



TYPE: Regular Board Meeting

DATE: 6/21/2022 **TIME:** 5:30 PM **CODE:**

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

Closed session begins at 5:30 pm; open session at 6:30 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 Gov. Code Section 54957.6: CONFERENCE WITH LABOR NEGOTIATOR Name of Agency Negotiator: Matthew Morgan Name of organization representing employees: CSEA Info/Action
- 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 group: Unrepresented employees Info/Action
- 5.4 With respect to every item of business to be discussed in closed session Gov. Code Section 54957.6 Name of group: Unrepresented employees: Superintendent/Principal Contract Info/Action

6.0 Reconvene to Open Session

7.0 Communication

A) Public Comment

7.1 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.

7.2 The public will have the opportunity to comment on Harmony Union School District Board’s plan to adopt the Local Control Assessment Plans (LCAP) and budget, including Reasons for Assigned and Unassigned Ending Fund Balances in Excess of Minimum Recommended Reserves, for 2022-23. The LCAP and the budget are to be presented at the June 22, 2022, special meeting for approval. The LCAP for Harmony Union School District is now one document inclusive of Harmony Elementary and Salmon Creek Charter. In addition, the LCAP for Pathways Charter grades K-12.

7.3 Public Hearing: AB 1200 Report for Classified and Unrepresented Employees

B) Reports

7.4 HUTA Report

7.5 ARK Report

7.6 Student Report

7.7 Board Member Reports

7.8 Superintendent/Principal’s Report

7.9 Pathways Director Report

C) Correspondence

8.0 Consent Agenda Action

8.1 Vendor Warrants Action

8.2 Approve the Consent Agenda Action

9.0 Information/Correspondence/Discussion

9.1 Enrollment Report Info

9.2 Receiving of Pathways Budget for 2022-2023 Info

9.3 Business Office Updates including the ongoing Facility Improvement List, Security and Maintenance Info/Action

10.0 Action Items

- | | | |
|-------|--|-------------|
| 10.1 | Presentation of the Harmony Union School District Budget for the 2022-2023 school year | Info/Action |
| 10.2 | Presentation of the Harmony Union School District Local Control Assessment Plan [LCAP] for the 2022-2023 school year | Info/Action |
| 10.3 | Educational Protection Account (EPA) | Action |
| 10.4 | Ratification of Tentative Agreement between the District and CSEA Chapter 70 for 2023-2023 Successor Contract, including "Me Too" for unrepresented employees | Action |
| 10.5 | Consideration of updated classified job descriptions: Paraeducator Instructional Assistant, Paraeducator Bilingual Services Instructional Assistant, Paraeducator Special Education Assistant, Paraeducator Special Education Temporary Assistant, Food Services Assistant, Farm and Garden Assistant, Custodial and Maintenance Technician, Library and Media Services Technician, Head of Custodial and Maintenance, Head of Farm and Garden, Head of Food Services, Business Services Assistant | Action |
| 10.6 | Consideration of updated salary schedule: Classified Employees | Action |
| 10.7 | Consideration of updated salary schedule: Confidential Employees | Action |
| 10.8 | Consideration of 22-23 Contract for Office Manager | Action |
| 10.9 | Consideration of 22-23 Contract for CBO | Action |
| 10.10 | Consideration AB 1200 Report for CSEA Salary Settlement and Unrepresented Employees | Action |
| 10.11 | Consideration of district's new hire of middle school Humanities teacher Dana Durfey at Step 5, Column 2 on the certificated salary schedule | Action |
| 10.12 | Consideration of contract for confidential employee: School Psychologist, Beth Dawson, .26 FTE | Action |
| 10.13 | Consideration of RESOLUTION 2021/22-12 TO UN-COMMIT FUNDS IN SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS FUND 40 IN COMPLIANCE WITH GOVERNMENTAL ACCOUNTING STANDARDS BOARD (GASB) STATEMENT 54 | Action |

11.0 Next Board Meeting

- | | | |
|------|---|------|
| 11.1 | No regularly scheduled meeting in July. Next scheduled meeting is August 21, 2022 | Info |
|------|---|------|

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.



Meeting Date: 6/21/2022 - 5:30 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.

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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

Meeting Date:	6/21/2022 - 5:30 PM
Category:	Closed Session
Type:	Info/Action
Subject:	5.1 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:	6/21/2022 - 5:30 PM
Category:	Closed Session
Type:	Info/Action
Subject:	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
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:	6/21/2022 - 5:30 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 group: Unrepresented employees
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	-

Approvals:

Recommended
By:

Matthew Morgan - Superintendent/Principal



Meeting Date:	6/21/2022 - 5:30 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 Name of group: Unrepresented employees: Superintendent/Principal Contract
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	-
Approvals:	Recommended By:  Matthew Morgan - Superintendent/Principal



Meeting Date: 6/21/2022 - 5:30 PM

Category: Public Comment

Type: Info

Subject:

7.1 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

Meeting Date: 6/21/2022 - 5:30 PM

Category: Public Comment

Type: Info

Subject: 7.2 The public will have the opportunity to comment on Harmony Union School District Board's plan to adopt the Local Control Assessment Plans (LCAP) and budget, including Reasons for Assigned and Unassigned Ending Fund Balances in Excess of Minimum Recommended Reserves, for 2022-23. The LCAP and the budget are to be presented at the June 22, 2022, special meeting for approval. The LCAP for Harmony Union School District is now one document inclusive of Harmony Elementary and Salmon Creek Charter. In addition, the LCAP for Pathways Charter grades K-12.

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: 6/21/2022 - 5:30 PM
Category: Public Comment
Type: Info
Subject: 7.3 Public Hearing: AB 1200 Report for Classified and Unrepresented Employees

Strategic Plans:

Policy:

Enclosure

File Attachment:

Description:

Background Information:

Fiscal Implications:

Recommendation: None- information only

Approvals:

Recommended
By:

Matthew Morgan - Superintendent/Principal



Harmony Union School District

AGENDA ITEM

Meeting Date: 6/21/2022 - 5:30 PM

Category: Reports

Type: Info

Subject: 7.4 HUTA Report

Strategic Plans:

Policy:

Enclosure

File Attachment:

Description:

**Background
Information:**

Fiscal Implications:

Recommendation:

Approvals:



Harmony Union School District

AGENDA ITEM

Meeting Date: 6/21/2022 - 5:30 PM

Category: Reports

Type: Info

Subject: 7.5 ARK Report

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:	6/21/2022 - 5:30 PM
Category:	Reports
Type:	Info
Subject:	7.6 Student Report
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	

Approvals:

Recommended
By:

Matthew Morgan - Superintendent/Principal



Meeting Date:	6/21/2022 - 5:30 PM
Category:	Reports
Type:	Info
Subject:	7.7 Board Member Reports
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	

Approvals:

Recommended
By:

Matthew Morgan - Superintendent/Principal



Meeting Date:	6/21/2022 - 5:30 PM
Category:	Reports
Type:	Info
Subject:	7.8 Superintendent/Principal's Report
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: 6/21/2022 - 5:30 PM
Category: Reports
Type: Info
Subject: 7.9 Pathways Director Report


Strategic Plans:

Policy:

Enclosure

File Attachment:

 2021_UPK_Planning_and_Implementation_Grant_Program_Pathways_Charter_School_20220512 (1).pdf

 PCS Director HUSD Board Report 6_22.docx

Description:

Background Information:

Fiscal Implications:

Recommendation:

Approvals:

Universal Prekindergarten Planning and Implementation Grant Program – Planning Template

A Resource for Local Educational Agencies
Released – December 17, 2021

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Universal Prekindergarten in California

Decades of research demonstrate that an early and strong foundation for learning matters. Children who have effective learning opportunities before kindergarten have an advantage in school and in life over children who do not, especially children with adverse childhood experiences. Children who attend quality preschool programs are more prepared for school in terms of their early literacy, language, and math skills, their executive function, and social emotional development. In some cases, preschool participants are less likely to be identified for special education services or to be held back in elementary school than children who do not attend developmentally-informed preschool programs that include strong educational components.

California is poised to realize universal prekindergarten (UPK) for all four-year-old children, and to expand services for three-year-old children through bold leadership and the unprecedented investments in the Budget Act of 2021, including universal transitional kindergarten (UTK) and expansion of the California State Preschool Program (CSPP).

The tumult of the COVID-19 pandemic accelerated a call to action to ensure a strong educational foundation for all children, emphasizing the critical role of our education system in supporting children and families' needs and how local flexibility fuels community capacity to meet their needs. California's leaders responded with historic investments in family support, child development and care, and education. Yet, as the Master Plan for Early Learning and Care highlights, realizing the promise of early childhood investments will require all partners—across early learning and care, early education, elementary education, and expanded learning and extended care communities—to work together to create a stronger system designed to meet the needs of the whole child.

The California Universal Prekindergarten Planning and Implementation Grant Program – Overview

California seeks to set children on a trajectory of lifelong success by investing in early and equitable learning experiences, including infant and toddler supports, such as family leave and access to infant and toddler care, universal preschool for all four-year-old children, and enhanced educational experiences across an aligned preschool to third grade system.

The 2021–22 State Budget package established the UPK Planning and Implementation Grant Program as a state early learning initiative with the goal of expanding access to prekindergarten programs at local educational agencies (LEAs). This grant program provides \$200 million for the California Department of Education (CDE) to allocate directly to LEAs based on a statutory formula to support planning and implementation costs associated with expanding prekindergarten options, such as universally-available transitional kindergarten (TK), CSPP, and Head Start for eligible students, and other local and community-based partnerships. It is important for LEAs to include partners such as CSPP, Head Start, and other early learning and care providers in the co-creation of the local plan. Engaging all partners in the community will enhance resources for families and children and fully utilize and coordinate available resources, including facilities, staff, and funding.

Under the provisions of California Education Code (EC) Section 8281.5, grant funds are allocated to school districts, charter schools, and county offices of education (COEs) with kindergarten enrollment in specific years, according to a specified formula. In addition, funds are allocated to COEs to support countywide planning and capacity building around UPK.

Grant funds may be used for costs associated with creating or expanding CSPP or TK programs, or to establish or strengthen partnerships with other providers of prekindergarten education within the LEA, including Head Start programs, to ensure that high-quality options for prekindergarten education are available for four-year-old children. Allowable costs include, but are not limited to: (1) planning costs, (2) hiring and recruitment costs, (3) staff training and professional development, (4) classroom materials, and (5) supplies.

As a condition of receiving grant funds, state law requires each LEA to create a plan articulating,

how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the After-School Education and Safety Program, the California state preschool program, Head Start programs, and other community-based early learning and care programs (EC Section 8281.5).

Under state law, the plan must be developed for consideration by the LEA's governing board or body at a public meeting on or before June 30, 2022, after which the LEA must provide data, as specified by the State Superintendent of Public Instruction, to the CDE. The CDE must encumber funds by June 30, 2024. LEAs will have until June 30, 2025, to use the funds.

In addition, the 2021–22 State Budget also established the Expanded Learning Opportunities Program (ELO-P). The intent of the program is that all LEAs offer all unduplicated students in classroom-based instructional programs access to comprehensive afterschool and intersessional expanded learning opportunities. The ELO-P requires LEAs to offer in-person before or after-school expanded learning opportunities that, when added to the core instructional day, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day (EC Section 46120).

In 2021–22, all LEAs must offer all TK through sixth grade (TK–6) classroom-based, unduplicated pupils an ELO-P and provide access to 50 percent of TK–6 enrolled, classroom-based, unduplicated pupils. Commencing in 2022–23, as a condition of apportionment, LEAs with an Unduplicated Pupil Percentage (UPP) at or above 80 percent must offer an ELO-P to all TK–6 classroom-based pupils and provide access to all TK–6 classroom-based pupils upon parent or guardian request. LEAs with an UPP below 80 percent must offer an expanded learning opportunity to all TK–6 classroom-based, unduplicated pupils and provide access to 50 percent of TK–6 enrolled classroom-based, unduplicated pupils. LEAs receiving ELO-P funding must meet all TK–6 requirements, which include, but are not limited to, offering a minimum of a nine-hour day for students TK–6 during the school year, providing pupil access, and offering 30 non-school days of programming, such as during summer and intersession periods.

Summer and intersession programming are also offered through many other early learning programs such as CSPP, Head Start, and early learning and care providers. Sharing costs, staff, and resources can support implementation of TK that provides for full-day supports while also meeting parental needs and supporting parental choice of program and setting type. LEAs should consider how these services will be offered as part of their UPK Plan. For key definitions related to UPK in California, see Appendix I.

Planning Template Purpose

The UPK Planning Template has been created to: (1) offer planning questions for LEA consideration in developing comprehensive plans for UPK that meet community and family needs, and (2) outline the data that will be required for submission to the CDE to meet the requirements of EC Section 8281.5.

This template includes recommended and required planning questions. Collectively, the recommended and required questions form a set of core planning questions the CDE believes are critical to supporting the development of a comprehensive, responsive, and community-centered UPK Plan.

- Recommended Questions: LEAs are highly encouraged to incorporate answers to these questions in their UPK Plans. Responses to these questions are not required for submission to the CDE but do support more holistic planning that meets the intent of these funds.
- Required questions: LEAs will be required to answer the required data questions outlined in this template in a survey that will be issued by the CDE following the June 30, 2022, deadline for LEAs to present their plans to their governing boards.

The CDE will be collecting information on the answers to the required questions after July 30, 2022, in a survey. This will allow the CDE to learn about how LEAs are planning to implement UPK, and to identify what additional support may be needed to help LEAs as they move along the implementation process.

The questions required for submission to the CDE should be answered based on what the LEA plans to implement in the 2022–23 school year. However, the CDE encourages that LEAs, when developing their UPK Plan for consideration by their local governing board, look beyond the first year of implementation and lay the foundation for the full implementation period. The CDE also encourages LEAs to look to their Local Control and Accountability Plans (LCAPs) to identify where their LCAPs already include relevant opportunities for alignment, and to consider the results of the UPK planning and implementation efforts as it pertains to future updates to their LCAPs.

The UPK Planning Template is organized as follows:

1. Self-Certification
2. Projected Enrollment and Needs Assessment
3. Focus Area Planning
 - a. Vision and Coherence
 - b. Community Engagement and Partnerships
 - c. Workforce Recruitment and Professional Learning
 - d. Curriculum, Instruction, and Assessment
 - e. LEA Facilities, Services, and Operations
4. Technical Assistance Questions

The CDE encourages COEs to use this template as a guide for developing their own plans for how they will support the districts in their county to assess options, make decisions, and construct a plan that includes the required questions and considers the recommended questions found in this template.

Accompanying Guidance

To help introduce LEA leaders to early education concepts, agencies, and structures, the CDE will release an accompanying Guidance Document in early 2022, that will include information on the following:

1. Local LEA indirect service agencies and partners (for example, child care local planning council [LPC], Resource and Referral program [R&R], Alternative Payment Program [APP]);
2. Allowable ways to layer funding sources and programs to achieve full-day programming for four-year-old children;
3. Requirements for TK and early education facilities;
4. UPK workforce requirements for CSPP and TK educators, including the Early Learning Career Lattice, Commission on Teacher Credentialing (CTC) Child Development Teacher Permit information, information on the Multiple Subject Teaching Credential requirements, and TK educator professional learning;
5. Other available resources for UPK Implementation:
 - a. Workforce development grants and funds that can be accessed to help candidates obtain early education and TK qualifications (for example, federal stimulus funds, Educator Effectiveness Block Grant, and others);
 - b. Funding sources that can be utilized for facilities;
 - c. Funding sources that can be utilized for extended learning and care;
6. Research on the importance of participating in quality early education and research demonstrating the long-term impact on attendance, behavior, graduation rates, and academic and career success; and
7. Other resources aligned with the questions presented in the UPK Planning Template.

Additionally, the CDE will work with partners to ensure the release of additional information and technical assistance in the form of guidance, resources, tools, and regularly-scheduled webinars. Topics will include workforce, support for multilingual learners, and inclusive early education practices, among others.

Directions, Timeline, and Suggested Planning Process

LEAs are encouraged to use this template to fulfill the EC Section 8281.5 requirement to create a UPK Plan that articulates how the LEA will facilitate access to full-day learning for all children the year before kindergarten, including their partnerships with CSPP, Head Start, other preschool partners, and extended learning and care partners. The CDE will

disseminate a survey to collect responses to the required questions in this template following the June 30, 2022, deadline for presenting plans to the local governing board.

The CDE recommends the following process and timeline after the release of this UPK Planning Template in December 2021:

1. LEAs convene a planning team, including staff from the early learning department and Head Start (if these exist), curriculum and instruction, student programs, workforce and human resources (HR), business services, special education, multilingual education, expanded and after-school learning, and facilities.
2. The CDE, along with partners, will release guidance, resources, and additional information to support LEAs in the development of their UPK plan. LEAs should review this guidance as part of their planning process, and COEs should use the guidance to inform the support they offer to LEAs.
3. COEs develop plans for how they will support LEAs in their county to assess options, make decisions, and construct plans that address the required questions and consider the recommended questions found in this template. COEs should communicate with the LEAs in their county about the types of information, resources, and technical assistance the COE is able to offer to support the UPK planning process.
4. LEAs conduct outreach and engagement activities with local R&Rs, LPCs, and existing extended learning and care providers including early learning and child care providers operating within the LEA's enrollment attendance boundary.
5. LEAs convene a public engagement process to gather input and perspectives to inform the plan. This engagement process should include parents, early learning communities (including CSPP, Head Start, and the Head Start Policy Council), and expanded learning communities (including the After-School Education and Safety [ASES] Program). To ensure meaningful engagement, the CDE recommends LEAs complete this by March 1, 2022.
6. If the LEA wants technical assistance from their COE, the CDE recommends LEAs submit a draft of the UPK Plan to their COE for review by April 15, 2022.
7. Planning teams meet with the COE to discuss the LEA's draft, including local constituency input, by June 1, 2022.
8. Planning teams present a draft plan to the school board by June 30, 2022.
9. The plan shall demonstrate how families will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the ASES Program, CSPP, Head Start programs, and other community-based early learning and care programs.

Following the presentation of the plan to the LEA's school board, the LEA shall respond to the CDE's subsequent requests for information no later than July 31, 2022.

Key Considerations

Transitional Kindergarten Implementation Timeline

As a condition of receipt of apportionment, school districts and charter schools must implement universally available TK for all four-year-old children by 2025–26 (EC 48000[c][1]). LEAs are encouraged to consider how this implementation timeline will impact elements of their UPK Plan, including whether implementing UTK on a fast timeline will allow the LEA to reach economies of scale with regard to the number of classrooms and TK teachers needed. The table below illustrates the UTK implementation timeline, including eligibility and ratios.

Table: TK Eligibility, Ratio, and Class Size Requirements by Fiscal Year

Type of Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
Eligibility	Turn five between September 2 and December 2; at district discretion,	Turn five between September 2 and February 2; at district discretion,	Turn five between September 2 and April 2; at district discretion, turn	Turn five between September 2 and June 2; at district discretion, turn	Turn four by September 1

Type of Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
	turn five between December 3 and the end of the school year	turn five between February 3 and the end of the school year	five between April 3 and the end of the school year	five between June 3 and the end of the school year	
Ratios	Not specified	1:12	1:10**	1:10**	1:10**
Class Size	24	24	24	24	24

* average class size across the school site

** Subject to future legislative appropriation

Supporting a Preschool through Third Grade Continuum

The CDE recently launched a Preschool through Third Grade (P–3) Alignment Initiative rooted in research that suggests the gaps in children’s opportunities and learning outcomes demand system-level reform at the state, county, district, school, and community level. Through this work, the CDE hopes to disrupt inequities, address bias, and promote equitable opportunities for California’s early learners. UPK implementation presents a critical opportunity to strengthen P–3 alignment, as a means of sustaining and accelerating the improved child outcomes associated with high-quality, early learning experiences.

To ensure the LEA’s plan is aligned with the vision of a P–3 continuum, the development team for the LEA UPK Plan (for which this document is a template) should include staff from the early education department (if there is one), curriculum and instruction, student programs, workforce, HR, business services, special education, multilingual education, expanded learning and afterschool, and facilities. Furthermore, to create a strong UPK system that meets families’ needs, the voices and choices of parents should be centered. Furthermore, LEAs should conduct outreach to the early learning and care providers that operate within the zip codes that the LEA serves to include them in informing the development of the LEA’s UPK Plan.

As a best practice, the CDE recommends LEAs convene a public engagement process to gather input and perspectives to inform the plan by March 1, 2022. This engagement process should include parents, early education communities (including CSPP and Head Start), expanded learning communities (including the ASES Program), and early learning and care (including center- and home-based child care) in order to gather information from impacted communities to inform the development of this plan.

Full-Day, Extended Learning and Care

State law does not require LEAs to operate a TK program that offers full-day early learning to all children the year before kindergarten; however LEAs must articulate how they plan to offer full-day, early learning programming to all students, and how they are partnering or plan to partner with other programs, such as those listed in the statute, to ensure that every child has access to extended learning and care that, combined, equates to a full-day of programming that meets the community’s needs.

Additionally, starting in the 2022–23 school year, LEAs receiving ELO-P funding must offer nine hours of combined instructional time and expanded learning opportunities per instructional day to all unduplicated children enrolled in TK and at least 30 intersession days; however, LEAs are not required to exclusively use ELO-P funding to meet the requirement. LEAs can instead partner with Head Start, CSPP, ASES, or other community-based child care programs to fund and provide the additional extended learning and care hours needed to reach nine hours. (EC Section 46120). This would allow the LEA to use ELO-P funds to provide additional service hours or services for additional children.

Creating Joint or Aligned Plans

LEAs are permitted to partner in creating a joint UPK Plan and may submit the same plan for multiple LEAs. Small and rural LEAs serving similar communities, especially those with low TK or kindergarten average daily attendance (ADA), are strongly encouraged to consider creating a joint UPK Plan which includes non-district learning programs serving four-year-old children. LEAs are also encouraged to consider partnering with other nearby LEAs to submit a joint UPK Plan or with their COE to create a single, countywide plan. These joint plans should be developed in conjunction with CSPP, Head Start, other preschool programs, and early learning and care providers.

UPK Planning Template Self-Certification

In the data collection survey submitted to the CDE, LEAs must self-certify they developed a plan that was presented for consideration by the governing board or body at a public meeting on or before June 30, 2022, for how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA’s expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

1. Please complete the following table:

LEA Name	Contact Name and Title of the Individual Self-Certifying the Statement Above	Email	Phone
Harmony Union Elementary	Barbara Bickford, Interim Executive Director	barbara.bickford@pathwayscharter.org	

2. Did the LEA develop a joint plan with multiple LEAs (for example, multiple small and rural LEAs serving similar communities or countywide plans developed with support of the COE for all LEAs in the county)? [select one]

No

3. If the LEA answered Yes to Question 2, what other LEAs are part of this joint plan?

Projected Enrollment and Needs Assessment Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. What do existing data sources indicate about parental needs and preferences related to early learning and care programs for three- and four-year-old children in the LEAs attendance area? (LEAs are encouraged to work with local early learning and care partners such as CSPP, Head Start programs, LPCs, R&Rs, and APPs, and utilize data sources such as LPC Needs Assessment data, Head Start Needs Assessments, and so on)
2. Using the projected TK enrollment for the LEA provided by the CDE, make modifications to the LEA's TK student estimates and make cumulative facilities and staffing estimates needed each year from school year 2022–23 to 2025–26. Complete the following tables.

Table: Projected Student Enrollment

Type of Student	2019–20	Current (TK-eligible children turn five between September 2 and December 2, inclusive)	2022–23 (TK-eligible children turn five between September 2 and February 2, inclusive)	2023–24 (TK-eligible children turn five between September 2 and April 2, inclusive) ⁴	2024–25 (TK-eligible children turn five between September 2 and June 2, inclusive)	2025–26 (TK-eligible children turn four by September 1)
TK Students	1	1	2	3	3	4
CSPP (if applicable)						

Table: Facilities Estimates (Cumulative)

Type of Facility	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK Classrooms	1	1	1	1	1	1
CSPP Classrooms						
Head Start or Other Early Learning and Care Classrooms						

Table: Staffing Estimates (Cumulative)

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK	1	1	1	1	1	1
TK Teacher's Assistants	0	0	0	0	0	0

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
CSPP (if applicable)						
Other CSPP Classroom Staff (if applicable)						
Early Education District-level staffing (if applicable)						

- As part of the ELO-P requirements, EC Section 8281.5 requires LEAs to offer or partner in offering in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day, including through partnerships with the LEA’s expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

Consider your estimated number of TK students. Estimate the number of TK students that will utilize extended learning and care services in addition to the TK instructional minutes. Then, working with local early learning and care and expanded learning partners, estimate the number of slots available for TK students in the following programs:

Table: Projected Number of TK Students Utilizing Extended Learning and Care

2019–20	Current	2022–23	2023–24	2024–25	2025–26
0	0	0	0	0	0

Table: Projected Number of Slots Available for TK Students

Slot Type	2019–20	Current	2022–23	2023–24	2024–25	2025–26
Head Start						
ASES Program/ELO-P						

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

There are no required questions in this section.

Focus Area A: Vision and Coherence

In order to provide equity of access for all students and their families, it is vital for the LEA, in partnership with early learning and care programs, to develop a coherent educational system that begins with UPK, includes access to TK and other options for all four-year-old children, and provides nine hours of programming per day through a combination of instructional time and extended learning and care opportunities for those families who choose this option.

In planning for UPK, consider how the LEA's administrative structure will support school leadership in building connections between them and expanded learning programs as well as early learning and care programs (CSPP, Head Start, other subsidized or privately administered preschool and child care programs) to provide UPK programming and before school and after-school, intersession, and summer learning and care.

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. What is the LEA's vision for UPK?

Students will participate in non seatbased home learning program. Independent Study teacher provides curriculum to the parent who chooses a home school model for their child/ren.

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Which of the following model(s) of service delivery does the LEA plan to implement for UPK for all four-year-old children, including classes fully inclusive of children with disabilities, to provide access to the least restrictive environment for learning? [select all that apply]

TK offered at all sites

2. Does the LEA plan to implement full-day TK, part-day TK, or both? [select one]

Part Day TK

3. Describe how the model(s) of service delivery selected in the preceding two questions will be implemented across the LEA's sites and why.

Pathways Charter School is a non seatbased independent study (homeschool) program. Teachers work closely with parents as their child's first teacher, providing curriculum and supports.

4. Does the LEA plan to begin operating a CSPP or expand its current CSPP contract? [select one]

No - the LEA has no plans to begin or expand a CSPP contract in future years

5. If the LEA answered yes in question four, what age of children does the LEA plan to serve through a CSPP contract? [select all that apply]

6. Please indicate if the LEA plans to serve students eligible for early admittance TK, for children whose fifth birthday occurs after the enrollment date for the year of implementation (see implementation timeline above)?

a. 2022–23 (Birthdays February 3 or after) [select one]

No

b. 2023–24 (Birthdays April 3 or after) [select one]

No

c. 2024–25 (Birthdays June 3 or after) [select one]

No

Focus Area B: Community Engagement and Partnerships

To successfully implement UPK and create a P–3 continuum, LEAs will need to cultivate relationships and collaborate with both internal and external partners.

Required Questions

CDE will be requiring this information be completed and submitted to the CDE after the plan is presented to the governing board.

1. Identify which of the following opportunities the LEA implemented to obtain public input on the UPK Plan. [Select all that apply]

Family or parent surveys

Special Education Local Plan Area (SELPA)

LCAP educational partners input sessions

2. Select which programs the LEA plans to combine with the TK instructional day to offer a minimum of nine hours per day of programming (instructional day plus programming) for children whose families opt in for extended learning and care. [select all that apply]

Other [describe, open response]

Pathways Charter School is selected by parents who choose to teach their children at home.

Focus Area C: Workforce Recruitment and Professional Learning

Based on the projected enrollment and needs described in Focus Area A, LEAs should create a plan to recruit, train, and support the new TK, preschool, early learning and care, and expanded learning staff needed to support full-day early education options for all children the year before kindergarten.

(Note: All LEAs will need to plan for workforce development considerations as part of this planning work. There is a separate \$100 million allocation for the Prekindergarten Planning and Implementation Grant – Competitive, also known as the Early Education Teacher Development Grant, that will be competitively awarded and is not part of this planning template.)

EC Section 48000(g)(4) specifies that credentialed teachers who are first assigned to a TK classroom after July 1, 2015, have, by August 1, 2023, one of the following:

- a. At least 24 units in early childhood education, or childhood development, or both.
- b. As determined by the LEA employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in subparagraph (a).
- c. A Child Development Teacher Permit issued by the CTC.

EC Section 8295 specifies that teachers in CSPP shall either possess a permit issued by the CTC authorizing service in the care, development, and instruction of children in a child care and development program; or meet the following criteria:

- a. Possess a current credential issued by the CTC authorizing teaching service in elementary school or a single subject credential in home economics; and
- b. Possess twelve units in early childhood education or child development, or both, or two years' experience in early childhood education or a child care and development program.

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Which of the following strategies does the LEA intend to use to support diverse and effective prospective TK teachers, including multilingual educators, to earn a Multiple Subject Teaching Credential? [select all that apply]

None of the above, the LEA currently has enough Multiple Subject Teaching Credential holders to meet the need for TK educators

2. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective TK teachers, including multilingual educators, to meet the requirements under EC Section 48000(g)(4)? [select all that apply]

None of the above; the LEA currently has enough Multiple Subject Teaching Credential holders who have at least 24 units in early childhood education, or childhood development, or both; professional experience in a classroom setting with preschool-age children that is comparable to the 24 units of education described in subparagraph (a); or a Child Development Teacher Permit issued by the CTC.

3. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective CSPP teachers, including multilingual educators, to obtain a Child Development Teacher Permit [select all that apply]

None of the above, the LEA is not planning to support prospective CSPP educators in obtaining a Child Development Teacher Permit

4. On which child observational assessments does the LEA intend to offer professional learning to TK, CSPP, and other early education teachers during the 2022–23 school year? [select all that apply]

The LEA does not plan to offer professional learning on child observational assessments

5. On what topics does the LEA intend to offer professional learning regarding early childhood education to site leaders and principals? [select all that apply]

Site leaders and principals will not be offered professional learning on early childhood education

Focus Area D: Curriculum, Instruction, and Assessment

It is critical for each LEA and preschool program partner to plan for how they will develop or select curriculum or curricula that are developmentally-informed and aligned with the strengths of all students, including multilingual students and students with disabilities, as well as how they will ensure curricula are implemented with fidelity to support intentional, quality instruction for all students. LEAs and preschool program partners should consider how they will provide coherent, culturally- and linguistically-responsive UPK curriculum or curricula anchored in the California Preschool Learning Foundations (<https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>) and the California Preschool Curriculum Frameworks (<https://www.cde.ca.gov/sp/cd/re/psframework.asp>) to support the development of skills across the domains outlined in those documents.

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Does the LEA plan to provide any of the following language model(s) for TK students? [select all that apply]

English-only instruction with home-language support

2. If the LEA administers CSPP, does it plan to provide any of the following language model(s) for CSPP students? [select all that apply]

English-only instruction with home-language support

3. Identify methods the LEA plans to use to support the development of social-emotional learning and executive function skills through specific instruction in these areas and by embedding and reinforcing this instruction in all curriculum areas. [select all that apply]

Offer open-ended, self-directed learning opportunities that foster individual interests and curiosity and new learning

Staff development opportunities encouraging reflective practice and cross-level support for instruction specific to social-emotional learning and executive function skills

Development of lesson plans or use of a curriculum that includes specific and targeted social-emotional learning and executive function activities throughout the day of instruction

4. What instructional practices does the LEA plan to implement to support children with disabilities in UPK programming? [select all that apply]

Implement Universal Design for Learning

Provide adaptations to instructional materials

Implement social-emotional strategies, such as the Pyramid Model, CSEFEL, and others

5. What assessments does the LEA plan to use in TK or kindergarten? [select all that apply]

ASQ

Focus Area E: LEA Facilities, Services, and Operations

It is critical to ensure that LEA facilities, services, and operations are thoughtfully aligned to support the implementation of UPK and movement towards a P–3 continuum. It is also critical for early education programs currently operating to continue to be a part of California’s mixed-delivery system by creating shared space, blending funding and coordinating service delivery.

For Facilities:

For facilities planning, draw on the Projected Enrollment and Needs Assessment section of this document and the LEA’s Facilities Master Plan. The objectives of this section are to identify the availability of space for UPK, the adequacy of available space to meet the kindergarten facilities standards for meeting the needs of young children, and, if needed, to update the Facilities Master Plan to address any unmet need for developmentally-appropriate space.

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. To support an overall increase in UPK access, what efforts does the LEA plan to make to prevent the displacement of any early education programs on LEA campuses, including both LEA-administered and non-LEA-administered programs?

There will be no disruption of current programs.

2. Does the LEA have adequate classroom space to meet the Projected Enrollment of TK students listed in the Projected Enrollment and Needs Assessment section of this document, for the respective implementation year? [multiple choice]

Yes

- i. If no, how many more classrooms does the LEA need? [identify number, open response]

- ii. If no, how might the LEA provide classrooms in the timeframe needed? [describe, open response]

3. Does the space meet the kindergarten standards described in California Code of Regulations, Title 5, Section 14030(h)(2)? [multiple choice]

No

- i. If no, what modifications need to be made? What resources are needed to make them? (See Facilities Grant Program Funding at <https://www.dgs.ca.gov/OPSC/Services/Page-Content/Office-of-Public-School-Construction-Services-List-Folder/Access-Full-Day-Kindergarten-Facilities-Grant-Program-Funding>) [describe, open response]

This is a non classroom based program of independent study (homeschool)

4. Does the space contain necessary adaptive equipment, assistive technology, or other accommodations to ensure children with disabilities have access to education in the least restrictive environment? [multiple choice]

No

- i. If no, what modifications need to be made? What resources are needed to provide equipment or accommodations? [describe, open response]

Will be provided as per IEP

5. Does the LEA's Facilities Master Plan adequately address the need for UPK programming? [multiple choice]

Yes

- i. If no, what process will the LEA use to update the Facilities Master Plan to accommodate future TK and early education programming? [describe, open response]

6. In which of the following areas does the LEA intend to make updates to facilities? [select all that apply]

None of the above

7. What transportation will the LEA offer to children enrolled in TK? [select all that apply]

No transportation will be provided

8. Will the LEA offer transportation to transport TK children to extended learning and care opportunities that are at other sites than the one the child is enrolled at for TK?

No

Technical Assistance Questions

The CDE is collecting information on the type(s) and topics of technical assistance that LEAs need to support implementation of a robust UPK Plan and effective UPK program. This information will be used to leverage existing resources and inform future technical assistance opportunities provided by CDE partners, including COEs, to help ensure that the needs of LEAs are met.

The following questions are optional. However, unlike the recommended questions included in Focus Areas A through E, the CDE will be collecting any information that LEAs wish to provide in response to these questions via the survey that the CDE administers to collect the required data questions above.

1. What technical assistance would be most helpful related to projecting enrollment and assessing needs? [select all that apply]

2. What technical assistance would be most helpful related to the elements included in Focus Area A: Vision and Coherence? [select all that apply]

3. What technical assistance would be most helpful related to the elements included in Focus Area B: Community Engagement and Partnerships? [select all that apply]

4. What technical assistance would be most helpful related to the elements included in Focus Area C: Workforce Recruitment and Professional Learning? [select all that apply]

5. What technical assistance would be most helpful related to support for professional learning opportunities on specific topics? [select all that apply]

6. What technical assistance would be most helpful related to support for specific professional learning delivery mechanisms? [select all that apply]

7. What technical assistance would be most helpful related to the elements included in Focus Area D: Curriculum, Instruction, and Assessment [select all that apply]

8. What technical assistance would be most helpful related to implementing hands-on, interactive, and developmentally-informed early education experiences for UPK students? [select all that apply]

9. What technical assistance would be most helpful related to the elements included in Focus Area E: LEA Facilities, Services, and Operations? [select all that apply]



Appendix I - Definitions

The following definitions are critical for UPK planning efforts. Additional terms and definitions can be found in the Guidance Document:

- **Preschool through Third Grade (P–3):** P–3 is a continuum of learning from preschool through third grade that can be supported by intentional practices at the classroom, school, and leadership levels that align curricula, assessment, and professional learning opportunities to ensure instruction builds on the knowledge and skills that children acquire as they transition across grades and settings.
- **Universal prekindergarten (UPK):** UPK refers to universal TK as well as the expanded CSPP, Head Start, and early childhood special education services that families can choose from to create rich early learning opportunities for all three- and four-year-old children during the year or two years before kindergarten. In high-needs neighborhoods, the CDE strongly encourages LEAs to consider pairing TK programs with access to Head Start and CSPP for age- and income-eligible three- and four-year-old children to further bolster program quality, either through the LEA’s own Head Start or CSPP program or via a contract partnership with a CBO that administers a Head Start or CSPP.
- **Transitional kindergarten (TK):** TK means the first year of a two-year kindergarten program, serving four-year-old children regardless of income that uses a modified kindergarten curriculum that is age- and developmentally-appropriate (EC Section 48000 [d]).
- **Universal transitional kindergarten (UTK):** UTK refers to the expansion of TK by 2025–26 to serve all four-year-old children by September 1 of each year, regardless of income, providing a year of rich learning opportunities the year before kindergarten that families can choose from as part of California’s public education system.
- **California State Preschool Program (CSPP):** CSPP is the largest state-funded preschool program in the nation. CSPP includes both part-day and full-day services to eligible three- and four-year-old children. CSPP provides a core class curriculum that is developmentally, culturally, and linguistically appropriate for the children served. The program also provides meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities to employees. The program is administered through LEAs, colleges, community-action agencies, local government entities, and private, nonprofit agencies.
- **Expanded learning:** This includes before school, after-school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results-driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year.
- **Expanded Learning Opportunities Program (ELO-P):** ELO-P provides funding for after-school and summer school enrichment programs for TK through sixth grade. The ELO-P is defined as services provided in addition to the normal school day and school year operations, to provide full-day and full-year expanded learning programs to meet the needs of working families whose children are enrolled in TK through sixth grade and also provide expanded learning enrichment programming for students. A full day is defined as in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day.
- **Early learning and care:** This refers to the continuum of programs serving children from birth to preschool or school entry, as well as extended care to support school-age children with before school and after-school care as well as vacation schedules. This includes general child care, Early Head Start and Head Start, community-based early learning and care programs, family child care providers, and family, friend, and neighbor care.
- **Extended learning and care:** This refers to the continuum of programs and services (early learning and care options and expanded learning options) available in addition to the normal school day and school year operations, to provide full-day and full-year care to meet the needs of working families whose children are enrolled in TK or kindergarten. A full day is defined as in-person before school or after-school programming or care that, when added to daily instructional minutes, provide no fewer than nine hours of combined instructional time and

expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day. Funding to support extended learning and care for children enrolled in TK includes the ELO-P and the CSPP, as specified in guidance provided by the CDE's Early Education Division. Additional subsidized care opportunities may be available to families who qualify, such as child care vouchers and the General Child Care School Age program.

Appendix II - Additional Deeper Planning Questions

This section includes optional planning questions for LEAs that are ready to develop more advanced UPK and P–3 plans.

These additional questions are designed to support the LEA’s development of a more comprehensive local UPK Plan. LEAs can also use these questions as a tool for integrating UPK into existing LEA plans such as the LCAP. LEA’s should assess their readiness to include any of these deeper planning questions in their initial planning process and reassess their readiness throughout the implementation of their UPK Plan.

Focus Area A: Vision and Coherence

1. If an LEA has a California State Preschool Plan (as part of the LEA’s application for its CSPP contract) what updates would the LEA like to make to the LEA’s program narrative to reflect implementation of TK?
2. Does the LEA plan to establish, maintain, and facilitate ongoing LEA leadership teams to focus on effective P–3 articulation and coordination throughout the LEA?
3. How will the LEA support sites in providing well-coordinated transitions for all P–3 students as they move through grade levels?
4. How does the LEA plan to communicate the importance of the P–3 continuum across a broad spectrum of audiences (including audiences internal and external to the district)?
5. Identify the processes and tools the LEA will use to strengthen understanding of early childhood development and facilitate communication between preschool and elementary school (including TK) teachers, principals, and administrators to support P–3 alignment?

Focus Area C: Workforce Recruitment and Professional Learning

1. What strategies does the LEA plan to employ to recruit multilingual educators to teach in dual language programs?
2. How does the LEA plan to assess the implementation of its professional learning structures to ensure efficacy?

Focus Area D: Curriculum, Instruction, and Assessment

8. Describe how the LEA plans to establish and maintain a coherent, culturally- and linguistically-responsive P–3 continuum to provide a strong integrated curriculum anchored in the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks, California Common Core State Standards, and the Curriculum Frameworks.

9. What actions does the LEA plan to take to establish or expand multilingual programs across the P–3 continuum based on student population and family needs? (If the LEA has no plans to establish or expand multilingual programs across the P–3 continuum, identify how the LEA will evaluate these opportunities moving forward.)

10. What planning and actions are needed to accommodate a positive meal service, and how will the LEA adapt their universal meal program for TK students?

Focus Area E: LEA Facilities, Services, and Operations

4. Describe what changes the LEA intends to make to the LEA’s Facilities Master Plan to ensure it is consistent with P–3 goals of creating seamless transitions for children and families.


5. Identify how the LEA plans to ensure TK students are included in all provisions of Multi-Tiered Systems of Supports (MTSS) and, when necessary, special education instruction, with an emphasis on early intervention and inclusion practices to address supports and least restrictive environments.

6. Identify any modifications the LEA intends to make to the Student Information System (SIS) and the assessment data system to ensure teachers and administrators have access to data from preschool through third grade.



Harmony Union School District

AGENDA ITEM

Meeting Date:	6/21/2022 - 5:30 PM
Category:	Consent Agenda
Type:	Action
Subject:	8.1 Vendor Warrants
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	 Vendor Warrants_5-16 thru 6-21-2022.pdf
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	Approve through the consent agenda

Approvals:

Recommended
By:

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

Matthew Morgan - Superintendent/Principal

Checks Dated 05/16/2022 through 06/21/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1897370	05/18/2022	Collins, Kyle L	03-4100	Reimbursement for Curric materials & classroom supplies	413.61	
1897371	05/18/2022	Mills, Jordan E	03-4310	Reimbursement for Curric materials & classroom supplies	138.89	552.50
1897372	05/18/2022	Amazon Capital Services	01-4300	Farm-to-School Grant [J. Mills]	40.18	
			03-4300	Farm-to-School Grant [J. Mills]	160.71	200.89
			01-4300	Farm to School purchase [K. Gasper]	4.34	
			01-4310	Classroom and Cafeteria supplies	418.59	
			01-4370	School, Biz & custodial Supplies	17.49	
			03-4300	Farm to School purchase [K. Gasper]	17.35	
			03-4310	Student Appreciation Day & Field Day	183.85	
			03-4370	School, Biz & custodial Supplies	69.96	711.58
1897373	05/18/2022	Follett School Solutions, Inc.	03-4310	Library books & Supplies		315.45
1897374	05/18/2022	Northgate Tree Care, LLC	01-5830	Poison Oak Removal	220.00	
			03-5830	Poison Oak Removal	880.00	1,100.00
1897375	05/18/2022	School Nurse Supply, Inc.	01-4310	Care Corner supplies		59.10
1897376	05/18/2022	West County Trans. Agency	01-5100	SPED Transportation	4,090.48	
			03-5205	2nd grade Rotary Swim program transportation	328.97	4,419.45
1898571	05/25/2022	Jak Wonderly	03-5830	Public Speaking Engagement [Assembly]		385.00
1898572	05/25/2022	Gehring, Kelsey J	03-4310	Reimbursement for classroom supplies		485.31
1898573	05/25/2022	Gasper, Krista M	01-4310	Reimbursement - Cookin in the garden & PBL supplies	25.45	
				Reimbursement - Cooking class & garden supplies	13.28	
			01-4370	Reimbursement - Cooking class & garden supplies	5.72	
			03-4310	Reimbursement - Cookin in the garden & PBL supplies	132.30	
				Reimbursement - Cooking class & garden supplies	53.13	
			03-4370	Reimbursement - Cooking class & garden supplies	22.90	252.78
1898574	05/25/2022	Mills, Jordan E	01-4300	Reimbursement - Strawberries for F2SG	27.00	
			03-4300	Reimbursement - Strawberries for F2SG	108.00	135.00
1898575	05/25/2022	Alpha Analytical Lab, Inc.	01-5884	Water Testing		194.00
1898576	05/25/2022	Alvarado Street Bakery	03-4310	Buns for Student Appreciation Day	60.32	
			13-4710	Cafetera - Fund 13	34.70	95.02
1898577	05/25/2022	Amazon Capital Services	01-4350	School, Biz & custodial Supplies	35.26	
The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.					ESCAPE	ONLINE

Checks Dated 05/16/2022 through 06/21/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1898577	05/25/2022	Amazon Capital Services	01-4370	School, Biz & custodial Supplies	9.50	
			03-4300	8th Grade Promotion 2022	110.05	
			03-4310	Student Appreciation Day & Field Day	733.79	
				Supplies for Student Appreciation Day	43.15	
			03-4350	School, Biz & custodial Supplies	141.02	
			03-4370	School, Biz & custodial Supplies	37.98	
			03-5830	8th Grade Promotion 2022	47.17	1,157.92
1898578	05/25/2022	Clover Stornetta Farms	13-4710	Cafeteria		389.51
1898579	05/25/2022	Honey Bucket	01-5600	Port-o-Potties	52.77	
			03-5600	Port-o-Potties	211.09	263.86
1898580	05/25/2022	School Nurse Supply, Inc.	01-4310	Care Corner supplies		54.84
1898581	05/25/2022	Sonoma County Office Of Ed.	03-4300	8th grade promotion - Commencement certificates		29.08
1898582	05/25/2022	US Bancorp Service Center Corporate Payment Systems	01-4100	Credit Card Statement/Bill - May 2022	15.20	
			01-4300	Credit Card Statement/Bill - May 2022	70.55	
			01-4310	Credit Card Statement/Bill - May 2022	99.66	
			01-4340	Credit Card Statement/Bill - May 2022	57.63	
			01-4350	Credit Card Statement/Bill - May 2022	9.60	
			01-4370	Credit Card Statement/Bill - May 2022	6.20	
			01-4397	Credit Card Statement/Bill - May 2022	58.82	
			01-4400	Credit Card Statement/Bill - May 2022	738.79	
			01-5630	Credit Card Statement/Bill - May 2022	481.11	
			01-5900	Credit Card Statement/Bill - May 2022	630.00	
			01-5950	Credit Card Statement/Bill - May 2022	3.26	
			03-4300	Credit Card Statement/Bill - May 2022	3,448.55	
			03-4310	Credit Card Statement/Bill - May 2022	365.52	
			03-4340	Credit Card Statement/Bill - May 2022	230.54	
			03-4350	Credit Card Statement/Bill - May 2022	38.39	
			03-4370	Credit Card Statement/Bill - May 2022	24.82	
			03-4397	Credit Card Statement/Bill - May 2022	235.29	
			03-5205	Credit Card Statement/Bill - May 2022	686.40	
			03-5900	Credit Card Statement/Bill - May 2022	2,520.00	
			03-5950	Credit Card Statement/Bill - May 2022	13.06	
			13-4300	Credit Card Statement/Bill - May 2022	110.94	
			13-4390	Credit Card Statement/Bill - May 2022	1,040.14	
			13-4710	Credit Card Statement/Bill - May 2022	452.54	11,337.01
1898583	05/25/2022	Veritable Vegetable	13-4710	Cafeteria		593.70
1898584	05/25/2022	West County Trans. Agency	01-5205	Field Trips [2nd & 4th]	148.45	

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Checks Dated 05/16/2022 through 06/21/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1899584	05/25/2022	West County Trans. Agency	03-5205	Field Trips [2nd & 4th]	593.79	742.24
1899280	05/27/2022	Amazon Capital Services	01-4310	Classroom and Cafeteria supplies	16.26	
			01-4370	COVID Supplies - purchased through Amazon	27.92	
			03-4300	8th Grade Promotion 2022	277.91	
			03-4310	Student Appreciation Day & Field Day	234.99	
			03-4370	COVID Supplies - purchased through Amazon	80.51	
			03-5830	8th Grade Promotion 2022	119.09	756.68
1899281	05/27/2022	Bruce C. Mansell	21-6290	Bond inspector		2,600.00
1899282	05/27/2022	James Paine dba:C & G Critter Solutions	01-5630	Rodent Trapping & Removal	90.00	
			03-5630	Rodent Trapping & Removal	360.00	450.00
			01-5590	Fire & Security and Repairs	5.52	
			01-5630	Fire & Security and Repairs	5.48	
			03-5590	Fire & Security and Repairs	22.09	
			03-5630	Fire & Security and Repairs	21.91	55.00
1899284	05/27/2022	Pacific Gas & Electric Company	01-5520	Electricity	760.30	
			03-5520	Electricity	3,041.22	3,801.52
1899285	05/27/2022	Veritable Vegetable	13-4710	Cafeteria		303.65
1899686	06/01/2022	Kalemer, Stacy L	01-5950	Reimbursement [postage for CSEA Negotiation pkt]	1.85	
			03-5950	Reimbursement [postage for CSEA Negotiation pkt]	7.40	9.25
1899687	06/01/2022	Amazon Capital Services	03-4310	Student Appreciation Day & Field Day		46.17
1899688	06/01/2022	Clover Stonetta Farms	13-4710	Cafeteria		404.01
1899689	06/01/2022	TLCD Architecture	21-6210	HUSD Field and Playground		7,544.25
1900208	06/03/2022	Black Oak Builders	01-4300	Farm Stand, 8th grade & Retiree planter boxes	463.90	
			01-4310	Farm Stand, 8th grade & Retiree planter boxes	62.00	
			03-4300	Farm Stand, 8th grade & Retiree planter boxes	3,095.60	
			03-4310	Farm Stand, 8th grade & Retiree planter boxes	248.00	3,869.50
1900209	06/03/2022	Leon, Olivia M	01-3442	Vision Reimbursement		87.19
1900210	06/03/2022	Amazon Capital Services	01-4310	Classroom and Cafeteria supplies	12.99	
			01-4370	COVID Supplies - purchased through Amazon	134.03	

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Checks Dated 05/16/2022 through 06/21/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1900210	06/03/2022	Amazon Capital Services	03-4370	COVID Supplies - purchased through Amazon	386.57	533.59
1900211	06/03/2022	ODP Business Solutions, LLC f/k/a Office Depot	01-4350	School, Biz & custodial Supplies	7.60	
1900212	06/03/2022	PTS Communications	03-4350	School, Biz & custodial Supplies	30.38	37.98
1900213	06/03/2022	Sonoma County Office Of Ed.	01-5911	Payments for Payphone	14.00	
			03-5911	Payments for Payphone	56.00	70.00
			01-4340	Cisco Direct Meraki License - 1 Year	302.40	
			01-5840	School Connect Fees	422.00	
			01-5940	School Connect Fees	608.94	
			03-4340	Cisco Direct Meraki License - 1 Year	1,209.60	
			03-5840	School Connect Fees	1,688.00	
			03-5940	School Connect Fees	2,435.78	6,666.72
1900817	06/08/2022	Peters Figueroa, Heather A	03-4100	Reimbursement for class supplies & Curric materials	34.32	
			03-4310	Reimbursement for class supplies & Curric materials	22.64	56.96
1900818	06/08/2022	Chadwick, Rebecca	01-4100	Reimbursement for curriculum materials	35.91	
			03-4100	Reimbursement for curriculum materials	143.64	179.55
1900819	06/08/2022	Turneaura, Tanya	03-4100	Reimbursement for subscription/s & curric materials	66.39	
			03-4340	Reimbursement for subscription/s & curric materials	113.99	180.38
1900820	06/08/2022	Mills, Jordan E	03-4310	Reimbursement - PBLM		84.43
1900821	06/08/2022	At&t	01-5911	AT&T - Monthly Phone Charges	21.45	
			03-5911	AT&T - Monthly Phone Charges	85.78	107.23
1900822	06/08/2022	Clover Stometta Farms	13-4710	Cafeteria		88.36
1900823	06/08/2022	Coolpoint Refrigeration	13-5630	Fixed electrical short on left side of freezer		179.83
1900824	06/08/2022	Ray Morgan Company	03-4350	Copier supplies [staples, hole punch catcher]		330.39
1900825	06/08/2022	Recology Sonoma Marin	01-5560	Monthly - Garbage, Recycle	91.37	
			03-5560	Monthly - Garbage, Recycle	365.49	456.86
1900826	06/08/2022	Sebastopol Hardware	01-4370	Garden & Custodial/Maintenance Supplies	7.31	
			03-4370	Garden & Custodial/Maintenance Supplies	29.24	36.55
1900827	06/08/2022	U. S. Bank Equipment Finance	01-5881	Copiers	410.76	
			03-5881	Copiers	1,643.06	2,053.82
1900828	06/08/2022	Veritable Vegetable	13-4300	Strawberries for Cafeteria [Farm to school grant]	228.00	
			13-4710	Cafeteria	34.75	262.75

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Checks Dated 05/16/2022 through 06/21/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1900829	06/08/2022	Verizon Wireless	01-5912	Cell service & Hot Spots	22.64	
1901477	06/10/2022	Collins, Kyle L	03-5912 03-4100	Cell service & Hot Spots Reimbursement for classroom supplies, Curric & Drama	90.58 72.50	113.22
1901478	06/10/2022	Kaiser, Taryn R	03-4310	Reimbursement for classroom supplies, Curric & Drama	93.38	165.88
1901479	06/10/2022	Morgan, Matthew D	01-4100 03-4100 01-4310	Reimbursement for teacher subscription Reimbursement for teacher subscription Reimbursement	20.00 79.99 21.34	99.99
1901480	06/10/2022	Gasper, Krista M	01-4400 03-4310 03-4400 01-4310	Reimbursement Reimbursement Reimbursement Reimbursement for garden & cooking in the garden supplies	15.98 85.35 63.94 17.76	186.61
				Reimbursement for garden & cooking in the garden supplies	22.64	
			01-4370	Reimbursement for garden & cooking in the garden supplies	1.70	
				Reimbursement for garden & cooking in the garden supplies	39.49	
			03-4310	Reimbursement for garden & cooking in the garden supplies	71.03	
				Reimbursement for garden & cooking in the garden supplies	90.58	
			03-4370	Reimbursement for garden & cooking in the garden supplies	6.80	
				Reimbursement for garden & cooking in the garden supplies	157.98	407.98
1901481	06/10/2022	Amazon Capital Services	03-4310	Classroom Supplies - Ferguson	230.46	
1901482	06/10/2022	Counterpoint, Inc.	21-5830	Classroom Supplies - Kaiser	285.89	516.35
1901483	06/10/2022	Department Of Justice	01-5862 03-5862	Field & Rain Catchement Project Finterprinting Finterprinting	19.20 76.80	27,743.54
1901484	06/10/2022	FRC, Inc	21-6200	Phase 3, LLB/Field & Rain Catchement	378,114.93	
1901485	06/10/2022	Frontline Technology Grp LLC	01-5806	Absence & Substitute Management	1,107.89	
1901486	06/10/2022	Indoor Environmental Services	03-5806 01-6200	Absence & Substitute Management HVAC Unit Repairs	3,323.65 536.11	4,431.54
1901487	06/10/2022	KAMIND IT, Inc.	03-6200 01-4340	HVAC Unit Repairs Office 365 Enterprises	2,144.40 12.19	2,680.51

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Checks Dated 05/16/2022 through 06/21/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1901487	06/10/2022	KAMIND IT, Inc.	03-4340	Office 365 Enterprises	36.56	48.75
1901488	06/10/2022	ODP Business Solutions, LLC f/k/a Office Depot	01-4350	School, Biz & custodial Supplies	4.64	
			03-4310	Classroom Supplies - Monroe	198.75	
1901489	06/10/2022	Redwood Pediatric Therapy Assc	03-4350	School, Biz & custodial Supplies	18.57	221.96
1901490	06/10/2022	Stericycle, Inc.	01-5811	SPED - OT Services	21.55	1,440.48
			01-5805	Confidential Shredding	86.21	107.76
			03-5805	Confidential Shredding		
1901491	06/10/2022	Union Hotel	03-4310	Pizza's for the play	150.00	
			13-4710	Cafeteria	2,275.00	2,425.00
1903386	06/17/2022	Guthrie, Richard P	03-4310	Reimbursement [Site Council Grant]		567.50
1903387	06/17/2022	Amazon Capital Services	01-4350	School, Biz & custodial Supplies	45.30	
			03-4310	Classroom Supplies - Ferguson	224.89	
1903388	06/17/2022	Comcast	03-4350	School, Biz & custodial Supplies	181.17	451.36
			01-5911	Phones & Internet	88.56	
			03-5911	Phones & Internet	354.28	442.84
1903389	06/17/2022	U. S. Bank Equipment Finance	01-5881	Copiers	436.09	
			03-5881	Copiers	1,744.40	2,180.49
1903390	06/17/2022	Weeks Drilling & Pump Co.	01-4370	Water Testing, Operator services & supplies	9.14	
			01-5884	Water Testing, Operator services & supplies	116.00	
			03-4370	Water Testing, Operator services & supplies	36.56	
			03-5884	Water Testing, Operator services & supplies	464.00	625.70
1903391	06/17/2022	West County Trans. Agency	01-5205	Multi Field Trips	529.43	
			03-5205	8th grade field trip	914.79	
				Multi Field Trips	1,693.66	3,137.88
1903392	06/17/2022	McGovern, Susan	03-3441	Vision reimbursement [2021/2022]		100.00
1903393	06/17/2022	Amazon Capital Services	01-4350	School, Biz & custodial Supplies	3.03	
			01-4400	Battery operated handheld canister vacuum	148.37	
			03-4350	School, Biz & custodial Supplies	12.14	163.54
1903394	06/17/2022	Kevin Falkerson	01-5830	Living Room Maintenance	74.00	
			03-5830	Living Room Maintenance	296.00	370.00
Total Number of Checks					74	481,566.67

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

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Checks Dated 05/16/2022 through 06/21/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
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Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	47	15,929.98
03	General Fund/charter School	58	43,498.84
13	Cafeteria Fund	10	6,135.13
21	Building Fund	4	416,002.72
Total Number of Checks		74	481,566.67
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			481,566.67

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.



