



**TYPE:** Regular Board Meeting

**DATE:** 3/10/2022 **TIME:** 6:00 PM

**CODE:** Simulcast via Zoom Teleconferencing

**LOCATION:** Assembly Hall 1935 Bohemian Highway, Occidental, CA 95465

Closed session begins at 6:00 pm; open session begins at 7 pm. All documents relating to the following agenda items are available for public review in the Administrative Office of the Harmony Union School District during office hours at least 72 hours prior to the scheduled Board meeting. The Harmony District Board of Education meetings are open to the public, except for certain subjects that are addressed in closed session in accordance with the Ralph M. Brown Act. If anyone wishes to attend and requires special accommodations due to a handicapping condition, as outlined in the Americans with Disabilities Act, please contact the superintendent at least two working days prior to the meeting.

### 1.0 Call to Order

### 2.0 Pledge of Allegiance

### 3.0 Approval of the Agenda

### 4.0 Public Comment

- 4.1 For Closed Session: Members of the public may address the Board briefly on matters not on the agenda and are within the subject matter jurisdiction of the Board. Please state your name and address. In accordance with Board Policy 9323, speakers are to keep comments concise and limited to three minutes. The Public Comment item will be limited to a total of 20 minutes, absent approval to extend by the Board President. If there are several people who share the same issue, please chose one as your representative, and that person may be given additional time, if necessary. The Board values public comment, but by the Brown Act the Board shall not act upon, respond to, or comment on the merits of any item presented. The Board may ask clarifying questions of the presenter or refer the presenter to the District procedures. Members of the public may address the Board regarding items on the agenda at the time the item appears on the agenda. The Board President may move any agenda item to a different place on the agenda in order to accommodate the public or improve the flow of the meeting. Info

### 5.0 Closed Session

- 5.1 With respect to every item of business to be discussed in closed session pursuant to Gov. Code Section 54957: Superintendent Review Process with Dr. Paul Porter Info
- 5.2 With respect to every item of business to be discussed in closed session Gov. Code Section 54957.6: CONFERENCE WITH LABOR NEGOTIATOR Name of Agency Negotiator: Matthew Morgan Name of organization representing employees: HUTA Info/Action
- 5.3 With respect to every item of business to be discussed in closed session Gov. Code Section 54957.6 CONFERENCE WITH LABOR NEGOTIATOR Name of Agency Negotiator: Matthew Morgan Name of organization representing employees: CSEA Info/Action
- 5.4 With respect to every item of business to be discussed in closed session Gov. Code Section 54957.6 CONFERENCE WITH LABOR NEGOTIATOR Name of Agency Negotiator: Matthew Morgan Name of group: Unrepresented employees Info/Action

### 6.0 Reconvene to Open Session

- 6.1 Report out on any action taken during closed session Info

## **7.0 Communication**

### A) Reports

- 7.1 HUTA Report
- 7.2 ARK Report
- 7.3 Student Report
- 7.4 Board Member Reports
- 7.5 Superintendent/Principal's Report
- 7.6 Pathways Director Report

### B) Public Comment

- 7.7 For Open Session: Members of the public may address the Board briefly on matters not on the agenda and are within the subject matter jurisdiction of the Board. Please state your name and address. In accordance with Board Policy 9323, speakers are to keep comments concise and limited to three minutes. The Public Comment item will be limited to a total of 20 minutes, absent approval to extend by the Board President. If there are several people who share the same issue, please chose one as your representative, and that person may be given additional time, if necessary. The Board values public comment, but by the Brown Act the Board shall not act upon, respond to, or comment on the merits of any item presented. The Board may ask clarifying questions of the presenter or refer the presenter to the District procedures. Members of the public may address the Board regarding items on the agenda at the time the item appears on the agenda. The Board President may move any agenda item to a different place on the agenda in order to accommodate the public or improve the flow of the meeting.

### C) Correspondence

## **8.0 Consent Agenda**

### **Action**

- 8.1 Vendor Warrants Action
- 8.2 Approve Minutes from regular meeting held on 2/17/2022 Action
- 8.3 2nd Grade Field Trip - Rotary Learn-to-Swim Program -Figueroa Action
- 8.4 Approve the Consent Agenda Action

## **9.0 Information/Correspondence/Discussion**

- 9.1 Enrollment Report Info
- 9.2 School to be in session on emergency days April 15 and April 18 due to use of emergency days for power outages Sept.15 and Oct 26. Info/Action
- 9.3 Presentation of Findings from Superintendent Review Info
- 9.4 Hiring practices Info

## **10.0 Action Items**

- 10.1 Consideration of District's 2nd Interim Report of Budget and Financial Progress for the 2021-2022 school year Action
- 10.2 Consideration of RESOLUTION NO. 2021/2022 - 6 In the Matter of the Action

Reduction or Discontinuance of Certain Particular Kinds of Services for the 2022-2023 School Year Classified 1. Paraprofessional - 0.85 FTE position 2. Paraprofessional - 0.6725 FTE position 3. Full Inclusion Temporary Support Paraprofessional – 0.85 FTE position 4. Placed Based Learning – 0.8 FTE position 5. School Nurse – 0.55 FTE position

- |      |  |             |
|------|--|-------------|
| 10.3 | Consideration of RESOLUTION NO. 2021/2022 - 5 In the Matter of the Reduction or Discontinuance of Certain Particular Kinds of Services for the 2022-2023 School Year Certificated: 1.0 (F.T.E.) Probationary 2 Regular Elementary Teacher; 0.8 (F.T.E.) Probationary 1 Art Teacher   | Action      |
| 10.4 | Consideration of HUSD's Updated COVID Safety Plan  | Action      |
| 10.5 | Consideration of extending TK enrollment birthday requirement to turning 5 before June 2.  | Action      |
| 10.6 | Consideration of fee schedule for use of facilities at Occidental Community Center   | Action      |
| 10.7 | Consideration of fee schedule for use of facilities at Harmony Union Campus  | Action      |
| 10.8 | Consideration of contract with Youth Truth for stakeholder surveys for LCAP  | Action      |
| 10.9 | Second Reading and adoption of updated and new board policies: BP 0420.42 Charter School Renewal BP 1312.3 Uniform Complaint Procedures AR 1312.3 Uniform Complaint Procedures E(1) 1312.3 Uniform Complaint Procedures E(2) 1312.3 Uniform Complaint Procedures AR 3515.6 Criminal Background Checks for Contractors AR 4217.3 Layoff/Rehire AR 5125 Student Records AR 5145.3 Nondiscrimination/Harassment BP 5148 Child Care and Development AR 5148 Child Care and Development BP 5148.2 Before/After School Programs AR 5148.2 Before/After School Programs BP 5148.3 Preschool/Early Childhood Education AR 5148.3 Preschool/Early Childhood Education BP 6112 School Day AR 6112 School Day BP 6143 Courses Of Study AR 6143 Courses Of Study BP 6158 Independent Study AR 6158 Independent Study BP 6170.1 Transitional Kindergarten BB 9150 Student Board Members BB 9320 Meetings And Notices Fill in Blanks | Info/Action |

**11.0 Next Board Meeting**

**12.0 Adjournment**

Agendas have been posted at the Harmony School public bulletin board and the Harmony Union School District Website at [www.harmonyusd.org](http://www.harmonyusd.org).



**Meeting Date:** 3/10/2022 - 6:00 PM

**Category:** Public Comment

**Type:** Info

**Subject:**

4.1 For Closed Session: Members of the public may address the Board briefly on matters not on the agenda and are within the subject matter jurisdiction of the Board. Please state your name and address. In accordance with Board Policy 9323, speakers are to keep comments concise and limited to three minutes. The Public Comment item will be limited to a total of 20 minutes, absent approval to extend by the Board President. If there are several people who share the same issue, please chose one as your representative, and that person may be given additional time, if necessary. The Board values public comment, but by the Brown Act the Board shall not act upon, respond to, or comment on the merits of any item presented. The Board may ask clarifying questions of the presenter or refer the presenter to the District procedures.

Members of the public may address the Board regarding items on the agenda at the time the item appears on the agenda. The Board President may move any agenda item to a different place on the agenda in order to accommodate the public or improve the flow of the meeting.

**Strategic Plans:**

**Policy:**

**Enclosure**

**File Attachment:**

**Description:**

**Background  
Information:**

**Fiscal Implications:**

**Recommendation:**

**Approvals:**

Recommended  
By:

Matthew Morgan - Superintendent/Principal






<b>Meeting Date:</b>	3/10/2022 - 6:00 PM
<b>Category:</b>	Closed Session
<b>Type:</b>	Info
<b>Subject:</b>	5.1 With respect to every item of business to be discussed in closed session pursuant to Gov. Code Section 54957: Superintendent Review Process with Dr. Paul Porter
<b>Strategic Plans:</b>	
<b>Policy:</b>	
<b>Enclosure</b>	
<b>File Attachment:</b>	
<b>Description:</b>	
<b>Background Information:</b>	
<b>Fiscal Implications:</b>	
<b>Recommendation:</b>	

**Approvals:**

Recommended  
By:

Matthew Morgan - Superintendent/Principal



<b>Meeting Date:</b>	3/10/2022 - 6:00 PM
<b>Category:</b>	Closed Session
<b>Type:</b>	Info/Action
<b>Subject:</b>	5.2 With respect to every item of business to be discussed in closed session Gov. Code Section 54957.6: CONFERENCE WITH LABOR NEGOTIATOR  Name of Agency Negotiator: Matthew Morgan Name of organization representing employees: HUTA
<b>Strategic Plans:</b>	
<b>Policy:</b>	
<b>Enclosure</b>	
<b>File Attachment:</b>	
<b>Description:</b>	
<b>Background Information:</b>	
<b>Fiscal Implications:</b>	
<b>Recommendation:</b>	-
<b>Approvals:</b>	Recommended By:  Matthew Morgan - Superintendent/Principal



# Harmony Union School District

## AGENDA ITEM

**Meeting Date:** 3/10/2022 - 6:00 PM  
**Category:** Closed Session  
**Type:** Info/Action  
**Subject:** 5.3 With respect to every item of business to be discussed in closed session Gov. Code Section 54957.6  
CONFERENCE WITH LABOR NEGOTIATOR  
Name of Agency Negotiator: Matthew Morgan  
Name of organization representing employees: CSEA

**Strategic Plans:**

**Policy:**

**Enclosure**

**File Attachment:**

**Description:**

**Background Information:**

**Fiscal Implications:**

**Recommendation:** -

**Approvals:**

Recommended  
By:

Matthew Morgan - Superintendent/Principal



# Harmony Union School District

## AGENDA ITEM

**Meeting Date:** 3/10/2022 - 6:00 PM  
**Category:** Closed Session  
**Type:** Info/Action  
**Subject:** 5.4 With respect to every item of business to be discussed in closed session Gov. Code Section 54957.6  
CONFERENCE WITH LABOR NEGOTIATOR  
Name of Agency Negotiator: Matthew Morgan  
Name of group: Unrepresented employees

**Strategic Plans:**

**Policy:**

**Enclosure**

**File Attachment:**

**Description:**

**Background Information:**

**Fiscal Implications:**

**Recommendation:** -

**Approvals:**

Recommended  
By:

Matthew Morgan - Superintendent/Principal



# Harmony Union School District

## AGENDA ITEM

<b>Meeting Date:</b>	3/10/2022 - 6:00 PM
<b>Category:</b>	Reconvene to Open Session
<b>Type:</b>	Info
<b>Subject:</b>	6.1 Report out on any action taken during closed session
<b>Strategic Plans:</b>	
<b>Policy:</b>	
<b>Enclosure</b>	
<b>File Attachment:</b>	
<b>Description:</b>	
<b>Background Information:</b>	
<b>Fiscal Implications:</b>	
<b>Recommendation:</b>	none- information only

**Approvals:**

Recommended  
By:

Matthew Morgan - Superintendent/Principal



# Harmony Union School District

## AGENDA ITEM

**Meeting Date:** 3/10/2022 - 6:00 PM

**Category:** Reports

**Type:** Info

**Subject:** 7.1 HUTA Report

**Strategic Plans:**

**Policy:**

**Enclosure**

**File Attachment:**

**Description:**

**Background  
Information:**

**Fiscal Implications:**

**Recommendation:**

**Approvals:**



**Meeting Date:** 3/10/2022 - 6:00 PM

**Category:** Reports

**Type:** Info

**Subject:** 7.2 ARK Report

**Strategic Plans:**

**Policy:**

**Enclosure**

**File Attachment:**

**Description:**

**Background  
Information:**

**Fiscal Implications:**

**Recommendation:**

**Approvals:**

Recommended  
By:

A handwritten signature in black ink that reads "Matthew Morgan".

Matthew Morgan - Superintendent/Principal



# Harmony Union School District

## AGENDA ITEM

<b>Meeting Date:</b>	3/10/2022 - 6:00 PM
<b>Category:</b>	Reports
<b>Type:</b>	Info
<b>Subject:</b>	7.3 Student Report
<b>Strategic Plans:</b>	
<b>Policy:</b>	
<b>Enclosure</b>	
<b>File Attachment:</b>	
<b>Description:</b>	
<b>Background Information:</b>	
<b>Fiscal Implications:</b>	
<b>Recommendation:</b>	

### Approvals:

Recommended  
By:

Matthew Morgan - Superintendent/Principal





# Harmony Union School District

## AGENDA ITEM

<b>Meeting Date:</b>	3/10/2022 - 6:00 PM
<b>Category:</b>	Reports
<b>Type:</b>	Info
<b>Subject:</b>	7.4 Board Member Reports
<b>Strategic Plans:</b>	
<b>Policy:</b>	
<b>Enclosure</b>	
<b>File Attachment:</b>	
<b>Description:</b>	
<b>Background Information:</b>	
<b>Fiscal Implications:</b>	
<b>Recommendation:</b>	

**Approvals:**

Recommended  
By:



Matthew Morgan - Superintendent/Principal



# Harmony Union School District

## AGENDA ITEM

<b>Meeting Date:</b>	3/10/2022 - 6:00 PM
<b>Category:</b>	Reports
<b>Type:</b>	Info
<b>Subject:</b>	7.5 Superintendent/Principal's Report
<b>Strategic Plans:</b>	
<b>Policy:</b>	
<b>Enclosure</b>	
<b>File Attachment:</b>	
<b>Description:</b>	
<b>Background Information:</b>	
<b>Fiscal Implications:</b>	
<b>Recommendation:</b>	

**Approvals:**

Recommended  
By:

Matthew Morgan - Superintendent/Principal



# Harmony Union School District

## AGENDA ITEM

<b>Meeting Date:</b>	3/10/2022 - 6:00 PM
<b>Category:</b>	Reports
<b>Type:</b>	Info
<b>Subject:</b>	7.6 Pathways Director Report
<b>Strategic Plans:</b>	
<b>Policy:</b>	
<b>Enclosure</b>	
<b>File Attachment:</b>	
<b>Description:</b>	
<b>Background Information:</b>	
<b>Fiscal Implications:</b>	
<b>Recommendation:</b>	
<b>Approvals:</b>	



**Meeting Date:** 3/10/2022 - 6:00 PM

**Category:** Public Comment

**Type:** Info

**Subject:**

7.7 For Open Session: Members of the public may address the Board briefly on matters not on the agenda and are within the subject matter jurisdiction of the Board. Please state your name and address. In accordance with Board Policy 9323, speakers are to keep comments concise and limited to three minutes. The Public Comment item will be limited to a total of 20 minutes, absent approval to extend by the Board President. If there are several people who share the same issue, please chose one as your representative, and that person may be given additional time, if necessary. The Board values public comment, but by the Brown Act the Board shall not act upon, respond to, or comment on the merits of any item presented. The Board may ask clarifying questions of the presenter or refer the presenter to the District procedures.

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**Strategic Plans:**

**Policy:**

**Enclosure**

**File Attachment:**

**Description:**

**Background Information:**

**Fiscal Implications:**

**Recommendation:**

**Approvals:**

Recommended  
By:

Matthew Morgan - Superintendent/Principal



# Harmony Union School District

## AGENDA ITEM

<b>Meeting Date:</b>	3/10/2022 - 6:00 PM
<b>Category:</b>	Consent Agenda
<b>Type:</b>	Action
<b>Subject:</b>	8.1 Vendor Warrants
<b>Strategic Plans:</b>	
<b>Policy:</b>	
<b>Enclosure</b>	
<b>File Attachment:</b>	
<b>Description:</b>	
<b>Background Information:</b>	
<b>Fiscal Implications:</b>	
<b>Recommendation:</b>	Approve through the consent agenda

**Approvals:**

Recommended  
By:

Matthew Morgan - Superintendent/Principal



<b>Meeting Date:</b>	3/10/2022 - 6:00 PM
<b>Category:</b>	Consent Agenda
<b>Type:</b>	Action
<b>Subject:</b>	8.2 Approve Minutes from regular meeting held on 2/17/2022
<b>Strategic Plans:</b>	
<b>Policy:</b>	
<b>Enclosure</b>	
<b>File Attachment:</b>	
<b>Description:</b>	
<b>Background Information:</b>	
<b>Fiscal Implications:</b>	
<b>Recommendation:</b>	Approve through the consent agenda

**Approvals:**

Recommended  
By:

Matthew Morgan - Superintendent/Principal



# Harmony Union School District

## AGENDA ITEM

<b>Meeting Date:</b>	3/10/2022 - 6:00 PM
<b>Category:</b>	Consent Agenda
<b>Type:</b>	Action
<b>Subject:</b>	8.3 2nd Grade Field Trip - Rotary Learn-to-Swim Program - Figueroa
<b>Strategic Plans:</b>	
<b>Policy:</b>	
<b>Enclosure</b>	
<b>File Attachment:</b>	
<b>Description:</b>	
<b>Background Information:</b>	
<b>Fiscal Implications:</b>	
<b>Recommendation:</b>	Consent agenda

**Approvals:**

Recommended  
By:

Matthew Morgan - Superintendent/Principal



# Harmony Union School District

## AGENDA ITEM

**Meeting Date:** 3/10/2022 - 6:00 PM  
**Category:** Consent Agenda  
**Type:** Action  
**Subject:** 8.4 Approve the Consent Agenda

**Strategic Plans:**

**Policy:**

**Enclosure**

**File Attachment:**

**Description:**

The Consent Agenda, sometimes called the Consent Calendar, is for routine items that require Board action. Board members may request that any consent item be removed for purposes of discussion, and then acted upon as a separate item.

**Background Information:**

**Fiscal Implications:**

**Recommendation:**

That Board approves the consent agenda as shown.

**Approvals:**

Recommended  
By:


Matthew Morgan - Superintendent/Principal






<b>Meeting Date:</b>	3/10/2022 - 6:00 PM
<b>Category:</b>	Information/Correspondence/Discussion
<b>Type:</b>	Info
<b>Subject:</b>	9.1 Enrollment Report
<b>Strategic Plans:</b>	
<b>Policy:</b>	
<b>Enclosure</b>	

**File Attachment:**

 enrollment 03102022 harm.pdf

 enrollment 03102022sc.pdf

**Description:****Background  
Information:****Fiscal Implications:****Recommendation:****Approvals:**

Recommended  
By:



Matthew Morgan - Superintendent/Principal

# Harmony Elementary

1935 Bohemian Hwy.  
Occidental, CA 95465  
(707) 874-1205

## Grade Level Enrollment Status Count

### Grade 01

Active	21
<b>Total Count</b>	<b>21</b>

### Grade KN

Active	19
<b>Total Count</b>	<b>19</b>

### Grade TK

Active	4
Inactive	1
<b>Total Count</b>	<b>5</b>

<b>Grand Total</b>	<b>45</b>
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# Salmon Creek School A Charter School

1935 Bohemian Hwy.  
Occidental, CA 95465  
(707) 874-1205

## Grade Level Enrollment Status Count

### Grade 02

Active	19
<b>Total Count</b>	<b>19</b>

### Grade 03

Active	29
<b>Total Count</b>	<b>29</b>

### Grade 04

Active	14
<b>Total Count</b>	<b>14</b>

### Grade 05

Active	23
<b>Total Count</b>	<b>23</b>

### Grade 06

Active	21
<b>Total Count</b>	<b>21</b>

### Grade 07


Active	11
<b>Total Count</b>	<b>11</b>

### Grade 08

Active	19
<b>Total Count</b>	<b>19</b>

<b>Grand Total</b>	<b>136</b>
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<b>Meeting Date:</b>	3/10/2022 - 6:00 PM
<b>Category:</b>	Information/Correspondence/Discussion
<b>Type:</b>	Info/Action
<b>Subject:</b>	9.2 School to be in session on emergency days April 15 and April 18 due to use of emergency days for power outages Sept.15 and Oct 26.
<b>Strategic Plans:</b>	
<b>Policy:</b>	
<b>Enclosure</b>	
<b>File Attachment:</b>	
<b>Description:</b>	
<b>Background Information:</b>	
<b>Fiscal Implications:</b>	
<b>Recommendation:</b>	Information only
<b>Approvals:</b>	Recommended By:  Matthew Morgan - Superintendent/Principal



<b>Meeting Date:</b>	3/10/2022 - 6:00 PM
<b>Category:</b>	Information/Correspondence/Discussion
<b>Type:</b>	Info
<b>Subject:</b>	9.3 Presentation of Findings from Superintendent Review
<b>Strategic Plans:</b>	
<b>Policy:</b>	
<b>Enclosure</b>	

**File Attachment:**

 HUSD Board of Trustees  
Superintendent Review  
Statement (1).pdf

**Description:****Background  
Information:****Fiscal Implications:**

**Recommendation:** None- information only

**Approvals:**

Recommended  
By:



Matthew Morgan - Superintendent/Principal



## HUSD Summary of Superintendent/Principal's Review

As part of its responsibility for providing high quality education, the Board is responsible for evaluating the district Superintendent/Principal. As part of this process, the Board decided to conduct a community survey to assist in its evaluation. In the interest of transparency while still maintaining the confidentiality of respondents, listed below is a summary of the responses on each question asked. This data is very important and is used in the evaluation process. The Board values community input and thanks everyone who responded. *Please see the community survey results below.*

**The Harmony Union School District Board of Trustees would like to thank the community for sharing their thoughts. The Board appreciates the insight and perspectives provided because it is this involvement and participation by families that truly makes our school a special place and will allow us to navigate the year ahead. From the significant number of responses to the survey as well as our work with Superintendent/Principal Mr. Morgan, we have witnessed his dedication and leadership to the district and see that he is acting proficiently, responsible and in good faith. For this, we would like to reaffirm our confidence in him and look forward to the opportunities of the coming year.**

### Summary of Superintendent's Rating by Community

#### Grade Levels of Responders' Children

Grade	Number
K/TK	10
1	11
2	6
3	15
4	7
5	14
6	7
7	2
8	16
No children in district	3
<b>TOTAL</b>	<b>91</b>

#### What Capacity have you interacted with Mr. Morgan?

Informal interaction around school and/or community	35
Spoken with him about my child	51
School events or activities	24
Other	9
Been pm a committee or workgroup	12
Little interaction (wave at the drop off line)	7

How would you rate him in the area of approachability?

Rating (scale of 1-5)	Number Responding
1	2
2	3
3	6
4	15
5	56

Availability/Presence

Rating	Number
1	2
2	3
3	4
4	8
5	66

Setting a climate of high student expectations and achievement

Rating	Number
1	1
2	1
3	9
4	22
5	50

Care about and treats students fairly

Rating	Number
1	5
2	3
3	0
4	7
5	68

Relationships with the community/parents.

Rating	Number
1	6
2	2
3	6
4	13
5	55

Cares about and treats students fairly.

Rating	Number
1	5
2	2
3	0
4	10
5	67

Listening

Rating	Number
1	4
2	4
3	4
4	8
5	65

Do you think the district is headed in the right direction?

Response	Number
Yes	68
No	8
Uncertain	9

How would you rate the Superintendent's leadership in these difficult times?

Rating	Number
1	4
2	4
3	2
4	8
5	67



# Harmony Union School District

## AGENDA ITEM


**Meeting Date:** 3/10/2022 - 6:00 PM  
**Category:** Information/Correspondence/Discussion  
**Type:** Info  
**Subject:** 9.4 Hiring practices

**Strategic Plans:**

**Policy:**

**Enclosure**

**File Attachment:**

 Hiring Protocols at  
Harmony.pdf

**Description:**

**Background  
Information:**

**Fiscal Implications:**

**Recommendation:** None- information only

**Approvals:**

Recommended  
By:

A handwritten signature in black ink that reads "Matthew Morgan".

Matthew Morgan - Superintendent/Principal



# Hiring Protocols for Harmony Union School District

The hiring process at Harmony USD seeks to find top quality candidates for its positions. Therefore a thorough, objective and well informed selection is essential. The following protocols have been designed to support such a candidate selection process. The process begins with the identification of a position opening, and ends with the completed hire's endorsement by the Board.

## Source of Position Openings:

Positions open for a variety of reasons. These include:

### Personnel Driven

- Retirements
- Resignations
- Dismissals
- Leaves of Absence

### Program Driven

- Program changes or additions
- Master schedule changes or additions
- Changes to organizational structures

## Budgeting for Positions

If a position is pre-existing and a budget is already assigned, then a job opening may be posted at will (immediately or delayed for a more appropriate posting window).

If a position is new and has not previously had budget funds assigned, the budget will need to be adjusted to accommodate the new position. Depending on the cost of the position, and the available resources in a given account, a budget adjustment may be required through initial budget adoption in June, through an interim budget adoption, or through a separate stand-alone budget adjustment at another scheduled board meeting.

## Job Description for Positions

Job descriptions should be developed and kept current for each position at Harmony. When positions open, job descriptions should be reviewed and changes made as necessary.

- If the position is pre-existing and there are no changes to the job duties, then no action is taken regarding adopting a revised job description.
- If the position has changed duties, or if it is a new position, then the job description needs to be revised or created.
- Job Descriptions should note the salary schedule assigned to the position.
- If the position is to be part of the CSEA collectively bargained agreement, then the job description needs to be negotiated with the CSEA Unit, adopted by the CSEA local branch, and then adopted by the Board. (This process can take 6-8 weeks or more)

- If the position is part of the HUTA collectively bargained agreement, then the job description must follow the CBA and California commission on teacher credentialing guidelines. Adoption by board is not required. (The timeline for development of HUTA positions is generally much shorter than with CSEA positions.)
- Job Descriptions should include the number of days in a year that the position is on duty.

### **FTE Assignment**

All positions need to have an FTE assigned based on duties, master schedule, and calendar. FTE may be pro-rated for mid year hires according to the fraction of days remaining in the calendar for the position. This FTE is used in Position Control in HR budgeting and is essential for contract development. The FTE may fluctuate somewhat as adjustments are made to the master schedule, even after the school year has begun.. The FTE may change during the hire process if there are restrictions to a candidate’s schedule or if there are contextual needs to secure the hire in a competitive environment.

### **Salary Schedule**

Each position must be assigned a salary schedule.

- HUTA: All credentialed staff exist on the same schedule
- CSEA: Employees are assigned according to the salary range that their job description has been assigned on the adopted salary schedule.
- For unrepresented parties, (Business Manager, Office Manager, Superintendent/Principal) a separate salary schedules has been adopted and hires are negotiated at hire and assigned accordingly. To ensure public transparency, the Superintendent position, as the chief administrator, must have their salary adopted annually (Even if a multi year salary schedule has already been adopted).

Once the position opening is created, a budget has been assigned, a job description has been created and adopted, an FTE has been assigned and a salary schedule identified, the position is then posted.

### **Posting an Open Position**

The primary posting venues for open positions as of 2022 include Edjoin, Craigslist and Indeed. Occasionally advertising in newspapers or teacher association periodicals may also be pursued.. Edjoin is the primary venue for education related postings in California. Harmony maintains an account including an archive of job descriptions that can be used for posting. Craigslist is sometimes more fruitful for classified positions (aides, para-educators), and Indeed is helpful when seeking a candidate pool that is national (or international).

Edjoin is an annual subscription service, Harmony USD pays a flat fee at the start of the year and can post as many positions as we wish. As of 2022, the fee is \$450 annually for Edjoin.

Craigslist is \$75 per ad and for Indeed the cost of a posting varies depending on the level of promotion requested..

At Harmony the Data Tech manages the postings of open job positions.

### **Job Posting Workflow**

- Position opening identified.
- All position open preliminaries are completed (Job description, budget, salary assignment, etc).
- Notice is given to Data Tech to make appropriate updates to the job description as well as the school description for advertisements
- Data Tech posts on Edjoin, and or Craigslist/Indeed, selecting “open until filled” or setting an end date to the application window. Often posts begin with a set end date, in an effort to secure an applicant pool quickly. Later, depending on response, the position may be updated to “open until filled” once the date approaches to encourage additional applicants. Additional applicants may be included in the initial hiring pool, or can be collected for a second pool if the first round of applicants fail to yield a candidate.
- Submissions are generally sent through the Edjoin submission process but all ultimately are received by the Data Tech. Occasionally candidates hand deliver applications, but most submit electronically. In either case the Data Tech prepares a folder with hard copies of all applications. These applications are then provided to the Superintendent in preparation for the paper screen.
- The Data Tech is responsible for responding to applicants acknowledging receipt of their applications. Follow up contact by the Data Tech or paper screen members may occur to collect any missing document.
- Invitations for an interview are generally provided by a member of the hiring team, often the Superintendent.
- The duration of a posting is usually 2 weeks.

### **Ensuring a Good Candidate Pool**

It is important to secure robust quantity and quality of applications. Some positions yield more applications than others. For Harmony, given its geographic location, as well as its unique site, teacher positions typically generate many high quality applicants. For classified positions, applicant pools tend to be smaller. Several factors play into the size and quality of candidate pools:

- Timing of posting
- Level of advertising for position opening
- Uniqueness of posting (Positions seeking rare skills have fewer candidates)
- Competitiveness of FTE, salary and other compensation
- The overall job market.

Efforts should be made to avoid last minute postings, though some circumstances may be beyond the control of staff to anticipate.

There are times when positions need to be filled in a short time frame. In these cases efforts will need to be made to expedite posting and advertising. Timelines for application review and

deadlines will need to be shortened. Indeed applications may need to be reviewed and applicants interviewed on independent workflows rather than as a collective pool.

### **The Hiring Committee**

The Hiring committee should include the following at a minimum:

- 1 Administrator (Superintendent/Principal or Business Manager)
- 1 or more Certificated Teachers
- 1 or more Classified Staff
- 1 or more Parents\*

It should be noted that during expedited hiring process there are times when **\*staff members that are also parents** may fulfill both roles, this isn't ideal, but may be necessary to efficiently review and interview candidates on short time frames, particularly in the summer.

Efforts should be made to keep the membership of the Hiring Committee consistent, such that all members of the team see all the same candidates. There are rare circumstances when keeping a consistent committee composition is not possible, often due to scheduling conflicts when holding interviews. In this case it is important to fill the empty seat by another of the same role. Consistent members should take into account the different subjective responses of committee members that do not see all candidates.

The hiring committee members, once identified, can participate in the paper screen, interviews and reference checks (if trained).

### **Applications and Paper Screen**

At the formation of the hiring committee, 2 or more members of the committee will be selected to conduct the paper screen. With larger pools of candidates, more members may be included. A paper screen chart will be created to provide an objective consideration for each applicant's submission. The areas that are assessed on a 5 point scale (5 being highest) include:

- Experience
- Training/Education
- Personal Statement
- Letters of Recommendation

A total is generated and applications are then ranked to inform the selection of applicants to consider for interview. There are times when different paper reviewers may differ on inclusion of an application for interviewing. Generally preference should be given for interviewing more applicants than less, so in cases of disagreement, generally including an applicant in the pool is chosen. It is important for all screeners to remember that an application does not tell the full story of an applicant's merit.

The goal of the paper screen process is to select the highest quality candidates. Even with small pools, the committee should seek at least 3 candidates to forward to the interview process. For

large candidate pools, particularly for teacher positions 5-6 top applicants may be preferred. Typically 25-50% of applicants are ultimately interviewed. If the hiring is expedited, the paper screen process, and selection for interview may occur separately for each application as it arrives.

### **Interviewing**

Once a pool of interview candidates are selected, then the difficult task of scheduling the hiring committee and interviewees begins.

Booking candidates on a single day is helpful so as not to interrupt hiring committee member schedules more than necessary. With faculty and staff, hourly compensation is provided if the interviews occur outside of an employee's normal work day. Interviews are often scheduled outside of school hours, but occasionally, if scheduled during the instructional day, a substitute teacher may be called in to relieve the committee member to attend the interview.

Having all the applicants interview on the same day also provides committee members a real time comparison of the interviewees within a few hours of each other. This is not always possible, and sometimes interviews will need to be scheduled on different days. Invitations to applicants are usually conducted by email with a follow up phone call.

Interviews can be scheduled on work days or non-work days, including weekends if necessary. Each interview is usually scheduled for a 1 hour time slot, with the interview itself lasting 30 minutes and leaving 15-30 minutes for debrief among committee members, break and preparation for the next candidate. Sometimes, due to lack of time, interviewees may be scheduled back-to-back at 45 minute intervals.

### **Interview Questions**

In advance of the interview date, interview questions are reviewed and edited. Standard sets of questions have been prepared for select positions but at times new sets of questions, or modifications are necessary given the context and needs of the new hire. The hiring committee, as well as general staff may be enlisted to develop questions to be used in the interviews. When questions are finalized they are then used consistently for each candidate.

Candidates are provided the questions in advance, usually when they arrive for the interview. Applicants will be given 5-10 minutes to review the questions independently, away from the committee before being brought into the room.

During the interview, questions are available for their reference, but the committee members will still read the questions aloud. Usually each committee member takes a turn as the interview proceeds..

Committee members will have the question sheet, and a note page to write notes from candidate responses. These notes are important so that a member can later refresh their memory when debriefing applicants during the selection process.

Follow up questions, not on the set list of questions are allowed, but the committee should try to stay to the set questions. Occasionally there is a gap in explanation or an important piece of information comes up in a candidate response that merits further inquiry.

It is important to note that questions that could be considered grounds for discrimination such as questions about a person's gender, sexual orientation, race/ethnicity, religion, disability status, age etc. must be strictly restricted. Hiring committee members should be instructed on this limitation prior to conducting interviews to ensure no mistakes are made.

After the last scripted question, applicants are invited to ask questions of the committee members. Applicants frequently ask for more details about the position, pedagogical approach or more details about the program or the school and staff. These questions are usually directed to the most appropriate committee member to respond. After 5-10 minutes of applicant questions, the interview is closed.

Applicants are informed at that time of the timeline for when to expect follow up contact that will inform them of their status regarding selection for further steps.

### **Interview Location**

The interview is often held in a classroom or office away from other staff or students. Teleconference may be used in unique circumstances, but in person interviews are generally preferred. Sometimes a teleconference may be used as a 1st interview, but the 2nd interview will be required to be in person.

### **Debriefing Applicants**

The committee is encouraged to complete their interview notes independently. When there are many applicants a ranking sheet is filled out after each interview to help committee members track and rank applicants as the interviews proceed. This continues until all candidates have been interviewed. After members complete their independent reflection and review, the committee chair will invite comments and observations from committee members on the performance of the completed interview. This debrief is then concluded and, if more applicants are still scheduled, the next candidate is invited in..

After the last interview, the Hiring Committee reviews its notes and discusses all the candidates in total. Rank sheets are compared to coalesce attention on top candidates. The committee should

seek to draw a line between candidates that could be considered for hire and those that would not. Non-passing candidates would then be dropped from further debrief (and contacted shortly thereafter to notify them that the committee did not select them for promotion to the next hiring step).

Top candidates (if multiple) are then discussed in earnest, considering the merits of the candidate and determining any additional questions or concerns. If there are multiple candidates and the committee is split on their ranking, or additional questions about a candidate arise during committee discussion, then the committee can pursue several additional steps:

### **2nd Interview / Potential Additional Steps**

- Conduct a preliminary reference / resume check for any of the top candidates. Information from these checks are then shared with committee members to determine a preferred candidate. This reference check may not be as extensive as the final hire reference check below.
- Schedule 2nd Interviews for the top candidates. Sometimes this is done with the whole committee, sometimes a fraction. This may also occur if there are questions that arose during reference checks that would benefit from more information. Information is reported back to the team.
- Schedule demonstration lessons in a class with volunteer students (or a whole class if school is in session) to observe and gauge performance. Hiring committee, or fraction thereof will conduct observation and report back to the team. For grade level teachers, avoiding the class that the teacher may be hired for is preferred. If school is out of session, assembling a representative group of students for demo lessons is an option if the committee considers it essential to observe instruction.

After a 2nd Interview or Additional step is conducted, the team will meet again to consider final ranking.

### **Selected Candidate Reference & Credential Checks**

Once a top candidate is determined, a comprehensive reference check is conducted (including information derived during the preliminary reference check if conducted during the "Additional Steps" above).

Reference checks are not restricted to the references provided by the candidate. If there is a previous place of employment listed on the application that does not have a "do not contact" check next to it, the appointed committee member conducting reference checks may contact them.

Reference checks may be performed by any assigned member of the committee, however, it is often the administrator due to the potential sensitivity of the HR information that could be shared by the contact. Such information may necessitate a confidential employee conducting the check.

Personal references are reasonably considered to be biased, though truly important information can be gleaned from them and can be pursued if needed. If District employees have had experience with a candidate, they may be interviewed to share their experiences.

Reference checks can delay the hire process due to the significant lag time in gaining responses from previous supervisors, HR departments, colleagues or personal references.. Diligence and the use of multiple paths of inquiry can assist completing a reference check, but delays still occur, particularly in the off-season when many educational staff are away on vacation.

### **Reference Check Questions**

Questions may include:

- What are the greatest strengths of the candidate?
- What are the areas of weakness or growth for the candidate?
- If you were to provide an onboarding support program for the candidate, what areas of support would they most benefit from?
- How would you describe the candidates relationships with colleagues, parents, children?
- Were there any challenges encountered with the candidate during their time there?
- What is an area that the candidate found strong success in?
- Were any discipline actions taken against the candidate or any allegations of inappropriate behavior with students/staff/community?
- Would you rehire the candidate in a competitive pool?
- Would you want to work with the candidate again?
- Is there anything we should know before we consider offering a position to the candidate?

Many HR departments choose to avoid answering some questions. However, references may provide answers that are instructive for the direction of the hiring team. Other questions not listed above may be asked HOWEVER nothing that is discriminatory may be asked, including questions of gender, sexual orientation, race/ethnicity, religion, disability status, age, etc. Again, an administrator will generally conduct the reference check as they have the proper training to ensure compliance with non-discrimination protections. Employment experience, including years of service, can also be verified when contacting prior employers..

### **Credential Check**

Credential checks are conducted through the CCTC website ([ctc.ca.gov](http://ctc.ca.gov)). If questions arise regarding credentialing, SCOE or CDE can be contacted regarding credential requirements for the position. If additional follow up information is required from a candidate, appropriate inquiries are made. Sometimes a candidate does not have the required credential.

Though it is possible to get temporary permission for a teacher to instruct in a course outside of their designation, favor is usually given to candidates with full credentialing in the assigned area.



Ultimately, if the committee chooses to consider a non-credentialed candidate for a credential position, the committee must determine the potential for the candidate to gain proper certification in their assigned instruction area by an appropriate deadline. Consultation with SCOE or the CDE should be conducted to determine the necessary requirements for full credentialing, the timelines, and the impacts on the district while the potential candidate completes their certification. Follow up inquiry with the candidate will be necessary to explore the potential for certification completion.

### **Final Determination,**

Once all information from the reference checks are gathered the committee is re-assembled and the information is reported to the hiring committee. The committee will then debrief the findings and a final decision is made. A consensus model is pursued but is not required to make a determination. The final decision rests with the Superintendent if the team is divided. If a candidate is selected, then the candidate is contacted and offered the position.

### **Offering the Position**

If a candidate is selected, then the candidate is contacted and offered the position. There are occasions that a candidate will ask for time to consider a decision. Often they have other offers or are currently employed in another institution. It is reasonable to offer up to 72 hours for a decision, perhaps longer in unusual circumstances.

At this time it is important to provide a full disclosure of Salary and benefits, including comparisons with competitive districts to assist a candidate's determination. Occasionally negotiations on FTE are necessary.

### **Confirming the Hire & Background Check**

If the top candidate responds in the affirmative, then the information for the candidate is forwarded to the Business Manager to begin the hire process and to the Office Manager and Data Tech to begin onboarding processes (email account creation, web page, CALPADS etc).

The Business Manager will contact the selected candidate with preliminary hiring information and request for additional documentation including completion of the fingerprint/background check. It is at this time that transcripts, if not supplied earlier, are provided for verification of education and units completed along with years of experience for placement on the salary schedule.

### **Notification of Remaining Candidates**

After confirming the selected candidate, secondary top candidate(s) are contacted and notified of their non-selection.

**Board Endorsement**

Once the background check is clear, the contract is signed and presented to the board at the next board meeting for endorsement. Depending on the position, an announcement may be made with the community welcoming the new hire(s), introducing them to the community.

**Aborted Hire**

If problems arise in the final process, and a top candidate withdraws or is excluded due to failed background check, then the committee will be reconvened to seek direction. Options include:





- The committee may reconsider rankings of previous top applicants, and select a new candidate to promote to the hire process. If a secondary candidate is chosen, then the reference and hire process starts again.
- If no additional candidate is selected from the pre-existing pool of applicants, then a secondary pool, if available, can be reviewed.
- If there are no additional applications, then the position is re-posted and the process begins again.



<b>Meeting Date:</b>	3/10/2022 - 6:00 PM
<b>Category:</b>	Action Items
<b>Type:</b>	Action
<b>Subject:</b>	10.1 Consideration of District's 2nd Interim Report of Budget and Financial Progress for the 2021-2022 school year
<b>Strategic Plans:</b>	
<b>Policy:</b>	

### Enclosure

### File Attachment:

-  2nd Interim Board Packet (1).pdf
-  Board's Cliff's Notes.pdf
-  CDE Releases 2021-22 First Interim Certifications.pdf
-  CDE Principal Apportionment Data Confirms Significant ADA Decline.pdf

### Description:

The Board will receive information regarding the financial status of the District as of March 10, 2022. The Board will be asked to give a positive certification, meaning the District is able to meet its financial obligations this year and for two subsequent years.

