WILLIAMS UNIFIED SCHOOL DISTRICT

BOARD OF TRUSTEES REGULAR MEETING
6:30 p.m., Thursday, June 17, 2021, Regular Meeting
College & Career Center
260 11th Street, Williams, CA

NOTE: Williams Unified School District is offering online Board meeting participation in order to promote the safety and health of our community.

You can listen to the meeting by dialing the teleconference number below:

Phone: +1.669.900.6833 Meeting ID: 851 4549 3010 Password: 767821

Or you can join from a PC, Mac, iPad, iPhone, or Android device at https://zoom.us

Join Zoom Meeting
https://williams-k12-ca.zoom.us/j/85145493010?pwd=RmRjTmZEWk41VkI5WDZ5K25UTkNMUT09

Meeting ID: 851 4549 3010 Passcode: 767821

**Para servicios de traducción al español, comuníquese con Monica Vega-Mendoza al 530-774-0003 para reservar un espacio.

If you would like to participate in the Public Input portions of the meeting, or comment on a specific agenda item, you can do so by texting your **NAME** to **530.681.7847** and the Clerk will notify the Chair that you would like to comment. Please wait for the Chair to recognize you before speaking. Remember to unmute your phone to speak.

Please mute your phone or microphone when you are not speaking.

A G E N D A

1.0 CALL TO ORDER **TIME: _____ PM**

2.0 ROLL CALL

3.0 PLEDGE OF ALLEGIANCE

4.0 APPROVAL OF THE AGENDA

Action _____ Motion _____ Second _____ Ayes _____ Noes _____
Roll Call: **Abstain _____ Absent _____**
Ash ☐ aye ☐ no / Bautista ☐ aye ☐ no / Covarrubias ☐ aye ☐ no / EB Davis ☐ aye ☐ no / Perez ☐ aye ☐ no

5.0 AUDIENCE/VISITORS PUBLIC DISCUSSION – Anyone wishing to address the Board on any school-related item not scheduled on this agenda but within the jurisdiction of the Board may do so at this time. Please state your first and last name. The meeting is being taped and all comments are being recorded. Board bylaws limit speaking time to 3 minutes per speaker and 20 minutes per item.

6.0 PUBLIC HEARING **TIME: _____PM**

6.1 (p. 15) Adoption of English Language Arts novels for Williams Jr/Sr High School Grades 9-12:

TITLE	PUBLISHER	GRADE(S)	COPYRIGHT	ISBN #
1984	Signet Classics	9-12	1961	978-0451524935
The Grapes of Wrath: 75th Anniversary Edition	Penguin Classics	9-12	2014	978-0670016907
How the Other Half Lives	Penguin Classics	9-12	1997	978-0140436792

Fences	Theatre Communications Group	9-12	2008	978-1559363020
Inherit the Wind	Turtleback Books; Bound for Schools & Libraries	9-12	2007	978-0606324144
Understanding Media, The Medium is the Message	Gingko Press	9-12	2001	978-1584230700
The Complete Persepolis	Pantheon	9-12	2007	978-1435276253
Latino USA, Revised Edition: A Cartoon History	Basic Books	9-12	2012	978-0465082506
Understanding Comics: The Invisible Art	William Morrow Paperbacks	9-12	1994	978-0613027823
Romeo and Juliet (Folger Shakespeare Library)	Simon & Schuster	9-12	2004	978-0671722852
Macbeth (Folger Shakespeare Library)	Simon & Schuster	9-12	2003	978-0743477109

6.2 (p. 17) Adoption of Mathematics Textbooks for Williams Upper Elementary School Grades 4-5:

TITLE	PUBLISHER	GRADE(S)	COPYRIGHT	ISBN #
Reveal Math Student Edition Vol. 1 - Grade 4	McGraw Hill	4	2022	978-0-07-665935-7
Reveal Math Student Edition Vol. 2 - Grade 4	McGraw Hill	4	2022	978-0-07-683907-0
Reveal Math Student Practice Book - Grade 4	McGraw Hill	4	2022	978-0-07-693709-7
Reveal Math Student Edition Vol. 1 - Grade 5	McGraw Hill	5	2022	978-0-07-665936-7
Reveal Math Student Edition Vol. 2 - Grade 5	McGraw Hill	5	2022	978-0-07683908-7
Reveal Math Student Practice Book - Grade 5	McGraw Hill	5	2022	978-0-07693710-3

7.0 CLOSE PUBLIC HEARING TIME: _____PM

8.0 BOARD REPORTS

8.1 (p. 19) Elementary School Principal, Hector Gonzalez
8.2 (p. 21) Secondary School Principal, Dr. Mary Ponce
8.3 (p. 32) SIG Coordinator/ELL Administrator, Rosa Villaseñor
8.4 (p. 33) Maintenance, Operations & Transportation Director, Tim Wright
8.5 (p. 34) Technology Director, Vangelis Bolias
8.6 (p. 36) Food and Nutrition Director, Kristi Ward
8.7 Director of Fiscal Services and Accountability, Mechele Coombs
8.8 District Superintendent and Secretary to the Board, Bill Cornelius

9.0 EMPLOYEE GROUPS REPORTS

9.1 Certificated Employees – Williams Teachers Association
9.2 Classified Employees – California School Employees Association Chapter #556

10.0 ACTION ITEMS – CONSENT CALENDAR – Certain items, which require review and approval by the Board of Trustees, are routine in nature because they are self-explanatory, non-controversial, or repetitious. These recommended items are grouped as a consent item for automatic approval after the Board President determines there is no request to separate any items for independent consideration.

10.1 **BOARD MINUTES** – Request to approve Board minutes
10.1.1 (p. 37) May 20, 2021 (Regular)
10.1.2 (p. 45) May 26, 2021 (Special)
10.2 (p. 47) **BILLS/WARRANTS** – Request to approve warrants list, special variable payroll (V. Endicott)
10.3 **MONTHLY ACCOUNT SUMMARIES** – Request to approve monthly account summaries
10.3.1 (p. 51) Prepared by Toni Hilger, General Ledger Report and Bank Reconciliation Report, Williams Elementary & Upper Elementary Schools Checking Account, April 2021.
10.3.2 (p. 53) Prepared by Lucila Mendez, General Ledger Report and Bank Reconciliation Report, Williams Jr/Sr High School Checking Account, April 2021.
10.4 **SERVICE AGREEMENTS/CONTRACTS**
10.4.1 (p. 56) 2021-2022 Designation of CIF Representatives to League.

10.4.2 (p. 57) Voluntary Student Accident and Sickness Insurance Program Agreement between Myers-Stevens & Toohey & Company, Inc. and Williams Unified School District SY 2021-22.
10.4.3 (p. 62) Scope of Work for Sue Beers / Tools for Learning for Williams Elementary School to Provide Technical Assistance in Long Range Instructional Planning July 27-29, 2021.
10.4.4 (p. 64) JK Architecture Engineering Letter of Authorization to Proceed for the Williams Jr/Sr High School North Wing – CTE Building Renovation.
10.4.5 (p. 68) Memorandum of Understanding between Williams Unified School District and Colusa County Office of Education to provide food services for the Williams Unified School District summer school program.
10.4.6 (p. 69) Maintenance Agreement for Ray Morgan Company to cover 85 HP printers effective July 1, 2021.

10.5 **ROUTINE PURCHASE ORDERS**

10.5.1 None

10.6 (p. 71) **APPROVE EXTRA DUTY / VOLUNTEER / STUDENT PERSONNEL REPORTS** –Request to approve personnel items relating to Extra Duty, Volunteer and Student personnel reports. (R. Cranford)

Classification	Position	Status	Name
Substitute	Classified Substitute Employee List	Substitute	
Student	Summer Student Custodians	Filled	
Extra Duty	K-6 Summer Academy Teacher 6th grade	Filled	Denica Juarez/Briana Robinson
Extra Duty	Head Varsity Football Coach	Filled	Jeff Lemus
Extra Duty	Varsity Assistant Football Coach	Filled	Brian Darden
Extra Duty	Varsity Assistant Football Coach	Filled	Leo Tapia
Extra Duty	Fall Cheerleading Advisor	Filled	Ashlin Covarrubias
Extra Duty	Head Varsity Volleyball Coach	Filled	Mingy Altamirano
Extra Duty	Head Junior Varsity Volleyball Coach	Filled	Vera Endicott
Extra Duty	Junior Varsity Head Football Coach In-House only	Open	
Extra Duty	Junior Varsity Assistant Football Coach In-House only	Open	

10.7 **APPROVE CERTIFICATED / CLASSIFIED / CONFIDENTIAL PERSONNEL REPORT-** Request to approve personnel items relating to Certificated, Classified and Confidential personnel reports. (R. Cranford)

Classification	Position	Status	Name
Certificated Management	Elementary Principal	Resignation	Hector Gonzalez
Certificated	TK-6 Multiple Subjects Teacher	Resignation	• Susana Llamas • Madison Alves
Certificated	Secondary English Teacher SY 21-22	Resignation	Tanner Bloom
Certificated	TK-6 Multiple Subjects Teacher	Open	
Certificated	Health Specialist	Open	
Certificated	Secondary English Teacher SY 21-22	Filled	• Regan Miller Lechner • Forrest Bateman *All candidates pending DOJ Clearances
Certificated	TK-6 Multiple Subjects Teacher	Filled	• Jessica Cervantes-Galvez • Julia Ortiz *All candidates pending DOJ Clearances
Classified Substitute	Bilingual Biliterate Clerk	Filled	Ana Minutti
Classified	Technology Support Technician	Open	
Classified	Paraeducator	Open	
Classified	Student Supervisor	Open	
Classified	Migrant Education Liaison	Open	
Classified	Health Clerk Aide	Open	

10.8 **APPROVE INSTRUCTIONAL MINUTES/ BELL SCHEDULES / MASTER SCHEDULES**

10.8.1 (p. 72) 2021-22 Williams Elementary School Instructional Minutes
10.8.2 (p. 73) 2021-22 Williams Upper Elementary School Instructional Minutes
10.8.3 (p. 74) Revised 2021-22 Williams Jr/Sr High School Master Schedule

10.9 **APPROVE STUDENT HANDBOOKS**

10.9.1 None

10.10 **APPROVE INTER-DISTRICT TRANSFER REQUESTS**

10.10.1 (p. 75) Updated 2021-22 Inter-District Transfer Overview

10.11 **APPROVE BOARD POLICIES (BP) AND ADMINISTRATIVE REGULATIONS (AR) AND EXHIBITS (E) AND BOARD BYLAWS (BB)**

10.11.1 None

10.12 **APPROVE FIELD TRIP REQUESTS**

10.12.1 None

10.13 **APPROVE DISPOSAL OF BOOKS, EQUIPMENT AND SUPPLIES**

10.13.1 (p. 76) Disposal of WJSHS Obsolete Textbooks

10.14 **APPROVE DONATIONS**

10.14.1 (p. 77) Donation from Kevin Ash of photography equipment to Williams Jr/Sr High School.

Action _____ **Motion** _____ **Second** _____ **Ayes** _____ **Noes** _____
Roll Call: **Abstain** _____ **Absent** _____
Ash ☐ aye ☐ no / Bautista ☐ aye ☐ no / Covarrubias ☐ aye ☐ no / EB Davis ☐ aye ☐ no / Perez ☐ aye ☐ no

11.0 **ACTION ITEMS – NEW BUSINESS** – Protocol for action items includes a staff presentation, questions from the Board, public input, closing of public input, deliberation by the Board, and voting by the Board. During public input there will be a 3-minute time limit per person.

11.1 (p. 78) Consideration and possible action concerning the approval of the Local Control and Accountability Plan (LCAP) for School Year 2021-2022 including the LCFF Budget Overview for Parents, LCAP Annual Update and Learning Continuity and Attendance Plan Update.

Action _____ **Motion** _____ **Second** _____ **Ayes** _____ **Noes** _____
Roll Call: **Abstain** _____ **Absent** _____
Ash ☐ aye ☐ no / Bautista ☐ aye ☐ no / Covarrubias ☐ aye ☐ no / EB Davis ☐ aye ☐ no / Perez ☐ aye ☐ no

11.2 (p. 209) Consideration and possible action concerning the approval of the Williams Unified School District 2021-2022 Annual Budget.

Action _____ **Motion** _____ **Second** _____ **Ayes** _____ **Noes** _____
Roll Call: **Abstain** _____ **Absent** _____
Ash ☐ aye ☐ no / Bautista ☐ aye ☐ no / Covarrubias ☐ aye ☐ no / EB Davis ☐ aye ☐ no / Perez ☐ aye ☐ no

11.3 (p. 368) Consideration and possible action concerning the approval of the 2021-2022 Balances in Excess of Minimum Reserve Requirements.

Action _____ **Motion** _____ **Second** _____ **Ayes** _____ **Noes** _____
Roll Call: **Abstain** _____ **Absent** _____
Ash ☐ aye ☐ no / Bautista ☐ aye ☐ no / Covarrubias ☐ aye ☐ no / EB Davis ☐ aye ☐ no / Perez ☐ aye ☐ no

11.4 (p. 369) Consideration and possible action concerning the approval of **Resolution #17-061721: 2021-2022 Education Protection Account (EPA) Spending Plan.**

Action _____ **Motion** _____ **Second** _____ **Ayes** _____ **Noes** _____
Roll Call: **Abstain** _____ **Absent** _____
Ash ☐ aye ☐ no / Bautista ☐ aye ☐ no / Covarrubias ☐ aye ☐ no / EB Davis ☐ aye ☐ no / Perez ☐ aye ☐ no

11.5 (p. 370) Consideration and possible action concerning the approval of **Resolution #18-061721: Resolution for the Classification of Fund Balances in Governmental Funds (GASB 54).**

Action _____ **Motion** _____ **Second** _____ **Ayes** _____ **Noes** _____
Roll Call: **Abstain** _____ **Absent** _____
Ash ☐ aye ☐ no / Bautista ☐ aye ☐ no / Covarrubias ☐ aye ☐ no / EB Davis ☐ aye ☐ no / Perez ☐ aye ☐ no

11.6 (p. 371) Consideration and possible action concerning the approval of the Annual Statement of Need for Substitutes for 2021-2022.

