W benefit changes included in the budget and MYPs?
2. Total cost of H&W benefits
3. Percent of H&W cost paid by employer
4. Percent projected change in H&W cost over prior year

Yes	Yes	Yes
592662	610441	628755
100.0%	100.0%	100.0%
3.0%	3.0%	3.0%

Certificated (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?
If Yes, amount of new costs included in the budget and MYPs
If Yes, explain the nature of the new costs:

No		
----	--	--

Certificated (Non-management) Step and Column Adjustments

1. Are step & column adjustments included in the budget and MYPs?
2. Cost of step & column adjustments
3. Percent change in step & column over prior year

Yes	Yes	Yes
66690	68020	69791
2.0%	2.0%	2.0%

Certificated (Non-management) Attrition (layoffs and retirements)

1. Are savings from attrition included in the budget and MYPs?
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?

No	No	No
No	No	No

Certificated (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Number of classified(non - management) FTE positions	40	41	41	41

Classified (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

District is currently negotiating a salary increase for the 23-24 school year.

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date: End Date:

5. Salary settlement:

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
<input type="text"/>	<input type="text"/>	<input type="text"/>

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

One Year Agreement

Total cost of salary settlement

% change in salary schedule from prior year

<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------

or

Multiyear Agreement

Total cost of salary settlement

% change in salary schedule from prior year (may enter text, such as "Reopener")

<input type="text"/>	<input type="text"/>	<input type="text"/>
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Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

18669

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
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7. Amount included for any tentative salary schedule increases

93346	0	0
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Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
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Classified (Non-management) Health and Welfare (H&W) Benefits

- Are costs of H&W benefit changes included in the budget and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

Yes	Yes	Yes
252575	260153	267956
100.0%	100.0%	100.0%
3.0%	3.0%	3.0%

Classified (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

No		
----	--	--

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
--------------------------	----------------------------------	----------------------------------

Classified (Non-management) Step and Column Adjustments

- Are step & column adjustments included in the budget and MYPs?
- Cost of step & column adjustments
- Percent change in step & column over prior year

Yes	Yes	Yes
20988	21407	21835
2.0%	2.0%	200.0%

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
--------------------------	----------------------------------	----------------------------------

Classified (Non-management) Attrition (layoffs and retirements)

- Are savings from attrition included in the budget and MYPs?
- Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?

No	No	No
No	No	No

Classified (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):

S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Number of management, supervisor, and confidential FTE positions	5	5	5	5

Management/Supervisor/Confidential Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

N/A

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

If n/a, skip the remainder of Section S8C.

Negotiations Settled

2. Salary settlement:

Is the cost of salary settlement included in the budget and multi year projections (MYPs)?

Total cost of salary settlement
% change in salary schedule from prior year (may enter text, such as "Reopener")

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Total cost of salary settlement			
% change in salary schedule from prior year			

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Cost of a one percent increase in salary and statutory benefits			

4. Amount included for any tentative salary schedule increases

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Amount included for any tentative salary schedule increases			

Management/Supervisor/Confidential Health and Welfare (H&W) Benefits

- Are costs of H&W benefit changes included in the budget and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Are costs of H&W benefit changes included in the budget and MYPs?			
Total cost of H&W benefits			
Percent of H&W cost paid by employer			
Percent projected change in H&W cost over prior year			

Management/Supervisor/Confidential Step and Column Adjustments

- Are step & column adjustments included in the budget and MYPs?
- Cost of step and column adjustments
- Percent change in step & column over prior year

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Are step & column adjustments included in the budget and MYPs?			
Cost of step and column adjustments			
Percent change in step & column over prior year			

Management/Supervisor/Confidential Other Benefits (mileage, bonuses, etc.)

- Are costs of other benefits included in the budget and MYPs?
- Total cost of other benefits
- Percent change in cost of other benefits over prior year

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Are costs of other benefits included in the budget and MYPs?			
Total cost of other benefits			
Percent change in cost of other benefits over prior year			

S9. Local Control and Accountability Plan (LCAP)

Confirm that the school district's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.
DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

1. Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?
2. Adoption date of the LCAP or an update to the LCAP.

Yes
Jun 13, 2023

S10. LCAP Expenditures

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.
DATA ENTRY: Click the appropriate Yes or No button.

Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?

Yes

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review. DATA ENTRY: Click the appropriate Yes or No button for items A1 through A9 except item A3, which is automatically completed based on data in Criterion 2.

- A1. Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?
- A2. Is the system of personnel position control independent from the payroll system?
- A3. Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Yes or No)
- A4. Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?
- A5. Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?
- A6. Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?
- A7. Is the district's financial system independent of the county office system?
- A8. Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education)
- A9. Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?

No
No
Yes
No
No
Yes
No
No
No

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:
(optional)

End of School District Budget Criteria and Standards Review

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).
Deviations from the standards must be explained and may affect the approval of the budget.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

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

	Percentage Level	District ADA
	3.0%	0 to 300
	2.0%	301 to 1,000
	1.0%	1,001 and over
District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):	479.39	
District's ADA Standard Percentage Level:	2.0%	

1A. Calculating the District's ADA Variances

DATA ENTRY: For the Third, Second, and First Prior Years, enter Estimated Funded ADA in the Original Budget Funded ADA column; enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the Third, Second, and First Prior Years. All other data are extracted.

Fiscal Year	Original Budget Funded ADA (Form A, Lines A4 and C4)	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2020-21)	District Regular	521	521	
	Charter School			
	Total ADA	521	521	N/A
Second Prior Year (2021-22)	District Regular	521	521	
	Charter School			
	Total ADA	521	521	N/A
First Prior Year (2022-23)	District Regular	512	520	
	Charter School		0	
	Total ADA	512	520	N/A
Budget Year (2023-24)	District Regular	508		
	Charter School	0		
	Total ADA	508		

1B. Comparison of District ADA to the Standard

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

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

Explanation:
(required if NOT met)

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

Explanation:
(required if NOT met)

2. CRITERION: Enrollment

STANDARD: Projected enrollment has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA
3.0%	0 to 300
2.0%	301 to 1,000
1.0%	1,001 and over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):

District's Enrollment Standard Percentage Level:

2A. Calculating the District's Enrollment Variances

DATA ENTRY: Enter data in the Enrollment, Budget, column for all fiscal years and in the Enrollment, CBEDS Actual column for the First Prior Year; all other data are extracted or calculated. CBEDS Actual enrollment data preloaded in the District Regular lines will include both District Regular and Charter School enrollment. Districts will need to adjust the District Regular enrollment lines and the Charter School enrollment lines accordingly. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	Enrollment		Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
	Budget	CBEDS Actual		
Third Prior Year (2020-21)				
District Regular	542	527		
Charter School				
Total Enrollment	542	527	2.8%	Not Met
Second Prior Year (2021-22)				
District Regular	527	536		
Charter School				
Total Enrollment	527	536	N/A	Met
First Prior Year (2022-23)				
District Regular	531	519		
Charter School				
Total Enrollment	531	519	2.3%	Not Met
Budget Year (2023-24)				
District Regular	509			
Charter School				
Total Enrollment	509			

2B. Comparison of District Enrollment to the Standard

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

- 1a. STANDARD NOT MET - Enrollment was estimated above the standard for the first prior year. Provide reasons for the overestimate, a description of the methods and assumptions used in projecting enrollment, and what changes will be made to improve the accuracy of projections in this area.

Explanation:
(required if NOT met)

In 20-21, enrollment decreased due to the students unable to return to school for in-person instruction.

- 1b. STANDARD NOT MET - Enrollment was estimated above the standard for two or more of the previous three years. Provide reasons for the overestimate, a description of the methods and assumptions used in projecting enrollment, and what changes will be made to improve the accuracy of projections in this area.

Explanation:
(required if NOT met)

District used 21-22 actual enrollment for 22-23 as an enrollment projection. Actual enrollment for 22-23 was lower than projected.

3. CRITERION: ADA to Enrollment

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the budget year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

3A. Calculating the District's ADA to Enrollment Standard

DATA ENTRY: All data are extracted or calculated. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	P-2 ADA Estimated/Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CBEDS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2020-21)			
District Regular	521	527	
Charter School		0	
Total ADA/Enrollment	521	527	98.9%
Second Prior Year (2021-22)			
District Regular	493	536	
Charter School	0		
Total ADA/Enrollment	493	536	91.9%
First Prior Year (2022-23)			
District Regular	485	519	
Charter School			
Total ADA/Enrollment	485	519	93.5%
		Historical Average Ratio:	94.8%
		District's ADA to Enrollment Standard (historical average ratio plus 0.5%):	95.3%

3B. Calculating the District's Projected Ratio of ADA to Enrollment

DATA ENTRY: Enter data in the Estimated P-2 ADA column for the two subsequent years. Enter data in the Enrollment column for the two subsequent years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund only, for all fiscal years. All other data are extracted or calculated.

Fiscal Year	Estimated P-2 ADA Budget (Form A, Lines A4 and C4)	Enrollment Budget/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Budget Year (2023-24)				
District Regular	479	509		
Charter School	0			
Total ADA/Enrollment	479	509	94.2%	Met
1st Subsequent Year (2024-25)				
District Regular	473			
Charter School				
Total ADA/Enrollment	473	0	0.0%	Met
2nd Subsequent Year (2025-26)				
District Regular	467			
Charter School				
Total ADA/Enrollment	467	0	0.0%	Met

3C. Comparison of District ADA to Enrollment Ratio to the Standard

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

1a. STANDARD MET - Projected P-2 ADA to enrollment ratio has not exceeded the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

4. CRITERION: LCFF Revenue

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

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

For districts funded by necessary small school formulas, projected LCFF revenue has not changed from the prior fiscal year amount by more than the district's gap funding or COLA¹ and its economic recovery target payment, plus or minus one percent.

¹ Districts that are already at or above their LCFF target funding as described in Education Code Section 42238.03(d) receive no gap funding. These districts have a COLA applied to their LCFF target, but their year-over-year revenue increase might be less than the statutory COLA due to certain local factors and components of the funding formula.

4A. District's LCFF Revenue Standard

Indicate which standard applies:

- LCFF Revenue
- Basic Aid
- Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: LCFF Revenue

4A1. Calculating the District's LCFF Revenue Standard

DATA ENTRY: Enter data in Step 1a for the two subsequent fiscal years. All other data is extracted or calculated. Enter data for Steps 2a through 2b1. All other data is calculated.
Note: Due to the full implementation of LCFF, gap funding and the economic recovery target increment payment amounts are no longer applicable.

Projected LCFF Revenue

	Prior Year (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Step 1 - Change in Population				
a. ADA (Funded) (Form A, lines A6 and C4)	522.66	510.66	496.67	482.53
b. Prior Year ADA (Funded)		522.66	510.66	496.67
c. Difference (Step 1a minus Step 1b)		(12.00)	(13.99)	(14.14)
d. Percent Change Due to Population (Step 1c divided by Step 1b)		(2.30%)	(2.74%)	(2.85%)
Step 2 - Change in Funding Level				
a. Prior Year LCFF Funding		7,497,454.00	7,929,607.00	8,045,519.00
b1. COLA percentage		8.20%	3.94%	3.29%
b2. COLA amount (proxy for purposes of this criterion)		614,791.23	312,426.52	264,697.58
c. Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		8.20%	3.94%	3.29%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)				
		5.90%	1.20%	.44%
LCFF Revenue Standard (Step 3, plus/minus 1%):		4.90% to 6.90%	0.20% to 2.20%	-0.56% to 1.44%

4A2. Alternate LCFF Revenue Standard - Basic Aid

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

Basic Aid District Projected LCFF Revenue

	Prior Year (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	896,105.00	896,105.00	896,105.00	896,105.00
Percent Change from Previous Year		N/A	N/A	N/A
Basic Aid Standard (percent change from previous year, plus/minus 1%):		N/A	N/A	N/A

4A3. Alternate LCFF Revenue Standard - Necessary Small School

DATA ENTRY: All data are extracted or calculated.

Necessary Small School District Projected LCFF Revenue

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Necessary Small School Standard (COLA Step 2c, plus/minus 1%):	N/A	N/A	N/A

4B. Calculating the District's Projected Change in LCFF Revenue

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

	Prior Year (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	7,497,454.00	7,929,607.00	8,045,518.00	8,089,739.00
District's Projected Change in LCFF Revenue:		5.76%	1.46%	.55%
LCFF Revenue Standard		4.90% to 6.80%	0.20% to 2.20%	-0.56% to 1.44%
Status:		Met	Met	Met

4C. Comparison of District LCFF Revenue to the Standard

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

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

Explanation:
(required if NOT met)

5. CRITERION: Salaries and Benefits

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the budget year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio		
	Salaries and Benefits	Total Expenditures	of Unrestricted Salaries and Benefits		
	(Form 01, Objects 1000-3999)	(Form 01, Objects 1000-7499)	to Total Unrestricted Expenditures		
Third Prior Year (2020-21)	4,405,191.05	4,926,792.28	89.4%		
Second Prior Year (2021-22)	4,217,682.16	4,987,673.20	84.6%		
First Prior Year (2022-23)	5,312,031.22	6,438,672.47	82.5%		
	Historical Average Ratio:		85.5%		
		Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)	
District's Reserve Standard Percentage (Criterion 10B, Line 4):		4.0%	4.0%	4.0%	
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):		81.5% to 89.5%	81.5% to 89.5%	81.5% to 88.5%	

5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

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

Fiscal Year	Budget - Unrestricted (Resources 0000-1999)			Status
	Salaries and Benefits	Total Expenditures	Ratio	
	(Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3)	(Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10)	of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	
Budget Year (2023-24)	5,978,351.98	7,224,504.79	82.8%	Met
1st Subsequent Year (2024-25)	6,192,291.98	7,488,046.98	82.7%	Met
2nd Subsequent Year (2025-26)	6,435,618.98	7,764,792.98	82.9%	Met

5C. Comparison of District Salaries and Benefits Ratio to the Standard

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

1a. STANDARD MET - Ratio of total unrestricted salaries and benefits to total unrestricted expenditures has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the percentage change in population and the funded cost-of-living adjustment (COLA) plus or minus ten percent.

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

6A. Calculating the District's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	5.90%	1.20%	.44%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	-4.10% to 15.90%	-8.80% to 11.20%	-9.56% to 10.44%
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	0.90% to 10.90%	-3.80% to 6.20%	-4.56% to 5.44%

6B. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range (Section 6A, Line 3)

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

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

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)			
First Prior Year (2022-23)	2,568,078.35		
Budget Year (2023-24)	456,013.93	(82.24%)	Yes
1st Subsequent Year (2024-25)	377,678.00	(17.18%)	Yes
2nd Subsequent Year (2025-26)	377,678.00	0.00%	No

Explanation:
(required if Yes)

In 23-25 & 24-25 there is a reduction in one-time restricted funding.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)			
First Prior Year (2022-23)	2,590,004.88		
Budget Year (2023-24)	1,615,431.13	(37.63%)	Yes
1st Subsequent Year (2024-25)	1,576,282.00	(2.42%)	No
2nd Subsequent Year (2025-26)	1,575,235.00	(.07%)	No

Explanation:
(required if Yes)

In 23-24 there is a reduction in restricted one-time funding.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)			
First Prior Year (2022-23)	216,207.24		
Budget Year (2023-24)	109,817.00	(49.21%)	Yes
1st Subsequent Year (2024-25)	109,817.00	0.00%	No
2nd Subsequent Year (2025-26)	109,817.00	0.00%	No

Explanation:
(required if Yes)

District did not budget for interest in 23-24 and subsequent years.

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

First Prior Year (2022-23)	770,018.81		
Budget Year (2023-24)	938,275.73	21.85%	Yes
1st Subsequent Year (2024-25)	893,847.00	(4.74%)	Yes
2nd Subsequent Year (2025-26)	1,074,340.00	20.19%	Yes

Explanation:
(required if Yes)

District budgeted for one-time expenses and updated the budget to reflect spending plan.

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

First Prior Year (2022-23)	1,250,507.10		
Budget Year (2023-24)	1,094,608.01	(12.47%)	Yes
1st Subsequent Year (2024-25)	1,083,442.00	(1.02%)	No
2nd Subsequent Year (2025-26)	1,112,007.00	2.64%	No

Explanation:
(required if Yes)

District budgeted expenses and updated the budget to reflect current spending plan.

6C. Calculating the District's Change in Total Operating Revenues and Expenditures (Section 6A, Line 2)

DATA ENTRY: All data are extracted or calculated.

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

Total Federal, Other State, and Other Local Revenue (Criterion 6B)

First Prior Year (2022-23)	5,374,290.47		
Budget Year (2023-24)	2,181,262.06	(59.41%)	Not Met
1st Subsequent Year (2024-25)	2,063,777.00	(5.39%)	Met
2nd Subsequent Year (2025-26)	2,062,730.00	(.05%)	Met

Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)

First Prior Year (2022-23)	2,020,525.91		
Budget Year (2023-24)	2,032,883.74	.61%	Met
1st Subsequent Year (2024-25)	1,977,289.00	(2.73%)	Met
2nd Subsequent Year (2025-26)	2,186,347.00	10.57%	Not Met

6D. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 6B if the status in Section 6C is not met; no entry is allowed below.

- 1a. STANDARD NOT MET - Projected total operating revenues have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:
Federal Revenue
(linked from 6B
if NOT met)

In 23-25 & 24-25 there is a reduction in one-time restricted funding.

Explanation:
Other State Revenue
(linked from 6B
if NOT met)

In 23-24 there is a reduction in restricted one-time funding.

Explanation:
Other Local Revenue
(linked from 6B
if NOT met)

District did not budget for interest in 23-24 and subsequent years.

- 1b. STANDARD NOT MET - Projected total operating expenditures have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating expenditures within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:
Books and Supplies
(linked from 6B
if NOT met)

District budgeted for one-time expenses and updated the budget to reflect spending plan.

Explanation:
Services and Other Exps
(linked from 6B
if NOT met)

District budgeted expenses and updated the budget to reflect current spending plan.