Harmony Union School District

AGENDA ITEM

Meeting Date: 6/21/2022 - 5:30 PM
Category: Consent Agenda
Type: Action
Subject: 8.2 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



Harmony Union School District

AGENDA ITEM

Meeting Date:	6/21/2022 - 5:30 PM
Category:	Information/Correspondence/Discussion
Type:	Info
Subject:	9.1 Enrollment Report
Strategic Plans:	
Policy:	
Enclosure	

File Attachment:  June - HUSD ENROLLMENT REPORT 2021-2022.pdf

Description:

Background Information:

Fiscal Implications:

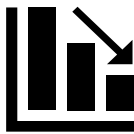
Recommendation: Information Only

Approvals:

Recommended
By:



Matthew Morgan - Superintendent/Principal



Harmony Union School District

Enrollment Report

JUNE ♦ 2022

Teacher	Grade	Aug 2021	Sept 2021	Oct 2021	Nov 2021	Dec 2021	Jan 2022	Feb 2022	Mar 2022	Apr 2022	May 2022	June 2022
Johnston	TK - Non ADA	0	0	0	0	0	0	0	0	0	0	0
Johnston/Golden	TK - ADA	5	5	5	5	5	5	5	4	4	4	4
Golden	K	18	18	18	18	19	19	19	19	19	18	18
Ginn	1st	21	21	21	20	21	21	21	21	21	21	21

		44	44	44	43	45	45	45	44	44	43	43
Home/Hospital		0	0	1	0	0	0	0	0	0	0	0

Teacher	Grade	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Figueroa	2nd	19	19	20	20	21	20	19	19	19	19	19
Gehring	3rd	14	14	14	14	13	13	14	14	14	14	14
Monroe	3rd	17	17	16	17	17	17	16	15	14	15	15
Ferguson	4th	14	14	14	14	14	14	14	14	14	14	14
McGovern	5th	23	22	22	23	23	23	23	23	23	23	23
Guthrie	6th	23	22	21	21	23	21	21	21	21	21	21
Collins	7th	13	13	12	12	12	12	12	11	11	11	11
Lanning/Turneure	8th	20	20	20	20	20	20	19	18	18	18	18
		143	141	140	141	143	140	138	135	134	135	135

TOTAL	187	185	184	184	188	185	183	179	178	178	178
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Date Entered:



8/19/2021	9/10/2021	10/14/2021	11/10/2021	12/9/2021	1/14/2022	2/14/2022	3/10/2022	4/13/2022	5/16/2022	
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Enrolled:

Un-Enrolled:

In-House Changes:



Meeting Date:	6/21/2022 - 5:30 PM
Category:	Information/Correspondence/Discussion
Type:	Info
Subject:	9.2 Receiving of Pathways Budget for 2022-2023
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	 FY23-PATH-Budget-22.06.08.pdf
Description:	Board to receive Pathways Budget for 2022-2023 school year.
Background Information:	
Fiscal Implications:	
Recommendation:	No action.
Approvals:	Recommended By:  Matthew Morgan - Superintendent/Principal

Pathways Charter School

Multi-Year Forecast

Revised 6/08/2022



	2021-22	2022-23	2023-24	2024-25
	Prior Year	Budget	Forecast	Forecast
Assumptions				
LCFF COLA	n/a	9.85%	5.38%	4.02%
Non-LCFF Revenue COLA	n/a	n/a	0.00%	0.00%
Expense COLA	n/a	2.00%	2.00%	2.00%
Enrollment		390.00	390.00	390.00
Average Daily Attendance	353.71	382.20	382.20	382.20
Revenues				
State Aid - Revenue Limit				
8011 LCFF State Aid	\$ 1,545,862	\$ 2,085,775	\$ 2,311,803	\$ 2,477,940
8012 Education Protection Account	176,561	190,783	190,783	190,783
8019 State Aid - Prior Year	-	-	-	-
8096 In Lieu of Property Taxes	1,799,694	1,944,653	1,944,653	1,944,653
	<u>3,522,117</u>	<u>4,221,210</u>	<u>4,447,238</u>	<u>4,613,376</u>
Federal Revenue				
8181 Special Education - Entitlement	77,713	45,750	47,775	47,775
8290 Title I, Part A - Basic Low Income	59,417	59,417	59,417	59,417
8291 Title II, Part A - Teacher Quality	10,215	10,215	10,215	10,215
8296 Other Federal Revenue	252,092	177,292	150,959	10,000
	<u>399,437</u>	<u>292,674</u>	<u>268,366</u>	<u>127,407</u>
Other State Revenue				
8311 State Special Education	339,672	313,404	313,404	313,404
8550 Mandated Cost	12,276	11,276	12,767	12,767
8560 State Lottery	80,646	87,142	87,142	87,142
8598 Prior Year Revenue	1,538	-	-	-
8599 Other State Revenue	216,971	75,250	81,750	62,500
	<u>651,103</u>	<u>487,071</u>	<u>495,063</u>	<u>475,813</u>
Other Local Revenue				
8660 Interest Revenue	2,632	-	-	-
8689 Other Fees and Contracts	64,022	-	-	-
8699 School Fundraising	3,793	-	-	-
	<u>70,447</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total Revenue	\$ 4,643,105	\$ 5,000,955	\$ 5,210,667	\$ 5,216,596
Expenses				
Certificated Salaries				
1100 Teachers' Salaries	1,267,202	1,265,330	1,290,637	1,316,450
1170 Teachers' Substitute Hours	6,739	12,000	12,240	12,485
1175 Teachers' Extra Duty/Stipends	43,647	39,000	39,780	40,576
1200 Pupil Support Salaries	270,262	353,228	360,292	367,498
1300 Administrators' Salaries	479,272	485,359	495,066	504,967
	<u>2,067,121</u>	<u>2,154,917</u>	<u>2,198,015</u>	<u>2,241,975</u>
Classified Salaries				
2400 Clerical and Office Staff Salaries	374,281	383,596	391,268	399,093
	<u>374,281</u>	<u>383,596</u>	<u>391,268</u>	<u>399,093</u>
Benefits				
3101 STRS	306,831	411,589	419,821	428,217
3202 PERS	124,811	97,318	98,599	98,177
3301 OASDI	34,000	23,783	24,259	24,744
3311 Medicare	33,886	36,808	37,545	38,295
3401 Health and Welfare	295,524	336,600	343,332	350,199
3501 State Unemployment	9,093	1,428	572	573
3601 Workers' Compensation	19,698	25,385	25,893	26,411
	<u>823,842</u>	<u>932,911</u>	<u>950,020</u>	<u>966,615</u>

Pathways Charter School

Multi-Year Forecast

Revised 6/08/2022



	2021-22	2022-23	2023-24	2024-25
	Prior Year	Budget	Forecast	Forecast
Books and Supplies				
4100 Textbooks and Core Curricula	11,845	12,000	12,240	12,485
4200 Books and Other Materials	590	-	-	-
4302 School Supplies	103,109	111,150	113,373	115,640
4305 Software	87,819	86,000	87,720	89,474
4310 Office Expense	29,000	24,000	24,480	24,970
4311 Business Meals	2,500	3,000	3,060	3,121
4400 Noncapitalized Equipment	132,950	5,000	5,100	5,202
4700 Food Services	6,800	6,000	6,120	6,242
	<u>374,614</u>	<u>247,150</u>	<u>252,093</u>	<u>257,135</u>
Subagreement Services				
5102 Special Education	178,000	150,000	153,000	156,060
5104 Transportation	136	-	-	-
5105 Security	3,309	3,200	3,264	3,329
5106 Other Educational Consultants	30,305	32,292	32,938	33,597
	<u>211,750</u>	<u>185,492</u>	<u>189,202</u>	<u>192,986</u>
Operations and Housekeeping				
5201 Auto and Travel	9,000	9,000	9,180	9,364
5300 Dues & Memberships	11,317	12,950	13,209	13,473
5400 Insurance	49,645	52,000	53,040	54,101
5501 Utilities	25,000	24,500	24,990	25,490
5502 Janitorial Services	19,700	19,200	19,584	19,976
5900 Communications	14,092	20,340	20,747	21,162
5901 Postage and Shipping	3,800	4,000	4,080	4,162
	<u>132,554</u>	<u>141,990</u>	<u>144,830</u>	<u>147,726</u>
Facilities, Repairs and Other Leases				
5601 Rent	281,908	296,460	305,353	313,168
5602 Additional Rent	3,089	4,447	4,536	4,627
5603 Equipment Leases	13,654	13,785	14,060	14,342
5610 Repairs and Maintenance	42,262	5,000	5,100	5,202
	<u>340,913</u>	<u>319,691</u>	<u>329,050</u>	<u>337,338</u>
Professional/Consulting Services				
5801 IT	1,628	-	-	-
5802 Audit & Taxes	11,800	11,000	11,220	11,444
5803 Legal	12,400	12,000	12,240	12,485
5804 Professional Development	10,000	25,250	31,750	17,500
5805 General Consulting	163,700	73,600	75,072	76,573
5806 Special Activities/Field Trips	8,301	9,000	9,180	9,364
5807 Bank Charges	825	1,200	1,224	1,248
5809 Other taxes and fees	1,060	1,200	1,224	1,248
5810 Payroll Service Fee	6,300	6,000	6,120	6,242
5811 Management Fee	81,254	87,517	91,187	91,290
5813 County Fees	16,800	16,800	17,136	17,479
5815 Public Relations/Recruitment	4,200	4,800	4,896	4,994
	<u>318,268</u>	<u>248,367</u>	<u>261,249</u>	<u>249,869</u>
Depreciation				
6900 Depreciation Expense	36,581	22,714	22,714	-
	<u>36,581</u>	<u>22,714</u>	<u>22,714</u>	<u>-</u>
Total Expenses	\$ 4,679,924	\$ 4,636,828	\$ 4,738,440	\$ 4,792,738
Surplus (Deficit)	\$ (36,819)	\$ 364,127	\$ 472,226	\$ 423,858
Fund Balance, Beginning of Year	\$ 2,041,065	\$ 2,004,246	\$ 2,368,373	\$ 2,840,599
Fund Balance, End of Year	\$ 2,004,246	\$ 2,368,373	\$ 2,840,599	\$ 3,264,457
	42.8%	51.1%	59.9%	68.1%

Pathways Charter School

Multi-Year Forecast

Revised 6/08/2022



	2021-22	2022-23	2023-24	2024-25
	Prior Year	Budget	Forecast	Forecast
Cash Flow Adjustments				
Surplus (Deficit)	(36,819)	364,127	472,226	423,858
Cash Flows From Operating Activities				
Depreciation/Amortization	36,581	22,714	22,714	-
Public Funding Receivables	384,658	228,300	(192,485)	22,212
Grants and Contributions Rec.	(94)	-	-	-
Prepaid Expenses	(3,209)	-	-	-
Accounts Payable	(103,734)	4,200	84	86
Accrued Expenses	(61,454)	-	-	-
Accrued Expenses	(74,692)	-	-	-
Cash Flows From Investing Activities				
Purchases of Prop. And Equip.	(58,811)	-	-	-
Total Change in Cash	82,426	619,341	302,540	446,156
Cash, Beginning of Year	1,340,618	1,423,043	2,042,385	2,344,925
Cash, End of Year	\$ 1,423,043	\$ 2,042,385	\$ 2,344,925	\$ 2,791,080



Meeting Date: 6/21/2022 - 5:30 PM
Category: Information/Correspondence/Discussion
Type: Info/Action
Subject: 9.3 Business Office Updates including the ongoing Facility Improvement List, Security and Maintenance

Strategic Plans:

Policy:

Enclosure

File Attachment:

Description:

Background Information:

Fiscal Implications:

Recommendation: Information only

Approvals:

Recommended
By:

Matthew Morgan - Superintendent/Principal



Meeting Date:	6/21/2022 - 5:30 PM
Category:	Information/Correspondence/Discussion
Type:	Info
Subject:	9.4 Initial Review of Youth Truth Survey Results
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	Information only

Approvals:





Recommended
By:

Matthew Morgan - Superintendent/Principal



Meeting Date:	6/21/2022 - 5:30 PM
Category:	Action Items
Type:	Info/Action
Subject:	10.1 Presentation of the Harmony Union School District Budget for the 2022-2023 school year
Strategic Plans:	
Policy:	
Enclosure	

File Attachment:

-  2022-23 Budget Board Packet.pdf
-  Balances in Excess of Minimum Reserve Requirements.pdf
-  Board's Cliff's Notes.pdf
-  2022-23 Budget Comparison Chart between Gov and Legislative.pdf

Description:


Background Information:

Fiscal Implications:

Recommendation:

Action on this item will be taken at the special board meeting to be held June 22 at 9 am.
That the board considers for approval of the Harmony Union School District Budget for the 2022-2023 school year

Approvals:

Recommended By: 
Matthew Morgan - Superintendent/Principal



Harmony
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www.harmonyusd.org

2022-23 Budget

Certification

ANNUAL BUDGET REPORT:

July 1, 2022 Budget Adoption

Insert "X" in applicable boxes:

X This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the governing board of the school district pursuant to Education Code sections 33129, 42127, 52060, 52061, and 52062.

X If the budget includes a combined assigned and unassigned ending fund balance above the minimum recommended reserve for economic uncertainties, at its public hearing, the school district complied with the requirements of subparagraphs (B) and (C) of paragraph (2) of subdivision (a) of Education Code Section 42127.

Budget available for inspection at:

Public Hearing:

Place: www.harmonyusd.org

Place: Harmony USD

Date: June 15, 2022

Date: June 21, 2022

Time: 05:30 PM

Adoption Date: June 22, 2022

Signed: _____

Clerk/Secretary of
the Governing Board
(Original signature
required)

Contact person for additional information on the budget reports:

Name: Stacy Kalembor

Telephone: 707-874-1205

Title: Chief Business
Official

E-mail: skalembor@harmonyusd.org

Criteria and Standards Review Summary

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

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Budgeted (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.		X
CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	

3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.		X
4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.		X
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.	X	
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	n/a	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	
9	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	
SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?	X	
SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		X

		<ul style="list-style-type: none"> If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2021-22) annual payment? 	X	
S7a	Postemployment Benefits Other than Pensions	<p>Does the district provide postemployment benefits other than pensions (OPEB)?</p> <ul style="list-style-type: none"> If yes, are they lifetime benefits? If yes, do benefits continue beyond age 65? If yes, are benefits funded by pay-as-you-go? 		X
			X	
			X	
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation)?	X	
S8	Status of Labor Agreements	<p>Are salary and benefit negotiations still open for:</p> <ul style="list-style-type: none"> Certificated? (Section S8A, Line 1) Classified? (Section S8B, Line 1) Management/supervisor/confidential? (Section S8C, Line 1) 		X
				X
				X
S9	Local Control and Accountability Plan (LCAP)	<ul style="list-style-type: none"> Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year? Approval date for adoption of the LCAP or approval of an update to the LCAP: 		X
			Jun 22, 2022	
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X
ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	X	
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?		X
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
ADDITIONAL FISCAL INDICATORS (continued)			No	Yes
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	

A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	



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2022-23 Budget

Narrative

HARMONY UNION SCHOOL DISTRICT

Board Meeting June 21, 2022
2022-23 Budget

Harmony USD's 2022-23 Budget is based off Governor Newsom's 2022-23 May Revision. The Governor, the State Legislature and State Assembly signed a placeholder budget to satisfy the June 15 deadline, with expectations of a full resolution by August 2022. In not having a State Adopted Budget, Harmony USD's 2022-23 Budget is provisional until the State Budget is adopted. A copy of the 2022-23 Budget Comparison Chart between Governor Newsom and the Joint Legislative is included in this Board Packet for reference.

The LCFF Calculator used in developing the 2022-23 Budget Multi Year Projection used a 6.56% for 2022-23, 5.38% for 2023-24 and 4.02 for 2024-25. For these reasons, the Harmony Union School District Board is being presented with a 2022-23 Budget for review and adoption that is deficit spending in school years 2022-23 and 2023-24.

The 2022-23 Budget 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 2022-23 Budget, the District's unduplicated count is nine (9) and the Supplemental/Concentration Grant percentage for the District is 20.31%. The District does not qualify for concentration grant funding, as the unduplicated count percentage would have to exceed 55%.

The 2022-23 Budget does not include additional revenue based on COVID Relief. It does include \$100,000 funding towards the Expanded Learning Opportunities Program (ELO-P). "Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences.

Harmony USD's 2022-23 Budget also includes funds in the amount of \$266,490 based on the Block Grant calculation of \$1,500 per ADA ($\$1,500 \times 177.66$). Should the State Budget chose to not increase the LCFF base or offer the Block Grant, the District will need to pull from other funds to cover the loss.

Harmony USD has included \$75,000 in Farm to Table Grant funds for the 2022-23 and out years. Harmony's Head of Foods Services is working diligently on this grant. Funds as much as \$150,000 may be awarded. Harmony received \$20,000 in Farm to Table Grant funds during school year 2021-22, which was the maximum offered at that time. All funds received will go towards Harmony's Cafeteria and Garden costs to promote and continue farm to table meals for our students as well as placed based learning.

In 2021, legislation was passed that requires any local education agency (LEA) operating a kindergarten to also provide a TK program for all four-year-old children by 2025–26. TK uses a modified kindergarten curriculum that is age and developmentally appropriate and based on California's Preschool Learning Foundations and Frameworks. The age at which children are eligible for TK changes from 2021–22 to 2025–26. In the 2022–23 school year, children who will turn five between September 2 and February 2 are eligible for TK. In the 2023–24 school year, children who will turn five between September 2 and April 2 are eligible for TK. In the 2024–25 school year, children who turn five between September 2 and June 2 are eligible for TK. In the 2025–26 school year, and in

each school year thereafter, children who will turn four by September 1 are eligible for TK. Harmony USD's 2022-23 Budget includes the TK add-on of \$2,813 per TK ADA. ADA and enrollment for these TK students is reported to the State once the TK student turns five years of age. Commencing with the 2023-24 school year, and for each year thereafter, Harmony USD must maintain an average of at least one adult for every 10 pupils for transitional kindergarten classrooms, contingent upon an appropriation of funds for this purpose.

Special Education student enrollment has decreased for the 2022-23 and projected school years, however revenue for Special Education has not increased, so the contribution from the General Fund to cover these programs remains significant at \$366,000.

Property taxes per ADA x Charter ADA is reflected below:

	<u>2022-23</u>	<u>2023-24</u>	<u>2024-25</u>
<u>Local Property Taxes</u>	<u>\$2,850,000</u>	<u>\$2,975,400</u>	<u>\$3,106,318</u>
District LCFF ADA	37.8	36	40.5
	\$264,537	\$241,283	\$230,220
S.C. Charter LCFF ADA	131.4	138.6	135
	\$686,410	\$735,368	\$774,776
Pathways Charter ADA	350.40	390	390
	\$1,899,053	\$1,998,749	\$2,011,322

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 2022-23, 2023-24 and 2024-25.

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. Currently the Bond construction is in its final phase, expecting to be completed by January 2023.

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.*

The 2022-23 Budget reflects one (1) certificated retiree's 5-year contract, signed in June of 2019, agreeing to pay \$15,000 through June of 2024. This \$15,000 has been added to the cost of retirees. Funds from Fund 20 will be transferred to Fund 01 to cover the cost.

In summary:

At this time, the 2022-23 Budget is deficit spending in years 2022-23 and 2023-24 with a 1.85 classified reduction in FTE for 2023-24. If the State does not provide adequate funding within the next year, it is recommended that additional budget reductions be made in addition to the reductions presented in this Budget Development.

With an ending balance of \$3,322,635, 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 \$327,399 the district's unassigned ending balance at 2022-23 Budget is \$247,066.

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>
2022-23	\$4,091,335	\$47,285	\$1,170,522
2023-24	\$4,202,309	\$37,507	\$1,235,407
2024-25	\$4,293,238	\$37,224	\$1,263,721

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

ADA used for LCFF calculations are:

@ 2021-22 2 nd Interim (using .9 ADA)		@2022-23 Budget (using .945 ADA)	
2021-22	167.32	2022-23	177.66
2022-23	175.75	2023-24	184.28
2023-24	182.4	2024-25	184.28

Projected Budget 2023-24 reflects expenditure increases in salaries due to step in column increases and 3% increase per the district's offer. Estimated health and welfare benefit increases 2.5% as well as increases in STRS & PERS costs per the most recent Dartboard.

The 2022-23 Budget reflects a positive certification for Harmony Union School District. It will be able to meet its financial obligations for the 2022-23 through 2024-25 fiscal years.

At this time, all other funds (Cafeteria, Deferred Maintenance, Capital Facilities, Bond, Special Reserves and Retiree Benefits) will have a positive ending balance for the 2022-23 school year. Projected Ending Balance spreadsheet is included in this Board Packet.

The LCFF Calculator Universal Assumptions for Harmony Union Elementary and Salmon Creek Charter used for the 2022-23 Budget is included.



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www.harmonyusd.org

2022-23 Budget

LCFF Calculator

Harmony Union Elementary (70730) - 2022-23 Budget Development		Tuesday, June 21, 2022							
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	
SUMMARY OF FUNDING									
General Assumptions									
COLA & Augmentation	3.26%	0.00%	5.07%	9.85%	5.38%	4.02%	3.72%	3.58%	
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%	
LCFF Entitlement									
Base Grant	\$451,132	\$451,132	\$476,097	\$468,745	\$438,116	\$432,386	\$486,700	\$523,919	
Grade Span Adjustment	46,194	46,194	48,474	47,903	44,635	44,946	50,606	54,493	
Supplemental Grant	32,426	31,312	26,406	20,987	20,179	20,353	23,136	25,450	
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	-	-	-	-	-	-	-	-	
Add-ons: Transitional Kindergarten	-	-	-	-	-	-	-	-	
Total LCFF Entitlement Before Adjustments, ERT & Additional State Aid	\$644,752	\$643,638	\$665,977	\$652,635	\$617,930	\$612,685	\$675,442	\$718,862	
Miscellaneous Adjustments	-	-	-	-	-	-	-	-	
Economic Recovery Target	-	-	-	-	-	-	-	-	
Additional State Aid	186,324	187,438	166,361	147,555	150,917	-	-	-	
Total LCFF Entitlement	\$831,076	\$831,076	\$832,338	\$800,190	\$768,847	\$612,685	\$675,442	\$718,862	
LCFF Entitlement Per ADA	\$ 14,192	\$ 14,192	\$ 14,155	\$ 15,188	\$ 16,454	\$ 13,809	\$ 14,028	\$ 14,366	
Components of LCFF By Object Code									
State Aid (Object Code 8011)	\$ 536,753	\$ 523,122	\$ 534,563	\$ 523,123	\$ 524,820	\$ 523,123	\$ 523,123	\$ 523,123	
EPA (for LCFF Calculation purposes)	\$ 49,698	\$ 53,048	\$ 11,760	\$ 14,949	\$ 9,345	\$ 8,874	\$ 9,630	\$ 10,008	
<i>Local Revenue Sources:</i>									
Property Taxes (Object 8021 to 8089)	\$ 2,548,851	\$ 2,655,987	\$ 2,729,792	\$ 2,850,000	\$ 2,975,400	\$ 3,106,318	\$ 3,242,996	\$ 3,385,687	
In-Lieu of Property Taxes (Object Code 8096)	(2,304,226)	(2,401,081)	(2,432,017)	(2,587,882)	(2,731,373)	(2,863,801)	(2,967,781)	(3,087,086)	
Property Taxes net of In-Lieu	\$ 244,625	\$ 254,906	\$ 297,775	\$ 262,118	\$ 244,027	\$ 242,517	\$ 275,215	\$ 298,601	
TOTAL FUNDING	\$831,076	\$831,076	\$844,098	\$800,190	\$778,192	\$774,514	\$807,968	\$831,732	
Basic Aid Status									
Excess Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 152,955	\$ 122,896	\$ 102,862	
EPA in Excess to LCFF Funding	\$ -	\$ -	\$ 11,760	\$ -	\$ 9,345	\$ 8,874	\$ 9,630	\$ 10,008	
Total LCFF Entitlement	\$831,076	\$831,076	\$832,338	\$800,190	\$768,847	\$612,685	\$675,442	\$718,862	
SUMMARY OF EPA									
% of Adjusted Revenue Limit - Annual	16.13801139%	70.06785065%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	
% of Adjusted Revenue Limit - P-2	16.08698870%	70.06785065%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	
EPA (for LCFF Calculation purposes)	\$ 49,698	\$ 53,048	\$ 11,760	\$ 14,949	\$ 9,345	\$ 8,874	\$ 9,630	\$ 10,008	
EPA, Current Year (Object Code 8012)	\$ 49,698	\$ 53,048	\$ 11,760	\$ 14,949	\$ 9,345	\$ 8,874	\$ 9,630	\$ 10,008	
(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)	-	-	-	-	-	-	-	-	
LCAP PERCENTAGE TO INCREASE OR IMPROVE SERVICES									
Base Grant (Excludes add-ons for TIIG and Transportation)	\$ 683,650	\$ 684,764	\$ 690,932	\$ 664,203	\$ 633,668	\$ 477,332	\$ 537,306	\$ 578,412	
Supplemental and Concentration Grant funding in the LCAP year	\$ 32,426	\$ 31,312	\$ 26,406	\$ 20,987	\$ 20,179	\$ 20,353	\$ 23,136	\$ 25,450	
Percentage to Increase or Improve Services	4.74%	4.57%	3.82%	3.16%	3.18%	4.26%	4.31%	4.40%	

Harmony Union Elementary (70730) - 2022-23 Budget Development				Tuesday, June 21, 2022				
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
SUMMARY OF STUDENT POPULATION								
Unduplicated Pupil Population								
Enrollment	61	40	43	42	46	45	50	52
COE Enrollment	1	1	1	1	1	1	1	1
Total Enrollment	62	41	44	43	47	46	51	53
Unduplicated Pupil Count	19	7	8	8	9	9	10	11
COE Unduplicated Pupil Count	1	1	1	1	1	1	1	1
Total Unduplicated Pupil Count	20	8	9	9	10	10	11	12
Rolling %, Supplemental Grant	32.6000%	31.4800%	25.1700%	20.3100%	20.9000%	21.3200%	21.5300%	22.0000%
Rolling %, Concentration Grant	32.6000%	31.4800%	25.1700%	20.3100%	20.9000%	21.3200%	21.5300%	22.0000%
SUMMARY OF LCFF ADA								
Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)								
Grades TK-3	55.11	57.57	57.57	40.22	39.69	43.47	42.53	47.25
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
LCFF Subtotal	55.11	57.57	57.57	40.22	39.69	43.47	42.53	47.25
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	55.11	57.57	57.57	40.22	39.69	43.47	42.53	47.25
Prior 3-Year Average ADA (adjusted for +/- current year charter shift)								
Grades TK-3				51.79	45.83	41.13	41.90	44.42
Grades 4-6				-	-	-	-	-
Grades 7-8				-	-	-	-	-
Grades 9-12				-	-	-	-	-
LCFF Subtotal				51.79	45.83	41.13	41.90	44.42
NSS				-	-	-	-	-
Combined Subtotal				51.79	45.83	41.13	41.90	44.42
Current Year Charter Shift ADA for the Hold Harmless and Prior 3-Year Average								
	-	-	-	-	-	-	-	-
Current Year ADA								
Grades TK-3	57.57	57.57	40.22	39.69	43.47	42.53	47.25	49.14
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
LCFF Subtotal	57.57	57.57	40.22	39.69	43.47	42.53	47.25	49.14
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	57.57	57.57	40.22	39.69	43.47	42.53	47.25	49.14
Change in LCFF ADA (excludes NSS ADA)	2.46	-	(17.35)	(0.53)	3.78	(0.95)	4.73	1.89
	Increase	No Change	Decline	Decline	Increase	Decline	Increase	Increase
Funded LCFF ADA for the Hold Harmless								
Grades TK-3	57.57	57.57	57.57	51.79	45.83	43.47	47.25	49.14
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
Subtotal	57.57	57.57	57.57	51.79	45.83	43.47	47.25	49.14
	<i>Current</i>	<i>Current</i>	<i>Prior</i>	<i>3-PY Average</i>	<i>3-PY Average</i>	<i>Prior</i>	<i>Current</i>	<i>Current</i>
Funded NSS ADA								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-
	Prior	Prior	Prior	Prior	Prior	Prior	Prior	Prior

Harmony Union Elementary (70730) - 2022-23 Budget Development		Tuesday, June 21, 2022							
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	
NPS, CDS, & COE Operated									
Grades TK-3	0.10	0.10	-	-	-	0.90	0.90	0.90	
Grades 4-6	0.89	0.89	0.91	-	-	-	-	-	
Grades 7-8	-	-	0.32	0.90	0.90	-	-	-	
Grades 9-12	-	-	-	-	-	-	-	-	
Subtotal	0.99	0.99	1.23	0.90	0.90	0.90	0.90	0.90	
ACTUAL ADA (Current Year Only)									
Grades TK-3	57.67	57.67	40.22	39.69	43.47	43.43	48.15	50.04	
Grades 4-6	0.89	0.89	0.91	-	-	-	-	-	
Grades 7-8	-	-	0.32	0.90	0.90	-	-	-	
Grades 9-12	-	-	-	-	-	-	-	-	
Total Actual ADA	58.56	58.56	41.45	40.59	44.37	43.43	48.15	50.04	
TOTAL FUNDED ADA									
Grades TK-3	57.67	57.67	57.57	51.79	45.83	44.37	48.15	50.04	
Grades 4-6	0.89	0.89	0.91	-	-	-	-	-	
Grades 7-8	-	-	0.32	0.90	0.90	-	-	-	
Grades 9-12	-	-	-	-	-	-	-	-	
Total	58.56	58.56	58.80	52.69	46.73	44.37	48.15	50.04	
<i>Funded Difference (Funded ADA less Actual ADA)</i>	-	-	17.35	12.10	2.36	0.95	-	-	
FUNDED ADA for the Transitional Kindergarten Add-on									
Current Year TK ADA			-	-	-	-	-	-	
Funded ADA				-	-	-	-	-	

Harmony Union Elementary (70730) - 2022-23 Budget Development		Tuesday, June 21, 2022							
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	
PER-ADA FUNDING LEVELS									
Base, Supplemental and Concentration Rate per ADA									
Grades TK-3	\$ 9,057	\$ 9,038	\$ 9,385	\$ 10,214	\$ 10,774	\$ 11,217	\$ 11,640	\$ 12,068	
Grades 4-6	\$ 8,328	\$ 8,310	\$ 8,629	\$ 9,391	\$ 9,906	\$ 10,313	\$ 10,701	\$ 11,094	
Grades 7-8	\$ 8,575	\$ 8,557	\$ 8,884	\$ 9,668	\$ 10,200	\$ 10,619	\$ 11,019	\$ 11,423	
Grades 9-12	\$ 10,196	\$ 10,175	\$ 10,563	\$ 11,496	\$ 12,128	\$ 12,625	\$ 13,100	\$ 13,581	
Base Grants									
Grades TK-3	\$ 7,702	\$ 7,702	\$ 8,093	\$ 8,890	\$ 9,368	\$ 9,745	\$ 10,108	\$ 10,470	
Grades 4-6	\$ 7,818	\$ 7,818	\$ 8,215	\$ 9,024	\$ 9,509	\$ 9,891	\$ 10,259	\$ 10,626	
Grades 7-8	\$ 8,050	\$ 8,050	\$ 8,458	\$ 9,291	\$ 9,791	\$ 10,185	\$ 10,564	\$ 10,942	
Grades 9-12	\$ 9,329	\$ 9,329	\$ 9,802	\$ 10,767	\$ 11,346	\$ 11,802	\$ 12,241	\$ 12,679	
Grade Span Adjustment									
Grades TK-3	\$ 801	\$ 801	\$ 842	\$ 925	\$ 974	\$ 1,013	\$ 1,051	\$ 1,089	
Grades 9-12	\$ 243	\$ 243	\$ 255	\$ 280	\$ 295	\$ 307	\$ 318	\$ 330	
Prorated Base, Supplemental and Concentration Rate per ADA									
Grades TK-3	\$ 8,503	\$ 8,503	\$ 8,935	\$ 9,815	\$ 10,342	\$ 10,758	\$ 11,159	\$ 11,559	
Grades 4-6	\$ 7,818	\$ 7,818	\$ 8,215	\$ 9,024	\$ 9,509	\$ 9,891	\$ 10,259	\$ 10,626	
Grades 7-8	\$ 8,050	\$ 8,050	\$ 8,458	\$ 9,291	\$ 9,791	\$ 10,185	\$ 10,564	\$ 10,942	
Grades 9-12	\$ 9,572	\$ 9,572	\$ 10,057	\$ 11,047	\$ 11,641	\$ 12,109	\$ 12,559	\$ 13,009	
Prorated Base Grants									
Grades TK-3	\$ 7,702	\$ 7,702	\$ 8,093	\$ 8,890	\$ 9,368	\$ 9,745	\$ 10,108	\$ 10,470	
Grades 4-6	\$ 7,818	\$ 7,818	\$ 8,215	\$ 9,024	\$ 9,509	\$ 9,891	\$ 10,259	\$ 10,626	
Grades 7-8	\$ 8,050	\$ 8,050	\$ 8,458	\$ 9,291	\$ 9,791	\$ 10,185	\$ 10,564	\$ 10,942	
Grades 9-12	\$ 9,329	\$ 9,329	\$ 9,802	\$ 10,767	\$ 11,346	\$ 11,802	\$ 12,241	\$ 12,679	
Prorated Grade Span Adjustment									
Grades TK-3	\$ 801	\$ 801	\$ 842	\$ 925	\$ 974	\$ 1,013	\$ 1,051	\$ 1,089	
Grades 9-12	\$ 243	\$ 243	\$ 255	\$ 280	\$ 295	\$ 307	\$ 318	\$ 330	
Supplemental Grant									
Maximum - 1.00 ADA, 100% UPP	20%	20%	20%	20%	20%	20%	20%	20%	
Grades TK-3	\$ 1,701	\$ 1,701	\$ 1,787	\$ 1,963	\$ 2,068	\$ 2,152	\$ 2,232	\$ 2,312	
Grades 4-6	\$ 1,564	\$ 1,564	\$ 1,643	\$ 1,805	\$ 1,902	\$ 1,978	\$ 2,052	\$ 2,125	
Grades 7-8	\$ 1,610	\$ 1,610	\$ 1,692	\$ 1,858	\$ 1,958	\$ 2,037	\$ 2,113	\$ 2,188	
Grades 9-12	\$ 1,914	\$ 1,914	\$ 2,011	\$ 2,209	\$ 2,328	\$ 2,422	\$ 2,512	\$ 2,602	
Actual - 1.00 ADA, Local UPP as follows:									
Grades TK-3	32.60%	31.48%	25.17%	20.31%	20.90%	21.32%	21.53%	22.00%	
Grades 4-6	\$ 554	\$ 535	\$ 450	\$ 399	\$ 432	\$ 459	\$ 481	\$ 509	
Grades 7-8	\$ 510	\$ 492	\$ 414	\$ 367	\$ 397	\$ 422	\$ 442	\$ 468	
Grades 9-12	\$ 525	\$ 507	\$ 426	\$ 377	\$ 409	\$ 434	\$ 455	\$ 481	
Grades 9-12	\$ 624	\$ 603	\$ 506	\$ 449	\$ 487	\$ 516	\$ 541	\$ 572	
Concentration Grant (>55% population)									
Maximum - 1.00 ADA, 100% UPP	50%	50%	65%	65%	65%	65%	65%	65%	
Grades TK-3	\$ 4,252	\$ 4,252	\$ 5,808	\$ 6,380	\$ 6,722	\$ 6,993	\$ 7,253	\$ 7,513	
Grades 4-6	\$ 3,909	\$ 3,909	\$ 5,340	\$ 5,866	\$ 6,181	\$ 6,429	\$ 6,668	\$ 6,907	
Grades 7-8	\$ 4,025	\$ 4,025	\$ 5,498	\$ 6,039	\$ 6,364	\$ 6,620	\$ 6,867	\$ 7,112	
Grades 9-12	\$ 4,786	\$ 4,786	\$ 6,537	\$ 7,181	\$ 7,567	\$ 7,871	\$ 8,163	\$ 8,456	
Actual - 1.00 ADA, Local UPP >55% as follows:									
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	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	

Salmon Creek School - A Charter (6110639) - 2022-23 Budget Development		Tuesday, June 21, 2022							
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	
SUMMARY OF FUNDING									
General Assumptions									
COLA & Augmentation	3.26%	0.00%	5.07%	9.85%	5.38%	4.02%	3.72%	3.58%	
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%	
LCFF Entitlement									
Base Grant	\$1,232,786	\$1,232,786	\$1,040,936	\$1,247,947	\$1,342,011	\$1,405,552	\$1,407,954	\$1,437,718	
Grade Span Adjustment	34,331	34,331	37,586	42,550	46,752	48,624	50,448	52,272	
Supplemental Grant	74,558	70,097	60,979	75,648	85,354	89,548	89,342	89,132	
Concentration Grant	-	-	-	-	-	-	-	-	
Add-ons: Targeted Instructional Improvement Block Grant	-	-	-	-	-	-	-	-	
Add-ons: Home-to-School Transportation	-	-	-	-	-	-	-	-	
Add-ons: Small School District Bus Replacement Program	-	-	-	-	-	-	-	-	
Add-ons: Transitional Kindergarten	-	-	-	-	-	-	-	-	
Total LCFF Entitlement Before Adjustments, ERT & Additional State Aid	\$1,341,675	\$1,337,214	\$1,139,501	\$1,366,145	\$1,474,117	\$1,543,724	\$1,547,744	\$1,579,122	
Miscellaneous Adjustments	-	-	-	-	-	-	-	-	
Economic Recovery Target	-	-	-	-	-	-	-	-	
Additional State Aid	-	-	-	-	-	-	-	-	
Total LCFF Entitlement	1,341,675	1,337,214	1,139,501	1,366,145	1,474,117	1,543,724	1,547,744	1,579,122	
LCFF Entitlement Per ADA	\$ 8,539	\$ 8,510	\$ 9,006	\$ 9,902	\$ 10,469	\$ 10,890	\$ 11,295	\$ 11,685	
Components of LCFF By Object Code									
State Aid (Object Code 8011)	\$ 553,189	\$ 518,655	\$ 473,426	\$ 647,399	\$ 710,587	\$ 740,598	\$ 737,133	\$ 745,683	
EPA (for LCFF Calculation purposes)	\$ 132,099	\$ 134,582	\$ 25,306	\$ 32,336	\$ 28,162	\$ 28,350	\$ 27,405	\$ 27,028	
<i>Local Revenue Sources:</i>									
Property Taxes (Object 8021 to 8089)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
In-Lieu of Property Taxes (Object Code 8096)	\$ 656,387	\$ 683,977	\$ 640,769	\$ 686,410	\$ 735,368	\$ 774,776	\$ 783,206	\$ 806,411	
Property Taxes net of In-Lieu	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
TOTAL FUNDING	1,341,675	1,337,214	1,139,501	1,366,145	1,474,117	1,543,724	1,547,744	1,579,122	
Basic Aid Status	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Excess Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
EPA in Excess to LCFF Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total LCFF Entitlement	1,341,675	1,337,214	1,139,501	1,366,145	1,474,117	1,543,724	1,547,744	1,579,122	
SUMMARY OF EPA									
% of Adjusted Revenue Limit - Annual	16.13801139%	70.06785065%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	
% of Adjusted Revenue Limit - P-2	16.08698870%	70.06785065%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	
EPA (for LCFF Calculation purposes)	\$ 132,099	\$ 134,582	\$ 25,306	\$ 32,336	\$ 28,162	\$ 28,350	\$ 27,405	\$ 27,028	
EPA, Current Year (Object Code 8012)	\$ 132,099	\$ 134,582	\$ 25,306	\$ 32,336	\$ 28,162	\$ 28,350	\$ 27,405	\$ 27,028	
(P-2 plus Current Year Accrual)									
EPA, Prior Year Adjustment (Object Code 8019)	\$ (11,551.00)	\$ 1,004.00	\$ (12,344.69)	\$ -	\$ -	\$ -	\$ -	\$ -	
(P-A less Prior Year Accrual)									
Accrual (from Data Entry tab)	-	-	-	-	-	-	-	-	
LCAP PERCENTAGE TO INCREASE OR IMPROVE SERVICES									
Base Grant (Excludes add-ons for TIIG and Transportation)	\$ 1,267,117	\$ 1,267,117	\$ 1,078,522	\$ 1,290,497	\$ 1,388,763	\$ 1,454,176	\$ 1,458,402	\$ 1,489,990	
Supplemental and Concentration Grant funding in the LCAP year	\$ 74,558	\$ 70,097	\$ 60,979	\$ 75,648	\$ 85,354	\$ 89,548	\$ 89,342	\$ 89,132	
Percentage to Increase or Improve Services	5.88%	5.53%	5.65%	5.86%	6.15%	6.16%	6.13%	5.98%	

Salmon Creek School - A Charter (6110639) - 2022-23 Budget Development				Tuesday, June 21, 2022				
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
SUMMARY OF STUDENT POPULATION								
Unduplicated Pupil Population								
Enrollment	166	160	141	146	149	150	145	143
COE Enrollment	-	-	-	-	-	-	-	-
Total Enrollment	166	160	141	146	149	150	145	143
Unduplicated Pupil Count	45	44	43	44	47	46	43	42
COE Unduplicated Pupil Count	-	-	-	-	-	-	-	-
Total Unduplicated Pupil Count	45	44	43	44	47	46	43	42
Rolling %, Supplemental Grant	29.4200%	27.6600%	28.2700%	29.3100%	30.7300%	30.7900%	30.6300%	29.9100%
Rolling %, Concentration Grant	29.4200%	27.6600%	28.2700%	29.3100%	30.7300%	30.7900%	30.6300%	29.9100%
SUMMARY OF LCFF ADA								
Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
LCFF Subtotal	-	-	-	-	-	-	-	-
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	-	-	-	-	-	-	-	-
Prior 3-Year Average ADA (adjusted for +/- current year charter shift)								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
LCFF Subtotal	-	-	-	-	-	-	-	-
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	-	-	-	-	-	-	-	-
Current Year Charter Shift ADA for the Hold Harmless and Prior 3-Year Average								
	-	-	-	-	-	-	-	-
Current Year ADA								
Grades TK-3	42.86	42.86	44.64	46.00	48.00	48.00	48.00	48.00
Grades 4-6	74.12	74.12	53.34	58.00	58.00	58.00	58.00	58.00
Grades 7-8	40.15	40.15	28.55	33.97	34.81	35.75	31.03	29.14
Grades 9-12	-	-	-	-	-	-	-	-
LCFF Subtotal	157.13	157.13	126.53	137.97	140.81	141.75	137.03	135.14
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	157.13	157.13	126.53	137.97	140.81	141.75	137.03	135.14
Change in LCFF ADA (excludes NSS ADA)	157.13	157.13	126.53	137.97	140.81	141.75	137.03	135.14
	Increase	Increase	Increase	Increase	Increase	Increase	Increase	Increase
Funded LCFF ADA for the Hold Harmless								
Grades TK-3	42.86	42.86	44.64	46.00	48.00	48.00	48.00	48.00
Grades 4-6	74.12	74.12	53.34	58.00	58.00	58.00	58.00	58.00
Grades 7-8	40.15	40.15	28.55	33.97	34.81	35.75	31.03	29.14
Grades 9-12	-	-	-	-	-	-	-	-
Subtotal	157.13	157.13	126.53	137.97	140.81	141.75	137.03	135.14
	Current	Current	Current	Current	Current	Current	Current	Current
Funded NSS ADA								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-
	Prior	Prior	Prior	Prior	Prior	Prior	Prior	Prior

Salmon Creek School - A Charter (6110639) - 2022-23 Budget Development		Tuesday, June 21, 2022							
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	
NPS, CDS, & COE Operated									
Grades TK-3	-	-	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	-	-	
Grades 9-12	-	-	-	-	-	-	-	-	
Subtotal	-	-	-	-	-	-	-	-	
ACTUAL ADA (Current Year Only)									
Grades TK-3	42.86	42.86	44.64	46.00	48.00	48.00	48.00	48.00	
Grades 4-6	74.12	74.12	53.34	58.00	58.00	58.00	58.00	58.00	
Grades 7-8	40.15	40.15	28.55	33.97	34.81	35.75	31.03	29.14	
Grades 9-12	-	-	-	-	-	-	-	-	
Total Actual ADA	157.13	157.13	126.53	137.97	140.81	141.75	137.03	135.14	
TOTAL FUNDED ADA									
Grades TK-3	42.86	42.86	44.64	46.00	48.00	48.00	48.00	48.00	
Grades 4-6	74.12	74.12	53.34	58.00	58.00	58.00	58.00	58.00	
Grades 7-8	40.15	40.15	28.55	33.97	34.81	35.75	31.03	29.14	
Grades 9-12	-	-	-	-	-	-	-	-	
Total	157.13	157.13	126.53	137.97	140.81	141.75	137.03	135.14	
<i>Funded Difference (Funded ADA less Actual ADA)</i>	-	-	-	-	-	-	-	-	
FUNDED ADA for the Transitional Kindergarten Add-on									
Current Year TK ADA			-	-	-	-	-	-	
Funded ADA				-	-	-	-	-	

Salmon Creek School - A Charter (6110639) - 2022-23 Budget Development		Tuesday, June 21, 2022							
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	
PER-ADA FUNDING LEVELS									
Base, Supplemental and Concentration Rate per ADA									
Grades TK-3	\$ 9,003	\$ 8,973	\$ 9,440	\$ 10,390	\$ 10,978	\$ 11,420	\$ 11,843	\$ 12,250	
Grades 4-6	\$ 8,278	\$ 8,250	\$ 8,679	\$ 9,553	\$ 10,093	\$ 10,500	\$ 10,887	\$ 11,262	
Grades 7-8	\$ 8,524	\$ 8,495	\$ 8,936	\$ 9,836	\$ 10,393	\$ 10,812	\$ 11,211	\$ 11,597	
Grades 9-12	\$ 10,135	\$ 10,102	\$ 10,626	\$ 11,695	\$ 12,356	\$ 12,855	\$ 13,328	\$ 13,787	
Base Grants									
Grades TK-3	\$ 7,702	\$ 7,702	\$ 8,093	\$ 8,890	\$ 9,368	\$ 9,745	\$ 10,108	\$ 10,470	
Grades 4-6	\$ 7,818	\$ 7,818	\$ 8,215	\$ 9,024	\$ 9,509	\$ 9,891	\$ 10,259	\$ 10,626	
Grades 7-8	\$ 8,050	\$ 8,050	\$ 8,458	\$ 9,291	\$ 9,791	\$ 10,185	\$ 10,564	\$ 10,942	
Grades 9-12	\$ 9,329	\$ 9,329	\$ 9,802	\$ 10,767	\$ 11,346	\$ 11,802	\$ 12,241	\$ 12,679	
Grade Span Adjustment									
Grades TK-3	\$ 801	\$ 801	\$ 842	\$ 925	\$ 974	\$ 1,013	\$ 1,051	\$ 1,089	
Grades 9-12	\$ 243	\$ 243	\$ 255	\$ 280	\$ 295	\$ 307	\$ 318	\$ 330	
Prorated Base, Supplemental and Concentration Rate per ADA									
Grades TK-3	\$ 8,503	\$ 8,503	\$ 8,935	\$ 9,815	\$ 10,342	\$ 10,758	\$ 11,159	\$ 11,559	
Grades 4-6	\$ 7,818	\$ 7,818	\$ 8,215	\$ 9,024	\$ 9,509	\$ 9,891	\$ 10,259	\$ 10,626	
Grades 7-8	\$ 8,050	\$ 8,050	\$ 8,458	\$ 9,291	\$ 9,791	\$ 10,185	\$ 10,564	\$ 10,942	
Grades 9-12	\$ 9,572	\$ 9,572	\$ 10,057	\$ 11,047	\$ 11,641	\$ 12,109	\$ 12,559	\$ 13,009	
Prorated Base Grants									
Grades TK-3	\$ 7,702	\$ 7,702	\$ 8,093	\$ 8,890	\$ 9,368	\$ 9,745	\$ 10,108	\$ 10,470	
Grades 4-6	\$ 7,818	\$ 7,818	\$ 8,215	\$ 9,024	\$ 9,509	\$ 9,891	\$ 10,259	\$ 10,626	
Grades 7-8	\$ 8,050	\$ 8,050	\$ 8,458	\$ 9,291	\$ 9,791	\$ 10,185	\$ 10,564	\$ 10,942	
Grades 9-12	\$ 9,329	\$ 9,329	\$ 9,802	\$ 10,767	\$ 11,346	\$ 11,802	\$ 12,241	\$ 12,679	
Prorated Grade Span Adjustment									
Grades TK-3	\$ 801	\$ 801	\$ 842	\$ 925	\$ 974	\$ 1,013	\$ 1,051	\$ 1,089	
Grades 9-12	\$ 243	\$ 243	\$ 255	\$ 280	\$ 295	\$ 307	\$ 318	\$ 330	
Supplemental Grant									
Maximum - 1.00 ADA, 100% UPP	20%	20%	20%	20%	20%	20%	20%	20%	
Grades TK-3	\$ 1,701	\$ 1,701	\$ 1,787	\$ 1,963	\$ 2,068	\$ 2,152	\$ 2,232	\$ 2,312	
Grades 4-6	\$ 1,564	\$ 1,564	\$ 1,643	\$ 1,805	\$ 1,902	\$ 1,978	\$ 2,052	\$ 2,125	
Grades 7-8	\$ 1,610	\$ 1,610	\$ 1,692	\$ 1,858	\$ 1,958	\$ 2,037	\$ 2,113	\$ 2,188	
Grades 9-12	\$ 1,914	\$ 1,914	\$ 2,011	\$ 2,209	\$ 2,328	\$ 2,422	\$ 2,512	\$ 2,602	
Actual - 1.00 ADA, Local UPP as follows:									
Grades TK-3	29.42%	27.66%	28.27%	29.31%	30.73%	30.79%	30.63%	29.91%	
Grades 4-6	\$ 500	\$ 470	\$ 505	\$ 575	\$ 636	\$ 662	\$ 684	\$ 691	
Grades 7-8	\$ 460	\$ 432	\$ 464	\$ 529	\$ 584	\$ 609	\$ 628	\$ 636	
Grades 9-12	\$ 474	\$ 445	\$ 478	\$ 545	\$ 602	\$ 627	\$ 647	\$ 655	
Grades 9-12	\$ 563	\$ 530	\$ 569	\$ 648	\$ 715	\$ 746	\$ 769	\$ 778	
Concentration Grant (>55% population)									
Maximum - 1.00 ADA, 100% UPP	50%	50%	65%	65%	65%	65%	65%	65%	
Grades TK-3	\$ 4,252	\$ 4,252	\$ 5,808	\$ 6,380	\$ 6,722	\$ 6,993	\$ 7,253	\$ 7,513	
Grades 4-6	\$ 3,909	\$ 3,909	\$ 5,340	\$ 5,866	\$ 6,181	\$ 6,429	\$ 6,668	\$ 6,907	
Grades 7-8	\$ 4,025	\$ 4,025	\$ 5,498	\$ 6,039	\$ 6,364	\$ 6,620	\$ 6,867	\$ 7,112	
Grades 9-12	\$ 4,786	\$ 4,786	\$ 6,537	\$ 7,181	\$ 7,567	\$ 7,871	\$ 8,163	\$ 8,456	
Actual - 1.00 ADA, Local UPP >55% as follows:									
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
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2022-23 Budget