Action _____ **Motion** _____ **Second** _____ **Ayes** _____ **Noes** _____
Roll Call: **Abstain** _____ **Absent** _____
Ash ☐ aye ☐ no / Bautista ☐ aye ☐ no / Covarrubias ☐ aye ☐ no / EB Davis ☐ aye ☐ no / Perez ☐ aye ☐ no

11.7 (p. 373) Consideration and possible action concerning the approval of the Declaration of Need for Fully Qualified Educators for 2021-2022.

Action _____ **Motion** _____ **Second** _____ **Ayes** _____ **Noes** _____
Roll Call: **Abstain** _____ **Absent** _____
Ash ☐ aye ☐ no / Bautista ☐ aye ☐ no / Covarrubias ☐ aye ☐ no / EB Davis ☐ aye ☐ no / Perez ☐ aye ☐ no

11.8 (p. 376) Consideration and possible action concerning the approval of **Resolution #16-061721: Approving Withdrawal from Membership in Schools Excess Liability Fund Joint Powers Authority.**

Action _____ **Motion** _____ **Second** _____ **Ayes** _____ **Noes** _____
Roll Call: **Abstain** _____ **Absent** _____
Ash ☐ aye ☐ no / Bautista ☐ aye ☐ no / Covarrubias ☐ aye ☐ no / EB Davis ☐ aye ☐ no / Perez ☐ aye ☐ no

11.9 (p. 379) Consideration and possible action concerning the approval of the California Department of Education Agricultural Career Technical Education Incentive Grant 2021-22 Application for Funding.

Action _____ **Motion** _____ **Second** _____ **Ayes** _____ **Noes** _____
Roll Call: **Abstain** _____ **Absent** _____
Ash ☐ aye ☐ no / Bautista ☐ aye ☐ no / Covarrubias ☐ aye ☐ no / EB Davis ☐ aye ☐ no / Perez ☐ aye ☐ no

11.10 (p. 384) Consideration and possible action concerning the approval of the adoption of English Language Arts Novels for Williams Jr/Sr High School Grades 9-12.

Action _____ **Motion** _____ **Second** _____ **Ayes** _____ **Noes** _____
Roll Call: **Abstain** _____ **Absent** _____
Ash ☐ aye ☐ no / Bautista ☐ aye ☐ no / Covarrubias ☐ aye ☐ no / EB Davis ☐ aye ☐ no / Perez ☐ aye ☐ no

11.11 (p. 396) Consideration and possible action concerning the approval of the adoption of Reveal Mathematics Textbooks for Williams Upper Elementary School Grades 4-5.

Action _____ **Motion** _____ **Second** _____ **Ayes** _____ **Noes** _____
Roll Call: **Abstain** _____ **Absent** _____
Ash ☐ aye ☐ no / Bautista ☐ aye ☐ no / Covarrubias ☐ aye ☐ no / EB Davis ☐ aye ☐ no / Perez ☐ aye ☐ no

11.12 (p. 401) Consideration and possible action concerning the approval of the Public Disclosure of the Collective Bargaining Agreement between Williams Unified School District and California School Employee Association Chapter #556.

Action _____ **Motion** _____ **Second** _____ **Ayes** _____ **Noes** _____
Roll Call: **Abstain** _____ **Absent** _____
Ash ☐ aye ☐ no / Bautista ☐ aye ☐ no / Covarrubias ☐ aye ☐ no / EB Davis ☐ aye ☐ no / Perez ☐ aye ☐ no

11.13 (p. 414) Consideration and possible action concerning the approval of the Memorandum of Understanding between the Williams Unified School District and the Williams Teachers Association regarding proposal to Restructure the Elementary School Daily Schedule to provide a Block of Common Planning and Preparatory Time for TK-6 Elementary Teachers.

Action _____ **Motion** _____ **Second** _____ **Ayes** _____ **Noes** _____
Roll Call: **Abstain** _____ **Absent** _____
Ash ☐ aye ☐ no / Bautista ☐ aye ☐ no / Covarrubias ☐ aye ☐ no / EB Davis ☐ aye ☐ no / Perez ☐ aye ☐ no

11.14 (p. 417) Consideration and possible action concerning the approval of the revised 2021-2022 Williams Unified School District Attendance Calendar.

Action _____ **Motion** _____ **Second** _____ **Ayes** _____ **Noes** _____

Roll Call: **Abstain** _____ **Absent** _____
Ash ☐ aye ☐ no / Bautista ☐ aye ☐ no / Covarrubias ☐ aye ☐ no / EB Davis ☐ aye ☐ no / Perez ☐ aye ☐ no

11.15 (p. 418) Consideration and possible action concerning the approval of the revised 2021-2022 Williams Unified School District Board Meeting Calendar.

Action _____ **Motion** _____ **Second** _____ **Ayes** _____ **Noes** _____
Roll Call: **Abstain** _____ **Absent** _____
Ash ☐ aye ☐ no / Bautista ☐ aye ☐ no / Covarrubias ☐ aye ☐ no / EB Davis ☐ aye ☐ no / Perez ☐ aye ☐ no

12.0 BOARD MEMBER COMMENTS

13.0 INFORMATIONAL ITEMS AND REPORTS

13.1 (p. 419) District Enrollment Report

14.0 FUTURE MEETING DATES

14.1 July 20, 2021 (Regular)
14.2 *July 22, 2021 (Special – Board Governance Workshop)*
14.3 *August 10, 2021 (Special – Board & Superintendent Goals)*
14.4 August 19, 2021 (Regular)

15.0 PENDING AGENDA – This is the time to place future items on the Pending Agenda.

15.1 Site Single Plans for Student Achievement (SPSA)

16.0 CONVENE TO CLOSED SESSION **TIME: ____ PM**
Closed Session will be held regarding the following matters:

16.1 Public Employee Discipline/Dismissal/Release (Gov. Code 54957)
16.2 Conference with Labor Negotiators (Gov. Code 54957.6)
Superintendent Bill Cornelius, Director of Fiscal Services Mechele Coombs and Legal Representation
16.2.1 Certificated Employees – WTA
16.2.2 Classified Employees – CSEA Chapter #556

17.0 RECONVENE TO OPEN SESSION **TIME: ____ PM**
Action Taken During Closed Session:

17.1 Public Employee Discipline/Dismissal/Release (Government Code 54957)

Action _____ **Motion** _____ **Second** _____ **Ayes** _____ **Noes** _____
Roll Call: **Abstain** _____ **Absent** _____
Ash ☐ aye ☐ no / Bautista ☐ aye ☐ no / Covarrubias ☐ aye ☐ no / EB Davis ☐ aye ☐ no / Perez ☐ aye ☐ no

17.2 Conference with Labor Negotiators (Government Code 54957.6)
Superintendent Bill Cornelius, Director of Fiscal Services Mechele Coombs and Legal Representation
17.2.1 Certificated Employees – WTA
17.2.2 Classified Employees – CSEA Chapter #556

Action _____ **Motion** _____ **Second** _____ **Ayes** _____ **Noes** _____
Roll Call: **Abstain** ____ **Absent** _____
Ash ☐ aye ☐ no / Bautista ☐ aye ☐ no / Covarrubias ☐ aye ☐ no / EB Davis ☐ aye ☐ no / Perez ☐ aye ☐ no

18.0 ADJOURNMENT **TIME: ____ PM**

Action _____ **Motion** _____ **Second** _____ **Ayes** _____ **Noes** _____
Roll Call: **Abstain** _____ **Absent** _____
Ash ☐ aye ☐ no / Bautista ☐ aye ☐ no / Covarrubias ☐ aye ☐ no / EB Davis ☐ aye ☐ no / Perez ☐ aye ☐ no

Accommodating Those Individuals with Special Needs – In compliance with the Americans with Disabilities Act, the Williams Unified School District encourages those with disabilities to participate fully in the public meeting process. If you require disability-related accommodations or modifications including auxiliary aids and services in order to participate in the Board meeting, you should notify the Superintendent's office in writing prior to the regular meeting so that every reasonable effort can be made to accommodate you.

Agenda Documents: As required in SB 343, agenda documents distributed to the Board less than 72 hours before the meeting are available for public inspection at the Williams Unified School District Office located at 260 11th Street, Williams, California.
THE NEXT REGULARLY SCHEDULED BOARD MEETING WILL BE Thursday, July 15, 2021 AT 6:30 PM.

Posted: June 10, 2021

DISTRITO ESCOLAR UNIFICADO DE WILLIAMS

REUNIÓN REGULAR DEL CONSEJO DIRECTIVO
Reunión Regular, jueves 17 de junio de 2021 a las 6:30 p.m.
Centro Universitario y Profesional
260 11th Street, Williams, CA

NOTA: El Distrito Escolar Unificado de Williams está ofreciendo la participación en línea de las reuniones del Consejo Directivo con el fin de promover la seguridad y la salud de nuestra comunidad.

Usted puede escuchar la reunión marcando el siguiente número de teleconferencia:

Teléfono: +1.669.900.6833 ID de la Reunión: 851 4549 3010 Contraseña: 767821

O puede ingresar a la reunión desde una PC, Mac, iPad, iPhone, o dispositivo Android visitando https://zoom.us

Ingreso a la Reunión en Zoom
https://williams-k12-ca.zoom.us/j/85145493010?pwd=RmRjTmZEWk41VkI5WDZ5K25UTkNMUT09

ID de la Reunión: 851 4549 3010 Contraseña: 767821

**Para servicios de traducción al español, comuníquese con Mónica Vega-Mendoza al 530-774-0003 para reservar un espacio.

Si usted desea participar durante el segmento de aporte público de la reunión o comentar sobre un artículo específico de la agenda, también lo puede hacer enviando un mensaje de texto con su **NOMBRE** al número **530.681.7847**. El Secretario le notificará al Presidente que usted desea hacer un comentario. Por favor espere a que el Presidente lo admita antes de hablar. Recuerde reactivar el sonido de su teléfono para hablar.

Por favor silencie su teléfono o micrófono cuando no esté hablando.

AGENDA

1.0 LLAMADO AL ORDEN **HORA: ____ P.M.**

2.0 LISTA DE ASISTENTES

3.0 JURAMENTO DE LEALTAD

4.0 APROBACIÓN DE LA AGENDA

Acción _____ Moción _____ Apoyada _____ Sí _____ No ___
Lista de asistentes: **Abstuvo _____ Ausente_____**
Ash ☐ sí ☐ no / Bautista ☐ sí ☐ no / Covarrubias ☐ sí ☐ no / EB Davis ☐ sí ☐ no / Pérez ☐ sí ☐ no

5.0 DISCUSIÓN PÚBLICA DE AUDIENCIA/VISITANTES - Cualquiera que desee dirigirse al Consejo Directivo sobre cualquier artículo relacionado a la escuela que no esté programado en esta agenda pero esté dentro de la jurisdicción del Consejo Directivo puede hacerlo en éste momento. Por favor diga su nombre y apellido. La reunión está siendo grabada y todos los comentarios están siendo registrados. El Consejo Directivo limita por norma a 3 minutos de exposición por persona y 20 minutos por artículo.

6.0 AUDIENCIA PÚBLICAHORA: _____P.M.

6.1 (p. 15) Adopción de las novelas de Lengua y Literatura Inglesa para la Escuela Secundaria Intermedia y Preparatoria Williams, grados 9-12:

TÍTULO	EDITORIAL	GRADO(S)	DERECHOS DE AUTOR	ISBN #
1984	Signet Classics	9-12	1961	978-0451524935

The Grapes of Wrath: 75th Anniversary Edition (Las uvas de la ira: Edición del 75º aniversario)	Penguin Classics	9-12	2014	978-0670016907
How the Other Half Lives (Cómo vive la otra mitad)	Penguin Classics	9-12	1997	978-0140436792
Fences (Cercos)	Theatre Communications Group	9-12	2008	978-1559363020
Inherit the Wind (Heredar el viento)	Turtleback Books; Bound for Schools & Libraries	9-12	2007	978-0606324144
Understanding Media, The Medium is the Message (Entendiendo los medios de comunicación, el medio es el mensaje)	Gingko Press	9-12	2001	978-1584230700
The Complete Persepolis (La Persépolis completa)	Pantheon	9-12	2007	978-1435276253
Latino USA, Revised Edition: A Cartoon History (Latino USA, edición revisada: Una historia de dibujos animados)	Basic Books	9-12	2012	978-0465082506
Understanding Comics: The Invisible Art (Entendiendo los cómics: El arte invisible)	William Morrow Paperbacks	9-12	1994	978-0613027823
Romeo and Juliet (Folger Shakespeare Library) (Romeo y Julieta)	Simon & Schuster	9-12	2004	978-0671722852
Macbeth (Folger Shakespeare Library)	Simon & Schuster	9-12	2003	978-0743477109

6.2 (p. 17) Adopción de libros de texto de Matemáticas para la Escuela Primaria Superior Williams, grados 4-5:

TÍTULO	EDITORIAL	GRADO(S)	DERECHOS DE AUTOR	ISBN #
Reveal Math Edición Estudiantil Vol. 1 - Grado 4	McGraw Hill	4	2022	978-0-07-665935-7
Reveal Math Edición Estudiantil Vol. 2 - Grado 4	McGraw Hill	4	2022	978-0-07-683907-0
Reveal Math Libro de Prácticas del Estudiante - Grado 4	McGraw Hill	4	2022	978-0-07-693709-7
Reveal Math Edición Estudiantil Vol. 1 - Grado 5	McGraw Hill	5	2022	978-0-07-665936-7
Reveal Math Edición Estudiantil Vol. 2 - Grado 5	McGraw Hill	5	2022	978-0-07683908-7
Reveal Math Libro del Prácticas del Estudiante - Grado 5	McGraw Hill	5	2022	978-0-07693710-3

7.0 CIERRE DE AUDIENCIA PÚBLICA HORA: _____P.M.

8.0 REPORTES DEL CONSEJO DIRECTIVO

8.1 (p. 19) Héctor González, Director de Escuela Primaria.
8.2 (p. 21) Dra. Mary Ponce, Directora de la Escuela Secundaria.
8.3 (p. 32) Rosa Villaseñor, Coordinadora de SIG/Administradora de ELL.
8.4 (p. 33) Tim Wright, Director de Transporte, Operaciones y Mantenimiento.
8.5 (p. 34) Vangelis Bolias, Director de Tecnología.
8.6 (p. 36) Kristi Ward, Directora de Nutrición y Alimentos.
8.7 Mechele Coombs, Directora de Servicios Fiscales y de Rendición de Cuentas.
8.8 Bill Cornelius, Superintendente del Distrito y Secretario del Consejo Directivo.