7. CRITERION: Facilities Maintenance

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

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

NOTE: EC Section 17070.75 requires the district to deposit into the account a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year. Statute exclude the following resource codes from the total general fund expenditures calculation: 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690.

DATA ENTRY: Click the appropriate Yes or No button for special education local plan area (SELPA) administrative units (AUs); all other data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

1. a. For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation?

Yes

b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D) (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)

0.00

2. Ongoing and Major Maintenance/Restricted Maintenance Account

a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999, exclude resources 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690)

9,443,328.79

b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)

3% Required
Minimum Contribution
(Line 2c times 3%)

Budgeted Contribution*
to the Ongoing and Major
Maintenance Account

Status

c. Net Budgeted Expenditures and Other Financing Uses

9,443,328.79	283,299.86	344,996.00	Met
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* Fund 01, Resource 8150, Objects 8900-8999

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

- Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
- Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
- Other (explanation must be provided)

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

--

8. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves¹ as a percentage of total expenditures and other financing uses² in two out of three prior fiscal years.

8A. Calculating the District's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

	Third Prior Year (2020-21)	Second Prior Year (2021-22)	First Prior Year (2022-23)
1. District's Available Reserve Amounts (resources 0000-1999)			
a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	286,159.85	0.00	0.00
c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	3,740,325.33	4,920,894.43	5,320,172.83
d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	0.00	0.00
e. Available Reserves (Lines 1a through 1d)	4,026,485.18	4,920,894.43	5,320,172.83
2. Expenditures and Other Financing Uses			
a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	7,568,182.28	7,980,433.94	10,937,964.30
b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)			0.00
c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	7,568,182.28	7,980,433.94	10,937,964.30
3. District's Available Reserve Percentage (Line 1e divided by Line 2c)	53.2%	61.7%	48.6%
District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	17.7%	20.6%	16.2%

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

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

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000- 7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2020-21)	802,194.70	4,926,792.28	N/A	Met
Second Prior Year (2021-22)	894,409.25	4,987,673.20	N/A	Met
First Prior Year (2022-23)	399,278.40	6,438,672.47	N/A	Met
Budget Year (2023-24) (Information only)	(108,739.79)	7,224,504.79		

8C. Comparison of District Deficit Spending to the Standard

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

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

Explanation:
(required if NOT met)

9. **CRITERION: Fund Balance**

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

Percentage Level ¹	District ADA
1.7%	0 to 300
1.3%	301 to 1,000
1.0%	1,001 to 30,000
0.7%	30,001 to 400,000
0.3%	400,001 and over

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

District Estimated P-2 ADA (Form A, Lines A6 and C4):

District's Fund Balance Standard Percentage Level:

9A. Calculating the District's Unrestricted General Fund Beginning Balance Percentages

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

Fiscal Year	Unrestricted General Fund Beginning Balance ² (Form 01, Line F1e, Unrestricted Column)		Beginning Fund Balance Variance Level	Status
	Original Budget	Estimated/Unaudited Actuals	(If overestimated, else N/A)	
Third Prior Year (2020-21)	2,919,834.14	3,226,790.48	N/A	Met
Second Prior Year (2021-22)	3,266,957.34	4,028,985.18	N/A	Met
First Prior Year (2022-23)	3,995,528.48	4,923,394.43	N/A	Met
Budget Year (2023-24) (Information only)	5,322,672.83			

² Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

9B. Comparison of District Unrestricted Beginning Fund Balance to the Standard

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

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

Explanation:
(required if NOT met)

10. CRITERION: Reserves

STANDARD: Available reserves¹ for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts² as applied to total expenditures and other financing uses³:

DATA ENTRY: Budget Year data are extracted. If Form MYP exists, 1st and 2nd Subsequent Year data will be extracted. If not, enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA
5% or \$80,000 (greater of)	0 to 300
4% or \$80,000 (greater of)	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 400,000
1%	400,001 and over

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

² Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment, as referenced in Education Code Section 42238.02, rounded to the nearest thousand.

³ A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4, Subsequent Years, Form MYP, Line F2, if available.)	479	473	467
District's Reserve Standard Percentage Level:	4%	4%	4%

10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

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

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

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?
2. If you are the SELPA AU and are excluding special education pass-through funds:

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

b. Special Education Pass-through Funds
(Fund 10, resources 3300-3499, 6500-6540 and 6546,
objects 7211-7213 and 7221-7223)

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
	0.00		

10B. Calculating the District's Reserve Standard

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

All other data are extracted or calculated.

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	9,807,068.72	9,988,696.98	10,508,013.98
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)			
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	9,807,068.72	9,988,696.98	10,508,013.98
4. Reserve Standard Percentage Level	4%	4%	4%
5. Reserve Standard - by Percent (Line B3 times Line B4)	392,282.75	399,547.88	420,320.56
6. Reserve Standard - by Amount			

(S80,000 for districts with 0 to 1,000 ADA, else 0)	80,000.00	80,000.00	80,000.00
7. District's Reserve Standard (Greater of Line B5 or Line B6)	392,282.75	399,547.88	420,320.56

10C. Calculating the District's Budgeted Reserve Amount

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

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00		
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	0.00		
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	5,211,433.04	4,943,234.06	4,416,318.08
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 9792, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	0.00	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	0.00		
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00		
8. District's Budgeted Reserve Amount (Lines C1 thru C7)	5,211,433.04	4,943,234.06	4,416,318.08
9. District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	53.14%	49.49%	42.03%
District's Reserve Standard (Section 10B, Line 7):	392,282.75	399,547.88	420,320.56
Status:	Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

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

1a. STANDARD MET - Projected available reserves have met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for Items S1 through S4. Enter an explanation for each Yes answer.

S1. Contingent Liabilities

1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?

No

1b. If Yes, identify the liabilities and how they may impact the budget:

S2. Use of One-time Revenues for Ongoing Expenditures

1a. Does your district have ongoing general fund expenditures in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources?

No

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

S3. Use of Ongoing Revenues for One-time Expenditures

1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues?

No

1b. If Yes, identify the expenditures:

S4. Contingent Revenues

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

No

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

S5. Contributions

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

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

Estimate the impact of any capital projects on the general fund operational budget.

District's Contributions and Transfers Standard: -10.0% to +10.0% or -\$20,000 to +\$20,000

S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund

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

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 6980)				
First Prior Year (2022-23)	(883,413.00)			
Budget Year (2023-24)	(913,691.00)	30,278.00	3.4%	Met
1st Subsequent Year (2024-25)	(924,987.00)	11,296.00	1.2%	Met
2nd Subsequent Year (2025-26)	(950,533.00)	25,546.00	2.8%	Met
1b. Transfers In, General Fund *				
First Prior Year (2022-23)	0.00			
Budget Year (2023-24)	0.00	0.00	0.0%	Met
1st Subsequent Year (2024-25)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2025-26)	0.00	0.00	0.0%	Met
1c. Transfers Out, General Fund *				
First Prior Year (2022-23)	0.00			
Budget Year (2023-24)	0.00	0.00	0.0%	Met
1st Subsequent Year (2024-25)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2025-26)	0.00	0.00	0.0%	Met

1d. Impact of Capital Projects

Do you have any capital projects that may impact the general fund operational budget?

No

* Include transfers used to cover operating deficits in either the general fund or any other fund.

S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for item 1d.

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

Explanation:
(required if NOT met)

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

Explanation:
(required if NOT met)

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

Explanation:
(required if NOT met)

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

Project Information:
(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments¹ and their annual required payments for the budget year and two subsequent fiscal years. Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.

¹ Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the District's Long-term Commitments

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

1. Does your district have long-term (multiyear) commitments?

(If No, skip item 2 and Sections S6B and S6C)

Yes

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

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For:		Principal Balance as of July 1, 2023
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Leases	15	010-99900-0-0000-89900	010-99900-0-0000-9100-74380/74390	1,013,600
Certificates of Participation				
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (do not include OPEB):				
QZAB	9	010-99901-0-0000-89900	010-99901-0-0000-9100-74380/74390	918,283
TOTAL:				1,931,883

Type of Commitment (continued)	Prior Year	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2022-23)	(2023-24)	(2024-25)	(2025-26)
	Annual Payment	Annual Payment	Annual Payment	Annual Payment
	(P & I)	(P & I)	(P & I)	(P & I)
Leases	89,420	89,464	89,385	89,394
Certificates of Participation				
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
QZAB	88,000	103,535	104,746	121,494
Total Annual Payments:	177,420	192,999	194,131	210,888
Has total annual payment increased over prior year (2022-23)?	Yes	Yes	Yes	Yes

S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

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

Explanation:
(required if Yes
to increase in total
annual payments)

Payments will be funded with contributions from unrestricted general fund.

S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments

DATA ENTRY: Click the appropriate Yes or No button in item 1; if Yes, an explanation is required in item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.

Explanation:
(required if Yes)

57. Unfunded Liabilities

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

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

57A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other than Pensions (OPEB)

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

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

2 For the district's OPEB:
a. Are they lifetime benefits?

b. Do benefits continue past age 65?

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

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

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

Self-Insurance Fund	Governmental Fund
0	0

4. OPEB Liabilities

a. Total OPEB liability	678,920.00
b. OPEB plan(s) fiduciary net position (if applicable)	121,060.00
c. Total/Net OPEB liability (Line 4a minus Line 4b)	557,860.00
d. Is total OPEB liability based on the district's estimate or an actuarial valuation?	Actuarial
e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation	6/30/2021

5. OPEB Contributions

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method	39,641.00	40,830.00	42,055.00
b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)	30,720.00		
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)	39,641.00	40,830.00	42,055.00
d. Number of retirees receiving OPEB benefits	3.00	3.00	3.00

S7B. Identification of the District's Unfunded Liability for Self-Insurance Programs

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

1 Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip items 2-4)

No

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

--

3. Self-Insurance Liabilities

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

4. Self-Insurance Contributions

- a. Required contribution (funding) for self-insurance programs
- b. Amount contributed (funded) for self-insurance programs

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)

58. Status of Labor Agreements

Analyze the status of all employee labor agreements. Identify new labor agreements, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the district governing board and superintendent.

58A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Number of certificated (non-management) full-time - equivalent(FTE) positions	31	31	31	31

Certificated (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

District is currently negotiating a salary increase for the 23-24 school year.

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date: End Date:

5. Salary settlement:

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
--------------------------	----------------------------------	----------------------------------

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

--	--	--

One Year Agreement

Total cost of salary settlement

% change in salary schedule from prior year

or

Multiyear Agreement

Total cost of salary settlement

% change in salary schedule from prior year (may enter text, such as "Reopener")

Tipton Elementary
Tulare County

2023-24 Budget, July 1
General Fund
School District Criteria and Standards
Review

54 72215 0000000
Form 01CS
E0BBAWBSET(2023-24)

Identify the source of funding that will be used to support multyear salary commitments:

--

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

42188

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
--------------------------	----------------------------------	----------------------------------

7. Amount included for any tentative salary schedule increases

210944 0 0

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
--------------------------	----------------------------------	----------------------------------

Certificated (Non-management) Health and Welfare (H&W) Benefits

- Are costs of H&W benefit changes included in the budget and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

Yes	Yes	Yes
592662	610441	628755
100.0%	100.0%	100.0%
3.0%	3.0%	3.0%

Certificated (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

No		
----	--	--

Certificated (Non-management) Step and Column Adjustments

- Are step & column adjustments included in the budget and MYPs?
- Cost of step & column adjustments
- Percent change in step & column over prior year

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Yes	Yes	Yes
66690	68020	69791
2.0%	2.0%	2.0%

Certificated (Non-management) Attrition (layoffs and retirements)

- Are savings from attrition included in the budget and MYPs?
- Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
No	No	No
No	No	No

Certificated (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Number of classified(non - management) FTE positions	40	41	41	41

Classified (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

District is currently negotiating a salary increase for the 23-24 school year.

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

5. Salary settlement:

Begin Date: End Date:

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
<input type="text"/>	<input type="text"/>	<input type="text"/>

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

One Year Agreement

Total cost of salary settlement

% change in salary schedule from prior year

or

Multiyear Agreement

Total cost of salary settlement

% change in salary schedule from prior year (may enter text, such as "Reopener")

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
<input type="text"/>	<input type="text"/>	<input type="text"/>

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

18669

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
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7. Amount included for any tentative salary schedule increases

93346	0	0
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Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
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Classified (Non-management) Health and Welfare (H&W) Benefits

- Are costs of H&W benefit changes included in the budget and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

Yes	Yes	Yes
252575	260153	267956
100.0%	100.0%	100.0%
3.0%	3.0%	3.0%

Classified (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

No		
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Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
--------------------------	----------------------------------	----------------------------------

Classified (Non-management) Step and Column Adjustments

- Are step & column adjustments included in the budget and MYPs?
- Cost of step & column adjustments
- Percent change in step & column over prior year

Yes	Yes	Yes
20988	21407	21835
2.0%	2.0%	200.0%

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
--------------------------	----------------------------------	----------------------------------

Classified (Non-management) Attrition (layoffs and retirements)

- Are savings from attrition included in the budget and MYPs?
- Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?

No	No	No
No	No	No

Classified (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):

S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Number of management, supervisor, and confidential FTE positions	5	5	5	5

Management/Supervisor/Confidential Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

N/A

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

If n/a, skip the remainder of Section S8C.

Negotiations Settled

2. Salary settlement:

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

Total cost of salary settlement
% change in salary schedule from prior year (may enter text, such as "Reopener")

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Total cost of salary settlement			
% change in salary schedule from prior year			

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Cost of a one percent increase in salary and statutory benefits			

4. Amount included for any tentative salary schedule increases

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Amount included for any tentative salary schedule increases			

Management/Supervisor/Confidential Health and Welfare (H&W) Benefits

- Are costs of H&W benefit changes included in the budget and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Are costs of H&W benefit changes included in the budget and MYPs?			
Total cost of H&W benefits			
Percent of H&W cost paid by employer			
Percent projected change in H&W cost over prior year			

Management/Supervisor/Confidential Step and Column Adjustments

- Are step & column adjustments included in the budget and MYPs?
- Cost of step and column adjustments
- Percent change in step & column over prior year

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Are step & column adjustments included in the budget and MYPs?			
Cost of step and column adjustments			
Percent change in step & column over prior year			

Management/Supervisor/Confidential Other Benefits (mileage, bonuses, etc.)

- Are costs of other benefits included in the budget and MYPs?
- Total cost of other benefits
- Percent change in cost of other benefits over prior year

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Are costs of other benefits included in the budget and MYPs?			
Total cost of other benefits			
Percent change in cost of other benefits over prior year			

S9. Local Control and Accountability Plan (LCAP)

Confirm that the school district's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.
DATA ENTRY: Click the appropriate Yes or No button in Item 1, and enter the date in item 2.

1. Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?
2. Adoption date of the LCAP or an update to the LCAP.

Yes
Jun 13, 2023

S10. LCAP Expenditures

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.
DATA ENTRY: Click the appropriate Yes or No button.

Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?

Yes

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review. DATA ENTRY: Click the appropriate Yes or No button for items A1 through A9 except item A3, which is automatically completed based on data in Criterion 2.

A1.	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	No
A2.	Is the system of personnel position control independent from the payroll system?	No
A3.	Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Yes or No)	Yes
A4.	Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?	No
A5.	Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	No
A6.	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	Yes
A7.	Is the district's financial system independent of the county office system?	No
A8.	Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education)	No
A9.	Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?	No

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:
(optional)

End of School District Budget Criteria and Standards Review

Budget Adoption Report

Bdg Adoption

Control Number: 60148365

Account Classification	Approved / Revised	Change Amount	Proposed Budget
Fund: 0100 General Fund Revenues			
LCFF Sources			
010-00000-0-00000-00000-80110-0-0000	\$0.00	\$5,483,069.00	\$5,483,069.00
010-00000-0-00000-00000-80410-0-0000	\$0.00	\$896,105.00	\$896,105.00
010-14000-0-00000-00000-80120-0-0000	\$0.00	\$1,550,433.00	\$1,550,433.00
Total:	\$0.00	\$7,929,607.00	\$7,929,607.00
Federal Revenues			
010-30100-4-00000-00000-82900-0-0000	\$0.00	\$277,348.00	\$277,348.00
010-32180-0-00000-00000-82900-0-0000	\$0.00	\$25,703.00	\$25,703.00
010-32190-0-00000-00000-82900-0-0000	\$0.00	\$52,632.93	\$52,632.93
010-40350-4-00000-00000-82900-0-0000	\$0.00	\$31,285.00	\$31,285.00
010-41270-4-00000-00000-82900-0-0000	\$0.00	\$21,281.00	\$21,281.00
010-42030-4-00000-00000-82900-0-0000	\$0.00	\$42,409.00	\$42,409.00
010-56340-0-00000-00000-82900-0-0000	\$0.00	\$5,355.00	\$5,355.00
Total:	\$0.00	\$456,013.93	\$456,013.93
Other State Revenues			
010-00000-0-00000-00000-85500-0-0000	\$0.00	\$18,353.00	\$18,353.00
010-11000-0-00000-00000-85600-0-0000	\$0.00	\$81,496.00	\$81,496.00
010-26000-4-00000-00000-85900-0-0000	\$0.00	\$961,315.00	\$961,315.00
010-60100-0-00000-00000-85900-0-0000	\$0.00	\$203,483.00	\$203,483.00
010-60530-0-00000-00000-85900-0-0000	\$0.00	\$38,214.00	\$38,214.00
010-63000-0-00000-00000-85600-0-0000	\$0.00	\$32,521.13	\$32,521.13
010-76900-0-00000-00000-85900-0-0000	\$0.00	\$280,049.00	\$280,049.00
Total:	\$0.00	\$1,615,431.13	\$1,615,431.13
Other Local Revenues			
010-90101-0-00000-00000-86890-0-0000	\$0.00	\$13,950.00	\$13,950.00
010-90111-0-00000-00000-86990-0-0000	\$0.00	\$10,000.00	\$10,000.00
010-90336-0-00000-00000-86990-0-0000	\$0.00	\$85,367.00	\$85,367.00
010-90564-0-00000-00000-86990-0-0000	\$0.00	\$500.00	\$500.00