Multi – Year and Assumptions

Object Codes	Prior Fiscal Year			Budget Year			Projection Year			Projection Year			
	2021-22			2022-23			2023-24			2024-25			
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	
COLA (enter percentage)			1.70%			6.56%			5.38%			4.02%	
Gap Funding Rate (enter percentage)						5.07%			2.48%			3.11%	
ADA (the higher of current or prior year)	Harmony	current	57.57		prior	39.69		current	43.47		current	42.53	
Current Year ADA	Salmon Creek		126.53			137.97			140.81			141.75	
ADA for LCFF purposes			184.10			177.66			184.28			184.28	
Revenue													
Local Control Funding Formula	8010-8099	1,937,115	22,350	1,959,465	2,141,335	23,000	2,164,335	2,227,309	23,500	2,250,809	2,293,238	23,500	2,316,738
Basic Aid Supplemental		1,881,917		1,881,917	1,950,000		1,950,000	1,975,000		1,975,000	2,000,000		2,000,000
Federal Revenues	8100-8299	-	391,578	391,578	-	88,500	88,500	-	89,500	89,500	-	89,500	89,500
State Revenues	8300-8599	59,529	429,697	489,226	299,366	467,548	766,914	103,356	400,000	503,356	108,032	400,000	508,032
Local Revenues	8600-8799	41,436	131,561	172,997	47,450	131,566	179,016	51,515	130,000	181,515	61,515	120,000	181,515
Total Revenue		3,919,997	975,186	4,895,183	4,438,151	710,614	5,148,765	4,357,180	643,000	5,000,180	4,462,785	633,000	5,095,785
Expenditures													
Certificated Salaries	1000-1999	1,519,830	229,977	1,749,808	1,418,776	271,635	1,690,411	1,452,547	281,935	1,734,482	1,475,804	288,735	1,764,539
Classified Salaries	2000-2999	693,843	215,214	909,056	803,174	125,155	928,329	736,832	128,405	865,237	744,344	131,655	875,999
Employee Benefits -- Statutory	33xx ; 3501-3699	1,041,803	350,041	1,391,844	1,242,685	314,455	1,557,140	1,185,474	325,000	1,510,474	1,188,314	333,000	1,521,314
Employee Benefits -- STRS	31xx	229,695	233,132	462,826	295,755	230,555	526,310			0			0
Employee Benefits -- PERS	32xx	155,288	22,279	177,567	194,419	15,596	210,015			0			0
Employee Benefits -- Health & Welfare	34xx; 39xx	629,691	94,630	724,321	737,511	68,304	805,815			0			0
Retiree Benefits	37xx	27,130	-	27,130	15,000	-	15,000			0			0
Books and Supplies	4000-4999	145,206	64,399	209,605	147,450	18,010	165,460	146,823	18,910	165,733	154,160	19,860	174,020
Services, Other Operating Expenses	5000-5999	493,503	334,255	827,758	447,982	330,385	778,367	407,972	295,500	703,472	356,271	260,000	616,271
Capital Outlay	6000-6999	-	17,952	17,952		10,500	10,500		10,500	10,500	0	10,500	10,500
Other Outgo	7100-7499	(150)	150	-	(150)	150	0	-150	150	0	-150	150	0
Total Expenditures		3,894,185	1,211,837	5,106,022	4,060,067	1,070,140	5,130,208	3,929,648	1,060,250	4,989,898	3,918,893	1,043,750	4,962,643
Excess (Deficiency)		25,812	(236,651)	(210,839)	378,084	(359,526)	18,557	427,532	(417,250)	10,282	543,892	(410,750)	133,142
* Transfers In	8910-8929	1,764,679		1,764,679	1,745,000		1,745,000	1,745,000		1,745,000	1,730,000		1,730,000
* Transfers Out (enter as negative)	7610-7629	(1,812,549)		(1,812,549)	(1,825,000)		(1,825,000)	(1,825,000)		(1,825,000)	(1,825,000)		(1,825,000)
Other Sources	8930-8979			-			-			-			-
Other Uses (enter as negative)	7630-7699			-			-			-			-
Contributions	8980-8999	(366,000)	366,000	-	(366,000)	366,000	-	(320,000)	320,000	-	(320,000)	320,000	-
Total Transfers/Other Uses		(413,870)	366,000	(47,870)	(446,000)	366,000	(80,000)	(400,000)	320,000	(80,000)	(415,000)	320,000	(95,000)
Net Increase (Decrease)		(388,058)	129,349	(258,709)	(67,916)	6,474	(61,443)	27,532	(97,250)	(69,718)	128,892	(90,750)	38,142
Fund Balance													
Beginning Balance		3,451,211	191,576	3,642,787	3,063,153	320,925	3,384,078	2,995,237	327,399	3,322,635	3,022,768	230,148	3,252,917
Audit Adjustment(s)				-			-			-			-
Net Ending Balance		3,063,153	320,925	3,384,078	2,995,237	327,399	3,322,635	3,022,768	230,148	3,252,917	3,151,660	139,398	3,291,058
Components of Ending Balance:													
Revolving Cash (nonspendable)	9711	500		500	500		500			500			500
Stores (nonspendable)	9712			-			-			-			-
Restricted	9740		320,925	320,925		327,399	327,399		230,148	230,148		139,398	139,398
Committed	9760			-			-			-			-
Stabilization Arrangements (committed)	9750	2,400,000		2,400,000	2,400,000		2,400,000	2,400,000		2,400,000	2,400,000		2,400,000
Assigned	9780	54,043		54,043			-	25,000		25,000			25,000
Reserve for Econ.Uncert. (5% of Exp.)	9789	345,929		345,929	347,730		347,730	340,745		340,745	339,382		339,382
Unassigned/Unappropriated Amount	9790	262,681		262,681	247,007		247,007	256,523		256,523	386,778		386,778
Net Ending Balance		3,063,153	320,925	3,384,078	2,995,237	327,399	3,322,635	3,022,768	230,148	3,252,917	3,151,660	139,398	3,291,058
		enter EUR percentage in the box below		5%	enter EUR percentage in the box below		5%	enter EUR percentage in the box below		5%	enter EUR percentage in the box below		5%
District Reserve for Economic Uncertainties:		345,929		345,929	347,730		347,730	340,745		340,745	339,382		339,382

**HARMONY UNION SCHOOL DISTRICT
2022-23 Budget
Assumptions for Funds 01 and 03**

REVENUE

The 2022-23 Budget is based on LCFF funding for 2022-23 through 2024-25

The Budget includes Education Protection Act funding for all three years:

	2022-23	2023-24	2024-25
Harmony - FUND 01	\$14,949	\$9,345	\$8,874
Salmon Creek - FUND 03	\$32,336	\$28,162	\$28,350
TOTAL EPA @ Budget	\$47,285	\$37,507	\$37,224

ENROLLMENT AND UNDUPLICATED COUNTS

for Harmony Union School District TK - 1		2022-23	2023-24	2024-25
Enrollment		43	41	46
Unduplicated Counts		9	9	10
Pupil Percentage		20.31%	21.09%	21.54%
for Salmon Creek Charter 2 - 8		2022-23	2023-24	2024-25
Enrollment		146	154	150
Unduplicated Counts		44	47	46
Pupil Percentage		29.44%	30.52%	30.44%

ADA

ADA Calculation:		2022-23	2023-24	2024-25
District TK - 1		39.69	43.47	42.525
Charter 2 - 8		137.97	140.805	141.75
		177.66	184.28	184.28

The District configuration for 2022-23 is one classroom per grade; Transitional Kindergarten, Kindergarten and 1st Grade.

The Charter School configuration for 2022-23 is one (1) classroom per grades 2nd through 8th grades.

Enrollment for the District at Budget is 43.

Enrollment for the Charter School, grades 2nd through 8th, is 146.

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	2022-23	2023-24	2024-25
	Budget	382.20	382.20	382.20

COLA

COLA and BRL based on projections from School Services of California and Sonoma County Office of Education.

STRS and PERS

STRS and PERS rates were updated to reflect the increased rates.

Rates for 2022-23 are STRS 19.1% and PERS 25.37%

Rates for 2023-24 are STRS 19.10% and PERS 25.2%

Rates for 2024-25 are STRS 19.10% and PERS 24.6%

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 2022-23 Budget are \$78,772 for out of district transportation and \$33,740 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.

NEGOTIATIONS

**HARMONY UNION SCHOOL DISTRICT
2022-23 Budget
Assumptions for Funds 01 and 03**

2022-23 Negotiations have not settled for Certificated or Classified. The District offered 3% for 2022-23 and 3% for 2023-24 in May 2021.

The District and the Harmony Union Teachers Association settled for the 2021-22 year in April 2022 which included language revisions to the HUTA/HUSD contract, in addition to a recalculated Salary Schedule and 4% increase. The District and CSEA have a one-year settlement for the 2021-22 school year included in this June 21st Board Agenda which include a full salary revision, revisions to all job descriptions and titles, a 4% increase and a "me too" to follow the Certificated Benefits calculation.

HEALTH BENEFITS

For 2022-23, the CAP, which is now based on the Kaiser Single High rate plus Dental, is set at \$925 per month, an increase from 2020-21 of \$66 per month or \$792 per year per employee.

The 2022-23 Kaiser rates have increased 7.7%; while the Blue Shield rates increased 8.17%. The increase in cost of the 2022-23 Health & Welfare Benefits is reflected in the 2022-23 Budgets with 2.5% increase estimates for 2 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.

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 1.7 FTE Classified layoffs and .15 FTE Confidential layoffs planned for the 2023-24 school year.

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

RETIREES

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

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 \$1,745,000 for the 2022-23 school year, \$1,745,000 for the 2023-24 school year and \$1,730,000 for the 2024-25 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 \$15,000 for 2022-23 and 2023-24 is for 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 Budget for 2022-23 through 2024-25. 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 2022-23 Budget 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 Budget must be provided.

BUDGET STABILIZATION

Budget Stabilization: The HUSD Board recognizes that the \$2,400,000 Budget Stabilization is a one-lump sum of money and therefore cannot be connected to any ongoing expenses.

BALANCING SPREADSHEET - General Fund

(complete and submit to SCOE with report)
2022-23 Adopted Budget

Purpose: verify that the Escape revised budget and the Multi-year Projection agree to the LCFF Calculator results

This tab is for a District with internal Fund 03 charter(s)

Harmony

select District name from drop-down

				2021-22	2022-23	2023-24	2024-25	2025-26
LCFF Calculator								
<i>from calculator</i>								
			State Aid	1,007,989	1,170,522	1,235,407	1,263,721	0
			EPA	37,066	47,285	37,507	37,224	0
			Property Taxes	2,729,792	2,850,000	2,975,400	3,106,318	0
			In-Lieu	-1,791,248	-1,901,472	-1,996,005	-2,089,025	0
			<i>subtotal</i>	1,983,599	2,166,335	2,252,309	2,318,238	0
<i>additional items (not in calculator)</i>								
			property tax transfer-spec ed 8097	22,350	23,000	23,500	23,500	0
			basic aid supplemental	1,881,917	1,950,000	1,975,000	2,000,000	0
			basic aid choice	0	0	0	0	0
			prior year , object 8019	0	0	0	0	0
			Fund 01, object 8091, LCFF Transfe	0	0	0	0	0
			other	0	0	0	0	0
			prior year charter overpaid	0	0	-	-	-
			<i>General Fund total</i>	\$3,887,866 ◊	\$4,139,335 ●	\$4,250,809 ◻	\$4,341,738 ▼	\$0 △
Escape								
	<input type="text" value="resource"/>	<input type="text" value="object"/>						
sacs fund 01 + 03	0000	8011	State Aid + choice + supplemental	2,889,906	3,120,522			
sacs fund 01 + 03	1400	8012	EPA	37,066	47,285			
sacs fund 01 + 03	0000/14C	8019	Prior year	0	0			
sacs fund 01 + 03	0000	802x-804x	Property Taxes	2,729,792	2,850,000			
sacs fund 01 + 03	0000	8091	LCFF transfer	0	0			
sacs fund 01 + 03	0000	8096	In-Lieu of Property Tax	-1,791,248	-1,901,472			
			<i>subtotal</i>	3,865,516	4,116,335			
sacs fund 01 + 03	6500	8097	property tax transfer-special educ	22,350	23,000			
			<i>General Fund total</i>	\$3,887,866 ◊	\$4,139,335 ●			
Multi-year Projection								
MYP- sacs fund 01 + 03			LCFF Sources (8010-8099)	3,887,866	4,139,335	4,250,809	4,341,738	0
			LCFF Sources	0	0			
			<i>General Fund total</i>	\$3,887,866 ◊	\$4,139,335 ●	\$4,250,809 ◻	\$4,341,738 ▼	\$0 △

balanced

balanced

balanced

balanced

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1935 Bohemian Highway
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2022-23 Budget

Enrollment Projections

ENROLLMENT ACTUALS AND PROJECTIONS
2022-23 Budget Projection

Grade	Year	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Est.	Est.	Est.
		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
TK		22	17	9	9	6	10	13	7	3	4	8	10	12
K		21	27	23	34	30	20	31	21	15	18	14	18	18
1		22	22	25	19	33	30	20	34	21	21	20	18	15
Total Elementary		65	66	57	62	69	60	64	62	39	43	42	46	45
		0.00%	1.54%	-13.64%	8.77%	11.29%	-13.04%	6.67%	-3.13%	-37.10%	10.26%	-2.33%	9.52%	-2.17%

Grade	Year	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	Est.	Est.	Est.	Est.	Est.
		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2022-23	2022-23
2		20	22	21	25	20	35	32	18	33	19	23	20	18
3		19	24	18	22	25	22	35	27	18	31	22	20	20
4		28	23	24	22	27	28	25	31	25	14	29	22	23
5		24	27	23	27	24	25	24	22	25	22	16	26	22
6		14	23	18	24	31	25	23	25	20	22	24	16	27
7		19	16	27	21	26	31	22	23	19	13	21	24	16
8		24	16	18	27	24	27	29	19	15	20	11	21	24
Total Charter		148	151	149	168	177	193	190	165	155	141	146	149	150
S.C. Middle		0.00%	2.03%	-1.32%	12.75%	5.36%	9.04%	-1.55%	-13.16%	-6.06%	-9.03%	3.55%	2.05%	0.67%
Total Reg Ed		213	217	206	230	246	253	254	227	194	184	188	195	195
		0.00%	1.88%	-5.07%	11.65%	6.96%	2.85%	0.40%	-10.63%	-14.54%	-5.15%	2.17%	3.72%	0.00%

TOTAL DIST.	213	217	206	230	246	253	254	227	194	184	188	195	195
	0.00%	1.88%	-5.07%	11.65%	6.96%	2.85%	0.40%	-10.63%	-14.54%	-18.94%	-17.18%	0.52%	5.98%

Projected ADA: Enrollment x 95%	202.35	206.15	195.70	218.50	233.70	236.56	241.30	215.65	184.30	165.60	178.60	185.25	185.25
	0.03	0	0	0	0.97	0.90	0.90	0.90	0.90	1.00	0.95	0.95	0.95
	202.38	206.15	195.7	218.5	234.67	237.46	242.20	216.55	185.20	166.60	179.55	186.20	186.20
	0.00%	1.88%	-5.07%	11.65%	6.96%	1.22%	2.01%	-10.63%	-14.54%	-23.21%	-17.18%	0.52%	11.87%

ACTUAL Prior Year P-2 ADA	
District	57.57
Spec Ed	1.03
Charter	126.53
TOTAL	185.13

Estimated ADA for 2022-23	
District	39.69
Spec Ed	0.90
Charter	137.97
TOTAL	178.56



Harmony
Union School District

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

2022-23 Budget

FORM A

Average Daily Attendance

Description	2021-22 Estimated Actuals			2022-23 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA						
Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	40.22	40.22	57.57	39.69	39.69	40.22
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA						
Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA						
Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	40.22	40.22	57.57	39.69	39.69	40.22
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class	1.23	1.23	1.23	.90	.90	.90
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	1.23	1.23	1.23	.90	.90	.90
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	41.45	41.45	58.80	40.59	40.59	41.12
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

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

Description	2021-22 Estimated Actuals			2022-23 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools.						
Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA	126.53	126.53	126.53	137.97	137.97	137.97
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LC1						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	126.53	126.53	126.53	137.97	137.97	137.97
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA						
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
7. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LC1						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	0.00	0.00	0.00	0.00	0.00	0.00
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	126.53	126.53	126.53	137.97	137.97	137.97



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1935 Bohemian Highway
Occidental, California, 95465
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www.harmonyusd.org

2022-23 Budget

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 approval of the budget.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

STANDARD: Funded average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the

previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA
3.0%	0 to 300
2.0%	301 to 1,000
1.0%	1,001 and over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):	177.66
District's ADA Standard Percentage Level:	3.0%

1A. Calculating the District's ADA Variances

DATA ENTRY: For the Third, Second, and First Prior Years, enter Estimated Funded ADA in the Original Budget Funded ADA column; enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the Third, Second, and First Prior Years. All other data are extracted.

Fiscal Year	Original Budget Funded ADA (Form A, Lines A4 and C4)	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2019-20)	District Regular	58	58	
	Charter School	157	157	
	Total ADA	215	215	0.1% Met
Second Prior Year (2020-21)	District Regular	58	58	
	Charter School	158	157	
	Total ADA	216	215	0.6% Met
First Prior Year (2021-22)	District Regular	46	58	
	Charter School	155	127	
	Total ADA	201	184	8.4% Not Met
Budget Year (2022-23)	District Regular	40		
	Charter School	138		
	Total ADA	178		

1B. Comparison of District ADA to the Standard

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

- 1a. STANDARD NOT MET - Funded ADA was estimated above the standard for the first prior year. Provide reasons for the overestimate, a description of the methods and assumptions used in projecting funded ADA, and what changes will be made to improve the accuracy of projections in this area.

Explanation:
(required if NOT met)

The District's ADA Standard Percentage Level is above the 3% "met" level as school year 2020-21 was held harmless, including the Charter. In actual numbers, enrollment decreased from 216 to 194 between 2020-21 and 2021-22.

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

Explanation:
(required if NOT met)

2. CRITERION: Enrollment

STANDARD: Projected enrollment has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years

by more than the following percentage levels:

Percentage Level	District ADA
3.0%	0 to 300
2.0%	301 to 1,000
1.0%	1,001 and over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4): 177.7

District's Enrollment Standard Percentage Level: 3.0%

2A. Calculating the District's Enrollment Variances

DATA ENTRY: Enter data in the Enrollment, Budget, column for all fiscal years and in the Enrollment, CBEDS Actual column for the First Prior Year; all other data are extracted or calculated. CBEDS Actual enrollment data preloaded in the District Regular lines will include both District Regular and Charter School enrollment. Districts will need to adjust the District Regular enrollment lines and the Charter School enrollment lines accordingly. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year		Enrollment		Enrollment Variance Level	Status
		Budget	CBEDS Actual	(If Budget is greater than Actual, else N/A)	
Third Prior Year (2019-20)	District Regular	58	613		
	Charter School	179			
	Total Enrollment	237	613	N/A	Met
Second Prior Year (2020-21)	District Regular	39	613		
	Charter School	155			
	Total Enrollment	194	613	N/A	Met
First Prior Year (2021-22)					

	District Regular	43	553		
	Charter School	141			
	Total Enrollment	184	553	N/A	Met
Budget Year (2022-23)					
	District Regular	42			
	Charter School	146			
	Total Enrollment	188			

2B. Comparison of District Enrollment to the Standard

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

- 1a. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

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

Explanation:
(required if NOT met)

3. **CRITERION: ADA to Enrollment**

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the budget year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

3A. Calculating the District's ADA to Enrollment Standard

DATA ENTRY: All data are extracted or calculated. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year		P-2 ADA	Enrollment	Historical Ratio of ADA to Enrollment
		Estimated/Unaudited Actuals	CBEDS Actual	
		(Form A, Lines A4 and C4)	(Criterion 2, Item 2A)	
Third Prior Year (2019-20)	District Regular	58	613	35.0%
	Charter School	157	0	
	Total ADA/Enrollment	215	613	
Second Prior Year (2020-21)	District Regular	58	613	35.0%
	Charter School	157		
	Total ADA/Enrollment	215	613	
First Prior Year (2021-22)	District Regular	40	553	
	Charter School	127		

Total ADA/Enrollment	167	553	30.2%
Historical Average Ratio:			33.4%
District's ADA to Enrollment Standard (historical average ratio plus 0.5%):			33.9%

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

DATA ENTRY: Enter data in the Estimated P-2 ADA column for the two subsequent years. Enter data in the Enrollment column for the two subsequent years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund only, for all fiscal years. All other data are extracted or calculated.

Fiscal Year		Estimated P-2 ADA	Enrollment	Ratio of ADA to Enrollment	Status
		Budget (Form A, Lines A4 and C4)	Budget/Projected (Criterion 2, Item 2A)		
Budget Year (2022-23)	District Regular	40	42	94.5%	Not Met
	Charter School	138	146		
	Total ADA/Enrollment	178	188		
1st Subsequent Year (2023-24)	District Regular	43	46	94.5%	Not Met
	Charter School	141	149		
	Total ADA/Enrollment	184	195		
2nd Subsequent Year (2024-25)	District Regular	43	45	94.5%	Not Met
	Charter School	142	150		
	Total ADA/Enrollment	184	195		

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 is above the standard for one or more of the budget 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)

Per SCOE's suggestion, the District calculated out years using the 94.5% of enrollment to calculate funding on the LCFF Calculator.

4. CRITERION: LCFF Revenue

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

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

For districts funded by necessary small school formulas, projected LCFF revenue has not changed from the prior fiscal year amount by more than the district's gap funding or COLA¹ and its economic recovery target payment, plus or minus one percent.

¹ Districts that are already at or above their LCFF target funding as described in Education Code Section 42238.03(d) receive no gap funding. These districts have a COLA applied to their LCFF target, but their year-over-year revenue increase might be less than the statutory COLA due to certain local factors and components of the funding formula.

4A. District's LCFF Revenue Standard

Indicate which standard applies:

- LCFF Revenue
- Basic Aid
- Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: LCFF Revenue

4A1. Calculating the District's LCFF Revenue Standard

DATA ENTRY: Enter data in Step 1a for the two subsequent fiscal years. All other data is extracted or calculated. Enter data for Steps 2a through 2b1. All other data is calculated.

Note: Due to the full implementation of LCFF, gap funding and the economic recovery target increment payment amounts are no longer applicable.

Projected LCFF Revenue

	Prior Year (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Step 1 - Change in Population				
a. ADA (Funded) (Form A, lines A6 and C4)	185.33	179.09	184.28	184.28
b. Prior Year ADA (Funded)		185.33	179.09	184.28
c. Difference (Step 1a minus Step 1b)		(6.24)	5.19	0.00
d. Percent Change Due to Population (Step 1c divided by Step 1b)		(3.37%)	2.90%	0.00%
Step 2 - Change in Funding Level				
a. Prior Year LCFF Funding		4,114,335.00	4,225,809.00	4,316,738.00
b1. COLA percentage		6.56%	5.38%	4.02%
b2. COLA amount (proxy for purposes of this criterion)		269,900.38	227,348.52	173,532.87
c. Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		6.6%	5.4%	4.0%
Step 3 - Total Change in Population and Funding Level				
(Step 1d plus Step 2c)		3.2%	8.3%	4.0%
LCFF Revenue Standard (Step 3, plus/minus 1%):		2.19% to 4.19%	7.28% to 9.28%	3.02% to 5.02%

4A2. Alternate LCFF Revenue Standard - Basic Aid

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

Basic Aid District Projected LCFF Revenue

	Prior Year (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	2,729,792.00	2,850,000.00	2,975,400.00	3,106,318.00
Percent Change from Previous Year		N/A	N/A	N/A
Basic Aid Standard (percent change from previous year, plus/minus 1%):		N/A	N/A	N/A

4A3. Alternate LCFF Revenue Standard - Necessary Small School

DATA ENTRY: All data are extracted or calculated.

Necessary Small School District Projected LCFF Revenue

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Necessary Small School Standard (COLA Step 2c, plus/minus 1%):	N/A	N/A	N/A

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

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

	Prior Year (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	5,627,218.00	6,017,807.00	6,223,314.00	6,407,263.00
District's Projected Change in LCFF Revenue:		6.94%	3.41%	2.96%
LCFF Revenue Standard		2.19% to 4.19%	7.28% to 9.28%	3.02% to 5.02%
Status:		Not Met	Not Met	Not Met

4C. Comparison of District LCFF Revenue to the Standard

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

- 1a. STANDARD NOT MET - Projected change in LCFF revenue is outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard(s) and a description of the methods and assumptions used in projecting LCFF revenue.

Explanation:

(required if NOT met)

The major variances in LCFF Funding are due to the fluctuation in ADA from year to year and the unforeseen changes in property taxes in West County. Enrollment changes annually due to the District's inter-district transfer students for all grade levels. The District is maintaining enrollment and having to turn away students due to the impact of class size. The District has one class per grade-level. Every grade level is evaluated prior to allowing additional students to enroll that each class. Pathways Charter ADA also affects the amount of LCFF Funding the District receives.

5. CRITERION: Salaries and Benefits

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the budget year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio
	Salaries and Benefits	Total Expenditures	of Unrestricted Salaries and Benefits
	(Form 01, Objects 1000-3999)	(Form 01, Objects 1000-7499)	to Total Unrestricted Expenditures
Third Prior Year (2019-20)	2,987,193.52	3,698,085.69	80.8%
Second Prior Year (2020-21)	3,122,355.77	3,789,546.64	82.4%
First Prior Year (2021-22)	3,255,476.26	3,894,035.45	83.6%
	Historical Average Ratio:		82.3%

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	5.0%	5.0%	5.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	77.3% to 87.3%	77.3% to 87.3%	77.3% to 87.3%

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

DATA ENTRY: If Form MYP exists, Unrestricted Salaries and Benefits, and Total Unrestricted Expenditures data for the 1st and 2nd Subsequent Years will be extracted; if not,

enter data for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Budget - Unrestricted (Resources 0000-1999)		Ratio	Status
	Salaries and Benefits	Total Expenditures	of Unrestricted Salaries and Benefits	
	(Form 01, Objects 1000-3999)	(Form 01, Objects 1000-7499)	to Total Unrestricted Expenditures	
	(Form MYP, Lines B1-B3)	(Form MYP, Lines B1-B8, B10)		

Budget Year (2022-23)	3,464,635.19	4,059,917.19	85.3%	Met
1st Subsequent Year (2023-24)	3,374,853.38	3,929,498.38	85.9%	Met
2nd Subsequent Year (2024-25)	3,408,462.38	3,918,743.38	87.0%	Met

5C. Comparison of District Salaries and Benefits Ratio to the Standard

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

- 1a. STANDARD MET - Ratio of total unrestricted salaries and benefits to total unrestricted expenditures has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the percentage change in population and the funded cost-of-living adjustment (COLA) plus or minus ten percent.

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

6A. Calculating the District's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	3.19%	8.28%	4.02%
2. District's Other Revenues and Expenditures			
Standard Percentage Range (Line 1, plus/minus 10%):	-6.81% to 13.19%	-1.72% to 18.28%	-5.98% to 14.02%
3. District's Other Revenues and Expenditures			
Explanation Percentage Range (Line 1, plus/minus 5%):	-1.81% to 8.19%	3.28% to 13.28%	-0.98% to 9.02%

6B. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range (Section 6A, Line 3)

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

years. All other data are extracted or calculated.

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

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
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Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)

First Prior Year (2021-22)	391,578.00		
Budget Year (2022-23)	88,500.00	(77.40%)	Yes
1st Subsequent Year (2023-24)	89,500.00	1.13%	Yes
2nd Subsequent Year (2024-25)	89,500.00	0.00%	No

Explanation:
(required if Yes)

The District has received COVID funds outside the typical Federal funds the last two years. The District does not expect to receive any COVID funding in budget years 2023-24 or 2024-25.

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

First Prior Year (2021-22)	489,226.10		
Budget Year (2022-23)	766,914.00	56.76%	Yes
1st Subsequent Year (2023-24)	503,356.00	(34.37%)	Yes
2nd Subsequent Year (2024-25)	508,032.00	.93%	No

Explanation:
(required if Yes)

The District has added \$266,490 (\$1,500xADA) in Concentration Block Grant funds provided by the State Budget per Governor Newsom. This Block Grant is not continued in out years.

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

First Prior Year (2021-22)	172,997.00		
Budget Year (2022-23)	179,016.00	3.48%	No
1st Subsequent Year (2023-24)	181,515.00	1.40%	Yes
2nd Subsequent Year (2024-25)	181,515.00	0.00%	No

Explanation:
(required if Yes)

The District may receive an increase of funds in rent due to the District managing the Occidental Community Center thus collecting funding to do so.

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

First Prior Year (2021-22)	209,604.78		
Budget Year (2022-23)	165,460.00	(21.06%)	Yes
1st Subsequent Year (2023-24)	165,733.00	.16%	Yes
2nd Subsequent Year (2024-25)	174,020.00	5.00%	No

Explanation:
(required if Yes)

The District expects to see a decrease in materials and supplies as in 2021-22 extra funding went to creating music, science and art programs. These programs should now have minimal purchases in out years. Due to inflation, the District does expect to see a 5% increase to typical spending in out years.

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

First Prior Year (2021-22)	827,757.84		
Budget Year (2022-23)	778,367.00	(5.97%)	Yes
1st Subsequent Year (2023-24)	703,472.00	(9.62%)	Yes
2nd Subsequent Year (2024-25)	616,271.00	(12.40%)	Yes

Explanation:
(required if Yes)

Budget year 2022-23 will have 1 less special education student. Budget year 2023-24 will have 1 less special education student, as will budget year 2024-25.

6C. Calculating the District's Change in Total Operating Revenues and Expenditures (Section 6A, Line 2)

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
Total Federal, Other State, and Other Local Revenue (Criterion 6B)			
First Prior Year (2021-22)	1,053,801.10		
Budget Year (2022-23)	1,034,430.00	(1.84%)	Met
1st Subsequent Year (2023-24)	774,371.00	(25.14%)	Not Met
2nd Subsequent Year (2024-25)	779,047.00	.60%	Met
Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)			
First Prior Year (2021-22)	1,037,362.62		
Budget Year (2022-23)	943,827.00	(9.02%)	Not Met
1st Subsequent Year (2023-24)	869,205.00	(7.91%)	Not Met
2nd Subsequent Year (2024-25)	790,291.00	(9.08%)	Not Met

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

DATA ENTRY: Explanations are linked from Section 6B if the status in Section 6C is not met; no entry is allowed below.

- 1a. STANDARD NOT MET - Projected total operating revenues have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:
Federal Revenue
(linked from 6B
if NOT met)

The District has received COVID funds outside the typical Federal funds the last two years. The District does not expect to receive any COVID funding in budget years 2023-24 or 2024-25.

Explanation:
Other State Revenue
(linked from 6B
if NOT met)

The District has added \$266,490 (\$1,500xADA) in Concentration Block Grant funds provided by the State Budget per Governor Newsom. This Block Grant is not continued in out years.

Explanation:
Other Local Revenue
(linked from 6B
if NOT met)

The District may receive an increase of funds in rent due to the District managing the Occidental Community Center thus collecting funding to do so.

- 1b. STANDARD NOT MET - Projected total operating expenditures have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating expenditures within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:
Books and Supplies
(linked from 6B
if NOT met)

The District expects to see a decrease in materials and supplies as in 2021-22 extra funding went to creating music, science and art programs. These programs should now have minimal purchases in out years. Due to inflation, the District does expect to see a 5% increase to typical spending in out years.

Explanation:
Services and Other Exps
(linked from 6B
if NOT met)

Budget year 2022-23 will have 1 less special education student. Budget year 2023-24 will have 1 less special education student, as will budget year 2024-25.

7. **CRITERION: Facilities Maintenance**

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

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

NOTE: EC Section 17070.75 requires the district to deposit into the account a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year. Statute excludes the following resource codes from the total general fund expenditures calculation: 3210, 3212, 3213, 3214, 3215, 3216, 3218, 3219, 5316, 7027, and 7690.

DATA ENTRY: Click the appropriate Yes or No button for special education local plan area (SELPA) administrative units (AUs); all other data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

1. a. For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation?

b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D)
(Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)

2. Ongoing and Major Maintenance/Restricted Maintenance Account

a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999, exclude resources 3210, 3212, 3213, 3214, 3215, 3216, 3218, 3219, 5316, 7027, and 7690)

b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No) 3% Required Budgeted Contribution¹

c. Net Budgeted Expenditures and Other Financing Uses	Minimum Contribution	to the Ongoing and Major	
	(Line 2c times 3%)	Maintenance Account	Status
	6,749,530.92	202,485.93	36,000.00
			Not Met

¹ Fund 01, Resource 8150, Objects 8900-8999

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

<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 reserves¹ as a percentage of total expenditures and other financing uses² in two out of three prior fiscal years.

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

DATA ENTRY: All data are extracted or calculated.

	Third Prior Year (2019-20)	Second Prior Year (2020-21)	First Prior Year (2021-22)
1. District's Available Reserve Amounts (resources 0000-1999)			
a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	2,400,000.00	0.00
b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	0.00	0.00	0.00
c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	3,571,714.88	1,035,599.77	3,058,322.53
d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	(16,917.75)	0.00	0.00
e. Available Reserves (Lines 1a through 1d)	3,554,797.13	3,435,599.77	3,058,322.53
2. Expenditures and Other Financing Uses			
a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	7,178,794.64	7,153,831.75	6,918,571.24
b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)			0.00

c. Total Expenditures and Other Financing Uses
(Line 2a plus Line 2b)

3. District's Available Reserve Percentage
(Line 1e divided by Line 2c)

7,178,794.64	7,153,831.75	6,918,571.24
49.5%	48.0%	44.2%

District's Deficit Spending Standard Percentage Levels
(Line 3 times 1/3):

16.5%	16.0%	14.7%
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¹Available reserves are the unrestricted amounts in the Stabilization Arrangement, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

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

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000-7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2019-20)	(61,894.06)	6,165,085.69	1.0%	Met
Second Prior Year (2020-21)	(79,175.76)	6,033,056.64	1.3%	Met
First Prior Year (2021-22)	(387,908.30)	5,706,584.22	6.8%	Met
Budget Year (2022-23) (Information only)	(67,766.19)	5,884,917.19		

8C. Comparison of District Deficit Spending to the Standard

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

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

Explanation:
(required if NOT met)

9. CRITERION: Fund Balance

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

Percentage Level ¹	District ADA
1.7%	0 to 300
1.3%	301 to 1,000
1.0%	1,001 to 30,000
0.7%	30,001 to 400,000
0.3%	400,001 and over

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

District Estimated P-2 ADA (Form A, Lines A6 and C4):

District's Fund Balance Standard Percentage Level:

9A. Calculating the District's Unrestricted General Fund Beginning Balance Percentages

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

Fiscal Year	Unrestricted General Fund Beginning Balance ² (Form 01, Line F1e, Unrestricted Column)		Beginning Fund Balance	Status
	Original Budget	Estimated/Unaudited Actuals	Variance Level (If overestimated, else N/A)	
Third Prior Year (2019-20)	3,479,975.33	3,634,108.94	N/A	Met
Second Prior Year (2020-21)	3,307,394.10	3,530,386.88	N/A	Met
First Prior Year (2021-22)	3,125,684.00	3,451,211.12	N/A	Met
Budget Year (2022-23) (Information only)	3,063,302.82			

² Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

9B. Comparison of District Unrestricted Beginning Fund Balance to the Standard

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

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

Explanation:
(required if NOT met)

10. CRITERION: Reserves

STANDARD: Available reserves¹ for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts² as applied to total expenditures and other financing uses³:

DATA ENTRY: Budget Year data are extracted. If Form MYP exists, 1st and 2nd Subsequent Year data will be extracted. If not, enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA
5% or \$75,000 (greater of)	0 to 300
4% or \$75,000 (greater of)	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 400,000
1%	400,001 and over

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

² Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment, as referenced in Education Code Section 42238.02, rounded to the nearest thousand.

³ A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	178	184	184
District's Reserve Standard Percentage Level:	5%	5%	5%

10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

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

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

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?
2. If you are the SELPA AU and are excluding special education pass-through funds:
 - a. Enter the name(s) of the SELPA(s): Sonoma County SELPA

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)	0.00		

10B. Calculating the District's Reserve Standard

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

All other data are extracted or calculated.

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	6,955,207.54	6,814,898.41	6,787,643.41
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)	6,955,207.54	6,814,898.41	6,787,643.41
4. Reserve Standard Percentage Level	5%	5%	5%
5. Reserve Standard - by Percent (Line B3 times Line B4)	347,760.38	340,744.92	339,382.17
6. Reserve Standard - by Amount (\$75,000 for districts with 0 to 1,000 ADA, else 0)	75,000.00	75,000.00	75,000.00
7. District's Reserve Standard (Greater of Line B5 or Line B6)	347,760.38	340,744.92	339,382.17

10C. Calculating the District's Budgeted Reserve Amount

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

All other data are extracted or calculated.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00	2,400,000.00	2,400,000.00
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	0.00	0.00	0.00
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	2,995,536.63	598,218.25	727,259.87
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	(5,676.62)	(6,734.76)	(6,734.76)
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	0.00		
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00		
8. District's Budgeted Reserve Amount (Lines C1 thru C7)	2,989,860.01	2,991,483.49	3,120,525.11
9. District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	42.99%	43.90%	45.97%

District's Reserve Standard			
(Section 10B, Line 7):	347,760.38	340,744.92	339,382.17
Status:	Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

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

- 1a. STANDARD MET - Projected available reserves have met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

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

S1. Contingent Liabilities

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

No

- 1b. If Yes, identify the liabilities and how they may impact the budget:

S2. Use of One-time Revenues for Ongoing Expenditures

- 1a. Does your district have ongoing general fund expenditures in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources?

No

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

S3. Use of Ongoing Revenues for One-time Expenditures

- 1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues?

No

- 1b. If Yes, identify the expenditures:

S4. Contingent Revenues

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

No

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

S5. Contributions

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

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

Estimate the impact of any capital projects on the general fund operational budget.

District's Contributions and Transfers Standard:

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

S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund

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

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
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1a. **Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)**

First Prior Year (2021-22)	(330,000.00)			
Budget Year (2022-23)	(330,000.00)	0.00	0.0%	Met
1st Subsequent Year (2023-24)	(320,000.00)	(10,000.00)	(3.0%)	Met
2nd Subsequent Year (2024-25)	(320,000.00)	0.00	0.0%	Met

1b. **Transfers In, General Fund ***

First Prior Year (2021-22)	1,764,678.77			
Budget Year (2022-23)	1,745,000.00	(19,678.77)	(1.1%)	Met
1st Subsequent Year (2023-24)	1,745,000.00	0.00	0.0%	Met
2nd Subsequent Year (2024-25)	1,730,000.00	(15,000.00)	(.9%)	Met

1c. **Transfers Out, General Fund ***

First Prior Year (2021-22)	1,812,548.77			
Budget Year (2022-23)	1,825,000.00	12,451.23	.7%	Met
1st Subsequent Year (2023-24)	1,825,000.00	0.00	0.0%	Met
2nd Subsequent Year (2024-25)	1,825,000.00	0.00	0.0%	Met

1d. **Impact of Capital Projects**

Do you have any capital projects that may impact the general fund operational budget?

No

* Include transfers used to cover operating deficits in either the general fund or any other fund.

S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for item 1d.

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

Explanation:

(required if NOT met)

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

Explanation:

(required if NOT met)

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

Explanation:

(required if NOT met)

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

Project Information:

(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments¹ and their annual required payments for the budget year and two subsequent fiscal years. Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.

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

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

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

1. Does your district have long-term (multiyear) commitments?

(If No, skip item 2 and Sections S6B and S6C)

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

of
Years

SACS Fund and Object Codes Used For:

Principal
Balance

Type of Commitment	Remaining	Funding Sources (Revenues)	Debt Service (Expenditures)	as of July 1, 2022
Leases				
Certificates of Participation				
General Obligation Bonds	29	General Obligation Bond	Fund 51	8,716,900
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				

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

TOTAL:				8,716,900

Type of Commitment (continued)	Prior Year (2021-22) Annual Payment (P & I)	Budget Year (2022-23) Annual Payment (P & I)	1st Subsequent Year (2023-24) Annual Payment (P & I)	2nd Subsequent Year (2024-25) Annual Payment (P & I)
Leases				
Certificates of Participation				
General Obligation Bonds	618,100	564,725	350,975	349,975
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
Total Annual Payments:	618,100	564,725	350,975	349,975
Has total annual payment increased over prior year (2021-22)?		No	No	No

S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

1a. No - Annual payments for long-term commitments have not increased in one or more of the budget and two subsequent fiscal years.

Explanation:

(required if Yes
to increase in total
annual payments)

S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments

DATA ENTRY: Click the appropriate Yes or No button in item 1; if Yes, an explanation is required in item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.

Explanation:
(required if Yes)

S7. Unfunded Liabilities

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

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

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

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

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

Yes

2. For the district's OPEB:
a. Are they lifetime benefits?

No

- b. Do benefits continue past age 65?

No

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

Full-time unit members hired prior to the 1997-98 school year who are eligible to retire according to the rules and regulations of the State Teachers Retirement System shall receive health and welfare benefits at the Kaiser Single High Rate plus Dental on the date of their retirement until age 65 or until Medi-Care is available or until the retiree is able to receive equal health and welfare from other employment based on whichever conditions shall occur first. Part-time unit members shall be eligible for prorated benefits.

3	a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method?	Actuarial	
	b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or governmental fund	Self-Insurance Fund	Governmental Fund
		0	0

4.	OPEB Liabilities	
	a. Total OPEB liability	816,864.00
	b. OPEB plan(s) fiduciary net position (if applicable)	15,000.00
	c. Total/Net OPEB liability (Line 4a minus Line 4b)	801,864.00
	d. Is total OPEB liability based on the district's estimate or an actuarial valuation?	Actuarial
	e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation	Jun 30, 2021

		Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
5.	OPEB Contributions			
	a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method	0.00	0.00	0.00
	b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)	15,000.00	15,000.00	0.00
	c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)	0.00	0.00	0.00
	d. Number of retirees receiving OPEB benefits	1.00	1.00	0.00

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

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

1	Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip items 2-4)	No
---	--	----

2	Describe each self-insurance program operated by the district, including details for each such as level of risk retained, funding approach, basis for valuation (district's estimate or actuarial), and date of the valuation:	
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3. Self-Insurance Liabilities
- a. Accrued liability for self-insurance programs
 - b. Unfunded liability for self-insurance programs

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

S8. Status of Labor Agreements

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

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

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the district governing board and superintendent.

S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim)	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2021-22)	(2022-23)	(2023-24)	(2024-25)
Number of certificated (non-management) full - time - equivalent(FTE) positions	16.8	15	15	15

Certificated (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

--

Negotiations Settled

- 2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:
- 2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

--	--

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

--	--

4. Period covered by the agreement:

Begin Date:		End Date:	
-------------	--	-----------	--

5. Salary settlement:

	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2022-23)	(2023-24)	(2024-25)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			

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

	16048.57
--	----------

	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2022-23)	(2023-24)	(2024-25)
7. Amount included for any tentative salary schedule increases	48145.71	95304.53	30865.66

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

	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2022-23)	(2023-24)	(2024-25)
1. Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2. Total cost of H&W benefits	315929	323827.23	331922.91
3. Percent of H&W cost paid by employer	93.0%	93.0%	93.0%
4. Percent projected change in H&W cost over prior year	2.5%	2.5%	2.5%

Certificated (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?

No		
----	--	--

If Yes, amount of new costs included in the budget and MYPs

--	--	--

If Yes, explain the nature of the new costs:

Certificated (Non-management) Step and Column Adjustments

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1. Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2. Cost of step & column adjustments			
3. Percent change in step & column over prior year			

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

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1. Are savings from attrition included in the budget and MYPs?	Yes	Yes	Yes
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	No	No	No

Certificated (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

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

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Number of classified(non - management) FTE positions	21	17	15	15

Classified (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Negotiations Settled

2a.	Per Government Code Section 3547.5(a), date of public disclosure board meeting:							
2b.	Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official? If Yes, date of Superintendent and CBO certification:							
3.	Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement? If Yes, date of budget revision board adoption:							
4.	Period covered by the agreement:	<table border="0" style="width: 100%;"> <tr> <td style="text-align: right;">Begin Date:</td> <td style="width: 150px;"></td> <td style="text-align: left;">End Date:</td> <td style="width: 150px;"></td> </tr> </table>	Begin Date:		End Date:			
Begin Date:		End Date:						
5.	Salary settlement:	<table border="0" style="width: 100%;"> <tr> <td style="text-align: center;">Budget Year</td> <td style="text-align: center;">1st Subsequent Year</td> <td style="text-align: center;">2nd Subsequent Year</td> </tr> <tr> <td style="text-align: center;">(2022-23)</td> <td style="text-align: center;">(2023-24)</td> <td style="text-align: center;">(2024-25)</td> </tr> </table>	Budget Year	1st Subsequent Year	2nd Subsequent Year	(2022-23)	(2023-24)	(2024-25)
Budget Year	1st Subsequent Year	2nd Subsequent Year						
(2022-23)	(2023-24)	(2024-25)						
	Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?							

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	7351.71						
		<table border="0" style="width: 100%;"> <tr> <td style="text-align: center;">Budget Year</td> <td style="text-align: center;">1st Subsequent Year</td> <td style="text-align: center;">2nd Subsequent Year</td> </tr> <tr> <td style="text-align: center;">(2022-23)</td> <td style="text-align: center;">(2023-24)</td> <td style="text-align: center;">(2024-25)</td> </tr> </table>	Budget Year	1st Subsequent Year	2nd Subsequent Year	(2022-23)	(2023-24)	(2024-25)
Budget Year	1st Subsequent Year	2nd Subsequent Year						
(2022-23)	(2023-24)	(2024-25)						
7.	Amount included for any tentative salary schedule increases	<table border="0" style="width: 100%;"> <tr> <td style="text-align: center;">22055.13</td> <td style="text-align: center;">25000</td> <td style="text-align: center;">0</td> </tr> </table>	22055.13	25000	0			
22055.13	25000	0						

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

Budget Year	1st Subsequent Year	2nd Subsequent Year
(2022-23)	(2023-24)	(2024-25)

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

Yes	Yes	Yes
234707	240574.68	246589.05
97.6%	97.6%	97.6%
2.5%	2.5%	2.5%

Classified (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

No		
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Classified (Non-management) Step and Column Adjustments

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

Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)

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

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

Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)

Classified (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):

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

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

Prior Year (2nd Interim)	Budget Year	1st Subsequent Year	2nd Subsequent Year
--------------------------	-------------	---------------------	---------------------

	(2021-22)	(2022-23)	(2023-24)	(2024-25)
Number of management, supervisor, and confidential FTE positions	3	3	3	3

Management/Supervisor/Confidential

Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

--

If n/a, skip the remainder of Section S8C.

Negotiations Settled

2. Salary settlement:	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2022-23)	(2023-24)	(2024-25)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits	3389.24		
	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2022-23)	(2023-24)	(2024-25)
4. Amount included for any tentative salary schedule increases	19656	10755	10755

Management/Supervisor/Confidential

Health and Welfare (H&W) Benefits

	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2022-23)	(2023-24)	(2024-25)
1. Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2. Total cost of H&W benefits	69024	70750	72518
3. Percent of H&W cost paid by employer	92.2%	92.2%	92.2%
4. Percent projected change in H&W cost over prior year	2.5%	2.5%	2.5%

Management/Supervisor/Confidential

Step and Column Adjustments

	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2022-23)	(2023-24)	(2024-25)
1. Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2. Cost of step and column adjustments	8965	9189	9418

3.	Percent change in step & column over prior year	2.5%	2.5%	2.5%
Management/Supervisor/Confidential		Budget Year	1st Subsequent Year	2nd Subsequent Year
Other Benefits (mileage, bonuses, etc.)		(2022-23)	(2023-24)	(2024-25)
1.	Are costs of other benefits included in the budget and MYPs?	No	No	No
2.	Total cost of other benefits			
3.	Percent change in cost of other benefits over prior year			

S9. Local Control and Accountability Plan (LCAP)

Confirm that the school district's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.
DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

1. Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?	Yes
2. Adoption date of the LCAP or an update to the LCAP.	Jun 22, 2022

S10. LCAP Expenditures

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.
DATA ENTRY: Click the appropriate Yes or No button.

Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?	Yes
---	-----

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review. DATA ENTRY: Click the appropriate Yes or No button for items A1 through A9 except item A3, which is automatically completed based on data in Criterion 2.

A1.	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	No
A2.	Is the system of personnel position control independent from the payroll system?	No
A3.	Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Yes or No)	Yes
A4.	Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?	No
A5.	Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	No
A6.	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	No
A7.	Is the district's financial system independent of the county office system?	No
A8.	Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education)	No
A9.	Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?	No

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

Comments: The District's 2022-23 Budget includes a 4% raise for the Superintendent as the Superintendent is currently negotiating their 2022-2025 contract.