9.0 REPORTES DE GRUPOS DE EMPLEADOS

9.1 Empleados certificados – Asociación de Maestros de Williams.
9.2 Empleados clasificados - Asociación de Empleados Escolares de California, Capítulo #556.

10.0 **<u>ARTÍCULOS DE ACCIONES – CALENDARIO DE CONSENTIMIENTO</u>** – Ciertos artículos, los cuales requieren de la revisión y aprobación del Consejo Directivo, son rutinarios puesto que no necesitan explicación, no son controversiales o repetitivos. Estos artículos recomendados están agrupados como artículos de consentimiento para aprobación automática una vez que la Presidente del Consejo Directivo determina que no hay ningún pedido de separar los artículos para su consideración independiente.

10.1 **ACTA DEL CONSEJO DIRECTIVO** – Pedido de aprobación del acta del Consejo Directivo.
- 10.1.1 (p. 37) 20 de mayo de 2021 (Regular)
- 10.1.2 (p. 45) 26 de mayo de 2021 (Especial).

10.2 (p. 47) **CUENTAS/AUTORIZACIONES** – Pedido de aprobación de la lista de autorizaciones, nómina variable especial (V. Endicott).

10.3 **RESÚMENES DE CUENTAS MENSUALES** – Solicitud de aprobación de resúmenes de cuentas mensuales.
- 10.3.1 (p. 51) Informe del libro mayor de cuentas y conciliación bancaria de la cuenta de cheques de la Escuela Primaria y Escuela Primaria Superior Williams preparado por Toni Hilger, abril de 2021.
- 10.3.2 (p. 53) Informe del libro mayor de cuentas y conciliación bancaria de la cuenta de cheques de la Escuela Secundaria Intermedia y Preparatoria Williams preparado por Lucila Méndez, abril de 2021.

10.4 **CONTRATOS/ACUERDOS DE SERVICIOS**
- 10.4.1 (p. 56) Designación de Representantes de CIF 2021-2022 para la liga.
- 10.4.2 (p. 57) Acuerdo del Programa de Seguro Voluntario de Accidentes y Enfermedad para Estudiantes entre Myers-Stevens & Toohey & Company, Inc. y el Distrito Escolar Unificado de Williams, año escolar 2021-22.
- 10.4.3 (p. 62) Alcance del trabajo de Sue Beers / Herramientas de aprendizaje para que la escuela primaria Williams proporcione Asistencia técnica en planificación educativa a largo plazo 27-29 de julio de 2021.
- 10.4.4 (p. 64) Carta de autorización de JK Architecture Engineering para proceder con la renovación del edificio de CTE de la Escuela Secundaria Intermedia y Preparatoria Williams.
- 10.4.5 (p. 69) Acuerdo de mantenimiento para Ray Morgan Company para cubrir 85 impresoras HP a partir del 1 de julio de 2021

10.5 **ÓRDENES DE COMPRA DE RUTINA**
- 10.5.1 Ninguno.

10.6 (p. 71) **APROBACIÓN DE LOS REPORTES DE DEBER ADICIONAL / VOLUNTARIOS / PERSONAL ESTUDIANTIL** - Pedido de aprobación de artículos del personal relacionados a reportes de Deber Adicional, personal Voluntario y Estudiantil. (R. Cranford)

Clasificación	Posición	Estatus	Nombre
Sustitutos	Lista de empleados sustitutos clasificados	Sustitutos	
Estudiante	Custodios de verano para los estudiantes	Ocupada	
Deber Adicional	Maestro de 6to grado para la Academia de Verano, K-6	Ocupada	Denica Juárez/Briana Robinson
Deber Adicional	Entrenador Titular de Futbol Americano de Varsity	Ocupada	Jeff Lemus
Deber Adicional	Asistente de Entrenador de Futbol Americano de Varsity	Ocupada	Brian Darden
Deber Adicional	Asistente de Entrenador de Futbol Americano de Varsity	Ocupada	Leo Tapia
Deber Adicional	Asesora de Porristas de otoño	Ocupada	Ashlin Covarrubias
Deber Adicional	Entrenador Titular de Voleibol de Varsity	Ocupada	Mingy Altamirano
Deber Adicional	Entrenador Titular de Voleibol de Junior Varsity	Ocupada	Vera Endicott
Deber Adicional	Entrenador de Futbol Americano de Junior Varsity solo interno	Vacante	
Deber Adicional	Asistente de Entrenador de Futbol Americano de Junior Varsity solo interno	Vacante	

10.7 **APROBACIÓN DEL REPORTE DEL PERSONAL CERTIFICADO / CLASIFICADO / CONFIDENCIAL –** Pedido de aprobación de artículos del personal relacionados a reportes del personal Certificado, Clasificado y Confidencial (R. Cranford).

Clasificación	Posición	Estatus	Nombre
Administración Certificada	Director de Escuela Primaria	Renuncia	Héctor González
Certificada	Maestro de Múltiples Materias de TK-6	Renuncia	• Susana Llamas • Madison Alves
Certificada	Maestro de Inglés de Escuela Secundaria para el año escolar 21-22	Renuncia	Tanner Bloom

Certificada	Maestro de Múltiples Materias de TK-6	Vacante	
Certificada	Especialista en Salud	Vacante	
Certificada	Maestro de Inglés de Escuela Secundaria para el año escolar 21-22	Ocupada	• Regan Miller Lechner • Forrest Bateman * Todos los candidatos pendientes del DOJ (Departamento de Justicia)
Certificada	Maestro de Múltiples Materias de TK-6	Ocupada	• Jessica Cervantes-Galvez • Julia Ortiz * Todos los candidatos pendientes del DOJ (Departamento de Justicia)
Sustituto Clasificado	Empleado Bilingüe	Ocupada	Ana Minutti
Clasificado	Técnico de Apoyo Tecnológico	Vacante	
Clasificado	Maestro Auxiliar	Vacante	
Clasificado	Supervisor de Estudiantes	Vacante	
Clasificado	Plan de Educación Migrante	Vacante	
Clasificado	Asistente de Salud	Vacante	

10.8 **APROBACIÓN DE MINUTOS DE INSTRUCCIÓN / CRONOGRAMAS DE CLASE / CRONOGRAMAS MAESTROS**
10.8.1 (p. 72) Minutos de instrucción revisados 2021-2022 de la Escuela Primaria Williams.
10.8.2 (p. 73) Minutos de instrucción 2021-2022 de la Escuela Primaria Superior Williams.
10.8.3 (p. 74) Cronograma maestro revisado de 2021-22 para la Escuela Secundaria Intermedia y Preparatoria Williams.

10.9 **APROBACIÓN DE MANUALES DEL ESTUDIANTE**
10.9.1 Ninguno.

10.10 **APROBACIÓN DE PEDIDOS DE TRANSFERENCIAS ENTRE DISTRITOS**
10.10.1 (p. 75) Lista actualizada de transferencias entre Distritos de 2021-22.

10.11 **APROBACIÓN DE POLÍTICAS DEL CONSEJO DIRECTIVO (BP), REGULACIONES ADMINISTRATIVAS (AR), DOCUMENTOS (E), Y ESTATUTOS DE LA JUNTA DIRECTIVA (BB)**
10.11.1 Ninguno

10.12 **APROBACIÓN DE PEDIDOS DE VIAJES DE ESTUDIO**
10.12.1 Ninguno.

10.13 **APROBACIÓN DE DESECHO DE LIBROS, EQUIPAMIENTO Y SUMINISTROS**
10.13.1 (p. 76) Desecho de libros de texto obsoletos de la Escuela Secundaria Intermedia y Preparatoria Williams.

10.14 **APROBACIÓN DE DONACIONES**
10.14.1 (p. 77) Donación de Kevin Ash de equipo de fotografía a la Escuela Secundaria Intermedia y Preparatoria Williams.

Acción _____ **Moción** _____ **Apoyada** _____ **Sí** _____ **No** ___
Lista de asistentes: **Abstuvo** _____ **Ausente**_____
Ash ☐ sí ☐ no / Bautista ☐ sí ☐ no / Covarrubias ☐ sí ☐ no / EB Davis ☐ sí ☐ no / Pérez ☐ sí ☐ no

11.0 **ARTÍCULOS DE ACCIÓN - ASUNTOS NUEVOS** - El protocolo para los artículos de acción incluye una presentación del personal, preguntas del Consejo Directivo, contribución del público, cierre de la contribución del público, deliberación del Consejo Directivo, y votación del Consejo Directivo. Durante la contribución del público habrá un tiempo límite de 3 minutos por persona.

11.1 (p. 78) Consideración y posible acción respecto a la aprobación del Plan de Control Local y Responsabilidad (LCAP) para el año escolar 2021-2022, incluyendo el resumen del presupuesto del LCFF para los padres, la actualización anual del LCAP y las actualizaciones del Plan de Asistencia y Continuidad del Aprendizaje.

Acción _____ **Moción** _____ **Apoyada** _____ **Sí** _____ **No** ___
Lista de asistentes: **Abstuvo** _____ **Ausente**_____
Ash ☐ sí ☐ no / Bautista ☐ sí ☐ no / Covarrubias ☐ sí ☐ no / EB Davis ☐ sí ☐ no / Pérez ☐ sí ☐ no

11.2 (p. 209) Consideración y posible acción respecto a la aprobación del presupuesto anual de 2021-2022 del Distrito Escolar Unificado de Williams.

Acción _____ **Moción** _____ **Apoyada** _____ **Sí** _____ **No** ___
Lista de asistentes: **Abstuvo** _____ **Ausente**_____
Ash ☐ sí ☐ no / Bautista ☐ sí ☐ no / Covarrubias ☐ sí ☐ no / EB Davis ☐ sí ☐ no / Pérez ☐ sí ☐ no

11.3 (p. 368) Consideración y posible acción respecto a la aprobación de los Saldos en Exceso de la Reserva Mínima de 2021-2022.

Acción _____ **Moción** _____ **Apoyada** _____ **Sí** _____ **No** ___
Lista de asistentes: **Abstuvo** _____ **Ausente**_____
Ash ☐ sí ☐ no / Bautista ☐ sí ☐ no / Covarrubias ☐ sí ☐ no / EB Davis ☐ sí ☐ no / Pérez ☐ sí ☐ no

11.4 (p. 369) Consideración y posible acción respecto a la aprobación de la **Resolución #17-061721: Plan de gasto 2020-2021 de la Cuenta de Protección Educativa (EPA, por sus siglas en inglés).**

Acción _____ **Moción** _____ **Apoyada** _____ **Sí** _____ **No** ___
Lista de asistentes: **Abstuvo** _____ **Ausente**_____
Ash ☐ sí ☐ no / Bautista ☐ sí ☐ no / Covarrubias ☐ sí ☐ no / EB Davis ☐ sí ☐ no / Pérez ☐ sí ☐ no

11.5 (p. 370) Consideración y posible acción respecto a la aprobación de la **Resolución #18-061721: Resolución para la clasificación de saldos de fondos de los Fondos Gubernamentales (GASB 54).**

Acción _____ **Moción** _____ **Apoyada** _____ **Sí** _____ **No** ___
Lista de asistentes: **Abstuvo** _____ **Ausente**_____
Ash ☐ sí ☐ no / Bautista ☐ sí ☐ no / Covarrubias ☐ sí ☐ no / EB Davis ☐ sí ☐ no / Pérez ☐ sí ☐ no

11.6 (p. 371) Consideración y posible acción respecto a la aprobación de la Declaración Anual de Necesidad de Sustitutos para 2021-2022.

Acción _____ **Moción** _____ **Apoyada** _____ **Sí** _____ **No** ___
Lista de asistentes: **Abstuvo** _____ **Ausente**_____
Ash ☐ sí ☐ no / Bautista ☐ sí ☐ no / Covarrubias ☐ sí ☐ no / EB Davis ☐ sí ☐ no / Pérez ☐ sí ☐ no

11.7 (p. 373) Consideración y posible acción respecto a la aprobación de la Declaración de Necesidad de Educadores Totalmente Calificados para 2021-2022.

Acción _____ **Moción** _____ **Apoyada** _____ **Sí** _____ **No** ___
Lista de asistentes: **Abstuvo** _____ **Ausente**_____
Ash ☐ sí ☐ no / Bautista ☐ sí ☐ no / Covarrubias ☐ sí ☐ no / EB Davis ☐ sí ☐ no / Pérez ☐ sí ☐ no

11.8 (p. 376) Consideración y posible acción respecto a la aprobación de la **Resolución #16-061721: Aprobación del retiro de la membresía de Autoridad de Poderes Conjuntos del Fondo de Exceso de Responsabilidad de las Escuelas.**

Acción _____ **Moción** _____ **Apoyada** _____ **Sí** _____ **No** ___
Lista de asistentes: **Abstuvo** _____ **Ausente**_____
Ash ☐ sí ☐ no / Bautista ☐ sí ☐ no / Covarrubias ☐ sí ☐ no / EB Davis ☐ sí ☐ no / Pérez ☐ sí ☐ no

11.9 (p. 379) Consideración y posible acción respecto a la aprobación de la Solicitud de Subvención de Incentivo 2021-22 de Educación Técnica Agrícola del Departamento de Educación de California para financiación.