### Background Information:

Local educational agencies (LEAs) are required to file two reports during a fiscal year (interim reports) on the status of the LEA's financial health. The first interim report is due December 15 for the period ending October 31. The second interim report is due March 17 for the period ending January 31. County superintendents are to report to the Superintendent of Public Instruction and the State Controller the certification for all districts in their county within 75 days after the close of the reporting period.

The interim reports must include a certification of whether or not the LEA is able to meet its financial obligations. The certifications are classified as positive, qualified, or negative. A positive certification is assigned when the district will meet its financial obligations for the current and two subsequent fiscal years. A qualified certification is assigned when the district may not meet its financial obligations for the current or two subsequent fiscal years. A negative certification is assigned when a district will be unable to meet its financial obligations for the remainder of the current year or for the subsequent fiscal year. In addition, the Superintendent of Public Instruction may reclassify the certification of any county office of education or reclassify a certification based on an appeal of a school district in accordance with the above standards.

### Fiscal Implications:

### Recommendation:

The Board receives and considers approving the 2nd Interim Report of Budget and Financial Progress for 2021-2022.

**Approvals:**

Recommended  
By:

A handwritten signature in black ink that reads "Matthew Morgan". The signature is fluid and cursive, with a long horizontal stroke at the end.

Matthew Morgan - Superintendent/Principal



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# 2nd Interim

# 2021-22

# Certification

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

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
District Superintendent or Designee

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

To the County Superintendent of Schools:

This interim report and certification of financial condition are hereby filed by the governing board of the school district. (Pursuant to EC Section 42131)

Meeting Date: March 10, 2022 Signed: \_\_\_\_\_  
President of the Governing Board

CERTIFICATION OF FINANCIAL CONDITION

POSITIVE CERTIFICATION

As President of the Governing Board of this school district, I certify that based upon current projections this district will meet its financial obligations for the current fiscal year and subsequent two fiscal years.

QUALIFIED CERTIFICATION

As President of the Governing Board of this school district, I certify that based upon current projections this district may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.

NEGATIVE CERTIFICATION

As President of the Governing Board of this school district, I certify that based upon current projections this district will be unable to meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

Contact person for additional information on the interim report:

Name: Stacy Kalember Telephone: 707-874-1205  
Title: Chief Business Official E-mail: skalember@harmonyusd.org

**Criteria and Standards Review Summary**

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

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Funded ADA for any of the current or two subsequent fiscal years has not changed by more than two percent since first interim.		X

<b>CRITERIA AND STANDARDS (continued)</b>			<b>Met</b>	<b>Not Met</b>
2	Enrollment	Projected enrollment for any of the current or two subsequent fiscal years has not changed by more than two percent since first interim.		X
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio for the current and two subsequent fiscal years is consistent with historical ratios.		X
4	Local Control Funding Formula (LCFF) Revenue	Projected LCFF revenue for any of the current or two subsequent fiscal years has not changed by more than two percent since first interim.	X	
5	Salaries and Benefits	Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures has not changed by more than the standard for the current and two subsequent fiscal years.	X	
6a	Other Revenues	Projected operating revenues (federal, other state, other local) for the current and two subsequent fiscal years have not changed by more than five percent since first interim.		X
6b	Other Expenditures	Projected operating expenditures (books and supplies, services and other expenditures) for the current and two subsequent fiscal years have not changed by more than five percent since first interim.		X
7	Ongoing and Major Maintenance Account	If applicable, changes occurring since first interim meet the required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account).	n/a	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard in any of the current or two subsequent fiscal years.	X	
9a	Fund Balance	Projected general fund balance will be positive at the end of the current and two subsequent fiscal years.	X	
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.	X	
10	Reserves	Available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the current and two subsequent fiscal years.	X	

<b>SUPPLEMENTAL INFORMATION</b>			<b>No</b>	<b>Yes</b>
S1	Contingent Liabilities	Have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) occurred since first interim that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures funded with one-time revenues that have changed since first interim by more than five percent?	X	
S3	Temporary Interfund Borrowings	Are there projected temporary borrowings between funds?	X	
S4	Contingent Revenues	Are any projected revenues for any of the current or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed since first interim by more than \$20,000 and more than 5% for any of the current or two subsequent fiscal years?	X	

<b>SUPPLEMENTAL INFORMATION (continued)</b>			<b>No</b>	<b>Yes</b>
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		<b>X</b>
		• If yes, have annual payments for the current or two subsequent fiscal years increased over prior year's (2020-21) annual payment?		<b>X</b>
		• If yes, will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?	<b>X</b>	
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		<b>X</b>
		• If yes, have there been changes since first interim in OPEB liabilities?	<b>X</b>	
S7b	Other Self-insurance Benefits	Does the district operate any self-insurance programs (e.g., workers' compensation)?	<b>X</b>	
		• If yes, have there been changes since first interim in self-insurance liabilities?	<b>n/a</b>	
S8	Status of Labor Agreements	As of second interim projections, are salary and benefit negotiations still unsettled for:		
		• Certificated? (Section S8A, Line 1b)		<b>X</b>
		• Classified? (Section S8B, Line 1b)		<b>X</b>
S8	Labor Agreement Budget Revisions	For negotiations settled since first interim, per Government Code Section 3547.5(c), are budget revisions still needed to meet the costs of the collective bargaining agreement(s) for:		
		• Certificated? (Section S8A, Line 3)	<b>n/a</b>	
		• Classified? (Section S8B, Line 3)	<b>n/a</b>	
S9	Status of Other Funds	Are any funds other than the general fund projected to have a negative fund balance at the end of the current fiscal year?	<b>X</b>	

<b>ADDITIONAL FISCAL INDICATORS</b>			<b>No</b>	<b>Yes</b>
A1	Negative Cash Flow	Do cash flow projections show that the district will end the current fiscal year with a negative cash balance in the general fund?	<b>X</b>	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	<b>X</b>	
A3	Declining Enrollment	Is enrollment decreasing in both the prior and current fiscal years?	<b>X</b>	
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 or current fiscal year?	<b>X</b>	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	<b>X</b>	
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	<b>X</b>	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	<b>X</b>	
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).	<b>X</b>	
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?	<b>X</b>	





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# 2nd Interim

## 2021-22

# Narrative

## **HARMONY UNION SCHOOL DISTRICT**

Board Meeting March 10, 2022  
2021-22 2nd Interim

The 2021-22 2nd Interim was developed using the 2022-23 Governor's Budget proposal. The Governor's proposal will be revised in May 2022 and then agreed upon in June 2022 between Governor Newsom and the State Legislature which preserves funding at current levels for K-12.

The LCFF Calculator used in developing the 2<sup>nd</sup> Interim 2021-22 Multi Year Projection used a 5.07% COLA for 2021-22, 5.33% for 2022-23 and 3.61% for 2023-24. For these reasons, the Harmony Union School District Board is being presented with a 2021-22 2nd Interim for review and adoption that is deficit spending in school years 2021-22, 2022-23 and 2023-24.

The 2021-22 2nd Interim is based on the LCFF calculation which includes supplemental and concentration grants based on the number of English Language Learners pupils, students eligible for free and reduced meal programs and foster youth. (Unduplicated pupil counts) The ADA, enrollment and pupil counts have been updated to reflect estimates as best as can be determined at this time. The number of unduplicated pupils enrolled in each school district as a percentage of total enrollment will constitute the unduplicated count. Each year the District will provide the State the total number of unduplicated pupil counts in these categories, which will determine the grant funding the District qualifies for. At the 2021-22 2nd Interim Budget, the District's unduplicated count is 8 and the Supplemental/Concentration Grant percentage for the District is 25.17%. The District does not qualify for concentration grant funding as the unduplicated count percentage would have to exceed 55%.

The 2021-22 school year will include additional revenue connect to COVID Relief:

In-Person Instruction \$43,132: IPI Grants may be used for any purpose consistent with providing in-person instruction for any pupil participating in in-person instruction, including, but not limited to, COVID-19 testing, cleaning and disinfection, personal protective equipment, ventilation and other school site upgrades necessary for health and safety, salaries for certificated or classified employees providing in-person instruction or services, and social and mental health support services provided in conjunction with in-person instruction.

ESSER III \$292,976: Any activity authorized by the ESEA, the Individuals with Disabilities Education Act (IDEA), the Adult Education and Family Literacy Act (AEFLA), or the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins). Coordination of LEA preparedness and response efforts with state, local, tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses with other agencies to prevent, prepare for, and respond to coronavirus. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population. Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs. Training and professional development for LEA staff on sanitation and minimizing the spread of infectious diseases. Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency. Purchasing educational technology (including hardware, software, and connectivity) for students served by the LEA that aids in regular and substantive educational interactions between students and their classroom teachers, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools. Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online

learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children in foster care, of the LEA. School facility repairs and improvements to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification, and other air cleaning, fans, control systems, and window and door repair and replacement. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff. Other activities that are necessary to maintain operations and continuity of services and continuing to employ existing staff.

In previous years, the Board has been warned about the volatility of Basic Aid Supplemental funding due to the criteria of receiving the funding. With the concern of Assembly Bills 1505 and 1507, passed in October of 2019, the District contacted FCMAT, the CDE and SCOE regarding the outcome of the Basic Aid Supplemental, should the District no longer be able to sponsor Pathway’s Charter. The outcome to these discussions and calculations informed the District that should the District no longer sponsor Pathway’s Charter, the District would lose 75% of the Basic Aid Supplemental funding, however, the District would discontinue sending in lieu property taxes to Pathways, therefore the end result in affecting the District’s budget is a wash.

The 38.7 ADA for Harmony Elementary at 2021-22 2nd Interim includes a transitional kindergarten in its counts for ADA and enrollment. ADA and enrollment for these TK students can only be reported to the State once the transitional kindergarten student turns five years of age. The ADA and enrollment continue to climb throughout the school year as these students turn five.

Special Ed student enrollment has increased raising the cost of special education services for the District. The revenue for these students has increased, but the contribution from the General Fund for this program is significant at \$461,000.

Property taxes per ADA x Charter ADA is reflected below:

	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>
<u>Local Property Taxes</u>	\$2,729,792	\$2,784,388	\$2,840,076
District LCFF ADA	47.5	49.4	49.4
	\$297,708	\$237,437	\$249,589
S.C. Charter LCFF ADA	127.51	130.15	133
	\$648,898	\$637,289	\$658,766
Pathways Charter ADA	350.40	390	390
	\$1,783,186	\$1,909,662	\$1,931,721

Deferred Maintenance Program Fund 14: With the implementation of LCFF, the annual State’s deferred maintenance apportionment was eliminated. There will no longer be a revenue stream in this fund unless funds are permanently transferred from the general fund. These funds have been committed for deferred maintenance purposes by an approved board resolution. The contribution to

the deferred maintenance program from the General Fund is \$25,000 for 2021-22, 2022-23 and 2023-24.

Measure C, a school improvement obligation (G.O.) bond measure ballot to modernize and renovate our campus was passed on the June 5, 2018. The Bond is in the amount of \$9.6 million. The District continues to try and organize a Citizens' Oversight Committee to monitor bond expenditures, a requirement of the Prop 39 bond measure. The District created their own Bond Committee that has representation of staff, a board trustee, community, and administration. This committee has been an intricate part of bond planning. A master plan was presented at the 2018 November regular board meeting by TLCDC Architects and a final draft of the master plan was brought back to the December 2018 board meeting for approval.

Proposition 51 effects the required minimum contribution a District must deposit to the Restricted Routine Repair and Maintenance account from their General Fund. The rate is 3% of the total General Fund expenditures within the General Fund for ongoing and major maintenance. *Currently the District is not required to meet that requirement due to the fact that District's with ADA under 300 are exempt.*

2nd Interim projections for 2021-22 through 2023-24 reflect an average of 2.44% increase in salaries due to step in column increases. The Administrative configuration for 2021-22 will be a full time Superintendent/Principal, a full time Chief Business Official and a full time Office Manager. There is a 1.8 FTE in certificated position layoffs, 3.17 FTE Classified layoffs and .55 FTE Confidential layoff reflected in 2022-23.

The 2nd Interim reflects one certificated retiree receiving the monthly CAP of \$790 per month and one retiree receiving the monthly CAP of \$825. These two retirees are reflected in 2021-22 with an estimated cost for retiree health benefits of \$27,130. Both of these retirees age out during 2022. The District signed a 5 year contract in June of 2019 agreeing to pay \$15,000 to an HUSD Retiree through June of 2024. This \$15,000 has been added to the cost of retirees.

In summary:

At this time, the 2021-22 2nd Interim is deficit spending in 2021-22, 2022-23 and 2023-24. If the State does not provide adequate funding within the next three (3) years, it is recommended that additional budget reductions be made in addition to the reductions presented in this Budget Development.

Posted in the November 30, 2021 edition of School Services of California, "Using the premise that we can do anything in education, but not everything, many local educational agencies (LEAs) find themselves in a bind for 2021-22 as they balance demands at the bargaining table with the maintenance of current staffing levels amidst significant declining enrollment. It's likely that most LEAs have carried forward staffing levels from 2019-20 through 2021-22, because of COVID-related legislation and/or to staff the demands for independent study. Beginning in 2022-23, the requirement to offer independent study goes away, and more importantly, the relief provided by the 2020-21 average daily attendance (ADA) hold harmless expires which means that a district with declining enrollment will experience two years' worth of ADA loss in one year (losses experienced in 2020-21 and 2021-22).

As LEAs grapple with this conundrum, it's likely that reductions in force may be necessary even though funding for K-14 education is at an all-time high. Although the funding loss referenced above will be experienced in 2022-23, the planning process starts now for layoffs in spring 2022 due to the restrictive timelines prescribed by the statute for certificated, and now classified employees per the passage of Assembly Bill (AB) 438."

With the uncertainty of the California State Budget it is highly recommended that the District monitor the budget closely. With an ending balance of \$3,378,146, we are well within the State's "Criteria and Standards" which state that our District should have an ending balance for Economic Uncertainties of 5%. With the District assigning funds in a Budget Stabilization account, in the amount of \$2,400,000, and restricted funds in the amount of \$386,902 the district's unassigned ending balance at 2nd Interim is \$591,244.

A fluctuation in revenue is reflected based on the changes in ADA (see below):

	<u>*LCFF Revenue</u>	<u>EPA Revenue</u>	<u>State Aid Revenue</u>
2021-22	\$2,860,224	\$37,202	\$960,224
2022-23	\$3,052,927	\$58,281	\$1,114,927
2023-24	\$3,215,054	\$49,491	\$1,238,294

\*EPA and State Aid Revenues are included within the LCFF Revenue.

ADA used for LCFF calculations are:

@Budget Development		@2nd Interim	
2021-22	199.5	2021-22	167.32
2022-23	194.75	2022-23	175.75
2023-24	195.7	2023-24	182.4

2022-23 and 2023-24 reflect expenditure increases in salaries due to step in column increases and 3% increases per the district's offer. Estimated health and welfare benefit increases 3% as well as increases in STRS & PERS costs per the most recent Dartboard.

The 2nd Interim 2021-22 reflects a positive certification for Harmony Union School District. It will be able to meet its financial obligations for the 2021-22 through 2023-24 fiscal years.

At this time, it is expected that all other funds (Cafeteria, Deferred Maintenance, Capital Facilities, Bond, Special Reserves and Retiree Benefits) will have a positive ending balance for the 2021-22 school year. Projected Ending Balance spreadsheet is attached.

The LCFF Calculator Universal Assumptions for Harmony Union Elementary and Salmon Creek Charter used for the 2021-22 2nd Interim is included.

Projected Ending Balances

FUND 8 through FUND 40

As of  
March 10, 2022

Ending Balances –	Unassigned/Unappropriated
Fund 8 – Student Body Account	\$34,672.73
<i>Assigned</i> – Student Activity Funds	
Fund 13 – Cafeteria Fund	\$40,336.80
<i>Restricted</i> – cafeteria expenditures	
<b><i>Transfer in from the General Fund 01 - \$95,000</i></b>	
Fund 14 – Deferred Maintenance	\$71,854.66
<i>Committed</i> – deferred maintenance projects	
<b><i>Transfer in from the General Fund 01 - \$0</i></b>	
Fund 17 – Special Reserve Fund	\$489,717.23
<i>Committed</i> – instructional Program expenditures	
Fund 20 – Postemployment Benefits	\$818,717.13
<i>Committed</i> – retiree benefit expenditures	
<b><i>Transfer out to the General Fund 01 - \$27,130</i></b>	
Fund 21 – Building Fund	\$1,893,049.43
<i>Assigned</i> – building projects	
Fund 25 – Capital Facilities Fund	\$202,179.14
<i>Assigned</i> – building projects	
Fund 35 – County School Facilities Fund	\$0.00
<i>Restricted</i> – capital Outlay Projects	
Fund 40 – Capital Outlay Projects	\$352,354.05
<i>Committed</i> – capital projects	

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**Harmony**  
Union School District

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# 2nd Interim

## 2021-22

# LCFF Calculator

Harmony Union Elementary (70730) - 2021-22 @ 2nd Interim		3/10/2022							
		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
<b>SUMMARY OF FUNDING</b>									
<b>General Assumptions</b>									
COLA & Augmentation		3.26%	0.00%	5.07%	5.33%	3.61%	3.64%	3.62%	3.50%
Base Grant Proration Factor		-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor		-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
<b>LCFF Entitlement</b>									
Base Grant		\$451,132	\$451,132	\$473,554	\$413,710	\$445,440	\$461,220	\$477,899	\$494,628
Grade Span Adjustment		46,194	46,194	48,474	42,085	45,398	47,971	49,684	51,448
Supplemental Grant		32,426	31,312	26,279	18,769	20,566	21,406	21,895	22,662
Concentration Grant		-	-	-	-	-	-	-	-
Add-ons: Targeted Instructional Improvement Block Grant		-	-	-	-	-	-	-	-
Add-ons: Home-to-School Transportation		115,000	115,000	115,000	115,000	115,000	115,000	115,000	115,000
Add-ons: Small School District Bus Replacement Program		-	-	-	-	-	-	-	-
<b>Total LCFF Entitlement Before Adjustments, ERT &amp; Additional State Aid</b>		<b>\$644,752</b>	<b>\$643,638</b>	<b>\$663,307</b>	<b>\$589,564</b>	<b>\$626,404</b>	<b>\$645,597</b>	<b>\$664,478</b>	<b>\$683,738</b>
Miscellaneous Adjustments		-	-	-	-	-	-	-	-
Economic Recovery Target		-	-	-	-	-	-	-	-
Additional State Aid		186,324	187,438	167,453	188,556	161,708	142,515	123,634	104,374
<b>Total LCFF Entitlement</b>		<b>831,076</b>	<b>831,076</b>	<b>830,760</b>	<b>778,120</b>	<b>788,112</b>	<b>788,112</b>	<b>788,112</b>	<b>788,112</b>
<b>LCFF Entitlement Per ADA</b>		<b>\$ 14,192</b>	<b>\$ 14,192</b>	<b>\$ 14,201</b>	<b>\$ 16,047</b>	<b>\$ 15,640</b>	<b>\$ 15,640</b>	<b>\$ 15,640</b>	<b>\$ 15,640</b>
<b>Components of LCFF By Object Code</b>									
State Aid (Object Code 8011)		\$ 536,753	\$ 523,122	\$ 533,052	\$ 523,122	\$ 523,122	\$ 523,123	\$ 528,442	\$ 523,246
EPA (for LCFF Calculation purposes)		\$ 49,698	\$ 53,048	\$ 11,700	\$ 17,561	\$ 15,401	\$ 10,407	\$ 10,078	\$ 10,078
<i>Local Revenue Sources:</i>									
Property Taxes (Object 8021 to 8089)		\$ 2,548,851	\$ 2,655,987	\$ 2,729,792	\$ 2,784,388	\$ 2,840,076	\$ 2,896,877	\$ 2,954,815	\$ 3,013,911
In-Lieu of Property Taxes (Object Code 8096)		(2,304,226)	(2,401,081)	(2,432,084)	(2,546,951)	(2,590,487)	(2,642,295)	(2,695,145)	(2,749,045)
Property Taxes net of In-Lieu		\$ 244,625	\$ 254,906	\$ 297,708	\$ 237,437	\$ 249,589	\$ 254,582	\$ 259,670	\$ 264,866
<b>TOTAL FUNDING</b>		<b>831,076</b>	<b>831,076</b>	<b>842,460</b>	<b>778,120</b>	<b>788,112</b>	<b>788,112</b>	<b>798,190</b>	<b>798,190</b>
Basic Aid Status		<i>Basic Aid</i>	<i>Basic Aid</i>	<i>Basic Aid</i>	<i>Basic Aid</i>	<i>Basic Aid</i>	<i>Basic Aid</i>	<i>Basic Aid</i>	<i>Basic Aid</i>
Excess Taxes		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
EPA in Excess to LCFF Funding		\$ -	\$ -	\$ 11,700	\$ -	\$ -	\$ -	\$ 10,078	\$ 10,078
<b>Total LCFF Entitlement</b>		<b>831,076</b>	<b>831,076</b>	<b>830,760</b>	<b>778,120</b>	<b>788,112</b>	<b>788,112</b>	<b>788,112</b>	<b>788,112</b>
<b>SUMMARY OF EPA</b>									
% of Adjusted Revenue Limit - Annual		16.13801139%	70.06785065%	70.06785065%	70.06785065%	70.06785065%	70.06785065%	70.07000000%	70.07000000%
% of Adjusted Revenue Limit - P-2		16.08698870%	70.06785065%	70.06785065%	70.06785065%	70.06785065%	70.06785065%	70.07000000%	70.07000000%
EPA (for LCFF Calculation purposes)		\$ 49,698	\$ 53,048	\$ 11,700	\$ 17,561	\$ 15,401	\$ 10,407	\$ 10,078	\$ 10,078
EPA, Current Year (Object Code 8012)		\$ 49,698	\$ 53,048	\$ 11,700	\$ 17,561	\$ 15,401	\$ 10,407	\$ 10,078	\$ 10,078
(P-2 plus Current Year Accrual)									
EPA, Prior Year Adjustment (Object Code 8019)		\$ (3,613.00)	\$ 200.00	\$ (4,600.43)	\$ -	\$ -	\$ -	\$ -	\$ -
(P-A less Prior Year Accrual)									
Accrual (from Data Entry tab)		-	-	-	-	-	-	-	-



Harmony Union Elementary (70730) - 2021-22 @ 2nd Interim	3/10/2022							
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
<b>LCAP PERCENTAGE TO INCREASE OR IMPROVE SERVICES</b>								
Base Grant (Excludes add-ons for TIIG and Transportation)	\$ 683,650	\$ 684,764	\$ 689,481	\$ 644,351	\$ 652,546	\$ 651,706	\$ 651,217	\$ 650,450
Supplemental and Concentration Grant funding in the LCAP year	\$ 32,426	\$ 31,312	\$ 26,279	\$ 18,769	\$ 20,566	\$ 21,406	\$ 21,895	\$ 22,662
Percentage to Increase or Improve Services	4.74%	4.57%	3.81%	2.91%	3.15%	3.28%	3.36%	3.48%

<b>SUMMARY OF STUDENT POPULATION</b>								
<b>Unduplicated Pupil Population</b>								
Enrollment	61	40	43	50	52	52	52	52
COE Enrollment	1	1	1	1	1	1	1	1
<b>Total Enrollment</b>	<b>62</b>	<b>41</b>	<b>44</b>	<b>51</b>	<b>53</b>	<b>53</b>	<b>53</b>	<b>53</b>
Unduplicated Pupil Count	19	7	8	10	10	10	10	10
COE Unduplicated Pupil Count	1	1	1	1	1	1	1	1
<b>Total Unduplicated Pupil Count</b>	<b>20</b>	<b>8</b>	<b>9</b>	<b>11</b>	<b>11</b>	<b>11</b>	<b>11</b>	<b>11</b>
Rolling %, Supplemental Grant	32.6000%	31.4800%	25.1700%	20.5900%	20.9500%	21.0200%	20.7500%	20.7500%
Rolling %, Concentration Grant	32.6000%	31.4800%	25.1700%	20.5900%	20.9500%	21.0200%	20.7500%	20.7500%

Harmony Union Elementary (70730) - 2021-22 @ 2nd Interim	3/10/2022							
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
<b>SUMMARY OF LCFF ADA</b>								
<b>Prior Year ADA for the Hold Harmless - ( net of current year charter shift)</b>								
Grades TK-3	55.11	57.57	57.57	39.81	47.50	49.40	49.40	49.40
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
<b>LCFF Subtotal</b>	<b>55.11</b>	<b>57.57</b>	<b>57.57</b>	<b>39.81</b>	<b>47.50</b>	<b>49.40</b>	<b>49.40</b>	<b>49.40</b>
NSS	-	-	-	-	-	-	-	-
<b>Combined Subtotal</b>	<b>55.11</b>	<b>57.57</b>	<b>57.57</b>	<b>39.81</b>	<b>47.50</b>	<b>49.40</b>	<b>49.40</b>	<b>49.40</b>
<b>Current Year ADA</b>								
Grades TK-3	57.57	57.57	39.81	47.50	49.40	49.40	49.40	49.40
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
<b>LCFF Subtotal</b>	<b>57.57</b>	<b>57.57</b>	<b>39.81</b>	<b>47.50</b>	<b>49.40</b>	<b>49.40</b>	<b>49.40</b>	<b>49.40</b>
NSS	-	-	-	-	-	-	-	-
<b>Combined Subtotal</b>	<b>57.57</b>	<b>57.57</b>	<b>39.81</b>	<b>47.50</b>	<b>49.40</b>	<b>49.40</b>	<b>49.40</b>	<b>49.40</b>
<b>Change in LCFF ADA (excludes NSS ADA)</b>	2.46	-	(17.76)	7.69	1.90	-	-	-
	Increase	No Change	Decline	Increase	Increase	No Change	No Change	No Change
<b>Funded LCFF ADA for the Hold Harmless</b>								
Grades TK-3	57.57	57.57	57.57	47.50	49.40	49.40	49.40	49.40
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
<b>Subtotal</b>	<b>57.57</b>	<b>57.57</b>	<b>57.57</b>	<b>47.50</b>	<b>49.40</b>	<b>49.40</b>	<b>49.40</b>	<b>49.40</b>
	<i>Current</i>	<i>Current</i>	<i>Prior</i>	<i>Current</i>	<i>Current</i>	<i>Current</i>	<i>Current</i>	<i>Current</i>
<b>Funded NSS ADA</b>								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
<b>Subtotal</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
	<i>Prior</i>	<i>Prior</i>	<i>Prior</i>	<i>Prior</i>	<i>Prior</i>	<i>Prior</i>	<i>Prior</i>	<i>Prior</i>
<b>NPS, CDS, &amp; COE Operated</b>								
Grades TK-3	0.10	0.10	-	-	-	0.99	0.99	0.99
Grades 4-6	0.89	0.89	0.93	-	-	-	-	-
Grades 7-8	-	-	-	0.99	0.99	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
<b>Subtotal</b>	<b>0.99</b>	<b>0.99</b>	<b>0.93</b>	<b>0.99</b>	<b>0.99</b>	<b>0.99</b>	<b>0.99</b>	<b>0.99</b>
<b>ACTUAL ADA (Current Year Only)</b>								
Grades TK-3	57.67	57.67	39.81	47.50	49.40	50.39	50.39	50.39
Grades 4-6	0.89	0.89	0.93	-	-	-	-	-
Grades 7-8	-	-	-	0.99	0.99	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
<b>Total Actual ADA</b>	<b>58.56</b>	<b>58.56</b>	<b>40.74</b>	<b>48.49</b>	<b>50.39</b>	<b>50.39</b>	<b>50.39</b>	<b>50.39</b>
<b>TOTAL FUNDED ADA</b>								
Grades TK-3	57.67	57.67	57.57	47.50	49.40	50.39	50.39	50.39
Grades 4-6	0.89	0.89	0.93	-	-	-	-	-
Grades 7-8	-	-	-	0.99	0.99	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
<b>Total</b>	<b>58.56</b>	<b>58.56</b>	<b>58.50</b>	<b>48.49</b>	<b>50.39</b>	<b>50.39</b>	<b>50.39</b>	<b>50.39</b>
<i>Funded Difference (Funded ADA less Actual ADA)</i>	-	-	17.76	-	-	-	-	-

Harmony Union Elementary (70730) - 2021-22 @ 2nd Interim		3/10/2022							
		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
<b>PER-ADA FUNDING LEVELS</b>									
<b>Base, Supplemental and Concentration Rate per ADA</b>									
Grades TK-3	\$	9,057	\$ 9,038	\$ 9,385	\$ 9,798	\$ 10,160	\$ 10,530	\$ 10,905	\$ 11,287
Grades 4-6	\$	8,328	\$ 8,310	\$ 8,629	\$ 9,009	\$ 9,341	\$ 9,682	\$ 10,027	\$ 10,378
Grades 7-8	\$	8,575	\$ 8,557	\$ 8,884	\$ 9,276	\$ 9,618	\$ 9,969	\$ 10,324	\$ 10,686
Grades 9-12	\$	10,196	\$ 10,175	\$ 10,563	\$ 11,028	\$ 11,435	\$ 11,852	\$ 12,275	\$ 12,704
<b>Base Grants</b>									
Grades TK-3	\$	7,702	\$ 7,702	\$ 8,093	\$ 8,524	\$ 8,832	\$ 9,153	\$ 9,484	\$ 9,816
Grades 4-6	\$	7,818	\$ 7,818	\$ 8,215	\$ 8,653	\$ 8,965	\$ 9,291	\$ 9,627	\$ 9,964
Grades 7-8	\$	8,050	\$ 8,050	\$ 8,458	\$ 8,909	\$ 9,231	\$ 9,567	\$ 9,913	\$ 10,260
Grades 9-12	\$	9,329	\$ 9,329	\$ 9,802	\$ 10,324	\$ 10,697	\$ 11,086	\$ 11,487	\$ 11,889
<b>Grade Span Adjustment</b>									
Grades TK-3	\$	801	\$ 801	\$ 842	\$ 886	\$ 919	\$ 952	\$ 986	\$ 1,021
Grades 9-12	\$	243	\$ 243	\$ 255	\$ 268	\$ 278	\$ 288	\$ 299	\$ 309
<b>Prorated Base, Supplemental and Concentration Rate per ADA</b>									
Grades TK-3	\$	8,503	\$ 8,503	\$ 8,935	\$ 9,410	\$ 9,751	\$ 10,105	\$ 10,470	\$ 10,837
Grades 4-6	\$	7,818	\$ 7,818	\$ 8,215	\$ 8,653	\$ 8,965	\$ 9,291	\$ 9,627	\$ 9,964
Grades 7-8	\$	8,050	\$ 8,050	\$ 8,458	\$ 8,909	\$ 9,231	\$ 9,567	\$ 9,913	\$ 10,260
Grades 9-12	\$	9,572	\$ 9,572	\$ 10,057	\$ 10,592	\$ 10,975	\$ 11,374	\$ 11,786	\$ 12,198
<b>Prorated Base Grants</b>									
Grades TK-3	\$	7,702	\$ 7,702	\$ 8,093	\$ 8,524	\$ 8,832	\$ 9,153	\$ 9,484	\$ 9,816
Grades 4-6	\$	7,818	\$ 7,818	\$ 8,215	\$ 8,653	\$ 8,965	\$ 9,291	\$ 9,627	\$ 9,964
Grades 7-8	\$	8,050	\$ 8,050	\$ 8,458	\$ 8,909	\$ 9,231	\$ 9,567	\$ 9,913	\$ 10,260
Grades 9-12	\$	9,329	\$ 9,329	\$ 9,802	\$ 10,324	\$ 10,697	\$ 11,086	\$ 11,487	\$ 11,889
<b>Prorated Grade Span Adjustment</b>									
Grades TK-3	\$	801	\$ 801	\$ 842	\$ 886	\$ 919	\$ 952	\$ 986	\$ 1,021
Grades 9-12	\$	243	\$ 243	\$ 255	\$ 268	\$ 278	\$ 288	\$ 299	\$ 309
<b>Supplemental Grant</b>									
		20%	20%	20%	20%	20%	20%	20%	20%
<b>Maximum - 1.00 ADA, 100% UPP</b>									
Grades TK-3	\$	1,701	\$ 1,701	\$ 1,787	\$ 1,882	\$ 1,950	\$ 2,021	\$ 2,094	\$ 2,167
Grades 4-6	\$	1,564	\$ 1,564	\$ 1,643	\$ 1,731	\$ 1,793	\$ 1,858	\$ 1,925	\$ 1,993
Grades 7-8	\$	1,610	\$ 1,610	\$ 1,692	\$ 1,782	\$ 1,846	\$ 1,913	\$ 1,983	\$ 2,052
Grades 9-12	\$	1,914	\$ 1,914	\$ 2,011	\$ 2,118	\$ 2,195	\$ 2,275	\$ 2,357	\$ 2,440
<b>Actual - 1.00 ADA, Local UPP as follows:</b>									
		32.60%	31.48%	25.17%	20.59%	20.95%	21.02%	20.75%	20.75%
Grades TK-3	\$	554	\$ 535	\$ 450	\$ 388	\$ 409	\$ 425	\$ 435	\$ 450
Grades 4-6	\$	510	\$ 492	\$ 414	\$ 356	\$ 376	\$ 391	\$ 400	\$ 414
Grades 7-8	\$	525	\$ 507	\$ 426	\$ 367	\$ 387	\$ 402	\$ 411	\$ 426
Grades 9-12	\$	624	\$ 603	\$ 506	\$ 436	\$ 460	\$ 478	\$ 489	\$ 506
<b>Concentration Grant (&gt;55% population)</b>									
		50%	50%	65%	65%	65%	65%	65%	65%
<b>Maximum - 1.00 ADA, 100% UPP</b>									
Grades TK-3	\$	4,252	\$ 4,252	\$ 5,808	\$ 6,117	\$ 6,338	\$ 6,568	\$ 6,806	\$ 7,044
Grades 4-6	\$	3,909	\$ 3,909	\$ 5,340	\$ 5,624	\$ 5,827	\$ 6,039	\$ 6,258	\$ 6,477
Grades 7-8	\$	4,025	\$ 4,025	\$ 5,498	\$ 5,791	\$ 6,000	\$ 6,219	\$ 6,443	\$ 6,669
Grades 9-12	\$	4,786	\$ 4,786	\$ 6,537	\$ 6,885	\$ 7,134	\$ 7,393	\$ 7,661	\$ 7,929
<b>Actual - 1.00 ADA, Local UPP &gt;55% as follows:</b>									
		0.0000%	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%
Grades TK-3	\$	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grades 4-6	\$	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grades 7-8	\$	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grades 9-12	\$	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Salmon Creek School - A Charter (6110639) - 2021-22 @ 2nd Interim	3/10/2022							
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
<b>SUMMARY OF FUNDING</b>								
<b>General Assumptions</b>								
COLA & Augmentation	3.26%	0.00%	5.07%	5.33%	3.61%	3.64%	3.62%	3.00%
Base Grant Proration Factor	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
<b>LCFF Entitlement</b>								
Base Grant	\$1,232,786	\$1,232,786	\$1,049,056	\$1,128,101	\$1,195,138	\$1,238,601	\$1,283,394	\$1,321,915
Grade Span Adjustment	34,331	34,331	38,008	39,870	41,355	42,840	44,370	45,720
Supplemental Grant	74,558	70,097	61,723	69,659	77,874	81,730	85,349	87,912
Concentration Grant	-	-	-	-	-	-	-	-
Add-ons: Targeted Instructional Improvement Block Grant	-	-	-	-	-	-	-	-
Add-ons: Home-to-School Transportation	-	-	-	-	-	-	-	-
Add-ons: Small School District Bus Replacement Program	-	-	-	-	-	-	-	-
<b>Total LCFF Entitlement Before Adjustments, ERT &amp; Additional State Aid</b>	<b>\$1,341,675</b>	<b>\$1,337,214</b>	<b>\$1,148,787</b>	<b>\$1,237,630</b>	<b>\$1,314,367</b>	<b>\$1,363,171</b>	<b>\$1,413,113</b>	<b>\$1,455,547</b>
Miscellaneous Adjustments	-	-	-	-	-	-	-	-
Economic Recovery Target	-	-	-	-	-	-	-	-
Additional State Aid	-	-	-	-	-	-	-	-
<b>Total LCFF Entitlement</b>	<b>1,341,675</b>	<b>1,337,214</b>	<b>1,148,787</b>	<b>1,237,630</b>	<b>1,314,367</b>	<b>1,363,171</b>	<b>1,413,113</b>	<b>1,455,547</b>
<b>LCFF Entitlement Per ADA</b>	<b>\$ 8,539</b>	<b>\$ 8,510</b>	<b>\$ 9,009</b>	<b>\$ 9,509</b>	<b>\$ 9,882</b>	<b>\$ 10,249</b>	<b>\$ 10,625</b>	<b>\$ 10,944</b>
<b>Components of LCFF By Object Code</b>								
State Aid (Object Code 8011)	\$ 553,189	\$ 518,655	\$ 474,387	\$ 559,621	\$ 621,511	\$ 664,630	\$ 701,132	\$ 729,859
EPA (for LCFF Calculation purposes)	\$ 132,099	\$ 134,582	\$ 25,502	\$ 40,720	\$ 34,090	\$ 26,600	\$ 26,600	\$ 26,600
<i>Local Revenue Sources:</i>								
Property Taxes (Object 8021 to 8089)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
In-Lieu of Property Taxes (Object Code 8096)	\$ 656,387	\$ 683,977	\$ 648,898	\$ 637,289	\$ 658,766	\$ 671,941	\$ 685,381	\$ 699,088
<i>Property Taxes net of In-Lieu</i>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL FUNDING</b>	<b>1,341,675</b>	<b>1,337,214</b>	<b>1,148,787</b>	<b>1,237,630</b>	<b>1,314,367</b>	<b>1,363,171</b>	<b>1,413,113</b>	<b>1,455,547</b>
Basic Aid Status	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Excess Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
EPA in Excess to LCFF Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total LCFF Entitlement</b>	<b>1,341,675</b>	<b>1,337,214</b>	<b>1,148,787</b>	<b>1,237,630</b>	<b>1,314,367</b>	<b>1,363,171</b>	<b>1,413,113</b>	<b>1,455,547</b>
<b>SUMMARY OF EPA</b>								
% of Adjusted Revenue Limit - Annual	16.13801139%	70.06785065%	70.06785065%	70.06785065%	70.06785065%	70.06785065%	70.06785065%	70.06785065%
% of Adjusted Revenue Limit - P-2	16.08698870%	70.06785065%	70.06785065%	70.06785065%	70.06785065%	70.06785065%	70.06785065%	70.06785065%
EPA (for LCFF Calculation purposes)	\$ 132,099	\$ 134,582	\$ 25,502	\$ 40,720	\$ 34,090	\$ 26,600	\$ 26,600	\$ 26,600
EPA, Current Year (Object Code 8012) (P-2 plus Current Year Accrual)	\$ 132,099	\$ 134,582	\$ 25,502	\$ 40,720	\$ 34,090	\$ 26,600	\$ 26,600	\$ 26,600
EPA, Prior Year Adjustment (Object Code 8019) (P-A less Prior Year Accrual)	\$ (11,551.00)	\$ 1,004.00	\$ (12,344.69)	\$ -	\$ -	\$ -	\$ -	\$ -
Accrual (from Data Entry tab)	-	-	-	-	-	-	-	-

Summary Tab

Salmon Creek School - A Charter (6110639) - 2021-22 @ 2nd Interim	3/10/2022							
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
<b>LCAP PERCENTAGE TO INCREASE OR IMPROVE SERVICES</b>								
Base Grant (Excludes add-ons for TIIG and Transportation)	\$ 1,267,117	\$ 1,267,117	\$ 1,087,064	\$ 1,167,971	\$ 1,236,493	\$ 1,281,441	\$ 1,327,764	\$ 1,367,635
Supplemental and Concentration Grant funding in the LCAP year	\$ 74,558	\$ 70,097	\$ 61,723	\$ 69,659	\$ 77,874	\$ 81,730	\$ 85,349	\$ 87,912
Percentage to Increase or Improve Services	5.88%	5.53%	5.68%	5.96%	6.30%	6.38%	6.43%	6.43%

<b>SUMMARY OF STUDENT POPULATION</b>								
<b>Unduplicated Pupil Population</b>								
Enrollment	166	160	139	137	140	140	140	140
COE Enrollment	-	-	-	-	-	-	-	-
<b>Total Enrollment</b>	<b>166</b>	<b>160</b>	<b>139</b>	<b>137</b>	<b>140</b>	<b>140</b>	<b>140</b>	<b>140</b>
Unduplicated Pupil Count	45	44	43	43	45	45	45	45
COE Unduplicated Pupil Count	-	-	-	-	-	-	-	-
<b>Total Unduplicated Pupil Count</b>	<b>45</b>	<b>44</b>	<b>43</b>	<b>43</b>	<b>45</b>	<b>45</b>	<b>45</b>	<b>45</b>
Rolling %, Supplemental Grant	29.4200%	27.6600%	28.3900%	29.8200%	31.4900%	31.8900%	32.1400%	32.1400%
Rolling %, Concentration Grant	29.4200%	27.6600%	25.1700%	20.5900%	20.5900%	21.0200%	20.7500%	20.7500%