Budget Adoption Report

Bdg Adoption

Control Number: 60148365

Account Classification

	Approved / Revised	Change Amount	Proposed Budget
Total:	\$0.00	\$109,817.00	\$109,817.00
	\$0.00	\$10,110,869.06	\$10,110,869.06

Total Revenues

Expenditures

Certificated Salaries

010-00000-0-00000-27000-19000-0-0000	\$0.00	\$140,381.00	\$140,381.00
010-00000-0-00000-71500-13000-0-0000	\$0.00	\$152,728.00	\$152,728.00
010-00000-0-11100-10000-11000-0-0000	\$0.00	\$1,078,560.98	\$1,078,560.98
010-00000-0-11100-10000-11002-0-0000	\$0.00	\$82,500.00	\$82,500.00
010-00000-0-11100-10000-11003-0-0000	\$0.00	\$15,000.00	\$15,000.00
010-07200-0-11100-10000-11000-0-0106	\$0.00	\$73,017.00	\$73,017.00
010-07200-0-11100-10000-11000-0-0116	\$0.00	\$90,364.00	\$90,364.00
010-07200-0-11100-10000-11000-0-0501	\$0.00	\$310,961.00	\$310,961.00
010-07200-0-11100-10000-11002-0-0118	\$0.00	\$2,220.00	\$2,220.00
010-07200-0-11100-41000-19000-0-0406	\$0.00	\$39,671.00	\$39,671.00
010-07215-0-11100-10000-11000-0-0502	\$0.00	\$217,442.00	\$217,442.00
010-14000-0-11100-10000-11000-0-0000	\$0.00	\$1,055,789.00	\$1,055,789.00
010-26000-3-11350-10000-11003-0-0000	\$0.00	\$45,000.00	\$45,000.00
010-30100-4-11100-24900-19000-0-0000	\$0.00	\$17,623.00	\$17,623.00
010-30100-4-11100-41000-19000-0-0000	\$0.00	\$8,749.00	\$8,749.00
010-40350-4-11100-10000-11000-0-0000	\$0.00	\$20,617.00	\$20,617.00
010-41270-4-11100-41000-19000-0-0000	\$0.00	\$17,261.00	\$17,261.00
010-62660-0-11100-10000-11003-0-0000	\$0.00	\$15,600.00	\$15,600.00
010-74350-0-11100-10000-11000-0-0000	\$0.00	\$113,251.00	\$113,251.00

Total:

\$3,496,734.98

Classified Salaries

010-00000-0-00000-27000-24000-0-0000	\$0.00	\$95,671.00	\$95,671.00
010-00000-0-00000-27000-24002-0-0000	\$0.00	\$5,700.00	\$5,700.00
010-00000-0-00000-72000-23000-0-0000	\$0.00	\$91,618.00	\$91,618.00
010-00000-0-00000-72000-24000-0-0000	\$0.00	\$36,552.00	\$36,552.00
010-00000-0-00000-81000-22000-0-0000	\$0.00	\$84,425.00	\$84,425.00
010-00000-0-00000-81000-22002-0-0000	\$0.00	\$25,000.00	\$25,000.00
010-00000-0-00000-81000-22003-0-0000	\$0.00	\$4,400.00	\$4,400.00

Budget Adoption Report

Bdg Adoption

Control Number: 60148365

Account Classification	Approved / Revised	Change Amount	Proposed Budget
010-00000-0-00000-81000-23000-0-0000	\$0.00	\$30,929.00	\$30,929.00
010-00000-0-11100-24203-22003-0-0000	\$0.00	\$6,000.00	\$6,000.00
010-00000-0-11100-24900-22000-0-0000	\$0.00	\$32,609.00	\$32,609.00
010-07200-0-11100-10000-21000-0-0101	\$0.00	\$155,247.00	\$155,247.00
010-07200-0-11100-24203-22000-0-0105	\$0.00	\$53,914.00	\$53,914.00
010-07200-0-11100-24900-22000-0-0102	\$0.00	\$51,607.00	\$51,607.00
010-07200-0-11100-31300-22000-0-0203	\$0.00	\$6,004.00	\$6,004.00
010-07215-0-00000-81000-22000-0-0404	\$0.00	\$16,439.00	\$16,439.00
010-07230-0-00000-36000-22000-0-0000	\$0.00	\$88,179.00	\$88,179.00
010-07230-0-00000-36000-23000-0-0000	\$0.00	\$23,197.00	\$23,197.00
010-26000-3-11100-10000-21000-0-0000	\$0.00	\$84,142.00	\$84,142.00
010-26000-3-11100-10000-21003-0-0000	\$0.00	\$18,000.00	\$18,000.00
010-26000-3-11350-10000-21003-0-0000	\$0.00	\$30,000.00	\$30,000.00
010-30100-4-11100-10000-21000-0-0000	\$0.00	\$108,190.00	\$108,190.00
010-30100-4-11100-10000-21000-0-0208	\$0.00	\$14,654.00	\$14,654.00
010-30100-4-11100-10000-21003-0-0000	\$0.00	\$3,000.00	\$3,000.00
010-30100-4-11100-31300-22000-0-0000	\$0.00	\$24,018.00	\$24,018.00
010-30100-4-11100-31300-22000-0-0207	\$0.00	\$7,938.00	\$7,938.00
010-42030-4-11100-10000-21000-0-0000	\$0.00	\$31,702.00	\$31,702.00
010-60100-0-11100-10000-21000-0-0000	\$0.00	\$63,978.00	\$63,978.00
010-60100-0-11100-10000-21002-0-0000	\$0.00	\$7,700.00	\$7,700.00
010-60100-0-11100-10000-21003-0-0000	\$0.00	\$1,650.00	\$1,650.00
010-81500-0-00000-81000-22000-0-0000	\$0.00	\$107,344.00	\$107,344.00
010-81500-0-00000-81000-22003-0-0000	\$0.00	\$3,850.00	\$3,850.00
010-81500-0-00000-81000-23000-0-0000	\$0.00	\$23,197.00	\$23,197.00
010-90101-0-11100-31300-22000-0-0000	\$0.00	\$11,907.00	\$11,907.00
010-90336-0-11100-10000-29000-0-0000	\$0.00	\$54,106.00	\$54,106.00
Total:	\$0.00	\$1,402,867.00	\$1,402,867.00

Employee Benefits

010-00000-0-00000-27000-31010-0-0000	\$0.00	\$26,813.00	\$26,813.00
010-00000-0-00000-27000-32020-0-0000	\$0.00	\$28,080.00	\$28,080.00
010-00000-0-00000-27000-33013-0-0000	\$0.00	\$2,036.00	\$2,036.00
010-00000-0-00000-27000-33022-0-0000	\$0.00	\$6,285.00	\$6,285.00
010-00000-0-00000-27000-33023-0-0000	\$0.00	\$1,470.00	\$1,470.00

Budget Adoption Report

Bdg Adoption

Control Number: 60148365

Account Classification	Approved / Revised	Change Amount	Proposed Budget
010-00000-0-00000-27000-34010-0-0000	\$0.00	\$19,179.00	\$19,179.00
010-00000-0-00000-27000-34020-0-0000	\$0.00	\$38,236.00	\$38,236.00
010-00000-0-00000-27000-35010-0-0000	\$0.00	\$702.00	\$702.00
010-00000-0-00000-27000-35020-0-0000	\$0.00	\$507.00	\$507.00
010-00000-0-00000-27000-36010-0-0000	\$0.00	\$3,807.00	\$3,807.00
010-00000-0-00000-27000-36020-0-0000	\$0.00	\$2,749.00	\$2,749.00
010-00000-0-00000-27000-37010-0-0000	\$0.00	\$439.00	\$439.00
010-00000-0-00000-27000-37020-0-0000	\$0.00	\$314.00	\$314.00
010-00000-0-00000-27000-37510-0-0000	\$0.00	\$303.00	\$303.00
010-00000-0-00000-27000-37520-0-0000	\$0.00	\$607.00	\$607.00
010-00000-0-00000-71500-31010-0-0000	\$0.00	\$29,171.00	\$29,171.00
010-00000-0-00000-71500-33013-0-0000	\$0.00	\$2,215.00	\$2,215.00
010-00000-0-00000-71500-34010-0-0000	\$0.00	\$19,179.00	\$19,179.00
010-00000-0-00000-71500-35010-0-0000	\$0.00	\$764.00	\$764.00
010-00000-0-00000-71500-36010-0-0000	\$0.00	\$4,142.00	\$4,142.00
010-00000-0-00000-71500-37010-0-0000	\$0.00	\$478.00	\$478.00
010-00000-0-00000-71500-37510-0-0000	\$0.00	\$303.00	\$303.00
010-00000-0-00000-72000-32020-0-0000	\$0.00	\$35,503.00	\$35,503.00
010-00000-0-00000-72000-33022-0-0000	\$0.00	\$7,947.00	\$7,947.00
010-00000-0-00000-72000-33023-0-0000	\$0.00	\$1,858.00	\$1,858.00
010-00000-0-00000-72000-34020-0-0000	\$0.00	\$20,527.00	\$20,527.00
010-00000-0-00000-72000-35020-0-0000	\$0.00	\$641.00	\$641.00
010-00000-0-00000-72000-36020-0-0000	\$0.00	\$3,476.00	\$3,476.00
010-00000-0-00000-72000-37020-0-0000	\$0.00	\$397.00	\$397.00
010-00000-0-00000-72000-37520-0-0000	\$0.00	\$303.00	\$303.00
010-00000-0-00000-81000-32020-0-0000	\$0.00	\$40,097.00	\$40,097.00
010-00000-0-00000-81000-33022-0-0000	\$0.00	\$8,975.00	\$8,975.00
010-00000-0-00000-81000-33023-0-0000	\$0.00	\$2,099.00	\$2,099.00
010-00000-0-00000-81000-34020-0-0000	\$0.00	\$29,996.00	\$29,996.00
010-00000-0-00000-81000-35020-0-0000	\$0.00	\$724.00	\$724.00
010-00000-0-00000-81000-36020-0-0000	\$0.00	\$3,926.00	\$3,926.00
010-00000-0-00000-81000-37020-0-0000	\$0.00	\$449.00	\$449.00
010-00000-0-00000-81000-37520-0-0000	\$0.00	\$701.00	\$701.00
010-00000-0-11100-10000-31010-0-0000	\$0.00	\$224,628.00	\$224,628.00
010-00000-0-11100-10000-33012-0-0000	\$0.00	\$3,077.00	\$3,077.00

Budget Adoption Report

Bdg Adoption

Control Number: 60148365

Account Classification	Approved / Revised	Change Amount	Proposed Budget
010-00000-0-11100-10000-33013-0-0000	\$0.00	\$17,053.00	\$17,053.00
010-00000-0-11100-10000-34010-0-0000	\$0.00	\$232,859.00	\$232,859.00
010-00000-0-11100-10000-35010-0-0000	\$0.00	\$5,880.00	\$5,880.00
010-00000-0-11100-10000-36010-0-0000	\$0.00	\$31,896.00	\$31,896.00
010-00000-0-11100-10000-37010-0-0000	\$0.00	\$3,681.00	\$3,681.00
010-00000-0-11100-10000-37510-0-0000	\$0.00	\$3,696.00	\$3,696.00
010-00000-0-11100-24203-32020-0-0000	\$0.00	\$1,662.00	\$1,662.00
010-00000-0-11100-24203-33022-0-0000	\$0.00	\$372.00	\$372.00
010-00000-0-11100-24203-33023-0-0000	\$0.00	\$87.00	\$87.00
010-00000-0-11100-24203-35020-0-0000	\$0.00	\$30.00	\$30.00
010-00000-0-11100-24203-36020-0-0000	\$0.00	\$163.00	\$163.00
010-00000-0-11100-24203-37020-0-0000	\$0.00	\$18.00	\$18.00
010-00000-0-11100-24900-32020-0-0000	\$0.00	\$9,033.00	\$9,033.00
010-00000-0-11100-24900-33022-0-0000	\$0.00	\$2,022.00	\$2,022.00
010-00000-0-11100-24900-33023-0-0000	\$0.00	\$473.00	\$473.00
010-00000-0-11100-24900-34020-0-0000	\$0.00	\$9,559.00	\$9,559.00
010-00000-0-11100-24900-35020-0-0000	\$0.00	\$163.00	\$163.00
010-00000-0-11100-24900-36020-0-0000	\$0.00	\$884.00	\$884.00
010-00000-0-11100-24900-37020-0-0000	\$0.00	\$101.00	\$101.00
010-00000-0-11100-24900-37520-0-0000	\$0.00	\$152.00	\$152.00
010-07200-0-11100-10000-31010-0-0106	\$0.00	\$13,946.00	\$13,946.00
010-07200-0-11100-10000-31010-0-0116	\$0.00	\$17,260.00	\$17,260.00
010-07200-0-11100-10000-31010-0-0118	\$0.00	\$424.00	\$424.00
010-07200-0-11100-10000-31010-0-0501	\$0.00	\$59,394.00	\$59,394.00
010-07200-0-11100-10000-32020-0-0101	\$0.00	\$43,003.00	\$43,003.00
010-07200-0-11100-10000-33013-0-0106	\$0.00	\$1,059.00	\$1,059.00
010-07200-0-11100-10000-33013-0-0116	\$0.00	\$1,310.00	\$1,310.00
010-07200-0-11100-10000-33013-0-0118	\$0.00	\$32.00	\$32.00
010-07200-0-11100-10000-33013-0-0501	\$0.00	\$4,509.00	\$4,509.00
010-07200-0-11100-10000-33022-0-0101	\$0.00	\$9,625.00	\$9,625.00
010-07200-0-11100-10000-33023-0-0101	\$0.00	\$2,251.00	\$2,251.00
010-07200-0-11100-10000-34010-0-0106	\$0.00	\$12,427.00	\$12,427.00
010-07200-0-11100-10000-34010-0-0116	\$0.00	\$19,119.00	\$19,119.00
010-07200-0-11100-10000-34010-0-0501	\$0.00	\$57,355.00	\$57,355.00
010-07200-0-11100-10000-34020-0-0101	\$0.00	\$9,653.00	\$9,653.00

Budget Adoption Report

Bdg Adoption

Control Number: 60148365

Account Classification	Approved / Revised	Change Amount	Proposed Budget
010-07200-0-11100-10000-35010-0-0106	\$0.00	\$365.00	\$365.00
010-07200-0-11100-10000-35010-0-0116	\$0.00	\$452.00	\$452.00
010-07200-0-11100-10000-35010-0-0118	\$0.00	\$11.00	\$11.00
010-07200-0-11100-10000-35010-0-0501	\$0.00	\$1,555.00	\$1,555.00
010-07200-0-11100-10000-35020-0-0101	\$0.00	\$776.00	\$776.00
010-07200-0-11100-10000-36010-0-0106	\$0.00	\$1,980.00	\$1,980.00
010-07200-0-11100-10000-36010-0-0116	\$0.00	\$2,451.00	\$2,451.00
010-07200-0-11100-10000-36010-0-0118	\$0.00	\$60.00	\$60.00
010-07200-0-11100-10000-36010-0-0118	\$0.00	\$8,434.00	\$8,434.00
010-07200-0-11100-10000-36010-0-0501	\$0.00	\$4,210.00	\$4,210.00
010-07200-0-11100-10000-36020-0-0101	\$0.00	\$229.00	\$229.00
010-07200-0-11100-10000-37010-0-0106	\$0.00	\$283.00	\$283.00
010-07200-0-11100-10000-37010-0-0116	\$0.00	\$7.00	\$7.00
010-07200-0-11100-10000-37010-0-0118	\$0.00	\$974.00	\$974.00
010-07200-0-11100-10000-37010-0-0501	\$0.00	\$481.00	\$481.00
010-07200-0-11100-10000-37020-0-0101	\$0.00	\$197.00	\$197.00
010-07200-0-11100-10000-37510-0-0106	\$0.00	\$303.00	\$303.00
010-07200-0-11100-10000-37510-0-0116	\$0.00	\$910.00	\$910.00
010-07200-0-11100-10000-37510-0-0501	\$0.00	\$14,934.00	\$14,934.00
010-07200-0-11100-24203-32020-0-0105	\$0.00	\$3,343.00	\$3,343.00
010-07200-0-11100-24203-33022-0-0105	\$0.00	\$782.00	\$782.00
010-07200-0-11100-24203-33023-0-0105	\$0.00	\$19,118.00	\$19,118.00
010-07200-0-11100-24203-34020-0-0105	\$0.00	\$270.00	\$270.00
010-07200-0-11100-24203-35020-0-0105	\$0.00	\$1,462.00	\$1,462.00
010-07200-0-11100-24203-36020-0-0105	\$0.00	\$167.00	\$167.00
010-07200-0-11100-24203-37020-0-0105	\$0.00	\$303.00	\$303.00
010-07200-0-11100-24203-37520-0-0105	\$0.00	\$303.00	\$303.00
010-07200-0-11100-24900-32020-0-0102	\$0.00	\$14,296.00	\$14,296.00
010-07200-0-11100-24900-33022-0-0102	\$0.00	\$3,200.00	\$3,200.00
010-07200-0-11100-24900-33023-0-0102	\$0.00	\$748.00	\$748.00
010-07200-0-11100-24900-34020-0-0102	\$0.00	\$10,475.00	\$10,475.00
010-07200-0-11100-24900-35020-0-0102	\$0.00	\$258.00	\$258.00
010-07200-0-11100-24900-36020-0-0102	\$0.00	\$1,399.00	\$1,399.00
010-07200-0-11100-24900-36020-0-0102	\$0.00	\$160.00	\$160.00
010-07200-0-11100-24900-37020-0-0102	\$0.00	\$152.00	\$152.00
010-07200-0-11100-24900-37520-0-0102	\$0.00	\$1,663.00	\$1,663.00
010-07200-0-11100-31300-32020-0-0203	\$0.00		