Acción _____ **Moción** _____ **Apoyada** _____ **Sí** _____ **No** ___
Lista de asistentes: **Abstuvo** _____ **Ausente**_____
Ash ☐ sí ☐ no / Bautista ☐ sí ☐ no / Covarrubias ☐ sí ☐ no / EB Davis ☐ sí ☐ no / Pérez ☐ sí ☐ no

11.10 (p. 384) Consideración y posible acción respecto a la aprobación de la adopción de los libros de texto de Lengua y Literatura Inglesa para la Escuela Secundaria Intermedia y Preparatoria Williams, grados 9-12.

Acción _____ **Moción** _____ **Apoyada** _____ **Sí** _____ **No** ___
Lista de asistentes: **Abstuvo** _____ **Ausente**_____
Ash ☐ sí ☐ no / Bautista ☐ sí ☐ no / Covarrubias ☐ sí ☐ no / EB Davis ☐ sí ☐ no / Pérez ☐ sí ☐ no

11.11 (p. 396) Consideración y posible acción respecto a la aprobación de la adopción de los libros de texto de Matemáticas para la Escuela Secundaria Intermedia y Preparatoria Williams, grados 4-5.

Acción _____ **Moción** _____ **Apoyada** _____ **Sí** _____ **No** ___
Lista de asistentes: **Abstuvo** _____ **Ausente**_____
Ash ☐ sí ☐ no / Bautista ☐ sí ☐ no / Covarrubias ☐ sí ☐ no / EB Davis ☐ sí ☐ no / Pérez ☐ sí ☐ no

11.12 (p. 401) Consideración y posible acción respecto a la aprobación de la Divulgación Pública del Acuerdo de Negociación Colectiva entre el Distrito Escolar Unificado de Williams y la Asociación de Empleados Escolares de California Capítulo #556.

Acción _____ **Moción** _____ **Apoyada** _____ **Sí** _____ **No** ___
Lista de asistentes: **Abstuvo** _____ **Ausente**_____
Ash ☐ sí ☐ no / Bautista ☐ sí ☐ no / Covarrubias ☐ sí ☐ no / EB Davis ☐ sí ☐ no / Pérez ☐ sí ☐ no

11.13 (p. 414) Consideración y posible acción respecto a la aprobación del memorando de entendimiento entre el Distrito Escolar Unificado de Williams y la Asociación de Maestros de Williams respecto a la propuesta para reestructurar el cronograma diario de la Escuela Primaria para proveer un bloque de tiempo de planificación y preparación común para los maestros de primaria de TK-6.

Acción _____ **Moción** _____ **Apoyada** _____ **Sí** _____ **No** ___
Lista de asistentes: **Abstuvo** _____ **Ausente**_____
Ash ☐ sí ☐ no / Bautista ☐ sí ☐ no / Covarrubias ☐ sí ☐ no / EB Davis ☐ sí ☐ no / Pérez ☐ sí ☐ no

11.14 (p. 417) Consideración y posible acción respecto a la aprobación del Calendario de Asistencia revisado del Distrito para el año escolar 2021-2022.

Acción _____ **Moción** _____ **Apoyada** _____ **Sí** _____ **No** ___
Lista de asistentes: **Abstuvo** _____ **Ausente**_____
Ash ☐ sí ☐ no / Bautista ☐ sí ☐ no / Covarrubias ☐ sí ☐ no / EB Davis ☐ sí ☐ no / Pérez ☐ sí ☐ no

11.15 (p. 418) Consideración y posible acción con respecto a la aprobación del Calendario revisado de reuniones de la Junta Directiva del Distrito Escolar Unificado Williams 2021-2022.

Acción _____ **Moción** _____ **Apoyada** _____ **Sí** _____ **No** ___
Lista de asistentes: **Abstuvo** _____ **Ausente**_____
Ash ☐ sí ☐ no / Bautista ☐ sí ☐ no / Covarrubias ☐ sí ☐ no / EB Davis ☐ sí ☐ no / Pérez ☐ sí ☐ no

12.0 COMENTARIOS DE LOS MIEMBROS DEL CONSEJO DIRECTIVO

13.0 ARTÍCULOS INFORMATIVOS Y REPORTES

13.1 (p. 419) Reporte de inscripción del Distrito.

14.0 FECHAS DE FUTURAS REUNIONES

14.1 20 de julio de 2021 (Regular).
14.2 *22 de julio de 2021 (Especial – Taller del Consejo Directivo)*
14.3 *10 de agosto de 2021 (Especial – Metas del Consejo Directivo y el Superintendente).*
14.4 19 de agosto de 2021 (Regular).

15.0 AGENDA PENDIENTE – Éste es el momento de agregar futuros artículos a la agenda pendiente.

15.1 Planes Únicos de Rendimiento Estudiantil (SPSA, por sus siglas en inglés).

16.0 CONVOCATORIA A UNA SESIÓN CERRADA HORA: ____ P.M.

En la sesión cerrada se tratarán los siguientes temas:

16.1 Disciplina/despido/suspensión del empleado público (Código de Gobierno 54957)
16.2 Conferencia con los negociadores laborales (Código de Gobierno 54957.6).
Superintendente Bill Cornelius, Directora de Servicios Fiscales Mechele Coombs y representación legal.
16.2.1 Empleados certificados – WTA.
16.2.2 Empleados clasificados – CSEA Capítulo #556.

17.0 <u>REANUDAR LA SESIÓN ABIERTA</u> HORA: ____ P.M.
Medida tomada durante la sesión cerrada:

17.1 Disciplina/despido/suspensión del empleado público (Código de Gobierno 54957).

Acción _____ Moción _____ Apoyada _____ Sí _____ No ___
Lista de asistentes: Abstuvo _____ Ausente_____
Ash ☐ sí ☐ no / Bautista ☐ sí ☐ no / Covarrubias ☐ sí ☐ no / EB Davis ☐ sí ☐ no / Pérez ☐ sí ☐ no

17.2 Conferencia con los negociadores laborales (Código de Gobierno 54957.6).
Superintendente Bill Cornelius, Directora de Servicios Fiscales Mechele Coombs y representación legal.
17.2.1 Empleados certificados – WTA.
17.2.2 Empleados clasificados – CSEA Capítulo #556.

Acción _____ Moción _____ Apoyada _____ Sí _____ No ___
Lista de asistentes: Abstuvo _____ Ausente_____
Ash ☐ sí ☐ no / Bautista ☐ sí ☐ no / Covarrubias ☐ sí ☐ no / EB Davis ☐ sí ☐ no / Pérez ☐ sí ☐ no

18.0 <u>SUSPENSIÓN</u> HORA: ____ P.M.

Acción _____Moción _____ Apoyada _____ Sí _____ No ___
Lista de asistentes: Abstuvo _____ Ausente_____
Ash ☐ sí ☐ no / Bautista ☐ sí ☐ no / Covarrubias ☐ sí ☐ no / EB Davis ☐ sí ☐ no / Pérez ☐ sí ☐ no

El Distrito Escolar Unificado de Williams, sirviendo a individuos con necesidades especiales en conformidad con la ley para estadounidenses con discapacidades, alienta a aquellos con discapacidades a participar plenamente del proceso de reunión pública. Si usted necesita acomodaciones o modificaciones relacionadas a su discapacidad, incluyendo asistencia y servicios auxiliares para poder participar en la reunión del Consejo Directivo, debe notificar por escrito a la oficina del Superintendente antes de la reunión regular para poder llevar a cabo todo esfuerzo razonable para acomodar sus necesidades.

Documentos de la agenda: Según lo establecido en SB 343, los documentos de la agenda distribuidos al Consejo Directivo con menos de 72 horas antes de la reunión estarán disponibles para su revisión pública en la oficina del Distrito Escolar Unificado de Williams ubicado en 260 11th Street, Williams, California.
LA PRÓXIMA REUNIÓN PROGRAMADA DEL CONSEJO DIRECTIVO SERÁ EL jueves 15 de julio de 2021 a las 6:30 P.M.

Publicado: 10 de junio de 2021

WILLIAMS UNIFIED SCHOOL DISTRICT
BILL CORNELIUS, INTERIM SUPERINTENDENT
P.O. Box 7, 260 11th Street, Williams, California 95987
Phone 530-473-2550 Fax 530-473-5894 www.williamsusd.net

"Students in Williams Unified will graduate with 21st century skills giving them true choices; career and/or college"

NOTICE OF PUBLIC HEARING

The Williams Unified School District will hold a Public Hearing at their Regular Board Meeting on Thursday, June 17, 2021, at 6:30 p.m. in the College & Career Center for the following:

Adoption of the following textbooks for Williams Jr/Sr High School:

TITLE	PUBLISHER	GRADE(S)	COPYRIGHT	ISBN #
1984	Signet Classics	9-12	1961	978-0451524935
The Grapes of Wrath: 75th Anniversary Edition	Penguin Classics	9-12	2014	978-0670016907
How the Other Half Lives	Penguin Classics	9-12	1997	978-0140436792
Fences	Theatre Communications Group	9-12	2008	978-1559363020
Inherit the Wind	Turtleback Books; Bound for Schools & Libraries	9-12	2007	978-0606324144
Understanding Media, The Medium is the Message	Gingko Press	9-12	2001	978-1584230700
The Complete Persepolis	Pantheon	9-12	2007	978-1435276253
Latino USA, Revised Edition: A Cartoon History	Basic Books	9-12	2012	978-0465082506
Understanding Comics: The Invisible Art	William Morrow Paperbacks	9-12	1994	978-0613027823
Romeo and Juliet (Folger Shakespeare Library)	Simon & Schuster	9-12	2004	978-0671722852
Macbeth (Folger Shakespeare Library)	Simon & Schuster	9-12	2003	978-0743477109

The textbooks are available for viewing at the Williams Unified District Office, 260 11th Street, Williams, CA, from 8:00 a.m. - 4:00 p.m., Monday thru Friday, unless hours are otherwise posted.

Posted at: Williams Post Office, Williams Unified School District Office, District website www.williamsusd.net
June 1, 2021

BOARD OF TRUSTEES: PATRICIA ASH – KATHLEEN BAUTISTA – HEATHER COVARRUBIAS – EDWARD DAVIS – CESAR PEREZ

AVISO DE AUDIENCIA PÚBLICA

El Distrito Unificado de Williams llevará a cabo una audiencia pública en la reunión de la junta regular del Consejo Directivo el jueves, 17 de junio de 2021 a las 6:30 p.m. en el Centro Universitario y Profesional para lo siguiente:

Adopción de los siguientes libros de texto para Escuela secundaria Williams Jr / Sr:

Titulo	Editorial	Grados	Derechos de Autor	ISBN #
1984	Signet Classics	9-12	1961	978-0451524935
The Grapes of Wrath: 75th Anniversary Edition	Penguin Classics	9-12	2014	978-0670016907
How the Other Half Lives	Penguin Classics	9-12	1997	978-0140436792
Fences	Theatre Communications Group	9-12	2008	978-1559363020
Inherit the Wind	Turtleback Books; Bound for Schools & Libraries	9-12	2007	978-0606324144
Understanding Media, The Medium is the Message	Gingko Press	9-12	2001	978-1584230700
The Complete Persepolis	Pantheon	9-12	2007	978-1435276253
Latino USA, Revised Edition: A Cartoon History	Basic Books	9-12	2012	978-0465082506
Understanding Comics: The Invisible Art	William Morrow Paperbacks	9-12	1994	978-0613027823
Romeo and Juliet (Folger Shakespeare Library)	Simon & Schuster	9-12	2004	978-0671722852
Macbeth (Folger Shakespeare Library)	Simon & Schuster	9-12	2003	978-0743477109

Los libros de texto están disponibles para su visualización en la Oficina del Distrito Unificado de Williams, 260 11th Street, Williams, CA, de 8:00 a.m. a 4:00 p.m., de lunes a viernes, a menos que se indique lo contrario.

Publicado en: Oficina de Correos de Williams, Oficina del Distrito Escolar Unificado de Williams, Página Web: www.williamsusd.net
1 de junio de 2021

WILLIAMS UNIFIED SCHOOL DISTRICT
BILL CORNELIUS, INTERIM SUPERINTENDENT
P.O. Box 7, 260 11th Street, Williams, California 95987
Phone 530-473-2550 Fax 530-473-5894 www.williamsusd.net

"Students in Williams Unified will graduate with 21st century skills giving them true choices; career and/or college"

NOTICE OF PUBLIC HEARING

The Williams Unified School District will hold a Public Hearing at their Regular Board Meeting on Thursday, June 17, 2021, at 6:30 p.m. in the College & Career Center for the following:

Adoption of the following textbooks for Williams Upper Elementary School:

TITLE	PUBLISHER	GRADE(S)	COPYRIGHT	ISBN #
Reveal Math Student Edition Vol. 1 - Grade 4	McGraw Hill	4	2022	978-0-07-665935-7
Reveal Math Student Edition Vol. 2 - Grade 4	McGraw Hill	4	2022	978-0-07-683907-0
Reveal Math Student Practice Book - Grade 4	McGraw Hill	4	2022	978-0-07-693709-7
Reveal Math Student Edition Vol. 1 - Grade 5	McGraw Hill	5	2022	978-0-07-665936-7
Reveal Math Student Edition Vol. 2 - Grade 5	McGraw Hill	5	2022	978-0-07683908-7
Reveal Math Student Practice Book - Grade 5	McGraw Hill	5	2022	978-0-07693710-3

The textbooks are available for viewing at the Williams Unified District Office, 260 11th Street, Williams, CA, from 8:00 a.m. - 4:00 p.m., Monday thru Friday, unless hours are otherwise posted.