Salmon Creek School - A Charter (6110639) - 2021-22 @ 2nd Interim	3/10/2022								
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	
<b>SUMMARY OF LCFF ADA</b>									
<b>Prior Year ADA for the Hold Harmless - ( net of current year charter shift)</b>									
Grades TK-3	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-
<b>LCFF Subtotal</b>	-	-	-	-	-	-	-	-	-
NSS	-	-	-	-	-	-	-	-	-
<b>Combined Subtotal</b>	-	-	-	-	-	-	-	-	-
<b>Current Year ADA</b>									
Grades TK-3	42.86	42.86	45.14	45.00	45.00	45.00	45.00	45.00	45.00
Grades 4-6	74.12	74.12	53.28	55.00	55.00	55.00	55.00	55.00	55.00
Grades 7-8	40.15	40.15	29.09	30.15	33.00	33.00	33.00	33.00	33.00
Grades 9-12	-	-	-	-	-	-	-	-	-
<b>LCFF Subtotal</b>	157.13	157.13	127.51	130.15	133.00	133.00	133.00	133.00	133.00
NSS	-	-	-	-	-	-	-	-	-
<b>Combined Subtotal</b>	157.13	157.13	127.51	130.15	133.00	133.00	133.00	133.00	133.00
<b>Change in LCFF ADA (excludes NSS ADA)</b>	157.13	157.13	127.51	130.15	133.00	133.00	133.00	133.00	133.00
	Increase	Increase	Increase	Increase	Increase	Increase	Increase	Increase	Increase
<b>Funded LCFF ADA for the Hold Harmless</b>									
Grades TK-3	42.86	42.86	45.14	45.00	45.00	45.00	45.00	45.00	45.00
Grades 4-6	74.12	74.12	53.28	55.00	55.00	55.00	55.00	55.00	55.00
Grades 7-8	40.15	40.15	29.09	30.15	33.00	33.00	33.00	33.00	33.00
Grades 9-12	-	-	-	-	-	-	-	-	-
<b>Subtotal</b>	157.13	157.13	127.51	130.15	133.00	133.00	133.00	133.00	133.00
	Current	Current	Current	Current	Current	Current	Current	Current	Current
<b>Funded NSS ADA</b>									
Grades TK-3	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-
<b>Subtotal</b>	-	-	-	-	-	-	-	-	-
	Prior	Prior	Prior	Prior	Prior	Prior	Prior	Prior	Prior
<b>NPS, CDS, &amp; COE Operated</b>									
Grades TK-3	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-
<b>Subtotal</b>	-	-	-	-	-	-	-	-	-
<b>ACTUAL ADA (Current Year Only)</b>									
Grades TK-3	42.86	42.86	45.14	45.00	45.00	45.00	45.00	45.00	45.00
Grades 4-6	74.12	74.12	53.28	55.00	55.00	55.00	55.00	55.00	55.00
Grades 7-8	40.15	40.15	29.09	30.15	33.00	33.00	33.00	33.00	33.00
Grades 9-12	-	-	-	-	-	-	-	-	-
<b>Total Actual ADA</b>	157.13	157.13	127.51	130.15	133.00	133.00	133.00	133.00	133.00
<b>TOTAL FUNDED ADA</b>									
Grades TK-3	42.86	42.86	45.14	45.00	45.00	45.00	45.00	45.00	45.00
Grades 4-6	74.12	74.12	53.28	55.00	55.00	55.00	55.00	55.00	55.00
Grades 7-8	40.15	40.15	29.09	30.15	33.00	33.00	33.00	33.00	33.00
Grades 9-12	-	-	-	-	-	-	-	-	-
<b>Total</b>	157.13	157.13	127.51	130.15	133.00	133.00	133.00	133.00	133.00
<i>Funded Difference (Funded ADA less Actual ADA)</i>	-	-	-	-	-	-	-	-	-

Salmon Creek School - A Charter (6110639) - 2021-22 @ 2nd Interim	3/10/2022							
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
<b>PER-ADA FUNDING LEVELS</b>								
<b>Base, Supplemental and Concentration Rate per ADA</b>								
Grades TK-3	\$ 9,003	\$ 8,973	\$ 9,442	\$ 9,971	\$ 10,365	\$ 10,749	\$ 11,143	\$ 11,478
Grades 4-6	\$ 8,278	\$ 8,250	\$ 8,681	\$ 9,169	\$ 9,530	\$ 9,884	\$ 10,246	\$ 10,553
Grades 7-8	\$ 8,524	\$ 8,495	\$ 8,938	\$ 9,440	\$ 9,812	\$ 10,177	\$ 10,550	\$ 10,866
Grades 9-12	\$ 10,135	\$ 10,102	\$ 10,628	\$ 11,224	\$ 11,666	\$ 12,099	\$ 12,544	\$ 12,920
<b>Base Grants</b>								
Grades TK-3	\$ 7,702	\$ 7,702	\$ 8,093	\$ 8,524	\$ 8,832	\$ 9,153	\$ 9,484	\$ 9,769
Grades 4-6	\$ 7,818	\$ 7,818	\$ 8,215	\$ 8,653	\$ 8,965	\$ 9,291	\$ 9,627	\$ 9,916
Grades 7-8	\$ 8,050	\$ 8,050	\$ 8,458	\$ 8,909	\$ 9,231	\$ 9,567	\$ 9,913	\$ 10,210
Grades 9-12	\$ 9,329	\$ 9,329	\$ 9,802	\$ 10,324	\$ 10,697	\$ 11,086	\$ 11,487	\$ 11,832
<b>Grade Span Adjustment</b>								
Grades TK-3	\$ 801	\$ 801	\$ 842	\$ 886	\$ 919	\$ 952	\$ 986	\$ 1,016
Grades 9-12	\$ 243	\$ 243	\$ 255	\$ 268	\$ 278	\$ 288	\$ 299	\$ 308
<b>Prorated Base, Supplemental and Concentration Rate per ADA</b>								
Grades TK-3	\$ 8,503	\$ 8,503	\$ 8,935	\$ 9,410	\$ 9,751	\$ 10,105	\$ 10,470	\$ 10,785
Grades 4-6	\$ 7,818	\$ 7,818	\$ 8,215	\$ 8,653	\$ 8,965	\$ 9,291	\$ 9,627	\$ 9,916
Grades 7-8	\$ 8,050	\$ 8,050	\$ 8,458	\$ 8,909	\$ 9,231	\$ 9,567	\$ 9,913	\$ 10,210
Grades 9-12	\$ 9,572	\$ 9,572	\$ 10,057	\$ 10,592	\$ 10,975	\$ 11,374	\$ 11,786	\$ 12,140
<b>Prorated Base Grants</b>								
Grades TK-3	\$ 7,702	\$ 7,702	\$ 8,093	\$ 8,524	\$ 8,832	\$ 9,153	\$ 9,484	\$ 9,769
Grades 4-6	\$ 7,818	\$ 7,818	\$ 8,215	\$ 8,653	\$ 8,965	\$ 9,291	\$ 9,627	\$ 9,916
Grades 7-8	\$ 8,050	\$ 8,050	\$ 8,458	\$ 8,909	\$ 9,231	\$ 9,567	\$ 9,913	\$ 10,210
Grades 9-12	\$ 9,329	\$ 9,329	\$ 9,802	\$ 10,324	\$ 10,697	\$ 11,086	\$ 11,487	\$ 11,832
<b>Prorated Grade Span Adjustment</b>								
Grades TK-3	\$ 801	\$ 801	\$ 842	\$ 886	\$ 919	\$ 952	\$ 986	\$ 1,016
Grades 9-12	\$ 243	\$ 243	\$ 255	\$ 268	\$ 278	\$ 288	\$ 299	\$ 308
<b>Supplemental Grant</b>								
Maximum - 1.00 ADA, 100% UPP	20%	20%	20%	20%	20%	20%	20%	20%
Grades TK-3	\$ 1,701	\$ 1,701	\$ 1,787	\$ 1,882	\$ 1,950	\$ 2,021	\$ 2,094	\$ 2,157
Grades 4-6	\$ 1,564	\$ 1,564	\$ 1,643	\$ 1,731	\$ 1,793	\$ 1,858	\$ 1,925	\$ 1,983
Grades 7-8	\$ 1,610	\$ 1,610	\$ 1,692	\$ 1,782	\$ 1,846	\$ 1,913	\$ 1,983	\$ 2,042
Grades 9-12	\$ 1,914	\$ 1,914	\$ 2,011	\$ 2,118	\$ 2,195	\$ 2,275	\$ 2,357	\$ 2,428
<b>Actual - 1.00 ADA, Local UPP as follows:</b>								
Grades TK-3	29.42%	27.66%	28.39%	29.82%	31.49%	31.89%	32.14%	32.14%
Grades 4-6	\$ 500	\$ 470	\$ 507	\$ 561	\$ 614	\$ 644	\$ 673	\$ 693
Grades 7-8	\$ 460	\$ 432	\$ 466	\$ 516	\$ 565	\$ 593	\$ 619	\$ 637
Grades 9-12	\$ 474	\$ 445	\$ 480	\$ 531	\$ 581	\$ 610	\$ 637	\$ 656
Grades 9-12	\$ 563	\$ 530	\$ 571	\$ 632	\$ 691	\$ 725	\$ 758	\$ 780
<b>Concentration Grant (&gt;55% population)</b>								
Maximum - 1.00 ADA, 100% UPP	50%	50%	65%	65%	65%	65%	65%	65%
Grades TK-3	\$ 4,252	\$ 4,252	\$ 5,808	\$ 6,117	\$ 6,338	\$ 6,568	\$ 6,806	\$ 7,010
Grades 4-6	\$ 3,909	\$ 3,909	\$ 5,340	\$ 5,624	\$ 5,827	\$ 6,039	\$ 6,258	\$ 6,445
Grades 7-8	\$ 4,025	\$ 4,025	\$ 5,498	\$ 5,791	\$ 6,000	\$ 6,219	\$ 6,443	\$ 6,637
Grades 9-12	\$ 4,786	\$ 4,786	\$ 6,537	\$ 6,885	\$ 7,134	\$ 7,393	\$ 7,661	\$ 7,891
<b>Actual - 1.00 ADA, Local UPP &gt;55% as follows:</b>								
Grades TK-3	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%
Grades 4-6	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grades 7-8	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grades 9-12	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -



**Harmony**  
Union School District

1935 Bohemian Highway  
Occidental, California, 95465  
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[www.harmonyusd.org](http://www.harmonyusd.org)

# 2nd Interim

## 2021-22

# Multi – Year and Assumptions



		2021-22			2022-23			2023-24		
Object Codes		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
<b>COLA (enter percentage)</b>			DOF COLA	1.70%		DOF COLA	5.33%		DOF COLA	3.61%
<b>Gap Funding Rate (enter year) Harmony</b>			Planning COLA	5.07%		Planning COLA	5.33%		Planning COLA	3.61%
Current Year ADA Salmon Creek			current	57.57		current	47.50		current	49.40
ADA for LCFF purposes				127.90			130.15			133.00
				185.47			177.65			182.40
<b>Revenue</b>										
Local Control Funding Formula	8010-8099	1,919,032.00	18,268.00	1,937,300.00	2,028,743.00	18,500.00	2,047,243.00	2,171,140.00	18,750.00	2,189,890.00
Basic Aid Supplemental		1,900,000.00		1,900,000.00	1,938,000.00		1,938,000.00	1,976,760.00		1,976,760.00
Federal Revenues	8100-8299	0.00	393,362.00	393,362.00	0.00	91,443.00	91,443.00	0.00	91,000.00	91,000.00
State Revenues	8300-8599	63,297.00	437,808.00	501,105.00	0.00	355,580.00	355,580.00	0.00	362,206.00	362,206.00
Local Revenues	8600-8799	40,936.00	75,596.00	116,532.00	46,510.00	75,000.00	121,510.00	51,515.00	75,000.00	126,515.00
<b>Total Revenue</b>		<b>3,923,265.00</b>	<b>925,034.00</b>	<b>4,848,299.00</b>	<b>4,013,253.00</b>	<b>540,523.00</b>	<b>4,553,776.00</b>	<b>4,199,415.00</b>	<b>546,956.00</b>	<b>4,746,371.00</b>
<b>Expenditures</b>										
Certificated Salaries	1000-1999	1,509,379.00	240,429.00	1,749,808.00	1,609,235.00	112,400.00	1,721,635.00	1,690,039.00	120,400.00	1,810,439.00
Classified Salaries	2000-2999	693,842.00	213,461.00	907,303.00	666,363.00	90,095.00	756,458.00	691,833.00	94,095.00	785,928.00
Employee Benefits -- Statutory	3699	1,041,803.00	351,841.00	1,393,644.00	1,189,939.00	160,000.00	1,349,939.00	1,214,114.00	170,000.00	1,384,114.00
Employee Benefits -- STRS	31xx	229,695.00	233,132.00	462,827.00	307,363.89	21,468.40	328,832.29	322,797.45	22,996.40	345,793.85
Employee Benefits -- PERS	32xx	155,288.00	22,279.00	177,567.00	173,920.74	23,514.80	197,435.54	187,486.74	24,558.80	212,045.54
Welfare	34xx; 39xx	629,690.00	96,430.00	726,120.00	693,654.37	115,016.81	808,671.18	688,829.81	122,444.81	811,274.61
Retiree Benefits	37xx	27,130.00	0.00	27,130.00	15,000.00	0.00	15,000.00	15,000.00	0.00	15,000.00
Books and Supplies	4000-4999	143,972.00	64,399.00	208,371.00	86,335.00	35,000.00	121,335.00	81,190.00	37,500.00	118,690.00
Services, Other Operating Expenses	5000-5999	475,062.00	312,929.00	787,991.00	470,849.00	315,000.00	785,849.00	472,218.00	317,000.00	789,218.00
Capital Outlay	6000-6999	0.00	17,952.00	17,952.00	0.00	10,500.00	10,500.00	0.00	10,500.00	10,500.00
Other Outgo	7100-7499	(150.00)	150.00	0.00	(150.00)	150.00	0.00	(150.00)	150.00	0.00
<b>Total Expenditures</b>		<b>3,863,908.00</b>	<b>1,201,161.00</b>	<b>5,065,069.00</b>	<b>4,022,571.00</b>	<b>723,145.00</b>	<b>4,745,716.00</b>	<b>4,149,244.00</b>	<b>749,645.00</b>	<b>4,898,889.00</b>
<b>Excess (Deficiency)</b>		<b>59,357.00</b>	<b>(276,127.00)</b>	<b>(216,770.00)</b>	<b>(9,318.00)</b>	<b>(182,622.00)</b>	<b>(191,940.00)</b>	<b>50,171.00</b>	<b>(202,689.00)</b>	<b>(152,518.00)</b>
* Transfers In	8910-8929	1,764,679.00		1,764,679.00	1,755,000.00		1,755,000.00	1,755,000.00		1,755,000.00
* Transfers Out (enter as negative)	7610-7629	(1,812,549.00)		(1,812,549.00)	(1,835,000.00)		(1,835,000.00)	(1,835,000.00)		(1,835,000.00)
Other Sources	8930-8979			0.00			0.00			0.00
Other Uses (enter as negative)	7630-7699			0.00			0.00			0.00
Contributions	8980-8999	(461,000.00)	461,000.00	0.00	(200,000.00)	200,000.00	0.00	(225,000.00)	225,000.00	0.00
<b>Total Transfers/Other Uses</b>		<b>(508,870.00)</b>	<b>461,000.00</b>	<b>(47,870.00)</b>	<b>(280,000.00)</b>	<b>200,000.00</b>	<b>(80,000.00)</b>	<b>(305,000.00)</b>	<b>225,000.00</b>	<b>(80,000.00)</b>
<b>Net Increase (Decrease)</b>		<b>(449,513.00)</b>	<b>184,873.00</b>	<b>(264,640.00)</b>	<b>(289,318.00)</b>	<b>17,378.00</b>	<b>(271,940.00)</b>	<b>(254,829.00)</b>	<b>22,311.00</b>	<b>(232,518.00)</b>
<b>Fund Balance</b>										
Beginning Balance		3,451,210.00	191,576.00	3,642,786.00	3,001,697.00	376,449.00	3,378,146.00	2,712,379.00	393,827.00	3,106,206.00
Audit Adjustment(s)				0.00			0.00			0.00
Net Ending Balance		3,001,697.00	376,449.00	3,378,146.00	2,712,379.00	393,827.00	3,106,206.00	2,457,550.00	416,138.00	2,873,688.00
<b>Components of Ending Balance:</b>										
Revolving Cash (nonspendable)	9,711.00	500.00		500.00	500.00		500.00	500.00		500.00
Restricted	9,740.00		376,449.00	376,449.00		393,827.00	393,827.00		416,138.00	416,138.00
Stabilization Arrangements (committed)	9,750.00	2,400,000.00		2,400,000.00	2,400,000.00		2,400,000.00	2,400,000.00		2,400,000.00
Assigned	9,780.00	37,202.00		37,202.00	58,281.00		58,281.00	49,491.00		49,491.00
Reserve for Econ.Uncert. (5% of Exp.)	9,789.00	253,253.45		253,253.45	237,285.80		237,285.80	244,944.45		244,944.45
Unassigned/Unappropriated Amount	9,790.00	310,741.55	0.00	310,741.55	16,312.20	0.00	16,312.20	(237,385.45)	0.00	(237,385.45)
Net Ending Balance		3,001,697.00	376,449.00	3,378,146.00	2,712,379.00	393,827.00	3,106,206.00	2,457,550.00	416,138.00	2,873,688.00
		<b>percentage in</b>			<b>percentage in</b>			<b>percentage in</b>		
<b>District Reserve for Economic Uncertainties:</b>		<b>0.05</b>			<b>0.05</b>			<b>0.05</b>		
		253,253.45			237,285.80			244,944.45		

**HARMONY UNION SCHOOL DISTRICT  
2021-22 2nd Interim  
Assumptions for Funds 01 and 03**

**REVENUE**

The 2021-22 2nd Interim is based on LCFF funding for 2021-22 through 2023-24

The 2nd Interim includes Education Protection Act funding for all three years:

	2021-22	2022-23	2023-24
<b>Harmony - FUND 01</b>	\$11,700	\$17,561	\$15,401
<b>Salmon Creek - FUND 03</b>	\$25,502	\$40,720	\$34,090
<b>TOTAL EPA @ 2nd Interim</b>	<b>\$37,202</b>	<b>\$58,281</b>	<b>\$49,491</b>

**ENROLLMENT AND UNDUPLICATED COUNTS**

		2021-22	2022-23	2023-24
for Harmony Union School District TK - 1				
Enrollment		43	50	52
Unduplicated Counts		9	11	11
Pupil Percentage		0.21	0.22	0.21
for Salmon Creek Charter 2 - 8				
Enrollment		139	137	140
Unduplicated Counts		43	43	45
Pupil Percentage		0.31	0.31	0.32

**ADA**

ADA Calculation:		2021-22	2022-23	2023-24
District TK - 1		38.7	47.5	49.4
Charter 2 - 8		125.1	130.15	133
		163.80	177.65	182.40

The District configuration for 2021-22 is one classroom per grade; Transitional Kindergarten, Kindergarten and 1st Grade. The Charter School configuration for 2021-22 is one (1) classroom per grades 2nd, 4th through 8th; two classrooms for the 3rd grade. Enrollment for the District at 2nd Interim is 43. Enrollment for the Charter School, grades 2nd through 8th, is 139. This decrease has significantly affected funding. EPA funding has decreased from \$204,575 in 2020-21, to \$37,202 in 2021-22, \$58,281 in 2022-23 and \$49,491 in 2023-24.

The District includes a transitional kindergarten in the counts for ADA and enrollment. The LCFF calculator as well as enrollment reported at 2nd Interim is estimated to include only those TK students that have turned five years of age. ADA is calculated from a prior year-end projection of all TK students enrolled. ADA and enrollment continue to climb throughout the school year as these students turn five and are counted. The District expects TK enrollment to increase as the state has developed Universal TK, whereas the 2022-23 legal requirements expand the offer to four (4) year olds whose fifth (5) birthday occurs between September 2 and February 2, 2023. Legal requirements expand the TK from September 2 and April 2, 2024 in school year 2023-24, and September 2 and June 2, 2025 in school year 2024-25. By the school year 2025-26, legal requirements expand the offer to all four (4) year olds whose fifth (5) birthday occurs by September 1, of that school year.

Pathways Charter School ADA	YEAR	2021-22	2022-23	2023-24
2nd Interim		350.40	390.00	390.00

**COLA**

COLA and BRL based on projections from School Services of California and SCOE

**STRS and PERS**

STRS and PERS rates were updated to reflect the increased rates. Rates for 2021-22 are STRS 16.92% and PERS 22.91%  
Rates for 2021-22 are STRS 19.10% and PERS 26.10%  
Rates for 2021-22 are STRS 19.10% and PERS 27.10%

**TRANSPORTATION**

In the past, transportation revenue was going straight to the JPA, West County Transportation, however now the dollars are coming directly to the District via state aid. In 2015-16, West County Transportation provided the State with amounts they received in 2012-13 for each member District which became the basis for funding. For the District, this amount is considered as a pass-through since the JPA will charge the District the same amount that the District receives in revenue. The \$115,000 cost is reflected as a "Services and Operating" expense and the revenue is reflected in the LCFF calculator. The District's excess transportation costs for the 2021-22 2nd Interim are \$17,894 for out of district transportation and \$67,144 for Special Education pupil transportation.

- 1.) Bond for facilities expansion: The JPA issued a bond to pay for Phase III of the facilities expansion in order to provide parking for buses. The increased cost to HUSD for the bond is \$10,000. This may fluctuate incrementally depending on the sale price of the bonds.
- 2.) Additional Membership in the JPA: The JPA voted to include the largest school district in Sonoma County as a member. This expansion doubled the JPA expenses. The new district was brought in using a "phase-in" rate which will increase their use over time. As such, the other member districts will see a significant increase in expenses.

**HARMONY UNION SCHOOL DISTRICT  
2021-22 2nd Interim  
Assumptions for Funds 01 and 03**

**NEGOTIATIONS**

2021-22 Negotiations have not settled for Certificated or Classified and are on-going. The District offered 4% for 2021-22, 3% for 2022-23 and 3% for 2023-24 in May 2021. The District and unions are currently working on a one-year settlement including restructuring the salary schedules for both CTA and CSEA employees.

**HEALTH BENEFITS**

For 2021-22, the CAP, which is now based on the Kaiser Single High rate plus Dental, is set at \$974 per month, an increase from 2020-21 of \$24 per month or \$288 per year per employee.

The 2021-22 Kaiser rates have increased 1.4%; while the Blue Shield rates have decreased 4.12%. The increase in cost of the 2021-22 Health & Welfare Benefits is reflected in the 2021-22 2nd Interims with 5% increase estimate. Doubles are covered at 95% of the Kaiser Double MID option, plus dental and families are covered at 90% of the Kaiser Family MID option, plus dental. Classified health benefits will be calculated similarly.

All employees have the option to opt for cash-in-lieu by selecting a lower costing health plan.

All employees also have the option to opt for their out-of-pocket portion of health benefits to be deducted at pretax.

**SALARY PROJECTIONS**

There are 1.8 FTE planned certificated layoffs for the 2022-23 school year.

There are 3.17 FTE Classified layoffs and .55 FTE Confidential layoffs planned for the 2022-23 school year.

Administration salaries reflect the current configuration of Superintendent/Principal, Chief Business Official, Office Manager and Data Systems Technician.

**RETIREEES**

The District will continue to cover Health and Welfare Benefits for the Certificated Retirees until they reach the age of 65.

Both retirees at 1st Interim have phased out of the District's Retiree Plan.

The District signed a 5 year contract agreeing to pay \$15,000 to an HUSD Retiree through 2024. This \$15,000 has been added to the cost of retirees.

**TRANSFERS**

Transfers in are projected at \$1,74,679 for the 2021-22 school year, \$1,755,000 for the 2022-23 school year and \$1,755,000 for the 2023-24 school year.

The annual transfer from the General Fund 01 to Charter Fund 03 Salmon Creek Charter School has increased to \$1,700,000.

This increase in the transfer, to cover yearly expenditures for the Charter School, insures that the Charter has a positive ending balance at year end.

The transfer in from FD 20 of \$27,130 for 2021-22 is for the two (2) retirees mentioned above plus the 5 year settlement.

The District transfers a cap of \$40,000 to the School Advisory Site Council Board to spend on student activity grants that fall under the goals of the LCAP.

The transfer from the District to the Cafeteria is budgeted for \$95,000 to cover Cafeteria salaries and expenditures to maintain the program.

**ECONOMIC UNCERTAINTIES**

The 5% required level for Economic Uncertainties reserves is reflected in the 2nd Interim for 2021-22 through 2023-24. The State establishes the minimum recommended reserve based on the district's average daily attendance (ADA). Per EC Section 42127, districts are required to hold a public hearing for the 2021-22 2nd Interim adoption to provide public review and discussion of the reserve. SB 858, the education budget trailer bill, includes reserve caps or limits if certain State revenue conditions are met.

A statement of reasons that substantiate the need for the combined assigned and unassigned ending fund balances that are in excess of the minimum recommended reserve for economic uncertainties for each fiscal year identified in the 2nd Interim must be provided.

**BUDGET STABILIZATION**

2nd Interim Stabilization: The HUSD Board recognizes that the 2nd Interim Stabilization is a one-lump sum of money and therefore cannot be connected to any ongoing expenses. The Board decided at their November 2018 regular board meeting to increase the Budget Stabilization amount of \$2,261,723, which was the original amount designated in 2014, to \$2,400,000.



**Harmony**  
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# 2nd Interim

## 2021-22

# Enrollment Projections

ENROLLMENT ACTUALS AND PROJECTIONS  
2nd Interim Projection 2021-22

Grade	Year	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	Actuals	Est.	Est.	Est.
		2020-21	2021-22	2022-23	2023-24								
TK		22	17	9	9	6	10	13	7	6	4	10	12
K		21	27	23	34	30	20	31	21	13	18	19	20
1		22	22	25	19	33	30	20	34	21	21	21	20
<b>Total Elementary</b>		65	66	57	62	69	60	64	62	40	43	50	52
		0.00%	1.54%	-13.64%	8.77%	11.29%	-13.04%	6.67%	-3.13%	-35.48%	-30.65%	-19.35%	30.00%
Grade	Year	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	Est.	Est.	Est.	Est.
		2020-21	2021-22	2022-23	2022-23								
2		20	22	21	25	20	35	32	18	32	19	21	18
3		19	24	18	22	25	22	35	27	14	30	19	21
4		28	23	24	22	27	28	25	31	24	14	30	19
5		24	27	23	27	24	25	24	22	24	23	14	30
6		14	23	18	24	31	25	23	25	18	21	22	14
7		19	16	27	21	26	31	22	23	20	12	20	20
8		24	16	18	27	24	27	29	19	15	20	11	18
<b>Total Charter</b>		148	151	149	168	177	193	190	165	147	139	137	140
<b>S.C. Middle</b>		0.00%	2.03%	-1.32%	12.75%	5.36%	9.04%	-1.55%	-13.16%	-10.91%	-15.76%	-16.97%	-4.76%
<b>Total Reg Ed</b>		213	217	206	230	246	253	254	227	187	182	187	192
		0.00%	1.88%	-5.07%	11.65%	6.96%	2.85%	0.40%	-10.63%	-17.62%	-19.82%	-17.62%	2.67%
<b>TOTAL DIST.</b>		213	217	206	230	246	253	254	227	187	182	187	192
		0.00%	1.88%	-5.07%	11.65%	6.96%	2.85%	0.40%	-10.63%	-17.62%	-19.82%	-17.62%	2.67%
<b>Projected ADA: Enrollment x 95%</b>		202.35	206.15	195.70	218.50	233.70	236.56	241.30	215.65	177.65	163.80	177.65	182.40
		0.03	0	0	0	0.97	0.90	0.90	0.90	0.90	1.00	0.95	0.95
		202.38	206.15	195.7	218.5	234.67	237.46	242.20	216.55	178.55	164.80	178.60	183.35
		0.00%	1.88%	-5.07%	11.65%	6.96%	1.22%	2.01%	-10.63%	-17.62%	-24.04%	-17.62%	2.67%

ACTUAL Prior Year P-2 ADA	
District	57.57
Spec Ed	1.00
Charter	157.13
<b>TOTAL</b>	<b>215.70</b>

Estimated ADA for 2021-22	
District	39.81
Spec Ed	1.00
Charter	127.51
<b>TOTAL</b>	<b>168.32</b>



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# 2nd Interim

# 2021-22

# FORM A

# Average Daily Attendance

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
<b>A. DISTRICT</b>						
<b>1. Total District Regular ADA</b> 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)	57.57	57.57	39.81	57.57	0.00	0%
<b>2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA</b> Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)	0.00	0.00	0.00	0.00	0.00	0%
<b>3. Total Basic Aid Open Enrollment Regular ADA</b> Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)	0.00	0.00	0.00	0.00	0.00	0%
<b>4. Total, District Regular ADA (Sum of Lines A1 through A3)</b>	57.57	57.57	39.81	57.57	0.00	0%
<b>5. District Funded County Program ADA</b>						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	1.00	1.00	1.00	1.00	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0%
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]	0.00	0.00	0.00	0.00	0.00	0%
<b>g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)</b>	1.00	1.00	1.00	1.00	0.00	0%
<b>6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)</b>	58.57	58.57	40.81	58.57	0.00	0%
<b>7. Adults in Correctional Facilities</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)</b>						

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
<b>C. CHARTER SCHOOL ADA</b>						
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.						
<b>FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.</b>						
<b>1. Total Charter School Regular ADA</b>	153.90	126.90	126.90	126.90	0.00	0%
<b>2. Charter School County Program Alternative Education ADA</b>						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0%
b. Juvenile Halls, Homes, and Camps	0.00	0.00	0.00	0.00	0.00	0%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	0.00	0.00	0.00	0.00	0.00	0%
<b>d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>3. Charter School Funded County Program ADA</b>						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	1.00	1.00	1.00	1.00	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0%
<b>f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)</b>	1.00	1.00	1.00	1.00	0.00	0%
<b>4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)</b>	154.90	127.90	127.90	127.90	0.00	0%
<b>FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.</b>						
<b>5. Total Charter School Regular ADA</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>6. Charter School County Program Alternative Education ADA</b>						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0%
b. Juvenile Halls, Homes, and Camps	0.00	0.00	0.00	0.00	0.00	0%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	0.00	0.00	0.00	0.00	0.00	0%
<b>d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>7. Charter School Funded County Program ADA</b>						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0%
<b>f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)</b>	154.90	127.90	127.90	127.90	0.00	0%





**Harmony**  
Union School District

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# 2nd Interim

## 2021-22

# FORM 01 CS

## 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 interim certification.

**CRITERIA AND STANDARDS**

**1. CRITERION: Average Daily Attendance**

STANDARD: Funded average daily attendance (ADA) for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since first interim projections.

District's ADA Standard Percentage Range: -2.0% to +2.0%

**1A. Calculating the District's ADA Variances**

DATA ENTRY: First Interim data that exist will be extracted into the first column, otherwise, enter data for all fiscal years. Second Interim Projected Year Totals data that exist for the current year will be extracted; otherwise, enter data for all fiscal years. Enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for all fiscal years.

Estimated Funded ADA

Fiscal Year	First Interim Projected Year Totals (Form 01CSI, Item 1A)	Second Interim Projected Year Totals (Form AI, Lines A4 and C4)	Percent Change	Status
Current Year (2021-22)				
District Regular	38.70	57.57		
Charter School	127.90	127.90		
<b>Total ADA</b>	<b>166.60</b>	<b>185.47</b>	<b>11.3%</b>	<b>Not Met</b>
1st Subsequent Year (2022-23)				
District Regular	47.50	47.50		
Charter School	147.25	130.15		
<b>Total ADA</b>	<b>194.75</b>	<b>177.65</b>	<b>-8.8%</b>	<b>Not Met</b>
2nd Subsequent Year (2023-24)				
District Regular	49.40	49.40		
Charter School	146.30	133.00		
<b>Total ADA</b>	<b>195.70</b>	<b>182.40</b>	<b>-6.8%</b>	<b>Not Met</b>

**1B. Comparison of District ADA to the Standard**

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

- 1a. STANDARD NOT MET - The projected change since first interim projections for funded ADA exceeds two percent in any of the current year or two subsequent fiscal years. Provide reasons why the change(s) exceed the standard, a description of the methods and assumptions used in projecting funded ADA, and what changes will be made to improve the accuracy of projections in this area.

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

I had entered in the incorrect ADA for 1st Interim. ADA for 2021-22 is correct in this report. ADA assumptions for years 2022-23 and 2023-24 are accurate.

**2. CRITERION: Enrollment**

STANDARD: Projected enrollment for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since first interim projections.

District's Enrollment Standard Percentage Range: -2.0% to +2.0%

**2A. Calculating the District's Enrollment Variances**

DATA ENTRY: First Interim data that exist will be extracted; otherwise, enter data into the first column for all fiscal years. Enter data in the second column for all fiscal years. 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		Percent Change	Status
	First Interim (Form 01CSI, Item 2A)	Second Interim CBEDS/Projected		
Current Year (2021-22)				
District Regular	401	45		
Charter School	141	138		
<b>Total Enrollment</b>	<b>542</b>	<b>183</b>	<b>-66.2%</b>	<b>Not Met</b>
1st Subsequent Year (2022-23)				
District Regular	457	50		
Charter School	155	137		
<b>Total Enrollment</b>	<b>612</b>	<b>187</b>	<b>-69.4%</b>	<b>Not Met</b>
2nd Subsequent Year (2023-24)				
District Regular	459	52		
Charter School	154	140		
<b>Total Enrollment</b>	<b>613</b>	<b>192</b>	<b>-68.7%</b>	<b>Not Met</b>

**2B. Comparison of District Enrollment to the Standard**

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

- 1a. STANDARD NOT MET - Enrollment projections have changed since first interim projections by more than two percent in any of the current year or two subsequent fiscal years. Provide reasons why the change(s) exceed the standard, a description of the methods and assumptions used in projecting enrollment, and what changes will be made to improve the accuracy of projections in this area.

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

1st Interim numbers include Pathways, Harmony's external charter.

**3. CRITERION: ADA to Enrollment**

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the current fiscal 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: Unaudited Actuals data that exist will be extracted into the P-2 ADA column for the First Prior Year; otherwise, enter First Prior Year data. P-2 ADA for the second and third prior years are preloaded. First Interim data that exist will be extracted into the Enrollment column; otherwise, enter Enrollment data for all fiscal 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.

Fiscal Year	P-2 ADA Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CBEDS Actual (Form 01CSI, Item 3A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2018-19)			
District Regular	55	652	
Charter School	179		
<b>Total ADA/Enrollment</b>	<b>234</b>	<b>652</b>	<b>35.9%</b>
Second Prior Year (2019-20)			
District Regular	58	613	
Charter School	157		
<b>Total ADA/Enrollment</b>	<b>215</b>	<b>613</b>	<b>35.1%</b>
First Prior Year (2020-21)			
District Regular	58	613	
Charter School	157		
<b>Total ADA/Enrollment</b>	<b>215</b>	<b>613</b>	<b>35.1%</b>
Historical Average Ratio:			35.4%
<b>District's ADA to Enrollment Standard (historical average ratio plus 0.5%):</b>			<b>35.9%</b>

**3B. Calculating the District's Projected Ratio of ADA to Enrollment**

DATA ENTRY: Estimated P-2 ADA will be extracted into the first column for the Current Year; enter data in the first column for the subsequent fiscal 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.

Fiscal Year	Estimated P-2 ADA (Form AI, Lines A4 and C4)	Enrollment CBEDS/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Current Year (2021-22)				
District Regular	40	45		
Charter School	128	138		
<b>Total ADA/Enrollment</b>	<b>168</b>	<b>183</b>	<b>91.8%</b>	<b>Not Met</b>
1st Subsequent Year (2022-23)				
District Regular	48	50		
Charter School	130	137		
<b>Total ADA/Enrollment</b>	<b>178</b>	<b>187</b>	<b>95.2%</b>	<b>Not Met</b>
2nd Subsequent Year (2023-24)				
District Regular	49	52		
Charter School	133	140		
<b>Total ADA/Enrollment</b>	<b>182</b>	<b>192</b>	<b>94.8%</b>	<b>Not Met</b>

**3C. Comparison of District ADA to Enrollment Ratio to the Standard**

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

- 1a. STANDARD NOT MET - Projected P-2 ADA to enrollment ratio exceeds the standard in any of the current year or two subsequent fiscal years. Provide reasons why the projected ratio exceeds the district's historical average ratio by more than 0.5%.

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

Due to COVID absences, the district has braced for a 90% of enrollment target. The district has also increased enrollment in out years 2022-23 and 2023-24 due to TK and a large class moving into Salmon Creek Charter.

**4. CRITERION: LCFF Revenue**

**STANDARD:** Projected LCFF revenue for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since first interim projections.

District's LCFF Revenue Standard Percentage Range: -2.0% to +2.0%

**4A. Calculating the District's Projected Change in LCFF Revenue**

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

Fiscal Year	LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)		Percent Change	Status
	First Interim	Second Interim		
	(Form 01CSI, Item 4A)	Projected Year Totals		
Current Year (2021-22)	5,673,498.00	5,627,218.00	-0.8%	Met
1st Subsequent Year (2022-23)	5,850,032.00	5,901,405.00	0.9%	Met
2nd Subsequent Year (2023-24)	5,989,595.00	6,104,621.00	1.9%	Met

**4B. Comparison of District LCFF Revenue to the Standard**

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

- 1a. STANDARD MET - LCFF revenue has not changed since first interim projections by more than two percent for the current year 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 current fiscal 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: Unaudited Actuals data that exist for the First Prior Year will be extracted; otherwise, enter data for the First Prior Year. Unaudited Actuals data for the second and third prior years are preloaded.

Fiscal Year	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 (2018-19)	2,907,413.34	3,513,188.56	82.8%
Second Prior Year (2019-20)	2,987,193.52	3,698,085.69	80.8%
First Prior Year (2020-21)	3,122,355.77	3,789,546.64	82.4%
Historical Average Ratio:			82.0%

	Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
District's Reserve Standard Percentage (Criterion 10B, Line 4)	5.0%	5.0%	5.0%
<b>District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):</b>	<b>77.0% to 87.0%</b>	<b>77.0% to 87.0%</b>	<b>77.0% to 87.0%</b>

**5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures**

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

Fiscal Year	Projected Year Totals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	Salaries and Benefits (Form 011, Objects 1000-3999) (Form MYPI, Lines B1-B3)	Total Expenditures (Form 011, Objects 1000-7499) (Form MYPI, Lines B1-B8, B10)		
Current Year (2021-22)	3,255,476.26	3,874,362.09	84.0%	Met
1st Subsequent Year (2022-23)	3,465,537.01	4,022,571.01	86.2%	Met
2nd Subsequent Year (2023-24)	3,595,986.01	4,149,245.01	86.7%	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 current year 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 current fiscal year or two subsequent fiscal years, have not changed by more than five percent since first interim projections.

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

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

**6A. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range**

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

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

Object Range / Fiscal Year	First Interim Projected Year Totals (Form 01CSI, Item 6A)	Second Interim Projected Year Totals (Fund 01) (Form MYPI)	Percent Change	Change Is Outside Explanation Range
<b>Federal Revenue (Fund 01, Objects 8100-8299) (Form MYPI, Line A2)</b>				
Current Year (2021-22)	393,172.00	393,362.00	0.0%	No
1st Subsequent Year (2022-23)	100,000.00	91,443.00	-8.6%	Yes
2nd Subsequent Year (2023-24)	100,000.00	91,000.00	-9.0%	Yes

**Explanation:**  
(required if Yes)  
Federal revenue is expected to decline due to no COVID funding.

<b>Other State Revenue (Fund 01, Objects 8300-8599) (Form MYPI, Line A3)</b>				
Current Year (2021-22)	334,916.00	501,105.00	49.6%	Yes
1st Subsequent Year (2022-23)	244,838.00	355,580.00	45.2%	Yes
2nd Subsequent Year (2023-24)	244,838.00	362,206.00	47.9%	Yes

**Explanation:**  
(required if Yes)  
Unexpected State funding came this school year. State revenue is expected to decline in the following years due to no COVID funding.

<b>Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYPI, Line A4)</b>				
Current Year (2021-22)	107,496.00	116,532.00	8.4%	Yes
1st Subsequent Year (2022-23)	120,000.00	121,510.00	1.3%	No
2nd Subsequent Year (2023-24)	120,000.00	126,515.00	5.4%	Yes

**Explanation:**  
(required if Yes)  
Current year additional local funding came in from our PTA. Local funding is expected to increase in out years due to renting our space, now that COVID cases are lowering.

<b>Books and Supplies (Fund 01, Objects 4000-4999) (Form MYPI, Line B4)</b>				
Current Year (2021-22)	137,340.14	208,371.09	51.7%	Yes
1st Subsequent Year (2022-23)	85,000.00	121,335.00	42.7%	Yes
2nd Subsequent Year (2023-24)	90,000.00	118,690.00	31.9%	Yes

**Explanation:**  
(required if Yes)  
Materials and supply expenses are expected to increase due to inflation and keeping the district up to date with necessities.

<b>Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYPI, Line B5)</b>				
Current Year (2021-22)	772,498.53	787,992.17	2.0%	No
1st Subsequent Year (2022-23)	730,000.00	785,849.00	7.7%	Yes
2nd Subsequent Year (2023-24)	735,000.00	789,219.00	7.4%	Yes

**Explanation:**  
(required if Yes)  
Services and operating expenses are expected to increase due to inflation per RESIG and SELPA.

**6B. Calculating the District's Change in Total Operating Revenues and Expenditures**

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	First Interim Projected Year Totals	Second Interim Projected Year Totals	Percent Change	Status
<b>Total Federal, Other State, and Other Local Revenue (Section 6A)</b>				
Current Year (2021-22)	835,584.00	1,010,999.00	21.0%	Not Met
1st Subsequent Year (2022-23)	464,838.00	568,533.00	22.3%	Not Met
2nd Subsequent Year (2023-24)	464,838.00	579,721.00	24.7%	Not Met
<b>Total Books and Supplies, and Services and Other Operating Expenditures (Section 6A)</b>				
Current Year (2021-22)	909,838.67	996,363.26	9.5%	Not Met
1st Subsequent Year (2022-23)	815,000.00	907,184.00	11.3%	Not Met
2nd Subsequent Year (2023-24)	825,000.00	907,909.00	10.0%	Not Met

**6C. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range**

DATA ENTRY: Explanations are linked from Section 6A if the status in Section 6B is Not Met; no entry is allowed below.