Harmony Union Elementary
Sonoma County

Budget, July 1
General Fund
School District Criteria and Standards Review

49 70730 0000000
Form 01CS
D8BWCSCKCN(2022-23)

(optional)

End of School District Budget Criteria and Standards Review



Harmony
Union School District

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

2022-23 Budget

FORM 01

General Fund Summary

Unrestricted/Restricted

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	3,819,032.00	22,350.00	3,841,382.00	4,091,335.00	23,000.00	4,114,335.00	7.1%
2) Federal Revenue		8100-8299	0.00	391,578.00	391,578.00	0.00	88,500.00	88,500.00	-77.4%
3) Other State Revenue		8300-8599	59,529.15	429,696.95	489,226.10	299,366.00	467,548.00	766,914.00	56.8%
4) Other Local Revenue		8600-8799	41,436.00	131,561.00	172,997.00	47,450.00	131,566.00	179,016.00	3.5%
5) TOTAL, REVENUES			3,919,997.15	975,185.95	4,895,183.10	4,438,151.00	710,614.00	5,148,765.00	5.2%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	1,519,830.32	229,977.34	1,749,807.66	1,418,776.31	271,634.69	1,690,411.00	-3.4%
2) Classified Salaries		2000-2999	693,842.69	215,213.50	909,056.19	803,174.07	125,155.34	928,329.41	2.1%
3) Employee Benefits		3000-3999	1,041,803.25	350,040.75	1,391,844.00	1,242,684.81	314,455.32	1,557,140.13	11.9%
4) Books and Supplies		4000-4999	145,205.95	64,398.83	209,604.78	147,450.00	18,010.00	165,460.00	-21.1%
5) Services and Other Operating Expenditures		5000-5999	493,503.24	334,254.60	827,757.84	447,982.00	330,385.00	778,367.00	-6.0%
6) Capital Outlay		6000-6999	0.00	17,952.00	17,952.00	0.00	10,500.00	10,500.00	-41.5%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(150.00)	150.00	0.00	(150.00)	150.00	0.00	0.0%
9) TOTAL, EXPENDITURES			3,894,035.45	1,211,987.02	5,106,022.47	4,059,917.19	1,070,290.35	5,130,207.54	0.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			25,961.70	(236,801.07)	(210,839.37)	378,233.81	(359,676.35)	18,557.46	-108.8%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	1,764,678.77	0.00	1,764,678.77	1,745,000.00	0.00	1,745,000.00	-1.1%
b) Transfers Out		7600-7629	1,812,548.77	0.00	1,812,548.77	1,825,000.00	0.00	1,825,000.00	0.7%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(366,000.00)	366,000.00	0.00	(366,000.00)	366,000.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(413,870.00)	366,000.00	(47,870.00)	(446,000.00)	366,000.00	(80,000.00)	67.1%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(387,908.30)	129,198.93	(258,709.37)	(67,766.19)	6,323.65	(61,442.54)	-76.3%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	3,451,211.12	191,575.92	3,642,787.04	3,063,302.82	320,774.85	3,384,077.67	-7.1%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,451,211.12	191,575.92	3,642,787.04	3,063,302.82	320,774.85	3,384,077.67	-7.1%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,451,211.12	191,575.92	3,642,787.04	3,063,302.82	320,774.85	3,384,077.67	-7.1%
2) Ending Balance, June 30 (E + F1e)			3,063,302.82	320,774.85	3,384,077.67	2,995,536.63	327,098.50	3,322,635.13	-1.8%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	500.00	0.00	500.00	0.00	0.00	0.00	-100.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	4,480.29	939.99	5,420.28	0.00	0.00	0.00	-100.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	319,834.86	319,834.86	0.00	332,775.12	332,775.12	4.0%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	3,058,322.53	0.00	3,058,322.53	2,995,536.63	(5,676.62)	2,989,860.01	-2.2%
G. ASSETS									
1) Cash									
a) in County Treasury		9110	3,307,472.01	252,362.90	3,559,834.91				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	500.00	0.00	500.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
3) Accounts Receivable		9200	0.00	0.00	0.00				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	4,480.29	939.99	5,420.28				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) TOTAL, ASSETS			3,312,452.30	253,302.89	3,565,755.19				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	(1,232.54)	0.00	(1,232.54)				
2) Due to Grantor Governments		9590	0.00	27.99	27.99				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			(1,232.54)	27.99	(1,204.55)				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			3,313,684.84	253,274.90	3,566,959.74				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	2,860,224.00	0.00	2,860,224.00	3,120,522.00	0.00	3,120,522.00	9.1%
Education Protection Account State Aid - Current Year		8012	37,202.00	0.00	37,202.00	47,285.00	0.00	47,285.00	27.1%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	14,267.00	0.00	14,267.00	15,000.00	0.00	15,000.00	5.1%
Timber Yield Tax		8022	2,000.00	0.00	2,000.00	2,000.00	0.00	2,000.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	2,631,978.00	0.00	2,631,978.00	2,751,000.00	0.00	2,751,000.00	4.5%
Unsecured Roll Taxes		8042	81,547.00	0.00	81,547.00	82,000.00	0.00	82,000.00	0.6%
Prior Years' Taxes		8043	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8044	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			5,627,218.00	0.00	5,627,218.00	6,017,807.00	0.00	6,017,807.00	6.9%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	(25,000.00)		(25,000.00)	(25,000.00)		(25,000.00)	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	(1,783,186.00)	0.00	(1,783,186.00)	(1,901,472.00)	0.00	(1,901,472.00)	6.6%
Property Taxes Transfers		8097	0.00	22,350.00	22,350.00	0.00	23,000.00	23,000.00	2.9%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			3,819,032.00	22,350.00	3,841,382.00	4,091,335.00	23,000.00	4,114,335.00	7.1%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	24,043.00	24,043.00	0.00	21,000.00	21,000.00	-12.7%
Special Education Discretionary Grants		8182	0.00	1,599.00	1,599.00	0.00	0.00	0.00	-100.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		29,969.00	29,969.00		30,000.00	30,000.00	0.1%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		3,695.00	3,695.00		3,500.00	3,500.00	-5.3%
Title III, Part A, Immigrant Student Program	4201	8290		0.00	0.00		0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290		0.00	0.00		0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3040, 3045, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290		10,000.00	10,000.00		10,000.00	10,000.00	0.0%
Career and Technical Education	3500-3599	8290		0.00	0.00		0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	322,272.00	322,272.00	0.00	24,000.00	24,000.00	-92.6%
TOTAL, FEDERAL REVENUE			0.00	391,578.00	391,578.00	0.00	88,500.00	88,500.00	-77.4%
OTHER STATE REVENUE									
Other State Apportionments									
ROC/P Entitlement									
Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan									
Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	4,592.00	0.00	4,592.00	3,917.00	0.00	3,917.00	-14.7%
Lottery - Unrestricted and Instructional Materials		8560	26,400.15	3,918.95	30,319.10	28,959.00	11,548.00	40,507.00	33.6%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from									
State Sources									
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		0.00	0.00		0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		0.00	0.00		0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	28,537.00	425,778.00	454,315.00	266,490.00	456,000.00	722,490.00	59.0%
TOTAL, OTHER STATE REVENUE			59,529.15	429,696.95	489,226.10	299,366.00	467,548.00	766,914.00	56.8%
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	15,700.00	0.00	15,700.00	16,500.00	0.00	16,500.00	5.1%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	25,736.00	1,505.00	27,241.00	30,950.00	1,510.00	32,460.00	19.2%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		130,056.00	130,056.00		130,056.00	130,056.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			41,436.00	131,561.00	172,997.00	47,450.00	131,566.00	179,016.00	3.5%
TOTAL, REVENUES			3,919,997.15	975,185.95	4,895,183.10	4,438,151.00	710,614.00	5,148,765.00	5.2%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	1,418,690.16	151,215.34	1,569,905.50	1,238,776.31	271,634.69	1,510,411.00	-3.8%
Certificated Pupil Support Salaries		1200	0.00	18,166.00	18,166.00	0.00	0.00	0.00	-100.0%
Certificated Supervisors' and Administrators' Salaries		1300	101,140.16	60,596.00	161,736.16	180,000.00	0.00	180,000.00	11.3%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			1,519,830.32	229,977.34	1,749,807.66	1,418,776.31	271,634.69	1,690,411.00	-3.4%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	354,691.72	173,060.50	527,752.22	401,692.63	125,155.34	526,847.97	-0.2%
Classified Support Salaries		2200	109,492.56	0.00	109,492.56	138,956.40	0.00	138,956.40	26.9%
Classified Supervisors' and Administrators' Salaries		2300	96,961.20	0.00	96,961.20	103,865.00	0.00	103,865.00	7.1%
Clerical, Technical and Office Salaries		2400	132,697.21	0.00	132,697.21	158,660.04	0.00	158,660.04	19.6%
Other Classified Salaries		2900	0.00	42,153.00	42,153.00	0.00	0.00	0.00	-100.0%
TOTAL, CLASSIFIED SALARIES			693,842.69	215,213.50	909,056.19	803,174.07	125,155.34	928,329.41	2.1%
EMPLOYEE BENEFITS									
STRS		3101-3102	229,694.63	233,131.85	462,826.48	295,755.12	230,555.24	526,310.36	13.7%
PERS		3201-3202	155,287.72	22,279.03	177,566.75	194,418.80	15,596.14	210,014.94	18.3%
OASDI/Medicare/Alternative		3301-3302	83,300.97	13,497.55	96,798.52	145,780.79	12,522.18	158,302.97	63.5%
Health and Welfare Benefits		3401-3402	488,479.11	75,430.87	563,909.98	531,796.22	51,926.72	583,722.94	3.5%
Unemployment Insurance		3501-3502	18,737.67	1,828.30	20,565.97	14,016.89	1,374.39	15,391.28	-25.2%
Workers' Compensation		3601-3602	27,455.07	3,873.15	31,328.22	37,252.91	2,480.65	39,733.56	26.8%
OPEB, Allocated		3701-3702	27,130.00	0.00	27,130.00	15,000.00	0.00	15,000.00	-44.7%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	11,718.08	0.00	11,718.08	8,664.08	0.00	8,664.08	-26.1%
TOTAL, EMPLOYEE BENEFITS			1,041,803.25	350,040.75	1,391,844.00	1,242,684.81	314,455.32	1,557,140.13	11.9%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	15,500.00	0.00	15,500.00	12,500.00	3,500.00	16,000.00	3.2%
Books and Other Reference Materials		4200	17,900.00	876.33	18,776.33	17,250.00	0.00	17,250.00	-8.1%
Materials and Supplies		4300	86,305.95	48,805.10	135,111.05	77,200.00	14,510.00	91,710.00	-32.1%
Noncapitalized Equipment		4400	25,500.00	14,717.40	40,217.40	40,500.00	0.00	40,500.00	0.7%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			145,205.95	64,398.83	209,604.78	147,450.00	18,010.00	165,460.00	-21.1%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	197,476.27	214,206.00	411,682.27	196,382.00	212,585.00	408,967.00	-0.7%
Travel and Conferences		5200	22,614.67	1,330.00	23,944.67	16,150.00	250.00	16,400.00	-31.5%
Dues and Memberships		5300	16,324.00	79.00	16,403.00	16,500.00	0.00	16,500.00	0.6%
Insurance	5400 - 5450		47,763.00	0.00	47,763.00	47,950.00	0.00	47,950.00	0.4%
Operations and Housekeeping Services		5500	61,679.00	450.00	62,129.00	67,250.00	0.00	67,250.00	8.2%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	2,000.00	11,755.07	13,755.07	3,850.00	10,950.00	14,800.00	7.6%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	133,596.30	91,104.53	224,700.83	85,200.00	106,600.00	191,800.00	-14.6%
Communications		5900	12,050.00	15,330.00	27,380.00	14,700.00	0.00	14,700.00	-46.3%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			493,503.24	334,254.60	827,757.84	447,982.00	330,385.00	778,367.00	-6.0%
CAPITAL OUTLAY									
Land		6100	0.00	14,027.60	14,027.60	0.00	5,000.00	5,000.00	-64.4%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	3,924.40	3,924.40	0.00	5,500.00	5,500.00	40.1%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	17,952.00	17,952.00	0.00	10,500.00	10,500.00	-41.5%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict									
Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(150.00)	150.00	0.00	(150.00)	150.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(150.00)	150.00	0.00	(150.00)	150.00	0.00	0.0%
TOTAL, EXPENDITURES			3,894,035.45	1,211,987.02	5,106,022.47	4,059,917.19	1,070,290.35	5,130,207.54	0.5%
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	1,764,678.77	0.00	1,764,678.77	1,745,000.00	0.00	1,745,000.00	-1.1%
(a) TOTAL, INTERFUND TRANSFERS IN			1,764,678.77	0.00	1,764,678.77	1,745,000.00	0.00	1,745,000.00	-1.1%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	1,812,548.77	0.00	1,812,548.77	1,825,000.00	0.00	1,825,000.00	0.7%
(b) TOTAL, INTERFUND TRANSFERS OUT			1,812,548.77	0.00	1,812,548.77	1,825,000.00	0.00	1,825,000.00	0.7%
OTHER SOURCES/USES									
SOURCES									
State Apportionments									
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(330,000.00)	330,000.00	0.00	(330,000.00)	330,000.00	0.00	0.0%
Contributions from Restricted Revenues		8990	(36,000.00)	36,000.00	0.00	(36,000.00)	36,000.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(366,000.00)	366,000.00	0.00	(366,000.00)	366,000.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(413,870.00)	366,000.00	(47,870.00)	(446,000.00)	366,000.00	(80,000.00)	67.1%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	3,819,032.00	22,350.00	3,841,382.00	4,091,335.00	23,000.00	4,114,335.00	7.1%
2) Federal Revenue		8100-8299	0.00	391,578.00	391,578.00	0.00	88,500.00	88,500.00	-77.4%
3) Other State Revenue		8300-8599	59,529.15	429,696.95	489,226.10	299,366.00	467,548.00	766,914.00	56.8%
4) Other Local Revenue		8600-8799	41,436.00	131,561.00	172,997.00	47,450.00	131,566.00	179,016.00	3.5%
5) TOTAL, REVENUES			3,919,997.15	975,185.95	4,895,183.10	4,438,151.00	710,614.00	5,148,765.00	5.2%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		2,730,155.33	1,037,112.95	3,767,268.28	2,766,444.92	1,021,150.35	3,787,595.27	0.5%
2) Instruction - Related Services	2000-2999		319,637.02	41,402.00	361,039.02	363,139.89	0.00	363,139.89	0.6%
3) Pupil Services	3000-3999		179,616.27	37,837.00	217,453.27	196,022.00	21,040.00	217,062.00	-0.2%
4) Ancillary Services	4000-4999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		376,383.52	33,459.00	409,842.52	391,990.65	150.00	392,140.65	-4.3%
8) Plant Services	8000-8999		288,243.31	62,176.07	350,419.38	342,319.73	27,950.00	370,269.73	5.7%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			3,894,035.45	1,211,987.02	5,106,022.47	4,059,917.19	1,070,290.35	5,130,207.54	0.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)									
			25,961.70	(236,801.07)	(210,839.37)	378,233.81	(359,676.35)	18,557.46	-108.8%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In	8900-8929		1,764,678.77	0.00	1,764,678.77	1,745,000.00	0.00	1,745,000.00	-1.1%
b) Transfers Out	7600-7629		1,812,548.77	0.00	1,812,548.77	1,825,000.00	0.00	1,825,000.00	0.7%
2) Other Sources/Uses									
a) Sources	8930-8979		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses	7630-7699		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions	8980-8999		(366,000.00)	366,000.00	0.00	(366,000.00)	366,000.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(413,870.00)	366,000.00	(47,870.00)	(446,000.00)	366,000.00	(80,000.00)	67.1%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)									
			(387,908.30)	129,198.93	(258,709.37)	(67,766.19)	6,323.65	(61,442.54)	-76.3%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited	9791		3,451,211.12	191,575.92	3,642,787.04	3,063,302.82	320,774.85	3,384,077.67	-7.1%
b) Audit Adjustments	9793		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,451,211.12	191,575.92	3,642,787.04	3,063,302.82	320,774.85	3,384,077.67	-7.1%
d) Other Restatements	9795		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,451,211.12	191,575.92	3,642,787.04	3,063,302.82	320,774.85	3,384,077.67	-7.1%
2) Ending Balance, June 30 (E + F1e)			3,063,302.82	320,774.85	3,384,077.67	2,995,536.63	327,098.50	3,322,635.13	-1.8%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash	9711		500.00	0.00	500.00	0.00	0.00	0.00	-100.0%
Stores	9712		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items	9713		4,480.29	939.99	5,420.28	0.00	0.00	0.00	-100.0%
All Others	9719		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted	9740		0.00	319,834.86	319,834.86	0.00	332,775.12	332,775.12	4.0%
c) Committed									
Stabilization Arrangements	9750		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)	9760		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)	9780		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties	9789		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unassigned/Unappropriated Amount	9790		3,058,322.53	0.00	3,058,322.53	2,995,536.63	(5,676.62)	2,989,860.01	-2.2%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
2600	Expanded Learning Opportunities Program	55,000.00	21,675.98
3010	ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	0.00	285.12
3310	Special Ed: IDEA Basic Local Assistance Entitlement, Part B, Sec 611	0.00	.19
6266	Educator Effectiveness, FY 2021-22	89,675.00	44,837.00
6300	Lottery: Instructional Materials	7,300.49	9,002.59
6500	Special Education	9,221.85	15,286.72
7311	Classified School Employee Professional Development Block Grant	2,487.24	2,487.24
7415	Classified School Employee Summer Assistance Program	30,019.00	30,019.00
7425	Expanded Learning Opportunities (ELO) Grant	58,709.98	58,709.98
7426	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	13,014.73	13,014.73
7810	Other Restricted State	0.00	75,000.00
8150	Ongoing & Major Maintenance Account (RMA: Education Code Section 17070.75)	54,244.57	62,294.57
9010	Other Restricted Local	162.00	162.00
Total, Restricted Balance		319,834.86	332,775.12



Harmony
Union School District

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

2022-23 Budget

FORM 13

Cafeteria Special Revenue Fund

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFE Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	81,986.56	90,000.00	9.8%
3) Other State Revenue		8300-8599	18,950.00	6,800.00	-64.1%
4) Other Local Revenue		8600-8799	20,260.00	27,825.00	37.3%
5) TOTAL, REVENUES			121,196.56	124,625.00	2.8%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	72,919.37	103,023.47	41.3%
3) Employee Benefits		3000-3999	60,201.86	49,381.83	-18.0%
4) Books and Supplies		4000-4999	77,865.95	63,000.00	-19.1%
5) Services and Other Operating Expenditures		5000-5999	4,168.85	4,168.85	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			215,156.03	219,574.15	2.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(93,959.47)	(94,949.15)	1.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	95,000.00	95,000.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			95,000.00	95,000.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,040.53	50.85	-95.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	39,296.27	40,336.80	2.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			39,296.27	40,336.80	2.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			39,296.27	40,336.80	2.6%
2) Ending Balance, June 30 (E + F1e)			40,336.80	40,387.65	0.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	1,000.00	0.00	-100.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	39,336.80	40,387.65	2.7%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	42,781.45		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
c) in Revolving Cash Account		9130	1,000.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			43,781.45		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G9 + H2) - (I6 + J2)			43,781.45		
FEDERAL REVENUE					
Child Nutrition Programs		8220	81,986.56	90,000.00	9.8%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			81,986.56	90,000.00	9.8%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	6,000.00	6,800.00	13.3%
All Other State Revenue		8590	12,950.00	0.00	-100.0%
TOTAL, OTHER STATE REVENUE			18,950.00	6,800.00	-64.1%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	20,000.00	20,000.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	260.00	325.00	25.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	7,500.00	New
TOTAL, OTHER LOCAL REVENUE			20,260.00	27,825.00	37.3%
TOTAL, REVENUES			121,196.56	124,625.00	2.8%
CERTIFICATED SALARIES					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Classified Supervisors' and Administrators' Salaries		2300	53,097.94	67,737.47	27.6%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	19,821.43	35,286.00	78.0%
TOTAL, CLASSIFIED SALARIES			72,919.37	103,023.47	41.3%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	14,269.09	17,185.00	20.4%
OASDI/Medicare/Alternative		3301-3302	5,731.86	5,181.91	-9.6%
Health and Welfare Benefits		3401-3402	38,544.14	26,066.59	-32.4%
Unemployment Insurance		3501-3502	802.00	338.69	-57.8%
Workers' Compensation		3601-3602	854.77	609.64	-28.7%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			60,201.86	49,381.83	-18.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	6,415.95	1,500.00	-76.6%
Noncapitalized Equipment		4400	6,500.00	1,500.00	-76.9%
Food		4700	64,950.00	60,000.00	-7.6%
TOTAL, BOOKS AND SUPPLIES			77,865.95	63,000.00	-19.1%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	800.00	800.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	250.00	250.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	3,118.85	3,118.85	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			4,168.85	4,168.85	0.0%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			215,156.03	219,574.15	2.1%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	95,000.00	95,000.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			95,000.00	95,000.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			95,000.00	95,000.00	0.0%



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Union School District

1935 Bohemian Highway
Occidental, California, 95465
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2022-23 Budget

FORM 14

Deferred Maintenance Fund

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFE Sources		8010-8099	25,000.00	25,000.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	600.00	250.00	-58.3%
5) TOTAL, REVENUES			25,600.00	25,250.00	-1.4%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	6.84	0.00	-100.0%
5) Services and Other Operating Expenditures		5000-5999	15,270.00	16,000.00	4.8%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			15,276.84	16,000.00	4.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			10,323.16	9,250.00	-10.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			10,323.16	9,250.00	-10.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	61,531.50	71,854.66	16.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			61,531.50	71,854.66	16.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			61,531.50	71,854.66	16.8%
2) Ending Balance, June 30 (E + F1e)			71,854.66	81,104.66	12.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	71,854.66	81,104.66	12.9%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	71,398.24		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			71,398.24		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G9 + H2) - (I6 + J2)			71,398.24		
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	25,000.00	25,000.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			25,000.00	25,000.00	0.0%
OTHER STATE REVENUE					
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	600.00	250.00	-58.3%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			600.00	250.00	-58.3%
TOTAL, REVENUES			25,600.00	25,250.00	-1.4%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	6.84	0.00	-100.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			6.84	0.00	-100.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	5,000.00	5,000.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	10,270.00	11,000.00	7.1%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			15,270.00	16,000.00	4.8%
CAPITAL OUTLAY					
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			15,276.84	16,000.00	4.7%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%



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Union School District

1935 Bohemian Highway
Occidental, California, 95465
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2022-23 Budget

FORM 17

Special Reserve Fund For Other Than Capital Outlay Projects

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFE Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	3,500.00	2,500.00	-28.6%
5) TOTAL, REVENUES			3,500.00	2,500.00	-28.6%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			3,500.00	2,500.00	-28.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	20,000.00	0.00	-100.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(20,000.00)	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(16,500.00)	2,500.00	-115.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	506,217.23	489,717.23	-3.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			506,217.23	489,717.23	-3.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			506,217.23	489,717.23	-3.3%
2) Ending Balance, June 30 (E + F1e)			489,717.23	492,217.23	0.5%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	489,717.23	492,217.23	0.5%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties					
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	488,122.81		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			488,122.81		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G9 + H2) - (I6 + J2)			488,122.81		
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	3,500.00	2,500.00	-28.6%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			3,500.00	2,500.00	-28.6%
TOTAL, REVENUES			3,500.00	2,500.00	-28.6%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	20,000.00	0.00	-100.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			20,000.00	0.00	-100.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs					
(d) TOTAL, USES		7651	0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Restricted Revenues					
(e) TOTAL, CONTRIBUTIONS		8990	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(20,000.00)	0.00	-100.0%



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1935 Bohemian Highway
Occidental, California, 95465
Phone (707) 874-1205 • Fax (707) 874-1226
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2022-23 Budget

FORM 20

Special Reserve Fund For Post-Employment Benefits

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFE Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	5,000.00	4,200.00	-16.0%
5) TOTAL, REVENUES			5,000.00	4,200.00	-16.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			5,000.00	4,200.00	-16.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	27,130.00	15,000.00	-44.7%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(27,130.00)	(15,000.00)	-44.7%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(22,130.00)	(10,800.00)	-51.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	840,847.13	818,717.13	-2.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			840,847.13	818,717.13	-2.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			840,847.13	818,717.13	-2.6%
2) Ending Balance, June 30 (E + F1e)			818,717.13	807,917.13	-1.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	818,717.13	807,917.13	-1.3%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties					
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	816,863.73		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			816,863.73		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G9 + H2) - (I6 + J2)			816,863.73		
OTHER LOCAL REVENUE					
Other Local Revenue					
Interest		8660	5,000.00	4,200.00	-16.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			5,000.00	4,200.00	-16.0%
TOTAL, REVENUES			5,000.00	4,200.00	-16.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	27,130.00	15,000.00	-44.7%
(b) TOTAL, INTERFUND TRANSFERS OUT			27,130.00	15,000.00	-44.7%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs					
(d) TOTAL, USES		7651	0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Restricted Revenues					
(e) TOTAL, CONTRIBUTIONS		8990	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(27,130.00)	(15,000.00)	-44.7%



Harmony
Union School District

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

2022-23 Budget

FORM 21

Building Fund

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFE Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	26,000.00	5,000.00	-80.8%
5) TOTAL, REVENUES			26,000.00	5,000.00	-80.8%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	79,861.32	25,400.00	-68.2%
6) Capital Outlay		6000-6999	1,028,051.99	2,207,176.82	114.7%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			1,107,913.31	2,232,576.82	101.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(1,081,913.31)	(2,227,576.82)	105.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	7,449.43	7,449.43	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			7,449.43	7,449.43	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,074,463.88)	(2,220,127.39)	106.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	4,091,776.82	3,017,312.94	-26.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4,091,776.82	3,017,312.94	-26.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,091,776.82	3,017,312.94	-26.3%
2) Ending Balance, June 30 (E + F1e)			3,017,312.94	797,185.55	-73.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
9740			0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	3,017,312.94	797,185.55	-73.6%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	3,535,892.19		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			3,535,892.19		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			3,535,892.19		
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	26,000.00	5,000.00	-80.8%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			26,000.00	5,000.00	-80.8%
TOTAL, REVENUES			26,000.00	5,000.00	-80.8%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	79,861.32	25,400.00	-68.2%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			79,861.32	25,400.00	-68.2%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	1,028,051.99	2,207,176.82	114.7%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			1,028,051.99	2,207,176.82	114.7%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			1,107,913.31	2,232,576.82	101.5%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
From: All Other Funds To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale of Bonds		8951	7,449.43	7,449.43	0.0%
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			7,449.43	7,449.43	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			7,449.43	7,449.43	0.0%



Harmony
Union School District

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

2022-23 Budget

FORM 25

Capital Facilities Fund

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCCF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,800.00	650.00	-63.9%
5) TOTAL, REVENUES			1,800.00	650.00	-63.9%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			1,800.00	650.00	-63.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,800.00	650.00	-63.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	200,379.14	202,179.14	0.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			200,379.14	202,179.14	0.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			200,379.14	202,179.14	0.9%
2) Ending Balance, June 30 (E + F1e)			202,179.14	202,829.14	0.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	202,179.14	202,829.14	0.3%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	194,718.99		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			194,718.99		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			194,718.99		
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	1,800.00	650.00	-63.9%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,800.00	650.00	-63.9%
TOTAL, REVENUES			1,800.00	650.00	-63.9%
CERTIFICATED SALARIES					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
From: All Other Funds To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%



Harmony
Union School District

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

2022-23 Budget

FORM 40

Special Reserve Fund For Capital Outlay Projects

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFE Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	3,300.00	1,800.00	-45.5%
5) TOTAL, REVENUES			3,300.00	1,800.00	-45.5%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			3,300.00	1,800.00	-45.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	10.70	0.00	-100.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			10.70	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			3,310.70	1,800.00	-45.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	349,043.35	352,354.05	0.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			349,043.35	352,354.05	0.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			349,043.35	352,354.05	0.9%
2) Ending Balance, June 30 (E + F1e)			352,354.05	354,154.05	0.5%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
9740			0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	352,354.05	354,154.05	0.5%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	350,391.32		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			350,391.32		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			350,391.32		
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	3,300.00	1,800.00	-45.5%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			3,300.00	1,800.00	-45.5%
TOTAL, REVENUES			3,300.00	1,800.00	-45.5%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
To: Special Reserve Fund From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	10.70	0.00	-100.0%
(a) TOTAL, INTERFUND TRANSFERS IN			10.70	0.00	-100.0%
INTERFUND TRANSFERS OUT					
From: Special Reserve Fund To: General Fund/CSSF		7612	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
From: All Other Funds To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			10.70	0.00	-100.0%

District: Harmony Union School District
 CDS #: 49-70730

**Adopted Budget
 2022-23 Adopted Budget**

Balances in Excess of Minimum Reserve Requirements

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

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

Combined Assigned and Unassigned/unappropriated Fund Balances		2022-23 Adopted Budget	Objects 9780/9789/9790 (Exclude all non-spendable, restricted & committed funds)
Form	Fund		
01	General Fund	\$589,860.01	Form 01
17	Special Reserve Fund for Other Than Capital Outlay Projects	\$488,717.00	Form 17
Total Assigned and Unassigned Ending Fund Balances		\$1,078,577.01	
District Standard Reserve Level		5%	Form 01CS Line 10B-4
Less District Minimum Reserve for Economic Uncertainties		\$347,760.38	Form 01CS Line 10B-7
Remaining Balance to Substantiate Need		\$730,816.63	

Reasons for Fund Balances in Excess of Minimum Reserve for Economic Uncertainties		
Form	Fund	2022-23 Adopted Description of Need
01	General Fund	The District acknowledges that expenditures using volatile one-time funding need to be reduced but transferring this one-time funding out of FD 01 would cause the District to fall back into severe structured deficit spending. This remaining balance will remain in FD 01 until the District achieves their goal of reducing the on-going expenditures that are hitting the one-time funding.
17	Special Reserve Fund for Other Than Capital Outlay Projects	Fund 17 is Committed for Instructional Program Expenditures.
Insert Lines above as needed		
Total of Substantiated Needs		\$0.00

Remaining Unsubstantiated Balance \$730,816.63

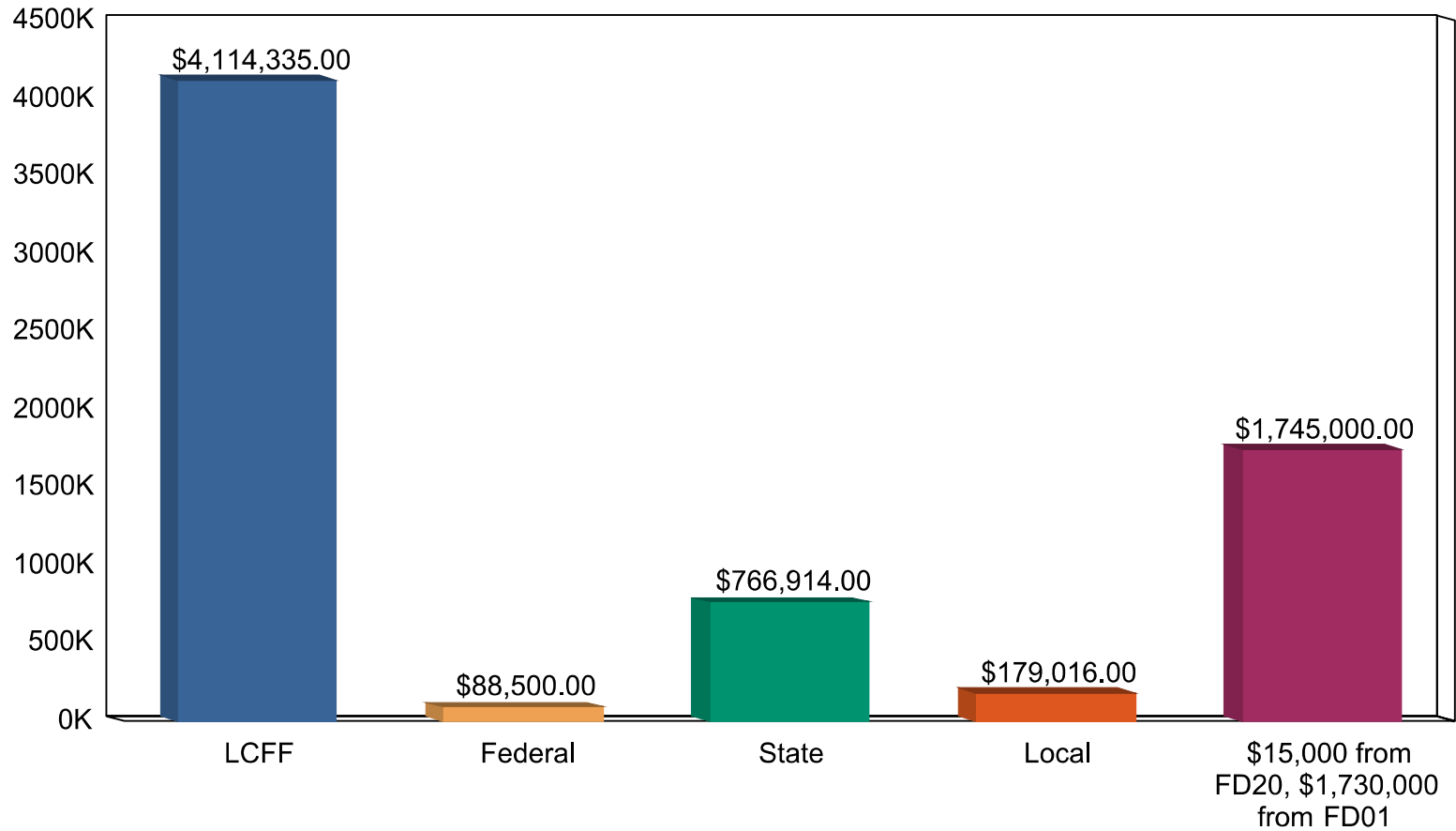
Education Code Section 42127 (d)(1) requires a county superintendent to either conditionally approve or disapprove a school district budget if the district does not provide for EC 42127 (a)(2)(B) public review and discussion at its public budget hearing.

**HARMONY UNION SCHOOL DISTRICT
BUDGET PROJECTIONS 2022-23 through 2024-25**

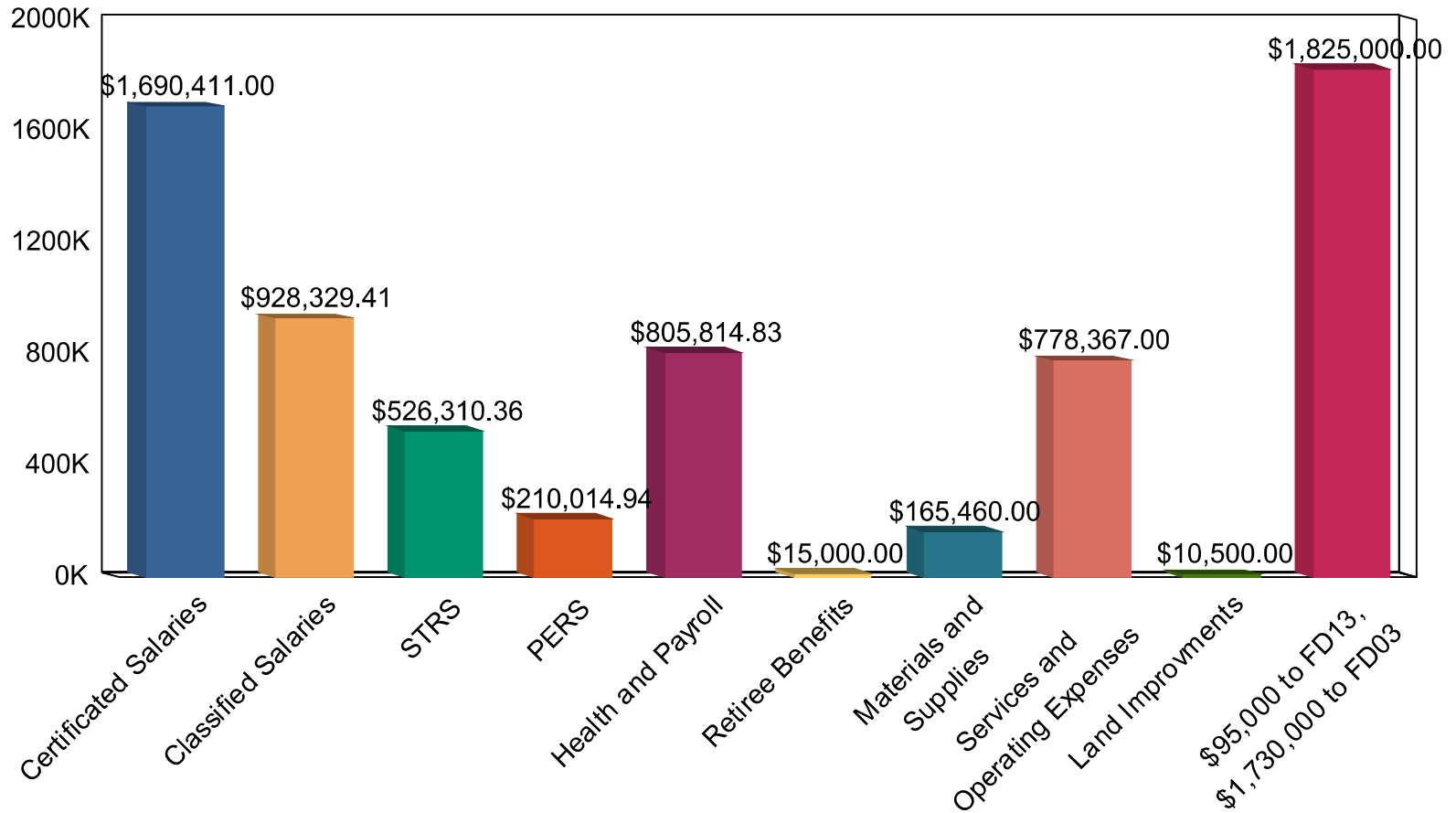
2022-23 Budget Development

	UAs	Budget	Estimated	Estimated
	Budget	Development	Budget	Budget
	2021-22	2022-23	2023-24	2024-25
<i>Projected Budgeted ADA</i>	184.10	177.66	184.28	184.28
<i>COLA (Cost of Living Adj. on the Revenue Limit)</i>	1.70%	6.56%	5.38%	4.02%
BEGINNING BALANCE	\$3,642,787	\$3,384,077	\$3,322,635	\$3,252,917
LCFF Revenue	\$1,937,115	\$2,141,335	\$2,227,309	\$2,293,238
Basic Aid Supplemental	\$1,881,917	\$1,950,000	\$1,975,000	\$2,000,000
Special Ed In-Lieu Property Tax	\$22,350	\$23,000	\$23,500	\$23,500
Federal Revenues	\$391,578	\$88,500	\$89,500	\$89,500
State Revenues	\$489,226	\$766,914	\$503,356	\$508,032
Local Revenues	\$172,997	\$179,016	\$181,515	\$181,515
TOTAL REVENUE:	\$4,895,183	\$5,148,765	\$5,000,180	\$5,095,784
EXPENDITURES				
Certificated Salaries	\$1,749,808	\$1,690,411	\$1,734,482	\$1,764,539
Classified Salaries	\$909,056	\$928,329	\$865,237	\$875,999
Employee Benefits (8% increase from 2021-22)	\$1,391,844	\$1,557,140	\$1,510,474	\$1,521,314
<i>STRS included in employee benefits (19.10%)</i>	<i>\$462,826</i>	<i>\$526,310</i>	<i>\$518,394</i>	<i>\$524,134</i>
<i>PERS included in employee benefits (25.37%)</i>	<i>\$177,567</i>	<i>\$210,015</i>	<i>\$192,815</i>	<i>\$195,359</i>
<i>Retiree Health Benefits</i>	<i>\$27,130</i>	<i>\$15,000</i>	<i>\$15,000</i>	<i>\$0</i>
Books, Supplies & Equipment	\$209,605	\$165,460	\$165,733	\$174,020
Services & Operating Expenses (including transportation)	\$827,758	\$778,367	\$703,472	\$616,271
Capital Outlay and Land Improvements	\$17,952	\$10,500	\$10,500	\$10,500
TOTAL EXPENSE:	\$5,106,023	\$5,130,207	\$4,989,898	\$4,962,642
BALANCE BEFORE TRANSFERS:	(\$210,840)	\$18,558	\$10,282	\$133,142
Transfer In from Retiree Benefits Fund	\$27,130	\$15,000	\$15,000	\$0
Transfers In from Fund 17	\$20,000	\$0	\$0	\$0
Transfer Into Salmon Creek Charter	\$1,717,549	\$1,730,000	\$1,730,000	\$1,730,000
Transfer Out to Salmon Creek Charter	(\$1,700,000)	(\$1,700,000)	(\$1,700,000)	(\$1,700,000)
Transfer Out to SC Advisory Board (site council)	(\$17,549)	(\$30,000)	(\$30,000)	(\$30,000)
Transfer Out to Cafeteria	(\$95,000)	(\$95,000)	(\$95,000)	(\$95,000)
BALANCE AFTER TRANSFERS:	(\$258,710)	(\$61,442)	(\$69,718)	\$38,142
GENERAL FUND ENDING BALANCE:	\$3,384,077	\$3,322,635	\$3,252,917	\$3,291,059
Components of General Fund Ending Balance				
Economic Uncertainties (5% of Exp.) Board Designated	\$345,929	\$347,730	\$340,745	\$339,382
Budget Stabilization	\$2,400,000	\$2,400,000	\$2,400,000	\$2,400,000
1) Revolving Fund	\$500	\$500	\$500	\$500
2) Restricted Ending Balance	\$320,925	\$327,399	\$230,148	\$139,398
3) Assigned Ending Balance (Lottery 1100 & EPA 1400)	\$54,043	\$0	\$25,000	\$25,000
4) Unassigned Ending Balance	\$262,681	\$247,006	\$256,524	\$386,779

General Funds Budget Model - OB23-01 Revenues



General Funds Revised Budget (from accounts) Expenditures



MULTI-YEAR BUDGETS: ACTUAL AND PROJECTED

	Actuals	Actuals	Incomplete	Current Year	Next Year
	2019-20	2020-21	UAs	Budget	Budget
	2019-20	2020-21	2021-22	2022-23	2023-24
Projected Budgeted ADA (Hold Harmless)					
COLA (Cost of Living Adj. on the Revenue Limit)	3.00%	2.31%	1.70%	6.56%	5.38%
BEGINNING BALANCE	\$3,829,933	\$3,623,355	\$3,642,787	\$3,384,077	\$3,322,635
REVENUE					
LCFF Revenue	\$2,104,707	\$2,246,038	\$1,937,115	\$2,141,335	\$2,227,309
Basic Aid Supplemental	\$1,813,215	\$1,813,215	\$1,881,917	\$1,950,000	\$1,975,000
Special Ed In-Lieu Property Tax	\$34,485	\$32,535	\$22,350	\$23,000	\$23,500
Federal Revenues	\$110,463	\$337,249	\$391,578	\$88,500	\$89,500
State Revenues	\$272,376	\$403,147	\$489,226	\$766,914	\$503,356
Local Revenues	\$275,704	\$182,805	\$172,997	\$179,016	\$181,515
TOTAL REVENUE:	\$4,610,950	\$5,014,989	\$4,895,183	\$5,148,765	\$5,000,180
EXPENDITURES					
Certificated Salaries	\$1,735,646	\$1,635,794	\$1,749,808	\$1,690,411	\$1,734,482
Classified Salaries	\$683,848	\$807,308	\$909,056	\$928,329	\$865,237
Employee Benefits (5% increase 2020-21)	\$1,191,387	\$1,256,250	\$1,391,844	\$1,557,140	\$1,510,474
<i>STRS included in employee benefits</i>	\$491,212	\$410,418	\$462,826	\$526,310	\$518,394
<i>PERS included in employee benefits</i>	\$125,449	\$153,389	\$177,567	\$210,015	\$192,815
<i>Retiree Health Benefits</i>	\$45,405	\$35,170	\$27,130	\$15,000	\$15,000
Books, Supplies & Equipment	\$159,394	\$329,679	\$209,605	\$165,460	\$165,733
Services and other Operating Expenses (including transp	\$990,764	\$778,932	\$827,758	\$778,367	\$703,472
Capital Outlay and Land Improvements	\$9,612	\$102,359	\$17,952	\$10,500	\$10,500
TOTAL EXPENSE:	\$4,770,651	\$4,910,322	\$5,106,023	\$5,130,207	\$4,989,898
EXCESS (DEFICIT) BEFORE TRANSFERS:	(\$159,701)	\$104,667	(\$210,840)	\$18,558	\$10,282
Transfer In from Retiree Benefits Fund	\$45,405	\$35,170	\$27,130	\$15,000	\$15,000
Transfers In from Fund 17	\$34,718	\$20,000	\$20,000	\$0	\$0
Transfer In to Salmon Creek Charter (from Fund 01)	\$2,300,000	\$2,103,105	\$1,717,549	\$1,730,000	\$1,730,000
Transfer Out to Salmon Creek Charter	(\$2,300,000)	(\$2,148,510)	(\$1,700,000)	(\$1,700,000)	(\$1,700,000)
Transfer Out to SC Advisory Board (site council)	\$0	\$0	(\$17,549)	(\$30,000)	(\$30,000)
Transfer Out to Cafeteria	(\$127,000)	(\$95,000)	(\$95,000)	(\$95,000)	(\$95,000)
EXCESS (DEFICIT) AFTER TRANSFERS:	(\$206,578)	\$19,432	(\$258,710)	(\$61,442)	(\$69,718)
ENDING BALANCE:	\$3,623,355	\$3,642,787	\$3,384,077	\$3,322,635	\$3,252,917
Components of Above Ending Balance					
Economic Uncertainties Board Designated 5%	\$238,533	\$245,516	\$345,929	\$347,730	\$340,745
Budget Stabilization	\$2,400,000	\$2,400,000	\$2,400,000	\$2,400,000	\$2,400,000
1) Revolving Fund	\$500	\$500	\$500	\$500	\$500
2) Restricted Ending Balance	\$240,715	\$250,809	\$320,925	\$327,399	\$230,148
3) Assigned Ending Balance (Lottery & EPA)	\$275,916	\$269,935	\$54,043	\$0	\$25,000
4) Unassigned Ending Balance	\$467,691	\$476,027	\$262,681	\$247,006	\$256,524

HARMONY UNION SCHOOL DISTRICT
2022-23 BUDGET COMPARISON to 2021-22 Prior Fiscal Year
FUNDS 01 and 03
Analysis of Changes

BEGINNING BALANCE \$3,642,787 \$3,642,787 \$3,642,787 \$3,853,627

REVENUE	2021-22 Budget	2021-22 1st Interim	2021-22 preUAs	2022-23 Budget	Difference	Comments
LCFF Revenue	\$2,215,944	\$1,975,268	\$1,937,115	\$2,141,335	\$204,220	Calculations based on 18 year average.
Basic Aid Charter Supplemental	\$1,890,000	\$1,900,000	\$1,881,917	\$1,950,000	\$68,083	Calculations based on 15 year average.
Sp. Ed. In Lieu Property Tax	\$31,280	\$18,268	\$22,350	\$23,000	\$650	SpEd Prop tax increased
Federal Revenues	\$296,064	\$393,172	\$391,578	\$88,500	(\$303,078)	No COVID Funding expected.
State Revenues	\$298,860	\$334,916	\$489,226	\$766,914	\$277,688	Potential Block Grant and Farm to School Grant
Local Revenues	\$132,405	\$107,496	\$172,997	\$179,016	\$6,019	Increase due to State Special Education (AB602)
Total Revenue	\$4,864,553	\$4,729,120	\$4,895,183	\$5,148,765	\$253,582	Increase (Decrease) in Revenue

EXPENDITURES	2021-22 Budget	2021-22 1st Interim	2021-22 preUAs	2022-23 Budget	Difference	Comments
Certificated Salaries	\$1,701,481	\$1,696,333	\$1,749,808	\$1,690,411	(\$59,397)	Difference is due to laying off 1.8 FTE Certificated positions, restructuring Certificated Salary Schedule, a 4% raise, and step and column increases
Classified Salaries	\$825,979	\$939,346	\$909,056	\$928,329	\$19,272	Difference is due to laying off 1.95 FTE Classified positions, restructuring Classified Salary Schedule, a 4% raise, and step and column increases
Employee Benefits	\$1,381,345	\$1,352,516	\$1,391,844	\$1,557,140	\$165,296	2022-23 will have a 7.7% increase to H&W Benefits, and increases to STRS & PERS
Books and Supplies	\$103,200	\$137,340	\$209,605	\$165,460	(\$44,145)	Budget increased in 2021-22 due to unforeseen expenses with COVID, plus building the music, art and science programs
Services and other Operating Expenditures	\$748,364	\$772,499	\$827,758	\$778,367	(\$49,391)	2021-22 increased due to student entering SCOE Program. Student aged out in 6/2022.
Capital Outlay	\$10,500	\$10,500	\$17,952	\$10,500	(\$7,452)	2021-22 increased due to COVID expenses
Total Expenditures	\$4,770,869	\$4,908,534	\$5,106,023	\$5,130,207	\$24,184	Increase (Decrease) in Expenses

Totals for the following Balances:

	Change				
Excess/Deficit	\$93,684	(\$179,414)	(\$210,840)	\$18,558	\$229,398

Projected Ending Balances

FUND 8 through FUND 40

As of
June 21, 2022

Ending Balances –	Unassigned/Unappropriated
Fund 8 – Student Body Account	\$33,380
Fund 13 – Cafeteria Fund <i>Restricted</i> – cafeteria expenditures <i>Transfer in from the General Fund 01 - \$95,000</i>	\$40,337
Fund 14 – Deferred Maintenance <i>Committed</i> – deferred maintenance projects <i>Transfer in from the General Fund 01 - \$0</i>	\$71,481
Fund 17 – Special Reserve Fund <i>Committed</i> – instructional Program expenditures	\$488,717
Fund 20 – Postemployment Benefits <i>Committed</i> – retiree benefit expenditures <i>Transfer out to the General Fund 01 - \$15,000</i>	\$817,917
Fund 21 – Building Fund <i>Assigned</i> – building projects	\$3,017,213
Fund 25 – Capital Facilities Fund <i>Assigned</i> – building projects	\$194,719
Fund 40 – Capital Outlay Projects <i>Committed</i> – capital projects	\$350,823

FUND: 14 Restricted Maintenance

		Previous Year	Current Year	Projection Year
Object Codes		2021-22	2022-23	2023-24
<u>Revenue</u>				
Transfer from General Fund	8091	\$25,000	\$25,000	\$25,000
Transfer from Fund 40	8919			
Interest	8660	\$330	\$330	\$330
Total Revenue		\$25,330	\$25,330	\$25,330
<u>Expenditures</u>				
Custodial Supplies	4370	\$7		
Repairs and Maintenance	5630		\$5,000	\$5,000
Professional Services - Property Management Fee	5830	\$383	\$1,000	\$1,000
Professional Services - Tree work	5830	\$400	\$10,000	\$10,000
Professional Services - Major Alarm (Fire Panel Replacement)		\$14,591		
Total Expenditures		\$15,380	\$16,000	\$16,000
Net Increase (Decrease)		\$9,950	\$9,330	\$9,330
<u>Fund Balance</u>				
Beginning Balance		\$61,532	\$71,481	\$80,811
Audit Adjustment(s)				
Net Ending Balance		\$71,481	\$80,811	\$90,141

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

		Previous Year	Current Year	Projection Year
Object Codes		2021-22	2022-23	2023-24
<u>Revenue</u>				
Interest	8660	\$2,500	\$2,500	\$2,500
Total Revenue		\$2,500	\$2,500	\$2,500
<u>Expenditures</u>				
Music Instruments	4400	\$20,000	\$0	\$0
Total Expenditures		\$20,000	\$0	\$0
Net Increase (Decrease)		(\$17,500)	\$2,500	\$2,500
<u>Fund Balance</u>				
Beginning Balance		\$506,217	\$488,717	\$491,217
Audit Adjustment(s)				
Net Ending Balance		\$488,717	\$491,217	\$493,717

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: 20 Postemployment Benefits Fund		Previous Year	Current Year	Projection Year	Projection Year	Projection Year
		2021-22	2022-23	2023-24	2024-25	2025-26
Object Codes						
Revenue						
Interest	8660	\$4,200	\$4,000	\$4,000	\$4,000	\$4,000
Total Revenue		\$4,200	\$4,000	\$4,000	\$4,000	\$4,000
Expenditures						
Postemployment Benefits (2 retirees)	7619	\$12,130	\$0	\$0	\$0	\$0
2019-20 Settlement	7619	\$15,000	\$15,000	\$15,000	\$0	\$0
Possible retirees per HUTA contract				\$13,000	\$13,000	\$10,833
Total Expenditures		\$27,130	\$15,000	\$28,000	\$13,000	\$10,833
Net Increase (Decrease)		(\$22,930)	(\$11,000)	(\$24,000)	(\$9,000)	(\$6,833)
Fund Balance						
Beginning Balance		\$840,847	\$817,917	\$806,917	\$782,917	\$773,917
Audit Adjustment(s)						
Net Ending Balance		\$817,917	\$806,917	\$782,917	\$773,917	\$767,084

FUND: 40 Capital Outlay		Previous Year	Current Year	Projection Year
		2021-22	2022-23	2023-24
Object Codes				
Revenue				
Interest	8660	\$1,780	\$1,800	\$1,800
Total Revenue		\$1,780	\$1,800	\$1,800
Expenditures				
Total Expenditures		\$0	\$0	\$0
Net Increase (Decrease)		\$1,780	\$1,800	\$1,800
Fund Balance				
Beginning Balance		\$349,043	\$350,823	\$352,623
Audit Adjustment(s)				
Net Ending Balance		\$350,823	\$352,623	\$354,423

HARMONY UNION SCHOOL DISTRICT
BUDGET PROJECTIONS 2022-23 through 2024-25

REVENUE

LCFF Revenue

HUSD

K - 2 District Property Tax	\$2,850,000
EPA (Education Protection Account)	\$14,949
State Aid	\$523,123
Basic Aid Charter Supplemental	\$1,950,000
In-Lieu of Property Tax	(\$2,587,882)
Transfer out to FD 14 - Deferred Maint	(\$25,000)
Sp. Ed. In Lieu Property Tax	\$23,000

Salmon Creek

S. C. Charter in Lieu Property Taxes	\$686,410
EPA (Education Protection Account)	\$32,336
State Aid	\$647,399
	<u>\$1,366,145</u>

Federal Revenues

Title I RS3010	\$30,000
Title II RS4035	\$3,500
Title IV RS4127	\$10,000
Sp. Ed. Federal Revenues RS3310	\$21,000
REAP Grant (SRSA) RS5810	\$24,000
	<u>\$88,500</u>

State Revenues

Pre-K Planning Grant RS6053	\$47,000
Cafeteria Farm to Table	\$75,000
ELOP - RS2600	\$100,000
Lottery RS1100 - 2022-23 Dartboard Est	\$28,959
Lottery Prop 20 RS6300 - 2022-23 Dartboard Est	\$11,548
Mandated Block Grant HUSD 2022-23 Dartboard	\$1,387
Mandated Block Grant SCC 2022-23 Dartboard	\$2,530
CSESAP Program REV	\$34,000
STRS - On-Behalf RS7690	\$200,000
Concentration Block Grant (\$1,500 x ADA)	\$266,490
	<u>\$766,914</u>

Local Revenues

ARK Donation RS0242	\$20,000
Rent	\$10,000
RESIG Safety Credit RS9090	\$2,460
State Special Education (AB602 REV)	\$130,056
Interest Income	\$16,500
	<u>\$179,016</u>

TOTAL REVENUE

\$4,606,776

EXPENDITURES

Certificated Salaries (includes 21-22 4,3,3 offer)

Classroom Teachers, Counselor and Music	\$1,387,911
Substitutes	\$15,000
Teacher Stipends	\$52,500
ELOP Salaries	\$15,000
	<u>\$1,470,411</u>

Administrative/Confidential Salaries

Superintendent/Principal	\$180,000
Chief Business Official	\$103,865
Administrative Assistant	\$74,715
School Psychologist (0.2875 FTE)	\$40,000
	<u>\$398,580</u>

Classified Salaries (includes 21-22 4,3,3 offer)

After School Hourly Program (Homework Club)	\$23,338
Business Services Technician	\$83,946
Classified Salaries Additional Pay / Stipends	\$12,000
CSESAP Match	\$34,000
Custodial and Maintenance	\$138,960
Farm and Garden Assistant	\$40,147
Head of Farm and Garden	\$63,280
Library and Media Services Technician	\$29,263
Paraeducators and Instructional Assistants (4 Para, 2IAs, 1 Bilingual)	\$214,832
Reading Intervention Para	\$33,507
Spanish Club (Stipend)	\$3,000
Special Education (1:1 & RSP)	\$61,476
ELOP Salaries	\$12,000
	<hr/>
	\$749,749

Employee Benefits

Payroll costs (Medicare, FICA, Workers Comp., Unemp Ins.)	\$213,427
STRS	\$326,310
PERS	\$210,015
STRS - On-Behalf (RS 7690)	\$200,000
Retiree Benefits	\$15,000
Health Benefits (Medical, Dental, Vision, Cash in Lieu)	\$592,387
	<hr/>
	\$1,557,140

Books/Materials/Supplies

Basic Order (Paper, etc.)	\$2,000
Books other than textbooks	\$10,000
Computer Software	\$8,000
COVID Materials	\$5,000
Curriculum	\$7,500
Custodial Supplies (includes RS 8150 Custodial Supplies)	\$15,200
Drama Materials and Supplies	\$1,500
ELOP Summer School materials and supplies	\$3,500
Electronic Curriculum (Lexia/TCI)	\$7,250
Equipment - Front Office and Bsn Office	\$5,000
Equipment - technology (iPads, Chromebooks, etc)	\$25,000
First Aid Supplies (616)	\$1,510
Food for Meetings	\$2,500
Front Office, Bsn Office and Staff Room Supplies	\$10,000
Staff room furniture	\$10,000 (22-23 desk for MM, couch for staff room)
Garden Maintenance Supplies - custodial maintenance of garden (8200)	\$5,500
Garden Supplies	\$1,750
Music (instrument replacements/repair)	\$500
Positive Behavior Incentives	\$500
Site Council (Grants + annual costs of library and recess equipment)	\$25,000
Spanish Club Materials	\$250
Special Education Classroom Materials	\$1,500
Teacher Classroom Allocations (\$750 x 14 teachers)	\$10,500
Technology Supplies	\$1,000
Textbooks	\$5,000
	<hr/>
	\$165,460

Sub-Agreements

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

Travel/Workshops/Conferences

Board & Superintendent Workshops	\$1,300
School Admin Conference	\$600
Mileage and Reimbursement	\$500
Professional Development - Certificated	\$2,500
Professional Development - Parent Participation	\$1,250
School Sponsored Field Trips	\$10,000
Special Ed Conf.	\$250
	<hr/>
	\$16,400

Dues/Memberships

Electronic School Board Membership	\$9,500
School Admin Memberships	\$1,700
Superintendent Memberships	\$2,700
Subscriptions	\$2,600
	<hr/>
	\$16,500

Insurance

Food Service	\$750
Property and Liability Insurance Premium	\$45,000
Pupil Insurance	\$2,200
	<hr/>
	\$47,950

Utilities

Waste Disposal	\$6,250
Building Security/Fire Alarm Monitoring - Major Alarm	\$500
Propane	\$18,000
Electric	\$42,500
	<hr/>
	\$67,250

Leases/Rentals

Other Equipment - rentals	\$3,000
Routine Repair and Maintenance (including well)	\$10,950
Repairs - Technology/music instruments	\$850
	<hr/>
	\$14,800

Services and Operations

Athletics/Referee Fees	\$500
Audit	\$10,500
Copier Lease (term date 9/2027)	\$18,660
Data Processing	\$1,250
Employment Advertising (Obj5865) and all other Advertising (Obj5825)	\$340
Fees	\$1,500
Fingerprinting Costs	\$2,000
Frontline	\$4,432
Legal Services (School & College Legal Services)	\$0
Library Management Fees (Power School)	\$3,090
Living Roof (LVRF)	\$1,500
Negotiator Costs (School & College Legal; Paul Boyland)	\$1,250
OPEB Actuarial	\$5,000
Other Service, Instruction	\$5,000
Other Services, Admin	\$2,500
Other Services, Operations	\$7,500
Payroll Tech Contract	\$500
School Wise - student data entry tech support (WISE)	\$700
SCOE contract to digitize boxes from storage room	\$500
Sex Education Class (West County Health) - funding covered by Site Council	\$1,500
Shredding Costs	\$1,300
SpEd Software	\$300
Youth Survey for LCAP	\$5,150
Water/Well Testing	\$11,500
Website (Blackboard)	\$4,528
	<hr/>
	\$91,000

Communications

Telephone (AT&T/PYS Communications)	\$7,700
Cellular phones and hot spots (Verizon)	\$3,600
Internet Access - Schools Connect	\$3,200
Postage	\$200
	<hr/>
	\$14,700

Repairs/Land Improvements

Facility/Land Improvements	\$10,500
	<hr/>
	\$10,500

Transportation Costs

Home to school transportation (revenue added in LCFE Calc)	\$115,000
SPED Bus Service Cost	\$33,740
ELOP Bussing	\$9,500
Out of district Transportation	\$78,772
	<hr/>
	\$237,012

Special Education - estimated costs and students

Consortium - preschool (1 student)	\$31,500
Consortium - Students in SDC (1 student - ages out 6/24)	\$80,000
Consortium - Speech	\$30,000
Consortium - Nurse	\$8,250
Consortium - Admin/Indirect costs	\$19,595
SCOE - SpEd Fee for Service (1 student, ages out 6/23)	\$84,000
Redwood Pediatric OT	\$15,000
SCOE - Admin fee	\$1,800
	<hr/>
	\$270,145

HARMONY UNION SCHOOL DISTRICT

Board Meeting June 21, 2022
2022-23 Budget

Harmony USD's 2022-23 Budget is based off Governor Newsom's 2022-23 May Revision. The Governor, the State Legislature and State Assembly signed a placeholder budget to satisfy the June 15 deadline, with expectations of a full resolution by August 2022. In not having a State Adopted Budget, Harmony USD's 2022-23 Budget is provisional until the State Budget is adopted. A copy of the 2022-23 Budget Comparison Chart between Governor Newsom and the Joint Legislative is included in this Board Packet for reference.