Budget Adoption Report

Bdg Adoption

Control Number: 60148365

Account Classification	Approved / Revised	Change Amount	Proposed Budget
010-07200-0-11100-31300-33022-0-0203	\$0.00	\$372.00	\$372.00
010-07200-0-11100-31300-33023-0-0203	\$0.00	\$87.00	\$87.00
010-07200-0-11100-31300-34020-0-0203	\$0.00	\$282.00	\$282.00
010-07200-0-11100-31300-35020-0-0203	\$0.00	\$30.00	\$30.00
010-07200-0-11100-31300-36020-0-0203	\$0.00	\$163.00	\$163.00
010-07200-0-11100-31300-37020-0-0203	\$0.00	\$19.00	\$19.00
010-07200-0-11100-41000-31010-0-0406	\$0.00	\$7,577.00	\$7,577.00
010-07200-0-11100-41000-33013-0-0406	\$0.00	\$575.00	\$575.00
010-07200-0-11100-41000-34010-0-0406	\$0.00	\$11,547.00	\$11,547.00
010-07200-0-11100-41000-35010-0-0406	\$0.00	\$198.00	\$198.00
010-07200-0-11100-41000-36010-0-0406	\$0.00	\$1,076.00	\$1,076.00
010-07200-0-11100-41000-37010-0-0406	\$0.00	\$124.00	\$124.00
010-07200-0-11100-41000-37510-0-0406	\$0.00	\$183.00	\$183.00
010-07215-0-00000-81000-32020-0-0404	\$0.00	\$4,554.00	\$4,554.00
010-07215-0-00000-81000-33022-0-0404	\$0.00	\$1,019.00	\$1,019.00
010-07215-0-00000-81000-33023-0-0404	\$0.00	\$238.00	\$238.00
010-07215-0-00000-81000-34020-0-0404	\$0.00	\$5,927.00	\$5,927.00
010-07215-0-00000-81000-35020-0-0404	\$0.00	\$82.00	\$82.00
010-07215-0-00000-81000-36020-0-0404	\$0.00	\$446.00	\$446.00
010-07215-0-00000-81000-37020-0-0404	\$0.00	\$51.00	\$51.00
010-07215-0-00000-81000-37520-0-0404	\$0.00	\$94.00	\$94.00
010-07215-0-11100-10000-31010-0-0502	\$0.00	\$41,379.00	\$41,379.00
010-07215-0-11100-10000-33013-0-0502	\$0.00	\$3,153.00	\$3,153.00
010-07215-0-11100-10000-34010-0-0502	\$0.00	\$53,913.00	\$53,913.00
010-07215-0-11100-10000-35010-0-0502	\$0.00	\$1,087.00	\$1,087.00
010-07215-0-11100-10000-36010-0-0502	\$0.00	\$5,897.00	\$5,897.00
010-07215-0-11100-10000-37010-0-0502	\$0.00	\$681.00	\$681.00
010-07230-0-00000-36000-32020-0-0000	\$0.00	\$856.00	\$856.00
010-07230-0-00000-36000-33022-0-0000	\$0.00	\$30,851.00	\$30,851.00
010-07230-0-00000-36000-33023-0-0000	\$0.00	\$6,905.00	\$6,905.00
010-07230-0-00000-36000-34020-0-0000	\$0.00	\$1,615.00	\$1,615.00
010-07230-0-00000-36000-34020-0-0000	\$0.00	\$37,663.00	\$37,663.00
010-07230-0-00000-36000-35020-0-0000	\$0.00	\$557.00	\$557.00
010-07230-0-00000-36000-36020-0-0000	\$0.00	\$3,021.00	\$3,021.00
010-07230-0-00000-36000-37020-0-0000	\$0.00	\$345.00	\$345.00

Budget Adoption Report

Bdg Adoption

Control Number: 60148365

Account Classification	Approved / Revised	Change Amount	Proposed Budget
010-07230-0-00000-36000-37520-0-0000	\$0.00	\$598.00	\$598.00
010-14000-0-11100-10000-31010-0-0000	\$0.00	\$201,656.00	\$201,656.00
010-14000-0-11100-10000-33013-0-0000	\$0.00	\$15,309.00	\$15,309.00
010-14000-0-11100-10000-34010-0-0000	\$0.00	\$191,182.00	\$191,182.00
010-14000-0-11100-10000-35010-0-0000	\$0.00	\$5,279.00	\$5,279.00
010-14000-0-11100-10000-36010-0-0000	\$0.00	\$28,634.00	\$28,634.00
010-14000-0-11100-10000-37010-0-0000	\$0.00	\$3,305.00	\$3,305.00
010-14000-0-11100-10000-37510-0-0000	\$0.00	\$3,035.00	\$3,035.00
010-26000-3-11100-10000-32020-0-0000	\$0.00	\$28,292.00	\$28,292.00
010-26000-3-11100-10000-33022-0-0000	\$0.00	\$6,333.00	\$6,333.00
010-26000-3-11100-10000-33023-0-0000	\$0.00	\$1,481.00	\$1,481.00
010-26000-3-11100-10000-34020-0-0000	\$0.00	\$7,046.00	\$7,046.00
010-26000-3-11100-10000-35020-0-0000	\$0.00	\$511.00	\$511.00
010-26000-3-11100-10000-36020-0-0000	\$0.00	\$2,770.00	\$2,770.00
010-26000-3-11100-10000-37020-0-0000	\$0.00	\$317.00	\$317.00
010-26000-3-11350-10000-31010-0-0000	\$0.00	\$8,595.00	\$8,595.00
010-26000-3-11350-10000-32020-0-0000	\$0.00	\$8,310.00	\$8,310.00
010-26000-3-11350-10000-33013-0-0000	\$0.00	\$655.00	\$655.00
010-26000-3-11350-10000-33022-0-0000	\$0.00	\$1,860.00	\$1,860.00
010-26000-3-11350-10000-33023-0-0000	\$0.00	\$435.00	\$435.00
010-26000-3-11350-10000-35010-0-0000	\$0.00	\$225.00	\$225.00
010-26000-3-11350-10000-35020-0-0000	\$0.00	\$150.00	\$150.00
010-26000-3-11350-10000-36010-0-0000	\$0.00	\$1,220.00	\$1,220.00
010-26000-3-11350-10000-36020-0-0000	\$0.00	\$945.00	\$945.00
010-26000-3-11350-10000-37010-0-0000	\$0.00	\$140.00	\$140.00
010-26000-3-11350-10000-37020-0-0000	\$0.00	\$95.00	\$95.00
010-30100-4-11100-10000-32020-0-0000	\$0.00	\$30,800.00	\$30,800.00
010-30100-4-11100-10000-32020-0-0208	\$0.00	\$4,059.00	\$4,059.00
010-30100-4-11100-10000-33022-0-0000	\$0.00	\$6,894.00	\$6,894.00
010-30100-4-11100-10000-33022-0-0208	\$0.00	\$909.00	\$909.00
010-30100-4-11100-10000-33023-0-0000	\$0.00	\$1,612.00	\$1,612.00
010-30100-4-11100-10000-33023-0-0208	\$0.00	\$212.00	\$212.00
010-30100-4-11100-10000-34020-0-0000	\$0.00	\$6,341.00	\$6,341.00
010-30100-4-11100-10000-34020-0-0208	\$0.00	\$7,169.00	\$7,169.00
010-30100-4-11100-10000-35020-0-0000	\$0.00	\$556.00	\$556.00

Budget Adoption Report

Bdg Adoption

Control Number: 60148365

Account Classification	Approved / Revised	Change Amount	Proposed Budget
010-30100-4-11100-10000-35020-0-0208	\$0.00	\$73.00	\$73.00
010-30100-4-11100-10000-36020-0-0000	\$0.00	\$3,016.00	\$3,016.00
010-30100-4-11100-10000-36020-0-0208	\$0.00	\$397.00	\$397.00
010-30100-4-11100-10000-37020-0-0000	\$0.00	\$345.00	\$345.00
010-30100-4-11100-10000-37020-0-0208	\$0.00	\$45.00	\$45.00
010-30100-4-11100-10000-37520-0-0208	\$0.00	\$114.00	\$114.00
010-30100-4-11100-24900-31010-0-0000	\$0.00	\$3,366.00	\$3,366.00
010-30100-4-11100-24900-33013-0-0000	\$0.00	\$256.00	\$256.00
010-30100-4-11100-24900-34010-0-0000	\$0.00	\$3,084.00	\$3,084.00
010-30100-4-11100-24900-35010-0-0000	\$0.00	\$88.00	\$88.00
010-30100-4-11100-24900-36010-0-0000	\$0.00	\$478.00	\$478.00
010-30100-4-11100-24900-37010-0-0000	\$0.00	\$55.00	\$55.00
010-30100-4-11100-24900-37510-0-0000	\$0.00	\$49.00	\$49.00
010-30100-4-11100-31300-32020-0-0000	\$0.00	\$6,653.00	\$6,653.00
010-30100-4-11100-31300-32020-0-0207	\$0.00	\$2,199.00	\$2,199.00
010-30100-4-11100-31300-33022-0-0000	\$0.00	\$1,489.00	\$1,489.00
010-30100-4-11100-31300-33022-0-0207	\$0.00	\$492.00	\$492.00
010-30100-4-11100-31300-33023-0-0000	\$0.00	\$348.00	\$348.00
010-30100-4-11100-31300-33023-0-0207	\$0.00	\$115.00	\$115.00
010-30100-4-11100-31300-34020-0-0000	\$0.00	\$1,127.00	\$1,127.00
010-30100-4-11100-31300-34020-0-0207	\$0.00	\$564.00	\$564.00
010-30100-4-11100-31300-35020-0-0000	\$0.00	\$120.00	\$120.00
010-30100-4-11100-31300-35020-0-0207	\$0.00	\$40.00	\$40.00
010-30100-4-11100-31300-36020-0-0000	\$0.00	\$651.00	\$651.00
010-30100-4-11100-31300-36020-0-0207	\$0.00	\$215.00	\$215.00
010-30100-4-11100-31300-37020-0-0000	\$0.00	\$74.00	\$74.00
010-30100-4-11100-31300-37020-0-0207	\$0.00	\$25.00	\$25.00
010-30100-4-11100-41000-31010-0-0000	\$0.00	\$1,671.00	\$1,671.00
010-30100-4-11100-41000-33013-0-0000	\$0.00	\$127.00	\$127.00
010-30100-4-11100-41000-34010-0-0000	\$0.00	\$2,547.00	\$2,547.00
010-30100-4-11100-41000-35010-0-0000	\$0.00	\$44.00	\$44.00
010-30100-4-11100-41000-36010-0-0000	\$0.00	\$237.00	\$237.00
010-30100-4-11100-41000-37010-0-0000	\$0.00	\$27.00	\$27.00
010-30100-4-11100-41000-37510-0-0000	\$0.00	\$40.00	\$40.00
010-40350-4-11100-10000-31010-0-0000	\$0.00	\$3,938.00	\$3,938.00

Budget Adoption Report

Bdg Adoption

Control Number: 60148365

Account Classification	Approved / Revised	Change Amount	Proposed Budget
010-40350-4-11100-10000-33013-0-0000	\$0.00	\$299.00	\$299.00
010-40350-4-11100-10000-34010-0-0000	\$0.00	\$3,608.00	\$3,608.00
010-40350-4-11100-10000-35010-0-0000	\$0.00	\$103.00	\$103.00
010-40350-4-11100-10000-36010-0-0000	\$0.00	\$559.00	\$559.00
010-40350-4-11100-10000-37010-0-0000	\$0.00	\$65.00	\$65.00
010-40350-4-11100-10000-37510-0-0000	\$0.00	\$57.00	\$57.00
010-41270-4-11100-41000-31010-0-0000	\$0.00	\$3,297.00	\$3,297.00
010-41270-4-11100-41000-33013-0-0000	\$0.00	\$250.00	\$250.00
010-41270-4-11100-41000-34010-0-0000	\$0.00	\$5,024.00	\$5,024.00
010-41270-4-11100-41000-35010-0-0000	\$0.00	\$86.00	\$86.00
010-41270-4-11100-41000-36010-0-0000	\$0.00	\$468.00	\$468.00
010-41270-4-11100-41000-37010-0-0000	\$0.00	\$54.00	\$54.00
010-41270-4-11100-41000-37510-0-0000	\$0.00	\$80.00	\$80.00
010-42030-4-11100-10000-32020-0-0000	\$0.00	\$8,781.00	\$8,781.00
010-42030-4-11100-10000-33022-0-0000	\$0.00	\$1,966.00	\$1,966.00
010-42030-4-11100-10000-33023-0-0000	\$0.00	\$460.00	\$460.00
010-42030-4-11100-10000-34020-0-0000	\$0.00	\$1,409.00	\$1,409.00
010-42030-4-11100-10000-35020-0-0000	\$0.00	\$159.00	\$159.00
010-42030-4-11100-10000-36020-0-0000	\$0.00	\$860.00	\$860.00
010-42030-4-11100-10000-37020-0-0000	\$0.00	\$98.00	\$98.00
010-60100-0-11100-10000-32020-0-0000	\$0.00	\$20,312.00	\$20,312.00
010-60100-0-11100-10000-33022-0-0000	\$0.00	\$4,546.00	\$4,546.00
010-60100-0-11100-10000-33023-0-0000	\$0.00	\$1,063.00	\$1,063.00
010-60100-0-11100-10000-34020-0-0000	\$0.00	\$16,176.00	\$16,176.00
010-60100-0-11100-10000-35020-0-0000	\$0.00	\$367.00	\$367.00
010-60100-0-11100-10000-36020-0-0000	\$0.00	\$1,989.00	\$1,989.00
010-60100-0-11100-10000-37020-0-0000	\$0.00	\$227.00	\$227.00
010-60100-0-11100-10000-37520-0-0000	\$0.00	\$190.00	\$190.00
010-62660-0-11100-10000-31010-0-0000	\$0.00	\$2,980.00	\$2,980.00
010-62660-0-11100-10000-33013-0-0000	\$0.00	\$226.00	\$226.00
010-62660-0-11100-10000-35010-0-0000	\$0.00	\$78.00	\$78.00
010-62660-0-11100-10000-36010-0-0000	\$0.00	\$423.00	\$423.00
010-62660-0-11100-10000-37010-0-0000	\$0.00	\$49.00	\$49.00
010-74350-0-11100-10000-31010-0-0000	\$0.00	\$21,631.00	\$21,631.00
010-74350-0-11100-10000-33013-0-0000	\$0.00	\$1,642.00	\$1,642.00

Budget Adoption Report

Bdg Adoption

Control Number: 60148365

Account Classification	Approved / Revised	Change Amount	Proposed Budget
010-74350-0-11100-10000-34010-0-0000	\$0.00	\$19,118.00	\$19,118.00
010-74350-0-11100-10000-35010-0-0000	\$0.00	\$566.00	\$566.00
010-74350-0-11100-10000-36010-0-0000	\$0.00	\$3,071.00	\$3,071.00
010-74350-0-11100-10000-37010-0-0000	\$0.00	\$354.00	\$354.00
010-74350-0-11100-10000-37510-0-0000	\$0.00	\$303.00	\$303.00
010-76900-0-00000-27000-31010-0-0000	\$0.00	\$22,785.00	\$22,785.00
010-76900-0-00000-71000-31010-0-0000	\$0.00	\$3,966.00	\$3,966.00
010-76900-0-00000-71500-31010-0-0000	\$0.00	\$7,254.00	\$7,254.00
010-76900-0-00000-72000-31010-0-0000	\$0.00	\$3,695.00	\$3,695.00
010-76900-0-11100-10000-31010-0-0000	\$0.00	\$233,854.00	\$233,854.00
010-76900-0-11100-21000-31010-0-0000	\$0.00	\$60.00	\$60.00
010-76900-0-11100-24900-31010-0-0000	\$0.00	\$8,435.00	\$8,435.00
010-81500-0-00000-81000-32020-0-0000	\$0.00	\$37,226.00	\$37,226.00
010-81500-0-00000-81000-33022-0-0000	\$0.00	\$8,332.00	\$8,332.00
010-81500-0-00000-81000-33023-0-0000	\$0.00	\$1,949.00	\$1,949.00
010-81500-0-00000-81000-34020-0-0000	\$0.00	\$42,533.00	\$42,533.00
010-81500-0-00000-81000-35020-0-0000	\$0.00	\$672.00	\$672.00
010-81500-0-00000-81000-36020-0-0000	\$0.00	\$3,645.00	\$3,645.00
010-81500-0-00000-81000-37020-0-0000	\$0.00	\$417.00	\$417.00
010-81500-0-00000-81000-37520-0-0000	\$0.00	\$731.00	\$731.00
010-90101-0-11100-31300-32020-0-0000	\$0.00	\$3,298.00	\$3,298.00
010-90101-0-11100-31300-33022-0-0000	\$0.00	\$738.00	\$738.00
010-90101-0-11100-31300-33023-0-0000	\$0.00	\$173.00	\$173.00
010-90101-0-11100-31300-34020-0-0000	\$0.00	\$845.00	\$845.00
010-90101-0-11100-31300-35020-0-0000	\$0.00	\$60.00	\$60.00
010-90101-0-11100-31300-36020-0-0000	\$0.00	\$323.00	\$323.00
010-90101-0-11100-31300-37020-0-0000	\$0.00	\$37.00	\$37.00
010-90336-0-11100-10000-32020-0-0000	\$0.00	\$14,987.00	\$14,987.00
010-90336-0-11100-10000-33022-0-0000	\$0.00	\$3,355.00	\$3,355.00
010-90336-0-11100-10000-33023-0-0000	\$0.00	\$785.00	\$785.00
010-90336-0-11100-10000-34020-0-0000	\$0.00	\$19,118.00	\$19,118.00
010-90336-0-11100-10000-35020-0-0000	\$0.00	\$271.00	\$271.00
010-90336-0-11100-10000-36020-0-0000	\$0.00	\$1,467.00	\$1,467.00
010-90336-0-11100-10000-37020-0-0000	\$0.00	\$168.00	\$168.00
010-90336-0-11100-10000-37520-0-0000	\$0.00	\$303.00	\$303.00