- 1a. STANDARD NOT MET - One or more projected operating revenue have changed since first interim projections by more than the standard in one or more of the current year 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 6A  
if NOT met)

Federal revenue is expected to decline due to no COVID funding.

**Explanation:**

Other State Revenue  
(linked from 6A  
if NOT met)

Unexpected State funding came this school year. State revenue is expected to decline in the following years due to no COVID funding.

**Explanation:**

Other Local Revenue  
(linked from 6A  
if NOT met)

Current year additional local funding came in from our PTA. Local funding is expected to increase in out years due to renting our space, now that COVID cases are lowering.

- 1b. STANDARD NOT MET - One or more total operating expenditures have changed since first interim projections by more than the standard in one or more of the current year 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:**

Books and Supplies  
(linked from 6A  
if NOT met)

Materials and supply expenses are expected to increase due to inflation and keeping the district up to date with necessities.

**Explanation:**

Services and Other Exps  
(linked from 6A  
if NOT met)

Services and operating expenses are expected to increase due to inflation per RESIG and SELPA.



**7. CRITERION: Facilities Maintenance**

STANDARD: Identify changes that have occurred since first interim projections in the projected contributions for facilities maintenance funding as required pursuant to Education Code Section 17070.75, or in how 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. Per SB 98 and SB 820 of 2020, resources 3210, 3215, 3220, 5316, 7027, 7420, and 7690 are excluded from the total general fund expenditures calculation.

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

	Required Minimum Contribution	Second Interim Contribution Projected Year Totals (Fund 01, Resource 8150, Objects 8900-8999)	Status
1. OMMA/RMA Contribution	193,046.08	36,000.00	Not Met
2. First Interim Contribution (information only) (Form 01CSI, First Interim, Criterion 7, Line 1)		36,000.00	

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

<input type="checkbox"/>	Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
<input checked="" type="checkbox"/>	Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
<input type="checkbox"/>	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 reserves<sup>1</sup> as a percentage of total expenditures and other financing uses<sup>2</sup> in any of the current fiscal year or two subsequent fiscal years.

<sup>1</sup>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.

<sup>2</sup>A 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.

**8A. Calculating the District's Deficit Spending Standard Percentage Levels**

DATA ENTRY: All data are extracted or calculated.

	Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
District's Available Reserve Percentages (Criterion 10C, Line 9)	43.5%	41.1%	36.3%
<b>District's Deficit Spending Standard Percentage Levels (one-third of available reserve percentage):</b>	<b>14.5%</b>	<b>13.7%</b>	<b>12.1%</b>

**8B. Calculating the District's Deficit Spending Percentages**

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

Fiscal Year	Projected Year Totals			Status
	Net Change in Unrestricted Fund Balance (Form 011, Section E) (Form MYPI, Line C)	Total Unrestricted Expenditures and Other Financing Uses (Form 011, Objects 1000-7999) (Form MYPI, Line B11)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	
Current Year (2021-22)	(459,967.09)	5,686,910.86	8.1%	Met
1st Subsequent Year (2022-23)	(289,318.01)	5,857,571.01	4.9%	Met
2nd Subsequent Year (2023-24)	(254,830.01)	5,984,245.01	4.3%	Met

**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 any of the current year or two subsequent fiscal years.

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

**9. CRITERION: Fund and Cash Balances**

A. FUND BALANCE STANDARD: Projected general fund balance will be positive at the end of the current fiscal year and two subsequent fiscal years.

**9A-1. Determining if the District's General Fund Ending Balance is Positive**

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

Fiscal Year	Ending Fund Balance General Fund Projected Year Totals		Status
	(Form 011, Line F2 )	(Form MYPI, Line D2)	
Current Year (2021-22)		3,378,145.69	Met
1st Subsequent Year (2022-23)		3,106,205.60	Met
2nd Subsequent Year (2023-24)		2,873,686.51	Met

**9A-2. Comparison of the District's Ending Fund Balance to the Standard**

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

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

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

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

**9B-1. Determining if the District's Ending Cash Balance is Positive**

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

Fiscal Year	Ending Cash Balance General Fund		Status
	(Form CASH, Line F, June Column)		
Current Year (2021-22)		2,462,519.35	Met

**9B-2. Comparison of the District's Ending Cash Balance to the Standard**

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

1a. STANDARD MET - Projected general fund cash balance will be positive at the end of the current fiscal year.

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

**10. CRITERION: Reserves**

STANDARD: Available reserves<sup>1</sup> for any of the current fiscal year or two subsequent fiscal years are not less than the following percentages or amounts<sup>2</sup> as applied to total expenditures and other financing uses<sup>3</sup>:

DATA ENTRY: Current Year data are extracted. If Form MYPI 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 \$71,000 (greater of)	0	to	300
4% or \$71,000 (greater of)	301	to	1,000
3%	1,001	to	30,000
2%	30,001	to	400,000
1%	400,001	and	over

<sup>1</sup> Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

	Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
District Estimated P-2 ADA (Current Year, Form AI, Lines A4 and C4. Subsequent Years, Form MYPI, Line F2, if available.)	168	178	182
<b>District's Reserve Standard Percentage Level:</b>	<b>5%</b>	<b>5%</b>	<b>5%</b>

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

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

- Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?
- If you are the SELPA AU and are excluding special education pass-through funds:
  - Enter the name(s) of the SELPA(s): \_\_\_\_\_

	Current Year Projected Year Totals (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)	0.00	0.00	0.00

**10B. Calculating the District's Reserve Standard**

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

	Current Year Projected Year Totals (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. Expenditures and Other Financing Uses (Form 011, objects 1000-7999) (Form MYPI, Line B11)	6,877,619.12	6,580,716.09	6,733,890.09
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)	6,877,619.12	6,580,716.09	6,733,890.09
4. Reserve Standard Percentage Level	5%	5%	5%
5. Reserve Standard - by Percent (Line B3 times Line B4)	343,880.96	329,035.80	336,694.50
6. Reserve Standard - by Amount (\$71,000 for districts with less than 1,001 ADA, else 0)	71,000.00	71,000.00	71,000.00
7. <b>District's Reserve Standard (Greater of Line B5 or Line B6)</b>	<b>343,880.96</b>	<b>329,035.80</b>	<b>336,694.50</b>

**10C. Calculating the District's Available Reserve Amount**

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

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4)	Current Year Projected Year Totals (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYPI, Line E1a)	2,400,000.00	2,400,000.00	2,400,000.00
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYPI, Line E1b)	0.00		
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYPI, Line E1c)	591,244.03	301,926.02	47,096.01
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYPI, Line E1d)	0.00	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYPI, Line E2a)	0.00		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYPI, Line E2b)	0.00		
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYPI, Line E2c)	0.00		
8. District's Available Reserve Amount (Lines C1 thru C7)	2,991,244.03	2,701,926.02	2,447,096.01
9. District's Available Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	43.49%	41.06%	36.34%
<b>District's Reserve Standard (Section 10B, Line 7):</b>	<b>343,880.96</b>	<b>329,035.80</b>	<b>336,694.50</b>
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 - Available reserves have met the standard for the current year and two subsequent fiscal years.

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

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**SUPPLEMENTAL INFORMATION**

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DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

**S1. Contingent Liabilities**

1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that have occurred since first interim projections that may impact the budget?

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 funded with one-time revenues that have changed since first interim projections by more than five percent?

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

**S3. Temporary Interfund Borrowings**

1a. Does your district have projected temporary borrowings between funds?  
(Refer to Education Code Section 42603)

1b. If Yes, identify the interfund borrowings:

**S4. Contingent Revenues**

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

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 current fiscal year and two subsequent fiscal years. Provide an explanation if contributions have changed by more than \$20,000 and more than five percent since first interim projections.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the current fiscal year and two subsequent fiscal years. Provide an explanation if transfers have changed by more than \$20,000 and more than five percent since first interim projections.

Identify capital project cost overruns that have occurred since first interim projections that may impact the general fund budget.

District's Contributions and Transfers Standard: -5.0% to +5.0%  
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: First Interim data that exist will be extracted; otherwise, enter data into the first column. For Contributions, the Second Interim's Current Year data will be extracted. Enter Second Interim Contributions for the 1st and 2nd Subsequent Years. For Transfers In and Transfers Out, the Second Interim's Current Year data will be extracted. If Form MYPI exists, the data will be extracted into the Second Interim column for the 1st and 2nd Subsequent Years. If Form MYPI does not exist, enter data for 1st and 2nd Subsequent Years. Click on the appropriate button for Item 1d; all other data will be calculated.

Description / Fiscal Year	First Interim (Form 01CSI, Item S5A)	Second Interim Projected Year Totals	Percent Change	Amount of Change	Status
<b>1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)</b>					
Current Year (2021-22)	(425,000.00)	(425,000.00)	0.0%	0.00	Met
1st Subsequent Year (2022-23)	(425,000.00)	(425,000.00)	0.0%	0.00	Met
2nd Subsequent Year (2023-24)	(425,000.00)	(425,000.00)	0.0%	0.00	Met
<b>1b. Transfers In, General Fund *</b>					
Current Year (2021-22)	1,764,678.77	1,764,678.77	0.0%	0.00	Met
1st Subsequent Year (2022-23)	1,755,000.00	1,755,000.00	0.0%	0.00	Met
2nd Subsequent Year (2023-24)	1,755,000.00	1,755,000.00	0.0%	0.00	Met
<b>1c. Transfers Out, General Fund *</b>					
Current Year (2021-22)	1,812,548.77	1,812,548.77	0.0%	0.00	Met
1st Subsequent Year (2022-23)	1,815,000.00	1,835,000.00	1.1%	20,000.00	Met
2nd Subsequent Year (2023-24)	1,815,000.00	1,835,000.00	1.1%	20,000.00	Met

**1d. Capital Project Cost Overruns**

Have capital project cost overruns occurred since first interim projections 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 since first interim projections by more than the standard for the current year and two subsequent fiscal years.

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

1b. MET - Projected transfers in have not changed since first interim projections by more than the standard for the current year and two subsequent fiscal years.

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

1c. MET - Projected transfers out have not changed since first interim projections by more than the standard for the current year and two subsequent fiscal years.

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

--

1d. NO - There have been no capital project cost overruns occurring since first interim projections that may impact the general fund operational budget.

**Project Information:**  
(required if YES)




**S6. Long-term Commitments**

Identify all existing and new multiyear commitments<sup>1</sup> and their annual required payment for the current fiscal year and two subsequent fiscal years.

Explain how any increase in annual payments will be funded. Also, explain how any decrease to funding sources used to pay long-term commitments will be replaced.

<sup>1</sup> Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

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

DATA ENTRY: If First Interim data exist (Form 01CSI, Item S6A), long-term commitment data will be extracted and it will only be necessary to click the appropriate button for Item 1b. Extracted data may be overwritten to update long-term commitment data in Item 2, as applicable. If no First Interim data exist, click the appropriate buttons for items 1a and 1b, and enter all other data, as applicable.

1. a. Does your district have long-term (multiyear) commitments?  
(If No, skip items 1b and 2 and sections S6B and S6C) Yes
- b. If Yes to Item 1a, have new long-term (multiyear) commitments been incurred since first interim projections? No
2. If Yes to Item 1a, list (or update) all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in Item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For:		Principal Balance as of July 1, 2021
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Leases				
Certificates of Participation				
General Obligation Bonds	30	General Obligation Bond	Fund 51	6,301,889
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				

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

Type of Commitment	# of Years Remaining	Funding Sources (Revenues)	Debt Service (Expenditures)	Principal Balance as of July 1, 2021
<b>TOTAL:</b>				6,301,889

Type of Commitment (continued)	Prior Year (2020-21) Annual Payment (P & I)	Current Year (2021-22) Annual Payment (P & I)	1st Subsequent Year (2022-23) Annual Payment (P & I)	2nd Subsequent Year (2023-24) Annual Payment (P & I)
Leases				
Certificates of Participation				
General Obligation Bonds	288,111	502,900	450,725	212,475
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				

Other Long-term Commitments (continued):

Type of Commitment	Prior Year (2020-21) Annual Payment (P & I)	Current Year (2021-22) Annual Payment (P & I)	1st Subsequent Year (2022-23) Annual Payment (P & I)	2nd Subsequent Year (2023-24) Annual Payment (P & I)
<b>Total Annual Payments:</b>	288,111	502,900	450,725	212,475
<b>Has total annual payment increased over prior year (2020-21)?</b>		<b>Yes</b>	<b>Yes</b>	<b>No</b>

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**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 current 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)

Annual payment has increased due to the 2018 Bond.

---

**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.

**Explanation:**  
(Required if Yes)

**S7. Unfunded Liabilities**

Identify any changes in estimates for unfunded liabilities since first interim projections, and indicate whether the changes are the result of a new actuarial valuation.

**S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other Than Pensions (OPEB)**

DATA ENTRY: Click the appropriate button(s) for items 1a-1c, as applicable. First Interim data that exist (Form 01CSI, Item S7A) will be extracted; otherwise, enter First Interim and Second Interim data in items 2-4.

1. a. Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 1b-4)

Yes
-----

b. If Yes to Item 1a, have there been changes since first interim in OPEB liabilities?

No
----

c. If Yes to Item 1a, have there been changes since first interim in OPEB contributions?

No
----

2. OPEB Liabilities

	First Interim (Form 01CSI, Item S7A)	Second Interim
a. Total OPEB liability	840,847.00	818,717.00
b. OPEB plan(s) fiduciary net position (if applicable)	552,449.00	552,449.00
c. Total/Net OPEB liability (Line 2a minus Line 2b)	288,398.00	266,268.00
d. Is total OPEB liability based on the district's estimate or an actuarial valuation?	Actuarial	Actuarial
e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation.	Jun 30, 2020	Jun 30, 2020

3. OPEB Contributions

	First Interim (Form 01CSI, Item S7A)	Second Interim
a. OPEB actuarially determined contribution (ADC) if available, per actuarial valuation or Alternative Measurement Method		
Current Year (2021-22)	27,130.00	27,130.00
1st Subsequent Year (2022-23)	15,000.00	15,000.00
2nd Subsequent Year (2023-24)	15,000.00	15,000.00
b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (Funds 01-70, objects 3701-3752)		
Current Year (2021-22)	27,130.00	27,130.00
1st Subsequent Year (2022-23)	15,000.00	15,000.00
2nd Subsequent Year (2023-24)	15,000.00	15,000.00
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)		
Current Year (2021-22)	27,130.00	27,130.00
1st Subsequent Year (2022-23)	15,000.00	15,000.00
2nd Subsequent Year (2023-24)	15,000.00	15,000.00
d. Number of retirees receiving OPEB benefits		
Current Year (2021-22)	3	1
1st Subsequent Year (2022-23)	1	1
2nd Subsequent Year (2023-24)	1	1

4. Comments:

**S7B. Identification of the District's Unfunded Liability for Self-insurance Programs**

DATA ENTRY: Click the appropriate button(s) for items 1a-1c, as applicable. First Interim data that exist (Form 01CSI, Item S7B) will be extracted; otherwise, enter First Interim and Second Interim data in items 2-4.

- 1. a. 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 1b-4)
 

No
----
- b. If Yes to item 1a, have there been changes since first interim in self-insurance liabilities?
 

n/a
-----
- c. If Yes to item 1a, have there been changes since first interim in self-insurance contributions?
 

n/a
-----

	First Interim (Form 01CSI, Item S7B)	Second Interim
2. Self-Insurance Liabilities		
a. Accrued liability for self-insurance programs		
b. Unfunded liability for self-insurance programs		

	First Interim (Form 01CSI, Item S7B)	Second Interim
3. Self-Insurance Contributions		
a. Required contribution (funding) for self-insurance programs		
Current Year (2021-22)		
1st Subsequent Year (2022-23)		
2nd Subsequent Year (2023-24)		
b. Amount contributed (funded) for self-insurance programs		
Current Year (2021-22)		
1st Subsequent Year (2022-23)		
2nd Subsequent Year (2023-24)		

4. Comments:

**S8. Status of Labor Agreements**

Analyze the status of all employee labor agreements. Identify new labor agreements that have been ratified since first interim projections, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues and explain how these commitments will be funded in future fiscal years.

**If salary and benefit negotiations are not finalized, upon settlement with certificated or classified staff:**

The 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: Click the appropriate Yes or No button for "Status of Certificated Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

**Status of Certificated Labor Agreements as of the Previous Reporting Period**

Were all certificated labor negotiations settled as of first interim projections?

No

If Yes, complete number of FTEs, then skip to section S8B.

If No, continue with section S8A.

**Certificated (Non-management) Salary and Benefit Negotiations**

	Prior Year (2nd Interim) (2020-21)	Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Number of certificated (non-management) full-time-equivalent (FTE) positions	16.0	16.8	16.0	16.0

1a. Have any salary and benefit negotiations been settled since first interim projections?

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, complete questions 6 and 7.

1b. Are any salary and benefit negotiations still unsettled?

Yes

If Yes, complete questions 6 and 7.

Negotiations Settled Since First Interim Projections

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the collective bargaining agreement certified by the district superintendent and chief business official?

No

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 collective bargaining agreement?

n/a

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date:

End Date:

5. Salary settlement:

Current Year  
(2021-22)

1st Subsequent Year  
(2022-23)

2nd Subsequent Year  
(2023-24)

Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?

Yes	Yes	Yes
-----	-----	-----

**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")

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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

16,835
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7. Amount included for any tentative salary schedule increases

Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
67,340	10,406	54,312

**Certificated (Non-management) Health and Welfare (H&W) Benefits**

- Are costs of H&W benefit changes included in the interim 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

Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Yes	Yes	Yes
576,455	579,337	593,821
94.0%	94.0%	94.0%
2.0%	3.0%	3.0%

**Certificated (Non-management) Prior Year Settlements Negotiated Since First Interim Projections**

Are any new costs negotiated since first interim projections for prior year settlements included in the interim?

No		
----	--	--

If Yes, amount of new costs included in the interim and MYPs  
If Yes, explain the nature of the new costs:

**Certificated (Non-management) Step and Column Adjustments**

- Are step & column adjustments included in the interim and MYPs?
- Cost of step & column adjustments
- Percent change in step & column over prior year

Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Yes	Yes	Yes
35,085	35,335	35,585
2.4%	2.4%	2.4%

**Certificated (Non-management) Attrition (layoffs and retirements)**

- Are savings from attrition included in the interim and MYPs?
- Are additional H&W benefits for those laid-off or retired employees included in the interim and MYPs?

Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Yes	Yes	Yes
No	No	No

**Certificated (Non-management) - Other**

List other significant contract changes that have occurred since first interim projections and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

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**S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees**

DATA ENTRY: Click the appropriate Yes or No button for "Status of Classified Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

**Status of Classified Labor Agreements as of the Previous Reporting Period**

Were all classified labor negotiations settled as of first interim projections?   
 If Yes, complete number of FTEs, then skip to section S8C.  
 If No, continue with section S8B.

**Classified (Non-management) Salary and Benefit Negotiations**

	Prior Year (2nd Interim) (2020-21)	Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Number of classified (non-management) FTE positions	17.0	21.0	17.0	17.0

1a. Have any salary and benefit negotiations been settled since first interim projections?   
 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, complete questions 6 and 7.

1b. Are any salary and benefit negotiations still unsettled?   
 If Yes, complete questions 6 and 7.

**Negotiations Settled Since First Interim Projections**

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:   
 2b. Per Government Code Section 3547.5(b), was the collective bargaining 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 collective bargaining agreement?   
 If Yes, date of budget revision board adoption:   
 4. Period covered by the agreement: Begin Date:  End Date:

5. Salary settlement:

	Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?			

**One Year Agreement**

Total cost of salary settlement			
% change in salary schedule from prior year or			

**Multiyear Agreement**

Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Identify the source of funding that will be used to support multiyear salary commitments:

**Negotiations Not Settled**

6. Cost of a one percent increase in salary and statutory benefits

	Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
7. Amount included for any tentative salary schedule increases	39,528	21,135	21,827

**Classified (Non-management) Health and Welfare (H&W) Benefits**

1. Are costs of H&W benefit changes included in the interim and MYPs?
2. Total cost of H&W benefits
3. Percent of H&W cost paid by employer
4. Percent projected change in H&W cost over prior year

Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Yes	Yes	Yes
249,109	167,352	172,372
93.0%	93.0%	93.0%
2.0%	3.0%	3.0%

**Classified (Non-management) Prior Year Settlements Negotiated Since First Interim**

Are any new costs negotiated since first interim for prior year settlements included in the interim?

No		
----	--	--

- If Yes, amount of new costs included in the interim and MYPs  
If Yes, explain the nature of the new costs:

**Classified (Non-management) Step and Column Adjustments**

1. Are step & column adjustments included in the interim and MYPs?
2. Cost of step & column adjustments
3. Percent change in step & column over prior year

Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Yes	Yes	Yes
1,500	0	0
2.0%	0.0%	0.0%

**Classified (Non-management) Attrition (layoffs and retirements)**

1. Are savings from attrition included in the interim and MYPs?
2. Are additional H&W benefits for those laid-off or retired employees included in the interim and MYPs?

Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Yes	Yes	Yes
No	No	No

**Classified (Non-management) - Other**

List other significant contract changes that have occurred since first interim and the cost impact of each (i.e., hours of employment, leave of absence, bonuses, etc.):

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**S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees**

DATA ENTRY: Click the appropriate Yes or No button for "Status of Management/Supervisor/Confidential Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

**Status of Management/Supervisor/Confidential Labor Agreements as of the Previous Reporting Period**

Were all managerial/confidential labor negotiations settled as of first interim projections?   
 If Yes or n/a, complete number of FTEs, then skip to S9.  
 If No, continue with section S8C.

**Management/Supervisor/Confidential Salary and Benefit Negotiations**

	Prior Year (2nd Interim) (2020-21)	Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Number of management, supervisor, and confidential FTE positions	4.0	3.0	3.0	3.0

1a. Have any salary and benefit negotiations been settled since first interim projections?  
 If Yes, complete question 2.  
 If No, complete questions 3 and 4.

1b. Are any salary and benefit negotiations still unsettled?  
 If Yes, complete questions 3 and 4.

Negotiations Settled Since First Interim Projections

2. Salary settlement:

	Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?			
Total cost of salary settlement			
Change in salary schedule from prior year (may enter text, such as "Reopener")			

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits

	Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
4. Amount included for any tentative salary schedule increases	6,428	4,975	5,134

**Management/Supervisor/Confidential Health and Welfare (H&W) Benefits**

	Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. Are costs of H&W benefit changes included in the interim and MYPs?	Yes	Yes	Yes
2. Total cost of H&W benefits	64,092	66,015	67,995
3. Percent of H&W cost paid by employer	92.0%	92.0%	92.0%
4. Percent projected change in H&W cost over prior year	2.0%	3.0%	3.0%

**Management/Supervisor/Confidential Step and Column Adjustments**

	Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. Are step & column adjustments included in the interim and MYPs?	Yes	Yes	Yes
2. Cost of step & column adjustments	8,151	8,371	8,597
3. Percent change in step and column over prior year	2.7%	2.7%	2.7%

**Management/Supervisor/Confidential Other Benefits (mileage, bonuses, etc.)**

	Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. Are costs of other benefits included in the interim and MYPs?	No	No	No
2. Total cost of other benefits			
3. Percent change in cost of other benefits over prior year			

**S9. Status of Other Funds**

Analyze the status of other funds that may have negative fund balances at the end of the current fiscal year. If any other fund has a projected negative fund balance, prepare an interim report and multiyear projection for that fund. Explain plans for how and when the negative fund balance will be addressed.

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**S9A. Identification of Other Funds with Negative Ending Fund Balances**

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DATA ENTRY: Click the appropriate button in Item 1. If Yes, enter data in Item 2 and provide the reports referenced in Item 1.

1. Are any funds other than the general fund projected to have a negative fund balance at the end of the current fiscal year?

No
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If Yes, prepare and submit to the reviewing agency a report of revenues, expenditures, and changes in fund balance (e.g., an interim fund report) and a multiyear projection report for each fund.

2. If Yes, identify each fund, by name and number, that is projected to have a negative ending fund balance for the current fiscal year. Provide reasons for the negative balance(s) and explain the plan for how and when the problem(s) will be corrected.

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**ADDITIONAL FISCAL INDICATORS**

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The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review.

DATA ENTRY: Click the appropriate Yes or No button for items A2 through A9; Item A1 is automatically completed based on data from Criterion 9.

- A1. Do cash flow projections show that the district will end the current fiscal year with a negative cash balance in the general fund? (Data from Criterion 9B-1, Cash Balance, are used to determine Yes or No)
  
- A2. Is the system of personnel position control independent from the payroll system?
  
- A3. Is enrollment decreasing in both the prior and current fiscal years?
  
- A4. Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior or current fiscal year?
  
- A5. Has the district entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?
  
- 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?

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

**Comments:**  
(optional)

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**End of School District Second Interim Criteria and Standards Review**

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# 2nd Interim

## 2021-22

# FORM 01

# General Fund Summary

# Unrestricted/Restricted

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	3,837,300.00	3.86%	3,985,243.00	4.55%	4,166,650.00
2. Federal Revenues	8100-8299	393,362.00	-76.75%	91,443.00	-0.48%	91,000.00
3. Other State Revenues	8300-8599	501,105.00	-29.04%	355,580.00	1.86%	362,206.00
4. Other Local Revenues	8600-8799	116,532.00	4.27%	121,510.00	4.12%	126,515.00
5. Other Financing Sources						
a. Transfers In	8900-8929	1,764,678.77	-0.55%	1,755,000.00	0.00%	1,755,000.00
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)		6,612,977.77	-4.60%	6,308,776.00	3.05%	6,501,371.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				1,749,807.66		1,721,634.66
b. Step & Column Adjustment				0.00		32,420.00
c. Cost-of-Living Adjustment				33,856.00		56,384.00
d. Other Adjustments				(62,029.00)		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	1,749,807.66	-1.61%	1,721,634.66	5.16%	1,810,438.66
2. Classified Salaries						
a. Base Salaries				907,303.43		756,458.43
b. Step & Column Adjustment				5,000.00		6,500.00
c. Cost-of-Living Adjustment				20,000.00		22,970.00
d. Other Adjustments				(175,845.00)		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	907,303.43	-16.63%	756,458.43	3.90%	785,928.43
3. Employee Benefits	3000-3999	1,393,644.00	-3.14%	1,349,939.00	2.53%	1,384,114.00
4. Books and Supplies	4000-4999	208,371.09	-41.77%	121,335.00	-2.18%	118,690.00
5. Services and Other Operating Expenditures	5000-5999	787,992.17	-0.27%	785,849.00	0.43%	789,219.00
6. Capital Outlay	6000-6999	17,952.00	-41.51%	10,500.00	0.00%	10,500.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%	0.00	0.00%	0.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	1,812,548.77	1.24%	1,835,000.00	0.00%	1,835,000.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		6,877,619.12	-4.32%	6,580,716.09	2.33%	6,733,890.09
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b> (Line A6 minus line B11)						
		(264,641.35)		(271,940.09)		(232,519.09)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 011, line F1e)		3,642,787.04		3,378,145.69		3,106,205.60
2. Ending Fund Balance (Sum lines C and D1)		3,378,145.69		3,106,205.60		2,873,686.51
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	386,901.66		404,279.58		426,590.50
c. Committed						
1. Stabilization Arrangements	9750	2,400,000.00		2,400,000.00		2,400,000.00
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	591,244.03		301,926.02		47,096.01
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		3,378,145.69		3,106,205.60		2,873,686.51

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
<b>E. AVAILABLE RESERVES (Unrestricted except as noted)</b>						
1. General Fund						
a. Stabilization Arrangements	9750	2,400,000.00		2,400,000.00		2,400,000.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	591,244.03		301,926.02		47,096.01
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 E1 thru E2c)		2,991,244.03		2,701,926.02		2,447,096.01
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		43.49%		41.06%		36.34%
<b>F. RECOMMENDED RESERVES</b>						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	Yes					
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)						
		0.00		0.00		0.00
2. District ADA (Used to determine the reserve standard percentage level on line F3d (Col. A: Form AI, Estimated P-2 ADA column, Lines A4 and C4; enter projections))						
		167.71		177.65		182.40
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		6,877,619.12		6,580,716.09		6,733,890.09
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)		6,877,619.12		6,580,716.09		6,733,890.09
d. Reserve Standard Percentage Level (Refer to Form 01CSI, Criterion 10 for calculation details)		5%		5%		5%
e. Reserve Standard - By Percent (Line F3c times F3d)		343,880.96		329,035.80		336,694.50
f. Reserve Standard - By Amount (Refer to Form 01CSI, Criterion 10 for calculation details)		71,000.00		71,000.00		71,000.00
g. Reserve Standard (Greater of Line F3e or F3f)		343,880.96		329,035.80		336,694.50
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES



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# 2nd Interim

# 2021-22

# FORM 01

# General Fund Summary

# Unrestricted

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	3,819,032.00	3.87%	3,966,743.00	4.57%	4,147,900.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	63,297.00	-100.00%	0.00	0.00%	0.00
4. Other Local Revenues	8600-8799	40,936.00	13.62%	46,510.00	10.76%	51,515.00
5. Other Financing Sources						
a. Transfers In	8900-8929	1,764,678.77	-0.55%	1,755,000.00	0.00%	1,755,000.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	(461,000.00)	-56.62%	(200,000.00)	12.50%	(225,000.00)
6. Total (Sum lines A1 thru A5c)		5,226,943.77	6.53%	5,568,253.00	2.89%	5,729,415.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				1,519,830.32		1,609,234.32
b. Step & Column Adjustment						29,420.00
c. Cost-of-Living Adjustment				33,856.00		51,384.00
d. Other Adjustments				55,548.00		
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	1,519,830.32	5.88%	1,609,234.32	5.02%	1,690,038.32
2. Classified Salaries						
a. Base Salaries				693,842.69		666,363.69
b. Step & Column Adjustment				5,000.00		5,000.00
c. Cost-of-Living Adjustment				20,000.00		20,470.00
d. Other Adjustments				(52,479.00)		
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	693,842.69	-3.96%	666,363.69	3.82%	691,833.69
3. Employee Benefits	3000-3999	1,041,803.25	14.22%	1,189,939.00	2.03%	1,214,114.00
4. Books and Supplies	4000-4999	143,972.26	-40.03%	86,335.00	-5.96%	81,190.00
5. Services and Other Operating Expenditures	5000-5999	475,063.57	-0.89%	470,849.00	0.29%	472,219.00
6. Capital Outlay	6000-6999	0.00	0.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(150.00)	0.00%	(150.00)	0.00%	(150.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	1,812,548.77	1.24%	1,835,000.00	0.00%	1,835,000.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		5,686,910.86	3.00%	5,857,571.01	2.16%	5,984,245.01
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>						
(Line A6 minus line B11)						
		(459,967.09)		(289,318.01)		(254,830.01)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 011, line F1e)		3,451,211.12		2,991,244.03		2,701,926.02
2. Ending Fund Balance (Sum lines C and D1)		2,991,244.03		2,701,926.02		2,447,096.01
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	2,400,000.00		2,400,000.00		2,400,000.00
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	591,244.03		301,926.02		47,096.01
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		2,991,244.03		2,701,926.02		2,447,096.01



Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
<b>E. AVAILABLE RESERVES</b>						
1. General Fund						
a. Stabilization Arrangements	9750	2,400,000.00		2,400,000.00		2,400,000.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	591,244.03		301,926.02		47,096.01
(Enter other reserve projections in Columns C and E for subsequent years 1 and 2; current year - Column A - is extracted)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00				
b. Reserve for Economic Uncertainties	9789	0.00				
c. Unassigned/Unappropriated	9790	0.00				
3. Total Available Reserves (Sum lines E1a thru E2c)						
		2,991,244.03		2,701,926.02		2,447,096.01
<b>F. ASSUMPTIONS</b>						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
<p>\$66,000 was transferred from Restricted to Unrestricted as SY 2022-23 will not receive COVID funding to help cover certificated roles. \$52,479 is removed from Classified salaries for SY 2022-23 as the District is laying off 5 positions.</p>						



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# 2nd Interim

## 2021-22

# FORM 01

# General Fund Summary

# Restricted

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	18,268.00	1.27%	18,500.00	1.35%	18,750.00
2. Federal Revenues	8100-8299	393,362.00	-76.75%	91,443.00	-0.48%	91,000.00
3. Other State Revenues	8300-8599	437,808.00	-18.78%	355,580.00	1.86%	362,206.00
4. Other Local Revenues	8600-8799	75,596.00	-0.79%	75,000.00	0.00%	75,000.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	461,000.00	-56.62%	200,000.00	12.50%	225,000.00
6. Total (Sum lines A1 thru A5c)		1,386,034.00	-46.57%	740,523.00	4.24%	771,956.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				229,977.34		112,400.34
b. Step & Column Adjustment						3,000.00
c. Cost-of-Living Adjustment				0.00		5,000.00
d. Other Adjustments				(117,577.00)		
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	229,977.34	-51.13%	112,400.34	7.12%	120,400.34
2. Classified Salaries						
a. Base Salaries				213,460.74		90,094.74
b. Step & Column Adjustment						1,500.00
c. Cost-of-Living Adjustment						2,500.00
d. Other Adjustments				(123,366.00)		
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	213,460.74	-57.79%	90,094.74	4.44%	94,094.74
3. Employee Benefits	3000-3999	351,840.75	-54.52%	160,000.00	6.25%	170,000.00
4. Books and Supplies	4000-4999	64,398.83	-45.65%	35,000.00	7.14%	37,500.00
5. Services and Other Operating Expenditures	5000-5999	312,928.60	0.66%	315,000.00	0.63%	317,000.00
6. Capital Outlay	6000-6999	17,952.00	-41.51%	10,500.00	0.00%	10,500.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	150.00	0.00%	150.00	0.00%	150.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		1,190,708.26	-39.27%	723,145.08	3.66%	749,645.08
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>						
(Line A6 minus line B11)						
		195,325.74		17,377.92		22,310.92
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 011, line F1e)		191,575.92		386,901.66		404,279.58
2. Ending Fund Balance (Sum lines C and D1)		386,901.66		404,279.58		426,590.50
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	386,901.66		404,279.58		426,590.50
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		386,901.66		404,279.58		426,590.50
(Line D3f must agree with line D2)						

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
<b>E. AVAILABLE RESERVES</b>						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated Amount	9790					
(Enter current year reserve projections in Column A, and other reserve projections in Columns C and E for subsequent years 1 and 2)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						
<b>F. ASSUMPTIONS</b>						
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.						
Certificated Salaries will decrease in SY 2022-23 as portions of salaries for SY 2021-22 were funded by COVID Federal and State funded accounts. SY 2022-23 will not include those expenditures, including salaries to cover testing, contact tracing, and salaries to cover academics and mental health of unduplicated students. \$66,000 will be transferred from a Restricted expense to an Unrestricted expense.						



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# 2nd Interim

## 2021-22

# FORM 13

## Cafeteria Special Revenue Fund

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	50,000.00	81,986.56	28,504.29	81,986.56	0.00	0.0%
3) Other State Revenue		8300-8599	30,000.00	18,950.00	2,034.19	18,950.00	0.00	0.0%
4) Other Local Revenue		8600-8799	20,260.00	20,260.00	166.96	20,260.00	0.00	0.0%
5) TOTAL, REVENUES			100,260.00	121,196.56	30,705.44	121,196.56		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	68,932.81	72,919.37	38,142.41	72,919.37	0.00	0.0%
3) Employee Benefits		3000-3999	60,201.86	60,201.86	32,815.02	60,201.86	0.00	0.0%
4) Books and Supplies		4000-4999	63,000.00	77,865.95	34,705.16	77,865.95	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	2,550.00	4,168.85	4,161.30	4,168.85	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			194,684.67	215,156.03	109,823.89	215,156.03		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(94,424.67)	(93,959.47)	(79,118.45)	(93,959.47)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	95,000.00	95,000.00	95,000.00	95,000.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			95,000.00	95,000.00	95,000.00	95,000.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			575.33	1,040.53	15,881.55	1,040.53		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	12,260.71	39,296.27		39,296.27	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			12,260.71	39,296.27		39,296.27		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			12,260.71	39,296.27		39,296.27		
2) Ending Balance, June 30 (E + F1e)			12,836.04	40,336.80		40,336.80		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	12,836.04	40,336.80		40,336.80		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		



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# 2nd Interim

## 2021-22

# FORM 14

## Deferred Maintenance Fund



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	25,000.00	0.00	25,000.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	600.00	600.00	154.67	600.00	0.00	0.0%
5) TOTAL, REVENUES			600.00	25,600.00	154.67	25,600.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	6.84	0.00	6.84	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	15,000.00	15,270.00	542.50	15,270.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			15,000.00	15,276.84	542.50	15,276.84		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(14,400.00)	10,323.16	(387.83)	10,323.16		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(14,400.00)	10,323.16	(387.83)	10,323.16		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	64,424.16	61,531.50		61,531.50	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			64,424.16	61,531.50		61,531.50		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			64,424.16	61,531.50		61,531.50		
2) Ending Balance, June 30 (E + F1e)			50,024.16	71,854.66		71,854.66		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted								
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	50,024.16	71,854.66		71,854.66		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount			0.00	0.00		0.00		



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# 2nd Interim

## 2021-22

# FORM 17

## Special Reserve Fund For Other Than Capital Outlay Projects

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	3,500.00	3,500.00	1,269.12	3,500.00	0.00	0.0%
5) TOTAL, REVENUES			3,500.00	3,500.00	1,269.12	3,500.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.00	0.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			3,500.00	3,500.00	1,269.12	3,500.00		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	20,000.00	20,000.00	20,000.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	(20,000.00)	(20,000.00)	(20,000.00)		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			3,500.00	(16,500.00)	(18,730.88)	(16,500.00)		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	506,703.70	506,217.23		506,217.23	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			506,703.70	506,217.23		506,217.23		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			506,703.70	506,217.23		506,217.23		
2) Ending Balance, June 30 (E + F1e)			510,203.70	489,717.23		489,717.23		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted								
c) Committed		9740	0.00	0.00		0.00		
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	510,203.70	489,717.23		489,717.23		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		



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# 2nd Interim

## 2021-22

# FORM 20

## Special Reserve Fund For Post-Employment Benefits

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	5,000.00	5,000.00	2,081.50	5,000.00	0.00	0.0%
5) TOTAL, REVENUES			5,000.00	5,000.00	2,081.50	5,000.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.00	0.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			5,000.00	5,000.00	2,081.50	5,000.00		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	27,130.00	27,130.00	27,130.00	27,130.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(27,130.00)	(27,130.00)	(27,130.00)	(27,130.00)		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(22,130.00)	(22,130.00)	(25,048.50)	(22,130.00)		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	796,335.39	840,847.13		840,847.13	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			796,335.39	840,847.13		840,847.13		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			796,335.39	840,847.13		840,847.13		
2) Ending Balance, June 30 (E + F1e)			774,205.39	818,717.13		818,717.13		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted								
c) Committed		9740	0.00	0.00		0.00		
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	774,205.39	818,717.13		818,717.13		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		





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# 2nd Interim

# 2021-22

# FORM 21

# Building Fund

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	26,000.00	26,000.00	10,268.04	26,000.00	0.00	0.0%
5) TOTAL, REVENUES			26,000.00	26,000.00	10,268.04	26,000.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	25,000.00	9,310.05	25,000.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	2,207,176.82	54,809.66	2,207,176.82	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	2,232,176.82	64,119.71	2,232,176.82		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			26,000.00	(2,206,176.82)	(53,851.67)	(2,206,176.82)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	7,449.43	7,449.43	7,449.43	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	7,449.43	7,449.43	7,449.43		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			26,000.00	(2,198,727.39)	(46,402.24)	(2,198,727.39)		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	4,003,809.80	4,091,776.82		4,091,776.82	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4,003,809.80	4,091,776.82		4,091,776.82		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,003,809.80	4,091,776.82		4,091,776.82		
2) Ending Balance, June 30 (E + F1e)			4,029,809.80	1,893,049.43		1,893,049.43		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	4,029,809.80	1,893,049.43		1,893,049.43		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		



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# 2nd Interim

# 2021-22

# FORM 25

# Capital Facilities Fund

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,800.00	1,800.00	505.42	1,800.00	0.00	0.0%
5) TOTAL, REVENUES			1,800.00	1,800.00	505.42	1,800.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.00	0.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			1,800.00	1,800.00	505.42	1,800.00		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			1,800.00	1,800.00	505.42	1,800.00		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	206,761.68	200,379.14		200,379.14	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			206,761.68	200,379.14		200,379.14		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			206,761.68	200,379.14		200,379.14		
2) Ending Balance, June 30 (E + F1e)			208,561.68	202,179.14		202,179.14		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance		9740	208,561.68	202,179.14		202,179.14		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		



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# 2nd Interim

# 2021-22

# FORM 35

# County Schools Facilities Fund

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.12	0.03	0.03	0.03	0.00	0.0%
5) TOTAL, REVENUES			0.12	0.03	0.03	0.03		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.00	0.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			0.12	0.03	0.03	0.03		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	10.70	0.00	10.70	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	(10.70)	0.00	(10.70)		



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.12	(10.67)	0.03	(10.67)		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	10.70	10.67		10.67	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			10.70	10.67		10.67		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			10.70	10.67		10.67		
2) Ending Balance, June 30 (E + F1e)			10.82	0.00		0.00		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance		9740	10.82	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		



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# 2nd Interim

# 2021-22

# FORM 40

**Special Reserve Fund  
For  
Capital Outlay Projects**

*Harmony Elementary School & Salmon Creek Charter School*

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	3,300.00	3,300.00	880.40	3,300.00	0.00	0.0%
5) TOTAL, REVENUES			3,300.00	3,300.00	880.40	3,300.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.00	0.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			3,300.00	3,300.00	880.40	3,300.00		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	10.70	0.00	10.70	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	10.70	0.00	10.70		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			3,300.00	3,310.70	880.40	3,310.70		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	349,481.57	349,043.35		349,043.35	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			349,481.57	349,043.35		349,043.35		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			349,481.57	349,043.35		349,043.35		
2) Ending Balance, June 30 (E + F1e)			352,781.57	352,354.05		352,354.05		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	352,781.57	352,354.05		352,354.05		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