The LCFF Calculator used in developing the 2022-23 Budget Multi Year Projection used a 6.56% for 2022-23, 5.38% for 2023-24 and 4.02 for 2024-25. For these reasons, the Harmony Union School District Board is being presented with a 2022-23 Budget for review and adoption that is deficit spending in school years 2022-23 and 2023-24.

The 2022-23 Budget 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 2022-23 Budget, the District's unduplicated count is nine (9) and the Supplemental/Concentration Grant percentage for the District is 20.31%. The District does not qualify for concentration grant funding, as the unduplicated count percentage would have to exceed 55%.

The 2022-23 Budget does not include additional revenue based on COVID Relief. It does include \$100,000 funding towards the Expanded Learning Opportunities Program (ELO-P). "Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences.

Harmony USD's 2022-23 Budget also includes funds in the amount of \$266,490 based on the Block Grant calculation of \$1,500 per ADA ($\$1,500 \times 177.66$). Should the State Budget chose to not increase the LCFF base or offer the Block Grant, the District will need to pull from other funds to cover the loss.

Harmony USD has included \$75,000 in Farm to Table Grant funds for the 2022-23 and out years. Harmony's Head of Foods Services is working diligently on this grant. Funds as much as \$150,000 may be awarded. Harmony received \$20,000 in Farm to Table Grant funds during school year 2021-22, which was the maximum offered at that time. All funds received will go towards Harmony's Cafeteria and Garden costs to promote and continue farm to table meals for our students as well as placed based learning.

In 2021, legislation was passed that requires any local education agency (LEA) operating a kindergarten to also provide a TK program for all four-year-old children by 2025–26. TK uses a modified kindergarten curriculum that is age and developmentally appropriate and based on California's Preschool Learning Foundations and Frameworks. The age at which children are eligible for TK changes from 2021–22 to 2025–26. In the 2022–23 school year, children who will turn five between September 2 and February 2 are eligible for TK. In the 2023–24 school year, children who will turn five between September 2 and April 2 are eligible for TK. In the 2024–25 school year, children who turn five between September 2 and June 2 are eligible for TK. In the 2025–26 school year, and in

each school year thereafter, children who will turn four by September 1 are eligible for TK. Harmony USD's 2022-23 Budget includes the TK add-on of \$2,813 per TK ADA. ADA and enrollment for these TK students is reported to the State once the TK student turns five years of age. Commencing with the 2023-24 school year, and for each year thereafter, Harmony USD must maintain an average of at least one adult for every 10 pupils for transitional kindergarten classrooms, contingent upon an appropriation of funds for this purpose.

Special Education student enrollment has decreased for the 2022-23 and projected school years, however revenue for Special Education has not increased, so the contribution from the General Fund to cover these programs remains significant at \$366,000.

Property taxes per ADA x Charter ADA is reflected below:

	<u>2022-23</u>	<u>2023-24</u>	<u>2024-25</u>
Local Property Taxes	\$2,850,000	\$2,975,400	\$3,106,318
District LCFF ADA	37.8 \$264,537	36 \$241,283	40.5 \$230,220
S.C. Charter LCFF ADA	131.4 \$686,410	138.6 \$735,368	135 \$774,776
Pathways Charter ADA	350.40 \$1,899,053	390 \$1,998,749	390 \$2,011,322

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 2022-23, 2023-24 and 2024-25.

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. Currently the Bond construction is in its final phase, expecting to be completed by January 2023.

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.*

The 2022-23 Budget reflects one (1) certificated retiree's 5-year contract, signed in June of 2019, agreeing to pay \$15,000 through June of 2024. This \$15,000 has been added to the cost of retirees. Funds from Fund 20 will be transferred to Fund 01 to cover the cost.

In summary:

At this time, the 2022-23 Budget is deficit spending in years 2022-23 and 2023-24 with a 1.85 classified reduction in FTE for 2023-24. If the State does not provide adequate funding within the next year, it is recommended that additional budget reductions be made in addition to the reductions presented in this Budget Development.

With an ending balance of \$3,322,635, 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 \$327,399 the district's unassigned ending balance at 2022-23 Budget is \$247,066.

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>
2022-23	\$4,091,335	\$47,285	\$1,170,522
2023-24	\$4,202,309	\$37,507	\$1,235,407
2024-25	\$4,293,238	\$37,224	\$1,263,721

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

ADA used for LCFF calculations are:

@ 2021-22 2 nd Interim (using .9 ADA)	@2022-23 Budget (using .945 ADA)
2021-22 167.32	2022-23 177.66
2022-23 175.75	2023-24 184.28
2023-24 182.4	2024-25 184.28

Projected Budget 2023-24 reflects expenditure increases in salaries due to step in column increases and 3% increase per the district's offer. Estimated health and welfare benefit increases 2.5% as well as increases in STRS & PERS costs per the most recent Dartboard.

The 2022-23 Budget reflects a positive certification for Harmony Union School District. It will be able to meet its financial obligations for the 2022-23 through 2024-25 fiscal years.

At this time, all other funds (Cafeteria, Deferred Maintenance, Capital Facilities, Bond, Special Reserves and Retiree Benefits) will have a positive ending balance for the 2022-23 school year. Projected Ending Balance spreadsheet is included in this Board Packet.

The LCFF Calculator Universal Assumptions for Harmony Union Elementary and Salmon Creek Charter used for the 2022-23 Budget is included.

2022-23 Budget Proposals: A Comparison

Proposition 98 - General		
Budget Item	Governor's Proposal	Joint Legislative Proposal
Proposition 98 Guarantee (over 3-year budget period)	\$96.1 billion in 2020-21, \$110.2 billion in 2021-22, \$110.3 billion in 2022-23	Adopt Governor's numbers.
Public School System Stabilization Account (PSSSA)	Provide for deposits into the PSSSA in the amounts of \$3.30 billion in 2020-21, \$3.99 billion 2021-22, and \$2.23 billion on 2022-23 (\$9.5 billion in total deposits)	Approve Governor's Proposal.
Statutory Cost-of-Living Adjustment (COLA)	6.56% Statutory COLA	Modify Governor's Proposal to also apply ECE COLA to Legislative child care rates package.
Local Control Funding Formula (LCFF)		
Budget Item	Governor's Proposal	Joint Legislative Proposal
LCFF COLA (Districts & Charters only)	9.85% (6.56% Statutory COLA + \$2.1 billion ongoing Prop. 98)	Nearly 16% (6.56% Statutory COLA + \$6.2 billion ongoing Prop. 98)
COE LCFF Increase	\$101.2 million Prop. 98 funding to provide a base increase to the LCFF apportionments for COEs.	Approve Governor's Proposal.
Declining Enrollment Protection	Amend the LCFF calculation to consider the greater of a school district's current year, prior year or the average of three prior years' average daily attendance (ADA).	Modify Governor's Proposal with one-time inclusion of classroom-based charter schools for 2021-22 only.
Current-Year Protection	Allow all local educational agencies (LEAs) to be funded at the greater of their current year ADA or their current year enrollment adjusted for pre-COVID-19 absence rates in the 2021-22 fiscal year.	Reject Governor's Proposal.

2022-23 Budget Proposals: A Comparison

Local Control Funding Formula (LCFF), cont.		
Budget Item	Governor's Proposal	Joint Legislative Proposal
Unduplicated Pupil Definition		TBL to add homeless students to the LCFF unduplicated pupil definition and increase the threshold under the poverty definition of unduplicated pupil rate to 250% of the federal poverty level (result in an increase of \$620 million ongoing).
COE Specific Funding		
Budget Item	Governor's Proposal	Joint Legislative Proposal
COE Differentiated Assistance for Charter Schools	Statutory changes to provide funding for COEs to provide technical assistance to charter schools identified for differentiated assistance, commencing with the 2022-23 fiscal year	Approve Governor's Proposal.
Single District COEs Technical Assistance funding	Statutory changes to provide a base level of funding for COEs where the county board of education serves as the governing board of any school district under its jurisdiction, for purposes of supporting school districts identified for differentiated assistance.	Approve Governor's Proposal.
Student Supports		
Budget Item	Governor's Proposal	Joint Legislative Proposal
Discretionary Block Grant	\$8 billion one-time Prop. 98 to K-12 LEAs for discretionary use that would also reduce outstanding mandate cost balances for schools. Funds could be used for a variety of one-time costs, including, but not limited to, one-time expenditures to protect staffing levels, addressing student learning challenges, implementing new state initiatives as well as recently updated standards, frameworks, and curriculum, and operational costs and supporting the mental health and wellness needs of students and staff.	Modify Governor's Proposal to (1) provide \$9 billion one-time Prop. 98 , to be allocated based on a per-pupil formula for use over seven years, (2) rename the block grant the "Learning Recovery Discretionary Block Grant," and (3) specify that funds may only be used for personnel costs, including salaries, benefits, and employer contributions to benefit and pension costs.

2022-23 Budget Proposals: A Comparison

Student Supports, cont.		
Budget Item	Governor's Proposal	Joint Legislative Proposal
California Community Schools Partnership Program	\$1.5 billion one-time Prop.98 to expand access to community school grants to any LEA interested in applying.	Reject Governor's Proposal.
Low Performing Student Block Grant		\$300 million one-time Prop. 98 for the Low Performing Student Block Grant.
California Community Schools Partnership Program TBL Changes	TBL to (1) clarify the role of community school networks, community-based organizations, reporting and accountability requirements, and permitted uses and restrictions of grant funds, and (2) specify that funds shall not be used for punitive disciplinary practices.	Approve Governor's Proposal.
Expanded Learning		
Budget Item	Governor's Proposal	Joint Legislative Proposal
Expanded Learning Opportunity Program (ELO-P)	\$4.8 billion ongoing Prop. 98 , increasing per pupil funding for the program to \$2,500 for all LEAs.	Modify Governor's Proposal to instead provide \$4.4 billion ongoing Prop. 98 , with TBL to fund "Tier 1" schools at \$3,000 per unduplicated pupil (UDP) and "Tier 2" schools at \$1,500/UDP.
ELO-P - Arts and Music Infrastructure Grant	\$1 billion one-time Prop. 98 to support ELO-P infrastructure, with a focus on integrating arts and music programming into the enrichment options for students.	Modify Governor's Proposal to provide \$1.5 billion one-time Prop 98 with an equity-weighted formula to the Art, Music, Instructional Materials & Libraries Block Grant to support standards-aligned instructional materials, equipment, and professional development, including, but not limited to Ethnic Studies, financial literacy, climate change, STEM, computer science, physical education, dual- language acquisition, and visual arts, for all LEAs. <u>New Block Grant would not be specific to ELO-P.</u>

2022-23 Budget Proposals: A Comparison

Expanded Learning, cont.

Budget Item	Governor's Proposal	Joint Legislative Proposal
ELO-P TBL Changes	TBL to (1) extend grace period for which LEAs would be required to implement the program from 2022-23 to 2023-24, (2) define prorated penalties for LEAs that fail to offer or provide access to expanded learning opportunity programs based on the number of students not offered or provided access, or failure to maintain the required number of days or hours, (3) add transportation requirement for students attending a schoolsite without an ELO-P, (4) add additional definitions.	TBL to (1) rename the program as the California Universal Afterschool and Expanded Learning Program, (2) amend to include meals, (3) add \$5 million ongoing for technical assistance, (4) Include the program as a strategy to LEAs as part of differentiated assistance, (5) add COLA at full implementation.

College & Career Pathways

Budget Item	Governor's Proposal	Joint Legislative Proposal
Golden State Career Pathways Grant Program	\$1.5 billion one-time Prop. 98 , available over five years, for the Golden State Pathways Program to support the development and implementation of college and career educational pathways in critically needed sectors of the economy (focused on technology, health care, education, and climate-related fields).	\$500 million one-time Prop. 98 and adopt placeholder TBL that aligns program to CTEIG standards. Reject May Revise amendment to eliminate high-need pathways.
Dual Enrollment Program	\$500 million one-time Prop. 98 , available over five years, to expand dual enrollment opportunities coupled with student advising and support services. CDE would administer this program, in consultation with the California Community Colleges Chancellor's Office, to grant funding to LEAs in order to provide students with access to obtain college credits while enrolled in high school.	\$200 million one-time Prop. 98 for planning grants as specified.

2022-23 Budget Proposals: A Comparison

Educator Workforce		
Budget Item	Governor's Proposal	Joint Legislative Proposal
Educator Effectiveness Block Grant (EEBG)	\$300 million one-time Prop. 98 to augment resources available to LEAs for professional learning through the EEBG, with a priority for STEM educator supports.	Reject Governor's Proposal and redirect funding to the Learning Recovery Discretionary Block Grant.
Teacher Residency Grant Program	\$500 million one-time Prop. 98 to augment the Teacher Residency Grant Program to support teacher and school counselor residency programs that recruit and support the preparation of teachers and school counselors.	Modify Governor's Proposal to instead provide \$100 million one-time Prop. 98 .
Reading and Literacy Education Grant Program	\$475 million one-time Prop. 98 , available over three years, for schools serving TK-6 who are 95 percent low-income or English learners. The funds would be used to employ and train literacy coaches and reading/literacy specialists to develop school literacy programs, mentor teachers, and develop and implement interventions for students who need literacy support. + \$25 million one-time Prop. 98 is available for LEAs to develop and provide training for literacy coaches and reading/literacy specialists.	Reject Governor's Proposal and redirect funding to the Learning Recovery Discretionary Block Grant with funding available for literacy coaches, reading specialists, mentor teachers, and learning recovery intervention staff.
Math and Science Professional Development	\$85 million one-time Prop. 98 to create Pre-K through 12 grade educator resources and professional learning to implement the Next Generation Science Standards, the California Math Framework, the California Computer Science Standards, and the math and science domains of the California Preschool Learning Foundations.	Reject Governor's Proposal and redirect funding to the Learning Recovery Discretionary Block Grant.
Classified School Employees Summer Assistance Program	\$80 million ongoing Prop. 98 to support the Classified School Employee Summer Assistance Program.	Approve Governor's Proposal.
Educator Workforce Investment Grant (EWIG)	\$15 million one-time Prop. 98 to continue work of EWIG in the areas of special education and support for English Learners + \$15 million one-time GF to continue work of the EWIG in computer science.	Modify Governor's Proposal to consolidate the EWIG proposals to provide a total of \$35 million one-time Prop. 98 to coordinate and support professional learning opportunities for educators across the state.
Teacher Examination Fees	\$24 million one-time GF to waive certain teacher examination fees.	Reject Governor's Proposal.

2022-23 Budget Proposals: A Comparison

Educator Workforce, cont.		
Budget Item	Governor's Proposal	Joint Legislative Proposal
Teacher Residency Technical Assistance Centers	\$20 million one-time Prop. 98 to support a statewide technical assistance center to support teacher residency programs.	Approve Governor's Proposal.
Reading and Literacy Supplementary Authorization Incentive Grant	\$15 million one-time Prop. 98 to support the preparation of credentialed teachers to earn a supplementary authorization in reading and literacy.	Approve Governor's Proposal.
Credentialing Fees	\$12 million one-time GF to extend the waiver of select credential fees.	Reject Governor's Proposal.
Integrated Teacher Preparation Grant Program	\$10 million one-time GF to support a competitive grant program that provides grants to public and private institutions to develop and implement integrated teacher preparation programs.	Modify Governor's Proposal to instead provide a total of \$20 million GF and add TBL to include provide program criteria and outreach components to grants to encourage students to participate in the programs.
Personnel Management Assistance Teams	\$5.2 million Prop. 98 + \$322,000 GF to re-establish the Personnel Management Assistance Teams to assist LEAs in improving hiring and recruitment practices.	Reject Governor's Proposal.
Substitute Teaching Credential Extension	TBL extending current statute authorizing any holder of a credential or permit issued by the CTC to serve in a substitute teaching assignment aligned with their authorization, including for staff vacancies, for up to 60 cumulative days for any one assignment, and clarifies CalSTRS/CalPERS eligibility.	Approve Governor's Proposal.
School Nutrition		
Budget Item	Governor's Proposal	Joint Legislative Proposal
Universal Meals	\$650 million ongoing Prop. 98 for implementation of Universal School Meals in the 2022-23 school year.	Modify Governor's Proposal with TBL that allows for a mid-year settle-up for actual costs, and additional placeholder TBL that clarifies the Universal School Meals program.
State Meal Reimbursement Rate Increase	\$611 million ongoing Prop. 98 for an enhanced state reimbursement rate of 89.5 cents per meal to allow school food authorities to maintain program revenues after federal waivers expire at the end of the current school year.	Approve Governor's Proposal.

2022-23 Budget Proposals: A Comparison

School Nutrition, cont.		
Budget Item	Governor's Proposal	Joint Legislative Proposal
School Kitchen Infrastructure Grants	\$450 million in one-time Prop. 98 , available over three years, for grants to LEAs to upgrade school kitchen infrastructure and equipment.	Modify Governor's Proposal to increase funding to \$700 million , of which \$100 million is included as grant funding for LEAs to purchase California- grown and healthy foods, and universal meal expansion needs.
Facilities and Transportation		
Budget Item	Governor's Proposal	Joint Legislative Proposal
School Facilities Program	\$2.2 billion one-time GF in 2022-23, \$1.2 billion one-time GF in 2023-24, and \$625 million one-time GF in 2024-25 to support new construction and modernization projects through the School Facilities Program.	Modify Governor's Proposal to also provide an additional \$500 million GF in 2024-25 and \$500 million GF in 2025-26.
Deferred Maintenance	\$1.8 billion one-time Prop. 98 to address deferred maintenance projects for school districts.	Reject Governor's Proposal.
Electric Schoolbus Grant Program	\$1.5 billion in one-time Prop.98 , available over three years, to support school transportation programs to purchase electric school bus fleets.	Approve Governor's Proposal with additional TBL to (1) assign the program to the California Energy Commission, (2) allow low-emission uses, and (3) require high-road policies for state procurement.
Home-to-School Transportation		\$1 billion ongoing Prop. 98 for Home-to-School Transportation, so that, beginning in 2027-28, school districts and COEs will offer transportation services to students in TK-6 and low-income students. The Legislative Budget would also repeal pupil fees, and establishes a funding formula that is weighted and proportional to their TK-6 students and low-income student population, and increases funding beginning in 2027-28.
Preschool, TK, and Full-Day Kindergarten Facility Grant Program		\$650 million one-time GF for the Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facility Grant Program.

2022-23 Budget Proposals: A Comparison

Early Education & Child Care		
Budget Item	Governor's Proposal	Joint Legislative Proposal
Child Care Reimbursement Rates		\$718.4 ongoing GF + \$280.6 million ongoing Prop. 98 to increase child care reimbursement rates. Starting January 1, 2023, would increase the child care reimbursement rates to the 85th percentile of the 2018 regional market rate (RMR), and would apply a COLA to the county RMR for all provider rates.
Universal Transitional Kindergarten (TK)	\$614 million General Fund to rebench the Prop. 98 guarantee to expand eligibility for TK, from all children turning five-years-old between September 2 and December 2 to all children turning five-years-old between September 2 and February 2, beginning in the 2022-23 school year. Additionally, the proposed budget includes \$383 million Prop. 98 to add one additional certificated or classified staff person to every TK class, reducing student-to-adult ratios to more closely align with the State Preschool Program.	Approve Governor's Proposal.
PreKindergarten Planning and Implementation Grants		\$300 million one-time Prop. 98 for PreKindergarten Planning and Implementation Grants for all LEAs, including support for early UTK implementation.
State Preschool Adjustment Factors	\$201.8 million Prop. 98 + \$140.6 million GF to support revised State Preschool Program adjustment factor for students with disabilities and dual language learners so State Preschool providers can serve at least 10% students with disabilities and provide additional supportive services for full language learners.	Modify Governor's Proposal to (1) delay proposal to require 10% of students in state preschool to be students with special needs to 2024-25 and (2) add toddler 1.8 Factor for three-year-olds.
State-Subsidized Child Care Fee Waiver	For the 2022-23 final year, provide \$136 million one-time federal funds to waive fees for state-subsidized child care programs.	Approve Governor's Proposal.
Child Care Workforce and Development Block Grant		\$120 million one-time GF for the Child Care Workforce Development Block Grant. Beginning in 2023-24, provide at least \$10 million in federal Child Care Development Block Grant Quality Set-Aside Funds for this purpose. Also adopt TBL to specify that Head Start programs are eligible of these funds.

2022-23 Budget Proposals: A Comparison

Early Education & Child Care, cont.		
Budget Item	Governor's Proposal	Joint Legislative Proposal
Hold Harmless for Voucher-Based Child Care Providers	\$114 million (\$6 million GF and \$108 million federal funds) to extend policy of reimbursing voucher-based child care providers based on authorized hours or care, rather than attendance, for the 2022-23 fiscal year.	Approve Governor's Proposal.
State Preschool Literacy Tools	\$2 million one-time GF to incorporate early identification for learning disabilities into state's preschool assessment tools + \$60 million one-time Prop. 98 to provide training for educators on effective use of these tools.	Modify Governor's Proposal to specify assessment tool standards and to reject \$60 million for technical assistance.
State Preschool Family Fee Waiver	For the 2022-23 school year, provide \$21.3 million (\$10.8 million one-time Prop. 98 and \$10.5 million GF) to waive the family share of cost for children participating in the State Preschool Program.	Modify Governor's Proposal to provide \$21.6 million (\$10.8 million one-time Prop. 98 and \$10.8million GF) for this purpose.
Universal Preschool		\$18.3 million GF for the first year of a three year planning process to support Universal Preschool.
Universal TK TBL Changes	TBL to (1) authorize individuals meeting specified criteria to teach on a local assignment option in a TK classroom for at least one school year until June 30, 2026, (2) clarify program requirements for dual language learners, and (3) require the California Longitudinal Pupil Achievement Data System (CALPADS) to collect data on pupils in TK separate from pupils in kindergarten.	Approve the dual language learner program changes and the CALPADS changes to collect data on transitional kindergarten students separate from students in kindergarten but reject proposal to authorize the local assignment option for preschool teachers.
Preschool Eligibility Changes	TBL to provide that (1) all students participating in State Preschool will maintain continuous eligibility for 24 months (increased from 12 months) after eligibility is confirmed, (2) children with an IEP will be categorically eligible to participate in State Preschool, and (3) State Preschool providers that have served all eligible three and four-year-olds in their service will be allowed to serve two-year-old children.	TBL to (1) increase eligibility to 100% of State Median income, (2) adopt special education eligibility proposed by the Administration, amended to specify that special needs children over the income cap are prioritized within the existing allowance for children up to 15 percent above the income cap, (3) adopt 24 month eligibility changes.
State Preschool Funding Hold Harmless	For the 2022-23 school year, allow State Preschool contractors to receive full funding allocated to them pursuant to their state contracts, regardless of student attendance.	Approve Governor's Proposal.

2022-23 Budget Proposals: A Comparison

Special Education		
Budget Item	Governor's Proposal	Joint Legislative Proposal
Special Education Base Rate	\$500 million ongoing Prop. 98 for the special education funding formula to increase the base rate to \$820, and includes changes to the special education funding formula to calculate special education base funding allocations at the LEA level rather than the SELPA level.	Approve Governor's Proposal.
Special Education Extraordinary Cost Pools	Proposes to consolidate the two special education extraordinary cost pools into a single cost pool to simplify the current funding formula.	Modify Governor's Proposal to increase ongoing funding for this purpose by \$14 million Prop. 98, for a total of \$20 million.
Inclusive Early Education Expansion Program	\$500 million one-time Prop. 98 to support the Inclusive Early Education Expansion Program, which funds infrastructure necessary to support general education and special education students in inclusive classrooms.	Modify Governor's Proposal to instead provide \$250 million one-time Prop. 98.
Educationally-Related Mental Health Services (ERMHS) Funding	Proposes to allocate ERMHS funding directly to LEAs, instead of SELPAs.	Reject Governor's Proposal.
Special Education LCAP Addendum	Requires SBE to adopt a Special Education Addendum to the LCAP that will support inclusive planning and linking special education and general education planning.	Reject Governor's Proposal.
Special Education Resource Lead	Proposes to focus a special education resource lead on Individualized Education Programs (IEPs) best practices.	Modify Governor's Proposal to add \$2 million ongoing Prop. 98 for Alternative Dispute Resolution.
Inclusive Resources for Families and Communities		\$2 million one-time reappropriated Prop. 98 to create resources for inclusionary practices for families and communities.



2022-23 Budget Proposals: A Comparison

Special Education, cont.		
Budget Item	Governor's Proposal	Joint Legislative Proposal
Family Empowerment Centers		\$5 million ongoing IDEA local assistance funding for new Family Empowerment Centers.
Other One-Time Funding Proposals		
Budget Item	Governor's Proposal	Joint Legislative Proposal
Multilingual School and Classroom Library Grant Program	\$200 million one-time Prop. 98 to establish a grant program to enable LEAs to create or expand multi-lingual school or classroom libraries offering culturally relevant texts to support reading instruction.	Reject Governor's Proposal and redirect funding to the Learning Recovery Discretionary Black Grant with funding available for literacy coaches, reading specialists, mentor teachers, and learning recovery intervention staff.
Community Engagement Initiative (CEI)	\$100 million one-time Prop. 98 to strengthen and expand the CEI. This second round of funding for the CEI is intended to provide increased and enhanced emphasis on engagement of students in all aspects of the CEI, expand the use of the CEI's identified metrics to create a common definition and clear standards for meaningful engagement at the local and state level, develop in-depth trainings and increase capacity to scale up the CEI, and support additional community engagement professional learning networks.	Approve Governor's Proposal.
Model Curricula	\$14 million one-time Prop. 98 to support COEs in developing model curricula related to the Vietnamese American refugee experience, the Cambodian genocide, Hmong history and cultural studies, and Native American studies.	Approve Governor's Proposal.
Anti-Bias Education Block Grant Program		\$10 million one-time Prop. 98 General Fund for the Anti-Bias Block Grant, administered by CDE.
Seal of Civil Engagement		\$5 million ongoing Prop. 98 to support student civic engagement and community services pilots, aligned to the Seal of Civic Engagement.
California Newcomer Education and Well-Being (CalNEW) Project		\$5 million ongoing Prop. 98 for the CalNEW Project, which provides funding to school districts with a significant number of eligible students to improve their well-being, English-language proficiency, and academic performance



Harmony Union School District

AGENDA ITEM

Meeting Date:	6/21/2022 - 5:30 PM
Category:	Action Items
Type:	Info/Action
Subject:	10.2 Presentation of the Harmony Union School District Local Control Assessment Plan [LCAP] for the 2022-2023 school year
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	 Harmony and Salmon Creek Consolidated LCAP 2022.pdf
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	Information only- the Board will consider for approval the Harmony Union School District Local Control Assessment Plan for the 2022-2023 school year at the meeting to be held on June 22, 2022 at 9 am
Approvals:	Recommended By:  Matthew Morgan - Superintendent/Principal



LCFF Budget Overview for Parents

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

CDS Code: 49707306051775

School Year: 2022-23

LEA contact information:

Matthew Morgan

Superintendent/Principal

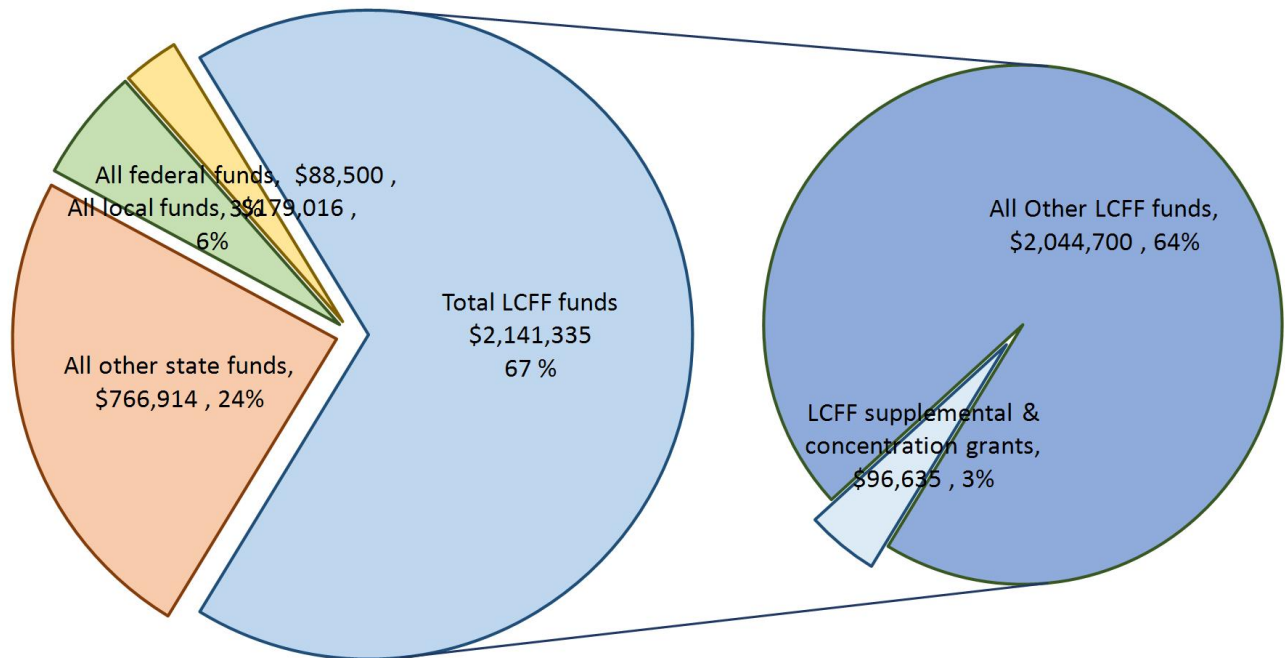
mmorgan@harmonyusd.org

707-874-1205

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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

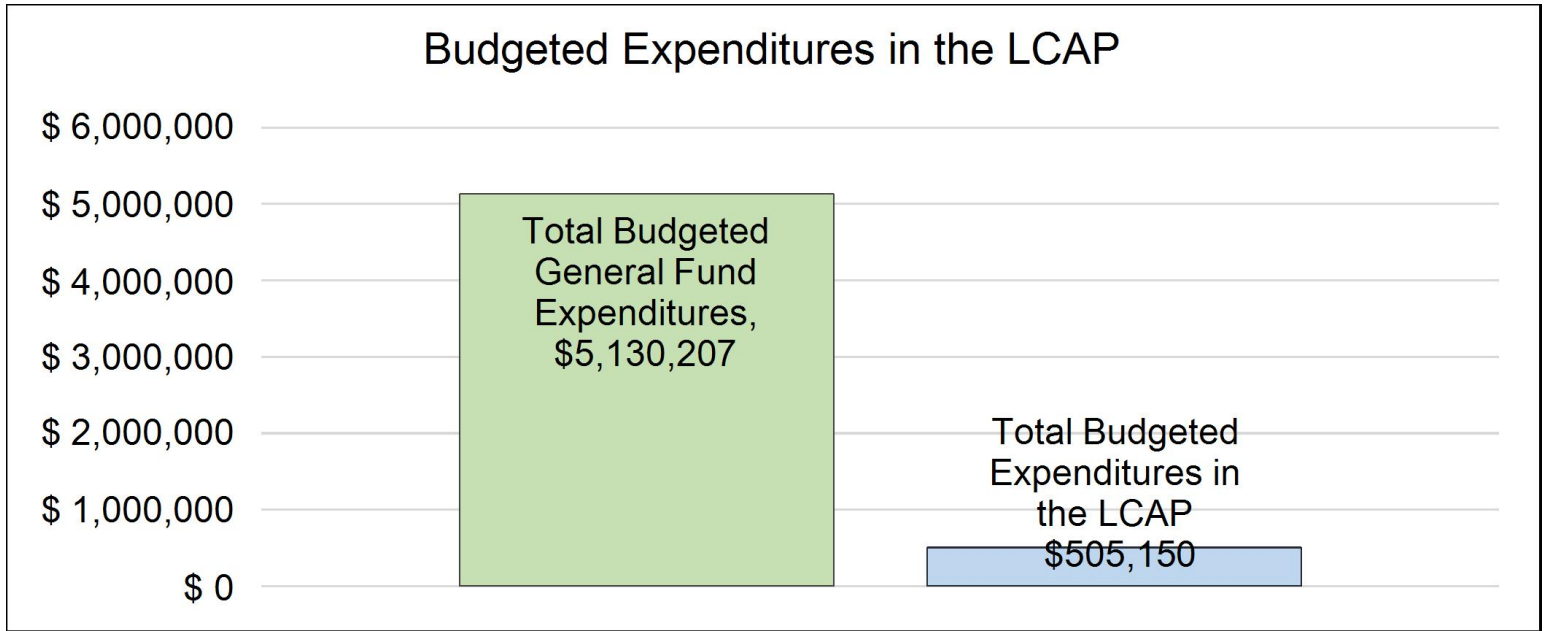


This chart shows the total general purpose revenue Harmony Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Harmony Union School District is \$5,148,765.00, of which \$2,141,335.00 is Local Control Funding Formula (LCFF), \$766,914.00 is other state funds, \$179,016.00 is local funds, and \$88,500.00 is federal funds. Of the \$2,141,335.00 in LCFF Funds, \$96,635.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Harmony Union School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Harmony Union School District plans to spend \$5,130,207.00 for the 2022-23 school year. Of that amount, \$505,150.00 is tied to actions/services in the LCAP and \$4,625,057 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

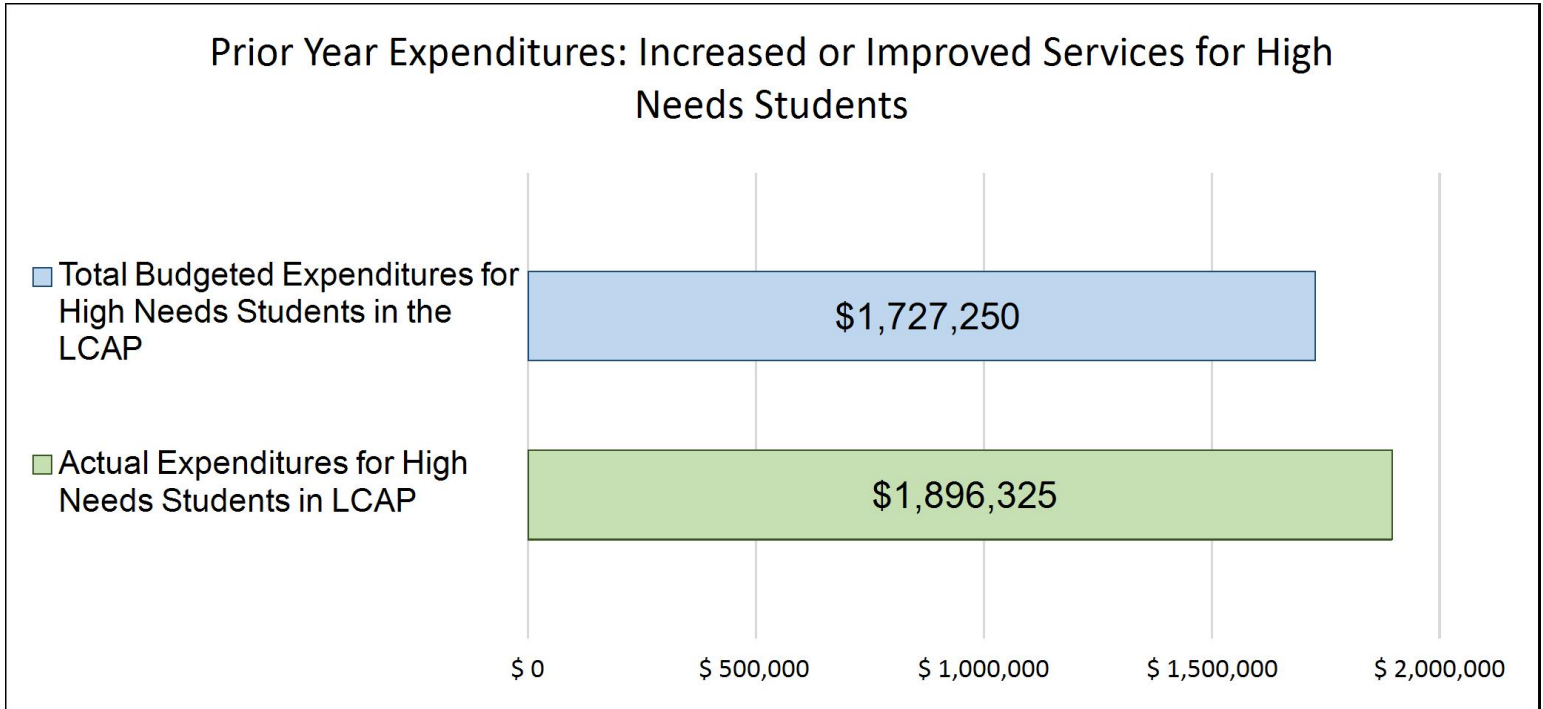
Salary and benefits for the base educational program, utilities, operational expenses, and land improvements. Beginning in 2022-23, \$47,000 will go towards the Universal Prekindergarten expenses, \$100,000 will go towards ELOP expenses, \$32,336 will go towards EPA expenses, and \$45,000 will go towards the Educator's Effectiveness expenses.

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

In 2022-23, Harmony Union School District is projecting it will receive \$96,635.00 based on the enrollment of foster youth, English learner, and low-income students. Harmony Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Harmony Union School District plans to spend \$505,150.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2021-22, Harmony Union School District's LCAP budgeted \$1,727,250.00 for planned actions to increase or improve services for high needs students. Harmony Union School District actually spent \$1,896,325.00 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$169,075.00 had the following impact on Harmony Union School District's ability to increase or improve services for high needs students:

In 2020-2021 Harmony demonstrated success in limiting the negative impact of distance learning. Learning loss, though present, was not as significant as worst estimates. Teachers were able to improve distance learning structures as the year progressed, with students completing similar workloads and reaching similar levels of proficiency through a great deal of ingenuity and additional 1 on 1 support via zoom sessions with teachers and paraeducators.



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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Harmony Union School District	Matthew Morgan Superintendent-Principal	mmorgan@harmonyusd.org 707-874-1205

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

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

Harmony Union School District relies on key stakeholder communication in the development of the budget and LCAP. The following committees, meetings and forums were used in the identification of needs and development of the LCAP and expenditure of supplementary funds provided through the Budget Act of 2021.

Harmony USD Board- Each regular meeting features Superintendent and Business manager updates and discussion on budget developments, expenditures and progress on funded projects related to LCAP and additional supplementary state and federal funding. Met on 7/16/2021, 8/12/2021, 8/19/2021, 9/13/2021, 10/21/2021, 10/28/2021, 11/10/2021, 12/8/2021, 01/20/2022, 2/17/2022

Harmony Budget Committee, including stakeholders from faculty, staff, admin and parent groups. Met 1/13/2022

Leadership Team meetings including stakeholders from admin, faculty and staff. Meets weekly on Mondays, discussing implementation of LCAP funding and project management.

Faculty-Staff meetings are held weekly with committee meetings focussed on LCAP goals monthly including curriculum, place based learning, wellness and school culture.

Student support team meeting held weekly with special education, intervention specialist, counselor and admin present overseeing LCAP funded projects

Community Forums on COVID mitigations and protocols have even held on 07/29/2022, 10/17/2022, 1/12/2022, and 2/22/2022

The Youth Truth Survey is scheduled for administration in May, 2022

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

Harmony invested funding in development and implementation of the Academic Coaching team program. Academic Coaching Team program for grades 1-3 sees a collaboration of an expanded intervention team along with classroom based staff. By expanding staff for one period daily, the Academic Coaching Team is able to provide targeted small group instruction in reading, writing or math. Thanks to the leadership of Elizabeth Weiss, Melina Porter and lower grades staff, we are excited to see this project begin its implementation. Important to the success of this project was a cohesive master schedule that allows for cross grade synchronization of support staff. As well, a common planning period for the Academic Coaching Team has been built into the schedule to support ongoing collaboration and development of the program. Staff include 1 credential intervention specialist and 1 credentialed assistant.

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

Harmony developed several remediation efforts in Spring 2021 through the summer to ameliorate impacts from COVID 19 closures. Funding was applied in the following domains:

Cost Distribution as of 2/28: \$246,190

ACT Teacher \$47,267

Nurse \$53,804 sal/ben

40% SUP \$50,596 sal

Paras \$63,485 sal/Ben.

Paras provided additional 1:1 support for students in need, extended homework club age range, and expanded the ACT learning model.

Materials/supplies/hotspots/zoom/curriculum \$31,038

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

Cost Distribution as of 2/28: \$246,190

ACT Teacher \$47,267

Nurse \$53,804 sal/ben

40% SUP \$50,596 sal

Paras \$63,485 sal/Ben.

Paras provided additional 1:1 support for students in need, extended homework club age range, and expanded the ACT learning model.

Materials/supplies/hotspots/zoom/curriculum \$31,038

The Academic Coaching Teams have been incredibly successful in the lower grades with teachers reporting record low numbers of students reading below grade level. ACT is expected to continue into 2022-2023 and expand in grade reach from 1-3 to 1-4.

Additional Para-educator support has been critical to improving staff to student ratio in the classroom from 1:20 to 1:10. This increased ratio provides improved engagement and responsiveness to student needs. One of the greatest difficulties during COVID was in hiring, as the pandemic suppressed interest in school jobs, and the shifting demographic in the region reduced available work force.

Crucial to Harmony's mitigations efforts was the provision of a school nurse to manage contact tracing, support weekly surveillance testing, providing consulting and advising for families with positive cases, and assisted in the development of COVID protocols for the school. To date, Harmony has experienced 40 positive cases with 0 demonstrating on campus sources of infection. No outbreaks have occurred, and 0 classes have had to quarantine due to exposures.

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

Fiscal resources for Safe Return to In-Person Instruction / Continuity of Services and ESSER III Expenditure Plans were assigned according to the following goals in the 2021–22 LCAP

SAFE RETURN TO IN-PERSON INSTRUCTION / CONTINUITY OF SERVICES ACTIONS ALIGNMENT WITH THE LCAP
COVID19 Mitigation Materials, Supplies, and Infrastructure aligns with LCAP Safety Metrics Goal 1 Action 4
Contact Tracing Support aligns with LCAP Safety Metric, Goal 1, Action 4, Goal 4 Action 1, and Goal 2 Action 2, 3 & 4
COVID19 Testing aligns with LCAP Safety Metric, Goal 1, Action 4, Goal 4 Action 1, and Goal 2 Action 2, 3 & 4

ESSER III ACTIONS ALIGNMENT WITH THE LCAP

Academic Support aligns with LCAP Goal 2, Action 2, 3, 4 and 5
Support for reduction in infection and quarantine LCAP Goal 1, Action 4
Social-Emotional Support aligns with LCAP Goal 4 Action 1

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

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

Introduction

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

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

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

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

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

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

Instructions

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

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

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

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

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

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

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code*

Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

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

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

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

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

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

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

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

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

California Department of Education
November 2021



Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Harmony Union School District	Matthew Morgan Superintendent/Principal	mmorgan@harmonyusd.org 707-874-1205

Plan Summary [2022-23]

General Information

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

Harmony Union School District is located in rural west Sonoma County. The area is notable for its ecological diversity, redwood forests, coastal ridges and valleys and small residential communities. The primary industries are tourism and agriculture. The region has experienced a economic/demographic shift that has reduced the number of families with school age children residing in the district. This has lead to decline in enrollment from a peak above 500 two decades ago to 185 in 2021-2022. Due to budget constraints, the district consolidated Harmony elementary school (tk-5) onto the Salmon Creek Middle School (6-8) campus in 2005. The common 50+ acre school site, originally built in 1995 for the middle school and now accommodating the elementary program, houses both Harmony Elementary School for grades TK-1 and the Salmon Creek Charter School for grades 2-8. Current grade configurations allow for one class per grade, though combination classes are occasionally experienced due to fluctuations in enrollment. Though the school consists of two distinct grade range programs, the campus functions as a common school with seamless matriculation from Harmony Elementary's primary TK-1 grades to the District managed dependent charter Salmon Creek for grades 2-8.

Given that much of the staffing, curriculum, academic support programs, policies, parent initiatives, SEL and cultural events are fully integrated between the programs, Harmony Union School District files a consolidated LCAP for both programs as permitted by the County Office of Education. The District's student population its characterized by broad economic diversity, approximately 25% of the population is FRP eligible/socioeconomically disadvantaged. Demographics include 15% Hispanic or Latino, 74% white, 12% multi-racial, and 5% students with disabilities. The small size of the school population relative to the extent of basic aid community funding is reflected in elevated revenue per pupil, affording the district the ability to provide a more rich and supportive program for students.

The unique elements of the school site, with 40 acres of upland third growth forest, a wetland, active spawning creek, waterfall and 1.5 acre farm garden, support Harmony Union School District's emphasis on Place Based Learning as the thematic and practical foundation for much of the instruction and extension opportunities for students. The farm garden provides organic produce to the full site produced food service program as well as culinary classes for students. The native history of the region is explored in social studies and language arts classes, science and math includes a large component of field study and research. Well being of students is centermost, with proactive social emotional learning, restorative practices, and active community engagement. As of 2022 HUSD is in the midst of a series of \$9 million bond project to modernize mechanical services of the facility and bring significant exterior improvements for outdoor activities, disability access and environmental stewardship including a 540,000 gallon rain water catchment system and PV emergency power supply to allow the campus to provide services during adverse emergency conditions.

Reflections: Successes

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

Harmony Elementary (Tk-1) and Salmon Creek (2-8) have separate dashboards described below. 2019 Dashboard updates were referenced for progress/performance comparisons due to availability of data for 2020.

The Harmony Elementary 2019 dashboard indicated the following:

Chronic Absenteeism: Orange

Suspension Rate: Blue

The Salmon Creek Charter 2019 dashboard indicated the following:

Chronic Absenteeism: Yellow

Suspension Rate: Green

English Language Arts: Blue

Math: Green

All other standards met

Note that Harmony's ELD enrollment is so low there are not indicators provided for this subgroup.

In 2020-2021 Harmony demonstrated success in limiting the negative impact of distance learning. Learning loss, though present, was not as significant as worst estimates. Teachers were able to improve distance learning structures as the year progressed, with students completing similar workloads and reaching similar levels of proficiency through a great deal of ingenuity and additional 1 on 1 support via zoom sessions with teachers and para-educators. In some ways, though distance learning removes many of the positive protective factors for students, particularly social engagement, the ability to spend 1:1 time with students increases and is concentrated. The scaffold of a lesson can be sped up in some cases as the physical nature of a classroom and its participation can decrease efficiency in delivery of curriculum. Harmony

has demonstrated improvement in Language Arts and maintained proficiency in Math. Student engagement was improved compared to the spring 2020 trimester. This was due to the great success of the Student Resource Team and the provision of wrap around supports for students in need. The Student Support Team in particular is a highlight from the year that we intend to build into our program even after the pandemic, to ensure that we are actively engaged in weekly monitoring and provision of interventions for all targeted at risk students (at risk students include low socio-economic, ELD, Foster, Special Education, and chronically disengaged students). The weekly caseload covers approximately 20% of the total population of the school

In 2021-2022 the District opened in full session with a normal bell schedule for all students. The population decline experienced throughout the pandemic ceased, but even with some student returning from other Independent Study Options, the overall downward trend in school age residency in the district resulted in flat enrollment from 2020-2021. Nonetheless, enrollment is still 20% below fall of 2019. The loss of students can be attributed to many factors but most dominant in the data is the physical movement of families out of the district, sometimes out of the state. Primary reasons for movement were reported as fiscal hardship, cost of housing, COVID policies and state vaccination policies.

COVID continued to have impacts in 2021-2022, but hope returned. The return to full, in-person instruction at the end of the 2020 summer was psychologically transformative for our students and families, who for the prior year, had experienced a great deal of isolation and loss of community. Harmony pursued a science based approach to COVID management, often taking the path of more greater risk mitigation than some other schools in the district, which resulted in both appreciations from some parents/families and frustration and disappointment from others. Harmony pursued an mandatory indoor masking policy until from the start of the school year through March 2022. At that time mandatory masking was lifted while the county's COVID infection rate was below 20 new cases / 100,000 residents in the county per week. Due to the 2nd Omicron wave in May, county numbers rapidly surpassed 20/100k, and the school (Harmony & Salmon Creek) returned to mandatory indoor masking for the remainder of May and June. Overall, Harmony fared better than neighboring districts at avoiding class and school closures. There are occasions when staffing was so severely strained by absences that closure was a possibility, but due to our mitigation strategies, Harmony did not experience any school based outbreaks during the 1st Omicron wave. Unfortunately, in the spring wave in May, due to the temporary lifting of mandatory indoor masking, one outbreak did occur. Chronic absenteeism was a problem throughout the year, with the extended quarantine times in the fall significantly impacting school attendance for some students. Even with shortening of quarantine requirements in the spring, several families experienced multiple rounds of COVID infections, which directly impacted attendance and access to academic services.

Culturally, the school returned to a more normal routine, bringing back modified community events and gatherings, particularly as the year moved forward and federal and state policies shifted. Harmony benefitted from the extension of a grant for students experiencing trauma for the fall, but lost these additional services as the grant expired. The school resource team (SRT) continued its duties established in 2019-2020. The SRT continued its stellar monitoring and supports for students tk-8.