Budget Adoption Report

Bdg Adoption

Control Number: 60148365

Account Classification	Approved / Revised	Change Amount	Proposed Budget
Books and Supplies			
010-00000-0-00000-27000-43000-0-0000	\$0.00	\$1,500.00	\$1,500.00
010-00000-0-00000-31400-43000-0-0000	\$0.00	\$700.00	\$700.00
010-00000-0-00000-37000-47000-0-0000	\$0.00	\$1,500.00	\$1,500.00
010-00000-0-00000-71000-43000-0-0000	\$0.00	\$346.00	\$346.00
010-00000-0-00000-71100-43000-0-0000	\$0.00	\$1,508.00	\$1,508.00
010-00000-0-00000-71500-43000-0-0000	\$0.00	\$2,500.00	\$2,500.00
010-00000-0-00000-71500-44000-0-0000	\$0.00	\$2,000.00	\$2,000.00
010-00000-0-00000-72000-43000-0-0000	\$0.00	\$3,000.00	\$3,000.00
010-00000-0-00000-72000-44000-0-0000	\$0.00	\$1,837.00	\$1,837.00
010-00000-0-00000-81000-43000-0-0000	\$0.00	\$20,000.00	\$20,000.00
010-00000-0-00000-81000-44000-0-0000	\$0.00	\$2,000.00	\$2,000.00
010-00000-0-11100-10000-43000-0-0000	\$0.00	\$14,000.00	\$14,000.00
010-00000-0-11100-10000-44000-0-0000	\$0.00	\$3,000.00	\$3,000.00
010-00000-0-11100-31300-43000-0-0000	\$0.00	\$500.00	\$500.00
010-07200-0-00000-24950-43000-0-0301	\$0.00	\$15,000.00	\$15,000.00
010-07200-0-11100-10000-43000-0-0101	\$0.00	\$2,254.00	\$2,254.00
010-07200-0-11100-10000-43000-0-0103	\$0.00	\$65,000.00	\$65,000.00
010-07200-0-11100-10000-43000-0-0104	\$0.00	\$30,000.00	\$30,000.00
010-07200-0-11100-10000-43000-0-0107	\$0.00	\$45,000.00	\$45,000.00
010-07200-0-11100-10000-43000-0-0116	\$0.00	\$458.00	\$458.00
010-07200-0-11100-10000-43000-0-0117	\$0.00	\$2,500.00	\$2,500.00
010-07200-0-11100-10000-43000-0-0118	\$0.00	\$2,246.00	\$2,246.00
010-07200-0-11100-10000-43000-0-0201	\$0.00	\$25,000.00	\$25,000.00
010-07200-0-11100-10000-43000-0-0211	\$0.00	\$4,250.00	\$4,250.00
010-07200-0-11100-10000-43000-0-0212	\$0.00	\$1,200.00	\$1,200.00
010-07200-0-11100-10000-43000-0-0213	\$0.00	\$2,815.00	\$2,815.00
010-07200-0-11100-10000-43000-0-0405	\$0.00	\$15,000.00	\$15,000.00
010-07200-0-11100-10000-43000-0-0407	\$0.00	\$10,000.00	\$10,000.00
010-07200-0-11100-10000-43000-0-0501	\$0.00	\$2,408.00	\$2,408.00
010-07200-0-11100-24203-42000-0-0114	\$0.00	\$20,000.00	\$20,000.00
010-07200-0-11100-24203-43000-0-0115	\$0.00	\$11,512.00	\$11,512.00
010-07200-0-11100-24900-43000-0-0102	\$0.00	\$40,000.00	\$40,000.00
Total:	\$0.00	\$2,618,744.00	\$2,618,744.00

Budget Adoption Report

Bdg Adoption

Control Number: 60148365

Account Classification	Approved / Revised	Change Amount	Proposed Budget
010-07200-0-11100-24900-44000-0-0102	\$0.00	\$15,094.73	\$15,094.73
010-07200-0-11302-10000-43000-0-0403	\$0.00	\$10,000.00	\$10,000.00
010-07230-0-00000-36000-43000-0-0000	\$0.00	\$43,100.00	\$43,100.00
010-07230-0-00000-36000-44000-0-0000	\$0.00	\$1,250.00	\$1,250.00
010-11000-0-11100-10000-43000-0-0000	\$0.00	\$30,000.00	\$30,000.00
010-26000-3-11100-10000-43000-0-0000	\$0.00	\$67,000.00	\$67,000.00
010-26000-3-11100-10000-44000-0-0000	\$0.00	\$62,000.00	\$62,000.00
010-32180-0-11100-10000-43000-0-0000	\$0.00	\$25,703.00	\$25,703.00
010-40350-4-11100-10000-43000-0-0000	\$0.00	\$1,040.00	\$1,040.00
010-56340-0-11100-10000-43000-0-0000	\$0.00	\$5,355.00	\$5,355.00
010-60100-0-11100-10000-43000-0-0000	\$0.00	\$82,285.00	\$82,285.00
010-60100-0-11100-10000-44000-0-0000	\$0.00	\$3,000.00	\$3,000.00
010-60530-0-11100-10000-43000-0-0000	\$0.00	\$38,214.00	\$38,214.00
010-62660-0-11100-10000-43000-0-0000	\$0.00	\$6,000.00	\$6,000.00
010-63000-0-11100-10000-41000-0-0000	\$0.00	\$7,000.00	\$7,000.00
010-63000-0-11100-10000-42000-0-0000	\$0.00	\$15,000.00	\$15,000.00
010-81500-0-00000-81000-43000-0-0000	\$0.00	\$66,000.00	\$66,000.00
010-90111-0-11100-10000-43000-0-0000	\$0.00	\$2,000.00	\$2,000.00
010-90336-0-00000-81000-44000-0-0000	\$0.00	\$3,800.00	\$3,800.00
010-90336-0-11100-10000-42000-0-0000	\$0.00	\$400.00	\$400.00
010-90336-0-11100-10000-43000-0-0000	\$0.00	\$3,000.00	\$3,000.00
010-99901-0-00000-85000-43000-0-0000	\$0.00	\$52,000.00	\$52,000.00
010-99901-0-00000-85000-44000-0-0000	\$0.00	\$50,000.00	\$50,000.00
Total:	\$0.00	\$938,275.73	\$938,275.73
Services, Other Operating Expenses			
010-00000-0-00000-24202-58000-0-0000	\$0.00	\$5,100.00	\$5,100.00
010-00000-0-00000-27000-52000-0-0000	\$0.00	\$1,000.00	\$1,000.00
010-00000-0-00000-31400-52000-0-0000	\$0.00	\$200.00	\$200.00
010-00000-0-00000-31400-58000-0-0000	\$0.00	\$130.00	\$130.00
010-00000-0-00000-71000-52000-0-0000	\$0.00	\$1,500.00	\$1,500.00
010-00000-0-00000-71000-53000-0-0000	\$0.00	\$4,028.00	\$4,028.00
010-00000-0-00000-71000-58000-0-0000	\$0.00	\$40,000.00	\$40,000.00
010-00000-0-00000-71000-58009-0-0000	\$0.00	\$600.00	\$600.00
010-00000-0-00000-71100-58000-0-0000	\$0.00	\$4,500.00	\$4,500.00

Budget Adoption Report

Bdg Adoption

Control Number: 60148365

Account Classification	Approved / Revised	Change Amount	Proposed Budget
010-00000-0-00000-71910-58000-0-0000	\$0.00	\$31,000.00	\$31,000.00
010-00000-0-00000-72000-52000-0-0000	\$0.00	\$3,600.00	\$3,600.00
010-00000-0-00000-72000-53000-0-0000	\$0.00	\$10,000.00	\$10,000.00
010-00000-0-00000-72000-54500-0-0000	\$0.00	\$67,000.00	\$67,000.00
010-00000-0-00000-72000-58000-0-0000	\$0.00	\$80,000.00	\$80,000.00
010-00000-0-00000-72000-59000-0-0000	\$0.00	\$7,000.00	\$7,000.00
010-00000-0-00000-73500-58000-0-0000	\$0.00	\$19,900.00	\$19,900.00
010-00000-0-00000-81000-52000-0-0000	\$0.00	\$500.00	\$500.00
010-00000-0-00000-81000-53000-0-0000	\$0.00	\$1,000.00	\$1,000.00
010-00000-0-00000-81000-55000-0-0000	\$0.00	\$64,000.00	\$64,000.00
010-00000-0-00000-81000-56000-0-0000	\$0.00	\$58,000.00	\$58,000.00
010-00000-0-00000-81000-58000-0-0000	\$0.00	\$30,000.00	\$30,000.00
010-00000-0-00000-81000-59000-0-0000	\$0.00	\$15,000.00	\$15,000.00
010-00000-0-00000-82000-56000-0-0000	\$0.00	\$2,500.00	\$2,500.00
010-00000-0-00000-82000-59000-0-0000	\$0.00	\$8,000.00	\$8,000.00
010-00000-0-11100-10000-52000-0-0000	\$0.00	\$500.00	\$500.00
010-00000-0-11100-10000-57103-0-0000	\$0.00	\$4,000.00	\$4,000.00
010-00000-0-11100-10000-58000-0-0000	\$0.00	\$26,000.00	\$26,000.00
010-00000-0-11100-10000-59000-0-0000	\$0.00	\$2,000.00	\$2,000.00
010-00000-0-11100-49000-58000-0-0000	\$0.00	\$11,500.00	\$11,500.00
010-07200-0-00000-31200-58000-0-0202	\$0.00	\$66,393.00	\$66,393.00
010-07200-0-00000-31200-58000-0-0206	\$0.00	\$43,760.00	\$43,760.00
010-07200-0-00000-31400-58000-0-0204	\$0.00	\$48,074.96	\$48,074.96
010-07200-0-00000-31400-58000-0-0205	\$0.00	\$10,589.12	\$10,589.12
010-07200-0-00000-31400-58000-0-0210	\$0.00	\$2,400.00	\$2,400.00
010-07200-0-11100-10000-58000-0-0112	\$0.00	\$65,000.00	\$65,000.00
010-07200-0-11100-10000-58000-0-0302	\$0.00	\$12,000.00	\$12,000.00
010-07230-0-00000-36000-54500-0-0000	\$0.00	\$3,500.00	\$3,500.00
010-07230-0-00000-36000-56000-0-0000	\$0.00	\$12,000.00	\$12,000.00
010-07230-0-00000-36000-57103-0-0000	\$0.00	(\$4,000.00)	(\$4,000.00)
010-07230-0-00000-36000-58000-0-0000	\$0.00	\$22,000.00	\$22,000.00
010-26000-3-00000-72000-58000-0-0000	\$0.00	\$1,000.00	\$1,000.00
010-26000-3-11100-10000-58000-0-0000	\$0.00	\$25,000.00	\$25,000.00
010-26000-3-11350-10000-58000-0-0000	\$0.00	\$10,000.00	\$10,000.00
010-32190-0-11100-10000-58000-0-0000	\$0.00	\$52,632.93	\$52,632.93

Budget Adoption Report

Bdg Adoption

Control Number: 60148365

Account Classification	Approved / Revised	Change Amount	Proposed Budget
010-81500-0-00000-81000-56000-0-0000	\$0.00	\$2,500.00	\$2,500.00
010-81500-0-00000-81000-58000-0-0000	\$0.00	\$46,100.00	\$46,100.00
010-90111-0-11100-10000-52000-0-0000	\$0.00	\$8,000.00	\$8,000.00
010-90336-0-11100-10000-52000-0-0000	\$0.00	\$900.00	\$900.00
010-90336-0-11100-10000-58000-0-0000	\$0.00	\$200.00	\$200.00
010-99900-0-00000-81000-55000-0-0000	\$0.00	\$100,000.00	\$100,000.00
010-99900-0-00000-81000-58000-0-0000	\$0.00	\$15,000.00	\$15,000.00
010-99900-0-00000-85000-58000-0-0000	\$0.00	\$3,000.00	\$3,000.00
010-99901-0-00000-85000-58000-0-0000	\$0.00	\$50,000.00	\$50,000.00
Total:	\$0.00	\$1,094,608.01	\$1,094,608.01
Capital Outlay			
010-00000-0-00000-82000-64000-0-0000	\$0.00	\$8,000.00	\$8,000.00
010-07200-0-11100-10000-64000-0-0402	\$0.00	\$15,000.00	\$15,000.00
010-26000-3-00000-37000-64000-0-0000	\$0.00	\$5,000.00	\$5,000.00
010-81500-0-00000-81000-65000-0-0000	\$0.00	\$500.00	\$500.00
010-99901-0-00000-85000-61700-0-0000	\$0.00	\$10,000.00	\$10,000.00
Total:	\$0.00	\$38,500.00	\$38,500.00
Other Outgo			
010-00000-0-00000-92000-71420-0-0000	\$0.00	\$48,758.00	\$48,758.00
010-99900-0-00000-91000-74380-0-0000	\$0.00	\$39,364.00	\$39,364.00
010-99900-0-00000-91000-74390-0-0000	\$0.00	\$50,100.00	\$50,100.00
010-99901-0-00000-91000-74380-0-0000	\$0.00	\$30,000.00	\$30,000.00
010-99901-0-00000-91000-74390-0-0000	\$0.00	\$73,535.00	\$73,535.00
Total:	\$0.00	\$241,757.00	\$241,757.00
Direct Support/Indirect Costs			
010-00000-0-00000-72100-73100-0-0000	\$0.00	(\$29,941.00)	(\$29,941.00)
010-00000-0-00000-72100-73500-0-0000	\$0.00	(\$24,418.00)	(\$24,418.00)
010-26000-3-00000-72100-73100-0-0000	\$0.00	\$17,447.00	\$17,447.00
010-30100-4-00000-72100-73100-0-0000	\$0.00	\$11,495.00	\$11,495.00
010-40350-4-00000-72100-73100-0-0000	\$0.00	\$999.00	\$999.00
Total:	\$0.00	(\$24,418.00)	(\$24,418.00)

Budget Adoption Report

Bdg Adoption

Control Number: 60148365

Account Classification	Approved / Revised	Change Amount	Proposed Budget
Total Expenditures	\$0.00	\$9,807,068.72	\$9,807,068.72
Other Financing Sources/Uses			
Contributions			
010-00000-0-00000-00000-89800-0-0000	\$0.00	(\$3,423,697.81)	(\$3,423,697.81)
010-00000-0-00000-00000-89800-0-0108	\$0.00	\$150,000.00	\$150,000.00
010-07200-0-00000-00000-89800-0-0000	\$0.00	\$2,210,967.81	\$2,210,967.81
010-07200-0-00000-00000-89800-0-0108	\$0.00	(\$150,000.00)	(\$150,000.00)
010-07200-0-00000-00000-89800-0-0401	\$0.00	(\$325,000.00)	(\$325,000.00)
010-07215-0-00000-00000-89800-0-0000	\$0.00	\$353,258.00	\$353,258.00
010-07230-0-00000-00000-89800-0-0000	\$0.00	\$270,781.00	\$270,781.00
010-30100-4-00000-00000-89800-0-0000	\$0.00	\$7,042.00	\$7,042.00
010-41270-4-00000-00000-89800-0-0000	\$0.00	\$5,239.00	\$5,239.00
010-42030-4-00000-00000-89800-0-0000	\$0.00	\$3,026.00	\$3,026.00
010-81500-0-00000-00000-89800-0-0000	\$0.00	\$344,996.00	\$344,996.00
010-90101-0-00000-00000-89800-0-0000	\$0.00	\$3,431.00	\$3,431.00
010-90336-0-00000-00000-89800-0-0000	\$0.00	\$17,493.00	\$17,493.00
010-99900-0-00000-00000-89800-0-0000	\$0.00	\$207,464.00	\$207,464.00
010-99901-0-00000-00000-89800-0-0401	\$0.00	\$325,000.00	\$325,000.00
Total:	\$0.00	\$0.00	\$0.00

Budgeted Unappropriated Fund Balance before this adjustment:

\$7,982,596.62

Total Adjustment to Unappropriated Fund Balance:

\$303,800.34

Budgeted Unappropriated Fund Balance after this adjustment:

\$8,286,396.96

Budget Adoption Report

Bdg Adoption

Control Number: 601483365

Account Classification	Approved / Revised	Change Amount	Proposed Budget
Fund: 1300 Cafeteria Special Revenue Fund			
Revenues			
Federal Revenues			
130-53100-0-00000-00000-82200-0-0000	\$0.00	\$495,000.00	\$495,000.00
Total:	\$0.00	\$495,000.00	\$495,000.00
Other State Revenues			
130-53100-0-00000-00000-85200-0-0000	\$0.00	\$7,500.00	\$7,500.00
Total:	\$0.00	\$7,500.00	\$7,500.00
Other Local Revenues			
130-53100-0-00000-00000-86340-0-0000	\$0.00	\$2,000.00	\$2,000.00
Total:	\$0.00	\$2,000.00	\$2,000.00
Total Revenues	\$0.00	\$504,500.00	\$504,500.00
Expenditures			
Classified Salaries			
130-53100-0-00000-37000-22000-0-0000	\$0.00	\$118,096.00	\$118,096.00
130-53100-0-00000-37000-22002-0-0000	\$0.00	\$6,600.00	\$6,600.00
130-53100-0-00000-37000-22003-0-0000	\$0.00	\$1,700.00	\$1,700.00
130-53100-0-00000-37000-23000-0-0000	\$0.00	\$53,927.00	\$53,927.00
Total:	\$0.00	\$180,323.00	\$180,323.00
Employee Benefits			
130-53100-0-00000-37000-32020-0-0000	\$0.00	\$49,949.00	\$49,949.00
130-53100-0-00000-37000-33022-0-0000	\$0.00	\$11,180.00	\$11,180.00
130-53100-0-00000-37000-33023-0-0000	\$0.00	\$2,615.00	\$2,615.00
130-53100-0-00000-37000-34020-0-0000	\$0.00	\$26,164.00	\$26,164.00
130-53100-0-00000-37000-35020-0-0000	\$0.00	\$902.00	\$902.00
130-53100-0-00000-37000-36020-0-0000	\$0.00	\$4,891.00	\$4,891.00
130-53100-0-00000-37000-37020-0-0000	\$0.00	\$559.00	\$559.00
130-53100-0-00000-37000-37520-0-0000	\$0.00	\$303.00	\$303.00
Total:	\$0.00	\$96,563.00	\$96,563.00