Posted at: Williams Post Office, Williams Unified School District Office, District website www.williamsusd.net
June 2, 2021

AVISO DE AUDIENCIA PÚBLICA

El Distrito Unificado de Williams llevará a cabo una audiencia pública en la reunión de la junta regular del Consejo Directivo el jueves, 17 de junio de 2021 a las 6:30 p.m. en el Centro Universitario y Profesional para lo siguiente:

Adopción de los siguientes libros de texto para Escuela Primaria Superior Williams:

Titulo	Editorial	Grados	Derechos de Autor	ISBN #
Reveal Math Student Edition Vol. 1 - Grade 4	McGraw Hill	4	2022	978-0-07-665935-7
Reveal Math Student Edition Vol. 2 - Grade 4	McGraw Hill	4	2022	978-0-07-683907-0

BOARD OF TRUSTEES: PATRICIA ASH – KATHLEEN BAUTISTA – HEATHER COVARRUBIAS – EDWARD DAVIS – CESAR PEREZ

Reveal Math Student Practice Book - Grade 4	McGraw Hill	4	2022	978-0-07-693709-7
Reveal Math Student Edition Vol. 1 - Grade 5	McGraw Hill	5	2022	978-0-07-665936-7
Reveal Math Student Edition Vol. 2 - Grade 5	McGraw Hill	5	2022	978-0-07683908-7
Reveal Math Student Practice Book - Grade 5	McGraw Hill	5	2022	978-0-07693710-3

Los libros de texto están disponibles para su visualización en la Oficina del Distrito Unificado de Williams, 260 11th Street, Williams, CA, de 8:00 a.m. a 4:00 p.m., de lunes a viernes, a menos que se indique lo contrario.

Publicado en: Oficina de Correos de Williams, Oficina del Distrito Escolar Unificado de Williams, Página Web: www.williamsusd.net
2 de junio de 2021

Williams Elementary & Upper Elementary Schools

Hector Gonzalez, Principal
Dr. Maria Chairez, Assistant Principal

Williams Elementary School's Mission: *Our School Mission:*

Students will practice Communication, Collaboration, Critical Thinking, and Creativity daily.
Students will experience: Communication, Collaboration, Critical Thinking, and Creativity daily

June 2021
Board Report

Primary Elementary ENROLLMENT UPDATE

Grade Level	Number of Boys	Number of Girls	Average Class Size	Number of Students
TK	9	5	14 students	14
Kinder	51	43	23.5 students	94
First	38	58	21 students	96
Second	53	47	22.2 students	100
Third	39	50	22.25 students	89
Total	**190**	**203**	**21.8 students**	**393**

Upper Elementary ENROLLMENT UPDATE

Grade Level	Number of Boys	Number of Girls	Average Class Size	Number of Students
Fourth	47	55	29 scholars	102
Fifth	57	45	29.1 scholars	102
Sixth	59	49	27 scholars	108
Independent Study	0	0	0	0
Total	**163**	**149**	**28.36 scholars**	**312**

As of May 28, 2021

ATTENDANCE

WUES attendance went up by three scholars

Primary Elementary

Month	# of scholars, % ADA	Month	# of scholars, percentage ADA	Month	# of scholars, % ADA
August	- 390 = 95%	November	- 368 = 92.24%	February	- 362 = 96.23%
September	- 371 = 92%	December	- 36 8= 92.24%	March	- 372 = 91.71%
October	- 379 = 90.25%	January	- 365 = 81.03%	April	- 389 = 90.51%
				May	- 393 = 91.34%

WES YTD ADA Average Attendance = 87.68%

Upper Elementary

Month	# of scholars, percentage ADA	Month	# of scholars, percentage ADA	Month	# of scholars, percentage ADA
August	- 308 = 92%	November	- 295 = 87.63%	February	- 295 = 87.82%
September	- 311 = 92.77%	December	- 295 = 87.63%	March	- 298 = 87.87%
October	- 298 = 88.65%	January	- 293 = 83.01%	April	- 311 = 87.81%
				May	- 312 = 88.80%

WUES YTD ADA Average Attendance = 90.27%

Parent Training
School site council representatives attended a 1.5 hour training on what their duties and roles are, based on the Education Code. The training was offered by Maria Espinoza Arvizu from Colusa County Office of education. The training was informative to both parent and school representatives. The training held May 14, 2021 was offered via Zoom and in person, using the multipurpose room at Williams Elementary School

Safety Drills
All school sites participated in school safety drills during the month of May 2021. The lockdown drill included new staff members and job shadowing as back up to administrators in the event the building principal is not available during a crisis. A meeting was held at the end of both the lower and upper elementary drills to identify any areas needing improvement. No issues were found during the practice lock down drills.

STAR Testing Data Review Underway
The students at both lower and upper elementary sites completed STAR testing and ELPAC testing. STAR reading and math data are currently being analyzed and a full report will be shared after the data have been reviewed. The lower elementary school has 293 English learners and the upper elementary has 224 English learners for a total of 516. Special thanks to Michelle Jorge for organizing the individual and group testing for the ELPAC.

Incoming Kindergarten Registration
The current number of incoming Kindergarten registrations is 96 and parents were asked to complete registration packets. There are still 20 packets not turned in and the office will be following up on this during the summer.

Input on LCAP
Several input meetings have occurred to get input on the current LCAP plan from the District and school plan for student achievement. Current efforts are updating the local plan for student achievement based on input received from the school site council and teachers. The timeline to complete the plan is June 17, 2021 and board approval in July or August, 2021.

Awards Assembly Held
Student recognition was organized by holding zoom awards assemblies for both the lower and upper elementary school sites. At the lower elementary school site, an end of the year video was shared which showed parents various projects students accomplished over the year. In addition, at the upper elementary awards assembly, the spirit stick award was given to Mrs. Gurule's class along with awards for reading achievement. Right click on hyperlink below and select "Open Hyperlink".
https://drive.google.com/file/d/1ivVWDdKHyh2tjJ65NmcyHwOVm2TaqiUr/view?usp=sharing

Dual Immersion Parent Survey
All parents who are currently in the dual immersion Spanish program have been given a parent survey for the 2021-2022 school year. The survey is designed to seek parent input on their wishes for the fall school year and to allow planning for classes and assignment of students. To date, 85 surveys have been returned and the office will be calling parents who have not returned the survey to make sure parent voice is part of the placement decision in August 2021.

Saturday School
The Saturday School program ended May 22, 2021 and the program served an average of 31 students. Data is being analyzed on students' progress in reading and in math. However, indications show that students made gains according to teachers who taught Saturday school classes.
Right click on hyperlink below and select "Open Hyperlink" to view a book Mrs. Stevens made of Saturday school Kindergarten students working on math skills.
https://drive.google.com/file/d/1n2iGNieB9fIBlM0TfaYJ3HUT9mYhK6gq/view?usp=sharing

Williams Jr/Sr High School
Report to the Board December

Williams Jr/Sr High
Board Monthly Report
Distance Learning
June 2021

Enrollment

	W J/S HS	Mid Valley	Ind.	**Total**
7th Grade	114	n/a	0	114
8th Grade	100	n/a	0	100
9th Grade	102	1	4	107
10th Grade	113	1	2	116
11th Grade	82	10	2	94
12th Grade	74	13	5	92
TOTAL 7-12	585	25	13	623

Principal Update:

Graduation Update: (95.5% rate)

- **Seniors:**

  Out of 89 Seniors-

  3 will complete 5th year

  1 Summer school

  1 drop out

  84 graduated on time spring 2021

Interventions:

- Summer School Begins June 7th (6 weeks) Veronica Solis, Principal
- Credit Recovery for 9-12
- Math/ELA skills and enrichment for 7-8

Athletics:

- Cheer tryouts completed for the 21/22 school year

WASC:

- Postponed until 2022-2023

Data:

- Check attachments for all End of Year Data.

College & Career Data

1/19/21

A-G

17/18	44%
18/19	47%
19/20	46%
20/21	42%

A-G Course Offerings

17/18	
18/19	
19/20	
20/21	**26**
21/22	**42**

Graduation Rate

17/18	98%
18/19	100%
19/20	95%
20/21	95.5%

AP Enrollment

17/18	98
18/19	132
19/20	85
20/21	103

Dual Enrollment

17/18	142 (3)
18/19	133 (4)
19/20	146 (4)
20/21	149 (5)

Biliteracy Seal

17/18	23
18/19	5
19/20	24
20/21	30

CTE Completers

17/18	1
18/19	3
19/20	9
20/21	? (end of summer)

CSUS/UC Acceptance Letters

17/18	
18/19	
19/20	**33/83**
20/21	**31 /89**

% of students with C or better	
7th Grade	
English	37%
Math	29%
8th Grade	
English	39%
Math	38%
9th Grade	
English	38%
Math	42%
10th Grade	
English	42%
Math	38%
11th Grade	
English	66%
Math	46%
12th Grade	
English	No Data. Grades were not submitted.
Math	62%

% of EL students with C or better	
All Grade Levels	
English	29%
Math	23%

% of EL students with D or better	
All Grade Levels	
English	42%
Math	61%%

2020/2021 # of total F's							
	7th	8th	9th	10th	11th	12th	Total F's
Reporting							
Progress	445	390	259	254	165	140	1653 (31%)
10/02/2020	344	370	258	266	160	111	1509
Reporting							
Progress	426	361	287	295	170	125	1664
Semester	276	307	213	248	137	86	1267
Reporting	375	348	279	264	184	158	1608
Progress	271	297	260	248	156	92	1324
03/12/2021	293	305	253	268	165	93	1377
Progress	310	291	235	244	124	86	1290
Reporting	301	265	216	234	125	71	1212
Semester	199	229	167	213	87	27	922 (18%)

Overall

Percent of Periods Missed	Semester 1 % of Students	Semester 2 % of Students	AKA Percent Present
Missed 90%-100%	1%	0.2%	0-10%
Missed 80%-89%	2%	0.2%	11-20%
Missed 70-79%	3%	1%	21-30%
Missed 60-69%	4%	2%	31-40%
Missed 50-59%	4%	4%	41-50%
Missed 40-49%	6%	7%	51-60%
Missed 30-39%	11%	12%	61-70%
Missed 20-29%	18%	16%	71-80%
Missed 10-19%	25%	29%	81-90%
Missed 0-9%	26%	28%	91-100%

conference w/student & parent	144
conference w/parent	230
Emails home	163
Home Visits	274
Text messages	81
Call/left message	686
Called-no answer/no voice mail	384
Phone-spoke w/parent only	1206
Phone-spoke w/student only	75
Total Contacts	3,419

Summary of Climate Survey Findings/Suggestions:

Youth Truth Spring 2021

161 responses (1/3 of students)

Likes:

- Teachers
- Friends
- School ends early
- Lunch was long
- College classes
- Everything was chill, class, teachers, students, campus
- School breaks

Dislikes:

- HW/Assignments-too many (21)
- Breaks too short
- We wake up too early
- Lunch Food
- Rude/racism/sexism/
- Dress Code for female

Keep the Same:

- Schedule/shorter days
- Office hours
- Staff empathy-understanding students
- Tech/no paper
- Flexible/can learn anytime/ anywhere

Bullying ?

- 7/158 stated yes

- **1/158 said school does nothing about it**
- **151/158 No bullying**

What was hard about school?

- **Internet connectivity**
- **Stress/anxiety**
- **Family responsibilities**

Bucket Areas (areas to focus next year)

Engagement:

- I am getting a high quality education at this school.
- What I learn in class helps me outside of school

Academic Challenge:

- In most of my classes, we learn a lot almost every day.

Relationships

- Describe the degree to which you feel you receive support and personal attention from teachers 34%
- How many teachers are not just satisfied if you pass, they care if you're really learning? 33%
- How many teachers make an effort to understand what your life is like outside of school? 11%
- How many of your teachers connect what you are learning in class with your life outside of school? 9%
- When I am feeling upset, stressed, or having problems, I can talk about it to an adult from school. 33%

Belonging/ Peer Collab

- How often do you work with others in your classroom even when your teacher doesn't ask or tell you to?
- How often do you work with other students

Culture

- Discipline in this school is Fair (50% were neutral)
- I really feel like part of my school's community
- Students from my school treat adults with respect

Health/Wellbeing

- I get enough sleep
- I feel energized

WUSD Board Report
June 17, 2021
District Support Services

School Improvement Grant (SIG)

- Preparing End of Year Budget report.
- Supporting administration with development of 2021-2022 Single Plan for Student Achievement SPSA) with regards to SIG components. The grant was extended to September 30, 2021.

Comprehensive School Improvement (CSI)

- Technical support for site administrator

2021 Williams Summer Academy

- Enrollment update to be provided on June 17, 2021.

ME Liaison

- Completion of Individual Needs Assessments/Individual Learning Plans for migrant students returning to our district and newly identified migrant students.
- Assisting summer academy staff with recruitment of migrant students to participate in Summer Academies. To date, 52 students K-6 have registered for summer program. 7-12 information will be provided on June 17.
- The Region will be offering a summer program for TK students. Once more information is available, migrant parents will be contacted and invited to participate.

District Liaison/Parent Center

- Translation of district documents: LCAP Executive Summary: Goals and Actions/Services. Spanish translation made available to site for gathering of input from advisory committees. After input was gathered from DELAC/MPAC members, information was presented to the Superintendent in English and translated to Spanish for committee members.
- Administration of District Bilingual Proficiency Exam.

Respectfully submitted
Rosa M. Meza Villasenor

MOT Board Report June, 2021

Projects-Information:

Maintenance:

R/R HVAC Bard system on 332.
RR West wall and re-painted building and trim.
Continuing with FIT repairs district wide.

Floor replacements in selected Upper elem, WES and HS classrooms underway.
Office and Nurse's station re-do completed.
Fire System connectivity to both HS office and DO with pull stations replacement/ standardization under way.

Custodians beginning deep cleaning process. Training on new floor equipment completed. Product use and safety training scheduled for June.

Student summer custodial support positions filled and placed with appropriate Custodial, Maintenance and Groundskeeping staff.

New storage units in place behind old welding bay to facilitate movement of classrooms, art studio and Welding shop.
Fire Extinguisher certifications begin end of June.

Classrooms being prepared for summer school with cleaning/ disinfecting schedules developed.
Bus routes and drivers schedules in place for the summer school
Driver training and 10 hours of classroom education scheduled for June 12 and June 19th.
45 day bus inspections completed, minor findings have been addressed.
Warranty repairs of new Thomas bus completed.

Summer school, summer school transportation, deep cleaning, WES library/ Classroom moves all organized and in process.