The 2021-2022 school year marked the beginning of the Academic Coaching Team model at Harmony. This workshop based approach to reading/writing instruction and support is rooted in an MTSS model. The ACT bridges tier 1 to tier 2 intervention supports bringing additional staff into each classroom 1-3 allowing for small, targeted instructional groups using flexible homogenous grouping to support students where they are. The ACT is then augmented by solid tier 2 supports by the intervention teacher and the newly hired intervention paraeducator.

This program saw massive improvements for students. Indeed, teacher report that student proficiency saw marked gains, indeed by years end the percent of student proficient at each grade level surpassed pre-COVID experiences. Math was frequently discussed as the next domain to bring ACT type supports for future years.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Chronic absenteeism continues to be an issue district. The 2021-2022 pandemic continued massive absences due to quarantines. Harmony's socio-economically disadvantaged students continue to underperform peers. Math also underperforming compared to ELA. Extended school day was a frequently requested support for families, as was the return of more robust community gatherings that had been canceled or postponed during pandemic surges. Continuing to respond to the Pandemic while returning to the new normal will be a big challenge for 2022-2023. As well, reduced funding due to decreased enrollment is intersecting with the great need to expand services for math and emotional/social well being. In order to fund increases in salaries to bargaining units, layoffs and reductions in administrative support strain the workloads of remaining staff. Though the population of students is smaller, many of the administrative functions continue with little proportional workload reduction. Declining enrollment will present challenges fiscally for the district as well as the dilution of community involvement in the school, and the reduction of class sizes, particularly in the upper grades, that tends to reinforce further declines in enrollment as class sizes become so small as to present socially limiting factors for some students.

LCAP Highlights

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

The revised (in 2021-2022) consolidated LCAP for Harmony Elementary and Salmon Creek Charter is structured into 4 major goals.

Goal 1

EQUITY IN OPPORTUNITY AND ACCESS

Provide an exceptional education for our students through a highly skilled faculty and staff, rich curriculum, exemplary facilities, and active community stakeholder engagement.

(Maintenance Goal)

Goal 2

ACADEMIC PROFICIENCY FOR ALL STUDENTS

Provide cohesive, responsive and effective supports for students to reach proficiency in reading, writing, math and other foundational disciplines.

(Focus Goal)

Goal 3

EXPANSIVE LIBERAL ARTS EDUCATION

Provide a diverse, practical, inspiring, and balanced educational experience for lifelong personal fulfillment, curiosity, empowerment and leadership In their community

(Broad Goal)

Goal 4

WELL-BEING OF STUDENTS AND COMMUNITY

Provide a safe, welcoming, healthy, and vibrant environment for students, staff and families that supports and sustains their personal growth, collaboration and contribution.

(Focus Goal)

These goals and their requisite actions served the district well in outlining the core of its mission and attention. In particular, Goal 2 and Goal 4 appear to have the greatest weight to them as we rebound from the pandemic. The actions therein constitute the lion share innovation and extra labour by staff to build better systems for thriving student well being and achievement.

Comprehensive Support and Improvement

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

Schools Identified

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

None

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

Harmony Union implemented multiple engagement opportunities with stakeholders during the 2021-2022 school year. Not noted below, but instrumental to the LCAP development is the numerous COVID response forums and parent support sessions held weekly that facilitated extensive exchange of information for staff and families regarding needs. In addition, the ongoing regular meetings were held for a variety of staff and parent stakeholder groups as noted below:

Weekly
Student Resource Team: RSP Teacher, Intervention Teacher, Assistant Principal, Counselor, Principal Superintendent, Family Counselor and Restorative Practices Mentor August 16, 2021-June 2, 2022, 35 Sessions
Faculty Meeting: All School/District staff, August 16, 2021-June 2, 2022, 35 Sessions
Leadership Circle: 3 certificated staff, 3 classified staff, 4 admin staff, August 16, 2021-June 2, 2022, 35 Sessions

Monthly
Board of Education meetings; (improved attendance with zoom...5-20 community/staff participants)
PBL Committee: Certificated, Classified and Parent
Curriculum Committee: Certificated, Classified and Admin Staff
Wellness/Farm to Cafeteria Committee: Certificated and Classified Staff including food service and garden staff
School Culture Committee: Certificated, Classified and Admin Staff
Community Connection Committee: Certificated, Classified and Admin Staff

Quarterly
Budget Committee: 2 certificated staff, 2 classified staff, 2 admin staff, January 13, April 14, May 31, June 20
Site Council: faculty, staff and parent representative

LCAP Parent Forum: May 18, 2022
SELPA Consultation Guide reviewed May/June 2022

A summary of the feedback provided by specific educational partners.

Faculty, Staff and Admin made multiple recommendations including:
Focus staff collaboration time on on vertical articulation of curriculum through grades for all disciplines to deepen program cohesion and fidelity.
Improvements to SEL implementation in the middle school.
Extending the Academic Coaching Team model to include Math support
Expanded study hall/Tutoring support

Extending school day for lower grades

Parents and Board shared interest in the following:

Math Instruction support

SEL program additions including more content on Equity, Diversity, and Inclusion

Improving parent engagement

Learning loss recovery

Expansion of music, art, drama and culinary arts.

SELPA Consultation Guide outlined specific targeted areas including:

Students with Disabilities access to credentialed staff, aligned materials and appropriate facilities

Standards based instruction and access to standards including learning foundations and ELD standards

Providing appropriate interventions

Encouraging parents of students with disabilities engagement in campus advisement and LCAP development

Addressing absenteeism, school engagement and sense of connection and belonging in school

Proactive, ongoing SEL development for all students to build safe learning environments for students with special needs.

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

Goal 1 includes specific actions to support parent engagement through the use of teleconferencing support for remote members of the community to continue participation in community dialogue, even after full reopen of in person meetings. Facilities improvements action also redirected to emphasize access to facilities

Goal 2 incorporated many actions specific to requests including vertical articulation collaboration time, expansion of intervention program for push in services, professional development for workshop instructional models.

Goal 3 incorporated actions including FTE for Drama, Music positions

Goal 4 incorporated recommendations for farm to cafeteria program, SEL program development, extracurricular activities, cohesive community engagement program

Goals and Actions

Goal

Goal #	Description
1	EQUITY IN OPPORTUNITY AND ACCESS Provide an exceptional education for our students through a highly skilled faculty and staff, rich curriculum, exemplary facilities, and active community stakeholder engagement. [Maintenance Goal]

An explanation of why the LEA has developed this goal.

This is a maintenance goal that sustains the foundational commitment to educational equity via a high quality instructional program, materials, facilities and stakeholder collaborative planning. Without all of these components, obstacles are introduced in the system that can exacerbate obstacles already present for some students. Ensuring there is universal access to quality foundations is essential for student well being and academic success.

Goal 1 is a Maintenance Goal Addressing Priority 1: Basic Services, Priority 2 Implementation of State Standards, Priority 3 Parent Involvement

Priority 1 Basic services is addressed through action 1.2,1.3 and 1.4 and monitored through Williams act, library, Fit survey and Tech metrics

Priority 2 Implementation of State standards is addressed through action 1.1 Highly qualified staff and monitored through metric Average years of experience and percentage of credentialed teachers teaching in assigned content area.

Priority 3 Parent Involvement is addressed through action 1.5 Parent and stakeholder engagement and is monitored through metric for Youth Truth Survey

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average years of experience for certificated teaching staff [Priority 2	13.33 Years	14.33			>13 years

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of State Standards]					
Williams inventory report [Priority 1 Student Access to Instructional Materials]	100% Compliant	100% Compliant			100% Compliant
Technology Work ticket completion rate/latency [Priority 1 Student Access to Instructional Materials]	Median 1 week	3 days			Median 3 Days
Library Hours of Operation record [Priority 1 Student Access to Instructional Materials]	6.5 hours	6,5 hours			6.5 hours
Library volume inventory report [Priority 1 Student Access to Instructional Materials]	8,612 Titles, 10,117 Volumes	8,825 Title, 10,339 Volumes			>10,000 Titles, 11,000 Volumes, digital access
Annual FIT Survey [Priority 1 Student Access to Instructional Materials]	100% met	100% met			100% met
Average score for YouthTruth Survey Family Engagement Question: Describing the degree to which families are engaged in their school and empowered to	3.91	3.72			>3.75

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
influence decision making including families of students with exceptional needs and families of unduplicated students [Priority 3 Parent Involvement]					
Percentage of properly credentialed teachers [Priority 2 Implementation of State Standards]	93%	93%			>95%
Implementation of academic content standards including EL access to CA standards including ELD standards	100%. All students have access to CCSS including ELD standards	100%. All students have access to CCSS including ELD standards			(Maintain). 100% of students will have access to CCSS including EL access to ELD standards

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highly Qualified Staff	Hire and support the professional development and collaboration of experienced, skilled and properly assigned staff	\$1,539,000.00	No
1.2	Universal and ready access to equipment and materials	Provide quality, CCSS articulated curriculum materials, seamless technology integration and appropriate equipment/materials for staff/students	\$47,000.00	No
1.3	Library Access	Provide ready access to well equipped and staffed school Library	\$55,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	School Facility Maintenance and Improvements	Maintain facility at high level of function, invest funding for facilities improvements with specific emphasis on preserving and expanding accessibility for all community members	\$160,000.00	No
1.5	Parent and Stakeholder Engagement	Facilitate remote access to important community meetings for parents/community member unable to attend in person, provision of teleconference software and equipment, implement advanced notification system/website/school app	\$11,000.00	Yes

Goal Analysis [2021-22]

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

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

Action 1.1 Highly Qualified Staff: Cost allocations are similar, however, increasing costs of bargaining unit contracts relative to flat funding growth induced a reduction of FTE relative to cost factor. Thus less staff will be hired to stay within funding projections while costs per contract have increased.

Action 1.2 Universal Access to equipment and materials: No substantive differences

Action 1.3 Library Access: No substantive differences

Action 1.4 School Facility and Maintenance Improvements: No substantive differences however note that bond project has moved forward (separate expenditures from LCAP but sizable relative to minor LCFF scope).

Action 1.5 Parent and Stakeholder Engagement: Less events were held due to COVID restrictions

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

Action 1.1 Highly Qualified Staff: Increases in expenditures due to bargaining unit settlement and salary schedule realignment. Significant increase beyond projection.

Action 1.2 Universal Access to equipment and materials: No material differences

Action 1.3 Library Access: No material differences

Action 1.4 School Facility and Maintenance Improvements: No substantive differences however note that 6m bond project has moved forward (separate expenditures from LCAP but sizable relative to minor LCFF scope).

Action 1.5 Parent and Stakeholder Engagement: No material differences, though less events were held, cost of remaining events were higher than projected and came close to budget.

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

Effective. Salmon Creek had 1 teacher without complete certification, though completion of certificate is pending. There was a drop in parent engagement report in Youth Truth. This was also reflected in county level data. It could be that 20-21 saw increased parent involvement due to distance learning and the launch to reopen, but 2021-2022 saw decreased engagement due to school returning to normal operation.

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

The desire to retain and attract qualified staff in a highly competitive job market required increases to salaries as the district went out to hire new positions. This increased the costs in 1.1 (as did more full details on additional sources of funding for the line item (not included in the 21-22 LCAP).

Also not included in 21-22 LCAP is the cost of major bond improvements. The district has expenses in excess of 6 million due to major facility improvements included ADA accessibility, community gathering spaces, improved instructional facilities and playground equipment. These expenditures are from a bond passed in 2018 as well as reserve facilities funds not tied to LCFF or current year state/federal revenues.

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

Goals and Actions

Goal

Goal #	Description
2	ACADEMIC PROFICIENCY FOR ALL STUDENTS Provide cohesive, responsive and effective supports for students to reach proficiency in reading, writing, math and other foundational disciplines. [Focus Goal]

An explanation of why the LEA has developed this goal.

Though Harmony has demonstrated strong CAASSP results, there is room for growth. Our socio-economically disadvantaged students underperform peers. Math too, languishes compared to ELA performance. Important to the community is increasing the granularity of instruction in the classroom environment, thus a workshop model with additional academic coaching staff (intervention teacher and paraprofessional) are believed to be able to provide improvements in academic growth for students. In addition, refinement of vertical grade level articulation is believed to also improve instructional cohesion year over year, ensuring that gaps do not develop instructionally as students move from teacher to teacher. Finally, the great success experiencing during the pandemic with the MTSS team having been reformed into a wrap around Student Resources Team, leads HUSD to believe maintaining this structure even after the pandemic could yield similar results in improved student performance and support.

Goal 2 is a Focus Goal Addressing Priority 4: Student Achievement and Priority 8 Student Outcomes

Priority 4: Student Achievement is addressed through all actions 2.1, 2.2, 2.3, 2.4, 2.5 and monitored through Metrics: "Youth Truth academic challenge and resources measure", "CAASPP performance data in ELA & Math" and "F&P Longitudinal Reading Proficiency Data"

Priority 8 Student Outcomes is addressed through all actions 2.1, 2.2, 2.3, 2.4, 2.5 and monitored through all Goal 2 metrics.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
YouthTruth Student Academic Challenge Summary Measure	3.52	Results Not Available			>3.9

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
YouthTruth Family Resources Summary Measures	4.15	Results Not Available			>4.25
F&P Longitudinal Proficiency Data, Percent of students at grade level	75% at grade level	78% at grade level			90% at grade level
CAASPP performance in ELA	Blue Performance, 40 pts above standard	Results Not Available			All groups in blue
CAASPP performance in Math	Green Performance, 1.5 pts above standard, 30 pts below for low socio-economic	Results Not Available			Eliminate gap between subgroups, all groups in blue
Suspension and Expulsion Rate	~0% Expulsion Rate, 10% Suspension Rate	~0% Expulsion Rate, 10% Suspension Rate			0% suspension, 0% expulsion
% of English learners making progress towards English proficiency	Based on 2018-2019 data: 100% of students made progress as measured by ELPAC testing	Measurable data not significant N=1			(maintain) 0% middle school drop out rate
Reclassification rate	33% (2018-2019) N/A% (2020-2021)	Not Available (21-22) N=1			At least 33% of students per year.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Curriculum Articulation	Facilitate collaboration time for teachers to review curriculum implementations for ELA, Math, Science, Social Science, PBL, Music, and PE. Publish articulation guides at completion.	\$5,200.00	No

Action #	Title	Description	Total Funds	Contributing
2.2	Tier 1.5 Workshops	Implement in-class push in supports via workshop model, additional paraprofessional staff, curriculum materials, training, and master schedule articulation.	\$85,000.00	Yes
2.3	Intervention Tier 2	Intervention Teacher and Paraprofessional team supporting 1:1 and small group pull outs to supplement push in supports in tier 1.5 for ELA/Math	\$65,500.00	Yes
2.4	Study Hall Tutoring	Provide 1-1.5 hours daily of study hall for upper grades students. Additional staffing to support increased group sizes	\$10,100.00	Yes
2.5	MTSS Resource Team	Staff time dedicated to constant identification, monitoring and provision of wrap around services to ensure all students experiencing academic, social/emotional or personal struggle are provided support. Staff include Counselor, Admin, Intervention Team,	\$60,550.00	Yes

Goal Analysis [2021-22]

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

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

Action 2.1 Articulation Guidelines for ELA and Math were completed, PBL, Social Science, Science, PE not completed for 21/22
 Action 2.2 No substantive differences
 Action 2.3 No substantive differences
 Action 2.4 No substantive differences
 Action 2.5 No substantive differences

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

- Action 2.1 Additional staff time increased costs modestly
- Action 2.2 No material differences
- Action 2.3 No material differences
- Action 2.4 No material differences
- Action 2.5 No material differences

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

- Action 2.1 Significant progress made on articulation conversations. Complete package of subject area articulations was not completed.
- Action 2.2 This action proved Incredibly effective at improving student outcomes. Adoption by staff was rapid and well received.
- Action 2.3 Effective. Additional intervention staff greatly expanded reach of the program ensuring the Student Resource Team could assign support and ensure it was fulfilled with short timelines.
- Action 2.4 Effective, though attendance was impacted by COVID absences and quarantines.
- Action 2.5 Effective. The MTSS team worked weekly tracking students and assigning supports. All students identified as needing supports were assigned staff to meet the objectives.

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

- Action 2.1 Articulation will focus on PBL, Science, Social Science
- Action 2.2 Will continue with plan, requests were made to expand ACT workshop program into mathematics but funding limits the ability to expand
- Action 2.3 Continue with plan
- Action 2.4 Continue with plan
- Action 2.5 Continue with plan, new program with COE to support MTSS groups will bring this group into collaboration with other school districts to share best practices during the 22/23 school year.

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

Goals and Actions

Goal

Goal #	Description
3	EXPANSIVE LIBERAL ARTS EDUCATION Provide a diverse, practical, inspiring, and balanced educational experience for lifelong personal fulfillment, curiosity, empowerment and leadership in their community [Broad Goal]

An explanation of why the LEA has developed this goal.

Harmony Union School District is committed to an expanded curriculum that ensures students have access to high quality enrichment instruction in Agro-ecology, environmental science, music, arts and drama. Improvement to student engagement, fulfillment, connection to school, and success in core subjects are observed benefits of broad liberal arts programs.

Goal 3 is a Broad Goal Addressing Priority 7: Access to a Broad Course of Study

Priority 7: Access to a Broad Course of Study is addressed through all actions 3.1 & 3.2 and monitored through Metrics: "Youth Truth Survey", "Percent IEP with enrichment schedules" and "Concert and drama productions per grade"

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Master Schedule	Music >1 session per week 1-8, Art = 0 sessions	Music Session 2+ per week for grades 3-8, Art increased to ~1 per grade for 21-22.			Music >2 sessions per week 1-8 Art >1 session per week K-5
Youth Truth Student Engagement Summary Measure Median	3.34	Results Not Available			>3.75

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of IEP students schedules that include general education enrichment courses	100%	100%			100%
Concert and Drama production performances per grade per year (average for each grade)	<1	4 drama performances, 3 music productions 21/22			>2
Students, including students with exceptional needs and unduplicated students will have access to and are enrolled in a broad course of study	100%. All students, including students with exceptional needs and unduplicated students have access to and are enrolled in a broad course of student	100%. All students, including students with exceptional needs and unduplicated students have access to and are enrolled in a broad course of student			(Maintain) 100%. All students, including students with exceptional needs and unduplicated students will have access to and are enrolled in a broad course of student

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Middle School PBL Garden Program	Provide specialized PBL program for middle school students including garden production, environmental stewardship and community service.	\$11,000.00	No
3.2	Music & Arts Program	Provision of comprehensive music education for all students K-8. Art resource room for grades K-8 with explicit Art instruction for grades 1-3. Instruments, equipment & Materials	\$99,000.00	No

Goal Analysis [2021-22]

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

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

The 2021-2022 school year saw the hiring of a new PBL and Art teacher position. Both positions were new to the school for 21/22.
Action 3.1 Middle School PBL Garden Program: No substantive Differences
Action 3.2 Music and Arts Program: No Substantive Differences

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

Action 3.1 Middle School PBL Garden Program: The positions came in above budget due to increases in FTE for program implementation costs.
Action 3.2 Music and Arts Program: The positions came in above budget due to increases in FTE for program implementation costs. Startup costs were somewhat in excess of projections.

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

Action 3.1 Middle School PBL Garden Program: The actions were effective at bringing PBL into the master schedule at levels beyond original design.
Action 3.2 Music and Arts Program: The actions were effective at bringing art and music sections into the master schedule at levels beyond original design.

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

Action 3.1 Middle School PBL Garden Program: Anticipated budget cuts due to increased salary schedule costs and declining enrollment resulted in a layoff of the PBL position for 2022-2023. This program will be reorganized and subsumed under a revised middle school enrichment program inclusive of PBL goals but including other requested content include maker/STEM and art.
Action 3.2 Music and Arts Program: after 1 year pilot for art, Staff ultimately requested reintegration of art curriculum into interdisciplinary grade level units, thus, the art position will be eliminated for 2022-2023 with the curriculum integrated into self contained classrooms. Music will continue as 1.0 FTE

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

Goals and Actions

Goal

Goal #	Description
4	WELL-BEING OF STUDENTS AND COMMUNITY Provide a safe, welcoming, healthy, and vibrant environment for students, staff and families that supports and sustains their personal growth, collaboration and contribution. [Focus Goal]

An explanation of why the LEA has developed this goal.

Positive and healthy school culture has extensive benefits for students. Learning is severely impacted when students do not feel safe or accepted at school. Vibrant school culture that supports each student's emotional well being, affirming their unique identity, and integrating them in healthy social relationships is a major protective factor for students and families and greatly improves student outcomes both academic and social-emotional. Such an environment is an essential proactive component of mental health and suicide prevention goals. Building understanding for school norms, expectations for positive behavior and interactions. A healthy food service program is essential to the development of long term beneficial habits for students.

Goal 4 is a Broad Goal Addressing Priority 4: Pupil Engagement and Priority 3: Parent Engagement

Priority 4: Pupil Engagement is addressed through all actions 4.1, 4.2, 4.3 and 4.4 and monitored through Metrics: "Youth Truth Survey STUDENT", "Food Service Menus", "Suspension/Expulsion Data", "MTSS Data", "Student Attendance Data", and "Chronic Absenteeism Data"

Priority 4: Parent Engagement is addressed through all actions 4.1, 4.2, 4.3 and 4.4 and monitored through Metrics: "Youth Truth Survey FAMILY", "Food Service Menus", "Suspension/Expulsion Data", "MTSS Data", "Student Attendance Data", and "Chronic Absenteeism Data"

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Youth Truth Survey Student Engagement Summary Measure (median score)	3.34	Results Not Available			>3.5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Youth Truth Survey Student Culture Summary Measure (median score)	3.58	Results Not Available			>3.75
Youth Truth Survey Student Belonging and Peer Collaboration Summary Measure (median score)	3.91	Results Not Available			>3.95
Youth Truth Survey Student Relationships Summary Measure (median score)	3.68	Results Not Available			>3.75
Food Service Menus	50% of produce is from garden., >75% of menu items are locally produced in facility	50% of produce is from garden., >75% of menu items are locally produced in facility			50% of produce is provided from garden, >75% of menu items are locally produced in facility
Suspension/Expulsion rate data	3% Suspension rate, 0.5% expulsion rate	1.5% Suspension rate, 0% expulsion rate			0% suspension rate, 0% expulsion rate
MTSS Data	10% of student population in need of MTSS Tier 2 support	8% of student population in need of MTSS Tier 2 support			5% of student population in need of SEL Tier 2 support
Youth Truth Survey Family Engagement Summary Measure (median score)	3.91	Results Not Available			>4.15
Youth Truth Survey Family Relationships	4.48	Results Not Available			>4.52

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Summary Measure (median score)					
Youth Truth Survey Family Culture Summary Measure (median score)	4.45	Results Not Available			>4.5
Youth Truth Survey Family Communications Summary Measure (median score)	4.19	Results Not Available			>4.25
Youth Truth Survey Family School Safety Summary Measure (median score)	4.14	Results Not Available			>4.25
Student Attendance Data	94% Attendance Rate	91.5% Attendance Rate			97%
Chronic Absenteeism Data	3%	3%			1%

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Schoolwide SEL Program	Provide comprehensive SEL program including components for self regulation, executive function, conflict resolution, restorative practices and anti-bullying. Instruction by teachers and counselors in class. Paraprofessional/Admin support for program during supervision. Schoolwide PBIS elements including assemblies and honor program.	\$35,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.2	Extracurricular Activities	Extracurricular and student leadership Activities provided at lunch or after school including Spanish club, orchestra, drama, and competitive league play athletics	\$5,000.00	Yes
4.3	Community Engagement Program	Curate a cohesive, articulated, multi-event community engagement program including major community gathering events throughout the seasonal calendar. Parent education opportunities to support families in the home.	\$13,000.00	Yes
4.4	Farm to Kitchen Program	Provide locally sourced and produced healthy food service program for students	\$220,000.00	Yes

Goal Analysis [2021-22]

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

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

Action 4.1 Schoolwide SEL Program: No substantive differences

Action 4.2 Extracurricular Activities: Harmony/Salmon Creek did not participate in league sports due to COVID protocols for 2021-2022. Spanish club was also cancelled due to lack of staffing.

Action 4.3 Community Engagement Program: COVID protocols impacted implementation at the start of the year and again during Omicron surge in January.

Action 4.4 Farm to Kitchen Program: No Substantive differences

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

Action 4.1 Schoolwide SEL Program: No material differences

Action 4.2 Extracurricular Activities: Reduction in cost from league play offset by increased cost in drama and music productions.

Action 4.3 Community Engagement Program: No material differences

Action 4.4 Farm to Kitchen Program: No material differences (modest increase in supplemental staffing)

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

Action 4.1 Schoolwide SEL Program: The program was effective at supporting students, particularly those most impacted by trauma and social isolation. The program continues to struggle with full implementation in upper grades.

Action 4.2 Extracurricular Activities: The absence of league sports was impactful. Drama however was successful and was a welcome return to normalcy after a very difficult winter COVID surge.

Action 4.3 Community Engagement Program: Though COVID impacted scope of activities, by the end of the year, a greater sense of access and normalcy was experienced by families. The graduation, end of year events and socials brought much greater community participation than was experienced since COVID shutdown in March 2020.

Action 4.4 Farm to Kitchen Program: Very effective. Our program continues to provide an example at the national level on running a farm to kitchen/cafeteria program.

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

Action 4.1 Schoolwide SEL Program: Continued work to integrate SEL in upper grades, a return of an advisory period for grades 7/8

Action 4.2 Extracurricular Activities: Return to league play for 2022-2023, Spanish if staffing can be identified.

Action 4.3 Community Engagement Program: Large expansion in calendared events along with guidebook for community participants.

Action 4.4 Farm to Kitchen Program: Addition of garden assistant position to assist with realignment of former liaison position to cafeteria aide position.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$93,338.00	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
4.93%	0.00%	\$0.00	4.93%

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

Required Descriptions

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

Given the needs observed in our unduplicated student population, particularly during the pandemic, it is clear that in home student support differentials pose an obstacle to learning for unduplicated students. Major cases of under performance include access to technology, targeted academic support time, and mental health support. As such, developing integrated intervention support services in class and extended tutorial support programs will help provide the supplemental supports necessary for ELD and low income students. The actions that support this work include the MTSS Resource Team that is tasked with identifying all students struggling for academic or SEL needs. This team is equipped with data to assist in monitoring unduplicated students and provided resources to build wrap around services for students identified. The tier 1.5 workshop model provides in class academic support in small groups that keep unduplicated students in the typical class setting, while leveraging group and partner activities to further academic intervention. Other supports include strategies to increase student connection to school through the enrichment program, extracurricular activities and community engagement. Student connection to school is a protective factor, particularly for low income families.

Many of these actions are provide LEA wide because they require the participation of unduplicated students to support the activity (workshop model instruction, community engagement program, etc). The MTSS team will provide ongoing weekly monitoring to provide supplemental targeted supports for unduplicated students as needed.

PRINCIPALLY DIRECTED TO SERVE FOSTER YOUTH, ENGLISH LEARNERS AND LOW INCOME STUDENTS:

NEEDS CONDITIONS AND CIRCUMSTANCES

Demographics of Harmony include 30% low income

Dashboard Indicates discrepancies for Low Income students from the general population in ELA/Math

Low Income students are disproportionately impacted by housing scarcity, COVID and economic upheaval

Low Income students require additional assistance in tutoring support, food services and wrap around services (SEL/Counseling).

ACTIONS

These actions and services listed are expected to both increase and improve services to our low income and EL students. The increased services are present in the following goals and actions:

Goal 1

EQUITY IN OPPORTUNITY AND ACCESS

Provide an exceptional education for our students through a highly skilled faculty and staff, rich curriculum, exemplary facilities, and active community stakeholder engagement. Parent and

Action 5

Stakeholder Engagement

Facilitate remote access to important community meetings for parents/community member unable to attend in person, provision of teleconference software and equipment, implement advanced notification system/website/school app

\$15,000

Goal 2 ACADEMIC PROFICIENCY FOR ALL STUDENTS

Provide cohesive, responsive and effective supports for students to reach proficiency in reading, writing, math and other foundational disciplines.

Action 2

Tier 1.5 Workshops

Implement in-class push in supports via workshop model, additional paraprofessional staff, curriculum materials, training, and master schedule articulation.

\$28,000.00

Action 3

Intervention Tier 2

Intervention Teacher and Paraprofessional team supporting 1:1 and small group pull outs to supplement push in supports in tier 1.5 for ELA/Math

\$19,500.00

Action 4

Study Hall Tutoring

Provide 1-1.5 hours daily of study hall for upper grades students. Additional staffing to support increased group sizes

\$20,000.00

Action 5

MTSS Resource Team

Staff time dedicated to constant identification, monitoring and provision of wrap around services to ensure all students experiencing academic, social/emotional or personal struggle are provided support. Staff include Counselor, Admin, Intervention Team,

\$52,550.00

Goal 4

WELL-BEING OF STUDENTS AND COMMUNITY

Provide a safe, welcoming, healthy, and vibrant environment for students, staff and families that supports and sustains their personal growth, collaboration and contribution.

Action 1

Schoolwide SEL Program

Provide comprehensive SEL program including components for self regulation, executive function, conflict resolution, restorative practices and anti-bullying. Instruction by teachers and counselors in class. Paraprofessional/Admin support for program during supervision. Schoolwide PBIS elements including assemblies and honor program.

\$30,000

Action 2

Extracurricular Activities

Extracurricular and student leadership Activities provided at lunch or after school including Spanish club, orchestra, drama, and competitive league play athletics

\$12,000

Action 3

Community Engagement Program

Curate a cohesive, articulated, multi-event community engagement program including major community gathering events throughout the seasonal calendar. Parent education opportunities to support families in the home.

\$5,000

Action 4

Farm to Kitchen Program

Provide locally sourced and produced healthy food service program for students

\$220,000.00

EXPECTED OUTCOMES

We expect these goals and actions to result in closing of achievement gap for our unduplicated students as they disproportionately provide additional services that are targeted to address obstacles unique to low income, ELD, Foster youth populations.

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

Harmony Union School District is required to increase or improve services for EL, Foster Youth, and Low income students by 3,15% and 5.89% for Harmony Elementary and Salmon Creek respectively which is equal to \$20932 + \$72406 (Harmony/Salmon Creek) with a combined percent increase for improved services at 4.92%. The increased percentage is met by actions and services included in the Local Control and Accountability Plan. The following actions described below are increased improved and meet and/or exceed the totality of the required percentage increase as compared to services to all students.

In the plan you will see the following actions marked as contributing which are included as part of the increased Percent:

Goal 1 Action 5 Addressing Parental Involvement

Goal 2 Actions, 1, 2, 3, 4 and 5 Addressing Student outcomes

Goal 4 Actions 1, 2, 3, 4 Addressing School Culture, safety and student/family engagement

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

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

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,380,350.00	\$872,000.00	\$80,000.00	\$89,000.00	\$2,421,350.00	\$2,239,500.00	\$181,850.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Highly Qualified Staff	All	\$640,000.00	\$820,000.00	\$53,000.00	\$26,000.00	\$1,539,000.00
1	1.2	Universal and ready access to equipment and materials	All	\$10,000.00	\$12,000.00	\$25,000.00		\$47,000.00
1	1.3	Library Access	All	\$55,000.00				\$55,000.00
1	1.4	School Facility Maintenance and Improvements	Students with Disabilities	\$160,000.00				\$160,000.00
1	1.5	Parent and Stakeholder Engagement	English Learners Foster Youth Low Income	\$11,000.00				\$11,000.00
2	2.1	Curriculum Articulation	All	\$5,200.00				\$5,200.00
2	2.2	Tier 1.5 Workshops	English Learners Foster Youth Low Income	\$28,000.00	\$22,000.00		\$35,000.00	\$85,000.00
2	2.3	Intervention Tier 2	English Learners Foster Youth Low Income	\$19,500.00	\$18,000.00		\$28,000.00	\$65,500.00
2	2.4	Study Hall Tutoring	English Learners Foster Youth Low Income	\$10,100.00				\$10,100.00
2	2.5	MTSS Resource Team	English Learners Foster Youth Low Income	\$60,550.00				\$60,550.00
3	3.1	Middle School PBL Garden Program	All	\$11,000.00				\$11,000.00
3	3.2	Music & Arts Program	All	\$97,000.00		\$2,000.00		\$99,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.1	Schoolwide SEL Program	English Learners Foster Youth Low Income	\$35,000.00				\$35,000.00
4	4.2	Extracurricular Activities	English Learners Foster Youth Low Income	\$5,000.00				\$5,000.00
4	4.3	Community Engagement Program	English Learners Foster Youth Low Income	\$13,000.00				\$13,000.00
4	4.4	Farm to Kitchen Program	English Learners Foster Youth Low Income	\$220,000.00				\$220,000.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$1,893,271.00	\$93,338.00	4.93%	0.00%	4.93%	\$402,150.00	0.00%	21.24 %	Total:	\$402,150.00
								LEA-wide Total:	\$402,150.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$402,150.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.5	Parent and Stakeholder Engagement	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$11,000.00	
2	2.2	Tier 1.5 Workshops	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$28,000.00	
2	2.3	Intervention Tier 2	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$19,500.00	
2	2.4	Study Hall Tutoring	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$10,100.00	
2	2.5	MTSS Resource Team	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$60,550.00	
4	4.1	Schoolwide SEL Program	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$35,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.2	Extracurricular Activities	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
4	4.3	Community Engagement Program	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$13,000.00	
4	4.4	Farm to Kitchen Program	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$220,000.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,727,250.00	\$1,896,325.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Highly Qualified Staff	No	\$750,000.00	\$770,000.00
1	1.2	Universal and ready access to equipment and materials	No	\$65,000.00	\$45,620.00
1	1.3	Library Access	No	\$55,000.00	\$56,575.00
1	1.4	School Facility Maintenance and Improvements	No	\$150,000.00	\$200,000.00
1	1.5	Parent and Stakeholder Engagement	Yes	\$15,000.00	\$28,750.00
2	2.1	Curriculum Articulation	No	\$5,200.00	\$23,200.00
2	2.2	Tier 1.5 Workshops	Yes	\$85,000.00	\$88,400.00
2	2.3	Intervention Tier 2	Yes	\$65,500.00	\$68,120.00
2	2.4	Study Hall Tutoring	Yes	\$20,000.00	\$26,350.00
2	2.5	MTSS Resource Team	Yes	\$52,550.00	\$61,700.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Middle School PBL Garden Program	No	\$52,000.00	\$61,250.00
3	3.2	Music & Arts Program	No	\$175,000.00	\$187,650.00
4	4.1	Schoolwide SEL Program	Yes	\$30,000.00	\$37,000.00
4	4.2	Extracurricular Activities	Yes	\$12,000.00	\$16,500.00
4	4.3	Community Engagement Program	Yes	\$5,000.00	\$5,000.00
4	4.4	Farm to Kitchen Program	Yes	\$190,000.00	\$220,210.00

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$106,374.00	\$372,050.00	\$450,400.00	(\$78,350.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.5	Parent and Stakeholder Engagement	Yes	\$15,000.00	\$28,750.00		
2	2.2	Tier 1.5 Workshops	Yes	\$28,000.00	\$37,540.00		
2	2.3	Intervention Tier 2	Yes	\$19,500.00	\$17,350.00		
2	2.4	Study Hall Tutoring	Yes	\$20,000.00	\$26,350.00		
2	2.5	MTSS Resource Team	Yes	\$52,550.00	\$61,700.00		
4	4.1	Schoolwide SEL Program	Yes	\$30,000.00	\$37,000.00		
4	4.2	Extracurricular Activities	Yes	\$12,000.00	\$16,500.00		
4	4.3	Community Engagement Program	Yes	\$5,000.00	\$5,000.00		
4	4.4	Farm to Kitchen Program	Yes	\$190,000.00	\$220,210.00		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$1,994,570	\$106,374.00	0.00%	5.33%	\$450,400.00	0.00%	22.58%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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


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

California Department of Education
January 2022



Meeting Date:	6/21/2022 - 5:30 PM
Category:	Action Items
Type:	Action
Subject:	10.3 Educational Protection Account (EPA)
Strategic Plans:	
Policy:	
Enclosure	

File Attachment:

 FD01 EPA Accounting.pdf

 FD03 EPA Accounting.pdf

Description:**Background Information:**

School districts and charter schools (LEAs) receive funds from the Education Protection Account (EPA) based on their proportionate share for the statewide revenue limit amount and general purpose block grant funding. A corresponding reduction is made to an LEA's LCFF-state aid equal to the amount of their EPA entitlement. There is a minimum funding of \$200 per ADA and LEAs receive their EPA entitlements quarterly.

Fiscal Implications:**Recommendation:**

For the to Board consider approval of the Education Protection Account, which authorizes the district to determine spending of the Educational Protection Account funds.

Approvals:

Recommended
By:



Matthew Morgan - Superintendent/Principal

Expenditures through: June 30, 2022

For Fund 01, Resource 1400 Education Protection Account

Est. Actuals
2021-22

Est. Entitlement
2022-23

Description	Object Codes	Amount	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR			
Adjusted Beginning Fund Balance	9791-9795	89,600.44	0.00
Revenue Limit Sources	8010-8099	11,700.00	14,949.00
Federal Revenue	8100-8299	0.00	0.00
Other State Revenue	8300-8599	0.00	0.00
Other Local Revenue	8600-8799	0.00	0.00
All Other Financing Sources and Contributions	8900-8999	0.00	0.00
Deferred Revenue	9650	0.00	0.00
TOTAL AVAILABLE		101,300.44	14,949.00
EXPENDITURES AND OTHER FINANCING USES			
(Objects 1000-7999)			
Instruction	1000-1999	101,300.44	14,949.00
Instruction-Related Services			
Instructional Supervision and Administration	2100-2150	0.00	0.00
AU of a Multidistrict SELPA	2200	0.00	0.00
Instructional Library, Media, and Technology	2420	0.00	0.00
Other Instructional Resources	2490-2495	0.00	0.00
School Administration	2700	0.00	0.00
Pupil Services			
Guidance and Counseling Services	3110	0.00	0.00
Psychological Services	3120	0.00	0.00
Attendance and Social Work Services	3130	0.00	0.00
Health Services	3140	0.00	0.00
Speech Pathology and Audiology Services	3150	0.00	0.00
Pupil Testing Services	3160	0.00	0.00
Pupil Transportation	3600	0.00	0.00
Food Services	3700	0.00	0.00
Other Pupil Services	3900	0.00	0.00
Ancillary Services	4000-4999	0.00	0.00
Community Services	5000-5999	0.00	0.00
Enterprise	6000-6999	0.00	0.00
General Administration	7000-7999	0.00	0.00
Plant Services	8000-8999	0.00	0.00
Other Outgo	9000-9999	0.00	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		101,300.44	14,949.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00	0.00

Note to user:

Specific cells in column C have been protected so that you can't enter data. The "Amount" column is protected for the following revenues: Federal Revenue, Other State Revenue, Other Local Revenue, and All Other Financing Sources and Contributions.

The "Amount" column is protected for the following expenditure functions: 2100-2150, 2200, 2700, 6000-6999, and 7000-7999.

2020-21 Education Protection Account
Program by Resource Report
Expenditures by Function - Detail

Salmon Creek Charter - Fund 03

Expenditures through: June 30, 2022



For Fund 03, Resource 1400 Education Protection Account

Est. Actuals
2021-22

Est. Entitlement
2022-23

Description	Object Codes	Amount	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR			
Adjusted Beginning Fund Balance	9791-9795	180,334.44	0.00
Revenue Limit Sources	8010-8099	25,502.00	32,336.00
Federal Revenue	8100-8299	0.00	0.00
Other State Revenue	8300-8599	0.00	0.00
Other Local Revenue	8600-8799	0.00	0.00
All Other Financing Sources and Contributions	8900-8999	0.00	0.00
Deferred Revenue	9650	0.00	0.00
TOTAL AVAILABLE		205,836.44	32,336.00
EXPENDITURES AND OTHER FINANCING USES			
(Objects 1000-7999)			
Instruction	1000-1999	205,836.44	32,336.00
Instruction-Related Services			
Instructional Supervision and Administration	2100-2150	0.00	0.00
AU of a Multidistrict SELPA	2200	0.00	0.00
Instructional Library, Media, and Technology	2420	0.00	0.00
Other Instructional Resources	2490-2495	0.00	0.00
School Administration	2700	0.00	0.00
Pupil Services			
Guidance and Counseling Services	3110	0.00	0.00
Psychological Services	3120	0.00	0.00
Attendance and Social Work Services	3130	0.00	0.00
Health Services	3140	0.00	0.00
Speech Pathology and Audiology Services	3150	0.00	0.00
Pupil Testing Services	3160	0.00	0.00
Pupil Transportation	3600	0.00	0.00
Food Services	3700	0.00	0.00
Other Pupil Services	3900	0.00	0.00
Ancillary Services	4000-4999	0.00	0.00
Community Services	5000-5999	0.00	0.00
Enterprise	6000-6999	0.00	0.00
General Administration	7000-7999	0.00	0.00
Plant Services	8000-8999	0.00	0.00
Other Outgo	9000-9999	0.00	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		205,836.44	32,336.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00	0.00



Meeting Date:	6/21/2022 - 5:30 PM
Category:	Action Items
Type:	Action
Subject:	10.4 Ratification of Tentative Agreement between the District and CSEA Chapter 70 for 2023-2023 Successor Contract, including "Me Too" for unrepresented employees
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	 Tentative Agreement HUSD CSEA 2022-06-10.pdf
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	That the Board consider for approval and ratification the Tentative Agreement between the District and CSEA Chapter 70 for 2023 Successor Contract
Approvals:	Recommended By:  Matthew Morgan - Superintendent/Principal

**The California School Employees Association Chapter No. 70
And
Harmony Union School District**

This Tentative Agreement is entered into this 10th day of June 2022 by and between the Harmony Union School District (“District”) and California School Employees Association, Chapter No. 70 (“CSEA”) to conclude contract negotiations for 2021-2022, settling for all changes to language and salary schedule. The parties agree as follow:

JOB TITLES AND DESCRIPTIONS

The following job titles, salary range assignments, and descriptions will be updated for the 2022-2023 school year accordingly..

Old Title (2021-2022)

New Title (2022-2023)

Salary Range A

Instructional Assistant

Instructional Assistant

Salary Range B

Paraprofessional

Paraeducator Instructional Assistant

Bilingual Paraprofessional

Paraeducator Bilingual Services Instructional Assistant

Special Education Paraprofessional

Paraeducator Special Education Assistant

Full Inclusion Temporary Support Paraprofessional

Paraeducator Special Education Temporary Assistant

Cafeteria Assistant

Food Services Assistant

Cafeteria and Garden Liaison

Farm and Garden Assistant

Salary Range C

Custodian

Custodial and Maintenance Technician

Salary Range D

Library Technician

Library and Media Services Technician

Salary Range E

Head Custodian

Head of Custodial and Maintenance

Garden Coordinator

Head of Farm and Garden

Salary Range F

Head of Cafeteria and Nutrition Program

Head of Food Services

Data Systems Technician

Business Services Technician

Position Descriptions to Retire

Cafeteria Technician (Vacant, Vestigial)

PBL Coordinator (Occupied)

Custodian/Maintenance (Vacant, Vestigial)

Technology Technician (Vacant, Vestigial)

Health Tech (Vacant, Vestigial)

**CALENDAR, CONTRACT DAYS AND FTE ASSIGNMENTS FOR 2022-2023
(2021-2022)**

Instructional Support	Calendar	Days	Range
Instructional Assistant	11 Months	183	B
FTE Assignments (21/22)			Positions
0.85 (0.85)			1 (1)
0.88 (0.88)			1 (1)
Paraeducator Instructional Assistant	11 Months	183	B
FTE Assignments (21/22)			Positions
0.6825 (0.6825)			1 (1)
0.0 (0.67) LAYOFF 1			0 (1)
0.85 (0.85) LAYOFF 1			2 (3)
0.88 (0.88) - No Change			1 (1)
Paraeducator Bilingual Services Instructional Assistant	11 Months	183	B
FTE Assignments (21/22)			Positions
0.85 (0.85)			1 (1)
Paraeducator Special Education Assistant	11 Months	183	B
FTE Assignments (21/22)			Positions
0.85 (0.85)			1 (1)
Paraeducator Special Education Temporary Assistant	11 Months	183	B
FTE Assignments (21/22)			Positions
0.85 (0.85) LAYOFF 1			1 (2)
Farm and Garden			
Head of Farm and Garden	12 Months	212	E
FTE Assignments (21/22)			Positions
1.0 (1.0)			1 (1)
Farm and Garden Assistant	12 Months	212	B
FTE Assignments (21/22)			Positions
0.6 (1.0) - See Food S. Assist.			1 (1)
Library			
Library and Media Services Technician	11 Months	183	D
FTE Assignments (21/22)			Positions
0.625 (0.72) - Retirement			1 (1)

Custodial and Maintenance

Head of Custodial and Maintenance		12 Months	248	E
FTE Assignments (21/22)	Positions			
1.0 (1.0) - No Change	1 (1)			
Custodial and Maintenance Technician (Custodian)		12 Months	248	C
FTE Assignments (21/22)	Positions			
1.0 (1.0) - No Change	1 (1)			

Food Services

Head of Food Services		11 Months	185	F
FTE Assignments (21/22)	Positions			
1.0 (1.0) - No Change	1 (1)			
Food Services Assistant		11 Months	185	B
FTE Assignments (21/22)	Positions			
1.0 (0.0) - NEW Position	1 (1)			

Administration

Business Services Technician		12 Months	217	F
FTE Assignments (21/22)	Positions			
1.0 (1.0) - No Change	1 (1)			

SALARY SCHEDULE AGREEMENT FOR 2021-2022

Key elements of the negotiated salary agreement for 2021-2022

- The following considerations were adopted for the revised salary schedule for 2021-2022
- Change to the salary schedule algorithm guiding calibration of ranges, tethering lower ranges as a ratio/percentage of the top (index) range.
- Future increases pivot on Step 1 of Range F: all other cells of the salary schedule are tied via mathematical relationship to Step 1, Range F.
- Mathematical relationship is defined by the percentage share of each range compared to Range F, and the percent increase for each step from step 1 in each individual range.
- The Salary Schedule has been expanded to recognize additional service credit for years accrued after reaching step 5 of the job assignment. The schedule now has 15 steps.
- The Salary Schedule increase minimum for each employee at their newly assigned step/range shall be not less than 4% for the 2021-2022 school year.

SALARY SCHEDULE

2021-22 Classified Salary Schedule							
Salary Range	A	B	C	D	E	F	
2021-2022 Positions (2022-2023 Titles)	Instructional Assistant (Instructional Assistant)	Paraprofessional (Paraeducator Instructional Assistant)	Custodian (Custodial and Maintenance Technician)	Library Technician (Library and Media Services Technician)	Head Custodian (Head of Custodial and Maintenance)	Head of Cafeteria and Nutrition Program (Head of Food Services)	
		Bilingual Paraprofessional (Paraeducator Bilingual Services Instructional Assistant)			Garden Coordinator (Head of Farm and Garden)	Data Systems Technician (Business Services Technician)	
		Special Education Paraprofessional (Paraeducator Special Education Assistant)					
		Full Inclusion Temporary Support Paraprofessional (Paraeducator Special Education Temporary Assistant)					
		Cafeteria Assistant (Food Services Assistant)					
		Cafeteria and Garden Liaison (Farm and Garden Assistant)					
Range Ratio ➡	50.0%	60.0%	70.0%	80.0%	90.0%	100.0%	
1	Sub Rate ➡	\$17.50	\$21.00	\$24.50	\$28.00	\$31.50	\$35.00
2	Step Increase 2.00%	\$17.85	\$21.42	\$24.99	\$28.56	\$32.13	\$35.70
3	2.00%	\$18.21	\$21.85	\$25.49	\$29.13	\$32.77	\$36.41
4	2.00%	\$18.57	\$22.29	\$26.00	\$29.71	\$33.43	\$37.14
5	2.00%	\$18.94	\$22.73	\$26.52	\$30.31	\$34.10	\$37.89
6	1.00%	\$19.13	\$22.96	\$26.78	\$30.61	\$34.44	\$38.26
7	1.00%	\$19.32	\$23.19	\$27.05	\$30.92	\$34.78	\$38.65
8	1.00%	\$19.52	\$23.42	\$27.32	\$31.23	\$35.13	\$39.03
9	1.00%	\$19.71	\$23.65	\$27.60	\$31.54	\$35.48	\$39.42
10	1.00%	\$19.91	\$23.89	\$27.87	\$31.85	\$35.84	\$39.82
11	0.50%	\$19.91	\$24.01	\$28.01	\$32.01	\$36.02	\$40.02
12	0.50%	\$19.91	\$24.13	\$28.15	\$32.17	\$36.20	\$40.22
13	0.50%	\$19.91	\$24.25	\$28.29	\$32.33	\$36.38	\$40.42
14	0.50%	\$19.91	\$24.37	\$28.43	\$32.50	\$36.56	\$40.62
15	0.50%	\$19.91	\$24.49	\$28.58	\$32.66	\$36.74	\$40.82

Stipend A: BA \$1000
 Stipend B: Masters or Credential \$1000

CLASSIFIED SENIORITY LIST 2021-22

<u>Current Position/New Title</u>	<u>Dates of Employment</u>
Paraprofessional / Paraeducator Instructional Assistant	
1. Karen Lincoln	08/18/2008 to present
2. Kaye Martin	08/25/2008 to present
3. Tami Furlong	01/06/2014 to present
4. Melina Porter	08/16/2021 to present
5. Denise Eufusia (Layoff 22-23)	09/07/2021 to present
6. Lynn Durham (Layoff 22-23)	11/10/2021 to present
Full Inclusion Temporary Support Paraprofessional / Paraeducator Special Education Temporary Assistant	
1. Mariah Kroeck	08/14/2020 to 08/16/2021
2. Melina Porter	08/17/2020 to 08/16/2021
3. Allison Rogers	08/13/2021 to present
4. Deborah Larramendy (Layoff 22-23)	01/26/2022 to present
Special Education Paraprofessional / Paraeducator Special Education Assistant	
1. Mariah Kroeck	08/17/2021 to present
Bilingual Paraprofessional / Paraeducator Bilingual Services Instructional Assistant	
1. Olivia Leon	08/14/2020 to present
Instructional Assistant	
1. Mirna Harris	08/01/2006 to present
2. Kaye Martin	09/14/2007 to 06/10/2008
3. Olivia Leon	11/19/2013 to 08/14/2020
4. Shanena Rossi	08/17/2016 to present
Cafeteria Technician (Retire Position)	
NONE	
Cafeteria Assistant / Food Services Assistant	
1. Mirna Harris	08/18/2010 to 09/20/2010
Cafeteria and Garden Liaison (Retire Position)	
1. Joe Doherty (Retiring end of 21-22)	08/31/2015 to present
Head of Cafeteria and Nutrition Program / Head of Food Services	
1. Mirna Harris	09/27/2002 to 2004
2. Amanda Jacobs	08/19/2014 to present
Head Custodian / Head of Custodial and Maintenance	
1. Francisco Canela	04/01/2014 to present
Custodian/Maintenance (Retire Position)	
1. Francisco Canela (Move to "Custodian" in 1st position)	01/16/2004 to 03/31/2014
Custodian / Custodial and Maintenance Technician	
1. Francisco Canela (From "Custodian Maintenance" above)	01/16/2004 to 03/31/2014
2. Juan Salinas	01/15/2014 to present
Garden Coordinator / Head of Farm and Garden	
1. Krista Gasper	07/25/2019 to Contract
Place-Based Learning (Retire Position)	
1. Jordan Mills (Layoff 22-23)	08/17/2021 to 06/2022
Library Technician / Library and Media Services Technician	
1. Nancy Prouty	01/24/2000 to present
Technology Technician (Retire Position)	
NONE	
Data Systems Technician / Business Services Technician	
1. Missy Calvi	08/16/2016 to present

For CSEA unit members whose job title or prior job assignment is being renamed or retired under this agreement, they shall retain their existing seniority date and the relevant prior years of accrued seniority under their new job title. Employee's original date of hire will apply to their new job title.

DISTRICT COVERAGE HEALTH BENEFITS

Key elements of the negotiated Health and Welfare Benefits agreement for 2022-2023

- Classified employees will receive **prorated** district contributions to Health and Welfare benefits according to the District's Health and Welfare contribution schedule (2021-2022) as outlined below.
 - ~~Single: Fully covered for all unit members currently employed, as of November 1, 2015 regardless of their FTE. Unit members hired after November 1, 2015 will pay medical benefits pro-rata at the employees FTE. The District will pay medical benefits as follows: Doubles (Employee + one) will be covered at 95% of their FTE of the Kaiser Mid Plan, adjusted annually. Families (Employee + two or more) will be covered at 90% of their FTE of the Kaiser Mid Plan, adjusted annually. In the event that an employee is covered by a spouse's plan, he/she may opt for a lower cost plan and receive the cost differential of their FTE between that plan and the Single Kaiser High Plan~~
 - Classified employees with FTE assignments of 0.75 FTE to 1.0 FTE will receive the full district contribution as outlined in the contribution schedule
 - Classified employees with FTE assignments of 0.5 FTE to <0.75 FTE will receive 75% of the district contribution as outlined in the contribution schedule
 - Classified employees with FTE assignments of >0.0 FTE to <0.5 FTE will receive 0% of the district contribution as outlined in the contribution schedule
- Example:
 - Standard Contribution Schedule States: Singles will be covered at 100% of the Kaiser Single High Plan (adjusted annually and based off of the below FTE chart).
 - Classified Employees between 0.75 FTE to 1.0 FTE receive 100% of Kaiser Single
 - Classified Employees between 0.5 to <0.75 FTE receive 0.75% of 100% of Kaiser Single
 - Classified Employees between >0.0 FTE to <0.5 FTE receive 0.0% of 100% of Kaiser Single
 - Standard Contribution Schedule for Doubles States: Doubles (Employee + one) will be covered at 95% of the Kaiser Double Mid Plan, adjusted annually.
 - Classified Employees between 0.75 FTE to 1.0 FTE receive 95% of Kaiser Double Mid
 - Classified Employees between 0.5 to <0.75 FTE receive 0.75% of 100% of Kaiser Double Mid Single
 - Classified Employees between >0.0 FTE to <0.5 FTE receive 0.0% of 100% of Kaiser Single
 - Standard Contribution Schedule for Families states: Families (Employee + two or more) will be covered at 90% of the Kaiser Family Mid Plan, adjusted annually.
 - Classified Employees between 0.75 FTE to 1.0 FTE receive 95% of Kaiser Family Mid
 - Classified Employees between 0.5 to <0.75 FTE receive 0.75% of 100% of Kaiser Family Mid
 - Classified Employees between >0.0 FTE to <0.5 FTE receive 0.0% of 100% of Kaiser Family Mid
- In the event that an employee is covered by a spouse's plan, he/she may opt for a lower cost plan and receive the cost differential between that plan and the Single Kaiser High Plan.
- Dental coverage will be funded according to the same pro-rata schedule outlined for medical plan contributions for employees and their dependents.