Budget Adoption Report

Bdg Adoption

Control Number: 60148365

Account Classification	Approved / Revised	Change Amount	Proposed Budget
Books and Supplies			
130-53100-0-00000-37000-43000-0-0000	\$0.00	\$21,000.00	\$21,000.00
130-53100-0-00000-37000-44000-0-0000	\$0.00	\$43,200.00	\$43,200.00
130-53100-0-00000-37000-47000-0-0000	\$0.00	\$200,000.00	\$200,000.00
130-53100-0-00000-81000-43000-0-0000	\$0.00	\$5,000.00	\$5,000.00
Total:	\$0.00	\$269,200.00	\$269,200.00
Services, Other Operating Expenses			
130-53100-0-00000-37000-52000-0-0000	\$0.00	\$200.00	\$200.00
130-53100-0-00000-37000-53000-0-0000	\$0.00	\$400.00	\$400.00
130-53100-0-00000-37000-56000-0-0000	\$0.00	\$2,690.00	\$2,690.00
130-53100-0-00000-37000-58000-0-0000	\$0.00	\$70,000.00	\$70,000.00
130-53100-0-00000-81000-55000-0-0000	\$0.00	\$20,000.00	\$20,000.00
130-53100-0-00000-81000-58000-0-0000	\$0.00	\$2,700.00	\$2,700.00
Total:	\$0.00	\$95,990.00	\$95,990.00
Capital Outlay			
130-53100-0-00000-81000-64000-0-0000	\$0.00	\$14,000.00	\$14,000.00
Total:	\$0.00	\$14,000.00	\$14,000.00
Direct Support/Indirect Costs			
130-53100-0-00000-72100-73500-0-0000	\$0.00	\$24,418.00	\$24,418.00
Total:	\$0.00	\$24,418.00	\$24,418.00
Total Expenditures	\$0.00	\$680,494.00	\$680,494.00
Budgeted Unappropriated Fund Balance before this adjustment:		\$478,260.92	
Total Adjustment to Unappropriated Fund Balance:		(\$175,994.00)	
Budgeted Unappropriated Fund Balance after this adjustment:		\$302,266.92	

Budget Adoption Report

Bdg Adoption

Control Number: 60148365

Account Classification	Approved / Revised	Change Amount	Proposed Budget
Fund: 5100 Bond Interest & Redemption Fund - #1			
Revenues			
Other Local Revenues			
510-99610-0-00000-00000-86110-0-0000	\$0.00	\$165,650.00	\$165,650.00
Total Revenues			
Expenditures			
Other Outgo			
510-99610-0-00000-91000-74330-0-0000	\$0.00	\$65,000.00	\$65,000.00
510-99610-0-00000-91000-74340-0-0000	\$0.00	\$100,650.00	\$100,650.00
Total Expenditures			
	Total:	\$165,650.00	\$165,650.00

Budgeted Unappropriated Fund Balance before this adjustment:

Total Adjustment to Unappropriated Fund Balance:

\$437,548.94

\$0.00

Budgeted Unappropriated Fund Balance after this adjustment:

\$437,548.94

Budget Adoption Report

BGR030
almail

6/11/2023
1:26:08PM

Account Classification

Control Number: 60148365

Approved / Revised

Change Amount Proposed Budget

At a meeting of the school board on _____, the board approved the above budget account lines change to those amounts indicated in the proposed budget column.

Authorized by: _____
(County Office Use Only)
Updated at County Office on ____/____/____ by _____

5. **ADMINISTRATIVE: Action items:**

5.5 Approval of the Federal Addendum

**Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template**

School Year

2019-2020

Date of Board Approval

LEA Name

Tipton Elementary School District

CDS Code:

54 72215 6054431

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;** however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Tipton Elementary School District has allocated its federal budget so that the majority of the cost supports the employment of staff. The purpose of the extra support staff is to provide and enhance our students with extra resources and supplemental materials which include intervention, small group instruction as well as support for new immigrant arrivals and English language learners. Our resource teacher provides support in curriculum and instruction and assessment for both teachers and students. The resource teacher helps lead academic intervention for struggling and disadvantaged students. The resource teacher in conjunction with the principal developed a professional development plan aligned to student and teacher needs. In order to engage and support our community and parent stakeholders and provide the necessary support needed the district hired a parent liaison to facilitate parent education and to increase parent engagement in our school community.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The goal of the LCAP and Federal Addendum is to support and provide academic support, high quality instruction and support intervention for our disadvantaged, English Learners and unduplicated students. Both state and federal plans include actions to provide supplemental materials and access to technology and technology based programs in order to differentiate instruction. We are utilizing both state and federal funding to support our parents with access to trainings and social opportunities to become more comfortable and involved in the school process.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
 - a. Number of low-income students
 - b. Number of minority students
2. Does the LEA have an educator equity gap –
 - a. If yes, must create a plan which must include root cause analysis of the disparity
 - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available [here](#).

THIS ESSA PROVISION IS ADDRESSED BELOW:

In 2018-2019 TESD conducted a thorough data collection and analysis process. Through the analysis of state and local assessments it was determined that EL students under performed when compared to other sub groups and school wide average especially in mathematics. It has been determined locally that small group support and intervention along with computer based programs to assist with differentiated instruction would be the best strategy to support this identified sub group. This includes support from instructional aides who deliver intervention and language support. We have shared these findings with our stakeholders which include School Site Council, parent advisory council, staff and the leadership cohort. After examining teacher and class data the following has been determined: Low-income, minority students are not taught disproportionately by ineffective, inexperienced or out-of-field teachers.

On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan.

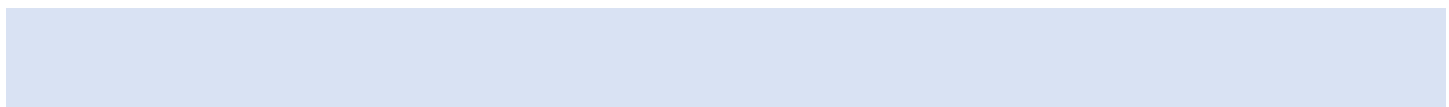
Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: <ul style="list-style-type: none">• An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or

	<ul style="list-style-type: none"> • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers <p>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</p>
Out-of-field teacher	<p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:</p> <ul style="list-style-type: none"> • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits <p>Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])</p>
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.



To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TAI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our parent and family involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, the English Learner Advisory Committee and the School Site Council. Through discussion and sharing of common ideas and goals it was agreed on. The family engagement policy is distributed to parents and family members of participating children in the registration packets to each student or upon enrollment of all new students. The LEA will provide assistance to parents of children served by the school or local educational agency regarding how to monitor a child's progress and work with educators to improve the achievement of their children by explaining test results at SSC/ELAC meetings and at meetings held by our parent liaison. Teachers explain to parents how to monitor progress by the use of our local aeries portal. Parents have access to log in and view grades and test scores for CAASPP/ELPAC at any time. Teachers also have parent nights discussing a wide variety of topics that will assist parents and their children. Teachers also meet with parents twice a year at parent teacher conferences to discuss each students progress as well as meeting with families at our annual back to school night and open house each school year. Parent conference attendance is high and monitored for any trends of low attendance among individual teachers. All parent communication and notifications are provided in both English and Spanish. Through the help and work of our parent liaison TESD is able to coordinate and integrate parent involvement programs and activities that support parents and students. The goal is to connect parents to a variety of resources and to to understand how important their roll is with their child's education. The parent liaison provides out reach to parents that connect the community and school together and create a welcoming environment. Through discussion at monthly parent meetings the parent liaison is able to develop a plan that best meets the needs of parents based on surveys and discussion. The parent liaison provides training's for parents that address a variety of topics. Feed back is also taken at SSC/ELAC meetings to hear concerns or ideas parent have and ways in which the school can help and support parents and their children. The LEA will provide reasonable support for parental involvement activities as parents may request by working with the parent liaison or social worker to set up additional support. The LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language such parents understand by having small group parent meetings with translators that can explain the data. Visual reports are shown and discussed with parents that make it easier to understand. TESD has translators and hearing assistance devices to help parents who may need additional services. TESD would also provide a sign-language interpreter if needed. TESD accommodates all of it's families and special accommodations will be made for communicating with families that have accessibility needs or other special needs which make corresponding with the school difficult. The school also makes home visits when necessary to help and assist students and families when needed. TESD provides opportunities for the informed participation of parents and family members of migratory children by meeting with parents and family members before students are away from school for an extended period of time and once the students return to school after an extended absence to help parents help their child(ren) overcome educational disruption. The school provides independent work for all students when needing to leave for more than 5 days. Students are encouraged to come once a week to receive additional tutoring services if available. The school supports and communicates with families about how to help serve the children and to provide additional support if necessary upon their return. TESD works collaboratively with parents and families to develop, review, and monitor the parent engagement policy. Parents, students, teachers complete a school compact annually at the beginning of each school year. TESD is dedicated to providing a quality education for every student in our district. To accomplish this objective, we will develop and maintain partnerships with parents and community members. Each student will benefit from supportive, active involvement of all stakeholders. A positive link between home and school will create the most conducive learning condition for every child. These open communication lines will expand and enhance learning opportunities for all stakeholders.

Tipton Elementary School believes in the importance of good communication between the home and the school in building a successful learning environment for all students. It is our desire to provide multiple opportunities for parents, students and school staff to establish strong, meaningful and lasting connections. Our Parent Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, the English Learner Advisory Committee and the School Site Council.

PART I. SCHOOL PARENTAL INVOLVEMENT POLICY

Tipton Elementary School has involved the parents of participating students in the joint development and agreement of its School Parent Involvement Policy and its school wide plan, in an organized, ongoing, and timely manner:

- Tipton Elementary School holds regular English Learners Advisory Committee (ELAC), and School Site Council (SSC) meetings to plan for the improvement of the Title I program.
- After annual elections are done for ELAC and SSC, a review of the meeting times and dates are then considered to accommodate participants' work schedules.

- The Parent Involvement Policy is distributed in the registration packets to each student or upon enrollment of all new students.
- The Parent Involvement Policy will be made available to local community agencies that request a copy.
- During the Fall semester of every school year, the school will collaborate with parent groups to review and update the parent involvement policy to reflect the changes in school culture and Program Improvement status.

- Tipton Elementary School will convene an annual meeting to inform parents of the following:
 - That their child's school participates in Title I;
 - About the requirements and rights to be involved in Title I;
 - About the resources provided through their school's participation in Title I; and
 - The use of Teleparent, and letters home to inform parents of time/place of the annual Title I meeting.
- Tipton Elementary School will provide parents of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
- Tipton Elementary School will provide opportunities for parents to make suggestions and to participate in decisions relating to their child's education, (i.e. School Site Council membership, ELAC membership, and parent surveys)
- Tipton Elementary School will submit any parent comments if the school wide plan is not satisfactory to parents of participating children:
 - SSC will review such comments and consider ways to resolve the disputed sections of the school plan.

PART II. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

Tipton Elementary School will jointly develop and incorporate the school-parent compact as a component of its School Parental Involvement Policy:

- The parent compact is disseminated to returning students in the registration packet issued in August and given to new students at the beginning of the school year in their enrollment packets.
- Signed compacts are collected and filed annually.

Tipton Elementary School will provide a supportive and effective learning environment with high standards of conduct for all students.

- Tipton Elementary School will provide student-centered instruction based on California State Standards, the district curriculum, and research-based methodologies to address all learning styles and modalities.
- Tipton Elementary School staff will maintain regular communication with parents about their student's academic progress and the school's behavior expectations; frequent progress reports are sent to parents.
- Tipton Elementary School will provide parents with reasonable access to staff through formal parent/teacher conferences and classroom observations, as well as opportunities to volunteer on the school campus.

Tipton Elementary School parents will ensure that their child attends school on time every day prepared to learn and has appropriate sleep, nutrition, clothing and school supplies.

- Tipton Elementary School parents will monitor homework completion and collaborate with teachers, and school staff in decisions relating to their child's education.
- Tipton Elementary School parents will set positive behavior and attire expectations and reinforce school policies about respecting people and property.

Tipton Elementary students will take responsibility for their learning by coming to class on time and in full disposition to learn, behave and cooperate with their teachers and peers.

- Tipton Elementary students will maximize opportunities to understand the subject area material, using strategies that best support their learning style and completing and returning their assignments on time.
- Tipton Elementary students will dress appropriately and behave responsibly by respecting the personal rights and property of themselves and others.

PART III. BUILDING CAPACITY FOR INVOLVEMENT

Tipton Elementary, under the Title I mandate, is committed to building parent involvement to support a partnership among the school, parents, and the community to improve student academic achievement, through the following activities:

- Tipton Elementary will provide formal parent conferences twice a year. At these meetings parents are provided with information regarding their child's progress towards proficiency in the state academic achievement standards.
- Tipton Elementary will provide information on student mastery of the state content standards through student progress reports, report cards, state and local assessment results, and work samples.
- Tipton Elementary will provide materials and training to help parents work with their children to improve their children's academic achievement, such as Back to School Night; SSC and ELAC meetings; Parent-Teacher Conferences; Open House; district-sponsored workshops (which include communication techniques, parenting skills, literacy and math training), informational flyers and pamphlets, and using technology, as appropriate, to foster parental involvement.
- Tipton Elementary shall present professional development to the entire staff on developing effective communication between staff and parents in order to promote an equal partnership between the home and school.
- Tipton Elementary shall conduct parent involvement activities and parent education workshops to encourage and support parents' participation in the education of their children.
- Tipton Elementary will, to the extent feasible and appropriate, disseminate information related to the school and parent programs, meetings, and other activities, in an understandable format, and in a language the parents can understand.
- All school information is sent home via student, standard mail or the school's phone master system.
- Tipton Elementary will provide support for parental involvement activities as requested by parent surveys.

PART IV. ACCESSIBILITY

Tipton Elementary will provide opportunities for participation by parents with limited English proficiency, parents with disabilities, and parents of migrant and homeless students.

This includes providing information and school reports in a format, and when possible, in a language such parents understand.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TESD is a schoolwide Title I school. TESSD has one Instructional Resource Teacher to support differentiation, intervention, and targeted support. In addition to the Instructional Resource Teacher, the school employs several instructional aides that support small group instruction within the classrooms. The specific intervention programs are monitored through progress monitoring of each student. Data review and analysis is done to ensure student learning needs are being met and are designed to best support student learning. In order to ensure alignment of the Federal Addendum and the LCAP goals, initial School Site Council discussion includes LCAP goals and actions along with discussion of the school dashboard data. The School Site Council looks closely at prior year's action effectiveness with a careful eye to ensure they are looking at outcomes rather than simply good intentions of actions and programs. Using this critical eye, data analysis of both state and local academic data outcomes, reflection and input on specific actions, and stakeholder input is taken into account. The SSC then develops newly planned actions (or modifies or continues prior actions) and documents them. The LCAP and Federal Addendum are taken the school Board for approval each year.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

TESD provides additional support for homeless children and youths through our local parent liaison and social worker who assist with the coordination of services and resources for qualified families. This includes but is not limited to providing resources for housing, food, clothing, medical/dental, employment, transportation and counseling programs that are available to assist with a variety of needs. These counseling programs include support for victims of domestic violence, and or sexual abuse and addiction. The district provides an after school program that gives priority enrollment to homeless children and youth. The district provides support and guidance through the help of the social worker and parent liaison with enrolling homeless children and youth and ensuring their emotional and academic success along with supporting families with children who have attendance issues.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TESD works in conjunction with the local high school through administrator and teacher articulation meetings held four times a year. Our district hosts high school orientation and registration opportunities for our matriculating families. We connect students to the high school district through a variety activities including attending sporting events and assemblies, as well as visiting high school classrooms to preview future educational opportunities that may be available to them.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TESD has allocated Title I funds for the following: certificated salaries and benefits for tutoring, parent liaison, social worker, special friends aide, services (web based programs) professional development, materials and supplies, Resource and Music teacher salaries and benefits and classified salaries and benefits.

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Formal Agreements ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Comparable Education Program ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Successful Transitions ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Educational Needs ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children

and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

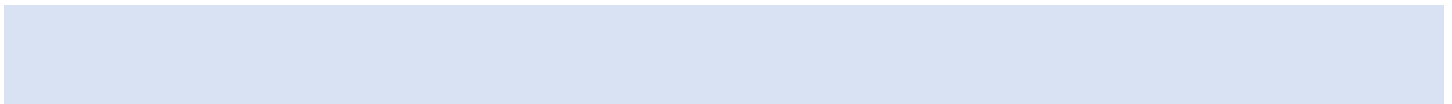


Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

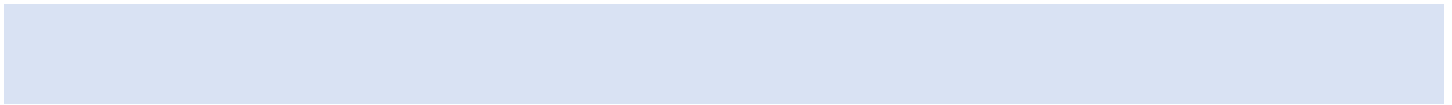


Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

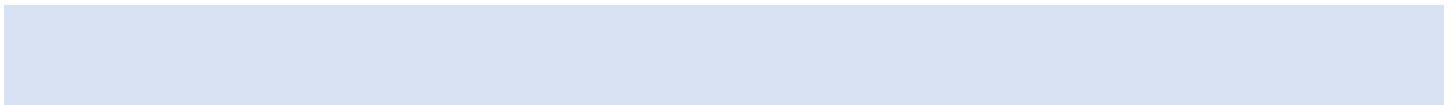


Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:



Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

The district participates in induction programs for new teachers. Principals have participated in leadership academies, curriculum and instruction along with a variety of professional development at our local county office of education. The superintendent participates in small schools superintendent meetings as well as superintendent leadership meetings. Teachers participate in a variety of professional development opportunities based on the needs of their students and grade level teams. A local resource teacher helps to provide guidance and support in areas where teachers feel they need additional help. Through leadership meetings teachers and staff evaluate current conditions and data and make determinations for the best next steps.