**HARMONY UNION SCHOOL DISTRICT  
BUDGET PROJECTIONS 2020-21 through 2023-24**

**2021-22 2nd Interim**

	<b>UAs</b>	<b>2nd Interim</b>	<b>Estimated</b>	<b>Estimated</b>
	<b>Budget</b>	<b>Budget</b>	<b>Budget</b>	<b>Budget</b>
	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
<b>Projected Budgeted ADA</b>	214.70	184.47	177.65	182.40
<b>COLA (Cost of Living Adj. on the Revenue Limit)</b>	2.31%	1.70%	5.33%	3.61%
<b>BEGINNING BALANCE</b>	<b>\$3,627,815</b>	<b>\$3,642,787</b>	<b>\$3,378,147</b>	<b>\$3,106,207</b>
<b>LCFF Revenue</b>	\$2,171,407	\$1,919,032	\$2,028,743	\$2,171,140
<b>Basic Aid Supplemental</b>	\$1,886,260	\$1,900,000	\$1,938,000	\$1,976,760
<b>Special Ed In-Lieu Property Tax</b>	\$34,121	\$18,268	\$18,500	\$18,750
<b>Federal Revenues</b>	\$275,597	\$393,362	\$91,443	\$91,000
<b>State Revenues</b>	\$418,511	\$501,105	\$355,580	\$362,206
<b>Local Revenues</b>	\$224,633	\$116,532	\$121,510	\$126,515
<b>TOTAL REVENUE:</b>	<b>\$5,010,529</b>	<b>\$4,848,299</b>	<b>\$4,553,776</b>	<b>\$4,746,371</b>
<b>EXPENDITURES</b>				
<b>Certificated Salaries</b>	\$1,635,794	\$1,749,808	\$1,721,635	\$1,810,439
<b>Classified Salaries</b>	\$807,308	\$907,303	\$756,458	\$785,928
<b>Employee Benefits (2.5% increase 2021-22)</b>	\$1,256,250	\$1,393,644	\$1,349,939	\$1,384,114
<i>STRS included in employee benefits (16.92%)</i>	<i>\$452,737</i>	<i>\$463,699</i>	<i>\$456,233</i>	<i>\$479,766</i>
<i>PERS included in employee benefits (22.91%)</i>	<i>\$142,102</i>	<i>\$177,567</i>	<i>\$158,856</i>	<i>\$165,045</i>
<i>Retiree Health Benefits</i>	<i>\$35,170</i>	<i>\$27,130</i>	<i>\$15,000</i>	<i>\$15,000</i>
<b>Books, Supplies &amp; Equipment</b>	\$329,679	\$208,371	\$121,335	\$118,690
<b>Services &amp; Operating Expenses (including transportation)</b>	\$778,932	\$787,992	\$785,849	\$789,219
<b>Capital Outlay and Land Improvements</b>	\$102,359	\$17,952	\$10,500	\$10,500
<b>TOTAL EXPENSE:</b>	<b>\$4,910,322</b>	<b>\$5,065,069</b>	<b>\$4,745,716</b>	<b>\$4,898,889</b>
<b>EXCESS (DEFICIT) BEFORE TRANSFERS:</b>	<b>\$100,207</b>	<b>(\$216,770)</b>	<b>(\$191,940)</b>	<b>(\$152,518)</b>
<b>Transfer In from Retiree Benefits Fund</b>	\$35,170	\$27,130	\$15,000	\$15,000
<b>Transfers In from Fund 17</b>	\$20,000	\$20,000	\$0	\$0
<b>Transfer Into Salmon Creek Charter</b>	\$2,103,105	\$1,717,549	\$1,740,000	\$1,740,000
<b>Transfer Out to Salmon Creek Charter</b>	(\$2,148,510)	(\$1,700,000)	(\$1,700,000)	(\$1,700,000)
<b>Transfer Out to SC Advisory Board (site council)</b>	\$0	(\$17,549)	(\$40,000)	(\$40,000)
<b>Transfer Out to Cafeteria</b>	(\$95,000)	(\$95,000)	(\$95,000)	(\$95,000)
<b>EXCESS (DEFICIT) AFTER TRANSFERS:</b>	<b>\$14,972</b>	<b>(\$264,640)</b>	<b>(\$271,940)</b>	<b>(\$232,518)</b>
<b>ENDING BALANCE:</b>	<b>\$3,642,787</b>	<b>\$3,378,147</b>	<b>\$3,106,207</b>	<b>\$2,873,689</b>
<b>Components of Above Ending Balance</b>				
<b>Economic Uncertainties (5% of Exp.) Board Designated</b>	\$245,516	\$253,253	\$237,286	\$244,944
<b>Budget Stabilization</b>	\$2,400,000	\$2,400,000	\$2,400,000	\$2,400,000
<b>1) Revolving Fund</b>	\$500	\$500	\$500	\$500
<b>2) Restricted Ending Balance</b>	\$191,576	\$386,901	\$404,279	\$426,590
<b>3) Assigned Ending Balance (Lottery 1100 &amp; EPA 1400)</b>	\$313,446	\$93,746	\$52,281	\$49,491
<b>4) Unassigned Ending Balance</b>	\$491,749	\$243,747	\$11,861	(\$247,836)

\*Layoffs for years 2022-23 and 2023-24 include a 1.8 FTE of Certificated positions and 5 Classified positions at 3.6 FTE

**FUND: 14 Restricted Maintenance**

		<b>Previous Year</b>	<b>Current Year</b>	<b>Projection Year</b>
<b>Object Codes</b>		<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
<b><u>Revenue</u></b>				
Transfer from General Fund	8091		\$25,000	\$25,000
Transfer from Fund 40	8919			
Interest	8660	\$530	\$600	\$600
<b>Total Revenue</b>		\$530	\$25,600	\$25,600
<b><u>Expenditures</u></b>				
Custodial Supplies	4370		\$7	
Repairs and Maintenance	5630	\$3,300	\$5,000	\$5,000
Services and Operating Exp.	5800			
Professional Services - Property Management Fee	5830	\$523	\$270	\$500
Professional Services - Tree work (\$400 to date)	5830	\$6,500	\$10,000	\$10,000
Other Outgo	7100-7499			
<b>Total Expenditures</b>		\$10,323	\$15,277	\$15,500
<b>Net Increase (Decrease)</b>		<b>(\$9,793)</b>	\$10,323	\$10,100
<b><u>Fund Balance</u></b>				
Beginning Balance		\$71,324	\$61,532	\$71,855
Audit Adjustment(s)				
<b>Net Ending Balance</b>		\$61,532	\$71,855	\$81,955

**FUND: 17 Special Reserve Fund for Instructional Programs**

		<b>Previous Year</b>	<b>Current Year</b>	<b>Projection Year</b>
		<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
<b>Object Codes</b>				
<b><u>Revenue</u></b>				
Interest	8660	\$4,013	\$3,500	\$3,500
<b>Total Revenue</b>		\$4,013	\$3,500	\$3,500
<b><u>Expenditures</u></b>				
Salaries & Benefits	1000-3999	\$0	\$0	\$0
Supplies, Svcs., Exp., & Capital Outlay	4000-6999	\$0	\$0	\$0
Setup Music Classroom	4400		\$20,000	
Professional Development	5202	\$20,000		
Transfer to General Fund	7100-7499			
<b>Total Expenditures</b>		\$20,000	\$20,000	\$0
<b>Net Increase (Decrease)</b>		<b>(\$15,987)</b>	<b>(\$16,500)</b>	\$3,500
<b><u>Fund Balance</u></b>				
Beginning Balance		\$522,204	\$506,217	\$489,717
Audit Adjustment(s)				
Net Ending Balance		\$506,217	\$489,717	\$493,217

*Notes/Assumptions: Expenses reported in FD 17 are transfers made into FD 01 to balance the budget for that year. The transfers in will offset expenditures for instructional programs such as curriculum and field trips.*

**FUND: 40 Capital Outlay**

		<b>Previous Year</b>	<b>Current Year</b>	<b>Projection Year</b>
		<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
<b>Object Codes</b>				
<b><u>Revenue</u></b>				
Insurance payout re stolen tractor	8699			
Interest	8660	\$2,862	\$3,300	\$3,300
Moving Fund 35 balance to Fund 40	8919		\$11	
<b>Total Revenue</b>		\$2,862	\$3,311	\$3,300
<b><u>Expenditures</u></b>				
Remodel Tractor Shed	6200	\$10,079		
Replacement Tractor	6500	\$23,341		
<b>Total Expenditures</b>		\$33,420	\$0	\$0
<b>Net Increase (Decrease)</b>		<b>(\$30,558)</b>	\$3,311	\$3,300
<b><u>Fund Balance</u></b>				
Beginning Balance		\$379,601	\$349,044	\$352,354
Audit Adjustment(s)				
<b>Net Ending Balance</b>		<b>\$349,044</b>	<b>\$352,354</b>	<b>\$355,654</b>



**HARMONY UNION SCHOOL DISTRICT  
BUDGET PROJECTIONS - 2019/20 through 2021/22  
FUNDS 01 and 03**

**2021-22 2nd Interim**

**REVENUE**

*District TK-1 = 57.57, Salmon Creek Charter 2nd- 8th grades = 126.9  
and a COLA of 5.07%.*

**LCFF Revenue**

**HUSD**

K - 2 District Property Tax	\$2,729,792
EPA (Education Protection Account)	\$11,700
State Aid	\$475,040
In-Lieu of Property Tax	(\$2,432,084)
Transfer out to FD 14 - Deferred Maint	(\$25,000)
Sp. Ed. In Lieu Property Tax	\$18,268

**Salmon Creek**

S. C. Charter in Lieu Property Taxes	\$648,898
EPA (Education Protection Account)	\$25,502
State Aid	\$485,184
Basic Aid Charter Supplemental	\$1,900,000
	<b>\$3,837,300</b>

**Federal Revenues**

Title I RS3010	\$29,969
Title II RS4035	\$3,695
Title IV RS4127	\$10,000
Sp. Ed. Federal Revenues RS3310	\$27,426
REAP Grant (SRSA) RS5810	\$23,949
ESSER II RS3210 & RS3212	\$5,347
ESSER III RS3213	\$185,904
ESSER III RS3214	\$46,476
ESSER III RS3216	\$20,164
ESSER III RS3217	\$4,628
ESSER III RS3218	\$13,145
ESSER III RS3219	\$22,659
	<b>\$393,362</b>

**State Revenues**

In-Person Instruction RS7422	\$43,132	
Pre-K Planning Grant RS6053	\$28,537	(= \$2,813 * TK students + base grant)
ELOP - RS2600	\$55,000	ELOP continues
Educator's Effectiveness RS6266	\$89,675	
Farm to Table Grant	\$3,100	
Learning Recovery Fund RS6537	\$12,735	
Lottery RS1100 - estimated from 2021-22 Dartboard	\$30,168	based off of P1 ADA
Lottery Prop 20 RS6300 - estimated from 2021-22 Dartboard	\$12,030	based off of P1 ADA
Mandated Block Grant 21-22 Dartboard	\$4,592	
CSESAP Program REV	\$30,019	
STRS - On-Behalf RS7690	\$192,117	
	<b>\$501,105</b>	

**Local Revenues**

ARK Donation RS0242	\$5,000
Teleconnect Fund	\$2,400
Rent	\$5,000
RESIG Safety Credit RS9090	\$1,505
RESIG Return of Equity	\$9,936
State Special Education 6500	\$74,091
STRS Excess Con	\$2,900
Interest Income	\$15,700
	<b>\$116,532</b>

<b>TOTAL REVENUE</b>	<b>\$4,848,299</b>
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**HARMONY UNION SCHOOL DISTRICT  
BUDGET PROJECTIONS - 2019/20 through 2021/22  
FUNDS 01 and 03**

**2021-22 2nd Interim**

**EXPENDITURES**

**Certificated Salaries**

Classroom Teachers, Counselor, Music and Art	\$1,398,665
Offer of 4% on schedule increase to 2021-22 plus cost of salary revision	\$87,243
Substitutes	\$10,000
Teacher Stipends	\$52,500
COVID Teacher Extra Pay	\$39,664
	<b>\$1,588,072</b>

**Administrative Salaries**

Superintendent/Principal	\$156,819
Assistant Principal/Curriculum Coordinator	\$4,917
Chief Business Official	\$100,839
	<b>\$262,575</b>

**Classified Salaries (includes 4,3,3 offer)**

Administrative Assistant	\$59,509
After School Hourly Program (Homework Club)	\$19,220
Paraprofessionals and Instructional Assistants (5 Para, 2IAs, 1 Bilingual)	\$245,128
Classified Salaries Additional Pay / Stipends	\$8,500
Custodians	\$103,482
Data Systems Technician	\$76,524
Farmer/PBL	\$38,990
Garden Coordinator	\$60,160
Garden Liaison @ .49FTE	\$17,807
Library Tech	\$25,786
Nurse	\$46,800
Reading Intervention Para	\$30,611
Spanish Club (Stipend)	\$1,500
Special Education (2-1:1s & RSP)	\$72,446
	<b>\$806,464</b>

**Employee Benefits**

Payroll costs (STRS,PERS, Medicare, FICA, Workers Comp., Unemp Ins.)	\$597,942
STRS - On-Behalf (RS 7690)	\$192,117
Retiree Benefits	\$27,130
Health Benefits (Blue Cross/Shield, Kaiser, RESIG Dental, Vision, Cash in Lie	\$576,455
	<b>\$1,393,644</b>

**Books and Supplies**

Artroom startup costs	\$7,600
Athletics/Referee Fees	\$0
Basic Order (Paper, etc.)	\$1,000
Curriculum (Reading and Math)	\$18,750
Custodial Supplies (includes RS 8150 Custodial Supplies)	\$32,385
Educator's Effectiveness Materials for ACT	\$1,800
Electronic Curriculum (Lexia)	\$6,900
Equipment - classroom (includes RS 8150 Equipment)	\$1,500
Equipment - Front Office and Bsn Office	\$1,500
Equipment - technology (iPads, Chromebooks, etc)	\$10,000
First Aid Supplies (616)	\$1,500
Food for Meetings	\$1,000
Garden Maintenance Supplies - custodial maintenance of garden (8200)	\$6,500
Garden Supplies	\$1,500
Math Learning Center (program)(Textbooks)	\$2,500
Music startup costs	\$26,999
New iPads - TK, Kinder and 1st grade	\$4,000
Front Office/Bsn Office/Staff Room Supplies	\$16,100
Place Based Learning Materials	\$2,000
Positive Behavior Incentives	\$500
RESIG Safety (RS9090)	\$1,500
Reading Intervention - Summer Program	\$3,000
Site Council (Grants + annual costs of library and recess equipment)	\$25,672
Spanish Club Materials	\$250
Special Education Materials	\$1,500
Teacher Classroom Allocations (RS6300)	\$14,840
Technology Supplies/Software	\$2,075
Textbooks	\$15,500
	<b>\$208,371</b>

no sports 21-22

**Sub-Agreements**

Technology Contract (SCOE)	\$2,500
SCOE - Emergency Sub Exp.	\$110
	<hr/>
	\$2,610

**Travel/Workshops/Conferences**

Board & Superintendent Workshops	\$3,852
School Admin Conference	\$2,350
Mileage and Reimbursement	\$500
Professional Development - Instructional	\$2,500
Professional Development - Parent Participation	\$1,250
Certificated Professional Development Workshops	\$1,250
School Sponsored Field Trips	\$10,000
Special Ed Conf.	\$250
	<hr/>
	\$21,952

**Dues/Memberships**

Electronic School Board Membership	\$7,330
School Admin Memberships	\$2,500
Superintendent Memberships	\$3,000
Subscriptions	\$2,500
Instructional Memberships	\$1,500
	<hr/>
	\$16,830

**Insurance**

Property and Liability Insurance Premium	\$37,000
Pupil Insurance	\$2,145
Volunteer Accident Insurance	\$500
	<hr/>
	\$39,645

**Utilities**

Waste Disposal	\$6,130
Building Security/Fire Alarm Monitoring - Major Alarm	\$1,500
Propane	\$21,500
Electric	\$33,000
	<hr/>
	\$62,130

**Leases/Rentals**

Other Equipment - rentals	\$2,000
Routine Repair and Maintenance (including well)	\$6,500
Repairs - Technology/music instruments	\$650
	<hr/>
	\$9,150

**Services and Operations**

Audit	\$10,000	
Assemblies	\$800	
Copier Charges	\$22,000	
Data Processing	\$300	
Employment Advertising (Obj5865) and all other Advertising (Obj5825)	\$600	
Fees	\$700	
Fingerprinting Costs	\$700	
Frontline	\$4,250	
Legal Services (School & College Legal Services)	\$8,100	
Library Management Fees (Power School)	\$550	
Living Roof (LVRF)	\$1,500	
Negotiator Costs (School & College Legal; Paul Boyland)	\$2,500	
OPEB Actuarial	\$938	
Other Service, Instruction	\$315	
Other Services, Admin	\$2,500	
Other Services, Operations	\$9,000	
Payroll Tech Contract	\$1,500	
School Wise - student data entry tech support (WISE)	\$3,750	22-23 no charge
SCOE contract to digitize boxes from storage room (200 boxes @ \$92/box)	\$4,600	
SCOE Library Contract no charge for AV 2020-21 (Obj5819)	\$736	
Sex Education Class (West County Health) - funding covered by Site Council	\$1,500	
Shredding Costs	\$1,080	
Consult for Superintendent Review	\$6,500	
Water/Well Testing	\$10,000	
Website (Blackboard)	\$14,000	
	<hr/>	
	\$108,419	

**Communications**

Telephone	\$6,800	
Cellular phones and hot spots	\$13,250	was \$30,000
Internet Access - Schools Connect	\$4,250	
Postage	\$2,500	
	<hr/>	
	\$26,800	

**Repairs/Land Improvements**

Facility/Land Improvements	\$17,952	
	<hr/>	
	\$17,952	

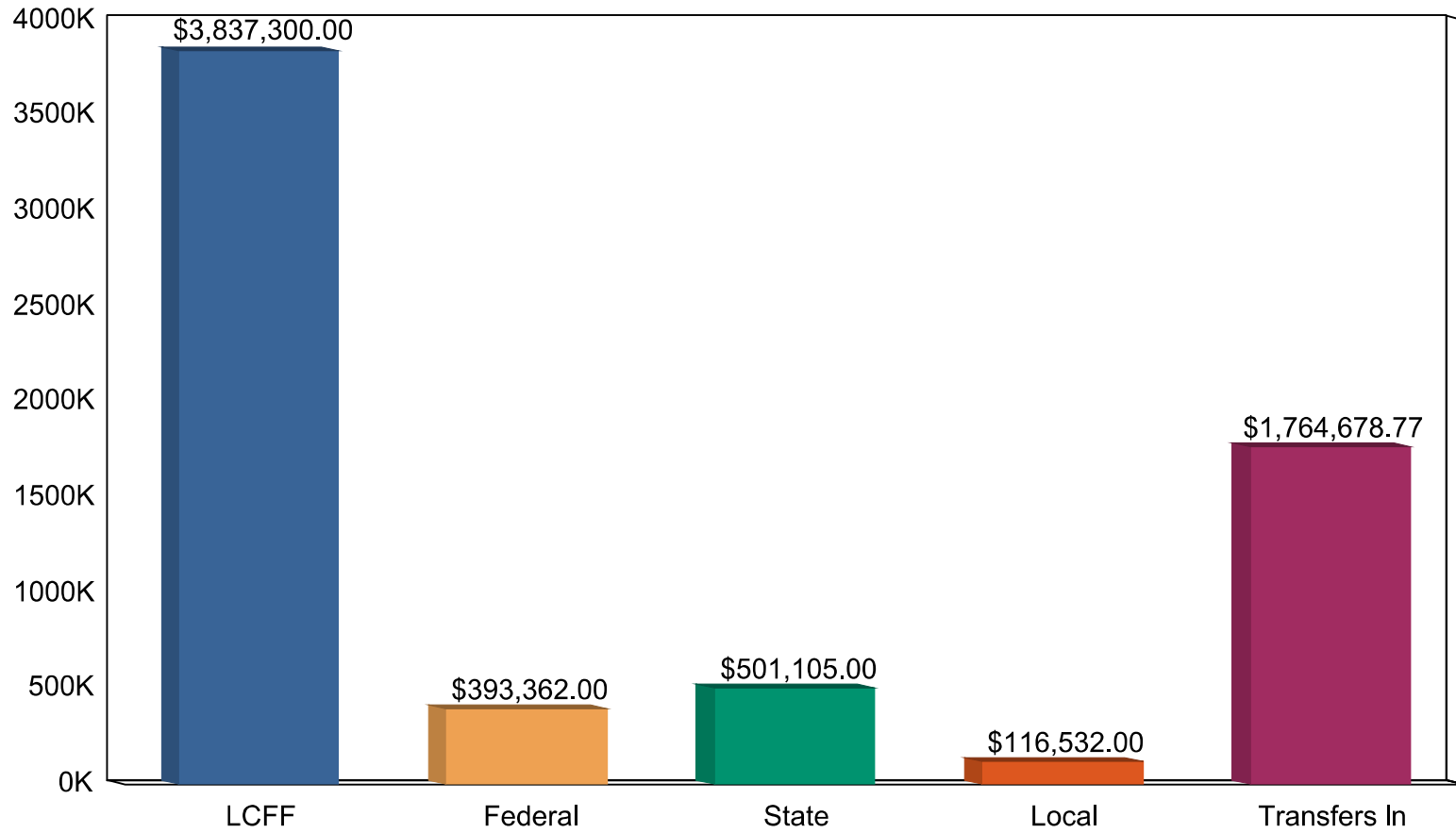
**Transportation Costs**

Home to school transportation (revenue reflected in LCFF calculation)	\$115,000
SPED Bus Service Cost	\$17,894
Out of district Transportation	\$67,144
	\$200,038

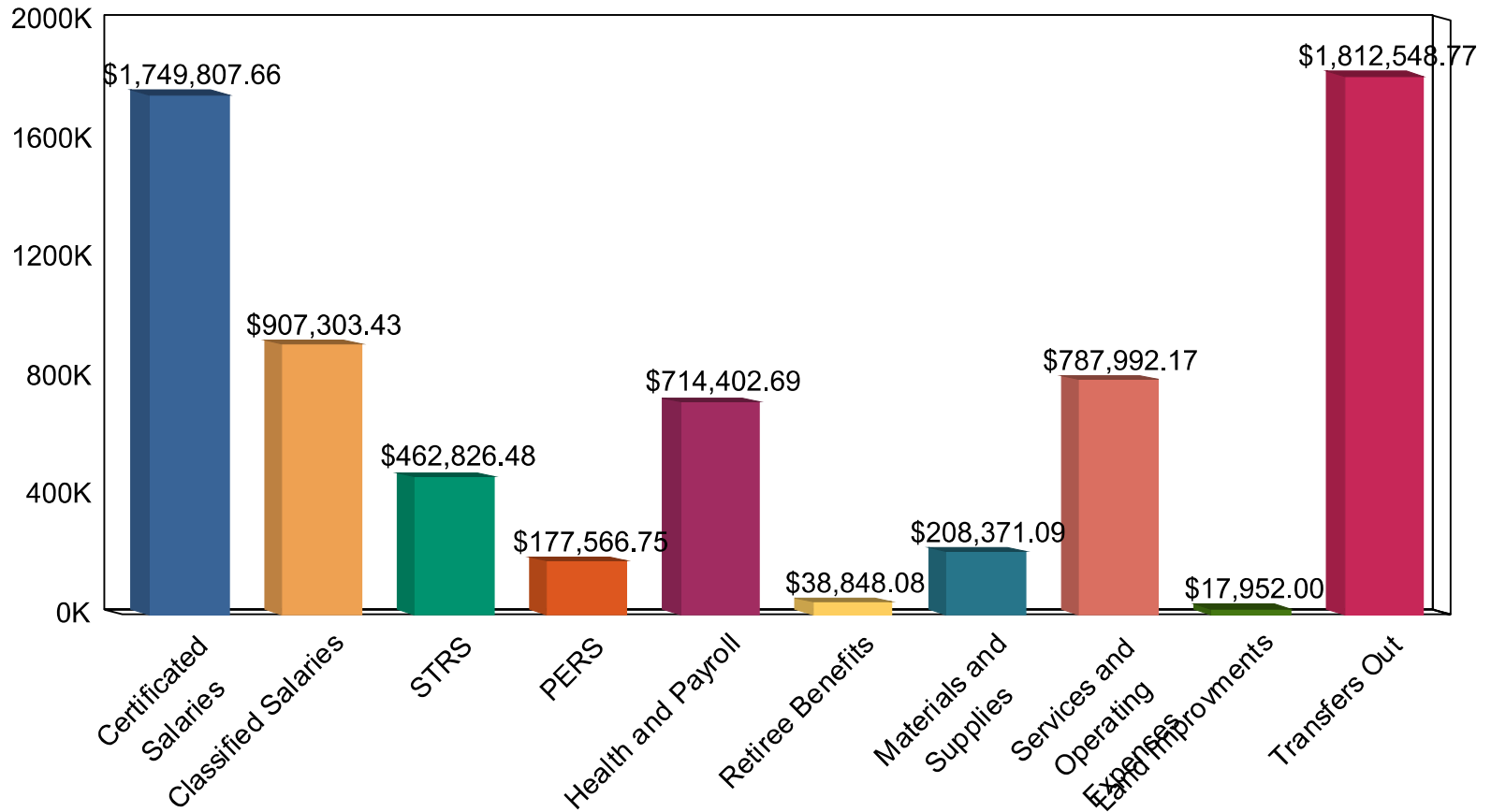
**Special Education - estimated costs and students**

Consortium - preschool (2 students)	\$61,770	
Consortium - Students in SDC (1 student)	\$74,622	
Consortium - Speech	\$29,960	Consortium Budget at 2nd
Consortium - Nurse	\$8,043	Interim: \$195,148 (1st
Forestville Contract - Psych/Beh Analyst	\$30,000	Interim was \$146,358) =
Consortium - Admin/Indirect costs	\$19,595	\$48,790 increase
Consortium - Learning Recovery Support Portion	\$1,158	
SCOE - SpEd Fee for Service (1 student, 10years old)	\$62,000	
Redwood Pediatric OT	\$10,000	
Anova ESY (6days @ \$245/day)	\$1,470	
SCOE - Admin fee	\$1,800	
	\$300,418	

Revised Budget (from accounts) Revenues



Revised Budget (from accounts) Expenditures



**MULTI-YEAR BUDGETS: ACTUAL AND PROJECTED**

	2021-22 2nd Interim					
	Actuals	Actuals	Unaudited	2nd Interim	Budget	Budget
	2018-19	2019-20	Actuals 2020-21	2021-22	2022-23	2023-24
Projected Budgeted ADA	236.16	214.7	214.7	185.47	177.65	182.40
COLA (Cost of Living Adj. on the Revenue Limit)	3.00%	3.24%	2.31%	1.70%	2.48%	3.11%
Funded/Planning COLA	3.00%	3.24%	0.00%	5.70%	2.48%	3.11%
<b>BEGINNING BALANCE</b>	<b>\$3,533,559</b>	<b>\$3,834,393</b>	<b>\$3,627,815</b>	<b>\$3,642,787</b>	<b>\$3,378,147</b>	<b>\$3,106,207</b>
<b>REVENUE</b>						
LCFF Revenue	\$2,298,483	\$2,118,374	\$2,171,407	\$1,919,032	\$2,028,743	\$2,171,140
Basic Aid Supplemental	\$1,653,618	\$1,813,215	\$1,886,260	\$1,900,000	\$1,938,000	\$1,976,760
Special Ed In-Lieu Property Tax	\$24,366	\$34,485	\$34,121	\$18,268	\$18,500	\$18,750
Federal Revenues	\$104,179	\$110,463	\$275,597	\$393,362	\$91,443	\$91,000
State Revenues	\$413,864	\$241,897	\$418,511	\$501,105	\$355,580	\$362,206
Local Revenues	\$221,768	\$292,516	\$224,633	\$116,532	\$121,510	\$126,515
<b>TOTAL REVENUE:</b>	<b>\$4,716,278</b>	<b>\$4,610,950</b>	<b>\$5,010,529</b>	<b>\$4,848,299</b>	<b>\$4,553,776</b>	<b>\$4,746,371</b>
<b>EXPENDITURES</b>						
Certificated Salaries	\$1,488,487	\$1,735,646	\$1,635,794	\$1,749,808	\$1,721,635	\$1,810,439
Classified Salaries	\$638,323	\$683,848	\$807,308	\$907,303	\$756,458	\$785,928
Employee Benefits (2% increase 2021-22)	\$1,198,022	\$1,191,387	\$1,256,250	\$1,393,644	\$1,349,939	\$1,384,114
STRS included in employee benefits	\$469,094	\$491,212	\$452,757	\$462,827	\$328,832	\$345,794
PERS included in employee benefits	\$143,980	\$125,449	\$142,102	\$177,567	\$197,436	\$212,046
Retiree Health Benefits	\$55,824	\$45,405	\$35,170	\$27,130	\$15,000	\$15,000
Books, Supplies & Equipment	\$129,591	\$159,394	\$329,679	\$208,371	\$121,335	\$118,690
Services and other Operating Expenses (including transportation)	\$955,466	\$990,764	\$778,932	\$787,991	\$785,849	\$789,218
Capital Outlay and Land Improvements	\$1,380	\$9,613	\$102,359	\$17,952	\$10,500	\$10,500
<b>TOTAL EXPENSE:</b>	<b>\$4,411,267</b>	<b>\$4,770,652</b>	<b>\$4,910,322</b>	<b>\$5,065,069</b>	<b>\$4,745,716</b>	<b>\$4,898,889</b>
<b>EXCESS (DEFICIT) BEFORE TRANSFERS:</b>	<b>\$305,010</b>	<b>(\$159,701)</b>	<b>\$100,207</b>	<b>(\$216,770)</b>	<b>(\$191,940)</b>	<b>(\$152,518)</b>
Transfer In from Retiree Benefits Fund	\$55,824	\$45,405	\$35,170	\$27,130	\$15,000	\$15,000
Transfers In from Fund 17	\$0	\$34,718	\$20,000	\$20,000	\$0	\$0
Transfer In to Salmon Creek Charter (from Fund 01)	\$740,000	\$2,340,000	\$2,103,105	\$1,717,549	\$1,740,000	\$1,740,000
Transfer Out to Salmon Creek Charter	\$700,000	\$2,300,000	\$2,148,510	\$1,700,000	\$1,700,000	\$1,700,000
Transfer Out to SC Advisory Board (site council)	\$40,000	\$40,000	\$0	\$17,549	\$40,000	\$40,000
Transfer Out to Cafeteria	\$60,000	\$127,000	\$95,000	\$95,000	\$95,000	\$95,000
<b>EXCESS (DEFICIT) AFTER TRANSFERS:</b>	<b>\$300,834</b>	<b>(\$206,578)</b>	<b>\$14,972</b>	<b>(\$264,640)</b>	<b>(\$271,940)</b>	<b>(\$232,518)</b>
<b>ENDING BALANCE:</b>	<b>\$3,834,393</b>	<b>\$3,627,815</b>	<b>\$3,642,787</b>	<b>\$3,378,147</b>	<b>\$3,106,207</b>	<b>\$2,873,689</b>
Components of Above Ending Balance						
Economic Uncertainties Board Designated 5%	\$220,563	\$238,533	\$245,516	\$253,253	\$237,286	\$244,944
Budget Stabilization	\$2,400,000	\$2,400,000	\$2,400,000	\$2,400,000	\$2,400,000	\$2,400,000
1) Revolving Fund	\$500	\$500	\$500	\$500	\$500	\$500
2) Restricted Ending Balance	\$200,284	\$203,682	\$191,576	\$376,449	\$393,827	\$416,138
3) Assigned Ending Balance (Lottery & EPA)	\$271,109	\$224,996	\$313,446	\$37,202	\$58,281	\$49,491
4) Unassigned Ending Balance	\$741,937	\$560,105	\$491,749	\$310,742	\$16,313	<b>(\$237,385)</b>

HARMONY UNION SCHOOL DISTRICT  
2021-22 2nd Interim Comparison to Budget Projections  
FUNDS 01 and 03  
Analysis of Changes

	ADA	199.5	184.47	184.47
BEGINNING BALANCE		\$3,642,787	\$3,642,787	\$3,642,787

REVENUE	2021-22 Budget	2021-22 1st Interim	2021-22 2nd Interim	Difference	Comments
LCFF Revenue	\$2,215,944	\$1,975,268	\$1,919,032	(\$296,912)	LCFF Calc was updated using most recent calculator, lower ADA than projected and 90% attendance rate per illnesses and
Basic Aid Charter Supplemental	\$1,890,000	\$1,900,000	\$1,900,000	\$10,000	Basic Aid Supplemental estimation based on out of district LCFF students.
Sp. Ed. In Lieu Property Tax	\$31,280	\$18,268	\$18,268	(\$13,012)	Amount based off of LCFF ADA and Property Taxes
Federal Revenues	\$446,069	\$393,172	\$393,362	(\$52,707)	Recalc of all Federal funds including COVID one-time funds
State Revenues	\$298,860	\$334,916	\$501,105	\$202,245	Funds recalculated re COVID and TK Grant
Local Revenues	\$132,405	\$107,496	\$116,532	(\$15,873)	True-up off all local funds received this year.
<b>Total Revenue</b>	<b>\$5,014,558</b>	<b>\$4,729,120</b>	<b>\$4,848,299</b>	<b>(\$166,259)</b>	Increase (Decrease) in Revenue

EXPENDITURES	2021-22 Budget	2021-22 1st Interim	2021-22 2nd Interim	Difference	Comments
Certificated Salaries	\$1,701,481	\$1,696,333	\$1,749,808	\$48,327	Salaries include 4% offer, less VP position, including music and art teachers at accurate placement on Salary Schedule.
Classified Salaries	\$825,979	\$939,346	\$907,303	\$81,324	Salaries include 4% offer and multiple new hires at accurate placement on Salary Schedule.
Employee Benefits	\$1,381,345	\$1,352,516	\$1,393,644	\$12,299	Estimated medical costs at accurate amount per employee usage.
Books and Supplies	\$103,200	\$137,340	\$208,371	\$105,171	Increase due to setting up music and art classrooms
Services and other Operating Expenditu	\$748,364	\$772,499	\$787,992	\$39,628	Increase of possible NPS placement for a student \$50,000, less hotspot contract of \$25,000
Capital Outlay	\$10,500	\$10,500	\$17,952	\$7,452	n/a
<b>Total Expenditures</b>	<b>\$4,770,869</b>	<b>\$4,908,534</b>	<b>\$5,065,069</b>	<b>\$294,200</b>	Increase (Decrease) in Expenses

Totals for the following Balances:

Change

Difference of transfer in/out of Gen Fund	(\$67,870)	(\$47,870)	(\$47,870)	\$20,000	
<b>ENDING BALANCE</b>	<b>\$3,886,476</b>	<b>\$3,463,373</b>	<b>\$3,426,017</b>	<b>(\$460,459)</b>	
Economic Uncertainties	\$238,543	\$245,427	\$253,253	\$6,883	5% of Fund01/03 Expenses
Restricted Ending Balance	\$215,000	\$376,185	\$386,901	\$161,185	Federal and State Funds remaining re COVID one-time funds
Revolving Fund	\$500	\$500	\$500	\$0	
Assigned Ending Balance	\$271,109	\$93,746	\$93,746	(\$177,363)	Unrestricted and Restricted Lottery funds remaining
Budget Stabilization	\$2,400,000	\$2,400,000	\$2,400,000	\$0	
Unassigned Ending Balance	\$761,324	\$347,515	\$291,616	(\$413,808)	



## **HARMONY UNION SCHOOL DISTRICT**

Board Meeting March 10, 2022  
2021-22 2nd Interim

The 2021-22 2nd Interim was developed using the 2022-23 Governor's Budget proposal. The Governor's proposal will be revised in May 2022 and then agreed upon in June 2022 between Governor Newsom and the State Legislature which preserves funding at current levels for K-12.

The LCFF Calculator used in developing the 2<sup>nd</sup> Interim 2021-22 Multi Year Projection used a 5.07% COLA for 2021-22, 5.33% for 2022-23 and 3.61% for 2023-24. For these reasons, the Harmony Union School District Board is being presented with a 2021-22 2nd Interim for review and adoption that is deficit spending in school years 2021-22, 2022-23 and 2023-24.

The 2021-22 2nd Interim is based on the LCFF calculation which includes supplemental and concentration grants based on the number of English Language Learners pupils, students eligible for free and reduced meal programs and foster youth. (Unduplicated pupil counts) The ADA, enrollment and pupil counts have been updated to reflect estimates as best as can be determined at this time. The number of unduplicated pupils enrolled in each school district as a percentage of total enrollment will constitute the unduplicated count. Each year the District will provide the State the total number of unduplicated pupil counts in these categories, which will determine the grant funding the District qualifies for. At the 2021-22 2nd Interim Budget, the District's unduplicated count is 8 and the Supplemental/Concentration Grant percentage for the District is 25.17%. The District does not qualify for concentration grant funding as the unduplicated count percentage would have to exceed 55%.

The 2021-22 school year will include additional revenue connect to COVID Relief:

In-Person Instruction \$43,132: IPI Grants may be used for any purpose consistent with providing in-person instruction for any pupil participating in in-person instruction, including, but not limited to, COVID-19 testing, cleaning and disinfection, personal protective equipment, ventilation and other school site upgrades necessary for health and safety, salaries for certificated or classified employees providing in-person instruction or services, and social and mental health support services provided in conjunction with in-person instruction.

ESSER III \$292,976: Any activity authorized by the ESEA, the Individuals with Disabilities Education Act (IDEA), the Adult Education and Family Literacy Act (AEFLA), or the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins). Coordination of LEA preparedness and response efforts with state, local, tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses with other agencies to prevent, prepare for, and respond to coronavirus. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population. Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs. Training and professional development for LEA staff on sanitation and minimizing the spread of infectious diseases. Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency. Purchasing educational technology (including hardware, software, and connectivity) for students served by the LEA that aids in regular and substantive educational interactions between students and their classroom teachers, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools. Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online

learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children in foster care, of the LEA. School facility repairs and improvements to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification, and other air cleaning, fans, control systems, and window and door repair and replacement. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff. Other activities that are necessary to maintain operations and continuity of services and continuing to employ existing staff.

In previous years, the Board has been warned about the volatility of Basic Aid Supplemental funding due to the criteria of receiving the funding. With the concern of Assembly Bills 1505 and 1507, passed in October of 2019, the District contacted FCMAT, the CDE and SCOE regarding the outcome of the Basic Aid Supplemental, should the District no longer be able to sponsor Pathway’s Charter. The outcome to these discussions and calculations informed the District that should the District no longer sponsor Pathway’s Charter, the District would lose 75% of the Basic Aid Supplemental funding, however, the District would discontinue sending in lieu property taxes to Pathways, therefore the end result in affecting the District’s budget is a wash.

The 38.7 ADA for Harmony Elementary at 2021-22 2nd Interim includes a transitional kindergarten in its counts for ADA and enrollment. ADA and enrollment for these TK students can only be reported to the State once the transitional kindergarten student turns five years of age. The ADA and enrollment continue to climb throughout the school year as these students turn five.

Special Ed student enrollment has increased raising the cost of special education services for the District. The revenue for these students has increased, but the contribution from the General Fund for this program is significant at \$461,000.

Property taxes per ADA x Charter ADA is reflected below:

	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>
<u>Local Property Taxes</u>	<u>\$2,729,792</u>	<u>\$2,784,388</u>	<u>\$2,840,076</u>
District LCFF ADA	47.5	49.4	49.4
	<u>\$297,708</u>	<u>\$237,437</u>	<u>\$249,589</u>
S.C. Charter LCFF ADA	127.51	130.15	133
	<u>\$648,898</u>	<u>\$637,289</u>	<u>\$658,766</u>
Pathways Charter ADA	350.40	390	390
	<u>\$1,783,186</u>	<u>\$1,909,662</u>	<u>\$1,931,721</u>

Deferred Maintenance Program Fund 14: With the implementation of LCFF, the annual State’s deferred maintenance apportionment was eliminated. There will no longer be a revenue stream in this fund unless funds are permanently transferred from the general fund. These funds have been committed for deferred maintenance purposes by an approved board resolution. The contribution to

the deferred maintenance program from the General Fund is \$25,000 for 2021-22, 2022-23 and 2023-24.

Measure C, a school improvement obligation (G.O.) bond measure ballot to modernize and renovate our campus was passed on the June 5, 2018. The Bond is in the amount of \$9.6 million. The District continues to try and organize a Citizens' Oversight Committee to monitor bond expenditures, a requirement of the Prop 39 bond measure. The District created their own Bond Committee that has representation of staff, a board trustee, community, and administration. This committee has been an intricate part of bond planning. A master plan was presented at the 2018 November regular board meeting by TLC Architects and a final draft of the master plan was brought back to the December 2018 board meeting for approval.

Proposition 51 effects the required minimum contribution a District must deposit to the Restricted Routine Repair and Maintenance account from their General Fund. The rate is 3% of the total General Fund expenditures within the General Fund for ongoing and major maintenance. *Currently the District is not required to meet that requirement due to the fact that District's with ADA under 300 are exempt.*

2nd Interim projections for 2021-22 through 2023-24 reflect an average of 2.44% increase in salaries due to step in column increases. The Administrative configuration for 2021-22 will be a full time Superintendent/Principal, a full time Chief Business Official and a full time Office Manager. There is a 1.8 FTE in certificated position layoffs, 3.17 FTE Classified layoffs and .55 FTE Confidential layoff reflected in 2022-23.