FTE

0.5 - 0.7499

0.75 - 1.0

Percentage of District Contribution Schedule (Single/Double/Family)

75% (as of 2021-2022 100% Single, 95% Double, 90%Family)

100% (as of 2021-2022 100% Single, 95% Double, 90%Family)

Matthew Morgan, Superintendent/Principal

Karen Lincoln, CSEA Chapter 70 President

Jeremy Arnold, CSEA Representative

**Meeting Date:**

6/21/2022 - 5:30 PM

Category:

Action Items


Type:


Action


Subject:


10.5 Consideration of updated classified job descriptions: Paraeducator Instructional Assistant, Paraeducator Bilingual Services Instructional Assistant, Paraeducator Special Education Assistant, Paraeducator Special Education Temporary Assistant, Food Services Assistant, Farm and Garden Assistant, Custodial and Maintenance Technician, Library and Media Services Technician, Head of Custodial and Maintenance, Head of Farm and Garden, Head of Food Services, Business Services Assistant

Strategic Plans:**Policy:****Enclosure**


 05_23 PROPOSED CSEA Job Description Head of Farm and Garden 22-23.pdf


 05_23 PROPOSED CSEA Job Description Paraeducator Bilingual Services Instructional Assistant 22-23.pdf


 5_23 PROPOSED CSEA Job Description Head of Custodial and Maintenance 22-23.pdf

 5_23 Proposed CSEA Job Description Food Services Assistant 22-23.pdf

File Attachment:

 5_23 PROPOSED CSEA Job Description Custodial and Maintenance Technician 22-23.pdf


 5_23 PROPOSED CSEA Job Description Paraeducator Special Education Temporary Assistant 22-23.pdf


 05_23 PROPOSED CSEA Job Description Instructional Assistant 22-23_.pdf


 05_23 PROPOSED CSEA Job Description Farm and Garden

Assistant 22-23.pdf

 5_23 PROPOSED CSEA Job
Description Library and Media
Services Technician 22-23.pdf

 05_23 PROPOSED CSEA Job
Description Paraeducator
Instructional Assistant 22-23
(1).pdf

 5_23 PROPOSED CSEA Job
Description Head of Food
Services 22-23.pdf

 5_23 PROPOSED CSEA Job
Description Business Services
Technician 22-23.pdf

Description:

**Background
Information:**

Fiscal Implications:

Recommendation:

That the board approves the updated classified job descriptions: Paraeducator Instructional Assistant, Paraeducator Bilingual Services Instructional Assistant, Paraeducator Special Education Assistant, Paraeducator Special Education Temporary Assistant, Food Services Assistant, Farm and Garden Assistant, Custodial and Maintenance Technician, Library and Media Services Technician, Head of Custodial and Maintenance, Head of Farm and Garden, Head of Food Services, Business Services Technician

Approvals:

Recommended
By:



Matthew Morgan - Superintendent/Principal



HARMONY UNION SCHOOL DISTRICT

Job Description

Head of Farm and Garden

Job Classification:	Head of Farm and Garden
Work Location:	Harmony Elementary & Salmon Creek School
Job Range:	Range E
Calendar:	12 Months / 212 Contract Days
Immediate Supervisor:	Site Administrator
Date of Last Adoption:	01/16/2013

General Job Description

The Head of Farm and Garden in the Harmony Union School District fulfills the role of developing and implementing a school garden program, collaborating with the Food Services Department in the management and implementation of the Farm to School program, and working with faculty to enrich "place-based learning" programs for district students. The Head of Farm and Garden is responsible for the planning, management, upkeep and maintenance of the garden. The Head of Farm and Garden provides gardening and cooking activities for students grades TK-8 that support classroom curriculum and standards. The Head of Farm and Garden supports community access to the garden and its resources, special events or activities associated with the garden program, and community and fundraising efforts.

Duties and Responsibilities

- Collaborates in the development of the district's garden program, activities, and materials ensuring they meet curricular requirements, and the needs of students and faculty
- Acquire, organize, and maintain resources that sustain a working garden, and supplies vegetables and fruits for the school cafeteria program.
- Regularly communicate information about the available resources and services of the garden to students, staff, and the community.
- Develop and implement activities and learning materials that reinforce the district's place-based education theory and standards.
- Develop and implement activities and learning materials that promote student wellness, health, and good nutritional habits as part of the garden and cooking curriculum
- Assist faculty and district staff with the continued refinement of scope and sequence of place-based education, science and gardening curriculum.
- Provide hands on garden based learning experiences for students in grades TK-8th grade
- Engage students in Farm to School and cooking activities
- Actively participate in district committees and planning activities
- Establish and maintain standards of behavior in alignment with district guidelines
- Maintain a warm and welcoming environment.
- Encourage and motivate students to think independently and take personal responsibility for their health, wellness and nutrition
- Participate in approved workshops and in-services in order to maintain a high level of

Proposed 2022

professional competence in student wellness, garden sustainability, farm production, and place-based education.

- Serve as a resource to other staff and teachers regarding garden and healthy nutrition standards and curriculum
- Serve as a resource to staff regarding appropriate uses of the school environment to reinforce place-based education lessons and themes, and land stewardship
- Maintain a safe and orderly physical environment in the garden
- Regularly attend faculty, grade level and subject matter meetings
- Plan, train and coordinate the work of the student aides and volunteers assigned to the garden
- Coordinate and direct the Farm and Garden Assistant
- Maintain up-to-date inventory of garden and cooking equipment, textbooks, and supplies
- Be familiar with and support district policies and school procedures regarding school budget and accounting practices in support of garden activities
- Be familiar with District policies and school procedures regarding student conduct, field trips, use of volunteers in the classroom, student safety and emergency response plans
- Attend Back to School Nights, Open House activities and participate as requested by the principal in any planned parent conferences, student study teams, and IEP meetings where the specialist's input may be helpful
- Support third party agencies/providers using garden space for activities
- Provide enrichment classes and activities for students TK-8
- Maintain the farmstand and special events (plant sale, etc)
- Maintain communications with the community via messaging, website and e-news announcements
- Other special projects as directed

Supervision

The Head of Farm and Garden is a staff member of the district who is directly responsible to the Site Administrator. The Site Administrator provides direction, supervision, and evaluates the Head of Farm and Garden in line with district policies and the requirements of this job description.

Education, Experience and Qualifications

- BA or BS Degree
- 2 or more years experience gardening and/or farming
- Successful experience working with elementary and/or middle school students in an outdoor setting
- Experience developing curriculum and running hands-on projects and activities
- Experience cooking with children
- Evidence of effective organizational and garden management skills
- Evidence of effective and appropriate oral and written communication skills
- Effective skills and knowledge in growing and maintaining a production garden/nursery
- Ability to safely lift objects and supplies that weighs up to 20kg
- Mobility skills that allow the person to safely manage and maintain a large

Proposed 2022

- production garden and community events
- Must pass state required background and fingerprint clearances and possess up-to-date TB clearance
- First Aid and CPR certificates
- Ability to obtain food handlers certificate



HARMONY UNION SCHOOL DISTRICT

Job Description

Paraeducator Bilingual Services Instructional Assistant

Job Classification:	Paraeducator Bilingual Services Instructional Assistant
Work Location:	Harmony Elementary & Salmon Creek School
Job Range:	Range B
Calendar:	11 Months / 183 Contract Days
Immediate Supervisor:	Site Administrator
Date of Last Adoption:	02/2014

Position Summary

Under the general direction of the site administrator, in cooperation with the classroom teacher(s), performs the necessary duties to assist in assigned instructional areas to meet the individual needs of students. Communicates effectively, orally and written, in both Spanish and English.

Example of Typical Duties

- Assist bilingual students K-8 with transitions to an English curriculum.
- Provide vocabulary building and language acquisition skills as needed.
- Assist with translations as needed.
- Attend the Bilingual Advisory Committee meetings as needed.
- Assess through approved tests the needs of NEP and LEP students.
- Interact with students, encourage their performance, observe progress and meet instructional needs.
- Design appropriate curriculum for individual students.
- Teach suitable materials in both Spanish and English.
- Motivate and support students, individuals and groups, to promote active learning in reading, writing and oral skills.
- Participate in staff meetings and conferences.
- Provide enrichment in Spanish language materials for LEP students who are at grade level in class work.
- Share observations of students with teachers.
- Assist in preparation of State and Federal reports.
- Supervise students before school.
- Supervise students on snack breaks and lunch time
- Phone communication with parents regarding student field trips, class behavior, missing assignments, test results etc. This often involves fielding calls to my private residence in the evenings.
- Share parent concerns about their children with teachers .
- Transmit teacher concerns about academic and social progress.
- Facilitate and serve the various medical and dental needs of ELL students and sometimes parents. These can be emergency situations.
- Encourage children to be more active in sports. Getting public library cards and search

- out scholarships for sport programs.
- Negotiating cultural differences in both social and educational settings. Helping families adjust to different norms and expectations.
- As required by the educational code of California I translate information from the school-home and vice versa.
- Mediate conflict situations.
- Keep teachers informed of students' moods, thoughts, and needs.
- Translate report cards for teachers.
- Be available to translate at parent teacher conferences.
- Research and evaluate materials for ELL students.
- Assist administration in various situations relating to the ELL Program and cultural issues.
- Encourage Hispanic parents to participate in their child's academic experience.
- Assist our School principal in the English Language Acquisition meetings.

Supervision

The Bilingual Paraeducator is directly responsible to the site administrator who sets work schedules and provides for the annual evaluation.

Education, Experience and Qualifications

- Completion of 48 semester units or an Associate's degree or higher, or taken and passed the CBEST exam, or successful completion of the county Paraeducator Academic Assessment
- Experience in instructing children.
- Knowledge of general needs and behavior of children.
- Proficiency in Spanish and English, both oral and written.
- Unique experience and skills relevant to curriculum development and enrichment.
- Ability to work successfully with students, individually and in groups.
- Demonstrate organizational skills.
- Capable of establishing and maintaining cooperative working relationships with others.
- Possess a valid, current CPR certificate; training provided by the district.
- Computer literate.
- Self-directed.
- Current First Aid and CPR certificates.



HARMONY UNION SCHOOL DISTRICT

Job Description

Head of Custodial and Maintenance

Job Classification:	Head of Custodial and Maintenance
Work Location:	Harmony Elementary & Salmon Creek School
Job Range:	Range E
Calendar:	12 Months / 248 Contract Days
Immediate Supervisor:	Site Administrator
Date of Last Adoption:	01/2014

Position Summary

Under the general direction of the Site Administrator, the Head of Custodial and Maintenance assumes stewardship of the school district facilities. He/she is responsible for the overall upkeep and maintenance of all district facilities. In addition, the Head of Custodial and Maintenance serves as supervisor and team leader of the custodial staff; assisting in the overall delivery of cleaning services, performing repairs of buildings, equipment and grounds as needed on a timely basis. In addition, the Head of Custodial and Maintenance helps develop long range plans for maintenance, understands and keeps to the designated budget for maintenance and assists in cost control. This job requires lifting and operating a range of equipment, as well as handling cleaning and other hazardous substances.

THIS JOB IS SUBJECT TO A PRE QUALIFYING PHYSICAL EXAMINATION.

Duties and Responsibilities

- Maintain buildings in a clean, orderly and functional condition.
- Floor cleaning and maintenance
- Water system maintenance and oversight
- Plumbing, carpentry and electrical repairs
- Lunchroom clean up and set up
- 5 year deferred maintenance plan development
- Field mowing, basic mower repair
- General cleaning of school rooms and offices
- District recycling system maintenance and support
- Trash pickup and removal
- Graffiti removal
- Restroom cleaning and maintenance
- Move classroom/office furniture, equipment, and supplies
- Distribute shipments to classrooms
- Grounds maintenance including mowing, weed wacking, pruning and brush removal
- Assist maintenance service providers when on site.
- Maintain safety records
- Open and check school site ~~both school sites~~
- Blow, sweep or mow ~~at either/both sites~~

PROPOSED 2022

- Check in with district staff for new assignments/information
- Work on pre-scheduled tasks per monthly/annual maintenance plan
- Oversee lunchroom setup and clean up ~~with assistance~~
- Remove garbage that has not been collected
- Assist students with recycling program
- Maintain security by checking and locking doors and gates when not in use
- Assist with room clean up as needed

Supervision

The Head of Custodial and Maintenance is directly responsible to the Site Administrator who sets work schedules and provides for the annual evaluation. The Head of Custodial and Maintenance is under the general direction of Administration.

Minimal Education, Experience, and Qualifications

- Education: formal or informal education in an amount sufficient to provide ability to read, write and speak English at a level necessary to perform the job. Simple report writing and preparation is required.
- One year of custodial/maintenance or related experience.
- Carpentry, plumbing and electrical repair experience.
- One year of supervisory experience in maintenance or a related field.
- Training in hazardous materials usage and storage.
- Ability to safely lift objects and supplies that weighs up to 20kg
- Mobility skills that allow the person to safely manage and maintain a large production garden and community events
- Ability to plan and organize efficient custodial operations schedule and implementation.
- Safety training



HARMONY UNION SCHOOL DISTRICT

Job Description

Food Services Assistant

Job Classification:	Food Services Assistant
Work Location:	Harmony Elementary & Salmon Creek School
Job Range:	Range B
Calendar:	11 Months / 185 Contract Days
Immediate Supervisor:	Site Administrator
Date of Last Adoption:	9/18/14

Position Summary:

Facilitate breakfast/lunch service by performing a variety of functions including, but not limited to food preparation and planning, supervision of students in the cafeteria, and adhering to school, state, and federal policies. Performs other related duties as assigned.

Duties and Responsibilities of the Cafeteria Assistant:

- Assist the Head of Food Services
- Assist in dish and equipment cleaning
- Assist in food preparation, cooking, packaging and storage
- Assist in sanitation and maintaining health standards
- Assist in kitchen organization and stocking
- Follow explicit instructions when working independently
- Portioning, serving, distributing meals
- Update and maintain records as necessary to ensure accuracy
- Record students meal numbers and code
- May check the meal order list as students pick-up their meal
- Supervise students while in the cafeteria
- Collaborates with the staff both in the garden and with food harvesting and preparation as part of the school's farm to school and nutritional programs
- Other duties as assigned
- Check in and record received orders

Supervision:

The Food Services Assistant is directly responsible to the Site Administrator who sets work schedules and provides for the annual evaluation. The Food Services Assistant is under the general direction of the Head of Food Services.

Education, Experience and Qualifications:

- Demonstrate ability to communicate orally and in writing with the public
- Food services certificate
- First Aid and CPR certificates
- Must complete safety and health check requirements
- Schooling equivalent to high school completion

PROPOSED 2022

- Ability to follow instructions explicitly when working independently
- Enjoys working with children
- Ability to safely lift objects and supplies that weighs up to 20kg
- Ability to work on your feet for extended periods of time
- Must pass state required background and finger-print clearances and possess up-to-date TB clearance.
- 1 or more years of kitchen experience



HARMONY UNION SCHOOL DISTRICT
Job Description
Custodial and Maintenance Technician

Job Classification: Custodial and Maintenance Technician
Work Location: Harmony Elementary & Salmon Creek School
Job Range: Range C
Calendar: 12 Months / 248 Contract Days
Immediate Supervisor: Site Administrator
Date Approved: 5/21/2009

Position Summary:

Under the general direction of the Site Administrator, the Custodial and Maintenance Technician is responsible for the cleaning of classrooms, bathrooms, and library; to report maintenance and repairs of buildings, equipment and grounds, as needed, in a timely manner to the Head of Custodial and Maintenance. Job specific duties and schedule to be determined by Site Administration and Head of Custodial and Maintenance.

Duties and Responsibilities ~~Example of Duties:~~

- Maintain buildings in a clean and orderly condition as per written and oral instructions.
- Daily/nightly security checks
- Other duties as assigned
- Clean light fixtures and remove spider webs
- Empty all wastebaskets and replace liners when needed
- Sweep or vacuum entire floor area
- Shake out doormats
- Close windows and sliding glass doors
- Replace hand towels, liquid hand soap and Kleenex
- Spot mop and mop traffic areas
- Clean window sills and counters
- Clean chairs and desks and replace missing gliders
- Wash windows
- Move classroom/office furniture, equipment, and supplies
- Distribute shipments to classrooms
- Complete district checklist log sheets per building assignment daily
- Maintain security by checking and locking doors and gates when not in use
- **Daily routine for restrooms:**
 - Check and stock hand towels, liquid hand soap and toilet tissue
 - Empty trash and replace liners
 - Wipe down surfaces, dispenser, faucet handles, latches, flush levers, commodes, sinks and mirrors with disinfectant
 - Sweep and mop floors with disinfectant
 - Add disinfectant to commodes
 - Clean tile

PROPOSED 2022

- Remove graffiti
- **Daily routine for offices, common areas, and classrooms:**
 - Check and stock hand towels, liquid hand soap
 - Empty trash and replace liners
 - Clean and disinfect surfaces, dispenser, sinks and faucets
 - Dust and clean room and tables
 - Vacuum and clean all floors
 - Sweep and mop floors with disinfectant

Supervision

The Custodial and Maintenance Technician is directly responsible to the Site Administrator who sets work schedules and provides for the annual evaluation. The Custodial and Maintenance Technician is under the general direction of the Head of Custodial and Maintenance and Administration.

Education, Experience and Qualifications

- Education: formal or informal education in an amount sufficient to provide the ability to read, write and speak English at a level necessary to perform the job.
- One year of custodial or related experience.
- Methods, materials and equipment used in custodial work and in school equipment cleaning.
- Use cleaning materials and equipment with skill and efficiency.
- Understand and follow a work schedule with either oral or written directions.
- Ability to safely lift objects and supplies that weighs up to 20kg
- Mobility skills that allow the person to safely manage and maintain a large production garden and community events
- Evaluate various custodial supplies and types of equipment; inspect, clean, evaluate and repair most buildings and school equipment; plan and organize efficient custodial operations; establish and maintain cooperative working relationships with those contracted during the course of work.
- Have a good sense of pace and priority in performing several tasks in a short amount of time.



HARMONY UNION SCHOOL DISTRICT

Job Description

Paraeducator Special Education Temporary Assistant

Job Classification:	Paraeducator Full Inclusion Temporary Support Assistant
Work Location:	Harmony Elementary & Salmon Creek School
Job Range:	Range B
Calendar:	11 Months / 183 Contract Days
Immediate Supervisor:	Site Administrator
Date of Last Adoption:	09/15/2020

Position Summary

The Full Inclusion Temporary Support Assistant is under the supervision of the Teacher, Special Education Coordinator, and Site Administrator and is evaluated by the Site Administrator. This position serves as a one-to-one assistant to a special education student. The position may assist in the areas of behavioral management, instructional assistance and medical/hygiene care. Assist the teacher, coordinator and/or specialists with the educational program for a student in special education, or a special program in the educational setting. Reinforce learning concepts at the teacher's, coordinator's or specialist's direction; assist in the supervision of student's activities; perform various clerical duties and other related duties as assigned. This position requires fingerprint clearance, TB testing and a Post Offer\Pre-Placement Physical Examination prior to hire.

Duties and Responsibilities

- Accompany student during the school day to all classes and activities.
- Assist the classroom/teacher in assigned instructional areas to designated student; interact with student, encourage their performance, observe progress and meet instructional needs as they arise
- Implement behavior management plan using identified rewards and consequences if necessary.
- As necessary, assist student with mobility, feeding, toileting, dressing and assisting students in independent skills development.
- Keep data and records of student progress.
- Prepare adapted materials as necessary.
- Develop and maintain records and files as requested.
- Conduct remedial instructional activities for student as assigned.
- Observe mental and physical health of student and report potential problems to instructor.
- Provide support to staff in working with student in various instructional programs.
- Suggest appropriate learning materials for students with instructors' approval.
- Monitor individual progress or student and discuss problems and improvements with instructor.
- Monitor student use of instructional computer programs for appropriate learning levels. Supervise student use of computer software.
- Explain and clarify work assignments to student. Tutor student as necessary.
- Support behavior management; refer to instructor when necessary.
- Work with student on an individual basis; to reinforce basic skills, to supplement classroom work, to administer and score test
- Participate in free time activities with student as required, supervise student during rainy days and during teacher's absence
- Assist special needs student in developing positive social/play skills and peer relationships

- When supervising student assume responsibility for their safety and well-being and maintain order and discipline through caring, respectful strategies following established discipline policy
- Under the direction of certificated personnel, assist in various aspects of program implementation including making modifications for full inclusion students, classroom work, and the recording of information
- Obtain supplies and necessary equipment for classroom activities, care for and maintain current equipment and exhibits
- Assist physically handicapped students with their equipment (wheelchairs, scooters, walkers, etc.)
- Maintain confidential informational and operational records and files
- Maintain necessary records, including data collection and copying materials,
- May be required by the District to participate in student related and/or teacher meetings
- May be required to communicate regularly with parents/guardians under direction of classroom teacher(s)
- May be required by the District to assist in the implementation of adaptive technology program
- Report all injuries incurred by children to teacher or site administrator
- Participate in staff meetings, conferences and specialized training
- Follow accepted principles, practices, rules, and regulations of the district
- Perform other related duties as assigned

Supervision

The Paraeducator Special Education Temporary Assistant is directly responsible to the site administrator who sets work schedules and provides for the annual evaluation. The Paraeducator Special Education Temporary Assistant is under the general direction of the Special Education Teacher..

Education, Experience and Qualifications:

- Completion of two years of higher education study (48 units), or
 - A.A. or B.A. degree, or
 - High school diploma or equivalent and passing formal state or local academic assessment that demonstrates knowledge of and the ability to assist in teaching reading, writing, and mathematics or reading, writing, and mathematics readiness.
- English in written and verbal form including the use of correct grammar, spelling and vocabulary
- Capacity of instructional support for general education subject matter content in grades TK-8
- Instructional principles and techniques used in improving student skills
- General classroom procedures and rules of conduct
- Behavioral support methods including positive intervention and behavior modification strategies required in working with children who have special needs
- Understand the needs of physically, emotionally and educationally challenged students
- Maintain cooperative relationships and relate positively to students, staff and families
- Effective written and oral communication skills
- Office skills including routine record keeping, organizational techniques, computer and copy machine use
- Obtain certification in First Aid and CPR is desirable
- Safe work practices and ability to meet ADA needs:
 - Meet the physical requirements necessary to safely and effectively perform assigned

duties, including lifting fifty (30) pounds on a regular basis and occasionally lift in excess of eighty (60) pounds with assistance. Moderate physical effort; frequent standing, walking, bending and lifting. Speak and interact with student. Accompany student indoors and on campus. Interact with a student who may be aggressive and/or have medical needs requiring lifting, feeding and toileting.



HARMONY UNION SCHOOL DISTRICT
Job Description
Instructional Assistant

Job Classification:	Instructional Assistant
Work Location:	Harmony Elementary & Salmon Creek School
Job Range:	Range A
Calendar:	11 Month / 183 Contract Days
Immediate Supervisor:	Site Administrator
Date of Last Adoption:	12/15/2011

General Job Description

The Instructional Assistant works with the classroom teacher to provide a variety of instructional, clerical and supervision activities for students. Often the assistant is required to assist one or more teachers. The assistant normally works in a classroom setting providing instructional assistance to individual students, small groups, and provides teacher support. The assistant may be assigned by the site administrator to different learning environments based upon their skills and training. The Instructional Assistant is expected to work cooperatively with teachers and staff in the development and implementation of learning activities, instructional materials, and tests to measure and enhance student learning experience.

Duties and Responsibilities

- Assists the teaching staff in administering a variety of district and state assessments within the assigned classrooms.
- Provides supervision and maintains a calm and safe environment in the classroom, on the playground, in the cafeteria, and other student occupied spaces.
- Provides supervision and maintains a calm and safe environment prior to and after the school day according to school supervision schedule or as directed by administrator.
- Assists the classroom teacher with general clerical needs such as the duplication of worksheets and handout materials.
- Communicates in an effective and timely manner with teachers regarding observed issues and needs pertaining to individual students.
- Assists in maintaining a productive learning environment to support student engagement and positive student behavior
- Support students during emotional challenges
- Support student behavioral interventions
- Assists students as appropriate with daily learning materials and assignments.
- Provides assistance as assigned by the teacher in core curriculum and content areas with individual students or small groups of students.
- Assist with student transit and meal pickup to and from cafeteria
- Demonstrates prompt and consistent attendance in order to assist students and teachers with classroom instruction.
- Assist with activities and the school garden program as assigned

Supervision

The Instructional Assistant is directly responsible to the site administrator who sets work schedules and provides for the assistant's annual evaluation. When assigned to a particular classroom teacher the assistant is expected to take direction from the teacher within the guidelines of the job description and classified contract.

Education, Experience and Qualifications

- High school graduate or its equivalent
- Effective language skills for working with TK-8 students.
- Ability to pass the legally required proficiency test administered by the county office of education.
- Has effective mathematical skills and knowledge for working with TK-8 students.
- Has a basic knowledge and ability to perform basic clerical skills including the use of word processing and copying equipment.
- Ability to communicate effectively with teachers, students, parents and staff orally and in writing.
- The ability to maintain effective and supportive working relations with teachers, students, school officials, parents and members of the community who visit or volunteer in the schools.
- The ability to understand and follow oral and written instructions and requests.
- Possesses a general working knowledge of student learning styles, challenges and needs.
- Has a compassionate and supportive approach toward working with students.
- Has the ambulatory ability to assist with outdoor activities and campus supervision.
- Possess auditory and visual abilities to effectively assist students with reading, speaking and other visual learning activities.
- Ability to use a copier and other office equipment
- High school graduate or its equivalent
- Possess a valid, current CPR certificate.
- Clear the state required fingerprint and TB clearance.
- It is preferred that the assistant has advanced to community college level or technical school courses.



HARMONY UNION SCHOOL DISTRICT
Job Description
Farm and Garden Assistant

Job Classification:	Farm and Garden Assistant
Work Location:	Harmony Elementary & Salmon Creek School
Job Range:	Range B
Calendar:	12 Months / 212 Contract days
Immediate Supervisor:	Site Administrator
Date Approved:	08/2014

Position Summary

The Farm and Garden Assistant supports the Head of the Farm and Garden in all aspects of garden management and maintenance. The assistant engages in propagation, cultivation and harvesting of the garden as well as supports the Head of the Farm and Garden during garden and cooking classes with students in grades TK-8. The Farm and Garden Assistant performs other related duties as assigned.

Example of Typical Duties

- Assist the Head of the Farm and Garden
- Assist in propagation, seeding, planting, cultivation, harvesting
- Assist in irrigation and soil moisture management
- Assist in plant maintenance including pruning, trimming, mulching, removal, and transplanting of plants.
- Raking leaves, mowing lawns, trimming weeds, maintaining garden with hand or small power tools
- Assists in bed preparation.
- Mixes compost, and integrates soil additives and amendments to prepare soil for planting; plants trees, shrubs, vegetables, fungi, and flowers
- Pest control, including setting traps for rodents
- Replaces or repairs sprinkler heads, water lines, and drip lines
- Maintains and makes minor repairs to equipment and tools.
- Manages worm bins, compost piles, and supervises student compost routines
- Assists during garden and cooking class instruction, including preparation of materials and cooking supplies, supervising students, and cleanup of materials and equipment.
- Keeps relevant records as directed
- Stays up to date on safety guidance
- Assist with special events
- Assist and directs volunteers
- Assist with farm stand and other special projects as assigned.

Supervision

The Farm and Garden Assistant is directly responsible to the Site Administrator who sets work schedules and provides for the annual evaluation. The Farm and Garden Assistant is under the general direction of the Head of Farm and Garden.

Education, Experience and Qualifications

- Enjoys working with children
- 1 or more years experience gardening and/or farming
- Ability to work independently
- Mobility that can safely support garden production and community events.
- Ability to safely lift objects and supplies that weighs up to 20kg
- Evidence of effective and appropriate oral and written communication skills
- Ability to obtain food handlers certificate
- Ability to obtain First Aid and CPR certificates
- Must complete safety and health check requirements
- Schooling equivalent to high school completion
- Must pass state required background and finger-print clearances and possess up-to-date TB clearance.



HARMONY UNION SCHOOL DISTRICT
Job Description
Library and Media Services Technician

Job Classification:	Library and Media Services Technician
Work Location:	Harmony Elementary & Salmon Creek School
Job Range:	Range D
Calendar:	11 Months / 183 Contract Days
Immediate Supervisor:	Site Administrator
Date of Last Adoption:	02/2014

Position Summary

Under the general direction of the Site Administrator, acts as a paraprofessional librarian and manages and maintains the library program and collection, performs a wide variety of library media duties to independently operate and maintain the school site library and media system. Circulate to students and staff information, recreational library materials and textbooks in print and/or digital formats in support of the school curriculum, provide initial technology support to staff and students and provide referrals to IT support for technology needs not fulfilled locally.

Example of Typical Duties

- Develops and maintains a library program suitable for staff and students. Provides an atmosphere for both learning and enjoyment.
- Develops and presents lessons to classes that introduce them to the library and its systems, including library skills and knowledge, use of the reference materials, information technology, and the use of books for learning and pleasure.
- Provides real alouds and other media presentations to students and classes.
- Oversees the checking in and out of books and media; shelving books and media; assisting students and staff in locating and acquiring materials.
- Maintains and makes available to teachers instructional materials and/or media related to current curriculum.
- Maintains current and accurate shelf lists and inventories.
- Develops, orders, and processes all new books and supplies for the library.
- Performs a variety of clerical duties including typing; maintaining records and data; preparing reports; sending overdue notices, and managing accounts.
- Oversees bulletin board content and displays
- Develops and prepares, together with school staff, a school-wide schedule indicating library sessions and time scheduled.
- Participates in professional meetings and seminars.
- Arrange furniture, space and scheduling for special displays and guest speakers.
- Adapts material to bilingual and emergent readers
- Participates in other activities and special events on campus
- Supervise students while in the library, including recess
- Participates in school reading programs

- Keeps inventory of all audio visual equipment and computers
- Maintains bibliographies on popular curriculum topics
- Initial troubleshooting of technology equipment, collaborate with IT to make minor repairs or help ticket referral to IT if necessary
- Provides ongoing communication updates regarding technology and curriculum
- Serve as a resource to administrators, staff, parents, and community: primary point of contact between IT and school sites

Education, Experience, and Qualifications

- Four-year undergraduate degree
- Library technician certificate or prior experience in a school library position.
- Ability to develop and implement library programs and services suitable for students from TK through 8th grade.
- Knowledge of computers, internet research, common software, and troubleshooting basic technology problems
- Manages the library collection to maintain appropriate resources for a TK-8 educational facility.
- Ability to motivate, establish and maintain effective working relationships with students, teachers, staff, volunteers, and the community
- Knowledge of the philosophy and techniques of children's library service
- Ability to organize job duties and work independently
- Incorporates information literacy skills into the library program which teach students to access, evaluate, use, and integrate information and ideas found in print, media, and digital resources
- Presents a wide range of literary forms and genres
- Ability to follow library policies and procedures with library software, i.e. patron and catalog database maintenance, checking out items, creating reports, collecting fines and fees, and processing new materials
- Competent in book maintenance and repair techniques



HARMONY UNION SCHOOL DISTRICT
Job Description
Paraeducator Instructional Assistant

Job Classification:	Paraeducator Instructional Assistant
Work Location:	Harmony Elementary & Salmon Creek School
Job Range:	Range B
Calendar:	11 Months / 183 Contract Days
Immediate Supervisor:	Site Administrator
Date of Last Adoption:	TBD

General Job Description

The Paraeducator works with certificated staff in the instruction, supervision and training of individual students or small groups in specific academic and skill areas. The Paraeducator may be assigned to a designated skill or support area due to their specialized training or skills. The Paraeducator normally works in a classroom setting providing instructional assistance to individual students or small groups, but may also be expected to work independently with an assigned student or small group. The Paraeducator may be assigned by the site administrator to different learning environments based upon their skills and training. The Paraeducator is to work cooperatively and professionally with teachers and staff in the development and implementation of learning activities, instructional materials, and tests to measure and enhance student learning experience.

Duties and Responsibilities of the Paraeducator

- The Paraeducator assists the teaching staff in administering and supervising a variety of district and state assessments, as assigned by the site administrator.
- The Paraeducator provides supervision and maintains a calm and safe environment in the classroom, on the playground, in the cafeteria, and other student occupied spaces.
- The Paraeducator provides supervision and maintains a calm and safe environment prior to and after the school day according to school supervision schedule or at the request of the site administrator.
- The Paraeducator may be assigned by the site administrator and/or classroom teacher to observe and collect work samples or data on individual students for the classroom teacher's use within the training and capability of the Paraeducator.
- The Paraeducator communicates in an effective and timely manner with teachers regarding observed issues and needs pertaining to individual students.
- The Paraeducator assists with student conduct issues including working to calm and quiet students in order for others to focus on classroom lessons and assignments.
- The Paraeducator works with assigned students with daily learning materials and assignments, either in the classroom or on an independent basis in another learning environment on campus.
- The Paraeducator may be asked by the assigned classroom teacher to provide clerical support for the delivery of instructional lessons.

- Assist with student transit and meal pickup to and from cafeteria
- The Paraeducator provides assistance as assigned by the teacher in core curriculum and content areas with individual students or small groups of students.
- The Paraeducator will also assist with activities and the school garden program when assigned by the site administrator or classroom teacher.
- Based on the Paraeducator's education and training, the Paraeducator may be assigned by the site administrator to reinforce specific core curriculum areas.

Supervision

The Paraeducator is directly responsible to the site administrator who sets work schedules and provides for the annual evaluation. When assigned to a particular classroom teacher, the Paraeducator takes direction from the teacher within the guidelines of the job description and classified contract.

Education, Experience and Qualifications:

- Can communicate effectively in English with K-8 students.
- Has basic computer knowledge and skills.
- Ability to pass proficiency tests administered by the county office of education.
- Has effective mathematical and language arts skills and knowledge for working with K-8 students.
- Ability to communicate effectively with teachers, students, parents and staff orally and in writing.
- Ability to maintain effective and supportive working relations with teachers, students, school officials, parents and members of the community who visit or volunteer in the schools.
- Ability to understand and follow oral and written instructions and requests.
- Has a general working knowledge of student learning styles, challenges and needs.
- Has a compassionate and supportive approach toward working with students.
- Has the ambulatory ability to assist with outdoor activities and campus supervision.
- Possess abilities to effectively assist students with reading, speaking, and other visual learning activities.
- Completion of high school
- Completion of 48 semester units or an Associate's degree or higher, or taken and passed the CBEST exam, or successful completion of the county Paraeducator Academic Assessment
- Prompt and consistent attendance in order to assist students and teachers with classroom instruction.
- Possess a valid, current CPR certificate; training provided by the district.
- The Paraeducator must clear the required fingerprints and TB clearance.
- The District may require applicants to go through the Post Offer/Pre-Placement Program (P.O.P.P.)



HARMONY UNION SCHOOL DISTRICT

Job Description

Head of Food Services

Job Classification:	Head of Food Services
Work Location:	Harmony Elementary & Salmon Creek School
Job Range:	Range F
Calendar:	11 Months / 185 Contract Days
Immediate Supervisor:	Site Administrator
Date of Last Adoption:	09/14/2014

Position Summary

The Head of Food Services is responsible for food preparation and menu planning, in consultation with farm and garden staff. Planning should primarily focus on using local, organic and seasonal produce using local farms and vendors who support local farms, including the school garden. The Head of Food Services provides leadership in the preparation and serving of food; creates and maintains procurement relationships with local producers; is responsible for the bakery portion of the breakfast and lunch program; adheres to school, state, and federal policies; completes state and federal reports; is responsible for general clean-up for the food service programs; performs related work as needed or assigned.

Example of Typical Duties

- Coordinates regular and ongoing menu planning with input from the garden coordinator and local vendors, in accordance with established policies, standards, budget guidelines and with input from the school staff and community.
- Publishes a monthly menu.
- Maintains and orders food and supplies and keeps inventories, and orders food and supplies from local vendors and farms while sourcing organic, local and seasonal options
- Prepares breakfasts and lunches with a focus on using local, organic, and seasonal produce, which includes but is not limited to main dishes, soups, vegetables, and baked goods. These are for all meals, snacks, and salad bar, and other food items.
- Oversees and maintains the program budget and reports to the business manager. Maintains a cost effective program by using USDA foods when appropriate
- Maintains menu production records, prepares required reports, records meal patterns, and provides information for on-going required reports to the appropriate office
- Supervises students (with food handlers' license) in the food and nutrition program who assist with the serving of meals and with food preservation and canning of produce
- Performs general cleanup tasks after the preparation or serving activity; cleans and stores production and service tools and equipment
- Sets up lunch room daily, to include trays, plates, napkins, silverware, compost stations and other settings
- Honors and upholds the district's mission statement and values

PROPOSED 2022

- Collaborates with farm and garden staff and food services staff in Farm-to-School, Nutrition and Garden related educational programs.
- Performs other duties as assigned

Supervision:

The Head of Food Services is directly responsible to the site administrator who sets work schedules and provides for the annual evaluation.

Education, Experience and Qualifications required

- Can demonstrate a knowledge of or background in nutritional principles
- Has an extensive knowledge of food systems and the environmental reasons for eating food that is locally and organically farmed and seasonally available
- Knowledge of state/federal meal programs is desired
- The ability to pace, prioritize, and multi-task while cooking
- Capable of performing all cook functions including menu planning and purchasing
- Knowledge and experience in cooking for large quantities of people and large-scale food handling
- Experience in general food preparation, preferably in a school setting
- Education and training that would clearly demonstrate the knowledge and skills listed above, especially in regard to farm to school practices
- Has or is prepared to earn the appropriate food preparation certificate
- Functional computer skills
- Holds a CPR and First Aid certificate
- School completion equivalent to two years of higher education and/or applicable certificates is desired



HARMONY UNION SCHOOL DISTRICT
Job Description
Business Services Technician

Job Classification: Business Services Technician
Work Location: Harmony Elementary & Salmon Creek School
Job Range: Range F
Calendar: 12 Months / 248 Contract Days (22-23)
Immediate Supervisor: Site Administrator
Date of Last Adoption: August 23, 2018

General Job Description

Oversees all data entry services including but not limited to, NSLP, SIS, Cal Pads, CBEDS, and Immunizations. Processes accounts payable and receivable. Orders curriculum, materials, and supplies. Manages facilities bookings, job postings, and provides support for front office. Supports food services by determining eligibility for government meal programs, maintaining records of sales, and other records as required. Performs other duties as assigned by Site Administrator or designee.

Supervision

The Business Services Technician serves under the general direction of the Administration and is directly responsible to the Site Administrator who sets work schedules and provides for the annual evaluation.

Duties and Responsibilities

- Serve as coordinator for the audit of the cafeteria program every three years.
- Regularly attend trainings for USDA guidelines and CALPADS
- Management of student enrollment including overseeing application submission, processing and updating in data systems.
- Management of Attendance reporting in SIS, CALPADS, CBEDS and other including weekly verifications and truancy monitoring
- Immunization and vaccination reporting and monitoring
- Providing for review by administration community communications
- Oversee and implement all required processes and meal patterns as updated by the State
- Oversee and prepare all eligibility applications for free/reduced lunch
- Complete yearly policy statement, annual packets, commodities contracts, and attestation statement confirming program compliance for free/reduced lunch program
- Oversee the fiscal services of the free and reduced lunch program including billing, verification of eligibility, government reporting, reimbursement claims, collecting payments and make deposits
- Works with Head of Food Services
- Verify student meals served are complete and reimbursable

- Collect applications and determine eligibility for NSLP
- Accurately account for money collected daily and prepares bank deposits weekly
- Prepare monthly billing statement for customers
- Prepare and submit monthly meal reimbursement claims
- Complete annual reports, as required
- Satisfactorily complete required trainings
- Manages employee training requirements and records
- Maintain confidentiality
- Monitor incoming students for required grade immunizations.
- File annual immunization reports with the State.
- File annual TK and Kinder immunization reports with the state. Follow up on conditional entrants to ensure immunizations are completed in a timely manner.
- Advise parents of required immunizations, including T-Dap requirement in 7th grade.
- Maintains accurate data in the Student Information System;
- Maintains adequate knowledge of Education Code, Board Policies, and school rules
- Prepares reports, memoranda, contracts, and other documents, including such reports as P-1, P-2, CBEDS, CalPads, and others as needed or assigned
- Complete Civil Rights Data Report every other year
- Certified Accounts Payable w/Escape Technology
- CalSAAS – Assignment Monitoring
- 1099 training, running the reports to make sure there are no errors and when creating new vendors – double checking that the W9 info is complete and accurate.
- SBA/ASB, Cafeteria Fund and Revolving Fund
- Other duties as assigned

Education, Experience, and Qualifications

- Must have experience with or attend training in: CalPads, CBEDS, SIS, State Immunization and other state reporting systems
- Ability to accurately prepare bank deposits and other money related transactions
- Ability to communicate clearly
- Schooling equivalent to high school completion
- College or vocational training in business services
- Complete necessary trainings



Meeting Date:	6/21/2022 - 5:30 PM
Category:	Action Items
Type:	Action
Subject:	10.6 Consideration of updated salary schedule: Classified Employees
Strategic Plans:	
Policy:	
Enclosure	

File Attachment:  2021-22 Classified Salary Schedule.pdf

Description:

Background Information:

Fiscal Implications:

Recommendation: That the Board consider for approval the updated salary schedule for: Classified Employees

Approvals:

Recommended
By:



Matthew Morgan - Superintendent/Principal

SALARY SCHEDULE

2021-22 Classified Salary Schedule							
Salary Range	A	B	C	D	E	F	
2021-2022 Positions (2022-2023 Titles)	Instructional Assistant (Instructional Assistant)	Paraprofessional (Paraeducator Instructional Assistant)	Custodian (Custodial and Maintenance Technician)	Library Technician (Library and Media Services Technician)	Head Custodian (Head of Custodial and Maintenance)	Head of Cafeteria and Nutrition Program (Head of Food Services)	
		Bilingual Paraprofessional (Paraeducator Bilingual Services Instructional Assistant)			Garden Coordinator (Head of Farm and Garden)	Data Systems Technician (Business Services Technician)	
		Special Education Paraprofessional (Paraeducator Special Education Assistant)					
		Full Inclusion Temporary Support Paraprofessional (Paraeducator Special Education Temporary Assistant)					
		Cafeteria Assistant (Food Services Assistant)					
		Cafeteria and Garden Liaison (Farm and Garden Assistant)					
Range Ratio →	50.0%	60.0%	70.0%	80.0%	90.0%	100.0%	
1	Sub Rate →	\$17.50	\$21.00	\$24.50	\$28.00	\$31.50	\$35.00
2	Step Increase 2.00%	\$17.85	\$21.42	\$24.99	\$28.56	\$32.13	\$35.70
3	2.00%	\$18.21	\$21.85	\$25.49	\$29.13	\$32.77	\$36.41
4	2.00%	\$18.57	\$22.29	\$26.00	\$29.71	\$33.43	\$37.14
5	2.00%	\$18.94	\$22.73	\$26.52	\$30.31	\$34.10	\$37.89
6	1.00%	\$19.13	\$22.96	\$26.78	\$30.61	\$34.44	\$38.26
7	1.00%	\$19.32	\$23.19	\$27.05	\$30.92	\$34.78	\$38.65
8	1.00%	\$19.52	\$23.42	\$27.32	\$31.23	\$35.13	\$39.03
9	1.00%	\$19.71	\$23.65	\$27.60	\$31.54	\$35.48	\$39.42
10	1.00%	\$19.91	\$23.89	\$27.87	\$31.85	\$35.84	\$39.82
11	0.50%	\$19.91	\$24.01	\$28.01	\$32.01	\$36.02	\$40.02
12	0.50%	\$19.91	\$24.13	\$28.15	\$32.17	\$36.20	\$40.22
13	0.50%	\$19.91	\$24.25	\$28.29	\$32.33	\$36.38	\$40.42
14	0.50%	\$19.91	\$24.37	\$28.43	\$32.50	\$36.56	\$40.62
15	0.50%	\$19.91	\$24.49	\$28.58	\$32.66	\$36.74	\$40.82


Stipend A: BA \$1000
 Stipend B: Masters or Credential \$1000




Meeting Date: 6/21/2022 - 5:30 PM
Category: Action Items
Type: Action
Subject: 10.7 Consideration of updated salary schedule: Confidential Employees
Strategic Plans:
Policy:

Enclosure

File Attachment:

 2021-22 Office Manger Salary Schedule.pdf

 2021-22 CBO Salary Schedule.pdf

Description:

Background Information:

Fiscal Implications:

Recommendation:

That the Board consider for approval the updated salary schedule for: Confidential Employees

Approvals:

Recommended
By:



Matthew Morgan - Superintendent/Principal

HARMONY UNION SCHOOL DISTRICT
Office Manager
2021-22

3% Increments
240 Days
12 month
4% Raise off of the 2020-21 Salary Schedule.

Step		Hourly Rate
1	\$50,319.36	\$26.21
2	\$51,828.94	\$26.99
3	\$53,383.81	\$27.80
4	\$54,985.32	\$28.64
5	\$56,634.88	\$29.50
6	\$58,333.93	\$30.38
7	\$60,083.95	\$31.29
8	\$61,886.47	\$32.23
9	\$63,743.06	\$33.20
10	\$65,655.35	\$34.20

Board Approved: _____

Suzi is position 8 in 2021-22

**HARMONY UNION SCHOOL DISTRICT
CHIEF BUSINESS OFFICIAL SALARY SCHEDULE**

2021-22

3% Increments
225 days per year
4% Raise off of the 2020-21 Salary Schedule.

STEP	SALARY	STEP	SALARY
1	\$95,051	6	\$110,190
2	\$97,903	7	\$113,496
3	\$100,840	8	\$116,901
4	\$103,865	9	\$120,408
5	\$106,981	10	\$124,020

LONGEVITY:

8th year through 10th year of service	\$33.00 per month
11th year through 13th year of service	\$66.00 per month
14th year through 16th year of service	\$99.00 per month
17th year through 19th year of service	\$132.00 per month

Board Approved: _____



Harmony Union School District

AGENDA ITEM

Meeting Date:	6/21/2022 - 5:30 PM
Category:	Action Items
Type:	Action
Subject:	10.8 Consideration of 22-23 Contract for Office Manager
Strategic Plans:	
Policy:	
Enclosure	

File Attachment:  Office Manager 2022-23 contract.pdf

Description:

Background Information:

Fiscal Implications:

Recommendation: That the Board consider and approve the 22-23 Office Manager contract

Approvals:

Recommended
By:



Matthew Morgan - Superintendent/Principal

Harmony Union School District
Employment Agreement/Contract for Office Manager

This Agreement is made by and between the Governing Board of the Harmony Union School District ("District") and Suzi Heron ("Office Manager").

TERM:

The District hereby employs the Office Manager on July 1, 2022, through June 30, 2024.

SALARY:

Placement under this Agreement shall be at Step 9, in accordance with Column F of the 2021-22 Classified Salary Schedule.

FRINGE BENEFITS:

The Office Manager shall be entitled to receive District paid health benefits. The District contribution will be at the same rate provided for the classified unit.

TRAVEL:

Travel by private vehicle that is required for District business shall be reimbursed at the Internal Revenue Service (IRS) established mileage rate.

SICK LEAVE:

The Office Manager shall be allocated 12 (12) days of sick from July 1st through June 30th.

DUTIES:

May include, but not limited to, the following:

This Confidential Employee receives and processes confidential documents;

Prepares correspondence independently on matters not requiring personal attention of the administrators;

Gathers data from numerous sources and compiles informational and statistical reports, in accordance with written or oral instructions;

Conducts initial interviews with students, teachers, and parents, answers questions, and makes referrals to appropriate staff members;

Schedules meetings and appointments for administrators and acts as office receptionist;

Receives and distributes mail;

Maintains e-mail lists, receives and sends out e-news and other news articles;

Prepares a daily bulletin;

Maintains school records, as assigned;

Explains and interprets school policies, rules and regulations in response to inquiries;

Prepares a variety of written materials from rough draft or verbal instructions;

Performs basic first aid to students and staff, as needed.

Call and arrange for substitute teachers, as needed (stipend)

Assist with student testing programs

Provide basic technical support for staff members

Maintain attendance records, including daily contact with parents of absent students

Respond to the security company, sheriff and fire departments, and emergency calls, if needed

Maintain office and school equipment in working order

Carry-out the beginning of year check-in and end of year staff check out

Attend board meeting and take minutes (stipend)

EVALUATION:

The Office Manager shall report to and be evaluated by the Superintendent-Principal. The evaluation shall be based on the Office Manager's performance of the full range of duties as prescribed by the laws of the State of California, Board Policies, this Agreement, and any District job description for this position. Nothing herein shall be construed to prohibit or in any manner limit the District from conducting additional evaluations of the Office Manager at any time during the school year. If the performance of the Office Manager is deemed by the District Board or Superintendent-Principal to be unsatisfactory in any area, the District Superintendent-Principal may provide the Office Manager a written description of the specific unsatisfactory performance and a recommendation for improvement. Nothing in this evaluation article prohibits the exercise of termination rights provided by law or this Agreement in the absence of any written evaluation of expression of unsatisfactory performance described herein.

TERMINATION PRIOR TO END OF CONTRACT TERM:

This Agreement may be terminated at any time by mutual consent of the Board and Office Manager with not less than thirty (30) days prior written notice.

DISCHARGE FOR CAUSE:

This Agreement and all of the Office Manager's employment rights may be terminated by the District for breach of contract or for cause at any time. Termination under this section shall not occur before the Board and the Office Manager have had an informal discussion in closed session regarding specific problems. If no informal resolution can be found, the Office Manager shall be served with a written statement of the alleged grounds for his/her removal and will have a reasonable opportunity, with a representative of his/her choice, to be heard by the Board by way of an explanation and defense. If the Office Manager chooses to be represented by legal counsel, he/she will assume the cost of his/her legal expenses. The Board's decision shall be provided in writing and shall be final. The conference with the Board shall be the Office Manager's exclusive right to any hearing that otherwise might be required by law.

TERMINATION WITHOUT CAUSE:

The Board may determine not to continue the employment of the Office Manager during the term of this Agreement by a majority vote. The Office Manager will be given a forty-five (45) day written notice of termination under this section. At the end of the forty-five (45) day notice period the Office Manager shall receive all aggregate salary that he/she would have earned from the termination date until the next June 30.

TERMINATION UPON BREACH OF CONTRACT:

If, during the term of this Agreement, the Office Manager commits a material breach of this Agreement or for cause the District may immediately terminate this Agreement. Prior to termination, the District shall give the Office Manager written notice of the grounds for termination and an opportunity to be heard before the Governing Board in closed session. If this Agreement is terminated for cause pursuant to this section, the Office Manager's compensation and benefits shall cease at the time of termination.

GOVERNING LAW AND VENUE:

This Agreement, and the rights and obligations of the parties, shall be construed and enforced in accordance with the laws of the State of California. The parties also agree that in the event of litigation, venue shall be the United States District Court, Northern District of California, or the appropriate State court located in Sonoma County, California, and no other place.

ENTIRE AGREEMENT:

This Agreement contains the entire agreement and understanding between the parties. There are no oral understandings, terms or conditions, and neither party has relied upon any representation, express or implied, not contained in this Agreement.

NON- ASSIGNMENT:

This is a contract for personal services. The Office Manager shall have neither the right nor the power to transfer or assign his/her rights under this Agreement.

AMENDMENTS:

This Agreement cannot be changed or supplemented orally. It may be modified or superseded only by a written instrument executed by both of the parties.

WORK RECORDS:



All documents, daily logs, and any other written or computer work product the Office Manager generates while working under the terms of this Agreement shall be the District's sole and exclusive property.

SEVERABILITY:

If any provisions of this Agreement are held to be invalid or unenforceable by a court of competent jurisdiction, the remaining provisions of the Agreement shall continue in full force and effect.

BOARD APPROVAL:

The salary range and any amendments are contingent upon approval by the District's Governing Board.

	6/21/22		6/21/22
Superintendent-Principal	Date	Office Manager	Date



Meeting Date: 6/21/2022 - 5:30 PM
Category: Action Items
Type: Action
Subject: 10.9 Consideration of 22-23 Contract for CBO

Strategic Plans:

Policy:

Enclosure

File Attachment:  CBO 2022-23 contract.pdf

Description:

**Background
Information:**

Fiscal Implications:

Recommendation: That the board consider and approve the 2022-2023 contract CBO

Approvals:

Recommended
By:

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

Matthew Morgan - Superintendent/Principal

Harmony Union School District
Employment Agreement/Contract for Chief Business Official

This Agreement is made by and between the Governing Board of the Harmony Union School District ("District") and Stacy Kalember ("Chief Business Official").

TERM:

The District hereby employs the Chief Business Official for a period of 2-years beginning on July 1, 2022 and terminating on June 30, 2024.

SALARY:

Placement under this Agreement shall be at Step 4, in accordance with the 2021-22 Chief Business Official Salary Schedule, Step 5 for the 2023-24 school year. Salary will be payable in twelve (12) monthly payments. Upon the prior oral or written approval of the Superintendent-Principal or designee, the Chief Business Official may receive additional pay, at an average daily rate, for up to eight (8) days worked in excess of the Work Year, as defined below. The Governing Board will then ratify the additional pay for the days worked. Upon satisfactory job evaluation, the Board reserves the right to increase the salary for any year of this Agreement. Any adjustment in salary during the life of this Agreement shall be made in the form of a written amendment signed by both parties, and shall become a part of this Agreement. It is provided, however, that by so amending this Agreement it shall not be considered that the District has entered into a new contract with the Chief Business Official, or that the termination date of this Agreement has been extended.