TESD provides professional growth and improvement by working with the Tulare County Office of Education's resource support division and their consultants. In the past we have focused our professional development around literacy and differentiated instruction. Through this work we have implemented guided reading, writing workshop, developmental reading assessment, accelerated reader and the STAR assessment platform. Moving forward the district's focus will shift to address the identified achievement gaps of EL learners in mathematics.

TESD's resource teacher will provide support to students and teachers by providing curriculum support, demonstrations, data analysis and student intervention. The resource teacher will also be an important member of the districts improvement cohort which is focused on closing the achievement gap explained above.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Tipton Elementary School District is a single school district and all Title II funds will be used to support students, teachers and paraprofessionals in closing the achievement gap. Through quarterly site council, parent advisory and staff leadership meetings this plan has been developed to best meet the needs of all stakeholders. Our goal is to increase student achievement at a steady and consistent rate.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
 - a. Teachers
 - b. Principals and other school leaders
 - c. Paraprofessionals (including organizations representing such individuals)
 - d. Specialized instructional support personnel
 - e. Charter school leaders (in a local educational agency that has charter schools)
 - f. Parents
 - g. Community partners
 - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

The TESD collects and analyzes assessment data from both state and local sources. This includes CAASPP, CAST, CAA, and local assessments STAR reading and math, DRA and writing. Teachers collaborate around student and grade level needs and the district leads assessment analysis tasks throughout the year. During these meetings teachers identify strengths and weaknesses and report out their findings. Our paraprofessionals work to support student needs that have been identified through the data analysis process by providing small group and intervention individual support. In consultation with teachers, parents and staff the district has determined that teachers and student support in closing recognized achievement gaps is our highest priority. Through quarterly site council, parent advisory and staff leadership meetings this plan has been developed to best meet the needs of all stakeholders. Our goal is to increase student achievement at a steady and consistent rate.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TESD provides curriculum support and development, the creation and implementation of professional development plans, and on going data analysis and necessary adjustments through the support of the resource teacher. We have identified an achievement gap for English Learners in math. In order to address this need the resource teacher along with an advisory cohort has developed a plan to include the following in order to assist English Learners in math. More effective vertical alignment, vocabulary development, number talks, problem solving and three read protocol will be the professional development focus for 2019-2020 and beyond.

Our instructional aide and resource teacher along with our teachers receive professional development on ELPAC and trainings that assist students with meeting the ELD standards. Additional trainings are provided to the resource teacher in the ELD comment of the core curriculum program. The resource teacher will provide in class support for the implementation of integrated ELD practices.

One Instructional aide is designated to provide small group and individual support for new comers and emerging learners who need more intensive language support in thinking, listening, speaking, reading, writing and math based on language proficiency levels. This is support for comers with small group intervention in reading and language development. The district will provide after school opportunities for immigrant students along with a summer school enrichment program. These enrichment opportunities give English Learners multiple changes to interact with other students in meaningful ways, learn how English works, and practice using foundational literacy skills.

EL students have access to computer-based programs that provide oral and written direction in primary language while instructing and building English skills. These programs include Lexia, Rosetta Stone and Accelerated Reader.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district will provide after school opportunities for immigrant students along with a summer school enrichment program. Immigrant students have access to computer based programs that provide direction in primary language while instructing and building English skills. These programs include Lexia, Rosetta Stone and Accelerated Reader. A district paraprofessional is designated to provide small group and individual support for new arrivals and recent arrivals who need more intensive language support in all subject areas. This paraprofessional provides parent outreach and communication to ensure that families and students are being effectively served and supported. Referrals to other support services including social work, school nurse, or parent liaison can be made if necessary.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
 - are focused on English learners and consistent with the purposes of Title III;
 - enhance the core program; and
 - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Funds from Title III will be used to supplement services beyond that of base and LCAP funds to specifically focus on the needs of English Learners. While core materials and classroom teachers are required for student instruction, the additional staff and services provided with Title III funds provide an extra layer of support to teachers and parents of English Learners and direct services to students with the goal of accelerated language acquisition and increased student achievement.

Through on going data analysis and consultation with school leadership and stakeholders including parents, we have identified the need to provide more support for EL students, especially in math. With guidance from administration the resource teacher has implemented the research based programs; guided reading, Reading Mastery and Language for Learning to provide language and reading support for EL students who are under achieving. Students who have been identified as having a greater need may be deployed throughout the day to receive individual differentiated instruction based on their language and academic need.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Subgrant funds will largely be used to provide personnel at the district to support and guide administrators and instructional staff in the implementation of a continuous improvement cycle focused on English Language Development and Content Achievement through Designated and Integrated ELD and use of data to guide instruction. TESD has consistently outscored the state average on both CELDT and now ELPAC achievement. We review and discuss these results with all stakeholders in a variety of formats throughout the year. We believe our strong core program meets the needs of most EL students. We will continue to diligently examine state level data to ensure that our students are meeting state achievement expectations for EL students. The TESD staff administers DRA and STAR reading and math assessments throughout the year. These results are disaggregated and discussed in grade level teams. As part of ELPAC accountability the district annually analyzes and tracks the reclassification rate of EL students. Based on this process we are able to determine if our EL students are making adequate growth and if instructional changes need to be implemented.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

- 1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
- 2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
- 3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
 - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TESD is committed to provide a well-rounded education with effective technology. The title IV funds will be utilized to purchase the devices necessary to provide high quality web based curriculum, instruction and intervention along with a music teacher and supplies needed. In addition to these classroom needs our elective course work related to journalism, game design, STEM, agriculture, typing, speech, music and design all rely on high quality technology. This entitlement will assist us with the purchase of necessary supplies needed to continue the implementation of these programs.

The objectives and intended outcomes of the aforementioned activities are to give all students access to core curriculum, prepare students with career skills, and engage students in the learning environment. TESD will evaluate the effectiveness by trimester by analyzing district benchmark results, measuring community involvement during family engagement nights, and analyzing monthly chronic absenteeism reports.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least \$30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

[Enter a description of any indicators or measures/data points used to examine needs for improvement]

What activities will be included within the support for a well-rounded education?

[Enter a description of which activities will be included within the support for a well-rounded education]

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

[Enter a description of how the program activities will be evaluated to determine future program planning]

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

[Enter a description of any indicators or measures/data points used to examine needs for improvement]

What activities will be included within the support for safety and health of students?

[Enter a description of the activities to be included within the support for safety and health of students]

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

[Enter a description of how the activities will be evaluated to determine future program planning]

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

[Enter a description of any indicators or measures/data points used to examine needs for improvement]

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

[Enter a description of which activities will be included within the support of effective use of technology]

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

[Enter a description of how the activities will be evaluated to determine future program planning]

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at <https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp>.

Date of LEA's last conducted needs assessment:

[Enter date of last conducted needs assessment]

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: <https://www.cde.ca.gov/sp/st/>

California Department of Education
February 2022

5. **ADMINISTRATIVE: Action items:**

5.6 Approval of Employment Agreement with Superintendent

**TIPTON ELEMENTARY SCHOOL DISTRICT
SUPERINTENDENT EMPLOYMENT AGREEMENT**

AGREEMENT

This Superintendent Employment Agreement (“Agreement”) is made this 13th day of June, 2023 by and between the Governing Board of the Tipton Elementary School District (“District” or “Board”) and Stacey Bettencourt (“Superintendent”) (collectively referred herein as “Parties”) with respect to the following recitals:

1. **Term.** The Board employs Superintendent for the term commencing on July 1, 2023 and terminating on June 30, 2026, with the understanding that this Agreement may be terminated early as provided by section 12 of this Agreement.

2. **Salary.**

a. **Base Salary.** For the 2023-2024 school year, Superintendent shall receive an annual base salary of One Hundred and Sixty-One, Nine Hundred and Forty-Three Dollars (\$161,943).

b. **Annual Adjustment.** Beginning the 2024-2025 school year, each year during the term of this Agreement, and upon receipt of a satisfactory evaluation, the Superintendent’s salary shall be increased by two and a half percent (2.5%). Any such increase shall be approved by the Board in open session at a regular Board meeting.

c. **Payment Schedule.** Superintendent’s salary shall be payable in twelve (12) approximately equal monthly payments, less all applicable taxes and deductions or withholdings authorized by law or in writing by the Superintendent.

d. **Effective Date.** Salary increases, if any, shall be effective on any date ordered by the Board in accordance with Education Code section 35032. Superintendent’s salary is understood by the Parties to be “indefinite or uncertain.” Therefore, the Board reserves the right to grant Superintendent retroactive salary increases notwithstanding anything in the California Constitution that might be interpreted to the contrary.

e. **Salary Increases by Mutual Consent.** The Superintendent's salary is considered to be indefinite and subject to ongoing negotiations with the Board. Accordingly, the Board reserves the right to increase the Superintendent's salary at any time during the term of this Agreement so long as the increase is approved by the Board in open session at a regular

meeting of the Board. Any change in salary, or advancement on the salary schedule, shall not extend the term of this Agreement nor shall it constitute creation of a new Agreement.

f. Advanced Degree Pay. The District shall pay the Superintendent an annual amount of Two Thousand Dollars (\$2,000.00), to be paid in twelve monthly installments, for the possession of a Master's Degree.

3. Fringe Benefits. Superintendent shall be afforded the following benefits of employment as afforded to other District certificated personnel:

a. Sick Leave. Superintendent shall be allocated twelve (12) days of sick leave annually, earned at the rate of one day per each full month of service rendered. Earned, unused sick leave may be accumulated without limitation; however, under no circumstances shall the District be obligated to compensate Superintendent for earned, unused sick leave. The Superintendent shall also be entitled to all other leave benefits provided by law, including differential (extended illness) leave pursuant to Education Code section 44983 to be compensated at fifty percent (50%) of the Superintendent's regular salary. Time off required by Superintendent for illness or injury that is not compensated by sick leave, differential (extended illness) leave or other paid leave provided by law, shall be uncompensated. The Superintendent shall follow District procedures and use District forms or the electronic absence system for reporting sick leave use. Upon request, the Superintendent shall report to the Board in writing the Superintendent's use of sick leave and all leave benefits.

b. Health and Welfare Benefits. Superintendent shall be eligible to participate in the District's health and welfare benefit program on the same terms and conditions, and subject to the same limitations, as regular certificated employees in the District, as those benefits, plans, providers and other terms and conditions may change from time-to-time. Thus, the Superintendent shall be entitled to receive the same District contribution toward health and welfare benefits and shall pay the same co-pays, premiums, deductibles and other costs as the District's certificated staff, as those costs and contributions may change from time-to-time. The Superintendent shall be responsible for all co-pays, deductibles and other costs in excess of the District's health insurance contribution.

c. Tax Deferred Plans. The District agrees to provide Superintendent with the ability to use tax deferral plans (for example, a 403b or IRS Section 125 Cafeteria Plan) on the same terms and conditions as those plans are made available to other certificated employees

of the District. All contributions to such plans will be paid by Superintendent and shall conform to all requirements of the law.

d. Post-Retirement Health and Welfare Benefits. The District provides a contribution toward health and welfare benefits for certificated bargaining unit retirees, who meet the following criteria:

- i. Retire at or over the age fifty-eight (58) with CalSTRS;
- ii. Have at least eighteen (18) years of consecutive service within the District (including any authorized leave of absence or sabbatical); and
- iii. Have retired under the provisions of the State Teachers Retirement System.
- iv. Enroll in Medicare Part “A” or “B” if and when the retiree becomes eligible for such coverage.

The District’s contribution ceases when such certificated bargaining unit retiree attains age sixty-five (65).

The Superintendent shall be entitled to post-retirement health and welfare benefits as received by certificated bargaining unit employees, as those benefits may change from time to time, so long as the Superintendent meets all the aforementioned criteria, as required of certificated bargaining unit retirees, to qualify for such benefits.

The Superintendent’s receipt of post-retirement health benefits is subject to the District’s health and welfare insurance carrier(s)’ rules, requirements and restrictions, as those carrier(s) and rules, requirements and restrictions may change from time to time. If the Superintendent uses this benefit, the Superintendent shall be responsible to pay all co-pays, deductibles, and other costs in the same manner as other retirees. The Superintendent’s eligibility for post-retirement health benefits will terminate at the earliest of either, the Superintendent reaching the age of sixty-five (65) or receiving coverage by another health insurance provider. The Superintendent shall continue to remain eligible to purchase post-retirement health and welfare benefits from the District after the age of sixty-five (65) at his own cost without a contribution from the District, subject to the rules, restrictions and requirements of the District’s health and welfare benefit insurance carrier(s), as those carrier(s) may change from time to time.

e. Reimbursement for Expenses. The District shall reimburse Superintendent for actual and necessary expenses Superintendent incurs within the course and scope of employment only as follows:

- i. In-state and out-of-state conference fees;
- ii. Mileage reimbursement for all personal automobile travel at the current IRS rate per mile, as well as bridge tolls and parking fees;
- iii. Air travel;
- iv. Auto rentals, cab or shuttle fares for out-of-county travel; and
- v. Per diem/meal expenses at the same rate provided to other employees of the District.

For expense reimbursement not authorized by this Agreement, the Superintendent may seek approval from the Board. For all reimbursements, the Superintendent shall submit expense claims in writing with appropriate supporting documentation (e.g., receipts, registration forms, hotel folios, maps reflecting mileage).

e. Professional Memberships. The District agrees to pay Superintendent's annual professional membership dues in the Association of California School Administrators ("ACSA") or any single professional group which the Superintendent chooses in order to maintain and improve her professional skills. Superintendent agrees to attend and actively participate in these organizations as one means of ensuring Superintendent's ongoing professional development. Furthermore, the District agrees to pay the Superintendent's membership fees for professional organizations that the Superintendent chooses in order to maintain and improve her professional skills, subject to the approval of the Board.

f. Professional Development. Superintendent shall endeavor to maintain and improve her professional competence as the Superintendent deems appropriate, including joining and participating in local, state and national professional education associations and their activities, as well as workshops, visitations and meetings, and to periodically report to the Board her appraisal of such meetings. Superintendent shall obtain the prior approval of the Board for attendance at functions outside of Tulare County requiring an overnight stay.

4. Work Year.

a. **Work Days.** Superintendent shall be required to render two hundred and twenty (220) workdays of full and regular service to the District during each annual period from July 1 through June 30 covered by this Agreement, exclusive of Saturdays, Sundays and holidays as defined in Education Code sections 37220 and 37221. 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 some weeks. 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. Days worked in excess of 220 are considered non-work days. In the event that Superintendent performs services on more than two hundred and twenty (220) days in a year, the Parties expressly agree that such services are voluntary and Superintendent shall not be compensated for them, unless approved, as set forth in paragraph 4(b) of this Agreement.

b. Additional Work Days. The Board may request or the Superintendent may request to work up to ten (10) additional days in a fiscal year. These additional workdays must be approved by a majority of the Board, in advance. This additional time will be compensated to the Superintendent at her daily rate of pay. To determine the Superintendent's daily rate of pay, the Parties agree that the Superintendent's annual base salary shall be divided by two hundred and twenty (220). The Parties understand the additional compensation earned by the Superintendent for work in excess of the two hundred and twenty (220) work days per year may not be considered creditable compensation for purposes of calculating the Superintendent's retirement allowance under CalSTRS. The credibility of such compensation is determined by CalSTRS, not the District. Days worked in excess of two hundred and twenty (220), not at the request of or approved in advance by the Board, are considered non-work days. The Superintendent is not entitled to pay for non-work days.

5. Superintendent's Duties.

a. General Duties. The Superintendent is hereby employed as District Superintendent and shall perform the duties of District Superintendent as prescribed by this Agreement, the laws of the State of California and District policies. The Superintendent shall have primary responsibility for execution of Board Policy and responsibility for the duties prescribed by Education Code section 35035. The Superintendent shall be the Board's chief administrative officer.

b. Personnel Matters. The Superintendent shall have primary responsibility in making recommendations to the Board regarding all personnel matters including employment, assignment, transfer and dismissal of employees and shall serve as the District's labor representative with respect to all collective bargaining matters.

c. Administrative Functions. The Superintendent shall: (1) review all policies adopted by the Board and make appropriate recommendations to the Board; (2) periodically evaluate or cause to be evaluated all District employees; (3) advise the Board of

sources of funds that might be available to implement present or contemplated District programs; (4) assume responsibility for those duties specified in Education Code section 35250; (5) endeavor to maintain and improve her professional competence by all available means, including subscription to and reading of appropriate periodicals and membership in appropriate professional associations; (6) establish and maintain positive community, staff and Board relations; (7) serve as liaison to the Board with respect to all matters of employer-employee relations and make recommendations to the Board concerning those matters; (8) recommend to the Board District goals and objectives; (9) unless unavoidably detained, attend all regular and special meetings of the Board; (10) serve as secretary to the Board; and (11) perform such other duties as may be assigned by the Board.

6. Credentials. Superintendent hereby certifies that: (1) she holds legal and valid administrative and teacher's credentials; (2) she will maintain those credentials in effect throughout the life of this Agreement; (3) she will keep copies of those credentials on file in the Tulare County Office of Education; and (4) she meets the qualifications of Education Code section 35028.

7. Board/Superintendent Responsibilities. Although the Superintendent shall have primary responsibility for execution of Board policies and the day-to-day operations of the District, the Board shall retain primary responsibility for formulating and adopting Board policies. In addition, while Superintendent shall have primary responsibility for assignment and transfer of employees and for selecting candidates for consideration for employment, the Board alone shall have the authority to hire and dismiss District personnel. The Parties agree not to interfere with or usurp the primary responsibilities of the other party and agree that the Board shall promptly refer all criticisms, complaints, and suggestions called to its attention to the Superintendent, for an appropriate response.