The 2nd Interim reflects one certificated retiree receiving the monthly CAP of \$790 per month and one retiree receiving the monthly CAP of \$825. These two retirees are reflected in 2021-22 with an estimated cost for retiree health benefits of \$27,130. Both of these retirees age out during 2022. The District signed a 5 year contract in June of 2019 agreeing to pay \$15,000 to an HUSD Retiree through June of 2024. This \$15,000 has been added to the cost of retirees.

In summary:

At this time, the 2021-22 2nd Interim is deficit spending in 2021-22, 2022-23 and 2023-24. If the State does not provide adequate funding within the next three (3) years, it is recommended that additional budget reductions be made in addition to the reductions presented in this Budget Development.

Posted in the November 30, 2021 edition of School Services of California, "Using the premise that we can do anything in education, but not everything, many local educational agencies (LEAs) find themselves in a bind for 2021-22 as they balance demands at the bargaining table with the maintenance of current staffing levels amidst significant declining enrollment. It's likely that most LEAs have carried forward staffing levels from 2019-20 through 2021-22, because of COVID-related legislation and/or to staff the demands for independent study. Beginning in 2022-23, the requirement to offer independent study goes away, and more importantly, the relief provided by the 2020-21 average daily attendance (ADA) hold harmless expires which means that a district with declining enrollment will experience two years' worth of ADA loss in one year (losses experienced in 2020-21 and 2021-22).

As LEAs grapple with this conundrum, it's likely that reductions in force may be necessary even though funding for K-14 education is at an all-time high. Although the funding loss referenced above will be experienced in 2022-23, the planning process starts now for layoffs in spring 2022 due to the restrictive timelines prescribed by the statute for certificated, and now classified employees per the passage of Assembly Bill (AB) 438."

With the uncertainty of the California State Budget it is highly recommended that the District monitor the budget closely. With an ending balance of \$3,378,146, we are well within the State's "Criteria and Standards" which state that our District should have an ending balance for Economic Uncertainties of 5%. With the District assigning funds in a Budget Stabilization account, in the amount of \$2,400,000, and restricted funds in the amount of \$386,902 the district's unassigned ending balance at 2nd Interim is \$591,244.

A fluctuation in revenue is reflected based on the changes in ADA (see below):

	<u>*LCFF Revenue</u>	<u>EPA Revenue</u>	<u>State Aid Revenue</u>
2021-22	\$2,860,224	\$37,202	\$960,224
2022-23	\$3,052,927	\$58,281	\$1,114,927
2023-24	\$3,215,054	\$49,491	\$1,238,294

\*EPA and State Aid Revenues are included within the LCFF Revenue.

ADA used for LCFF calculations are:

@Budget Development		@2nd Interim	
2021-22	199.5	2021-22	167.32
2022-23	194.75	2022-23	175.75
2023-24	195.7	2023-24	182.4

2022-23 and 2023-24 reflect expenditure increases in salaries due to step in column increases and 3% increases per the district's offer. Estimated health and welfare benefit increases 3% as well as increases in STRS & PERS costs per the most recent Dartboard.

The 2nd Interim 2021-22 reflects a positive certification for Harmony Union School District. It will be able to meet its financial obligations for the 2021-22 through 2023-24 fiscal years.

At this time, it is expected that all other funds (Cafeteria, Deferred Maintenance, Capital Facilities, Bond, Special Reserves and Retiree Benefits) will have a positive ending balance for the 2021-22 school year. Projected Ending Balance spreadsheet is attached.

The LCFF Calculator Universal Assumptions for Harmony Union Elementary and Salmon Creek Charter used for the 2021-22 2nd Interim is included.

Projected Ending Balances

FUND 8 through FUND 40

As of  
March 10, 2022

Ending Balances –	Unassigned/Unappropriated
Fund 8 – Student Body Account <i>Assigned</i> – Student Activity Funds	\$34,672.73
Fund 13 – Cafeteria Fund <i>Restricted</i> – cafeteria expenditures <b><i>Transfer in from the General Fund 01 - \$95,000</i></b>	\$40,336.80
Fund 14 – Deferred Maintenance <i>Committed</i> – deferred maintenance projects <b><i>Transfer in from the General Fund 01 - \$0</i></b>	\$71,854.66
Fund 17 – Special Reserve Fund <i>Committed</i> – instructional Program expenditures	\$489,717.23
Fund 20 – Postemployment Benefits <i>Committed</i> – retiree benefit expenditures <b><i>Transfer out to the General Fund 01 - \$27,130</i></b>	\$818,717.13
Fund 21 – Building Fund <i>Assigned</i> – building projects	\$1,893,049.43
Fund 25 – Capital Facilities Fund <i>Assigned</i> – building projects	\$202,179.14
Fund 35 – County School Facilities Fund <i>Restricted</i> – capital Outlay Projects	\$0.00
Fund 40 – Capital Outlay Projects <i>Committed</i> – capital projects	\$352,354.05

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# Appendix B – Accounting for One-Time Funds

## COVID-19 Accounting & Compliance Schedule

Program	SB98 Learning Loss Mitigation (LLM)			SB117 COVID-19 relief	Elementary & Secondary School Emergency Relief (ESSER)				AB86- In Person Instruction (IPI) and Expanded Learning Opportunities (ELO)		
	LLM	LLM	LLM		ESSER I	ESSER II	ESSER III	ESSER III - LLM	IPI	ELO	ELO paras
Source	Federal	Federal	State	State	Federal	Federal	Federal	Federal	State	State	State
Funding	GEER	CRF	Prop 98	Prop 98	CARES	CRSAA	ARP	ARP	Prop 98	Prop 98	Prop 98
Spending deadline	Sep-22	May-21	Jun-21	n/a	Sep-22	Sep-23	Sep-24	Sep-24	Aug-22	Aug-22	Aug-22
Resource	3215	3220	7420	7388	3210	3212	3213	3214	7422	7425	7426
Unearned Revenue/Fund Bal	U	U	F	F	U	U	U	U	U	F	F
SACS Revenue Code	8290	8290	8590	8590	8290	8290	8290	8290	8590	8590	8590
<b>Federal requirements:</b>											
Excess Interest earned	YES	NO			YES	YES	YES	YES			
Private School Equitable Services	YES	NO			YES	NO	NO	NO			
Supplement not supplant	NO	NO			NO	NO	NO	NO			
Maintenance of Effort	YES	NO			YES	YES	YES	YES			
NEW Maintenance of Equity	n/a	n/a			NO	NO	YES	YES			
Indirect Costs	YES	NO			YES	YES	YES	YES		NO	NO
Cash dependent on reporting	YES	NO			YES	YES	YES	YES			
<b>State requirements:</b>											
Plan required	Learning Continuity & Attendance Plan (in place of 2020-21 LCAP)								IPI Certification Due:	Expanded Learning Opportunity Grant Plan Board Adoption by June 1, 2021	
									June 1, 2021		

## COVID-19 Accounting & Timeline

Resource	Program Name	Fiscal Yr Funding	FROM		SPENDING PERIOD THROUGH					
			2019-20	2020-21	2020-21	2020-21	2022-23	2022-23	2023-24	2024-25
			13-Mar-20		31-May-21	30-Jun-21	31-Aug-22	30-Sep-22	9/30/2023	9/30/2024
7388	COVID-19	Prop 98								
3215	LLM	GEER								
3220	LLM	CRF								
7420	LLM	Prop 98								
3210	ESSER I	CARES								
3212	ESSER II	CRSAA								
3213	ESSER III	ARP								
3214	ESSER III - LLM	ARP								
7422	IPI	Prop 98								
7425	ELO	Prop 98								
7426	ELO paras	Prop 98								

Program	SB98 Learning Loss Mitigation			SB117 COVID-19	Elementary & Secondary School Emergency Relief			AB86- In Person Instruction (IPI) and Expanded Learning Opportunities		
	LLM	LLM	LLM		ESSER I	ESSER II	ESSER III	IPI	ELO	ELO paras
Source	Federal	Federal	State	State	Federal	Federal	Federal	State	State	State
Funding	GEER	CRF	Prop 98	Prop 98	CARES	CRSAA	ARP	Prop 98	Prop 98	Prop 98
Spending deadline	Sep-22	May-21	Jun-21	n/a	Sep-22	Sep-23	Sep-24	Aug-22	Aug-22	Aug-22
Resource	3215	3220	7420	7388	3210	3212	3213/3214	7422	7425	7426

## SSC School District and Charter School Financial Projection Dashboard 2022-23 Governor's Budget

This version of School Services of California Inc.'s (SSC) Financial Projection Dashboard is based on the 2022-23 Governor's Budget proposal. We have updated the cost-of-living adjustment (COLA), Consumer Price Index (CPI), and ten-year T-bill planning factors per the latest economic forecasts. We have also updated the Local Control Funding Formula (LCFF) factors. We rely on various state agencies and outside sources in developing these factors, but we assume responsibility for them with the understanding that they are general guidelines.

<b>LCFF PLANNING FACTORS</b>					
Factor	2021-22	2022-23	2023-24	2024-25	2025-26
Department of Finance Statutory COLA <sup>1</sup>	1.70%	5.33%	3.61%	3.64%	3.62%
Planning COLA	5.07% <sup>2</sup>	5.33%	3.61%	3.64%	3.62%

<b>LCFF GRADE SPAN FACTORS FOR 2022-23</b>				
Entitlement Factors per ADA*	K-3	4-6	7-8	9-12
2021-22 Base Grants	\$8,093	\$8,215	\$8,458	\$9,802
Statutory COLA at 5.33%	\$431	\$438	\$451	\$522
2022-23 Base Grants	\$8,524	\$8,653	\$8,909	\$10,324
Grade Span Adjustment Factors	10.4%	–	–	2.6%
Grade Span Adjustment Amounts	\$886	–	–	\$268
2022-23 Adjusted Base Grants <sup>3</sup>	\$9,410	\$8,653	\$8,909	\$10,592

\*Average daily attendance (ADA)

<b>OTHER PLANNING FACTORS</b>						
Factors		2021-22	2022-23	2023-24	2024-25	2025-26
California CPI		5.78%	3.69%	2.90%	2.75%	2.60%
California Lottery	Unrestricted per ADA	\$163	\$163	\$163	\$163	\$163
	Restricted per ADA	\$65	\$65	\$65	\$65	\$65
Mandate Block Grant (District)	Grades K-8 per ADA	\$32.79	\$34.54	\$35.79	\$37.09	\$38.43
	Grades 9-12 per ADA	\$63.17	\$66.54	\$68.94	\$71.45	\$74.04
Mandate Block Grant (Charter)	Grades K-8 per ADA	\$17.21	\$18.13	\$18.78	\$19.46	\$20.16
	Grades 9-12 per ADA	\$47.84	\$50.39	\$52.21	\$54.11	\$56.07
Interest Rate for Ten-Year Treasuries		1.93%	2.50%	2.90%	3.00%	2.60%
CalSTRS Employer Rate <sup>4</sup>		16.92%	19.10%	19.10%	19.10%	19.10%
CalPERS Employer Rate <sup>4</sup>		22.91%	26.10%	27.10%	27.70%	27.80%
Unemployment Insurance Rate <sup>5</sup>		0.50%	0.50%	0.20%	0.20%	0.20%

<b>STATE MINIMUM RESERVE REQUIREMENTS</b>	
Reserve Requirement	District ADA Range
The greater of 5% or \$71,000	0 to 300
The greater of 4% or \$71,000	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 400,000
1%	400,001 and higher

<sup>1</sup>Applies to Special Education, Child Nutrition, Foster Youth, Adults in Correctional Facilities Program, American Indian Education Centers/American Indian Early Childhood Education, and Mandate Block Grant.

<sup>2</sup>Amount represents the 2021-22 statutory COLA of 1.70% plus an augmentation of 1.00%, compounded with the 2020-21 unfunded statutory COLA of 2.31%.

<sup>3</sup>Additional funding is provided for students who are designated as eligible for free or reduced-price meals, foster youth, and English language learners. A 20% augmentation is provided for each eligible student with an additional 65% for each eligible student beyond the 55% identification rate threshold.

<sup>4</sup>California State Teachers' Retirement System (CalSTRS) and California Public Employees' Retirement System (CalPERS) rates in 2021-22 were bought down by a prior year \$2.3 billion payment from state of California. Rates in the following years are subject to change based on determination by the respective governing boards.

<sup>5</sup>Unemployment rate in 2021-22 and 2022-23 are final based on the 2021 State Enacted Budget, and the subsequent years' rates are subject to actual experience of the pool and will be calculated in accordance with California Unemployment Insurance Code Section 823(b)(2)

[Click Here for COVID-19 Related Resources](#)

## FISCAL REPORT

*PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS*

### Confirmation of Governor's ADA Proposal

 [BY MATT PHILLIPS, CPA](#)

 [BY DAVE HECKLER](#)

 [BY WENDI MCCASKILL](#)

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posted February 3, 2022

A significant pain point for many school districts across the state has been declining enrollment, and the resulting declining average daily attendance (ADA). While the state has experienced a decline in enrollment, the rate of the decline was accelerated significantly in 2020-21 when the K-12 population decreased from 6.2 million to 6 million—a single year decline of more than 160,000 students. To put that decline in context, the preceding years' decline averaged about 22,000 students per year.

Included in the 2021 Budget Act, Governor Gavin Newsom and the Legislature provided an augmented hold harmless on ADA which benefited charter schools and county offices of education (COEs) experiencing a decline in ADA in 2020-21, and school districts experiencing a decline in ADA in 2021-22. Looming in the 2022-23 fiscal year is the ADA cliff which is a result of the expiring hold harmless provision. As a result of strong advocacy, Governor Newsom included a proposal to change the way funded ADA is determined, and the details of the proposal were included in the recently released trailer bill language.

Current law, codified in Education Code Section 42238.05(a)(1), allows a school district to use the greater of the current- or prior-year ADA when calculating their Local Control Funding Formula entitlement. The Governor is proposing to add a third option which would allow school districts to also consider the computed average of the prior three years' ADA. In each of these instances the actual ADA is used, not the funded ADA for each year. Below is a hypothetical scenario:

Fiscal Year	Actual ADA
2019-20	10,000
2020-21	10,000*
2021-22	9,500
2022-23	9,250

Funded ADA for 2022-23	
Current Law	9,500
Governor's Proposal	9,833
Difference	333



Under current law the school district's funded ADA for 2022-23 would be 9,500 (greater of 2021-22 or 2022-23), but if the Governor's State Budget proposal is enacted, the funded ADA for 2022-23 would be 9,833 (average of the prior three years). The Governor was explicit that this proposal as it is currently written would only benefit school districts, not charter schools or COEs. He did signal in the "A" pages of the State Budget proposal that his Administration is willing to engage in a conversation to provide relief for charter schools.

It will be interesting to watch how this plays out as the Governor's State Budget proposal is not the only option on the table. There are several competing proposals that School Services of California Inc. have discussed (see "[2021-22 Second Interim Report Considerations](#)" in the January 2022 *Fiscal Report*). As more details become available, we will pass them along.

[Click Here for COVID-19 Related Resources](#)

## FISCAL REPORT

*PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS*

### CDE Releases 2021-22 First Interim Certifications

 [BY MATT PHILLIPS, CPA](#)

 [BY WENDI MCCASKILL](#)

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posted March 8, 2022

The California Department of Education (CDE) released the results of the 2021-22 First Interim reporting by local education agencies (LEAs). The reporting is done twice annually, and LEAs must certify their interim budgets in one of three categories:

**Positive**—LEA will meet its financial obligations in the current and two subsequent years

**Qualified**—LEA may not meet its financial obligations in the current and two subsequent years

**Negative**—LEA will not meet its financial obligations in the current or subsequent year

This First Interim budget represents the first of two opportunities for LEAs to report a certification. This is the first update since the 2020-21 Second Interim reporting in March 2021.

	2020-21 First Interim	2021-22 First Interim
Negative Certification	3	4
Qualified Certification	52	24

While it's not surprising to see a year-over-year decrease in the number of LEAs who are qualified, the decrease is primarily attributed to two factors. First, at the time of the 2020-21 First Interim, LEAs were using the most recently available information from the Department of Finance which projected a cost-of-living adjustment (COLA) of 2.48% and 3.26% in the 2021-22 and 2022-23 fiscal years, respectively. This, in addition to the elimination of the COLA for 2020-21, resulted in flat or declining revenues for many LEAs. Second, 2021-22 funding rates for the Local Control Funding Formula programs are based on a compounded COLA of 5.07%, and current projections from Governor Gavin Newsom assume COLA for 2022-23 will be 5.33%—although the 5.33% COLA was largely unknown at the time the First Interim was approved.

There is additional good news on the horizon to help school districts mitigate the significant decline in enrollment and average daily attendance (ADA) (see “[CDE Principal Apportionment Data Confirms Significant ADA Decline](#)” in the February 2022 *Fiscal Report*). Governor Newsom, as part of his January State Budget proposal, has proposed an alternative to current law to provide a softer landing for school districts experience declining enrollment and ADA. This is one of several options on the table, and it’s clear that Governor Newsom and the Legislature are sympathetic to the staggering decline, and potential loss in revenue, that school districts are facing heading into the 2022-23 fiscal year.

The full list of LEAs who have a qualified or negative certification resulting from the 2021-22 First Interim reporting can be found [here](#).

[Click Here for COVID-19 Related Resources](#)

## FISCAL REPORT

*PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS*

### CDE Principal Apportionment Data Confirms Significant ADA Decline

 **BY WENDI MCCASKILL**

 **BY PATTI F. HERRERA, EDD**

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posted February 25, 2022

On February 18, 2022, the California Department of Education (CDE) certified the 2021–22 First Principal (P–1) Apportionment. Due to the fact that most of the funding included in the Principal Apportionment is driven by average daily attendance (ADA) and ADA was not reported for the 2020–21 school year, the posting of the 2021–22 P–1 Apportionment provides the first look at actual reported ADA since the 2019–20 school year. As you recall, ADA-based programs for 2020–21 used 2019–20 ADA for most local educational agencies (LEAs) and proxy ADA for approximately 300 LEAs.

As expected, according to the CDE's School Fiscal Services Division, overall statewide 2021–22 ADA declined by 8.5% when compared to 2019–20 for all LEA types. When looking at ADA figures by LEA type, county offices of education (COEs) experienced the steepest 2019–20 to 2021–22 ADA decline with a 50.36% reduction in alternative education ADA and a 7.59% reduction in district-funded ADA. School districts experienced an overall decline of 9.07%. Charter schools had both the smallest statewide decline with a 3.18% reduction and the greatest variance with 125 charter schools reporting increased ADA of 30% or more since the 2019–20 school year. Prior to the pandemic, school district ADA was declining, (although at a much slower rate) and charter school ADA was growing.

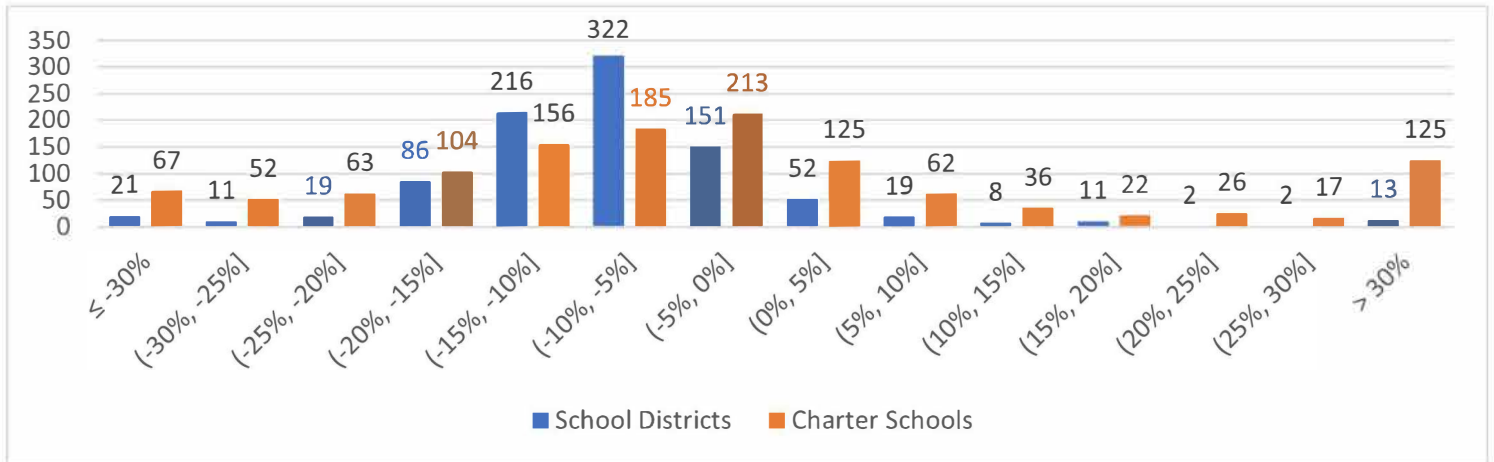
The summary of ADA by grade level shows that transitional kindergarten (TK)/K–3 experienced the greatest decline with 2021–22 P–1 ADA coming in 12.47% lower than 2019–20 annual ADA. Grades 9–12 experienced the smallest rate of decline with a 3.61% reduction from 2019–20 Annual to 2021–22 P–1.

The following tables and histogram, prepared by the talented School Fiscal Services Division team led by Director Elizabeth Dearstyne, further illustrate the changes in ADA over the past few years.

#### Reported ADA/Proxy ADA

Fiscal Year	School Districts		Charter Schools		COEs				Statewide Total	
	ADA	Change	ADA	Change	Alternative Education ADA	Change	District-Funded ADA	Change	ADA	Change
2018–19	5,219,725		621,142		12,084		18,607		5,871,558	
2019–20	5,199,697	-0.38%	661,667	6.52%	13,726	13.59%	19,746	6.12%	5,894,836	0.40%
2020–21	5,208,722	0.17%	666,993	0.80%	13,744	0.13%	19,804	0.29%	5,909,263	0.24%
2021–22	4,728,058	-9.23%	640,596	-3.96%	6,813	-50.43%	18,248	-7.86%	5,393,715	-8.72%
2019–20 to 2021–22	(471,639)	-9.07%	(21,071)	-3.18%	(6,913)	-50.36%	(1,498)	-7.59%	(501,121)	-8.50%

**2019-20 to 2021-22 Percentage Change Distribution for School Districts and Charter Schools**



**School District and Charter School ADA by Grade Level**

Fiscal Year	Grades TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12
2019-20 AN* Reported ADA	1,774,173	1,318,029	918,473	1,850,689
2021-22 P-1 Reported ADA	1,552,895	1,209,546	822,260	1,783,953
2019-20 to 2021-22 Change	(221,278)	(108,483)	(96,213)	(66,736)
Percent Change	-12.47%	-8.23%	-10.48%	-3.61%

\*Annual

The 2021-22 ADA will be updated at the Second Principal Apportionment in June. At that time, the CDE will post ADA for all full school months through April 15 reported by LEAs in funding exhibits.

**Harmony Union School District and Salmon Creek Charter Enrollment by Grade Level**

Fiscal Year	TK-3	4-6	7-8	Total	Change
2014-15	96	65	45	206	
2015-16	109	73	48	230	11.65
2016-17	114	82	50	246	6.96
2017-18	117	78	58	253	2.85
2018-19	131	72	51	254	0.40
2019-20	107	78	42	227	-10.63
2020-21	86	66	35	187	-17.62
2021-22	92	58	32	182	-2.67
Projections 2022-23	90	66	31	187	2.75
Projections 2023-24	91	63	38	192	2.67

COVID hits Sonoma  
County in March of 2020



<b>Meeting Date:</b>	3/10/2022 - 6:00 PM
<b>Category:</b>	Action Items
<b>Type:</b>	Action
<b>Subject:</b>	<p>10.2 Consideration of RESOLUTION NO. 2021/2022 - 6          In the Matter of the Reduction or Discontinuance of Certain Particular Kinds of Services for the 2022-2023 School Year          Classified</p> <ol style="list-style-type: none"> <li>1. Paraprofessional - 0.85 FTE position</li> <li>2. Paraprofessional - 0.6725 FTE position</li> <li>3. Full Inclusion Temporary Support Paraprofessional – 0.85 FTE position</li> <li>4. Placed Based Learning – 0.8 FTE position</li> <li>5. School Nurse – 0.55 FTE position</li> </ol>
<b>Strategic Plans:</b>	
<b>Policy:</b>	
<b>Enclosure</b>	
<b>File Attachment:</b>	<p> RESOLUTION RE REDUCTION OF PERMANENT CLASSIFIED SERVICES.pdf</p> <p> LETTER TO BOARD RE REDUCTION OF PERMANENT CLASSIFIED SERVICES.pdf</p>
<b>Description:</b>	
<b>Background Information:</b>	
<b>Fiscal Implications:</b>	
<b>Recommendation:</b>	<p>That the board approves RESOLUTION NO. 2021/2022 - 5          In the Matter of the Reduction or Discontinuance of Certain Particular Kinds of Services for the 2022-2023 School Year:          Classified</p> <ol style="list-style-type: none"> <li>1. Paraprofessional - 0.85 FTE position</li> <li>2. Paraprofessional - 0.6725 FTE position</li> <li>3. Full Inclusion Temporary Support Paraprofessional – 0.85 FTE position</li> <li>4. Placed Based Learning – 0.8 FTE position</li> <li>5. School Nurse – 0.55 FTE position</li> </ol>
<b>Approvals:</b>	<p>Recommended By: </p> <p>Matthew Morgan - Superintendent/Principal</p>

**RESOLUTION**

**BEFORE THE BOARD OF TRUSTEES OF THE  
HARMONY UNION SCHOOL DISTRICT  
SONOMA COUNTY, CALIFORNIA**

In the Matter of the Elimination of Certain )  
Positions in the Permanent Classified ) **RESOLUTION NO. 2021/2022 - 6**  
Service and Directing Notification of )  
Classified Employees )

WHEREAS, Harmony Union School District (“District”) maintains the following positions within the classified/management service:

- 1. Paraprofessional - 0.85 FTE position***
- 2. Paraprofessional - 0.6725 FTE position***
- 3. Full Inclusion Temporary Support Paraprofessional – 0.85 FTE position***
- 4. Placed Based Learning – 0.8 FTE position***
- 5. School Nurse – 0.55 FTE position***

WHEREAS, due to cause, including lack of work and/or lack of funds and/or for compliance with the seniority requirements of the Education Code, the Board of Trustees hereby finds that it will be necessary to eliminate certain services to the following extent:

- 1. Paraprofessional - 0.85 FTE position***
- 2. Paraprofessional - 0.6725 FTE position***
- 3. Full Inclusion Temporary Support Paraprofessional – 0.85 FTE position***
- 4. Placed Based Learning – 0.8 FTE position***
- 5. School Nurse – 0.55 FTE position***

NOW, THEREFORE, IT IS RESOLVED by the Board of Trustees that as of the end of the 2021-2022 school year the above-referenced classified positions shall be eliminated or reduced by the District to the extent set forth herein.



BE IT FURTHER RESOLVED that, pursuant to Education Code sections 45117, 45298, and 45308, the Superintendent or Superintendent's designee is authorized and directed to initiate and pursue procedures necessary terminate the employment of classified employees due to the elimination of the above-referenced classified positions.

The foregoing Resolution was passed and adopted by the Board of Trustees of the Harmony Union School District on March 10, 2022, by the following vote:

AYES: \_\_\_\_\_

NOES: \_\_\_\_\_

ABSENT: \_\_\_\_\_

\_\_\_\_\_  
President, Board of Trustees

I, Yuri Koslen, Secretary/Clerk of the Board of Trustees, do hereby certify that the foregoing Resolution was regularly introduced, passed, and adopted by the Board of Trustees of the District at its meeting on \_\_\_\_\_, 2022.

\_\_\_\_\_  
Clerk/Secretary, Board of Trustees



Harmony  
Union School District

1935 Bohemian Highway  
Occidental, California, 95465  
Phone (707) 874-1205 • Fax (707) 874-1226  
www.harmonyusd.org

**March 10, 2022**

**RECOMMENDATION OF MATTHEW MORGAN, SUPERINTENDENT  
CONCERNING REDUCTION OF PERMANENT CLASSIFIED SERVICES  
FOR THE 2022-2023 SCHOOL YEAR**

Dear Board of Trustees:

I, Matthew Morgan, Superintendent, of the Harmony Union School District hereby recommend to you that, due to lack of work and/or lack of funds and/or compliance with the seniority requirements of the Education Code, the classified positions below be eliminated effective at the end of the 2021-2022 school year,

- 1. Paraprofessional - 0.85 FTE position***
- 2. Paraprofessional - 0.6725 FTE position***
- 3. Full Inclusion Temporary Support Paraprofessional – 0.85 FTE position***
- 4. Placed Based Learning – 0.8 FTE position***
- 5. School Nurse – 0.55 FTE position***

Respectfully submitted,

Matthew Morgan  
Superintendent



<b>Meeting Date:</b>	3/10/2022 - 6:00 PM
<b>Category:</b>	Action Items
<b>Type:</b>	Action
<b>Subject:</b>	10.3 Consideration of RESOLUTION NO. 2021/2022 - 5 In the Matter of the Reduction or Discontinuance of Certain Particular Kinds of Services for the 2022-2023 School Year Certificated: 1.0 (F.T.E.) Probationary 2 Regular Elementary Teacher; 0.8 (F.T.E.) Probationary 1 Art Teacher
<b>Strategic Plans:</b>	
<b>Policy:</b>	
<b>Enclosure</b>	
<b>File Attachment:</b>	<p> 2021-22 Layoff Resolution Certificated 1.8FTE.pdf</p> <p> LETTER TO BOARD RE REDUCTION OF CERTIFICATED SERVICES.pdf</p>
<b>Description:</b>	
<b>Background Information:</b>	
<b>Fiscal Implications:</b>	
<b>Recommendation:</b>	That the board approves RESOLUTION NO. 2021/2022 - 5 In the Matter of the Reduction or Discontinuance of Certain Particular Kinds of Services for the 2022-2023 School Year Certificated: 1.0 (F.T.E.) Probationary 2 Regular Elementary Teacher; 0.8 (F.T.E.) Probationary 1 Art Teacher
<b>Approvals:</b>	Recommended By:  Matthew Morgan - Superintendent/Principal

**BEFORE THE GOVERNING BOARD OF THE  
HARMONY UNION SCHOOL DISTRICT  
SONOMA COUNTY, CALIFORNIA**

In the Matter of the Reduction or       )       RESOLUTION NO. 2021/2022 - 5  
Discontinuance of Certain            )  
Particular Kinds of Services for     )  
the 2022-2023 School Year            )

WHEREAS the Board hereby finds that it is in the best interest of the Harmony Union School District (“District”) that, as of the end of the 2021-2022 school year, certain particular kinds of services now being provided by the District be reduced or discontinued as follows:

1. Eliminate the equivalent of 1.0 (F.T.E.) Probationary 2 Regular Elementary Teacher;
2. Eliminate the equivalent of 0.8 (F.T.E.) Probationary 1 Art Teacher

WHEREAS, in the opinion of the Governing Board of this District it is necessary by reason of the aforementioned reduction and discontinuance of services to decrease the number of certificated employees by the equivalent of 1.8 full-time equivalent employees for the 2022-2023 school year;

NOW, THEREFORE, BE IT RESOLVED by the Governing Board of the Harmony Union School District that, as of the end of the 2021-2022 school year the foregoing particular kinds of services now being provided by said District be and hereby are reduced to the extent hereinabove set forth.

BE IT FURTHER RESOLVED that the District Superintendent or Superintendent’s designee, be and hereby is authorized and directed to initiate and pursue procedures necessary not to reemploy the equivalent 1.8 full time equivalent certificated employees of this District

pursuant to Education Code sections 44949 and 44955 because of said reduction and discontinuance of services.

The foregoing Resolution was adopted by the Governing Board of the Harmony Union School District on the 10<sup>th</sup> day of March, 2022, by the following vote:

AYES:

NOES:

ABSENT:

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President, Governing Board

I, Yuri Koslen, Clerk of the Governing Board of the Harmony Union School District do hereby certify that the foregoing Resolution was regularly introduced, passed and adopted by the Governing Board at its meeting held on March 10, 2022.

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Clerk, Governing Board



Harmony  
Union School District

1935 Bohemian Highway  
Occidental, California, 95465  
Phone (707) 874-1205 • Fax (707) 874-1226  
www.harmonyusd.org

March 10, 2022

RECOMMENDATION OF THE DISTRICT SUPERINTENDENT  
CONCERNING REDUCTION OF CERTIFICATED SERVICES  
FOR THE 2022-2023 SCHOOL YEAR

Dear Governing Board:

I, Matthew Morgan, District Superintendent, Harmony Union School District (“District”), hereby recommend to this Board that as of the end of the 2021-2022 school year, the following particular kinds of services now being provided by the District be reduced or discontinued as follows:

1. Eliminate the equivalent of 1.0 (F.T.E.) Probationary 2 Regular Elementary Teacher;
2. Eliminate the equivalent of 0.8 (F.T.E.) Probationary 1 Art Teacher

Based upon the reduction or discontinuance of the particular kinds of services set forth above, it will be necessary to decrease the number of certificated employees in the District by the equivalent of 1.8 full-time positions for the ensuing 2022-2023 school year. It is further my recommendation that you authorize and direct me, or my designee, to initiate and pursue those procedures necessary not to reemploy the equivalent of 1.8 full-time equivalent certificated employees of this District pursuant to Education Code sections 44949 and 44955 because of such reduction or discontinuance of services.


Respectfully submitted,

Matthew Morgan  
District Superintendent



<b>Meeting Date:</b>	3/10/2022 - 6:00 PM
<b>Category:</b>	Action Items
<b>Type:</b>	Action
<b>Subject:</b>	10.4 Consideration of HUSD's Updated COVID Safety Plan
<b>Strategic Plans:</b>	
<b>Policy:</b>	
<b>Enclosure</b>	

**File Attachment:**

 COVID Safety Protocols Spring 2022 DRAFT V2 - Draft 2 Post CDC\_CDPH Endemic Protocols-4.pdf

**Description:****Background Information:****Fiscal Implications:****Recommendation:**

That the board approves HUSD's Updated COVID Safety Plan

**Approvals:**

Recommended  
By:



Matthew Morgan - Superintendent/Principal

# COVID Safety Protocols Spring 2022 (Draft V2)

Definitions	
CASE RATE	
CR	New COVID-19 Cases Per 100,000 people in the past 7 days
HOSPITALIZATION RATE	
HR	New COVID-19 Admissions per 100k population (7-day Total)
INPATIENT BEDS	
IB	Percent of staffed inpatient beds occupied

CDC COVID Community Levels Risk Tiers					
ENDEMIC (Persistent)			EPIDEMIC (Surge)		
Low		Medium		High	
Indoor Masking CR > 20/100k, Music > 10/100k See below	CR < 200	CR < 200	CR > 200	CR < 200	CR > 200
	HR < 10	HR 10-19.9	HR < 10	HR > 19.9	HR > 9.9
	IB < 10%	IB 10-14.9%	IB < 10%	IB % > 14.9%	IB > 9.9

## Activity, Behavior, Mitigation

When rates increase tiers, mitigations shift to new tier within 2 days. When rates decrease tiers, maintain higher mitigation tier until lower rate is observed for 7 consecutive days

Indoor Masking (Pending CDPH)	Required
	Notes

Recommended*	Yes	Yes
*If CR>20, Masks required If positive case in class group, masks required for 5 days + Neg Test following exposure	KN95/94 Recommended	KN95/KN94 Recommended

Outdoor Masking	Required
	Note

Optional	Recommended	Yes
KN95/94 Recommended	KN95/94 Recommended	KN95/94 Recommended

Testing Students & Staff	Surveillance
	Quarantine

Yes - Weekly (DOF) Neg Rapid @ 5d / 10d w/o	Yes - Weekly (DOF) Neg Rapid @ 5d / 10d w/o	Yes - Twice Weekly (DOF) Neg Rapid @ 5d / 10d w/o
--	--	--

Social Distancing	Classroom
	Outdoor Dining
	Indoor Dining
	Playground

No	No	No
No	No	Yes > 6 ft
No	Yes > 6 ft	Yes > 12 ft
No	No	No

Volunteers	Vaccination Required
	Rapid Testing

Yes Yes Neg Rapid 24hrs +Doc	Yes Yes Neg Rapid 24hrs +Doc	Yes Yes Neg Rapid 24hrs +Doc
---------------------------------	---------------------------------	---------------------------------

Field Trips	Permitted
	Student/Staff Vehicle
	Volunteer Vehicle

Yes Private Vehicles or Bus Private Vehicles or Bus	Yes Bus Only Private Vehicle Only	Yes, Local only Bus Only Private Vehicle Only
---	---	---

Overnight Field Trips	Permitted
	Vaccination Required
	Rapid Testing

Yes (w Mitigations) No (21/22) Yes Neg Rapid 24hrs +Doc	No N/A N/A	NO N/A N/A
---	------------------	------------------

Events, Gatherings & Assemblies	Students & Staff
	Families
	Inter-school

Yes Yes Yes	Yes Yes No	Yes <100 No No
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Performances	Participant Masking
	Audience Masking

No No	No Yes	Yes Yes
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League Athletics	K-8
	High School
	Spectators
	Game Testing

Yes Yes Yes No	Yes Indoor sports w/masks Yes Indoor sports w/masks Yes Indoor sports w/masks Yes Neg Rapid 24hrs +Doc	Yes Indoor sports w/masks Yes Indoor sports w/masks Yes Indoor sports w/masks Yes Neg Rapid 24hrs +Doc
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## Hand Washing

Yes	Yes	Yes
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## Drop Off/Pick-up

Park and Play Option	Park and Play Option	Modified
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Vaccination Required (2021-2022)	Staff
	12+ Students
	5-11 Students

Yes or Test 2x Weekly No No	Yes or Test 2x Weekly No No	Yes or Test 2x Weekly No No
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Campus Accessibility	Buildings - Business
	Buildings - Casual
	Play/Field/Trail
	Garden

OPEN > 4 PM > 3:15PM > 4 PM	OPEN > 4PM > 3:15PM > 4PM	OPEN > 4PM or Health Order > 3:15 PM or Health Order > 4PM or Health Order
--------------------------------------	------------------------------------	---

Board Meetings, Committees, Parent Conferences	Small Group 2-10
	Medium Group 11-50
	Large Group 50+

Yes Yes Yes	Yes (Zoom Offered) Yes (Zoom Offered) No (Zoom Offered)	Yes (Zoom Preferred) No (Zoom Offered or Out) No (Zoom Offered)
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Dining	Outdoors
	Indoors
	Dishes
	Home Goods

Yes Yes Optional Yes	Yes Yes SD > 6 ft No Yes	Yes SD > 6 ft Yes SD > 12 ft No No
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Ventilation/Filtration	Non-Smoke Day
	Smoke >150

Standard CO2 < 800 Windows Closed If CO2 < 1000	Standard CO2 < 700 Windows Closed If CO2 < 800	Standard CO2 < 700 Windows Open
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Music & Choir	Masking Outdoors
	Masking Indoors


No Yes (Change TBD)	Yes Yes	Yes No Indoor Choir/Woodwinds/Brass
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Busing	Masks
	Social Distancing

No No	Yes Yes	Yes Yes
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<b>Meeting Date:</b>	3/10/2022 - 6:00 PM
<b>Category:</b>	Action Items
<b>Type:</b>	Action
<b>Subject:</b>	10.5 Consideration of extending TK enrollment birthday requirement to turning 5 before June 2.
<b>Strategic Plans:</b>	
<b>Policy:</b>	
<b>Enclosure</b>	
<b>File Attachment:</b>	
<b>Description:</b>	
<b>Background Information:</b>	
<b>Fiscal Implications:</b>	
<b>Recommendation:</b>	That the board approve extending TK enrollment birthday requirement to turning 5 before June 2.
<b>Approvals:</b>	Recommended By:  Matthew Morgan - Superintendent/Principal



<b>Meeting Date:</b>	3/10/2022 - 6:00 PM
<b>Category:</b>	Action Items
<b>Type:</b>	Action
<b>Subject:</b>	10.6 Consideration of fee schedule for use of facilities at Occidental Community Center
<b>Strategic Plans:</b>	
<b>Policy:</b>	
<b>Enclosure</b>	

**File Attachment:**  HUSD Facilities Use Fees 2022-2023.pdf

**Description:**

**Background Information:**

**Fiscal Implications:**

**Recommendation:** That the board approve the fee schedule for use of facilities at the Occidental Community Center.

**Approvals:**

Recommended  
By:



Matthew Morgan - Superintendent/Principal



**Harmony Elementary / Salmon Creek School Facilities**

1935 Bohemian Hwy Occidental, CA 95465  
707-874-1205

The Harmony / Salmon Creek School site includes a comprehensive Gymnasium with stage, Kitchen, Cafeteria and Assembly Hall. The facility is available, outside of school hours, for athletic activities, special events, and public meetings. Advance reservation is required.

Facility	Capacity	Capacity		Hourly Rate	
	Min Hrs	Seated	Dining	Non Peak/Recurring	Peak Hours
Gymnasium w Stage	2	500	N/A	\$25	\$50
Assembly Hall	2	120	N/A	\$15	\$30
Cafeteria	2	150	100	\$15	\$30
Kitchen	4	N/A	N/A	\$25	\$50
Hours of Operation: Outside school hours - 11pm					

**Occidental Community Center**

3920 Bohemian Highway Occidental, California  
(707) 565-2041

The Occidental Community Center facilities include a 3,700 square foot auditorium/multi-purpose gymnasium with stage, and a small meeting room and kitchen. The center is available for community dinners and dances, private weddings and public meetings.