End of June 2021 MOT report

Tim

Technology Report
June 2021

Outages:
Our vendors and multiple applications continue to experience outages due to severe weather conditions, COVID-19, and other demands placed upon them by state and federal requirements. One of our new Edu Net antennas was down for half a day on May 17 due to another faulty power supply. It was the same as last month for the other unit on the same pole. No major issues were reported due to this failure.

The Information Technology Department continues to support Distance and On Site Learning despite the various challenges. As of May 1, 2021, all schools were open and we were able to support our onsite students successfully.

Important reminders:

1. At WUSD, there is no "Bring Your Own Device" (BYOD) policy. This protects the Guest network password from being widely disseminated. Due to COVID-19 and the previous administration's allowance of the public to come onsite and use the network at will during the past year, somehow some individuals are still under the impression that students and staff may use their personal devices rather than the provided school devices. This is not the case and as of June 1, 2021 this policy is still in effect. This enables us to be in compliance with E-Rate and CEWAN policies.
2. Student Data Privacy Compliance with State and Federal laws: Currently 49 existing and new applications have been submitted to CITE and are in the vetting or negotiation process for agreement with various vendors. It looks like we are well on the way to use only vendors that comply with these laws, thus keeping our students and District safe. It appears that there are multiple requests for new applications. A process needs to be established for the District to avoid contracts being signed or approved prematurely prior to purchase/installation so that the IT Department can verify compliance with student privacy laws.

Projects:

- Migrant Camp Families: Project completed successfully
- The ELPAC testing was completed successfully
- Renaissance Star testing in lieu of the CAASPP testing: The Star testing was completed successfully. The necessary programming was completed so we can retrieve the results for the state reporting

Summer Projects:

- Summer school is in session: Students at K-6 are using Imagine Learning, Imagine Math, and Renaissance Star testing. Grades 7-12 are using Edgenuity for credit recovery. All students are attending in person

- Collecting, inventorying, and preparing all student devices for the new school year. (Laptops, hot spots and routers). Note: The students who are attending summer school will turn in their devices at the end of summer school. Everyone else will turn in their devices at the end of May-beginning of June. (We are in the process of inventorying returned devices). Unfortunately, the students who were planning on attending this year's summer school were supposed to keep their devices (WES and WUES). This caused unnecessary work. However, we were able to address this so that the devices would be ready for the beginning of summer school on Monday June 7, 2021.
- Deployment of 650 new HP Chromebooks. In the process of inventorying and labelling devices with school asset tags
- Deployment of 240 new Lenovo Chromebooks. (Devices are ready for assignment, targeted for WJSHS grades 11 and 12 - as reported last month).
- Installation of additional Ruckus Access Points (15 in total) at various areas at all sites. No update from last month's report
- Installation of APC (15 in total) Uninterrupted Power Supplies to main and intermitted data facilities. (MDF and IDF). No update from last month's report
- Roll over of Aeries and all approved vendor applications to the new school year 2021-2022. Scheduled for July 21, 2021 to allow summer schools to complete and import student grades to the current year
- Edu Net: Started collecting devices. We are waiting on a decision on whether or not remote access will be needed during the next school year so that we can plan the deployment of the routers with the laptops and Chromebooks
- Verizon WUSD Private Network: Started collecting devices. We are waiting on a decision on whether or not remote access will be needed during the next school year so that we can plan the deployment of the routers with the laptops and Chromebooks. We will suspend hotspot devices that have already been returned in order to save money. We will reactivate them only as needed
- T-Mobile Hotspots: We plan to suspend 50 devices during the summer and terminate service for the remaining ones (around 140 of them). This will result in a savings of $21.00 per device per month

NOTE: All three options listed above (Edu Net, Verizon, and T-Mobile) for home access provide Internet access for educational purposes only. We need to use all three solutions due to our geographical location and the difficulty for the vendors to provide Internet connectivity everywhere.

CAASPP = California Assessment of Student Performance and Progress
ELPAC = English Language Proficiency Assessment for California
CEWAN = Colusa Education Wide Area Network
CITE = California Information Technology in Education

Williams Unified School District

Food & Nutrition Department

Updates from the month of: May 2021

TK-3 Meals:	Breakfasts Served:	4364	Lunches Served:	7165	Enrollment: TK-6	708
4-12 Meals:	Breakfasts Served:	3527	Lunches Served:	2945	Enrollment: 7-12	619
	Total Combined:	7891		10110	Total Meals: 18,001	
	Prior Year	6282		6282	Total Prior Year Meals: 12,564	

- Above counts represents meals provided to any child from 0-18 years of age.
- The Food & Nutrition Department provided snacks for ASES & ASSET programs this month totaling: 2.290 ASES & 503 ASSETS. Total snacks: 2,572
- Flyers were sent home in May to each student letting families know where students can obtain meals during the summer months.
- End of year cleaning and inventory is taking place in each kitchen. Staff are ready to rest up for the 2021-2022 school year.
- I will be joining the neighbor districts early in June to choose our food vendors for next year based upon our procurement practices. By pooling together, we attract more vendors and obtain lower pricing.

Kristi Ward, Director of Food & Nutrition



WILLIAMS UNIFIED SCHOOL DISTRICT

BOARD OF TRUSTEES REGULAR MEETING
Thursday, May 20, 2021, Regular Meeting

MINUTES

1.0 **CALL TO ORDER** - Board president, Patricia Ash, called the Regular Board meeting of the Williams Unified School District Board of Trustees to order at **6:31 PM** on May 20, 2021, in the Multipurpose Room, located at 1404 E Street, Williams, California. A quorum was established.

2.0 **ROLL CALL**

Trustees Present: Patricia Ash, President
Kathleen Bautista, Vice President/Clerk
Edward Davis, Member
Cesar Perez, Member

Administrative Staff: Bill Cornelius, Superintendent
Hector Gonzalez, Elementary Principal
Dr. Maria Chairez, Elementary Assistant Principal
Rosa Villaseñor, SIG Coordinator/ELD Administrator
Dr. Nicole Odell, Secondary Assistant Principal via Zoom
Dr. Mary Ponce, Secondary Principal via Zoom

ASB Representative: None

Audience: Susi Jimenez, Karina Garcia, Marco Antonio Sillas, Yesenia Ramirez, Misael Ramirez, Nancy Medina, Erendida Rivera, Patricia Salazar, Lynn Reister, Heather Covarrubias, Michelle Jorge, Lindee Hulbert, Tim Wright, and Participation via Zoom.

3.0 **PLEDGE OF ALLEGIANCE** - Board president, Patricia Ash, led the Board and audience in the Pledge of Allegiance.

4.0 **APPROVAL OF THE AGENDA**

A **MOTION** was made by Kathleen Bautista and **SECONDED** by Edward Davis to **APPROVE** the agenda and **TABLE** items 9.8.1, 9.8.2 and 10.7. **Motion passed. Ayes __4__ Noes __0_ Absent __0__ by the following vote: Ash – aye, Bautista – aye, EB Davis – aye, Perez – aye.**

5.0 **AUDIENCE/VISITORS PUBLIC DISCUSSION** – Board president, Patricia Ash welcomed all visitors and invited them to speak at this time on any school-related item not scheduled on this agenda but within the jurisdiction of the Board may do so at this time. Please state your first and last name. The meeting is being taped and all comments are being recorded. Board bylaws limit speaking time to 3 minutes per speaker and 20 minutes per item.

5.1 Mr. Ben Haney addressed the Board and audience regarding the Williams Jr/Sr High School wrestling program. There was a fire in the old gym where the wrestling program has been practicing. The wrestling program desires a practice location on campus but there are issues with space and equipment storage.

5.2 Marco Antonio Sillas addressed the Board and audience regarding the social emotional health of students. We have an obligation to continue these services. Mr. Sillas understands the individuals that are currently providing social emotional health services will no longer be working at the district. He would like to know if there will be individuals providing these services with the camp opening. We need highly qualified, experienced staff working with our students. We are messing with the socioemotional well-being of our students. This is not a game. Mr. Sillas would like a response regarding the district's plan.

5.3 Selene Tapia addressed the Board and audience and thanked them for allowing an in-person graduation. Students will be allowed to invite 6 guests to attend the ceremony. Ms. Tapia would like to know who will be enforcing the limit of 6 guests per graduate. There are not set rules provided by our county for graduations. Arbuckle is allowing all guests. Colusa is allowing 10 guests per graduate. Ms. Tapia is questioning the enforcement of this limit.

6.0 PRESENTATIONS

6.1 "What We Learned at CABE" Parent Presentation

Parents Erendida Rivera, Patricia Salazar, Karina Garcia and Nancy Medina presented a PowerPoint presentation regarding their experience attending the CABE conference. Parents shared key points from the conference including the importance of maintaining their sense of identity, their roots and their language. Parents feel grateful to be in this racially diverse country and feel proud to stand up, work and participate in this country. This contributes to them being involved parents in the education of their children. Proactive parents encourage, support, model and lead. This involvement benefits the parent and their children. It increases the chances for our children to achieve success. Parents shared the elements to successful communication between teachers and students. They urge all parents to become engaged, participate and motivate their children to achieve academic success, while maintaining their essence and their roots.

7.0 BOARD REPORTS

7.1 Elementary School Principal, Hector Gonzalez submitted a written report.

7.2 Secondary School Principal, Dr. Mary Ponce submitted a written report and thanked parents, staff and students for working so hard this year. Seniors completed finals this week and the remaining student body will take finals next week. Dr. Ponce thanked the senior class advisors for their work on the senior celebration at the Arbuckle Golf Course. The event was held in a safe manner and it was great to provide a milestone for their class. We will hold the traditional senior breakfast at the fire department. Dr. Ponce thanked the fire department for continuing this tradition.

7.3 SIG Coordinator/ELL Administrator, Rosa Villaseñor distributed a handout to the Board that included a sample welcome packet that the Parent Center prepared for Migrant families. The packet included Colusa County resources, district resources and a welcome letter from the MPAC president. The Parent Center went above and beyond to welcome families that are arriving late to our community. Mrs. Villaseñor stated 36 secondary students enrolled at the Woodland Community College for virtual classes this year. The secondary typically averages between 75-90 dual enrollment students each year. Mrs. Villaseñor commended Michelle Jorge and Dr. Nicole Odell for their work ELPAC testing students.

7.4 Maintenance, Operations and Transportation Director, Tim Wright submitted a written report and distributed a packet to the Board that included a list of projects completed since January 2021 and all of the work orders that were created to response to the FIT report. The district has acquired a new school bus. The maintenance staff has been completing roof repairs and AC work. The pandemic has caused a lot of moving of desks and classrooms to accommodate state guidelines. It has been a bit of a struggle but we are keeping staff and students safe. Mr. Wright noted that he is very proud of his staff. Mr. Wright provided an overview of the FIT report. The FIT report covers all classrooms, restrooms, electrical, plumbing and many other items for all school sites. Keith Fulcher and Angel Mendez have logged all deficiencies room by room as work orders so we can track their completion. It is time consuming work. Mr. Wright has spoken with Mr. Cornelius and County Superintendent Mike West regarding the FIT report. The team must show progress to completion and ensure that nothing gets missed. Safety issues are a priority. Mr. Wright offered to take the Board on walkthroughs to view the facilities. Mr. Wright gave a special thank you to Keith Fulcher and Angel Mendez.

President Ash questioned who reviews the pending work orders.

Mr. Wright stated he reviews the work orders before they are closed.

7.5 Technology Director, Vangelis Bolias submitted a written report.

7.6 Food and Nutrition Director, Kristi Ward submitted a written report.

7.7 Director of Fiscal Services and Accountability, Mechele Coombs submitted a written report and stated she attended the May Revise workshop this morning. Ms. Coombs shared anticipated increases in COLA and increases to LCFF to fund staffing for a higher staff to student ratio. There will be increased funding for mental health services, intervention, tutoring, health and safety initiatives. The state stated the only virtual learning option will be through independent study. The state is proposing a Child Savings Account program and

increases to STRS and PERS. Our district is expecting declining enrollment for next year. Ms. Coombs is working on the budget to show what the state proposals mean for Williams Unified.

7.8 District Superintendent and Secretary to the Board, Bill Cornelius thanked the students, staff and community for staying strong during this tough year of COVID-19. The students have worked hard. We are looking forward to graduation. The district is offering credit recovery through Summer Academy. Mr. Cornelius welcomed Dr. Ayón, Dr. Cusi and Ms. Vandenbrock as new administrators to our district. Mr. Cornelius thanked current administration and noted they have done a lot of hard work to get through this year.

8.0 EMPLOYEE GROUPS BOARD REPORTS

8.1 Certificated Employees – Williams Teachers Association – Tony Hermann stated the relationship between the district has improved for WTA and CSEA. It is better now than it has been in a decade. Mr. Hermann thanked Jodi Cortez, Mechele Coombs and Bill Cornelius for their open communication.

8.2 Classified Employees – California School Employees Association Chapter #556 – No report.

9.0 ACTION ITEMS – CONSENT CALENDAR

– Certain items, which require review and approval by the Board of Trustees, are routine in nature because they are self-explanatory, non-controversial, or repetitious. These recommended items are grouped as a consent item for automatic approval after the Board President determines there is no request to separate any items for independent consideration.

9.1 **BOARD MINUTES** – Request to approve Board minutes
- 9.1.1 April 7, 2021 (Special)
- 9.1.2 April 15, 2021 (Regular)
- 9.1.3 April 28, 2021 (Special)

9.2 **BILLS/WARRANTS** – Request to approve warrants list, special variable payroll (V. Endicott)

9.3 **MONTHLY ACCOUNT SUMMARIES** – Request to approve monthly account summaries
- 9.3.1 Prepared by Toni Hilger, General Ledger Report and Bank Reconciliation Report, Williams Middle School Checking Account, March 2021.
- 9.3.2 Prepared by Lucila Mendez, General Ledger Report and Bank Reconciliation Report, Williams Jr/Sr High School Checking Account, March 2021.