8. Board-Superintendent Relations. The Parties acknowledge the importance of creating and projecting to students, staff, parents, and the community a positive and professional image of the Board, the Superintendent and the District. Thus, to avoid damage to the Board's and Superintendent's image and credibility, and as not to lessen each other's ability to perform effectively, the Parties agree to conduct the business of the District by communicating and interacting in a manner that is professional and respectful. Board concerns, criticisms and dissatisfaction with the Superintendent's performance shall be addressed through closed session

discussions or via the evaluation process. Superintendent's concerns, criticisms and dissatisfaction with the Board shall likewise be addressed with professionalism and respect.

9. Outside Professional Activities. By prior approval of the Board, Superintendent may undertake for consideration outside professional activities, including consulting, teaching, speaking and writing. Superintendent's outside professional activities shall not occur during regular work hours and shall not interfere in any way with the performance of Superintendent's duties under this Agreement. In no event will the Board be responsible for any expenses attendant to the performance of such outside activities, unless prior Board approval is obtained.

10. Evaluation.

a. Goals and Objectives. It shall be the mutual responsibilities for the Board and Superintendent to meet annually to establish written Goals and Objectives to be accomplished by the Superintendent for the District for the ensuing school year. The first meeting shall be held within two (2) months of the commencement of this Agreement. Each subsequent meeting shall be held on a mutually agreed upon date, in order to establish Goals and Objectives for the ensuing school year.

b. Annual Evaluation. The Board shall evaluate Superintendent's performance and the working relationship between Superintendent and the Board at least once annually. Superintendent shall work with the Board to develop a timeline for each year's formal evaluation process. Superintendent commits to providing the Board a mid-year progress report in January of each year, which will signal the need for the evaluation process to begin between January and April. At least once a year, a portion of a Board meeting shall be devoted to: (1) establishing formal criteria to be used to evaluate Superintendent; (2) an oral and written evaluation of Superintendent's performance; and (3) a review of Superintendent's salary and benefits. The Board's written evaluation will be shared with Superintendent and placed in her personnel file by July 1 each year. Nothing in this Agreement shall preclude the Board from evaluating Superintendent more than one time per year. The Board shall discuss, on an as-needed basis, its working relationship with Superintendent and her job performance.

c. Board Review. The Board shall conduct its evaluation of Superintendent in closed session meetings of the Board and endeavor to complete the evaluation by June 30 each year. The Board shall meet with and provide a copy of the evaluation report to Superintendent. Based upon findings specified in the evaluation report, Superintendent, in collaboration with the Board, will prepare an action plan, if necessary, that will address areas identified as needing

clarification, emphasis or improvement. If a jointly prepared action plan cannot be agreed upon, the Board, in its sole discretion, shall issue the action plan. Superintendent and the Board President shall sign the evaluation report and action plan. However, failure of the Superintendent to sign the evaluation or action plan shall have no legal effect upon the Superintendent's duty to implement the evaluation and action plan. Superintendent shall have ten (10) calendar days from receipt of any evaluation to respond in writing. Evaluations and action plans relating to the Superintendent and any written comments in response shall be placed in the Superintendent's personnel file.

d. Outside Facilitator. Whenever it is deemed desirable by the Board, an outside facilitator may be mutually selected by the Board and Superintendent to facilitate discussion of Superintendent's performance, the Board-Superintendent relations, and/or completion of Superintendent's evaluation.

e. Impact of Satisfactory Evaluation. If the Superintendent receives an evaluation rating of satisfactory or higher during each school year of the current term of this Agreement (i.e., 2023-2024, 2024-2025 and 2025-2026 school years), the Superintendent shall be entitled to one, one (1) year extension to the term of this Agreement. At the conclusion of each year's evaluation, the Board shall state, in writing, on the Superintendent's evaluation form, whether or not the evaluation is satisfactory or higher so that a clear decision is made regarding the Superintendent's entitlement to the contract extension. If the Superintendent's evaluation is satisfactory or higher, as noted above, the Board shall report the contract extension in open session. If the Board determines that the Superintendent's evaluation is not satisfactory or higher, the Superintendent's contract term shall remain unchanged.

f. Reporting Out. If the Superintendent's overall annual evaluation rating is satisfactory or higher, then the Board shall report the result in open session and any salary increase provided as a result of said rating, so that the public remains informed about the Superintendent's entitlement to any salary increase, including any increase as specified in this Agreement.

g. Compliance with Law. The Parties intend to comply with all applicable laws however, if this Agreement is interpreted by a court to have been automatically extended commensurate with an automatic increase in compensation in excess of the applicable consumer price index, the increase in compensation provided for that year shall not exceed the limit established by Government Code sections 3511.1 and 3511.2.

h. Failure to Evaluate Non-Limiting. The evaluation procedures and requirements set forth in this Agreement shall be the exclusive means by which Superintendent is evaluated and are intended to supersede any other provisions concerning evaluation that might exist in applicable law or by virtue of any District rules, regulations, handbooks, policies or other agreements. Any failure on the part of the Board to meet the requirements or deadlines set forth in this paragraph shall not release Superintendent from fully and faithfully performing the services required to be performed under this Agreement or constitute a default by District of its obligations under this Agreement.

11. Fitness-for-Duty Examination. Superintendent agrees to have a fitness-for-duty examination, by a District-appointed physician when requested by the Board. Following the examination, Superintendent shall submit to the Board President a report from the examining physician certifying Superintendent's fitness to perform the essential functions of her position. Any expense beyond that paid by insurance will be borne by the District. The purpose of the examination is to determine Superintendent's fitness-for-service. The physician's report shall be treated as confidential information. Superintendent agrees to execute any necessary medical releases or other documents to facilitate a comprehensive fitness-for-duty examination by the District-appointed physician. If the Superintendent is determined by the District to be a disabled employee under state or federal law, the District shall request that the physician's report indicate what reasonable accommodations, if any, may be available to allow the Superintendent to perform the essential functions of the position. If the District determines that the Superintendent is disabled and, following an interactive dialogue with the Superintendent, that the Superintendent is unable to perform the essential functions of the position, the parties agree that this Agreement may be immediately terminated by the Board solely upon written notice to the Superintendent in accordance with paragraph 12(d) of this Agreement.

12. Termination of Agreement.

a. Mutual Consent. This Agreement may be terminated at any time by mutual consent of the Board and Superintendent.

b. Resignation. Superintendent may resign and terminate this Agreement provided that she has given the Board written notice at least sixty (60) calendar days in advance of the effective date of termination, unless otherwise agreed by the Board.

c. Non-Renewal of Agreement by District. The Parties agree that the Agreement is governed by Education Code section 35031. The Board may elect not to renew

this Agreement upon its expiration by providing written notice to Superintendent in accordance with Education Code section 35031 (currently forty-five (45) days prior notice), or other applicable provisions of law. If the Board fails to give such notice, this Agreement shall be extended only for a period of one (1) year on the same terms and conditions set forth herein. Superintendent shall inform each member of the Board of this notice requirement in writing no less than ninety (90) days in advance of the expiration of the Agreement. The Superintendent's failure to give the 90-day notice constitutes a material breach of this Agreement and cause for termination.

d. Disability of the Superintendent. If, based on medical evidence submitted by the Superintendent's physicians or obtained through a District-required medical examination, the District determines that the Superintendent is disabled and, following an interactive dialogue with the Superintendent, that the Superintendent is unable to perform the essential functions of the position with or without reasonable accommodation, this Agreement may be immediately terminated by the Board upon written notice to the Superintendent in the manner required by law.

e. Death. Death of the Superintendent shall immediately terminate this Agreement. In such event, all salary and other monetary amounts due to Superintendent up to the time of death, if any, shall be paid to Superintendent's estate unless otherwise declared in writing by Superintendent or directed by the executor of her estate.

f. Termination for Cause. The Board may terminate Superintendent for any of the following: (1) acts done in bad faith to the detriment of the District; (2) refusals or failures to act in accordance with specific provisions of this Agreement or Board directives; (3) breach of this Agreement; (4) unsatisfactory performance; (5) misconduct or dishonest behavior; or (6) conviction of, or the entry of a plea of "nolo contendere" to, any crime involving dishonesty, fraud, theft, physical violence, or the entry of a civil judgment against the Superintendent for fraud, breach of trust, or physical or emotional harm to any person; or (7) any act causing the suspension or revocation of any credential held by the Superintendent. The existence of such cause shall constitute a material breach of this Agreement and shall extinguish all rights and duties of the Parties under this Agreement. If such cause exists, the Board shall meet with Superintendent and shall submit a written statement of the grounds for termination and copies of written documents the Board believes support the termination. If Superintendent disputes the charges, Superintendent shall then be entitled to a conference before the Board in a

closed session meeting. Superintendent and the Board shall each have the right to be represented by counsel at their own expense. Superintendent shall have a reasonable opportunity to respond to all matters raised in the charges. The conference with the Board shall not be an evidentiary hearing and neither party shall have the opportunity to call witnesses. If the Board, after considering all evidence presented, decides to terminate this Agreement, it shall provide Superintendent with a written decision. The decision of the Board shall be final and shall be effective on the date determined by the Board. Superintendent's conference before the Board shall be deemed to satisfy Superintendent's entitlement to due process of law and shall be Superintendent's exclusive right to any conference or hearing otherwise required by law. Superintendent waives any other rights that may be applicable to this termination for cause proceeding with the understanding that completion of this hearing exhausts Superintendent's administrative remedies and then authorizes Superintendent to contest the Board's determination in a court of competent jurisdiction.

g. Termination Without Cause. The Board may, for any reason, without cause or a hearing, terminate this Agreement at any time upon five (5) calendar day's prior written notice to the Superintendent. In consideration for the exercise of this right, the District shall pay the Superintendent a monthly sum equal to the difference between the Superintendent's salary in effect during her last month of service and the amount earned from any other employment-related source (whether as employee, independent contractor, consultant or self-employed) 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 shall be obligated to immediately seek other employment and to notify the District in writing immediately if the Superintendent earns income from any employment-related source as defined above. Any such termination shall be in writing, shall specify the effective date of the termination, and shall terminate all of the Superintendent's employment rights and entitlements with the District. The Superintendent shall execute a full written release of claims against the District and its officers, agents and employees as a condition of receipt of any severance payment; otherwise, no severance payments or contributions toward health benefits shall be paid and termination of this Agreement shall be effective, nonetheless.

For purposes of this Agreement, the term "salary" shall include only the Superintendent's 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.

Subject to the District insurance carriers' rules, requirements and restrictions, the Superintendent shall also be entitled to continue participation in the District's health and welfare benefit program on the same terms and conditions as described in section 3(b) of this Agreement, for the remainder of the unexpired term of this Agreement, until expiration of this Agreement, a period of twelve (12) months, or until the Superintendent obtains other employment which provides health benefits, whichever occurs first.

If the Superintendent is terminated without cause and elects to retire instead of fulfilling the Superintendent's obligation to seek other employment as set forth above, the Parties agree that, effective upon the date of the Superintendent's retirement with CalSTRS or CalPERS, the amount payable to the Superintendent as salary shall be reduced by the amount of retirement income earned by the Superintendent from CalSTRS or CalPERS.

The Parties agree that any damages to 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 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 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 Superintendent has engaged in fraud, misappropriation of funds, or other illegal fiscal practices, then the Board may terminate Superintendent and 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).

h. Appointment of State Administrator or Trustee. In the event that the District requires an emergency apportionment from the state resulting in the appointment of a state administrator or trustee under Education Code section 41326, this Agreement shall terminate upon the appointment of the administrator or trustee and his or her assumption of the duties of the position of the superintendent or Superintendent.

i. Termination for Unlawful Fiscal Practices. 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 fiscal practices, then the Board may immediately terminate the Superintendent solely upon written notice to the Superintendent and the Superintendent shall not be entitled to any compensation of any nature, whether as cash, salary payments, or other non-cash settlement as set forth above. This provision is intended to implement the requirements of Government Code section 53260(b).

13. Abuse of Office Provisions. In accordance with Government Code section 53243, et seq., and as a separate contractual obligation, should the Superintendent receive a paid leave of absence or cash settlement if this Agreement is terminated with or without cause, such paid leave or cash settlement shall be fully reimbursed to the District by the Superintendent if Superintendent is convicted of a crime involving an abuse of her office or position. In addition, if the District funds the criminal defense of the Superintendent against charges involving abuse of office or position and the Superintendent is then convicted of such charges, the Superintendent shall fully reimburse the District all funds expended for the Superintendent's criminal defense.

14. Tax/Retirement Liability. Notwithstanding any other provision of this Agreement, the District shall not be liable to Superintendent, any designated beneficiary, heirs, administrators, executors, successors, or assigns of the Superintendent for any retirement or state/federal tax consequences. Superintendent shall assume sole responsibility and liability for all state or federal tax consequences of this Agreement and all related payroll and retirement consequences, including, but not limited to, whether compensation or service is creditable for purposes of retirement, all tax and retirement consequences stemming from any payments made to Superintendent as a result of the termination-without-cause provision of this Agreement, retirement payments, expense reimbursements, and payments for insurance.

15. Notification of Absence. If Superintendent plans on being absent from the District more than seven (7) continuous days, Superintendent shall notify the Board President in advance.

16. Warranties. Superintendent also warrants that she has not solicited or entered into any other employment agreement with the governing board of another school district or any other employer that would conflict with the terms of this Agreement.

17. Notification Upon Becoming A Finalist. The Superintendent shall immediately notify the Board in writing if the Superintendent becomes a finalist for employment outside the District.

18. Mediation. Superintendent and the Board agree to make a good faith effort to settle any dispute or claim that arises under this Agreement through discussion and negotiations. In the event of a claim or dispute, either the Superintendent or Board may request, in writing to the other party, to refer the dispute to mediation. This request must be made within thirty (30) days of the action giving rise to the dispute. Upon receipt of a request for mediation, both Parties shall make a good faith effort to select a mediator and complete the mediation process within sixty (60) days. If Parties cannot agree on a mediator, the mediator will be appointed by the State Conciliation and Mediation Services unless the Parties agree otherwise. The mediator's fee shall be paid by the District. Each party shall bear its own attorney fees and costs. Any mediator selected shall have expertise in the area of the dispute and be knowledgeable in the mediation process. No person shall serve as mediator in any dispute in which that person has any financial or personal interest in the outcome of the mediation. The mediator's recommendation for settlement, if any, is non-binding on the Parties. Mediation pursuant to this provision shall be private and confidential. Only the Parties and their representatives may attend any mediation session. Other persons may attend only with the written permission of both Parties. All persons who attend any mediation session shall be bound by the confidentiality requirements of California Evidence Code section 1115, *et seq.* and shall sign an agreement to that effect.

19. 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.

20. Complete Agreement. This Agreement constitutes and contains the entire agreement and understanding between the Parties concerning 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.

21. Governing Law/Venue. 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 and the lawful rules and regulations of the California State Board of Education. Venue shall be in Tulare County.

22. Construction. Each party has cooperated in the drafting and preparation of this Agreement. Hence, in any construction 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.

23. 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.

24. No Assignment. This is an Agreement for personal services. Superintendent may not assign or transfer any rights granted or obligations assumed under this Agreement.

25. Modification. This Agreement cannot be changed or supplemented orally. It may be modified or superseded only by a written instrument executed by both Parties.

26. Exclusivity. To the extent permitted by law, the employment relationship between the District and Superintendent shall be governed exclusively by the provisions of this Agreement and not by Board policies, administrative regulations, management handbooks, or similar documents.

27. Independent Representation. 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, 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.

28. Savings Clause. If any provision of this Agreement or its application is held to be invalid, the invalidity shall not affect the other provisions or applications of the Agreement which can be given effect without the invalid provisions or applications and the provisions of this Agreement are declared to be severable.

29. **Board Approval.** The effectiveness of this Agreement shall be contingent upon approval by the District's Board in open session as required by law.

30. **Binding Effect.** This Agreement shall be for the benefit of and shall be binding upon all Parties and their respective successors, heirs, and assigns.

31. **Integration.** This Agreement constitutes a complete and exclusive statement of the understanding between the Parties with respect to its subject matter. This Agreement supersedes any and all other prior communications between the Parties, whether written or oral. Any prior agreements, promises, negotiations or representations related to the subject matter not expressly set forth in this Agreement are of no force or effect.

32. **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.

33. **Public Record.** The Parties recognize that, once final, this Agreement is a public record and must be made available to the public upon request.

34. **Conflicts of Interest.** Superintendent shall timely complete the required Fair Political Practices Commission Form 700 each year. In addition, Superintendent shall obtain prior written approval of the Board before entering into any personal contract or other agreement affecting or creating a personal financial interest with a District employee, student, or outside contractor that could create a conflict of interest. The Board's approval will not be unreasonably withheld, and denial shall be based on a determination that the agreement violates conflict of interest laws or creates an inappropriate appearance of a conflict of interest.

The Parties, having read and considered the terms and provisions above, indicate their agreement by their signatures below.

Date: _____

Tipton Elementary School District

By: _____
Greg Rice, Board President

Date: _____

By: _____
Stacey Bettencourt, Superintendent

5. **ADMINISTRATIVE: Action items:**

5.7 Proposal for Contracted Services with Nancy Akhavan Consulting, Inc.

(559) 355-9291

3766 W. Locust Ave. Fresno, CA 93711

nancyakhavanconsulting.com



Proposal for Contracted Services
Tipton Elementary School District

Nancy Akhavan Consulting, Inc.

2023-24: Support for Literacy and PLCs

(559) 355-9291

3766 W. Locust Ave. Fresno, CA 93711

nancyakhavanconsulting.com



Goals:

- Continued support for literacy as begun in previous school years to increase student achievement.
- Work with PLCs using data to determine student needs for Tier I instruction and intervention.
- Continue to guide the staff, as part of systematic improvement of student achievement to increase student skills and ensure higher graduation rates.

Each day of work with a presenter is \$2500 which includes travel and other expenses.

Five days of professional development will be provided including handouts and other materials for presenting.

5 days x \$2500

Total = 12,500