Facility	Capacity	Capacity			Hourly Rate	
	Min Hrs	Seated	Dining	Dine Dance	Non Peak/Recurring	Peak Hours
Auditorium	1	360	246	110	\$20	\$50
Activity Room	1	45	28	N/A	\$10	\$30
Kitchen	2	N/A	N/A	N/A	\$20	\$50
Hours of Operation: 8am - 10pm				Extended Hours: 10pm - 1am 2x hourly rate		

## FEES AND CHARGES

1. **Processing Fee:** Non-refundable processing fee is \$20 per contract.
2. **Reservation Deposits:** Deposits are required to hold any date requested. This deposit is applied toward the rental of the building.
3. **Auditorium Deposit:** A \$200.00 reservation deposit or actual facility rent, whichever is less, is required to hold any auditorium use.
4. **Other Room Deposit:** A \$100.00 reservation deposit or actual facility rent, whichever is less, is required to hold any date requested for use.
5. **Hourly Rate:** Shall include room(s) rented and the use of the tables & chairs.
6. **Use Minimum:** Please refer to the chart above for use minimums of each facility.
7. **Setup/Cleanup:** Hours of use stated on the confirmation form must include move in/decoration and clean up time.
8. **Staff:** If, based on the size and/or type of event planned or changes required, District Staff concludes that additional staff is needed for adjustments to reservation requirements and documents, event monitoring or clean-up following an event, additional staff time or personnel will be scheduled. If additional staff time is required, there will be a fee charged based upon current hourly wage rates for those persons scheduled.
9. **Room set-up fee:** Room set-up fees are charged for one-time events based on the number of people in attendance.

1-100 attendees	\$100
101-200 attendees	\$200
201-500 attendees	\$300
over 500 attendees	\$400

10. **Late fee:** There is a \$50 late fee charged for 1) failure to pay deposit and processing fee within 10 days of booking, and/or 2) contracts not completed 30 days before the event, and/or 3) changes made to the contract within 30 days of the event.

## CLEANING/DAMAGE DEPOSIT

Licenseses may be required to pay up to \$500.00 refundable cleaning and damage deposit as determined by the District. Deposits will be based on type of use, attendance, if alcohol is present, prior experience with a group and/or organization, and potential for damage to facilities. The deposit will be refunded if, in the judgment of the division supervisor, the facility is left in a clean condition with no damage or missing equipment.

## COMMERCIAL EVENT

The rent of the facility shall be 10% of gross receipts or the base rent, whichever is greater, with a maximum of \$1,200.00 paid per event day. The base rent is to be paid 30 days prior to the event. Percentage of admission fees or collections in excess of the base rent shall be paid to the Harmony Union School District during the business hours of the first business day following the scheduled event.

## **ALCOHOL**

No alcoholic beverages may be served, sold, or given away without written permission from HUSD. Alcoholic beverages are not allowed at the Harmony / Salmon Creek Site.

Alcohol permits will not be issued for youth functions.

### **1. Sale of Alcoholic Beverages:**

For those activities selling alcoholic beverages, the licensee must pay the County of Sonoma an alcoholic beverage service fee, which is based on attendance:

Less than 250 people in attendance	\$100.00
250 or more people in attendance	\$200.00

This fee does not buy you an Alcoholic Beverage Control Authorization. If alcohol is to be sold, authorization must be obtained from CA State Alcoholic Beverage Control, in addition to the County of Sonoma charge. Call (707) 576-2165 for ABC information.

### **2. Serving of Alcoholic Beverages:**

For events when alcoholic beverages are given away the lessee must pay the County of Sonoma an Alcoholic Beverage Service Fee, which is based on attendance:

Less than 250 people in attendance	\$100.00
250 or more people in attendance	\$200.00

## **CANCELLATION POLICY**

- If the customer cancels the event 90+ days before the event date, 50% of the deposit will be retained by the District.
- If the customer cancels event 30-89 days before event date, 100% of the deposit will be retained by the District
- If the customer cancels the event 15-29 days before the event date, 50% of the rental fee will be retained by the District.
- If the customer cancels the event <15 days before the event date, 100% of the rental fee will be retained by the District.



## **HOLIDAY RATES**

Holiday rates apply to New Year's Day, Martin Luther King Jr. Day, Lincoln's Birthday, President's Day, Memorial Day, Juneteenth, Independence Day, Labor Day, Veterans Day, Thanksgiving Day and the day after, and Christmas Day. Holiday rates are an additional 50% of the base rent.



# Harmony Union School District

## AGENDA ITEM

<b>Meeting Date:</b>	3/10/2022 - 6:00 PM
<b>Category:</b>	Action Items
<b>Type:</b>	Action
<b>Subject:</b>	10.7 Consideration of fee schedule for use of facilities at Harmony Union Campus
<b>Strategic Plans:</b>	
<b>Policy:</b>	
<b>Enclosure</b>	
<b>File Attachment:</b>	 HUSD Facilities Use Fees 2022-2023.pdf
<b>Description:</b>	
<b>Background Information:</b>	
<b>Fiscal Implications:</b>	
<b>Recommendation:</b>	That the board approves the use of facilities fee schedule for Hamony Union
<b>Approvals:</b>	Recommended By:  Matthew Morgan - Superintendent/Principal



**Harmony Elementary / Salmon Creek School Facilities**

1935 Bohemian Hwy Occidental, CA 95465  
707-874-1205

The Harmony / Salmon Creek School site includes a comprehensive Gymnasium with stage, Kitchen, Cafeteria and Assembly Hall. The facility is available, outside of school hours, for athletic activities, special events, and public meetings. Advance reservation is required.

Facility	Capacity	Capacity		Hourly Rate	
	Min Hrs	Seated	Dining	Non Peak/Recurring	Peak Hours
Gymnasium w Stage	2	500	N/A	\$25	\$50
Assembly Hall	2	120	N/A	\$15	\$30
Cafeteria	2	150	100	\$15	\$30
Kitchen	4	N/A	N/A	\$25	\$50
Hours of Operation: Outside school hours - 11pm					

**Occidental Community Center**

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(707) 565-2041

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Facility	Capacity	Capacity			Hourly Rate	
	Min Hrs	Seated	Dining	Dine Dance	Non Peak/Recurring	Peak Hours
Auditorium	1	360	246	110	\$20	\$50
Activity Room	1	45	28	N/A	\$10	\$30
Kitchen	2	N/A	N/A	N/A	\$20	\$50
Hours of Operation: 8am - 10pm				Extended Hours: 10pm - 1am 2x hourly rate		

## FEES AND CHARGES

1. **Processing Fee:** Non-refundable processing fee is \$20 per contract.
2. **Reservation Deposits:** Deposits are required to hold any date requested. This deposit is applied toward the rental of the building.
3. **Auditorium Deposit:** A \$200.00 reservation deposit or actual facility rent, whichever is less, is required to hold any auditorium use.
4. **Other Room Deposit:** A \$100.00 reservation deposit or actual facility rent, whichever is less, is required to hold any date requested for use.
5. **Hourly Rate:** Shall include room(s) rented and the use of the tables & chairs.
6. **Use Minimum:** Please refer to the chart above for use minimums of each facility.
7. **Setup/Cleanup:** Hours of use stated on the confirmation form must include move in/decoration and clean up time.
8. **Staff:** If, based on the size and/or type of event planned or changes required, District Staff concludes that additional staff is needed for adjustments to reservation requirements and documents, event monitoring or clean-up following an event, additional staff time or personnel will be scheduled. If additional staff time is required, there will be a fee charged based upon current hourly wage rates for those persons scheduled.
9. **Room set-up fee:** Room set-up fees are charged for one-time events based on the number of people in attendance.

1-100 attendees	\$100
101-200 attendees	\$200
201-500 attendees	\$300
over 500 attendees	\$400

10. **Late fee:** There is a \$50 late fee charged for 1) failure to pay deposit and processing fee within 10 days of booking, and/or 2) contracts not completed 30 days before the event, and/or 3) changes made to the contract within 30 days of the event.

## CLEANING/DAMAGE DEPOSIT

Licenseses may be required to pay up to \$500.00 refundable cleaning and damage deposit as determined by the District. Deposits will be based on type of use, attendance, if alcohol is present, prior experience with a group and/or organization, and potential for damage to facilities. The deposit will be refunded if, in the judgment of the division supervisor, the facility is left in a clean condition with no damage or missing equipment.

## COMMERCIAL EVENT

The rent of the facility shall be 10% of gross receipts or the base rent, whichever is greater, with a maximum of \$1,200.00 paid per event day. The base rent is to be paid 30 days prior to the event. Percentage of admission fees or collections in excess of the base rent shall be paid to the Harmony Union School District during the business hours of the first business day following the scheduled event.



## **ALCOHOL**

No alcoholic beverages may be served, sold, or given away without written permission from HUSD. Alcoholic beverages are not allowed at the Harmony / Salmon Creek Site.

Alcohol permits will not be issued for youth functions.

### **1. Sale of Alcoholic Beverages:**

For those activities selling alcoholic beverages, the licensee must pay the County of Sonoma an alcoholic beverage service fee, which is based on attendance:

Less than 250 people in attendance	\$100.00
250 or more people in attendance	\$200.00

This fee does not buy you an Alcoholic Beverage Control Authorization. If alcohol is to be sold, authorization must be obtained from CA State Alcoholic Beverage Control, in addition to the County of Sonoma charge. Call (707) 576-2165 for ABC information.

### **2. Serving of Alcoholic Beverages:**

For events when alcoholic beverages are given away the lessee must pay the County of Sonoma an Alcoholic Beverage Service Fee, which is based on attendance:

Less than 250 people in attendance	\$100.00
250 or more people in attendance	\$200.00




## **CANCELLATION POLICY**

- If the customer cancels the event 90+ days before the event date, 50% of the deposit will be retained by the District.
- If the customer cancels event 30-89 days before event date, 100% of the deposit will be retained by the District
- If the customer cancels the event 15-29 days before the event date, 50% of the rental fee will be retained by the District.
- If the customer cancels the event <15 days before the event date, 100% of the rental fee will be retained by the District.

## **HOLIDAY RATES**

Holiday rates apply to New Year's Day, Martin Luther King Jr. Day, Lincoln's Birthday, President's Day, Memorial Day, Juneteenth, Independence Day, Labor Day, Veterans Day, Thanksgiving Day and the day after, and Christmas Day. Holiday rates are an additional 50% of the base rent.



<b>Meeting Date:</b>	3/10/2022 - 6:00 PM
<b>Category:</b>	Action Items
<b>Type:</b>	Action
<b>Subject:</b>	10.8 Consideration of contract with Youth Truth for stakeholder surveys for LCAP
<b>Strategic Plans:</b>	
<b>Policy:</b>	
<b>Enclosure</b>	
<b>File Attachment:</b>	 STEP 1 - YouthTruth Client Agreement and Registration Form 2021-2022 - Harmony Union SD.pdf   Sonoma County - YouthTruth Student, Family, Staff Survey Questions - 2021-24 - Updated_2022.pdf
<b>Description:</b>	
<b>Background Information:</b>	
<b>Fiscal Implications:</b>	
<b>Recommendation:</b>	That the board approves the contract with Youth Truth for stakeholder surveys for the LCAP
<b>Approvals:</b>	Recommended By:  Matthew Morgan - Superintendent/Principal

## Client Agreement & Registration Form

This agreement between the YouthTruth, a project of the Center for Effective Philanthropy, Inc., (“CEP”) and the client organization (“Client”) confirms your participation and agreement to the below terms.

### Contact Information

Organization Name:

Main Contact Name:

Main Contact Phone:

Main Contact Title:

Main Contact Email:

Billing Contact:

Billing Contact Phone:

Billing Contact Email:

Billing Address:

### Payment & Timing

Total Annual Cost (to be completed by YouthTruth):

3-Year Package:    Yes    No    Notes:

Select annual survey window:

October

November

December

January

February

March

April

May

June or other custom window (additional fee):

### Products & Services

#### 1. Choose survey type and enter number of schools

Student Survey

High School(s)

Middle School(s)

Elementary School(s) (3rd grade up)

#### 2. Add other stakeholder surveys and enter number of schools

Staff Survey

High School(s)

Middle School(s)

Elementary School(s)

Family Survey

High School(s)

Middle School(s)

Elementary School(s)

#### 3. Add Advisory Services Selected Advisory Services and notes\*:

Special Customization (to be completed by YouthTruth)

Custom Questions

Custom Analysis

Data Files

Scan and email your completed form to [hello@youthtruthsurvey.org](mailto:hello@youthtruthsurvey.org) or fax to (415) 358-4947

Questions? Contact us toll free (415) 286-9538 or at [hello@youthtruthsurvey.org](mailto:hello@youthtruthsurvey.org)

**Parental Consent**

Under applicable federal, state, and local laws, the client may be required to collect informed parental consent for students to participate. CEP presumptively assumes that this consent has been collected, if necessary, by the time of survey administration. YouthTruth has provided a sample parental consent letter (available to download at [youthtruthsurvey.org/parentalnotification](http://youthtruthsurvey.org/parentalnotification)) that clients are welcome to edit for their own purposes.

**Confidentiality**

CEP will not reveal any survey data about, nor attribute any data to, the client's district/network or school(s) in any publication other than the YouthTruth reports provided to the client without the client's expressed permission. CEP will not report findings for subgroups comprised of less than five students in any YouthTruth reports, and will use all commercially reasonable efforts to protect the confidentiality of all individual student responses in YouthTruth reports and in any future research. CEP has a process in place to flag and communicate concerning comments to the client, and may disclose otherwise confidential responses where the responses contain allegations of abuse or explicit threats of harm to the student or others. CEP may cite your district/network and school(s) as YouthTruth Survey participants in its marketing materials, on its web site, and elsewhere.

**Data Use by Clients**

The client may use the YouthTruth findings in communications with internal and external audiences, make available representative portions of your YouthTruth report, quote from your report, or otherwise disclose your results. In doing so, the client agrees to cite CEP as having collected the data, produced the report, and maintained the confidentiality of individual respondents. The client is solely responsible for its use of the YouthTruth survey results, and any effects of such use. The client agrees that it has the right to provide staff con-tact information for CEP's use in administering the survey.

**Data Use by YouthTruth**

Subject to the rights of the client, students, and parents in survey data that comprise education records, CEP shall own all data collected or generated from the survey, all rights to the techniques and methodologies used to produce YouthTruth reports, and the copyright to all YouthTruth reports. CEP and its research partners may use the client's survey data in comparative datasets for products we may produce in future years or in research reports. CEP reserves the right to test a limited number of questions in our surveys.

**Invoicing**

The billing contact will be invoiced 30 days prior to the first date of the survey window, with payment due in full within 30 days, unless otherwise agreed upon. Invoices will be generated from and payment must be made to the Center for Effective Philanthropy.

X  \_\_\_\_\_

Jen Vorse Wilka  
Executive Director, YouthTruth

**Date:**

**Early Termination and Late Rescheduling**

The Client may terminate this agreement prior to 90 days before the first day of the scheduled survey window at no cost. If the Client elects to terminate this agreement or change the survey window between 30 and 90 days prior to the first day of the survey window each year, a fee of one-third of the total annual cost will be invoiced and due in full within 30 days. If the Client fails to complete required survey preparation forms by the specified deadline (typically between 50 and 65 days prior to the first day of the survey window), the Client forfeits their survey window spot and will be invoiced a fee of one-third the total annual cost, due in full within 30 days to reimburse CEP for costs invested to date. If the Client elects to terminate this agreement or change the survey window less than 30 days prior to the first day of the survey window each year, the full annual cost invoiced will be due in full within 30 days to account for upfront costs invested by the CEP.

**Legal Obligation**

CEP is obligated to respond to a properly issued and served subpoena or other legal process, including reporting allegations of abuse or neglect as cited in student comments, according to the laws governing the client's state. Unless CEP is not permitted by law to disclose the fact or content of the subpoena or legal process, CEP will provide the client with timely notice of any such proceedings. Furthermore, it is assumed that the client will inform CEP of all relevant client policies and laws related to administering the survey and analyzing and reporting survey data.

**Modification and Liability**

No waiver, modification or amendment of this letter of agreement shall be binding upon either party unless confirmed by a written instrument signed by both parties. This letter of agreement shall be governed by the laws of the Commonwealth of Massachusetts excluding its choice of law provisions. Each party submits to the exclusive jurisdiction of the state and federal courts sitting in the Commonwealth of Massachusetts in any action or proceeding arising out of or relating to this letter of agreement and waives any claim of inconvenient forum or other challenge to venue in any such court. If any portion of any provision of this letter of agreement is held invalid or unenforceable for any reason, the remainder of the provision shall be amended to achieve as closely as possible the original purpose of the provision and all other provisions shall continue in full force and effect. The client agrees that any liability that may arise under this agreement shall be limited in the aggregate to the amount actually paid to CEP for the services described in this agreement. CEP provides no express warranty with respect to such services and disclaims all implied warranties (including the warranties of merchantability and fitness for a particular purpose) to the fullest extent permitted by law.

X \_\_\_\_\_

**Name:**

**Title:**

**Date:**

Please submit school information and contacts via the **STEP 2 REGISTRATION FORM** available at [youthtruthsurvey.org/get-started](http://youthtruthsurvey.org/get-started)

Scan and email your completed form to [hello@youthtruthsurvey.org](mailto:hello@youthtruthsurvey.org) or fax to (415) 358-4947

**Questions? Contact us toll free (415) 286-9538 or at [hello@youthtruthsurvey.org](mailto:hello@youthtruthsurvey.org)**



# **Student, Family, and Staff Survey Questions for Sonoma County Schools**

For Academic Years 2021-22, 2022-23, 2023-24

Last Updated February 17<sup>th</sup> 2022

(note: the only changes were re-ordering sections to better align with reports)

YouthTruth is a national nonprofit that harnesses student and stakeholder perceptions to help educators accelerate improvements. Through validated survey instruments and tailored advisory services, YouthTruth partners with schools and districts to enhance learning for all students.

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# YouthTruth

STUDENT SURVEY

A NATIONAL NONPROFIT

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## Student Survey – High School

This high school student survey is designed will take students, on average, 25 minutes to complete. This time estimate does not account for technical set up (logging on to a computer), or time for the proctor to share instructions and answer questions. While some students may complete the survey more quickly, others will need more time. Please plan accordingly.

So far this school year, how have you attended classes? (*In-person at school; Virtually; Both in-person at school and virtually*)

### Strengths & Areas for Improvement

- What do you like most about your school? (*My school inspires me to do my best; I have supportive teachers who care about me and help me; Students and staff treat each other with respect and fairness; My classes challenge me to think critically; My school is getting me ready for college or my career; Something else not listed; Nothing – I can't think of anything I like about my school*)
- What do you dislike most about your school? (*My school does not do enough to inspire me to do my best; I don't have enough supportive teachers who care about me and help me; Students and staff don't treat each other with enough respect and fairness; My classes don't do enough to challenge me to think critically; My school does not do enough to get me ready for college or my future career; Something else not listed; Nothing – I can't think of anything I dislike about my school*)
- The COVID pandemic has changed learning for many students. Is there anything you think your school should know about how this change has been for you or that your school can do to help you during this period of change?

Students are shown the following language in the survey to clarify that if a student is in crisis, leaving a comment in the survey is not the place to get help:

*Sometimes taking a survey can bring up feelings or topics that are hard to talk about. If you need to talk to someone, here are some places you can get help right now:*

- **National suicide prevention hotline: Call 1-800-273-8255**
- **Crisis text line: Text 741741**
- **Sexual abuse hotline: Call 1-900-656-4673**
- **Domestic violence hotline: Call 1-800-799-7233**

*If you'd like to talk to someone at your school, please reach out to your teacher, guidance counselor, or principal.*



## Engagement

How strongly do you agree or disagree with the following statements? (1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)

- What I learn in class helps me outside of school.
- My teachers' expectations make me want to do my best.
- I try to do my best in school.
- I take pride in my schoolwork.
- I enjoy school most of the time.

Related questions: (1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)

- I am getting a high-quality education at this school.
- I am able to motivate myself to do schoolwork.
- I am able to focus on my schoolwork.
- I am able to create goals for my own learning (e.g. which skills to improve).

Did you consider dropping out for any of the following reasons? (Yes or No)

(If yes) Why did you consider dropping out? (I didn't feel safe at school; I didn't feel safe going to and from school; I didn't see how the work I was doing would help me in my life; I failed state or other standardized tests; I had fallen behind in school and felt like I couldn't catch up; I needed to work and make money instead of spending most of my day in school; I had personal problems at home; I had problems with other students at school; I was discouraged by an adult(s) at school; Other (please specify))

## Academic Challenge

How strongly do you agree or disagree with the following statements? (1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)

- \*The work that I do for my classes makes me really think.
- In most of my classes, we learn a lot almost every day.
- Most of my teachers want me to explain my answers – why I think what I think.
- \*My teachers give me assignments that help me to better understand the subject.
- Most of my teachers don't let people give up when the work gets hard.
- In most of my classes, we learn to correct our mistakes.
- Most of my teachers want us to use our thinking skills, not just memorize things.
- \*In order to receive a good grade, I have to work hard in my classes.
- \*I can tell that my teachers understand the subjects that they are teaching.

## Culture

How strongly do you agree or disagree with the following statements? (1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)

- Discipline in this school is fair.
- My classmates want to do well in school.

Think about the students and adults from your school that you interact with (in class, over email, etc.)

How strongly do you agree or disagree with the following statements? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- Adults from my school treat students with respect.
- Students from my school treat adults with respect.

Adults from my school respect people of different: (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- Religions or faiths.
- Sexual orientations. (e.g. gay, straight, bisexual, etc.)
- Abilities. (e.g. people with disabilities)
- Gender identities. (e.g. men, women, people who identify in a different way)
- Incomes. (how much money someone makes)
- Races or Ethnicities
- Countries.

How strongly do you agree or disagree with the following statement? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- I feel safe during school

Are you part of school clubs, teams, or other groups (sports, music, art, etc.)? (Yes; No)

Outside of school, are you part of clubs, sports teams, church/religious activities, or other groups? (Yes; No)

## Belonging & Peer Collaboration

How strongly do you agree or disagree with the following statements? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- Most students are friendly to me.
- I really feel like part of my school's community.
- I can usually be myself around other students.

How often do you work with other students for your classes... (1= *Very rarely*; 2= *Somewhat Rarely*; 3= *Sometimes*; 4=*Somewhat often*; 5=*Very often*)

- ...because your teachers ask or tell you to?
- ...even when your teacher doesn't ask or tell you to?

## Bullying Questions

- In the past year, have other students bullied or harassed you? Were you bullied... (*Physically; Verbally; Socially; Through cyberbullying; I'm not sure; I have not been bullied or harassed during the school year*)
- Students bully each other for a lot of reasons – and being bullied is not your fault. To help your school understand the problem, do you think it happened because... (*Your sex or gender; Your race or skin color; Where your family is from; How you look; Your religion; Because people think you're gay (whether or not you are); How much money your family has; A disability that you have; Other reasons (please specify); I prefer not to say*)

## Relationships

How many of your teachers... *(1 = None; 2 = A few; 3 = Some; 4 = Many; 5 = All)*

- ...make an effort to understand what your life is like outside of school?
- ...are not just satisfied if you pass, they care if you're really learning?
- ...connect what you're learning in class with your life outside of school?
- ...try to be fair?
- ...believe that you can get a good grade if you try?
- ...are willing to give extra help on schoolwork if you need it?

Is there an adult from school... *(Yes; No; Not sure)*

- ...who would be willing to help you with a personal problem?
- ...you could ask to write you a recommendation for a job, program, scholarship, or college?

When I'm feeling upset, stressed, or having problems, there is an adult from school who I can talk to about it. *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

## College & Career Readiness

How strongly do you agree or disagree with the following statements? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- My school has helped me develop the skills and knowledge I will need for college-level classes.
- My school has helped me understand the steps I need to take in order to apply to college.
- My school has helped me figure out which careers match my interests and abilities.
- My school has helped me understand the steps I need to take in order to have the career that I want.

Do you want to go to college? *(Yes; No; I'm not sure)*

After you finish high school, what do you expect to do next? *(Join the military; Work full time at a job; Attend a 2-year college; Attend a 4-year college; Attend a trade/technical school; I'm not sure; Other (please specify))*

Have your plans for what to do after high school changed since the start of the COVID-19 pandemic? *(Yes; No; I'm not sure)*

Before the COVID-19 pandemic, what did you expect to do after graduating high school? *(Join the military; Work full time at a job; Attend a 2-year college; Attend a 4-year college; Attend a trade/technical school; I'm not sure; Other (please specify))*

This year, have you participated in any of the following services from your school? *(Help choosing classes needed to graduate; College entrance exam preparation (SAT/ACT); Counseling about how to pay for college; Counseling about how to apply to college; Counseling about admissions requirements for different types of colleges; Counseling about future career possibilities)*

- *(If yes)* How helpful have these services been to you? *(1 = Not at all helpful; 5 = Very helpful)*

## *Career Technical Education Work-Based Learning Custom Questions*

This year, have you participated in any of the following school activities to help you learn about careers in Sonoma County?

- Watching career videos
- Listening to guest speakers talk about careers
- Mentorship
- Classroom project assistance from a business person
- Mock interviews
- Resume workshop
- Job shadow
- Internship
- Job-related competition or fairs?

*(Yes; No; I'm not sure)*

*(If yes)* This year, *which* of the following career exploration activities have you participated in? *(multi-select)*

- Watching career videos
- Listening to guest speakers talk about careers
- Mentorship
- Classroom project assistance from a business person
- Mock interviews
- Resume workshop
- Job shadow
- Internship
- Job-related competition or fairs

*(If yes)* How helpful have these services been to you? *(1 = Not at all helpful; 5 = Very helpful)*

[Matrix question with display logic to only display “yes” answers with helpfulness scale]

## **Obstacles to Learning**

Do any of the following make it hard for you to do your best in school? *(Limited or no internet access; Not feeling safe at home; Not feeling safe at school; Limited or no access to a computer or a device; Distractions at home and family responsibilities; Feeling depressed, stressed, or anxious; My health or the health of my family members; Extracurricular commitments; My job; Not having an adult who can help me with my school work; Getting picked on or bullied; My personal relationships; Other (please specify))*

## **Resilience Questions 2.0**

*Think about your personal experience with recent California wildfires.*

- How much have the recent wildfires affected you? *(1 = Not at all; 2 = A little bit; 3 = Somewhat; 4 = Moderately; 5 = Significantly)*
- Do you or your family have pressing fire-recovery needs? *(Yes; No; I'm not sure)*

*Think about your community outside of school, for example, people and places in your neighborhood.*

- I feel safe in my community.

- I feel like a real part of my community.
- I feel like my community cares about me and my well-being.

How strongly do you agree or disagree with the following statements? (1=Strongly disagree; 5 = strongly agree)

- If there is an emergency at my school, I know how to keep myself safe.

## Project-Based Learning

During the past month, how often have you done the following? (1 = Very rarely; 2 = Somewhat rarely; 3 = Sometimes; 4 = Somewhat often; 5 = Very often)

- Discussed real-world issues that need solutions with other students.
- Discussed real-world issues that need solutions with your teacher.
- Worked with other students to design a solution to a real-world problem.
- Revised a project with other students to make it better.
- Revised a project with your teacher to make it better.
- Shared or presented your project(s).

How strongly do you agree or disagree with the following statements? (1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)

- In school, I can find solutions to problems that I haven't been taught how to solve.
- Outside of school, I think about how to solve problems using lessons I learned in class.
- The projects that we do in school help prepare me for careers that interest me.
- The projects that we do in school help prepare me for college.
- I care more about what I'm learning when I feel like I'm solving a real-world problem.
- I learn lessons more deeply with projects than with other types of assignments.
- I have learned how to work well with other students by participating in group projects.
- Doing projects makes me a better student (for example: I get better grades; I understand the subject better).

Are projects the main way you learn in the following subjects? (Yes; No; I'm not sure)

- Math
- English/Language Arts
- Science
- Social Studies or History

## Emotional and Mental Health

In the last twelve months, have you... (Yes; No; Can't remember)

- ...talked to a school counselor, a therapist, or a psychologist because you were upset, stressed, or having problems?
- ...ever felt so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?
- ...seriously considered attempting suicide?

How strongly do you agree or disagree with the following statements? (1 = Not at all; 2 = Not Very Much; 3 = Somewhat; 4 = A moderate amount; 5 = Very much)

When I'm feeling upset, stressed, or having problems...

- ... I know someone outside of school who I can talk to about it.
- ... My school has programs or services that can help me.
- ... I know some ways to make myself feel better or cope with it.

Think about your life lately. How happy have you been feeling this week? *(1 = Never happy; 2 = Rarely happy; 3 = Sometimes happy; 4 = Often happy; 5 = Happy all the time)*

Think about your life lately. How relaxed have you been feeling this week? *(1 = Never relaxed; 2 = Rarely relaxed; 3 = Sometimes relaxed; 4 = Often relaxed; 5 = Relaxed all the time)*

Think about your life lately. How sad have you been feeling this week? *(1 = Never sad; 2 = Rarely sad; 3 = Sometimes sad; 4 = Often sad; 5 = Sad all the time)*

Think about your life lately. How stressed have you been feeling this week? *(1 = Never stressed; 2 = Rarely stressed; 3 = Sometimes stressed; 4 = Often stressed; 5 = Stressed all the time)*

Overall, how do you feel about your life? *(Five- point sad to happy emoticon scale)*

## Drugs and Alcohol

During the past month, how often did you: *(Never; 1-3 times a month; About once a week; 2-3 days a week; 4-5 days a week; 6-7 days a week)*

- Smoke cigarettes or chew tobacco?
- Use electronic cigarettes, hookah pens, vape pens or other vaping devices?
- Have at least one drink of alcohol? *(One drink = one beer, one shot, one mixed drink)*
- Use marijuana (pot, weed, hash)?
- Misuse a medicine (for example: cough syrup, Ritalin, painkillers) to get high?
- Use any other illegal drug or pill to get high?
- Misuse any other legal substance (for example: paint or glue) to get high?

## Demographics

- What grade are you in? (9th; 10th; 11th; 12th; Other)
- How do you describe yourself? (Boy/Man; Girl/Woman; Non-binary or gender non-conforming; I Prefer to self-describe/identify (optional, please describe); Prefer not to say)
- How would you describe your race and/or ethnicity? (Please check one) (American Indian, Alaska Native or Indigenous; Asian or Asian American; Black or African American; Hispanic or Latino/a/x; Middle Eastern or North African; Multi-racial and/or Multi-ethnic; Native Hawaiian or Pacific Islander, White; Race or ethnicity not included above (optional, please describe); Prefer not to say)
- Do you identify as a person of color? (Yes; No; Prefer not to say)
- Choose the letter grade that corresponds with your cumulative grade point average (GPA) for all subjects in high school. (A+; A; A-; B+; B; B-; C+; C; C-; D+; D; D-; E/F; Prefer not to say)
- Remember, other students will not know how you answer, and your answer will be combined with those of other students before being shared with adults at your school. Do you receive special education services or have a 504 or IEP (individualized education plan)? This means that you receive extra support with your learning or school assignments. (For example, you might: a) have a special teacher that works with just you or a small group of students, b) get special changes to your work in class that not all students get.) (Yes; No; I'm not sure; Prefer not to say)
- An English language learner (ELL) is a student whose first language is not English but who is learning English. English Language Learners usually participate in English language classes at school, like ELD/ESL/ESOL classes, or other language programs or services to learn English. Are you an English Language Learner? (Yes; No; I'm not sure; Prefer not to say)
- Think about your life lately. How much has the COVID-19 pandemic affected you? (1 = Not at all; 2 = A little bit; 3 = Somewhat; 4 = Moderately; 5 = Significantly)
- At the beginning of the survey you said that you are attending class both at home and at school... (Only asked of students who answered "Both in-person at school and virtually" to the "how have you attended classes" question.)
  - Right now, I am taking this survey (In-person at school, Virtually, Other)
- Do you consider yourself to be: (Please check one) (Gay or lesbian; Straight or heterosexual; Bisexual\*; Another identity not included above (optional, please describe); I am not sure; Prefer not to say) \*A person who is attracted to people of the same or other genders.
- Do you identify as a member of the LGBTQIA+ (Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, and Asexual) community? (Please check only one) (Yes; No; Prefer not to say)
- Are you transgender? (Please check only one) (Yes; No; Prefer not to say)



## Student Survey – Middle School

This middle school student survey is designed will take students, on average, 25 minutes to complete. This time estimate does not account for technical set up (logging on to a computer), or time for the proctor to share instructions and answer questions. While some students may complete the survey more quickly, others will need more time. Please plan accordingly.

So far this school year, how have you attended classes? (*In-person at school; Virtually; Both in-person at school and virtually*)

### Strengths & Areas for Improvement

- What do you like most about your school? (*My school inspires me to do my best; I have supportive teachers who care about me and help me; Students and staff treat each other with respect and fairness; My classes challenge me to think critically; My school is getting me ready for high school; Something else not listed; Nothing – I can't think of anything I like about my school*)
- What do you dislike most about your school? (*My school does not do enough to inspire me to be a good student; I don't have enough supportive teachers who care about me and help me; Students and staff don't treat each other with enough respect and fairness; My classes don't do enough to challenge me to think critically; My school is not getting me ready for high school; Something else not listed; Nothing – I can't think of anything I dislike about my school*)
- What about learning at home do you like? Are there things you hope will stay the same next school year? (*Only asked of students who attend school virtually.*)
- The COVID pandemic has changed learning for many students. Is there anything you think your school should know about how this change has been for you or that your school can do to help you during this period of change?

Students are shown the following language in the survey to clarify that if a student is in crisis, leaving a comment in the survey is not the place to get help:

*Sometimes taking a survey can bring up feelings or topics that are hard to talk about. If you need to talk to someone, here are some places you can get help right now:*

- **National suicide prevention hotline: Call 1-800-273-8255**
- **Crisis text line: Text 741741**
- **Sexual abuse hotline: Call 1-900-656-4673**
- **Domestic violence hotline: Call 1-800-799-7233**

*If you'd like to talk to someone at your school, please reach out to your teacher, guidance counselor, or principal.*



## Engagement

How strongly do you agree or disagree with the following statements? (1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)

- I enjoy school most of the time.
- I take pride in my schoolwork.
- What I learn in class helps me outside of school.

Related questions: (1: Not at all well; 2 = Not very well; 3 = Somewhat well; 4 = Moderately well; 5 = Very well)

- I am able to motivate myself to do schoolwork.
- I am able to focus on my schoolwork.
- I am able to create goals for my own learning (e.g. which skills to improve).
- My teachers' expectations make me want to do my best.
- I try to do my best in school.
- I am getting a high-quality education at this school.

## Academic Challenge

How strongly do you agree or disagree with the following statements? (1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)

- I feel like I will be ready for high school classes when I finish middle school.
- \*My teachers explain things in a way that I understand.
- In most of my classes, we learn a lot almost every day.
- \*The work that I do for my classes makes me really think.
- Most of my teachers don't let people give up when the work gets hard.
- \*My teachers give me assignments that really help me learn.
- My school is helping me learn the material I will need for high school.
- In most of my classes, we learn to correct our mistakes.
- Most of my teachers want me to explain my answers – why I think what I think.
- Most of my teachers want us to use our thinking skills, not just memorize things.
- \*In order to get a good grade, I have to work hard in my classes.

Do you want to go to college one day? (Yes, No, I'm not sure)

## Culture

Are you part of clubs, teams, or other groups (sports, music, art, etc.)? (Yes, No)

Outside of school, are you part of clubs, sports, teams, church/religious activities, or other groups? (Yes, No)

How strongly do you agree or disagree with the following statements? (1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)

- Discipline in this school is fair.
- I think my classmates want to do well in school.

Think about the students and adults from your school that you interact with (in class, over email, etc.)

How strongly do you agree or disagree with the following statements? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- Adults from my school treat students with respect.
- Students from my school treat adults with respect.

Adults from my school respect people from different: (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- Religions or faiths.
- Sexual orientations. (e.g. gay, straight, bisexual, etc.)
- Abilities. (e.g. people with disabilities)
- Gender identities. (e.g. men, women, people who identify in a different way)
- Incomes. (how much money someone makes)
- Races or Ethnicities
- Countries.

How strongly do you agree or disagree with the following statement? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- I feel safe during school

## Belonging & Peer Collaboration

How strongly do you agree or disagree with the following statements? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- I can usually be myself around other students.
- Most students are friendly to me.
- I really feel like a part of my school's community.

How often do you work with other students for your classes... (1 = *Very rarely*; 2 = *Somewhat Rarely*; 3 = *Sometimes*; 4 = *Somewhat often*; 5 = *Very often*)

- ...because your teachers ask or tell you to?
- ...even when your teacher doesn't ask or tell you to?

## Bullying Questions

In the past year, have other students bullied or harassed you? Were you bullied... (please check all that apply) (*Physically; Verbally; Socially; Through cyberbullying; I'm not sure; I have not been bullied or harassed during this school year*)

- Students bully each other for a lot of reasons – and being bullied is not your fault. To help your school understand the problem, why do you think it happened? (please check all that apply) (*Your sex or gender; Your race or skin color; Where your family is from; How you look; Your religion; Because people think you're gay (whether you are or not); How much money your family has; A disability that you have; Other reason(s) (please specify); I prefer not to say*)

## Relationships

How many of your teachers... (1 = *None*; 2 = *A few*; 3 = *Some*; 4 = *Many*; 5 = *All*)

- ...are willing to give extra help on schoolwork if you need it?
- ...try to understand what your life is like outside of school?
- ...are not just satisfied if you pass, they care if you're really learning?

- ...believe that you can get a good grade if you try?
- ...try to be fair?
- ...connect what you're learning in class with your life outside of school?

Is there an adult from school who would be willing to help you with a personal problem? *(Yes, No, I don't know)*

Related questions: *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- When I'm feeling upset, stressed, or having problems, there is an adult from school who I can talk to about it.

## Obstacles to Learning

Do any of the following make it hard for you to do your best in school? *(Limited or no internet access; Not feeling safe at home; Not feeling safe at school; Limited or no access to a computer or device; Distractions at home and family responsibilities; Feeling depressed, stressed, or anxious; My health or the health of my family members; Extracurricular commitments; Changing from elementary to middle school; Not having an adult who can help me with my schoolwork; Getting picked on or bullied; My personal relationships; Other (please specify))*

## Resilience Questions 2.0

Think about your personal experience with recent California wildfires.

- How much have the recent wildfires affected you? *(1 = Not at all; 2 = A little bit; 3 = Somewhat; 4 = Moderately; 5 = Significantly)*
- Do you or your family have pressing fire-recovery needs? *(Yes; No; I'm not sure)*

Think about your community outside of school, for example, people and places in your neighborhood.

- I feel safe in my community.
- I feel like a real part of my community.
- I feel like my community cares about me and my well-being.

How strongly do you agree or disagree with the following statements? *(1=Strongly disagree; 5 = strongly agree)*

If there is an emergency at my school, I know how to keep myself safe.

## Project-Based Learning

During the past month, how often have you done the following? *(1 = Very rarely; 2 = Somewhat rarely; 3 = Sometimes; 4 = Somewhat often; 5 = Very often)*

- Discussed real-world issues that need solutions with other students.
- Discussed real-world issues that need solutions with your teacher.
- Worked with other students to design a solution to a real-world problem.
- Revised a project with other students to make it better.
- Revised a project with your teacher to make it better.
- Shared or presented your project(s).

How strongly do you agree or disagree with the following statements? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- In school, I can find solutions to problems that I haven't been taught how to solve.
- Outside of school, I think about how to solve problems using lessons I learned in class.
- The projects that we do in school help prepare me for careers that interest me.
- The projects that we do in school help prepare me for college.
- I care more about what I'm learning when I feel like I'm solving a real-world problem.
- I learn lessons more deeply with projects than with other types of assignments.
- I have learned how to work well with other students by participating in group projects.
- Doing projects makes me a better student (for example: I get better grades; I understand the subject better).

Are projects the main way you learn in the following subjects? (*Yes; No; I'm not sure*)

- Math
- English/Language Arts
- Science
- Social Studies or History

## Emotional and Mental Health

In the last twelve months, have you... (*Yes; No; Can't remember*)

- ...talked to a school counselor, a therapist, or a psychologist because you were upset, stressed, or having problems?
- ...ever felt so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?
- ...seriously considered attempting suicide?

How strongly do you agree or disagree with the following statements? (1 = *Not at all*; 2 = *Not Very Much*; 3 = *Somewhat*; 4 = *A moderate amount*; 5 = *Very much*)

When I'm feeling upset, stressed, or having problems...

- ... I know someone outside of school who I can talk to about it.
- ... My school has programs or services that can help me.
- ... I know some ways to make myself feel better or cope with it.

Think about your life lately. How happy have you been feeling this week? (1 = *Never happy*; 2 = *Rarely happy*; 3 = *Sometimes happy*; 4 = *Often happy*; 5 = *Happy all the time*)

Think about your life lately. How relaxed have you been feeling this week? (1 = *Never relaxed*; 2 = *Rarely relaxed*; 3 = *Sometimes relaxed*; 4 = *Often relaxed*; 5 = *Relaxed all the time*)

Think about your life lately. How sad have you been feeling this week? (1 = *Never sad*; 2 = *Rarely sad*; 3 = *Sometimes sad*; 4 = *Often sad*; 5 = *Sad all the time*)

Think about your life lately. How stressed have you been feeling this week? (1 = *Never stressed*; 2 = *Rarely stressed*; 3 = *Sometimes stressed*; 4 = *Often stressed*; 5 = *Stressed all the time*)

Overall, how do you feel about your life? *(Five- point sad to happy emoticon scale)*

## Demographics

- What grade are you in? *(5th; 6th; 7th; 8th; Other)*
- How do you describe yourself? *(Boy/Man; Girl/Woman; Non-binary or gender non-conforming; I Prefer to self-describe/identify (optional, please describe); Prefer not to say)*
- How would you describe your race and/or ethnicity? (Please check one) *(American Indian, Alaska Native or Indigenous; Asian or Asian American; Black or African American; Hispanic or Latino/a/x; Middle Eastern or North African; Multi-racial and/or Multi-ethnic; Native Hawaiian or Pacific Islander, White; Race or ethnicity not included above (optional, please describe); Prefer not to say)*
- Do you identify as a person of color? *(Yes; No; Prefer not to say)*
- In your current classes, what have most of your grades been? *(Mostly As; Mostly Bs; Mostly Cs; Mostly Ds or below; Don't know; Prefer not to say)*
- Remember, other students will not know how you answer, and your answer will be combined with those of other students before being shared with adults at your school. Do you receive special education services or have a 504 or IEP (individualized education plan)? This means that you receive extra support with your learning or school assignments. (For example, you might: a) have a special teacher that works with just you or a small group of students, b) get special changes to your work in class that not all students get.) *(Yes; No; I'm not sure; Prefer not to say)*
- An English language learner (ELL) is a student whose first language is not English but who is learning English. English Language Learners usually participate in English language classes at school, like ELD/ESL/ESOL classes, or other language programs or services to learn English. Are you an English Language Learner? *(Yes; No; I'm not sure; Prefer not to say)*
- Think about your life lately. How much has the COVID-19 pandemic affected you? *(1 = Not at all; 2 = A little bit; 3 = Somewhat; 4 = Moderately; 5 = Significantly)*
- At the beginning of the survey you said that you are attending class both at home and at school... *(Only asked of students who answered "Both in-person at school and virtually" to the "how have you attended classes" question.)*
  - Right now, I am taking this survey *(In-person at school, Virtually, Other)*
- Do you consider yourself to be: *(Please check one) (Gay or lesbian; Straight or heterosexual; Bisexual\*; Another identity not included above (optional, please describe); I am not sure; Prefer not to say) \*A person who is attracted to people of the same or other genders.*
- Do you identify as a member of the LGBTQIA+ (Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, and Asexual) community? (Please check only one) \* *(Yes; No; Prefer not to say)*
- Are you transgender? (Please check only one) *(Yes; No; Prefer not to say)*

## Student Survey – Elementary School

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This elementary school student survey is designed will take students, on average, 16 minutes to complete. This time estimate does not account for technical set up (logging on to a computer), or time for the proctor to share instructions and answer questions. While some students may complete the survey more quickly, others will need more time. Please plan accordingly.