9.4 **SERVICE AGREEMENTS/CONTRACTS**
- 9.4.1 Renewal Authorization for West Interactive Services Corporation to provide Williams Unified School District with online communications including SchoolMessenger, mobile application, website hosting and student email for SY 2021-22.
- 9.4.2 Agreement for substance awareness and detection services between Interquest Detection Canines of North Valley Counties and Williams Unified School District for SY 2021-22.
- 9.4.3 Colusa County Consortium Plan for Serving Expelled Students July 1, 2021 through June 30, 2024.
- 9.4.4 Agreement for Special Services between Local Education Agencies between Butte County Office of Education and Williams Unified School District for In-Person Math STEAM Academy, June 7 – June 25, 2021.
- 9.4.5 Agreement for Special Services between Local Education Agencies between Butte County Office of Education and Williams Unified School District for In-Person ELA-Art Literacy Academy, June 28 – June 30, 2021.
- 9.4.6 Agreement for Special Services between Local Education Agencies between Butte County Office of Education and Williams Unified School District for In-Person ELA-Art Literacy Academy, July 1, 2021 – July 16, 2021.
- 9.4.7 Memorandum of Understanding between Sutter County Superintendent of Schools Office and Williams Unified School District for the Tri-County Induction Program SY 2021-22.

9.5 **ROUTINE PURCHASE ORDERS**

Purchase Order #	Vendor	Amount
R22-00050	Arc Design Construction and Roofing Inc.	$46,500.00

9.6 **APPROVE EXTRA DUTY / VOLUNTEER / STUDENT PERSONNEL REPORTS** –Request to approve personnel items relating to Extra Duty, Volunteer and Student personnel reports. (R. Cranford)

Classification	Position	Status	Name
Substitute	Bilingual Biliterate Clerk	Filled	Ana Minutti
Extra Duty	7-12 Summer Academy Site Secretary (In-House)	Filled	Lucila Mendez
Extra Duty	9-12 Summer Academy Registrar (In-House)	Filled	Alicia Suarez

Extra Duty	7-8 Summer Academy Math Teacher, 2 positions (In-House)	Filled	Kevin Askeland Natalie Strudivant
Extra Duty	7-8 Summer Academy English Teacher, 2 positions (In-House)	Filled	Jennifer Carter Sarah Luchetta
Extra Duty	7-8 Summer Academy Art Teacher (In-House)	Filled	Sally Hedley
Extra Duty	7-8 Summer Academy STEM Teacher (In-House)	Filled	Krista Purdom
Extra Duty	7-12 Summer Academy Science Teacher (In-House)	Filled	Benjamin Haney
Extra Duty	7-12 Summer Academy English Teacher (In-House)	Filled	Jeff Lemus
Extra Duty	9-12 Summer Academy English Teacher Bilingual Preferred (In-House)	Filled	Ken Roberts
Extra Duty	9-12 Summer Academy Social Science Teacher Bilingual Preferred (In-House)	Filled	David Garcia
Extra Duty	9-12 Summer Academy Math Teacher Bilingual Preferred (In-House)	Filled	Robert Tamayo
Extra Duty	K-6 Summer Academy Site Secretary (In-House)	Filled	Maria Salcedo/ Yolanda Huerta
Extra Duty	K-6 Summer Academy Teachers, 7 positions (In-House)	Filled	K - Mary Emma Agnew 1st - Joan Anderson/ Lynn Reister 2nd - Brooke Goodwin 3rd - Esmeralda Mejia-Paniagua 4th - Janet Grimmer/Lindee Hulbert 5th - Brian Darden
Extra Duty	K-6 Summer Academy Teacher 6th grade	Open	

9.7 **APPROVE CERTIFICATED / CLASSIFIED / CONFIDENTIAL PERSONNEL REPORT-** Request to approve personnel items relating to Certificated, Classified and Confidential personnel reports (R. Cranford)

Classification	Position	Status	Name
Certificated Management	Secondary Principal	Filled	Dr. Ramon Cusi pending DOJ clearances
Certificated Management	Secondary Assistant Principal	Filled	Megan Vandenbrock pending DOJ clearances
Certificated Management	Secondary Assistant Principal	Resignation	Dr. Maria Chairez
Certificated	Secondary English Teacher SY 21-22	Open	
Certificated	Health Specialist	Open	
Certificated	Secondary Math Teacher SY 21-22	Filled	Nicole Day pending DOJ clearances
Certificated	Secondary Science Teacher	Leave of Absence Request 4/21/21 – 5/28/21	Patricia Sims
Certificated	Multiple Subjects Teacher	Leave of Absence Request 5/24/21 – 6/30/21	Maribel Aquino Carro
Classified	Bilingual Biliterate Clerk	Leave of Absence Request 4/21/21 – 9/1/21	Mariela Cruz
Classified	Technology Support Technician	Open	
Classified	Paraeducator	Open	
Classified Management	District Liaison	Filled	Monica Vega-Mendoza

9.8 **APPROVE INSTRUCTIONAL MINUTES/ BELL SCHEDULES / MASTER SCHEDULE**

~~9.8.1 2021-22 Williams Elementary School Instructional Minutes~~

~~9.8.2 2021-22 Williams Upper Elementary School Instructional Minutes~~

9.8.3 2021-22 Williams Jr/Sr High School Instructional Minutes

9.8.4 2021-22 Mid Valley Continuation Instructional Minutes

9.8.5 2021-22 Williams Elementary School Master Schedule

9.8.6 2021-22 Williams Upper Elementary School Master Schedule

9.8.7 2021-22 Williams Jr/Sr High School Master Schedule

9.9 **APPROVE STUDENT HANDBOOKS**

9.9.1 2021-22 Williams Jr/Sr High School/Mid Valley Alternative High School Student Handbook

9.10 **APPROVE INTER-DISTRICT TRANSFER REQUESTS**

9.10.1 Updated 2021-22 Inter-District Transfer Overview

9.11 **APPROVE BOARD POLICIES (BP) AND ADMINISTRATIVE REGULATIONS (AR) AND EXHIBITS (E) AND BOARD BYLAWS (BB)**

9.11.1 None

9.12 **APPROVE FIELD TRIP REQUESTS**

9.12.1 None

9.13 **APPROVE DISPOSAL OF BOOKS, EQUIPMENT AND SUPPLIES**

9.13.1 Disposal of WUES Obsolete ELD Textbooks

9.13.2 Disposal of WUSD Obsolete Typewriters

9.13.3 Disposal of WJSHS Obsolete Textbooks

9.13.4 Disposal of WES Obsolete Library Books

9.14 **ACCEPTANCE OF DONATIONS**

9.14.1 None

A **MOTION** was made by Kathleen Bautista and **SECONDED** by Cesar Perez to **APPROVE** the Consent Calendar. **Motion passed. Ayes __4__ Noes __0__ Absent _0__ by the following vote: Ash – aye, Bautista – aye, EB Davis – aye, Perez – aye.**

10.0 **ACTION ITEMS – NEW BUSINESS** – Protocol for action items includes a staff presentation, questions from the Board, public input, closing of public input, deliberation by the Board, and voting by the Board. During public input there will be a 3-minute time limit per person.

10.1 Consideration and possible action concerning the approval of the Addendum to the Memorandum of Understanding between Williams Unified School District and Williams Teachers' Association, Phased in Reopening of Grades TK-6 for Hybrid Instruction During 2020-2021 School Year.

A **MOTION** was made by Edward Davis and **SECONDED** by Cesar Perez to **APPROVE** the Addendum to the Memorandum of Understanding between Williams Unified School District and Williams Teachers' Association, Phased in Reopening of Grades TK-6 for Hybrid Instruction During 2020-2021 School Year. **Motion passed. Ayes __4__ Noes _0__ Absent __0__ by the following vote: Ash – aye, Bautista – aye, EB Davis – aye, Perez – aye.**

10.2 Consideration and possible action concerning the approval of the Addendum to the Memorandum of Understanding between Williams Unified School District and Williams Teachers' Association, Phased in Reopening of Grades 7-12 for Hybrid Instruction During 2020-2021 School Year.

A **MOTION** was made by Cesar Perez and **SECONDED** by Kathleen Bautista to **APPROVE** the Addendum to the Memorandum of Understanding between Williams Unified School District and Williams Teachers' Association, Phased in Reopening of Grades 7-12 for Hybrid Instruction During 2020-2021 School Year. **Motion passed. Ayes__4__ Noes __0__ Absent__0__ by the following vote: Ash – aye, Bautista – aye, EB Davis – aye, Perez– Aye.**

10.3 Consideration and possible action concerning the approval of the Memorandum of Understanding Regarding Facilities Use By and Between First 5 Colusa Children & Families Commission and the Williams Unified School District.

A **MOTION** was made by Kathleen Bautista and **SECONDED** by Edward Davis to **APPROVE** the Memorandum of Understanding Regarding Facilities Use By and Between First 5 Colusa Children & Families Commission and the Williams Unified School District. **Motion passed. Ayes __4__ Noes __0__ Absent __0__ by the following vote: Ash – aye, Bautista – aye, EB Davis – aye, Perez – aye.**

10.4 Consideration and possible action concerning the approval of the members of the 7-11 District Advisory Committee.

A **MOTION** was made by Cesar Perez and **SECONDED** by Kathleen Bautista to **APPROVE** the members of the 7-11 District Advisory Committee. **Motion passed. Ayes __4__ Noes __0__ Absent __0__ by the following vote: Ash – aye, Bautista – aye, EB Davis – aye, Perez – aye.**

10.5 Consideration and possible action concerning the Memorandum of Understanding between the Williams Teachers Association and the Williams Unified School District regarding Article IV Hours and Length of Work Days.

Mr. Cornelius stated the district met with WTA and CSEA regarding the district calendar. This MOU moves the Columbus Day holiday to Lincoln's birthday and moves a certificated professional development day.

A **MOTION** was made by Cesar Perez and **SECONDED** by Kathleen Bautista to **APPROVE** the Memorandum of Understanding between the Williams Teachers Association and the Williams Unified School District regarding Article IV Hours and Length of Work Days. **Motion passed. Ayes __4__ Noes __0__ Absent _0__ by the following vote: Ash – aye, Bautista – aye, EB Davis – aye, Perez – aye.**

10.6 Consideration and possible action concerning the Memorandum of Understanding between the California School Employees Association and its Williams Chapter #556 and the Williams Unified School District regarding Article 11 Holidays.

A **MOTION** was made by Kathleen Bautista and **SECONDED** by Edward Davis to **APPROVE** the Memorandum of Understanding between the California School Employees Association and its Williams Chapter #556 and the Williams Unified School District regarding Article 11 Holidays. **Motion passed. Ayes __4__ Noes _0__ Absent __0__ by the following vote: Ash – aye, Bautista – aye, EB Davis – aye, Perez – aye.**

~~10.7 Consideration and possible action concerning the approval of the revised Williams Unified School District Attendance Calendar for 2021-2022.~~

10.8 Consideration and possible action concerning the approval of the Memorandum of Understanding between the California School Employees Association and its Williams Chapter #556 and the Williams Unified School District regarding the Layoff and Reduction in Hours of Food Service Positions for the 2021-2022 School Year.

A **MOTION** was made by Edward Davis and **SECONDED** by Kathleen Bautista to **APPROVE** the Memorandum of Understanding between the California School Employees Association and its Williams Chapter #556 and the Williams Unified School District regarding the Layoff and Reduction in Hours of Food Service Positions for the 2021-2022 School Year. **Motion passed. Ayes __4__ Noes _0__ Absent __0__ by the following vote: Ash – aye, Bautista – aye, EB Davis – aye, Perez – aye.**

10.9 Consideration and possible action concerning the approval of the Tentative Agreement between the California School Employees Association and its Williams Chapter #556 and the Williams Unified School District regarding Reopeners for the 2020-2021 School Year.

A **MOTION** was made by Kathleen Bautista and **SECONDED** by Edward Davis to **APPROVE** the Tentative Agreement between the California School Employees Association and its Williams Chapter #556 and the Williams Unified School District regarding Reopeners for the 2020-2021 School Year. **Motion passed. Ayes __4__ Noes _0__ Absent __0__ by the following vote: Ash – aye, Bautista – aye, EB Davis – aye, Perez – aye.**

10.10 Consideration and possible action concerning the approval of the Memorandum of Understanding between the California School Employees Association and its Williams Chapter #556 and the Williams Unified School District Regarding the Classified Salary Schedule.

A **MOTION** was made by Edward Davis and **SECONDED** by Cesar Perez to **APPROVE** the Memorandum of Understanding between the California School Employees Association and its Williams Chapter #556 and the Williams Unified School District Regarding the Classified Salary Schedule. **Motion passed. Ayes __4__ Noes _0__ Absent __0__ by the following vote: Ash – aye, Bautista – aye, EB Davis – aye, Perez – aye.**

10.11 Consideration and possible action concerning the approval of the job description for Director of Special Projects and Compliance.

Mr. Cornelius noted that this position will assist the Superintendent with federal programs and compliance.

A **MOTION** was made by Cesar Perez and **SECONDED** by Kathleen Bautista to **APPROVE** the job description for Director of Special Projects and Compliance. **Motion passed. Ayes __4__ Noes _0__ Absent __0__ by the following vote: Ash – aye, Bautista – aye, EB Davis – aye, Perez – aye.**

10.12 Consideration and possible action concerning the approval of the job description for Expanded Learning Program Coordinator (ASES/ASSETS program).

Mr. Cornelius stated the district worked on the job description with the Colusa County Office of Education. This position will oversee both the ASES and ASSETS after school programs.

A **MOTION** was made by Kathleen Bautista and **SECONDED** by Edward Davis to **APPROVE** the job description for Expanded Learning Program Coordinator (ASES/ASSETS program). **Motion passed. Ayes __4__ Noes _0__ Absent __0__ by the following vote: Ash – aye, Bautista – aye, EB Davis – aye, Perez – aye.**

10.13 Consideration and possible action concerning the approval of the revised job description for Migrant Education Liaison.

Mr. Cornelius stated this position is not a confidential position. The district worked with CSEA to update the job description.