FRINGE BENEFITS:

The Chief Business Official shall be entitled to receive District paid health benefits. The District contribution will be at the same rate provided for the classified unit. The District shall also pay on behalf of the Chief Business Official membership to CASBO and SSC and others, as approved by the board.

TRAVEL:

Travel by private vehicle that is required for District business shall be reimbursed at the Internal Revenue Service (IRS) established mileage rate.

SICK LEAVE:

The Chief Business Official shall be allocated twelve (12) days of sick leave annually. Sick leave can accumulate from year to year.

WORK YEAR:

The Chief Business Official shall be required to render two hundred and twenty-five (225) days of full and regular service to the District during each annual period covered by this Agreement. All federal, state or local holidays are included as part of the duty year. In addition, the Chief Business Official shall earn fifteen (15) days of vacation annually at the rate of ten (10) hours per month. Vacation days are to be taken during each fiscal year. Up to five (5) vacation days may be carried to the subsequent fiscal year by approval of the Superintendent-Principal.

DUTIES:

The Chief Business Official is employed as a District employee and shall perform the duties of school Chief Business Official as directed by the Superintendent-Principal. This Chief Business Official serves as the fiscal and business leader of the school district. The Chief Business Official supports the Superintendent-Principal to insure effective and legal business and human resource practices in the District. A primary role of the Chief Business Official is to develop the annual district budget and to provide timely, and accurate reports that are expected in the budget process. The Chief Business Official is directly responsible to the Superintendent-Principal. Specifically, the District expects the Chief Business Official to:

- Provide for the development of an annual district budget that incorporates all components of the district's operations to include human resources services, the instructional program, student services, maintenance and operation, and food services.
- Serve as a member of the District's negotiating team in working with all unions.
- Be a proactive, visible ambassador of public education and the mission of the District that distinguishes the Harmony Union School District from other elementary districts.
- Be openly supportive of the Board of Education, District leadership and administrative colleagues.
- Work to maintain and nurture an effective, timely system of communication within the school and District.
- Be fully supportive of District policy, procedures, and regulations in relationships with staff and community, school practices and decision-making processes.
- Help maintain a safe environment for students, staff, and visitors.
- Carefully follow the California Education Code and other legal and policy directives.
- Be a model of the highest standards of honesty, integrity and dedication to education.

The Chief Business Official understands and agrees that the position is a senior management position pursuant to Education Code sections 45100.5 and 35031; and shall be part of the classified service, except for provisions relating to permanent status. The Chief Business Official shall not have a property interest in his/her position that would entitle him/her to permanent status as an administrator.

EVALUATION:

The Chief Business Official shall report to and be evaluated at least annually by the Superintendent-Principal. The annual evaluation shall be based on the Chief Business Official's performance of the full range of duties as prescribed by the laws of the State of California, Board Policies, this Agreement, and any District job description for this position. Nothing herein shall be construed to prohibit or in any manner limit the District from conducting additional evaluations of the Chief Business Official at any time during the school year. If the performance of the Chief Business Official is deemed by the District Board or Superintendent-Principal to be unsatisfactory in any area, the District Superintendent-Principal may provide the Chief Business Official a written description of the specific unsatisfactory performance and a recommendation for improvement. Nothing in this evaluation article prohibits the exercise of termination rights provided by law or this Agreement in the absence of any written evaluation of expression of unsatisfactory performance described herein.

TERMINATION PRIOR TO END OF CONTRACT TERM:

This Agreement may be terminated at any time by mutual consent of the Board and Chief Business Official with not less than forty-five (45) days prior written notice.

DISCHARGE FOR CAUSE:

This Agreement and all of the Chief Business Official's employment rights may be terminated by the District for breach of contract or for cause at any time. Termination under this section shall not occur before the Board and the Chief Business Official have had an informal discussion in closed session regarding specific problems. If no informal resolution can be found, the Chief Business Official shall be served with a written statement of the alleged grounds for his/her removal and will have a reasonable opportunity, with a representative of his/her choice, to be heard by the Board by way of an explanation and defense. If the Chief Business Official chooses to be represented by legal counsel, he/she will assume the cost of his/her legal expenses. The Board's decision shall be provided in writing and shall be final. The conference with the Board shall be the Chief Business Official's exclusive right to any hearing that otherwise might be required by law.

TERMINATION WITHOUT CAUSE:

The Board may determine not to continue the employment of the Chief Business Official during the term of this Agreement by a majority vote. The Chief Business Official will be given a forty-five (45) day written notice of termination under this section. At the end of the forty-five (45) day notice period the Chief Business Official shall receive all aggregate salary that he/she would have earned from the termination date until the next June 30.

NON-RENEWAL AGREEMENT BY THE DISTRICT:

By signing this Agreement, the Chief Business Official accepts receipt of a written notice according to Education Code section 35031 that acknowledges the Governing Board's exercise of its right to not reemploy the Chief Business Official after the expiration of this Agreement. This Agreement terminates on the last day of the term herein, or as extended in writing by the parties, upon forty-five (45) days written notice to the Chief Business Official prior to the last day of the term herein or as extended in writing.

TERMINATION UPON BREACH OF CONTRACT:

If, during the term of this Agreement, the Chief Business Official commits a material breach of this Agreement or for cause the District may immediately terminate this Agreement. Prior to termination, the District shall give the Chief Business Official written notice of the grounds for termination and an opportunity to be heard before the Governing Board in closed session. If this Agreement is terminated for cause pursuant to this section, the Chief Business Official's compensation and benefits shall cease at the time of termination.

GOVERNING LAW AND VENUE:

This Agreement, and the rights and obligations of the parties, shall be construed and enforced in accordance with the laws of the State of California. The parties also agree that in the event of litigation, venue shall be the United States District Court, Northern District of California, or the appropriate State court located in Sonoma County, California, and no other place.

ENTIRE AGREEMENT:

This Agreement contains the entire agreement and understanding between the parties. There are no oral understandings, terms or conditions, and neither party has relied upon any representation, express or implied, not contained in this Agreement.

NON- ASSIGNMENT:

This is a contract for personal services. The Chief Business Official shall have neither the right nor the power to transfer or assign his/her rights under this Agreement.

AMENDMENTS:

This Agreement cannot be changed or supplemented orally. It may be modified or superseded only by a written instrument executed by both of the parties.

WORK RECORDS:


All documents, daily logs, and any other written or computer work product the Chief Business Official generates while working under the terms of this Agreement shall be the District's sole and exclusive property.

SEVERABILITY:

If any provisions of this Agreement are held to be invalid or unenforceable by a court of competent jurisdiction, the remaining provisions of the Agreement shall continue in full force and effect.

BOARD APPROVAL:

The salary range and any amendments are contingent upon approval by the District's Governing Board.



Superintendent-Principal

6/21/22

Date



Chief Business Official

6/21/2022

Date



Meeting Date:	6/21/2022 - 5:30 PM
Category:	Action Items
Type:	Action
Subject:	10.10 Consideration AB 1200 Report for CSEA Salary Settlement and Unrepresented Employees
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	 signed 2021-22 AB 1200 Unrepresented.pdf  2021-22 AB 1200 Classified.pdf
Description:	
Background Information:	As a requirement of the budget process, when a change is anticipated due to salary changes, the District must submit a report to SCOE (Sonoma County Office of Education) as outlined in AB1200. This report is for the CSEA salary settlement and Unrepresented Employees.
Fiscal Implications:	
Recommendation:	For the Board to consider ratifying the AB 1200 report for the CSEA salary settlement and unrepresented employees, and directs that it be submitted to SCOE.
Approvals:	Recommended By:  Matthew Morgan - Superintendent/Principal

Sonoma County Office of Education

PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT
in accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

Name of School District:	Harmony Union School District
Name of Bargaining Unit:	Unrepresented
Certificated, Classified, Other:	Confidential

The proposed agreement covers the period beginning: **July 1, 2021** and ending: **June 30, 2022**
 (date) (date)

The Governing Board will act upon this agreement on: **June 21, 2022**
 (date)

Note: This form, along with a copy of the proposed agreement, must be submitted to the County Office at least ten (10) working days prior to the date the Governing Board will take action.

A. Proposed Change in Compensation

Compensation	Annual Cost Prior to Proposed Agreement FY 2021-22	Fiscal Impact of Proposed Agreement		
		Year 1 Increase/(Decrease)	Year 2 Increase/(Decrease)	Year 3 Increase/(Decrease)
		FY 2021-22	FY -	FY -
1 Salary Schedule (This is to include Step and Column, which is also reported separately in Item 6.)	\$ 156,467	\$ 162,726	\$ -	\$ -
		104.00%	0.00%	0.00%
2 Other Compensation - Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$ -	\$ -	\$ -	\$ -
Description of other compensation				
3 Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc.	\$ 47,816	\$ 49,729	\$ -	\$ -
		104.000%	0.00%	0.00%
4 Health/Welfare Plans	\$ -	\$ -	\$ -	\$ -
5 Total Compensation - Add Items 1 through 4 to equal 5	\$ 204,284	\$ 212,456	\$ -	\$ -
		104.000%	0.00%	0.00%
6 Step and Column - Due to movement plus any changes due to settlement. This is a subset of Item No. 1.	\$ -	\$ -	\$ -	\$ -
7 Total Number of Represented Employees (Use FTEs if appropriate)	2.00			
8 Total Compensation Average Cost per Employee	\$ 102,142	\$ 106,228	\$ -	\$ -
		104.000%	0.00%	0.00%

Harmony Union School District

9. What was the negotiated percentage increase approved? For example, if the increase in "Year 1" was for less than a full year, what is the annualized percentage of that increase for "Year 1"?

4% Salary increase beginning July 1, 2021 for the 2021-22 school year.

10. Were any additional steps, columns, or ranges added to the schedules? (If yes, please explain.)

No.

11. Please include comments and explanations as necessary. (If more room is necessary, please attach an additional sheet.)

12. Does this bargaining unit have a negotiated cap for Health and Welfare benefits? Yes No

If yes, please describe the cap amount.

\$1,040 per month for medical and dental.

- B. Proposed negotiated changes in noncompensation items** (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)

n/a

- C. What are the specific impacts (positive or negative) on instructional and support programs to accommodate the settlement?** Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

n/a

Harmony Union School District

D. What contingency language is included in the proposed agreement (e.g., reopeners, etc.)?

n/a

E. Will this agreement create or increase deficit financing in the current or subsequent year(s)?

"Deficit Financing" is defined to exist when a fund's expenditures and other financing uses exceed its revenues and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

Yes, it creates a higher deficit but the increase in deficit will be taken from the unassigned ending balance. The District will continue to show a positive certification.

F. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

n/a

G. Source of Funding for Proposed Agreement:

1. Current Year

General Fund

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years (i.e., what will allow the district to afford this contract)?

General Fund

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

n/a

Harmony Union School District

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET**Unrestricted General Fund**

Bargaining Unit:

Unrepresented

	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (As of 3/10/2022)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$ 3,819,032	\$ -	\$ -	\$ 3,819,032
Remaining Revenues (8100-8799)	\$ 104,233	\$ -	\$ -	\$ 104,233
TOTAL REVENUES	\$ 3,923,265	\$ -	\$ -	\$ 3,923,265
EXPENDITURES				
Certificated Salaries (1000-1999)	\$ 1,519,830	\$ -	\$ -	\$ 1,519,830
Classified Salaries (2000-2999)	\$ 693,843	\$ 6,259	\$ -	\$ 700,102
Employee Benefits (3000-3999)	\$ 1,041,803	\$ 1,913	\$ -	\$ 1,043,716
Books and Supplies (4000-4999)	\$ 143,972	\$ -	\$ -	\$ 143,972
Services, Other Operating Expenses (5000-5999)	\$ 475,064	\$ -	\$ -	\$ 475,064
Capital Outlay (6000-6599)	\$ -	\$ -	\$ -	\$ -
Other Outgo (7100-7299) (7400-7499)		\$ -	\$ -	\$ -
Direct Support/Indirect Cost (7300-7399)	\$ (150)	\$ -	\$ -	\$ (150)
Other Adjustments				
TOTAL EXPENDITURES	\$ 3,874,362	\$ 8,172	\$ -	\$ 3,882,534
OPERATING SURPLUS/(DEFICIT)	\$ 48,903	\$ (8,172)	\$ -	\$ 40,731
Transfers In and Other Sources (8910-8979)	\$ 1,764,679	\$ -	\$ -	\$ 1,764,679
Transfers Out and Other Uses (7610-7699)	\$ 1,812,549	\$ -	\$ -	\$ 1,812,549
Contributions (8980-8999)	\$ (461,000)	\$ -	\$ -	\$ (461,000)
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$ (459,967)	\$ *	\$ -	\$ (468,139)
BEGINNING BALANCE	\$ 3,451,211			\$ 3,451,211
Prior-Year Adjustments/Restatements (9793/9795)	\$ -			\$ -
CURRENT-YEAR ENDING BALANCE	\$ 2,991,244	\$ (8,172)	\$ -	\$ 2,983,072
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	\$ 320,925	\$ -	\$ -	\$ 320,925
Reserved for Economic Uncertainties (9770)	\$ 193,718	\$ -	\$ -	\$ 193,718
Designated Amounts (9775-9780)	\$ 2,400,000	\$ -	\$ -	\$ 2,400,000
Unappropriated Amount (9790)	\$ 76,601	\$ (8,172)	\$ -	\$ 68,429

* Please see question on page 7.

Harmony Union School District

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET**Restricted General Fund**

Bargaining Unit:

Unrepresented

	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (As of 3/10/2022)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$ 18,268	\$ -	\$ -	\$ 18,268
Remaining Revenues (8100-8799)	\$ 906,766	\$ -	\$ -	\$ 906,766
TOTAL REVENUES	\$ 925,034	\$ -	\$ -	\$ 925,034
EXPENDITURES				
Certificated Salaries (1000-1999)	\$ 229,977	\$ -	\$ -	\$ 229,977
Classified Salaries (2000-2999)	\$ 213,461	\$ -	\$ -	\$ 213,461
Employee Benefits (3000-3999)	\$ 351,841	\$ -	\$ -	\$ 351,841
Books and Supplies (4000-4999)	\$ 64,399	\$ -	\$ -	\$ 64,399
Services, Other Operating Expenses (5000-5999)	\$ 312,929	\$ -	\$ -	\$ 312,929
Capital Outlay (6000-6599)	\$ 17,952	\$ -	\$ -	\$ 17,952
Other Outgo (7100-7299) (7400-7499)	\$ -	\$ -	\$ -	\$ -
Direct Support/Indirect Cost (7300-7399)	\$ 150	\$ -	\$ -	\$ 150
Other Adjustments				
TOTAL EXPENDITURES	\$ 1,190,709	\$ -	\$ -	\$ 1,190,709
OPERATING SURPLUS (DEFICIT)	\$ (265,675)	\$ -	\$ -	\$ (265,675)
Transfers In and Other Sources (8910-8979)	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses (7610-7699)	\$ -	\$ -	\$ -	\$ -
Contributions (8980-8999)	\$ 461,000	\$ -	\$ -	\$ 461,000
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$ 195,325	\$ *	\$ -	\$ 195,325
BEGINNING BALANCE	\$ 191,576			\$ 191,576
Prior-Year Adjustments/Restatements (9793/9795)	\$ -			\$ -
CURRENT-YEAR ENDING BALANCE	\$ 386,901	\$ -	\$ -	\$ 386,901
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	\$ 327,366	\$ -	\$ -	\$ 327,366
Reserved for Economic Uncertainties (9770)	\$ 59,535	\$ -	\$ -	\$ 59,535
Designated Amounts (9775-9780)	\$ -	\$ -	\$ -	\$ -
Unappropriated Amount (9790)	\$ (0)	\$ -	\$ -	\$ (0)

* Please see question on page 7.

Harmony Union School District

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Bargaining Unit:	Combined General Fund Unrepresented			
	Column 1 Latest Board- Approved Budget Before Settlement (As of 3/10/2022)	Column 2 Adjustments as a Result of Settlement	Column 3 Other Revisions	Column 4 Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$ 3,837,300	\$ -	\$ -	\$ 3,837,300
Remaining Revenues (8100-8799)	\$ 1,010,999	\$ -	\$ -	\$ 1,010,999
TOTAL REVENUES	\$ 4,848,299	\$ -	\$ -	\$ 4,848,299
EXPENDITURES				
Certificated Salaries (1000-1999)	\$ 1,749,807	\$ -	\$ -	\$ 1,749,807
Classified Salaries (2000-2999)	\$ 907,304	\$ 6,259	\$ -	\$ 913,563
Employee Benefits (3000-3999)	\$ 1,393,644	\$ 1,913	\$ -	\$ 1,395,557
Books and Supplies (4000-4999)	\$ 208,371	\$ -	\$ -	\$ 208,371
Services, Other Operating Expenses (5000-5999)	\$ 787,993	\$ -	\$ -	\$ 787,993
Capital Outlay (6000-6599)	\$ 17,952	\$ -	\$ -	\$ 17,952
Other Outgo (7100-7299) (7400-7499)	\$ -	\$ -	\$ -	\$ -
Direct Support/Indirect Cost (7300-7399)	\$ -	\$ -	\$ -	\$ -
Other Adjustments				
TOTAL EXPENDITURES	\$ 5,065,071	\$ 8,172	\$ -	\$ 5,073,243
OPERATING SURPLUS (DEFICIT)	\$ (216,772)	\$ (8,172)	\$ -	\$ (224,944)
Transfer In and Other Sources (8910-8979)	\$ 1,764,679	\$ -	\$ -	\$ 1,764,679
Transfers Out and Other Uses (7610-7699)	\$ 1,812,549	\$ -	\$ -	\$ 1,812,549
Contributions (8980-8999)	\$ -	\$ -	\$ -	\$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$ (264,642)	\$ * (8,172)	\$ -	\$ (272,814)
BEGINNING BALANCE	\$ 3,642,787			\$ 3,642,787
Prior-Year Adjustments/Restatements (9793/9795)	\$ -			\$ -
CURRENT-YEAR ENDING BALANCE	\$ 3,378,145	\$ (8,172)	\$ -	\$ 3,369,973
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	\$ 648,291	\$ -	\$ -	\$ 648,291
Reserved for Economic Uncertainties (9770)	\$ 253,254	\$ -	\$ -	\$ 253,254
Designated Amounts (9775-9780)	\$ 2,400,000	\$ -	\$ -	\$ 2,400,000
Unappropriated Amount - Unrestricted (9790)	\$ 76,601	\$ (8,172)	\$ -	\$ 68,429
Unappropriated Amount - Restricted (9790)	\$ (0)	\$ -	\$ -	\$ (0)
Reserve for Economic Uncertainties Percentage	4.80%			4.67%

* Please see question on page 7.

Harmony Union School District

I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Combined General Fund

Bargaining Unit:

Unrepresented

	Current Year	Year 2	Year 3
	Total Current Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
Revenue Limit Sources (8010-8099)	\$ 3,837,300	\$ 4,114,335	\$ 4,225,809
Remaining Revenues (8100-8799)	\$ 1,010,999	\$ 1,034,430	\$ 774,371
TOTAL REVENUES	\$ 4,848,299	\$ 5,148,765	\$ 5,000,180
EXPENDITURES			
Certificated Salaries (1000-1999)	\$ 1,749,807	\$ 1,690,411	\$ 1,734,482
Classified Salaries (2000-2999)	\$ 913,563	\$ 928,329	\$ 865,237
Employee Benefits (3000-3999)	\$ 1,395,557	\$ 1,557,140	\$ 1,510,474
Books and Supplies (4000-4999)	\$ 208,371	\$ 165,460	\$ 165,733
Services, Other Operating Expenses (5000-5999)	\$ 787,993	\$ 778,367	\$ 703,472
Capital Outlay (6000-6999)	\$ 17,952	\$ 10,500	\$ 10,500
Other Outgo (7100-7299) (7400-7499)	\$ -	\$ -	\$ -
Direct Support/Indirect Cost (7300-7399)	\$ -	\$ -	\$ -
Other Adjustments		\$ -	\$ -
TOTAL EXPENDITURES	\$ 5,073,243	\$ 5,130,207	\$ 4,989,898
OPERATING SURPLUS (DEFICIT)	\$ (224,944)	\$ 18,558	\$ 10,282
Transfers In and Other Sources (8910-8979)	\$ 1,764,679	\$ 1,745,000	\$ 1,745,000
Transfers Out and Other Uses (7610-7699)	\$ 1,812,549	\$ 1,825,000	\$ 1,825,000
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$ (272,814)	\$ (61,442)	\$ (69,718)
BEGINNING BALANCE	\$ 3,642,787	\$ 3,369,973	\$ 3,308,531
CURRENT-YEAR ENDING BALANCE	\$ 3,369,973	\$ 3,308,531	\$ 3,238,813
COMPONENTS OF ENDING BALANCE:			
Reserved Amounts (9711-9740)	\$ 648,291	\$ 327,399	\$ 230,148
Reserved for Economic Uncertainties - Unrestricted (9770)	\$ 193,718	\$ 239,934	\$ 235,114
Reserved for Economic Uncertainties - Restricted (9770)	\$ 59,535	\$ 107,796	\$ 105,631
Board Designated Amounts - Unrestricted (9775-9780)	\$ 2,400,000	\$ 2,400,000	\$ 2,400,000
Board Designated Amounts - Restricted (9775-9780)	\$ -	\$ -	\$ -
Unappropriated Amounts - Unrestricted (9790)	\$ 68,429	\$ 233,402	\$ 267,920
Unappropriated Amounts - Restricted (9790)	\$ (0)	\$ 0	\$ 0

WARNING: 9790 entries must be positive

J. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

		Current Year	Year 2	Year 3
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$ 6,885,792	\$ 6,955,207	\$ 6,814,898
b.	State Standard Minimum Reserve Percentage for this District Enter percentage:	0.00%	0.00%	0.00%
c.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b. or \$50,000)	\$ -	\$ -	\$ -

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a.	General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9770)	\$ 193,718	\$ 239,934	\$ 235,114
b.	General Fund Budgeted Unrestricted Unappropriated Amount (9790)	\$ 68,429	\$ 233,402	\$ 267,920
c.	Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9770)	\$ -	\$ -	\$ -
d.	Special Reserve Fund (Fund 17) Budgeted Unappropriated Amount (9790)	\$ -	\$ -	\$ -
e.	Total Available Reserves	\$ 262,147	\$ 473,336	\$ 503,034
f.	Reserve for Economic Uncertainties Percentage	3.81%	6.81%	7.38%

3. Do unrestricted reserves meet the state minimum reserve amount?

Current Year	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Year 2	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Year 3	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

4. If no, how do you plan to restore your reserves?

5. If the total amount of the adjustment in Column 2 on Page 4 does not agree with the amount of the Total Compensation Increase in Section A, Line 5 on Page 1 (i.e., increase was partially budgeted), explain the variance below:



6. Please include any additional comments and explanations of Page 4 as necessary:



Harmony Union School District

L. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICT'S ABILITY TO MEET THE COSTS OF THE COLLECTIVE BARGAINING AGREEMENT

This disclosure document is intended to assist the district's Governing Board in determining whether the district can meet the costs incurred under the tentative Collective Bargaining Agreement in the current and subsequent years. This certification page should be signed by the Superintendent and Chief Business Official at the time of public disclosure. The absence of one or both of the signatures should serve as a "red flag" to the district's Governing Board.

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Chief Business Official of the Harmony Union School District, hereby certify that the District can meet the costs incurred under this Collective Bargaining Agreement during the term of the agreement from July 1, 2021 to June 30, 2022.

Board Actions

The board actions necessary to meet the cost of the agreement in each year of its term are as follows:

Current Year

Budget Adjustment Categories:

Revenues/Other Financing Sources
 Expenditures/Other Financing Uses
 Ending Balance(s) Increase (Decrease)

	Budget Adjustment Increase/(Decrease)
\$	-
\$	8,172
\$	(8,172)

Subsequent Years

Budget Adjustment Categories:

Revenues/Other Financing Sources
 Expenditures/Other Financing Uses
 Ending Balance(s) Increase (Decrease)

	Budget Adjustment Increase/(Decrease)
\$	
\$	
\$	

Budget Revisions

If the district does not adopt all of the revisions to its budget needed in the current year to meet the costs of the agreement at the time of the approval of the proposed collective bargaining agreement, the county superintendent of schools is required to issue a qualified or negative certification for the district on its next interim report.

Assumptions

See attached page for a list of the assumptions upon which this certification is based.

Certifications

I hereby certify I am unable to certify



 District Superintendent
 (Signature)



 Date

I hereby certify I am unable to certify



 Chief Business Official
 (Signature)



 Date

Special Note: The Sonoma County Office of Education may request additional information, as necessary, to review the district's compliance with requirements.

Assumptions

The assumptions upon which this certification is made are as follows:

The 2021-22 settlement is a 1-year settlement.

Health and Welfare Benefits remain unchanged.

Concerns regarding affordability of agreement in subsequent years (if any):

M. CERTIFICATION NO. 2

The disclosure document must be signed by the district Superintendent or designee at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Collective Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Section 3547.5.

District Superintendent (or Designee)
(Signature)

June 21, 2022
Date

Stacy Kalember
Contact Person

707-874-1205 ext 12
Phone

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on June 21, 2022, took action to approve the proposed Agreement with the Unrepresented Bargaining Unit.

President (or Clerk), Governing Board
(Signature)

June 21, 2022
Date

Special Note: The Sonoma County Office of Education may request additional information, as necessary, to review the district's compliance with requirements.

Sonoma County Office of Education

PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT
in accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: Harmony Union School District
 Name of Bargaining Unit: California School Employees Association ("CSEA") Harmony Chapter 70 Bargaini
 Certificated, Classified, Other: Classified

The proposed agreement covers the period beginning: July 1, 2021 and ending: June 30, 2022
 (date) (date)

The Governing Board will act upon this agreement on: June 21, 2022
 (date)

Note: This form, along with a copy of the proposed agreement, must be submitted to the County Office at least ten (10) working days prior to the date the Governing Board will take action.

A. Proposed Change in Compensation

Compensation	Annual Cost Prior to Proposed Agreement 2021-22	Fiscal Impact of Proposed Agreement		
		Year 1 Increase/(Decrease)	Year 2 Increase/(Decrease)	Year 3 Increase/(Decrease)
		2021-22	FY -	FY -
1 Salary Schedule (This is to include Step and Column, which is also reported separately in Item 6.)	\$ 703,704	\$ 58,900	\$ -	\$ -
		8.37%	0.00%	0.00%
2 Other Compensation - Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$ -	\$ -	\$ -	\$ -
Description of other compensation				
3 Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc.	\$ 215,052	\$ 18,000	\$ -	\$ -
		8.370%	0.00%	0.00%
4 Health/Welfare Plans	\$ 254,898	\$ 25,800	\$ -	\$ -
		10.12%	0.00%	0.00%
5 Total Compensation - Add Items 1 through 4 to equal 5	\$ 1,173,653	\$ 102,700	\$ -	\$ -
		8.750%	0.00%	0.00%
6 Step and Column - Due to movement plus any changes due to settlement. This is a subset of Item No. 1.	\$ -	\$ -	\$ -	\$ -
7 Total Number of Represented Employees (Use FTEs if appropriate)	19.00			
8 Total Compensation Average Cost per Employee	\$61,771.23	\$ 5,405	\$ -	\$ -
		8.750%	0.00%	0.00%

Harmony Union School District

9. What was the negotiated percentage increase approved? For example, if the increase in "Year 1" was for less than a full year, what is the annualized percentage of that increase for "Year 1"?

Change to the salary schedule algorithm guiding calibration of ranges, tethering lower ranges as a ratio/percentage of the top (index) range. Future increases pivot on Step 1 of Range F: all other cells of the salary schedule are tied via mathematical relationship to Step 1, Range F. Mathematical relationship is defined by the percentage share of each range compared to Range F, and the percent increase for each step from step 1 in each individual range. The Salary Schedule increase minimum for each employee at their newly assigned step/range shall be less than 4% from the 2021-2021 school year

10. Were any additional steps, columns, or ranges added to the schedules? (If yes, please explain.)

The Salary Schedule has been expanded to recognize additional service credit for years accrued after reaching step 5 of the job assignment. The schedule now has 15 steps.

11. Please include comments and explanations as necessary. (If more room is necessary, please attach an additional sheet.)

12. Does this bargaining unit have a negotiated cap for Health and Welfare benefits? Yes No

If yes, please describe the cap amount.

District will pay medical benefits as follows: Singles will be covered at 100% of the Kaiser Single High Plan, adjusted annually. Doubles (Employee + one) will be covered at 95% of the Kaiser Mid Plan, adjusted annually. Families (Employee + two or more) will be covered at 90% of the Kaiser Mid Plan, adjusted annually. In the event that an employee is covered by a spouse's plan, he/she may opt for a lower cost plan and receive the cost differential between that plan and the Single Kaiser High Plan. Classified employees with FTE assignments of 0.75 FTE to 1.0 FTE will receive the full district contribution as outlined in the contribution schedule. Classified employees with FTE assignments of 0.5 FTE to <0.75 FTE will receive 75% of the district contribution as outlined in the contribution schedule. Classified employees with FTE assignments of >0.0 FTE to <0.5 FTE will receive 0% of the district contribution as outlined in the contribution schedule.

- B. Proposed negotiated changes in noncompensation items** (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)

- C. What are the specific impacts (positive or negative) on instructional and support programs to accommodate the settlement?** Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

Harmony Union School District

D. What contingency language is included in the proposed agreement (e.g., reopeners, etc.)?

n/a

E. Will this agreement create or increase deficit financing in the current or subsequent year(s)?

"Deficit Financing" is defined to exist when a fund's expenditures and other financing uses exceed its revenues and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

This agreement will increase deficit financing to the current and subsequent years as CTA members will receive an increase of pay every year until year 15, independent from negotiated settlement raises. This new salary calculation also encourages IAs to educate themselves to move up on the salary schedule.

F. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

n/a

G. Source of Funding for Proposed Agreement:

1. Current Year

General Fund

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years (i.e., what will allow the district to afford this contract)?

General Fund

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

General Fund, unassigned ending balance

Harmony Union School District

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Unrestricted General Fund

Bargaining Unit: School Employees Association ("CSEA") Harmony Chapter 70 Barg

	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (As of 3/10/2022)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$ 3,819,032	\$ -	\$ -	\$ 3,819,032
Remaining Revenues (8100-8799)	\$ 104,233	\$ -	\$ -	\$ 104,233
TOTAL REVENUES	\$ 3,923,265	\$ -	\$ -	\$ 3,923,265
EXPENDITURES				
Certificated Salaries (1000-1999)	\$ 1,519,830	\$ -	\$ -	\$ 1,519,830
Classified Salaries (2000-2999)	\$ 693,843	\$ 52,700	\$ -	\$ 746,543
Employee Benefits (3000-3999)	\$ 1,041,803	\$ 23,084	\$ -	\$ 1,064,887
Books and Supplies (4000-4999)	\$ 143,972	\$ -	\$ -	\$ 143,972
Services, Other Operating Expenses (5000-5999)	\$ 475,064	\$ -	\$ -	\$ 475,064
Capital Outlay (6000-6599)	\$ -	\$ -	\$ -	\$ -
Other Outgo (7100-7299) (7400-7499)		\$ -	\$ -	\$ -
Direct Support/Indirect Cost (7300-7399)	\$ (150)	\$ -	\$ -	\$ (150)
Other Adjustments				
TOTAL EXPENDITURES	\$ 3,874,362	\$ 75,784	\$ -	\$ 3,950,146
OPERATING SURPLUS/(DEFICIT)	\$ 48,903	\$ (75,784)	\$ -	\$ (26,881)
Transfers In and Other Sources (8910-8979)	\$ 1,764,679	\$ -	\$ -	\$ 1,764,679
Transfers Out and Other Uses (7610-7699)	\$ 1,812,549	\$ -	\$ -	\$ 1,812,549
Contributions (8980-8999)	\$ (461,000)	\$ -	\$ -	\$ (461,000)
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$ (459,967)	\$ *	\$ -	\$ (535,751)
BEGINNING BALANCE	\$ 3,391,979			\$ 3,391,979
Prior-Year Adjustments/Restatements (9793/9795)	\$ -			\$ -
CURRENT-YEAR ENDING BALANCE	\$ 2,932,012	\$ (75,784)	\$ -	\$ 2,856,228
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	\$ -	\$ -	\$ -	\$ -
Reserved for Economic Uncertainties (9770)	\$ 193,718	\$ -	\$ -	\$ 193,718
Designated Amounts (9775-9780)	\$ 2,400,000	\$ -	\$ -	\$ 2,400,000
Unappropriated Amount (9790)	\$ 338,294	\$ (75,784)	\$ -	\$ 262,510

* Please see question on page 7.

Harmony Union School District

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET**Restricted General Fund**

Bargaining Unit: School Employees Association ("CSEA") Harmony Chapter 70 Barg

	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (As of 3/10/2022)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$ 18,268	\$ -	\$ -	\$ 18,268
Remaining Revenues (8100-8799)	\$ 906,766	\$ -	\$ -	\$ 906,766
TOTAL REVENUES	\$ 925,034	\$ -	\$ -	\$ 925,034
EXPENDITURES				
Certificated Salaries (1000-1999)	\$ 229,977	\$ -	\$ -	\$ 229,977
Classified Salaries (2000-2999)	\$ 213,461	\$ 6,200	\$ -	\$ 219,661
Employee Benefits (3000-3999)	\$ 351,841	\$ 2,716	\$ -	\$ 354,557
Books and Supplies (4000-4999)	\$ 64,399	\$ -	\$ -	\$ 64,399
Services, Other Operating Expenses (5000-5999)	\$ 312,929	\$ -	\$ -	\$ 312,929
Capital Outlay (6000-6599)	\$ 17,952	\$ -	\$ -	\$ 17,952
Other Outgo (7100-7299) (7400-7499)	\$ -	\$ -	\$ -	\$ -
Direct Support/Indirect Cost (7300-7399)	\$ 150	\$ -	\$ -	\$ 150
Other Adjustments				
TOTAL EXPENDITURES	\$ 1,190,709	\$ 8,916	\$ -	\$ 1,199,625
OPERATING SURPLUS (DEFICIT)	\$ (265,675)	\$ (8,916)	\$ -	\$ (274,591)
Transfers In and Other Sources (8910-8979)	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses (7610-7699)	\$ -	\$ -	\$ -	\$ -
Contributions (8980-8999)	\$ 461,000	\$ -	\$ -	\$ 461,000
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$ 195,325	\$ * (8,916)	\$ -	\$ 186,409
BEGINNING BALANCE	\$ 250,808			\$ 250,808
Prior-Year Adjustments/Restatements (9793/9795)	\$ -			\$ -
CURRENT-YEAR ENDING BALANCE	\$ 446,133	\$ (8,916)	\$ -	\$ 437,217
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	\$ 386,598	\$ (8,916)	\$ -	\$ 377,682
Reserved for Economic Uncertainties (9770)	\$ 59,535	\$ -	\$ -	\$ 59,535
Designated Amounts (9775-9780)	\$ -	\$ -	\$ -	\$ -
Unappropriated Amount (9790)	\$ (0)	\$ 0	\$ -	\$ (0)

* Please see question on page 7.

Harmony Union School District

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET**Combined General Fund**

Bargaining Unit: School Employees Association ("CSEA") Harmony Chapter 70 Barg

	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (As of 3/10/2022)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$ 3,837,300	\$ -	\$ -	\$ 3,837,300
Remaining Revenues (8100-8799)	\$ 1,010,999	\$ -	\$ -	\$ 1,010,999
TOTAL REVENUES	\$ 4,848,299	\$ -	\$ -	\$ 4,848,299
EXPENDITURES				
Certificated Salaries (1000-1999)	\$ 1,749,807	\$ -	\$ -	\$ 1,749,807
Classified Salaries (2000-2999)	\$ 907,304	\$ 58,900	\$ -	\$ 966,204
Employee Benefits (3000-3999)	\$ 1,393,644	\$ 25,800	\$ -	\$ 1,419,444
Books and Supplies (4000-4999)	\$ 208,371	\$ -	\$ -	\$ 208,371
Services, Other Operating Expenses (5000-5999)	\$ 787,993	\$ -	\$ -	\$ 787,993
Capital Outlay (6000-6599)	\$ 17,952	\$ -	\$ -	\$ 17,952
Other Outgo (7100-7299) (7400-7499)	\$ -	\$ -	\$ -	\$ -
Direct Support/Indirect Cost (7300-7399)	\$ -	\$ -	\$ -	\$ -
Other Adjustments				
TOTAL EXPENDITURES	\$ 5,065,071	\$ 84,700	\$ -	\$ 5,149,771
OPERATING SURPLUS (DEFICIT)	\$ (216,772)	\$ (84,700)	\$ -	\$ (301,472)
Transfer In and Other Sources (8910-8979)	\$ 1,764,679	\$ -	\$ -	\$ 1,764,679
Transfers Out and Other Uses (7610-7699)	\$ 1,812,549	\$ -	\$ -	\$ 1,812,549
Contributions (8980-8999)	\$ -	\$ -	\$ -	\$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$ (264,642)	\$ *	\$ -	\$ (349,342)
BEGINNING BALANCE	\$ 3,642,787			\$ 3,642,787
Prior-Year Adjustments/Restatements (9793/9795)	\$ -			\$ -
CURRENT-YEAR ENDING BALANCE	\$ 3,378,145	\$ (84,700)	\$ -	\$ 3,293,445
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	\$ 386,598	\$ (8,916)	\$ -	\$ 377,682
Reserved for Economic Uncertainties (9770)	\$ 253,254	\$ -	\$ -	\$ 253,254
Designated Amounts (9775-9780)	\$ 2,400,000	\$ -	\$ -	\$ 2,400,000
Unappropriated Amount - Unrestricted (9790)	\$ 338,294	\$ (75,784)	\$ -	\$ 262,510
Unappropriated Amount - Restricted (9790)	\$ (0)	\$ 0	\$ -	\$ (0)
Reserve for Economic Uncertainties Percentage	8.60%			7.41%

* Please see question on page 7.

Harmony Union School District

I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Combined General Fund

Bargaining Unit: 201 Employees Association ("CSEA") Harmony Chapter 70 E

	Current Year	Year 2	Year 3
	Total Current Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
Revenue Limit Sources (8010-8099)	\$ 3,837,300	\$ 4,114,335	\$ 4,225,809
Remaining Revenues (8100-8799)	\$ 1,010,999	\$ 1,034,430	\$ 774,371
TOTAL REVENUES	\$ 4,848,299	\$ 5,148,765	\$ 5,000,180
EXPENDITURES			
Certificated Salaries (1000-1999)	\$ 1,749,807	\$ 1,690,411	\$ 1,734,482
Classified Salaries (2000-2999)	\$ 966,204	\$ 928,329	\$ 865,237
Employee Benefits (3000-3999)	\$ 1,419,444	\$ 1,557,140	\$ 1,510,474
Books and Supplies (4000-4999)	\$ 208,371	\$ 165,460	\$ 165,733
Services, Other Operating Expenses (5000-5999)	\$ 787,993	\$ 778,367	\$ 703,472
Capital Outlay (6000-6999)	\$ 17,952	\$ 10,500	\$ 10,500
Other Outgo (7100-7299) (7400-7499)	\$ -	\$ -	\$ -
Direct Support/Indirect Cost (7300-7399)	\$ -	\$ -	\$ -
Other Adjustments		\$ -	\$ -
TOTAL EXPENDITURES	\$ 5,149,771	\$ 5,130,207	\$ 4,989,898
OPERATING SURPLUS (DEFICIT)	\$ (301,472)	\$ 18,558	\$ 10,282
Transfers In and Other Sources (8910-8979)	\$ 1,764,679	\$ 1,745,000	\$ 1,745,000
Transfers Out and Other Uses (7610-7699)	\$ 1,812,549	\$ 1,825,000	\$ 1,825,000
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$ (349,342)	\$ (61,442)	\$ (69,718)
BEGINNING BALANCE	\$ 3,642,787	\$ 3,293,445	\$ 3,232,003
CURRENT-YEAR ENDING BALANCE	\$ 3,293,445	\$ 3,232,003	\$ 3,162,285
COMPONENTS OF ENDING BALANCE:			
Reserved Amounts (9711-9740)	\$ 377,682	\$ 327,399	\$ 230,148
Reserved for Economic Uncertainties - Unrestricted (9770)	\$ 193,718	\$ 239,934	\$ 235,114
Reserved for Economic Uncertainties - Restricted (9770)	\$ 59,535	\$ 107,796	\$ 105,631
Board Designated Amounts - Unrestricted (9775-9780)	\$ 2,400,000	\$ 2,400,000	\$ 2,400,000
Board Designated Amounts - Restricted (9775-9780)	\$ -	\$ -	\$ -
Unappropriated Amounts - Unrestricted (9790)	\$ 262,510	\$ 156,874	\$ 191,392
Unappropriated Amounts - Restricted (9790)	\$ (0)	\$ 0	\$ 0

WARNING: 9790 entries must be positive

J. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

		Current Year	Year 2	Year 3
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$ 6,962,320	\$ 6,955,207	\$ 6,814,898
b.	State Standard Minimum Reserve Percentage for this District Enter percentage:	0.00%	0.00%	0.00%
c.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b. or \$50,000)	\$ -	\$ -	\$ -

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a.	General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9770)	\$ 193,718	\$ 239,934	\$ 235,114
b.	General Fund Budgeted Unrestricted Unappropriated Amount (9790)	\$ 262,510	\$ 156,874	\$ 191,392
c.	Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9770)	\$ -	\$ -	\$ -
d.	Special Reserve Fund (Fund 17) Budgeted Unappropriated Amount (9790)	\$ -	\$ -	\$ -
e.	Total Available Reserves	\$ 456,228	\$ 396,808	\$ 426,506
f.	Reserve for Economic Uncertainties Percentage	6.55%	5.71%	6.26%

3. Do unrestricted reserves meet the state minimum reserve amount?

Current Year	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Year 2	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Year 3	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

4. If no, how do you plan to restore your reserves?



Harmony Union School District

5. If the total amount of the adjustment in Column 2 on Page 4 does not agree with the amount of the Total Compensation Increase in Section A, Line 5 on Page 1 (i.e., increase was partially budgeted), explain the variance below:



6. Please include any additional comments and explanations of Page 4 as necessary:



Harmony Union School District

L. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICT'S ABILITY TO MEET THE COSTS OF THE COLLECTIVE BARGAINING AGREEMENT

This disclosure document is intended to assist the district's Governing Board in determining whether the district can meet the costs incurred under the tentative Collective Bargaining Agreement in the current and subsequent years. This certification page should be signed by the Superintendent and Chief Business Official at the time of public disclosure. The absence of one or both of the signatures should serve as a "red flag" to the district's Governing Board.

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Chief Business Official of the _____ District, hereby certify that the District can meet the costs incurred under this Collective Bargaining Agreement during the term of the agreement from _____ to _____.

Board Actions

The board actions necessary to meet the cost of the agreement in each year of its term are as follows:

Current Year

Budget Adjustment Categories:

Revenues/Other Financing Sources

Expenditures/Other Financing Uses

Ending Balance(s) Increase (Decrease)

	Budget Adjustment Increase/(Decrease)
\$	-
\$	84,700
\$	(84,700)

Subsequent Years

Budget Adjustment Categories:

Revenues/Other Financing Sources

Expenditures/Other Financing Uses

Ending Balance(s) Increase (Decrease)

	Budget Adjustment Increase/(Decrease)
\$	_____
\$	_____
\$	_____

Budget Revisions


If the district does not adopt all of the revisions to its budget needed in the current year to meet the costs of the agreement at the time of the approval of the proposed collective bargaining agreement, the county superintendent of schools is required to issue a qualified or negative certification for the district on its next interim report.

Assumptions

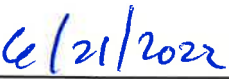
See attached page for a list of the assumptions upon which this certification is based.

Certifications

I hereby certify I am unable to certify



 District Superintendent
 (Signature)



 Date

I hereby certify I am unable to certify



 Chief Business Official
 (Signature)



 Date

Special Note: The Sonoma County Office of Education may request additional information, as necessary, to review the district's compliance with requirements.

Assumptions

The assumptions upon which this certification is made are as follows:

The 2021-22 settlement is a 1-year settlement.

Concerns regarding affordability of agreement in subsequent years (if any):

M. CERTIFICATION NO. 2

The disclosure document must be signed by the district Superintendent or designee at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Collective Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Section 3547.5.



_____	_____
District Superintendent (or Designee)	June 21, 2022
(Signature)	Date
_____	_____
Stacy Kalembur	707-874-1205 ext 12
Contact Person	Phone

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on June 21, 2022, took action to approve the proposed Agreement with the Classified Bargaining Unit.

_____	_____
President (or Clerk), Governing Board	June 21, 2022
(Signature)	Date

Special Note: The Sonoma County Office of Education may request additional information, as necessary, to review the district's compliance with requirements.



Meeting Date:	6/21/2022 - 5:30 PM
Category:	Action Items
Type:	Action
Subject:	10.11 Consideration of district's new hire of middle school Humanities teacher Dana Durfey at Step 5, Column 2 on the certificated salary schedule
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	 FINAL 2021-22 Certificated SS.pdf
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	It is recommended the board to consider approval of district's new hire of middle school humanities teacher Dana Durfey at Step 5, Column 2 on the certificated salary schedule.
Approvals:	Recommended By:  Matthew Morgan - Superintendent/Principal

HARMONY UNION SCHOOL DISTRICT
 CERTIFICATED SALARY SCHEDULE
 FISCAL YEAR 2021-22

**A 4.0 % increase was applied to the 2020-21 Salary Schedule effective July 1, 2021.
 Contract: 185 contract days for 2021-22**

COLUMN	1	2	3	4
	BA<45	BA+45	BA+60	BA+75
STEP				
1	57,612	59,511	61,411	63,310
2	59,484	61,446	63,407	65,368
3	61,418	63,442	65,467	67,492
4	63,414	65,504	67,595	69,686
5	65,475	67,633	69,792	71,950
6	67,603	69,831	72,060	74,289
7	69,800	72,101	74,402	76,703
8	72,068	74,444	76,820	79,196
9	74,410	76,864	79,317	81,770
10	76,829	79,362	81,894	84,427
11	79,326	81,941	84,556	87,171
12	81,904	84,604	87,304	90,004
13	83,235	85,979	88,723	91,467
14	84,587	87,376	90,165	92,953
15	85,962	88,796	91,630	94,464
16	87,359	90,239	93,119	95,999
17	88,778	91,705	94,632	97,559
18	90,221	93,195	96,170	99,144
19	91,687	94,710	97,732	100,755
20	93,177	96,249	99,321	102,392
21	94,691	97,813	100,935	104,056
22	96,230	99,402	102,575	105,747
23	97,794	101,018	104,242	107,466
24	99,383	102,659	105,935	109,212
25	99,383	102,659	106,797	110,100
26	99,383	102,659	107,665	110,995
27	99,383	102,659	108,540	111,897
28	99,383	102,659	109,423	112,807
29	99,383	102,659	110,312	113,724
30	99,383	102,659	111,209	114,649

Hourly rate: \$64.81
 Highest step: \$114,649
 Masters Stipend: \$948
 Daily Rate for Substitute: \$225
 Daily Rate for Substitute Long Term: \$225



Salary Schedule Algorithm & Calculations

Column 4 Step 1 is the Foundation Salary cell used to calculate Initial column value
 Column 3 Step 1 is 97% of Column 4 Step 1
 Column 2 Step 1 is 94% of Column 4 Step 1
 Column 1 Step 1 is 91% of Column 4 Step 1
 Steps 2 through 12 increase by 3.25% of the step above
 Steps 13 through 24 increase by 1.625% of the step above
 Steps 24 through 30 increase by 0.8125% of the step above In column 3 and 4 only
 Column 1 and 2 do not increase for step 25 through 30
 Hourly Rate is Column 3, Step 10 / Annual Contract hours (21-22 = 1263.55hrs/yr)

1.0 FTE increase 1 step/year
 New hires may receive up to 7 years of credit for prior experience.
 With board approval, the District may give more than 7 years credit.

Board Approved: April 21, 2022



Meeting Date:	6/21/2022 - 5:30 PM
Category:	Action Items
Type:	Action
Subject:	10.12 Consideration of contract for confidential employee: School Psychologist, Beth Dawson, .26 FTE
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	 School Psychologist 2022-23 contract.pdf
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	That the board approves the contract for confidential employee, School Psychologist Beth Dawson, .26 FTE.
Approvals:	Recommended By:  Matthew Morgan - Superintendent/Principal

NOTICE OF TERMS OF EMPLOYMENT

This employment is between Harmony Union School District ("District") and Elizabeth Dawson ("Employee").

1. TERM OF EMPLOYMENT: Subject to ratification by the governing board, District employs Employee for the 2022-23 school year, commencing August 15, 2022 and terminating June 8, 2023.

2. SALARY: Employee will be paid \$95 per hour. Employee shall not receive salary for any period during which an appropriate credential is not on file with the County Superintendent.

3. CLASSIFICATION: Employee is classified as follows:

- | | |
|---|--|
| <input type="checkbox"/> Section 24214 – Retired certificated employee paid less than amount requiring STRS reinstatement | <input type="checkbox"/> Section 44910 – ROP Teacher not previously employed in regular program |
| <input type="checkbox"/> Section 24216.5 – Retired teacher employed to assist because of class size reduction | <input checked="" type="checkbox"/> Sections 44915, 44929.23 – Probationary |
| <input type="checkbox"/> Section 24216.6 – Retired teacher employed to provide | <input type="checkbox"/> Section 44917 – Substitute |
| <input type="checkbox"/> Section 44830(c)(1) or (m) – Teacher conditionally hired pending CBEST | <input type="checkbox"/> Section 44919 – Temporary, Short less than 20 days remedial instruction in grades 2 – 12. |
| <input type="checkbox"/> Section 44830(c)(2) – Class size reduction teacher pending CBEST | <input type="checkbox"/> Section 44920 – Temporary, Long based on the need for additional certificated employees because of leave or illness of another employee |
| <input type="checkbox"/> Section 44909 – Temporary, Categoricaly Funded Program (specific project is not required by state or federal law and is designated as _____) | <input type="checkbox"/> Section 44929.21 – Permanent; 250 ADA or more |
| | <input type="checkbox"/> Section 44929.23 – Permanent; 249 ADA or less |
| | <input type="checkbox"/> Section 44929.25 – Adult School teacher teaching no more than 60% of the hours per week considered full time |
| | <input type="checkbox"/> Section 44986(b)(1) – Replacement for permanent employee granted STRS disability allowance for up to 39 months |

4. WORK YEAR: Employment shall be 11.5 hours/week (.24FTE) commencing August 15, 2022 and terminating June 8, 2023.

5. LAWS: This employment is made subject to the laws of California, applicable rules of the State Board of Education and of the Governing Board of the above-named School District affecting the terms and conditions of employment by Governing Boards of school.

6. CREDENTIAL: Employment is conditioned upon possession of the following valid credentials: Pupil Personnel Services Credential – Exp. 9/1/2024

which are required by law for this employment, which will be on file in the Office of the Superintendent of Schools of Sonoma County, prior to the first day of service.

7. OTHER SPECIAL TERMS, IF ANY: _____

8. NO OTHER EMPLOYMENT: Employment is further conditioned upon Employee not holding a valid contract of employment with the governing board of another school district which will in any way conflict with his/her employment (Code of Administrative Regulations, Title 5, Section 5500).

Harmony Union School District:

Employee:

By: 

Date: 6/21/22

Date: _____

* Notwithstanding the dates set forth in this section of the contract, categorically funded and temporary certificated employees serve at the will of the District and may be dismissed at any time.

Note: If you have any questions, please view the [CTC Online – Written Instructions for Application and Payment](#) page.

Last Name: DAWSON	Last Known County of Employment:	Note: Please verify County of Employment is current
First Name: ELIZABETH	Adverse and Commission Actions Indicator:	Note: Information on Adverse and Commission Actions is available for this educator if
Middle Name: LYNN	Deceased Flag:	If the Deceased flag is displayed, the licensee is deceased.

Document Number	Document Title	Term	Status	Issue Date	Expiration Dat	Original Issue Date
> 190188286	Pupil Personnel Services Credential	Clear	Valid	8/12/2019	9/1/2024	5/28/1999

Authorization/Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/ Minor	Add
> R513	This credential authorizes the holder to perform the following services in grades 12 and below, including preschool, and in programs organized primarily for adults: provide services that enhance academic performance; design strategies and programs to address problems of adjustment; consult with other educators and parents on issues of social development, behavioral and academic difficulties; conduct psycho-educational assessments for purposes of identifying special needs; provide psychological counseling for individuals, groups and families; and coordinate intervention strategies for management of individual and school-wide crises.	SP2	School Psychology	MAJ	

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal Code	Renewal Description	Additional Description
> R20	To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.	

Employment Restrictions

Organization Type	Organization	County
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Meeting Date:	6/21/2022 - 5:30 PM
Category:	Action Items
Type:	Action
Subject:	10.13 Consideration of RESOLUTION 2021/22-12 TO UN-COMMIT FUNDS IN SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS FUND 40 IN COMPLIANCE WITH GOVERNMENTAL ACCOUNTING STANDARDS BOARD (GASB) STATEMENT 54
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	That the board approve RESOLUTION 2021/22-12 TO UN-COMMIT FUNDS IN SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS FUND 40 IN COMPLIANCE WITH GOVERNMENTAL ACCOUNTING STANDARDS BOARD (GASB) STATEMENT 54
Approvals:	Recommended By:  Matthew Morgan - Superintendent/Principal



Meeting Date:	6/21/2022 - 5:30 PM
Category:	Next Board Meeting
Type:	Info
Subject:	11.1 No regularly scheduled meeting in July. Next scheduled meeting is August 21, 2022
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	

Approvals:

Recommended
By:

Matthew Morgan - Superintendent/Principal