So far this school year, how have you attended classes? *(At school; At home; Both in-person at school and at home)*

### Strengths & Weaknesses

- What do you like most about your school? *(My teacher wants me to try hard and do my best; My teacher cares about me and helps me; Students show respect in class; My class makes me really think; I like the way we learn in class; Something else; Nothing – I can't think of anything I like about my school)*
- What do you dislike most about your school? *(My teacher lets me give up and not do my best; My teacher doesn't care about me or help me very much; Students don't show much respect in class; My class doesn't really make me think; I don't like the way we learn in class; Something else; Nothing – I can't think of anything I dislike about my school)*

### Engagement

- Does your teacher ask you to keep trying when the work gets hard? *(No, hardly ever; Sometimes; Yes, very often)*
- Do you like attending your class? *(No, hardly ever; Sometimes; Yes, very often)*
- Do you think your teacher wants you to work your hardest? *(No, hardly ever; Sometimes; Yes, very often)*
- Does your teacher want you to do your best? *(No, hardly ever; Sometimes; Yes, very often)*

### Relationships

- Does your teacher give you extra help if you need it? *(No, hardly ever; Sometimes; Yes, very often)*
- Do you like the way your teacher treats you when you need help? *(No, hardly ever; Sometimes; Yes, very often)*
- Do you think your teacher cares about you? *(No, hardly ever; Sometimes; Yes, very often)*
- Is your teacher fair to you? *(No, hardly ever; Sometimes; Yes, very often)*
- Does your teacher ask you about your life at home? *(No, hardly ever; Sometimes; Yes, very often)*
- Does your teacher treat you with respect? *(No, hardly ever; Sometimes; Yes, very often)*
- When I'm feeling upset, there is an adult from school I can talk to. *(No; Sometimes; Yes)*

## Culture

- Does your class stay busy and not waste time? *(No, hardly ever; Sometimes; Yes, very often)*
- Do students behave well during class? *(No, hardly ever; Sometimes; Yes, very often)*
- Do students from your class treat the teacher with respect? *(No, hardly ever; Sometimes; Yes, very often)*
- Do adults from your school respect people from different backgrounds? (For example: boys or girls, people with different skin colors, people from different countries) *(No, not very much; Somewhat; Yes, very much)*

Related:

Do you feel safe during school? *(No, not very safe; Somewhat; Yes, very safe)*

## Academic Challenge

- Do you learn interesting things in class? *(No, hardly ever; Sometimes; Yes, very often)*
- Does what you learn during class help you outside of school? *(No, hardly ever; Sometimes; Yes, very often)*
- Does your schoolwork make you really think? *(No, hardly ever; Sometimes; Yes, very often)*
- Do you learn a lot in your class? *(No, hardly ever; Sometimes; Yes, very often)*

## Instructional Methods

- Does your teacher let you explain your ideas? *(No, hardly ever; Sometimes; Yes, very often)*
- When you make a mistake, does your teacher help you correct it? *(No, hardly ever; Sometimes; Yes, very often)*
- Can you find the things you need in your classroom? *(No, hardly ever; Sometimes; Yes, very often)* *(Only asked of students who attend school in-person.)*
- Does your teacher tell you that you can do well if you work hard? *(No, hardly ever; Sometimes; Yes, very often)*
- Does your teacher explain things in ways you can understand? *(No, hardly ever; Sometimes; Yes, very often)*
- Does your teacher ask you to show your work? *(No, hardly ever; Sometimes; Yes, very often)*
- Does your teacher ask you if you understand what you are learning? *(No, hardly ever; Sometimes; Yes, very often)*

## Belonging

- Can you be yourself with other students? *(No, hardly ever; Somewhat; Yes, very often)*
- Are students friendly to you? *(No, hardly ever; Somewhat; Yes, very often)*
- Do you feel like a real part of your school community? *(No, hardly ever; Somewhat; Yes, very often)*

**Bullying Questions** – Questions about bullying are included as part of Belonging & Peer Collaboration in YouthTruth reports.

- Has anyone bullied you at school in the last year? *(Yes, No, I don't know; Skip this question)*
- If yes: When you were bullied did someone... *(Yes, No, I don't know)*
  - ...spread rumors or lies about you?
  - ...call you mean names?



- ...hurt your body?
- ...post something mean about you online?
- ...Other (please specify)
- If yes: Students bully each other for a lot of reasons – and being bullied is not your fault. To help your school understand the problem, do you think it happened because... *(Yes, No, I don't know)* *(How you look; Your race or skin color; Because you are a boy; Because you are a girl; Because you are different than most boys; Because you are different than most girls; How much money your family has; You learn differently than other students; You physically can't do what other kids can do; Your religion; Where Your family is from; Other; Prefer not to say)*
- If yes: When you were bullied, did you tell... *(Yes, No, I don't know)* *(A grown up from school; A grown up at home; A friend or classmate; I did not tell anyone; Someone else (please specify))*

Students are shown the following language in the survey to clarify that if a student is in crisis, leaving a comment in the survey is not the place to get help: If these questions make you feel sad or scared about anything, please talk to your teacher or a grown up you trust.

## Emotional and Mental Health

When I'm feeling upset, *(No; Sometimes; Yes)*

- ...there is an adult outside of school I can talk to.
- ...I know some ways to make myself feel better.

Think about your life lately. How happy have you been feeling this week? *(Happy all the time; Sometimes happy; Never happy)*

Think about your life lately. How relaxed have you been feeling this week? *(Never relaxed; Sometimes relaxed; Relaxed all the time)*

Think about your life lately. How sad have you been feeling this week? *(Never sad; Sometimes sad; Sad all the time)*

Think about your life lately. How stressed have you been feeling this week? *(Never stressed; Sometimes stressed; Stressed all the time)*

Overall, how do you feel about your life? *(Happy to sad emoticon scale)*

## Project-Based Learning

These questions ask about projects you do in class. *(No, not at all; Sometimes; Yes, very much)*

- Does what you learn during school help you think about what you want to do when you grow up?
- Can you figure out how to solve problems even if you haven't been taught how?
- Does your teacher use examples that connect to life outside of school?
- Do group projects make you a better student? (For example, you learn more.)

How much do you do these things during your classes? *(Not very much; Sometimes; A lot)*

- Work on projects with other students
- Present projects to your class
- Choose what kinds of projects you would like to work on



- Think about other ways to solve a problem
- Talk with classmates about problems in the real world
- Work on a first draft of a project to make it better

Additional questions: *(No, not at all; Sometimes; Yes, very much)*

- Do the things that you learn in one subject help you in other subjects?
- Do the things that you learn during class help you outside of school?
- Does your teacher use examples that connect to what you learn in other subjects?

## Demographics

- What grade are you in? *(3rd; 4th; 5th, Others)*
- Are you a... *(Boy; Girl; Skip this question)*
- What is your race/ethnicity? *(American Indian, Alaska Native or Indigenous; Asian or Asian American; Black or African American; Hispanic or Latino/a/x; Middle Eastern or North African; Native Hawaiian or Pacific Islander, White; Two or more races; Other; I don't know; Skip this question)*
- Think about your life lately. How much has the virus changed your life? *(Not very much; Somewhat; Very much)*
- At the beginning of the survey you said that you are attending class both at home and at school... *(Only asked of students who answered "Both in-person at school and at home" to the above question.)* Right now, I am taking this survey *(At school; At home; Other)*

## Family Survey Questions

The Family Survey includes questions that gather parents' and guardians' feedback about their child's school and takes approximately 10 minutes to complete.

So far this school year, how has your child attended classes? (*In-person at school, Virtually, Both in-person at school and virtually*)

### General

- What do you like most about this school? (*Friendly and supportive teachers and staff; Strong academic programs; Support services and programs for parents and families; Strong extracurricular programs; Great supplies and/or facilities; Nothing; Other*)
- What is one area in which this school could improve? (*Teachers and staff could do more to be more friendly and supportive; Stronger academic programs; More/better support services and programs for families; Stronger extracurricular programs; Better supplies and/or facilities; Nothing; Other*)
- Is there anything else you would like to tell us about your school? Please provide any comments that you'd like to share below. (*Open text*)
- My child is getting a high-quality education at this school. (*1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree*)
- I would recommend this school to parents seeking a school for their child. (*1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree*)

### Culture

How strongly do you agree or disagree with the following statements? (*1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree*)

- I am proud of my school.
- Discipline in this school is fair.
- My school runs smoothly.
- My school respects people of different:
  - Religions and faiths.
  - Sexual orientations. (e.g. gay, straight, bisexual, etc.)
  - Learning abilities.
  - Gender identities. (e.g. men, women, people who identify in a different way)
  - Incomes. (how much money someone makes)
  - Races/ethnicities.
  - Countries of origin.
- I feel valued by my school.
- My school creates a friendly environment.
- My school's policies are administered fairly and consistently.
- I believe in my school's mission.

## Engagement

How strongly do you agree or disagree with the following statements? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- Parent/family members are included in planning school activities.
- I feel engaged with my school.  
I feel represented by parent/family groups (i.e. Parent-Teacher Association) at my school.
- I feel empowered to play a meaningful role in decision-making at my school.
- I feel informed about important decisions regarding my school.

## Relationships

How strongly do you agree or disagree with the following statements? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- Teachers treat families with respect.
- Families and teachers care about each other.
- Teachers and students care about each other.
- I feel comfortable approaching the school administration about my concerns.
- School administrators treat families with respect.
- I feel comfortable approaching teachers about my child's progress.

## Communication & Feedback

How strongly do you agree or disagree with the following statements? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- I receive information about what my child should learn and be able to do.
- I receive regular feedback about my child's progress.
- Teachers clearly communicate expectations for my child's progress.

## School Safety

How strongly do you agree or disagree with the following statements? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- My child is safe from bullying during school.
- My child's learning environment is safe.

Related:

My child is safe from violence at school. (*not asked of families whose students are attending school virtually.*)

## Resources

How strongly do you agree or disagree with the following statements? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- My school sets high expectations for students.
- My school provides the guidance necessary to help my child succeed.
- My school has the resources necessary to achieve learning goals.
- My school has the resources necessary to prepare my child for the future.

## Demographics

- How many children do you have attending this school? (*Just to remind you: if you have multiple children at this school, you may complete the survey again so you have the opportunity to respond about each child that attends the school.*) (One (1); Two (2); Three (3); Four or more (4+))
- What grade is your child in? (*Kindergarten (K); First Grade (1st); Second Grade (2nd); Third Grade (3rd); Fourth Grade (4th); Fifth Grade (5th); Sixth Grade (6th); Seventh Grade (7th); Eighth Grade (8th); Ninth Grade (9th); Tenth Grade (10th); Eleventh Grade (11th); Twelfth Grade (12th); Other (please specify)*)
- What is your relationship with your child? (*Parent; Other (please specify)*)
- How do you describe yourself? (*Man; Woman; Non-binary or gender non-conforming; I Prefer to self-describe/identify (optional, please describe); Prefer not to say*)
- Are you transgender? (Please check only one) (*Yes; No; Prefer not to say*)
- How would you describe your race and/or ethnicity? (Please check one) (*American Indian, Alaska Native or Indigenous; Asian or Asian American; Black or African American; Hispanic or Latino/a/x; Middle Eastern or North African; Multi-racial and/or Multi-ethnic; Native Hawaiian or Pacific Islander, White; Race or ethnicity not included above (optional, please describe); Prefer not to say*)
- Do you identify as a person of color? (*Yes; No; Prefer not to say*)
- Does your child have an IEP (individualized education program or plan), receive special education services, or receive 504 services? (*Yes; No; I'm not sure; Prefer not to say*)
- What is the primary language spoken in your home? (*Chinese; English; Korean; Spanish; Tagalog; Russian; Vietnamese; Other (please specify)*)
- What is the highest level of education that you have completed? (*Some high school; High school/GED; Some college; Associate degree or technical certificate; Bachelor's Degree; Graduate Degree; Prefer not to say*)
- Think about your life lately. How much has the COVID-19 pandemic affected you? (1 = *Not at all*; 2 = *A little bit*; 3 = *Somewhat*; 4 = *Moderately*; 5 = *Significantly*)

## Staff Survey Questions

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The Staff Survey includes questions that gather instructional and non-instructional school staff members' perspectives on their school and takes approximately 15 minutes to complete.

### General

So far this school year, I work ... *(In-person; Virtually; Both in-person and virtually)*

What is your primary role? \* *(instructional staff, support staff, other)*

\* *Instructional staff are defined as individuals who instruct pupils in classes or courses, or in classroom situations. Some examples of instructional staff roles are K-12 teachers, ELL/ELD teachers, special education teachers, instructional assistants/paraprofessionals, and speech therapists.*

*Support staff are defined as individuals who do not primarily engage in teaching activities. Some examples of support staff roles are administrators, counselors, custodial/janitorial staff, librarians, and technology coordinators.*

What kind of instructional staff are you? \* *(Teacher, other)*

\* *Only asked to those that answered instructional staff to the above question.*

What do you like most about your school? *(My school administrators are friendly and supportive; My work at this school gives me a feeling of personal accomplishment; I am treated with respect by school administrators and other staff; I have access to high-quality professional development opportunities; My school has great supplies and/or facilities; Nothing; Other)*

What is one area in which your school could improve? *(My school administrators could do more to be friendly and supportive; I would like the work that I do at this school to give me more of a feeling of personal accomplishment; I would like to be treated with more respect by the school administration and other staff; I would like more access to high-quality professional development opportunities; My school needs better supplies and/or facilities; Nothing; Other)*

Is there anything else you would like to tell us about your school? Please provide any comments that you'd like to share below. *(Open text)*

Students are getting a high-quality education at this school. *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

I would recommend this school to a friend or colleague as a great place to work *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

I am not seriously considering leaving [School Name] next academic year. *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

### Culture

How strongly do you agree or disagree with the following statements? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- Information about school policies is disseminated to staff clearly.

- Discipline in this school is fair.
- My school communicates a clear direction for the future.
- My school respects people of different:
  - Religions and faiths.
  - Sexual orientations. (e.g. gay, straight, bisexual, etc.)
  - Learning abilities.
  - Gender identities. (e.g. men, women, people who identify in a different way)
  - Incomes. (how much money someone makes)
  - Races/ethnicities.
  - Countries of origin.
- I feel informed about important decisions regarding my school.
- My school is managed effectively.
- My school sets high expectations for students.
- My school creates a positive work environment.
- My school runs smoothly.
- My school's employees are committed to the success of our school.
- My school's policies are administered fairly and consistently.

## Relationships

How strongly do you agree or disagree with the following statements? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- Staff and families care about each other.
- My school is cooperative and team oriented.
- Staff treat each other with respect.
- Teachers in my school work together to improve instructional practice.
- Staff treat families with respect.
- Staff treat administrators with respect.
- Families treat staff with respect.
- Staff and students care about each other.
- Administrators treat staff with respect.
- Staff and administrators care about each other.
- I feel comfortable approaching the administration if I need help solving a problem.
- Students treat staff with respect.
- Staff treat students with respect.
- I feel comfortable approaching other staff members if I need help solving a problem.
- I feel comfortable speaking honestly to families about their child's progress. (*Instructional Staff Only*)

## Engagement

How strongly do you agree or disagree with the following statements? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- My school empowers me to use creativity in how I do my work.
- I am proud of my school.
- My job makes good use of my skills and abilities.
- I feel that my work contributes to the goals of my school.
- I feel that my work at my school is valued.

- I understand my school's goals.
- I feel empowered to play a meaningful role in decision-making at my school.
- My work gives me a feeling of personal accomplishment.

## Professional Development & Support

How strongly do you agree or disagree with the following statements? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- I have the necessary resources to do my job well.
- The feedback I receive from my colleagues helps me improve my work.
- My professional development over the last year has been closely connected with my school's priorities.
- I have opportunities to learn at work.
- I receive regular feedback from my supervisors.
- I receive regular feedback from my colleagues.
- The feedback I receive from my supervisors helps me improve my work.
- I have opportunities to grow professionally at work.
- I have access to meaningful professional development.
- My professional development over the last year has provided me with content support.  
(*Instructional Staff Only*)
- My professional development over the last year has provided me with teaching strategies to better meet my students' needs. (*Instructional Staff Only*)
- My school supports me in implementing what I have learned in professional development.  
(*Instructional Staff Only*)
- My school encourages me to seek professional development opportunities to improve my practice.  
(*Instructional Staff Only*)

## School Safety

How strongly do you agree or disagree with the following statements? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- Students are safe from bullying at my school.
- Adults at my school try to stop bullying and harassment.
- During school, there are clear rules for students against hurting other people (for example bullying, hitting, or pushing).
- I feel safe from harm during school.
- Students are safe from violence at my school. (*Not asked of staff who are working remotely.*)

## Demographics

- How long have you worked at this school? (*0-4 years; 5-9 years; 10-20 years; More than 20 years*)
- How do you describe yourself? (*Man; Woman; Non-binary or gender non-conforming; I Prefer to self-describe/identify (optional, please describe); Prefer not to say*)
- Are you transgender? (Please check only one) (*Yes; No; Prefer not to say*)
- How would you describe your race and/or ethnicity? (Please check one) (*American Indian, Alaska Native or Indigenous; Asian or Asian American; Black or African American; Hispanic or Latino/a/x;*

*Middle Eastern or North African; Multi-racial and/or Multi-ethnic; Native Hawaiian or Pacific Islander, White; Race or ethnicity not included above (optional, please describe); Prefer not to say)*

- Do you identify as a person of color? *(Yes; No; Prefer not to say)*
- What kind of teacher training did you receive? (Instructional Staff only) *(University Certification; Alternative Certification (Teach for America, etc.); Other Training/Non-Certified)*
- How many years of teaching experience do you have? (Instructional Staff only) *(0-4 years; 5-9 years; 10-20 years; More than 20 years)*
- How many years of experience do you have in your role? (Support Staff or Other only) *(0-4 years; 5-9 years; 10-20 years; More than 20 years)*
- What is your role? *(Instructional staff; Support staff; Other (please specify))*
- Think about your life lately. How much has the COVID-19 pandemic affected you? *(1 = Not at all; 2 = A little bit; 3 = Somewhat; 4 = Moderately; 5 = Significantly)*





<b>Meeting Date:</b>	3/10/2022 - 6:00 PM
<b>Category:</b>	Action Items
<b>Type:</b>	Info/Action
<b>Subject:</b>	<p>10.9 Second Reading and adoption of updated and new board policies:          BP 0420.42 Charter School Renewal          BP 1312.3 Uniform Complaint Procedures          AR 1312.3 Uniform Complaint Procedures          E(1) 1312.3 Uniform Complaint Procedures          E(2) 1312.3 Uniform Complaint Procedures          AR 3515.6 Criminal Background Checks for Contractors          AR 4217.3 Layoff/Rehire          AR 5125 Student Records          AR 5145.3 Nondiscrimination/Harassment          BP 5148 Child Care and Development          AR 5148 Child Care and Development          BP 5148.2 Before/After School Programs          AR 5148.2 Before/After School Programs          BP 5148.3 Preschool/Early Childhood Education          AR 5148.3 Preschool/Early Childhood Education          BP 6112 School Day          AR 6112 School Day          BP 6143 Courses Of Study          AR 6143 Courses Of Study          BP 6158 Independent Study          AR 6158 Independent Study          BP 6170.1 Transitional Kindergarten          BB 9150 Student Board Members          BB 9320 Meetings And Notices Fill in Blanks</p>
<b>Strategic Plans:</b>	
<b>Policy:</b>	
<b>Enclosure</b>	
<b>File Attachment:</b>	<p> Dec Update Checklist.pdf</p> <p> Dec Guidesheet.pdf</p>
<b>Description:</b>	
<b>Background Information:</b>	
<b>Fiscal Implications:</b>	
<b>Recommendation:</b>	<p>That the board adopts the board policies:          BP 0420.42 Charter School Renewal          BP 1312.3 Uniform Complaint Procedures          AR 1312.3 Uniform Complaint Procedures          E(1) 1312.3 Uniform Complaint Procedures          E(2) 1312.3 Uniform Complaint Procedures          AR 3515.6 Criminal Background Checks for Contractors          AR 4217.3 Layoff/Rehire          AR 5125 Student Records          AR 5145.3 Nondiscrimination/Harassment          BP 5148 Child Care and Development          AR 5148 Child Care and Development          BP 5148.2 Before/After School Programs</p>

AR 5148.2 Before/After School Programs  
BP 5148.3 Preschool/Early Childhood Education  
AR 5148.3 Preschool/Early Childhood Education  
BP 6112 School Day  
AR 6112 School Day  
BP 6143 Courses Of Study  
AR 6143 Courses Of Study  
BP 6158 Independent Study  
AR 6158 Independent Study  
BP 6170.1 Transitional Kindergarten  
BB 9150 Student Board Members  
BB 9320 Meetings And Notices Fill in Blanks

**Approvals:**

Recommended  
By:

A handwritten signature in black ink that reads "Matthew Morgan". The signature is fluid and cursive, with a long horizontal stroke at the end.

Matthew Morgan - Superintendent/Principal

# CSBA MANUAL MAINTENANCE SERVICE CHECKLIST – December 2021

District Name: \_\_\_\_\_

Contact Name: \_\_\_\_\_ Phone: \_\_\_\_\_ Email: \_\_\_\_\_

POLICY	TITLE	OPTIONS/BLANKS	ADOPT DATE
BP 0420.42	Charter School Renewal		
BP 1312.3	Uniform Complaint Procedures		
AR 1312.3	Uniform Complaint Procedures	<p><b>Fill in Blanks</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p><b>OPTION 1:</b> <input type="checkbox"/></p> <p><b>OPTION 2:</b> <input type="checkbox"/></p>	
E(1) 1312.3	Uniform Complaint Procedures		
E(2) 1312.3	Uniform Complaint Procedures	<p><b>Fill in Blanks</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
AR 3515.6	Criminal Background Checks for Contractors		
AR 4217.3	Layoff/Rehire	<p><b>OPTION 1:</b> <input type="checkbox"/></p> <p><b>OPTION 2:</b> <input type="checkbox"/></p>	
AR 5125	Student Records		
AR 5145.3	Nondiscrimination/Harassment	<p><b>Fill in Blanks</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
BP 5148	Child Care and Development		

# CSBA MANUAL MAINTENANCE SERVICE CHECKLIST – December 2021

District Name: \_\_\_\_\_

POLICY	TITLE	OPTIONS/BLANKS	ADOPT DATE
AR 5148	Child Care and Development		
BP 5148.2	Before/After School Programs	<b>OPTION 1:</b> <input type="checkbox"/> <b>OPTION 2:</b> <input type="checkbox"/>	
AR 5148.2	Before/After School Programs		
BP 5148.3	Preschool/Early Childhood Education		
AR 5148.3	Preschool/Early Childhood Education		
BP 6112	School Day		
AR 6112	School Day		
BP 6143	Courses Of Study		
AR 6143	Courses Of Study		
BP 6158	Independent Study		
AR 6158	Independent Study		
BP 6170.1	Transitional Kindergarten		
BB 9150	Student Board Members		
BB 9320	Meetings And Notices	<b>Fill in Blanks</b> <hr/> <hr/> <hr/> <hr/>	

## **CSBA POLICY GUIDE SHEET**

### **December 2021**

Note: Descriptions below identify revisions made to CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes have also been made. Districts and county offices of education should review the sample materials and modify their own policies accordingly.

#### **Board Policy 0420.42 - Charter School Renewal**

Policy updated to reflect **NEW LAW (AB 130, 2021)** which extends the term by two years for all charter schools whose term expires on or between January 1, 2022 and June 30, 2025 and requires, for renewals and denials, that the most recent years for which state data is available preceding the renewal or denial decision be used in determining whether specified criteria are met if the two consecutive years preceding the renewal or denial include the 2019-20 or 2020-21 school year. Policy also updated for clarity and consistency with law.

#### **Board Policy 1312.3 - Uniform Complaint Procedures**

Policy updated to reflect **NEW LAW (AB 131, 2021)** which renumbers the license-exempt California State Preschool Program code sections, ensure consistency with the California Department of Education's 2021-22 federal program monitoring instrument, clarify that districts may not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student, add Item #3 to the section regarding "Non-UCP Complaints" that any complaint alleging that a student, while in an education program or activity as specified, was subjected to sexual harassment as defined in 34 CFR 106.30 be addressed through federal Title IX complaint procedures, and clarify in Item #5 that complaints alleging a physical safety concern that interferes with a free appropriate public education is a non-UCP complaint.

#### **Administrative Regulation 1312.3 - Uniform Complaint Procedures**

Regulation updated to delete outdated and/or repealed U.S. Department of Education's Office for Civil Rights (OCR) references and where appropriate add current OCR material, ensure consistency with the California Department of Education's 2021-22 federal program monitoring instrument, clarify posting requirements for the annual notification, compliance officer contact information and information related to Title IX, add material regarding the requirement for an administrator who is not designated as a compliance officer who receives a complaint to notify the compliance officer, clarify that districts may not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student, add descriptions to the OPTION headings for districts that do or do not allow complainants to appeal to the governing board, delete material regarding respondent being sent the investigation report at the same time it is provided to complainant as this simultaneous exchange is not required by law, amend language in regard to pursuing civil law remedies in the notice to complainants included in investigation reports for allegations of unlawful discrimination, harassment, intimidation, and bullying based on state law, clarify when either party may request reconsideration of an appeal by the Superintendent of Public Instruction, and reflect **NEW LAW (AB 131, 2021)** which renumbers the license-exempt California State Preschool Program code sections.

#### **Exhibit(1) 1312.3 - Uniform Complaint Procedures**

Exhibit updated to reflect **NEW LAW (AB 131, 2021)** which renumbers the license-exempt California State Preschool Program code sections.

#### **Exhibit(2) 1312.3 - Uniform Complaint Procedures**

Exhibit updated to reflect **NEW LAW (AB 131, 2021)** which renumbers the license-exempt California State Preschool Program code sections.

#### **Administrative Regulation 3515.6 - Criminal Background Check for Contractors**

Regulation updated to reflect **NEW LAW (AB 130, 2021)** which requires any entity, including a sole proprietor, that has a contract with a district to ensure that employees who interact with students outside of the immediate supervision and control of the student's parent/guardian or school staff have a valid criminal

records summary and to immediately provide any subsequent arrest and conviction information received pursuant to the subsequent arrest service. Regulation also updated to delete the list of service providers as the services in Items #1-5 are no longer listed in law and the services in Item #6 regarding the construction, reconstruction, rehabilitation, or repair of a school facility are considered in another portion of the regulation, delete material regarding an exception for employees with limited contact with students as it is no longer provided for in law, generalize information regarding steps that may be taken to protect the safety of students who may come in contact with employees of contracting entities, and rearrange placement of material for clarity and context.

#### **Administrative Regulation 4217.3 - Layoff/Rehire**

Regulation updated to add descriptions to the OPTION headings for the determination of "length of service" for order of layoff purposes, reflect **NEW LAW (AB 438, 2021)** which, for both merit and non-merit districts, specifies notice requirements and hearing rights districts must provide to permanent classified employees, as defined, who are subject to layoff due to lack of work or lack of funds, including that notice be given no later than March 15, and that classified staff may be reduced due to lack of work or lack of funds when the governing board determines during the time between five days after the enactment of an annual Budget Act and August 15 of the fiscal year to which the Budget Act applies that the district's local control funding formula apportionment per unit of average daily attendance for the fiscal year of the Budget Act has not increased by at least two percent. Regulation also updated to provide material regarding a permanent classified employee's request for a hearing, including a hearing before an administrative law judge in which the board makes the final decision regarding the sufficiency of the cause and disposition of the layoff, provide material regarding final notice before May 15 to employees affected by the layoff unless a continuance is granted, add material regarding notice to affected employees when classified positions are eliminated as a result of the expiration of a specifically funded program, and include that districts may release probationary classified employees without notice or hearing for reasons other than lack of work or lack of funds.

#### **Administrative Regulation 5125 - Student Records**

Regulation updated to enhance clarity by separating administrative guidance for requests involving changes to student records of current students and guidance related to requests for changes to gender or legal name of former students. Regulation also updated to move materials related to former students to end of regulation in new section - "Updating Name and/or Gender of Former Students."

#### **Administrative Regulation 5145.3 - Nondiscrimination/Harassment**

Regulation updated to clarify how district employees should handle requests by or on behalf of transgender and gender-nonconforming students when changing gender and legal name on student records. Regulation also updated to broaden the section on "Transgender and Gender-Nonconforming Students" to include support for intersex and nonbinary students and related definitions.

#### **Board Policy 5148 - Child Care and Development**

Policy updated to reflect **NEW LAW (AB 131, 2021)** which repealed the Child Care and Development Services Act from the Education Code and reenacted the laws in the Welfare and Institutions Code with responsibility for administering child care programs transferring to the California Department of Social Services (CDSS). Policy also updated to reflect **NEW LAW (AB 130, 2021)** pursuant to which a child's eligibility for transitional kindergarten may not impact family eligibility for a child care program and which requires, as a condition of funding, that a child care program that is physically closed by local or state public health order or guidance due to the COVID-19 pandemic, but funded to be operational, provide distance learning services as specified by CDSS.

#### **Administrative Regulation 5148 - Child Care and Development**

Regulation updated to reflect **NEW LAW (AB 131, 2021)** which (1) repealed the Child Care and Development Services Act from the Education Code and reenacted the laws in the Welfare and Institutions Code, (2) waives fees for families receiving subsidized child care services for 2021-22, and (3) requires a California State Preschool Program or child care program to provide a parent/guardian of a child transferring to a public school with specified information.

### **Board Policy 5148.2 - Before/After School Programs**

Policy updated to reflect **NEW LAW (AB 130, 2021)** which (1) establishes the Expanded Learning Opportunities (ELO) Program, (2) allocates ELO funding to districts under a formula based on a district's percentage of unduplicated students and average daily attendance, (3) requires districts receiving funds to, for the 2021-22 school year, offer access to ELO programs to all unduplicated students in grades TK-6, provide access to such programs to at least 50 percent of enrolled unduplicated students and, commencing in the 2022-23 school year, offer access to all students in grades TK-6 inclusive and ensure that access is provided to any student whose parent/guardian requests their placement in an ELO program, and (4) requires After School Education and Safety, 21st Century Community Learning Center, and ELO programs that charge family fees to schedule fees on a sliding scale that considers family income and ability to pay and to waive the cost of such fees for a student who is eligible for free or reduced-price meals.

### **Administrative Regulation 5148.2 - Before/After School Programs**

Regulation updated to reflect **NEW LAW (AB 130, 2021)** which (1) establishes the Expanded Learning Opportunities (ELO) Program, (2) requires districts receiving ELO funds to, for the 2021-22 school year, offer access to ELO programs to all unduplicated students in grades TK-6 and to provide access to such programs to at least 50 percent of enrolled unduplicated students, (3) commencing in the 2022-23 school year, offer access to all students in grades TK-6 inclusive and ensure that access is provided to any student whose parent/guardian requests placement in an ELO program, (4) requires districts receiving grants through the California Prekindergarten Planning and Implementation Grant Program to develop a plan for how all children in the attendance area of the district will have access to full-day learning programs the year before kindergarten, (5) requires ELO programs serving transitional kindergarten and/or kindergarten students to maintain a student-to-staff member ratio of no more than 10 to 1, and (6) requires that ELO programs, for school days, provide in-person before- or after-school expanded learning opportunities that, when added to daily instructional minutes, are not less than nine hours of combined instructional time and, for intersession periods, provide in-person expanded learning opportunities of no less than nine hours per day for at least 30 non-school days. Regulation also updated to include definition of expanded learning opportunities and unduplicated student and to reflect the expectation that ELO programs will comply with all requirements for the After School Education and Safety program.

### **Board Policy 5148.3 - Preschool/Early Childhood Education**

Policy updated to reflect **NEW LAW (AB 131, 2021)** which amended and renumbered the statutes governing the California State Preschool Program (CSPP) within the Education Code, and to reflect **NEW LAW (AB 130, 2021)** which (1) revised the timespans for mandatory transitional kindergarten (TK) admittance requirements to be phased in starting in the 2022-23 school year to the 2025-26 school year, (2) created a grant program for the construction or modernization of new preschool classrooms pursuant to the California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program, (3) requires, in combination with **NEW STATE GUIDANCE**, as a condition of funding, that a CSPP program that is physically closed by local or state public health order or guidance due to the COVID-19 pandemic, but funded to be operational, provide distance learning services as specified by the California Department of Education, (4) requires districts receiving grants through the California Prekindergarten Planning and Implementation Grant Program to develop a plan for how all children in the attendance area of the district will have access to full-day learning programs the year before kindergarten, and (5) prohibits TK eligibility from impacting family eligibility for a preschool or childcare program. Policy also updated to reflect that a CSPP program may be a part-day or full-day program and that a child under four years of age must be served in a CSPP facility licensed in accordance with Title 22 of the California Code of Regulations. Additionally, policy updated to reflect **NEW LAW (AB 1363, 2021)** which requires the quality indicators for CSPP programs to include activities and services that meet the needs of dual language learners for support in the development of their home language and English.

### **Administrative Regulation 5148.3 - Preschool/Early Childhood Education**

Regulation updated to include definitions of three- and four-year-old children and to reflect **NEW LAW (AB 131, 2021)** which (1) amended and renumbered the statutes governing the California State Preschool Program (CSPP) within the Education Code, (2) clarifies that four-year-old children who are eligible to participate in a CSPP program include those children whose fifth birthday occurs after September 1 of the fiscal year in which they are enrolled in a CSPP program and whose parent/guardian has opted to retain or enroll the child

in a CSPP program, (3) requires CSPP programs to include certain components including minimum days per year for a full-day CSPP program, (4) repeals applicable code sections, (5) revises the eligibility criteria and enrollment priorities for part-day CSPP programs, (6) adds eligibility criteria and enrollment priorities for full-day CSPP programs, (7) waives fees for families receiving subsidized child care services for the 2021-22 school year, and (8) revises the order by which families must be disenrolled from CSPP programs if disenrollment is necessary. Policy also updated to delete section on "Wraparound Child Care Services" to reflect the repeal of code sections as stated above.

#### **Board Policy 6112 - School Day**

Policy updated to reflect clarification in the California Department of Education's Frequently Asked Questions about Independent Study that minimum school day requirements for regular school attendance apply to traditional independent study programs.

#### **Administrative Regulation 6112 - School Day**

Regulation updated to reflect **NEW LAW (AB 131, 2021)** which exempts activities related to the Expanded Learning Opportunity program from the calculation of the maximum school day for kindergarten and transitional kindergarten. Regulation also updated to specify when the school day may begin for students in middle and high schools, and to move material to enhance clarity.

#### **Board Policy 6143 - Courses of Study**

Policy updated to (1) expand student characteristics for which districts may not provide any course separately or require or refuse participation, (2) include that the district's course of study may provide for a rigorous academic curriculum that integrates academic and career skills, includes applied learning across all disciplines, and prepares students for high school graduation and career entry, and (3) clarify that the a-g requirements for the University of California and California State University system is 15 yearlong or 30 semesters.

#### **Administrative Regulation 6143 - Courses of Study**

Regulation updated to clarify that optional instruction in prenatal care is for pregnant individuals, to reflect **NEW LAW (AB 101, 2021)** which, subject to funding in the annual Budget Act or other statute, requires a one-semester course in ethnic studies beginning in the 2025-26 school year and as a requirement for graduation beginning with students who graduate in the 2029-30 school year, clarify that the a-g requirements for the University of California and California State University system is 15 yearlong or 30 semesters, and add a new section "Financial Aid Requirements for Students in Grade 12 that reflects **NEW LAW (AB 132, 2021)** which (1) requires, starting in the 2022-23 school year, districts to confirm that each student in grade 12 completes and submits a Free Application for Federal Student Aid (FAFSA) to the U.S. Department of Education and/or if a student is exempt from paying nonresident tuition, a California Dream Act Application (CADAA) to the Student Aid Commission unless the student's parent/guardian, emancipated minor, or student age 18 years or older submits an opt-out form to the district, or the district, in specified circumstances, exempts the student or the student's parent/guardian from completing the FAFSA, CADAA, or opt-out form and completes and submits an opt-out form on the student's behalf, (2) requires districts to ensure that each high school student in Grade 12, and if applicable the student's parent/guardian, be directed to any support and assistance necessary to complete the FAFSA and/or CADAA, and (3) that information shared by students and parents/guardians in completing and submitting the FAFSA and CADAA is handled in compliance with the federal Family Rights and Privacy Act and applicable state law, regardless of any person's immigration status or other personal information.

#### **Board Policy 6158 - Independent Study**

Policy updated to reflect **NEW LAW (AB 167, 2021)** which relaxes certain independent study (IS) requirements with respect to any student who is unable to attend in-person instruction due to a quarantine or school closure during the 2021-22 school year and to incorporate California Department of Education program clarifications, including that a district is permitted to (1) require students who cannot participate in classroom-based instruction during the school year due to quarantine or school closure because of infection with or exposure to COVID-19 to participate in IS, (2) claim apportionment credit for such students' participation in IS for fewer than the minimum three consecutive days generally required for IS, and (3)



obtain a signed written agreement from each participating student not later than 30 days after IS begins, rather than before a student may participate in IS.

#### **Administrative Regulation 6158 - Independent Study**

Regulation updated to reflect **NEW LAW (AB 167, 2021)** which permits districts to offer Independent Study (IS) to students who are unable to attend in-person instruction due to a quarantine pursuant to local or state public health guidance because of exposure to or infection with COVID-19. Regulation also revised to clarify that a student must be enrolled in school in order to participate in IS.

#### **Board Policy 6170.1 - Transitional Kindergarten**

Policy updated to reflect **NEW LAW (AB 130, 2021)** which (1) gradually revises the timespans for mandatory transitional kindergarten (TK) admittance such that, by the 2025-26 school year, children who turn four by September 1 will be eligible for TK, (2) establishes the California Prekindergarten Planning and Implementation Grant Program as an early learning initiative with the goal of expanding access to classroom-based prekindergarten programs at districts, including but not limited to TK programs, and which requires districts to develop a plan for how all children in the attendance area of the district will have access to full-day learning programs the year before kindergarten, (3) establishes the California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program to provide one-time grants to school districts to construct new school facilities or retrofit existing school facilities including for the purpose of providing TK classrooms, (4) prohibits TK eligibility from impacting family eligibility for a preschool or childcare program, and (5) requires districts to maintain an average TK class enrollment of not more than 24 students for each school site and which, commencing with the 2022–23 school year, requires districts to maintain an average of at least one adult for every 12 students for TK classrooms and, contingent upon an appropriation of funding, maintain an average of at least one adult for every 10 students commencing with the 2023-24 school year. Policy also updated to reflect requirements for programs that commingle preschool-age and TK students.

#### **Board Bylaw 9150 - Student Board Members**

Bylaw updated to reflect **NEW LAW (AB 824, 2021)** which specifies circumstances under which a governing board may adjust the term of a student board member. Bylaw also updated to enhance legal accuracy and clarity.

#### **Board Bylaw 9320 - Meetings and Notices**

Bylaw updated to clarify that it is discussion among themselves, via technology, of a majority of the governing board regarding an item within the subject matter jurisdiction of the board that can result in a violation of the Brown Act, and that agenda materials are required to be made available for public inspection at the time the materials are distributed to all or a majority of the board when agenda materials relating to an open session of a regular meeting are distributed to the board less than 72 hours before the meeting. Bylaw also updated to add a new section "Teleconferencing During a Proclaimed State of Emergency" which reflects **NEW LAW (AB 361, 2021)** that (1) authorizes boards, until January 1, 2024, to conduct board meetings by teleconference, as specified, without meeting certain requirements otherwise required of teleconference meetings when holding a board meeting during a proclaimed state of emergency when state or local officials have imposed or recommend measures to promote social distancing; to determine whether, as a result of an emergency, meeting in person would present imminent risks to the health or safety of attendees; or when it has been determined, as a result of an emergency, that meeting in person would present imminent risks to the health or safety of attendees, (2) includes that the district may, in its discretion, provide a physical location from which the public may attend or comment and, (3) provides that the board may continue to conduct meetings by teleconference during proclaimed states of emergency by a majority vote finding within 30 days after teleconferencing for the first time and every 30 days thereafter that either the state of emergency continues to directly impact the ability of the board to meet safely in person or that state or local officials continue to impose or recommend measures to promote social distancing.