A **MOTION** was made by Edward Davis and **SECONDED** by Cesar Perez to **APPROVE** the revised job description for Migrant Education Liaison. **Motion passed. Ayes __4__ Noes _0__ Absent __0__ by the following vote: Ash – aye, Bautista – aye, EB Davis – aye, Perez – aye.**

10.14 Consideration and possible action concerning the approval of the revised Williams Unified School District English Language Learner Reclassification Criteria Update.

Rosa Villaseñor stated this revision reflects updated criteria for English Learners in place of CAASPP testing. This will be valid through January 2022 for grades 3-12.

A **MOTION** was made by Kathleen Bautista and **SECONDED** by Cesar Perez to **APPROVE** the revised Williams Unified School District English Language Learner Reclassification Criteria Update. **Motion passed. Ayes __4__ Noes _0__ Absent __0__ by the following vote: Ash – aye, Bautista – aye, EB Davis – aye, Perez – aye.**

10.15 Consideration and possible action concerning the approval of the Williams Unified School District Expanded Learning Opportunities Grant.

Mr. Cornelius stated this plan addresses how the district will spend funding from the state. Input has been provided by parents, ELAC, DELAC, School Site Councils and district staff. The language has been kept general for Dr. Ayón to implement district needs.

A **MOTION** was made by Edward Davis and **SECONDED** by Cesar Perez to **APPROVE** the Williams Unified School District Expanded Learning Opportunities Grant. **Motion passed. Ayes __4__ Noes _0__ Absent __0__ by the following vote: Ash – aye, Bautista – aye, EB Davis – aye, Perez – aye.**

11.0 BOARD MEMBER COMMENTS

11.1 Board president Patricia Ash thanked everyone for their hard work and positivity. Mrs. Ash stated she can't thank Mr. Cornelius enough for his work.

12.0 DISCUSSION ITEMS

12.1 Williams Elementary Schools TK-6 Format

Mr. Cornelius stated the district has looked at updating the Elementary Schools format in the past. It is hard to cover two Elementary schools for one principal. Mr. Cornelius' recommendation is to move forward with two site principals for next school year. Having one site principal at each site would provide consistency for the staff and students. They would know who to report to. Mr. Cornelius recommends that once a bond is passed, the district relook at the Elementary format.

13.0 CORRESPONDENCE

13.1 Letter from the Colusa County Office of Education regarding the positive certification of Williams Unified School District's Second Interim.

14.0 INFORMATIONAL ITEMS AND REPORTS

14.1 District Enrollment Report
14.2 Williams Uniform Complaint Quarterly Report from January – March, 2021
14.3 2021 Williams Elementary Summer Academy Outline
14.4 2021 Williams Secondary Summer Academy Schedule

15.0 FUTURE MEETING DATES

15.1 May 26, 2021 (Special – Candidate Interviews/Provisional Appointment)
15.2 June 8, 2021 (Special - LCAP)
15.3 June 17, 2021 (Regular)
15.4 July 15, 2021 (Regular)
15.5 August 10, 2021 (Special – Board & Superintendent Goals)

16.0 PENDING AGENDA – This is the time to place future items on the Pending Agenda.

16.1 Public Hearing for Budget Adoption SY 21-22
16.2 Local Control and Accountability Plan (LCAP) SY 21-22

17.0 CONVENE TO CLOSED SESSION (7:46 PM)
Closed Session will be held regarding the following matters:

17.1 Public Employee Discipline/Dismissal/Release (Gov. Code 54957)

17.2 Conference with Labor Negotiators (Gov. Code 54957.6)
Superintendent Bill Cornelius, Director of Fiscal Services Mechele Coombs and Legal Representation
17.2.1 Certificated Employees – WTA
17.2.2 Classified Employees – CSEA Chapter #556

18.0 RECONVENE TO OPEN SESSION (8:36 PM)
Action Taken During Closed Session:

18.1 Public Employee Discipline/Dismissal/Release (Gov. Code 54957)

No Action Taken.

18.2 Conference with Labor Negotiators (Gov. Code 54957.6)
Superintendent Bill Cornelius, Director of Fiscal Services Mechele Coombs and Legal Representation
18.2.1 Certificated Employees – WTA
18.2.2 Classified Employees – CSEA Chapter #556

No Action Taken.

19.0 ADJOURNMENT (8:36 PM)

A **MOTION** was made by Cesar Perez and **SECONDED** by Edward Davis to **APPROVE** the adjournment. **Motion passed. Ayes __4__ Noes __0__ Absent _0__ by the following vote: Ash – aye, Bautista – aye, EB Davis – aye, Perez – aye.**

Please note that additional information distributed to the Board during the meeting and not included in the agenda packet can be obtained by calling the District Office at 530-473-2550, x11409.

Respectfully submitted,

Bill Cornelius

Bill Cornelius, District Superintendent
Secretary to the Board
wbc/jdc

WILLIAMS UNIFIED SCHOOL DISTRICT

10.1.2

BOARD OF TRUSTEES SPECIAL BOARD MEETING
Wednesday, May 26, 2021, Special Board Meeting

MINUTES

1.0 CALL TO ORDER– Board president, Patricia Ash, called the Special Board meeting of the Williams Unified School District Board of Trustees to order at **5:30 PM** on May 26, 2021, in the College & Career Center, located at 260 Eleventh Street, Williams, California. A quorum was established.

2.0 ROLL CALL

Trustees Present: Patricia Ash, President
Kathleen Bautista, Vice President
Edward Davis, Member
Cesar Perez, Member

Administrative Staff: None

Audience: Heather Covarrubias, Dr. Sandra Ayón, Jodi Cortez

3.0 PLEDGE OF ALLEGIANCE – Board president, Patricia Ash, led the Board and audience in the Pledge of Allegiance.

4.0 APPROVAL OF THE AGENDA

Board president Patricia Ash announced that Kyle Kimble notified the district at 4:19 pm that he would like to withdraw his application for the Board vacancy.

A **MOTION** was made by Edward Davis and **SECONDED** by Kathleen Bautista to **APPROVE** the agenda and remove item 6.2. **Motion passed. Ayes _4__ Noes __0__ Absent __0__ by the following vote: Ash – aye, Bautista – aye, EB Davis – aye, Perez – aye.**

5.0 AUDIENCE/VISITORS PUBLIC DISCUSSION – Board President, Patricia Ash, welcomed all visitors and invited them to speak at this time on an item scheduled on the agenda. Please state your first and last name. The meeting is being taped and all comments are being recorded. Board bylaws limit 3 minutes per speaker and 20 minutes per item.

5.1 None.

6.0 INTERVIEWS FOR PROVISIONAL APPOINTMENT TO THE BOARD

6.1 Heather Covarrubias

The Board of Trustees interviewed Heather Covarrubias regarding supporting a Board decision for which she was not in favor. Ms. Covarrubias stated if there was a Board decision that she was not in favor of that, she could not whole-heartedly support that decision. It would not be fair to the Board, district and staff. Ms. Covarrubias was asked to provide two reasons that motivate her to be a School Board member. Ms. Covarrubias stated the first reason is that she has a child in the district and she wants to see good things come to this district. She wants education to be a priority. Ms. Covarrubias would like the Board to make the best decisions for students going forward. The second reason Ms. Covarrubias wants to be a School Board member is to give back to our community. She is a Williams alumni and worked on the Williams campus for 13 years. Ms. Covarrubias wants to be a voice for our parents, staff and students. When asked about two major challenges in our school district, Ms. Covarrubias stated lack of communication between administration and the community is a challenge. Ms. Covarrubias is involved in her daughter's education, involved in PTO and other community groups. She wants parents to be able to come on campus and for staff to feel happy. Another challenge is bringing choice back to the Williams Jr/Sr High School students. Ms. Covarrubias would like to see more options for students. She would like to see ROP programs return and the woodshop program. Our Ag department is doing well and that makes her happy because we are an Ag based community. Ms. Covarrubias stated she would like recruiters to return to campus as well. She really wants High School students to have true choice.

7.0 DISCUSSION

7.1 Open Discussion of Candidates

Trustee Ed Davis stated he was glad to hear Ms. Covarrubias' support for Career Technical Education. We need to increase those choices and make sure we have programs that are relevant. Mr. Davis is glad to see Ms. Covarrubias is an involved parent.

Trustee Kathleen Bautista appreciates Ms. Covarrubias stepping up because this a difficult position. There is a lot of change happening. Mrs. Bautista appreciates her honesty and feels she would be a good addition.

President Patricia Ash stated all of Ms. Covarrubias' answers were very good. Mrs. Ash feels she would make a tremendous addition to the Board. Ms. Covarrubias has a lot of knowledge and knowledge of budgets.

Trustee Cesar Perez agrees with the other trustees and noted that on Ms. Covarrubias' application she discussed helping at the Elementary site. Mr. Perez feels having trustees that are looking at all school sites will make a better team. He also agrees that college is important but not for everyone and is glad Ms. Covarrubias brought that up.

8.0 **ACTION ITEMS – NEW BUSINESS** – Protocol for action items includes a staff presentation, questions from the Board, public input, closing of public input, deliberation by the Board, and voting by the Board. During public input there will be a 3-minute time limit per person.

8.1 Consideration and possible action concerning the appointment of a candidate to fill the Board vacancy caused by a Board member resignation. The candidate selected will be sworn in and will hold office until the next regularly scheduled election for Governing Board members, set to take place on November 8, 2022.

A **MOTION** was made by Kathleen Bautista and **SECONDED** by Cesar Perez **APPOINT** Heather Covarrubias to fill the Board vacancy caused by a Board member resignation. The candidate selected will be sworn in and will hold office until the next regularly scheduled election for Governing Board members, set to take place on November 8, 2022. **Motion passed. Ayes __4__ Noes __0__ Absent _0__ by the following vote: Ash – aye, Bautista – aye, EB Davis – aye, Perez – aye.**

Board president Patricia Ash issued the Oath of Office to Heather Covarrubias, appointed to the Board to hold office until December 2022.

9.0 **ADJOURNMENT (5:44 PM)**

A **MOTION** was made by Edward Davis and **SECONDED** by Kathleen Bautista **APPROVE** the Adjournment. **Motion passed. Ayes __4__ Noes __0__ Absent _0__ by the following vote: Ash – aye, Bautista – aye, EB Davis – aye, Perez – aye.**

Please note that additional information distributed to the Board during the meeting and not included in the agenda packet can be obtained by calling the District Office at 530-473-2550, x11409.

Respectfully submitted,

Bill Cornelius

Bill Cornelius
Superintendent/Secretary to the Board
wbc/jdc

Checks Dated 05/01/2021 through 05/31/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
00420560	05/07/2021	Academic Therapy Publications	01-4300		2,007.78
00420561	05/07/2021	Bimbo Bakeries USA	13-4700		445.13
00420562	05/07/2021	Buswest North	01-6500		164,999.46
00420563	05/07/2021	CABE	01-5800		8,000.00
00420564	05/07/2021	California IT in Educaiton	01-5800		1,650.00
00420565	05/07/2021	Caltronics Business Systems	01-4400		1,525.74
00420566	05/07/2021	Carolina Biological Supply Co	01-4300		622.74
00420567	05/07/2021	Cintas Corporation	13-5500		211.26
00420568	05/07/2021	EMCOR Services	01-5600		13,961.57
00420569	05/07/2021	Endicott, Vera R	01-5200		56.00
00420570	05/07/2021	Flyers Energy LLC Dept # 34516	01-4325		277.72
00420571	05/07/2021	General Produce	13-4700		3,698.95
00420572	05/07/2021	Gold Star Foods Inc	13-4700	6,076.78	
			13-5800	10.80	6,087.58
00420573	05/07/2021	Holt of California	01-5600		1,234.30
00420574	05/07/2021	Honors Graduation LLC	01-4300	812.44	
			Unpaid Tax	58.44-	754.00
00420575	05/07/2021	Hylen Distributing	13-4700		4,270.00
00420576	05/07/2021	IEC Power LLC	01-5800		1,749.30
00420577	05/07/2021	James Marta & Co LLP	01-5880		5,800.00
00420578	05/07/2021	Kingsley Bogard LLP	01-5870		2,124.00
00420579	05/07/2021	Leadership Associates Attn: Linda Hunt	01-5800		8,000.00
00420580	05/07/2021	Les Schwab Tire Center	01-5600		247.28
00420581	05/07/2021	Mt Shasta Spring Water	01-5510		90.05
00420582	05/07/2021	Office Depot	01-4300		143.11
00420583	05/07/2021	Pacific Gas & Electric Company	01-5530		318.45
00420584	05/07/2021	Platt Electric	01-4400		2,177.16
00420585	05/07/2021	Purchase Power	01-5900		3,176.19
00420586	05/07/2021	Sandra Ayon	01-5821		20.00
00420587	05/07/2021	Sargent Welch	01-4300		755.60
00420588	05/07/2021	SFS of Sacramento Inc	13-4300	1,073.41	
			13-4700	2,418.71	3,492.12
00420589	05/07/2021	Tamco Capital Corporation	01-5600		1,676.60
00420590	05/07/2021	The Danielsen Co	13-4300	104.04	
			13-4700	6,193.46	6,297.50
00420591	05/07/2021	US Bank Corporate Payment Sy	01-4300		1,761.50
00420592	05/07/2021	Voltage Specialists	01-5600		612.00
00420593	05/07/2021	Wallace Kuhl & Associates Inc	21-6240	398.09	
			35-6240	81.91	480.00
00420594	05/07/2021	Waxie Sanitary Supplies	01-4300		2,216.31
00420595	05/07/2021	Williams Hardware	01-4300		2,671.84
00420596	05/07/2021	Williams Unified School District	01-5900		53.49
00420597	05/07/2021	Wonder Workshop LS DE LLC	01-4300		3,753.75
00420716	05/14/2021	Benjamin Haney	01-5800		226.16
00420717	05/14/2021	Carvalho's Heating & Air Conditioning	01-5600		1,048.12

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.

Checks Dated 05/01/2021 through 05/31/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
00420718	05/14/2021	Close Lumber	01-4300		235.90
00420719	05/14/2021	Colusa County Farm Supply	01-4300		1,450.33
00420720	05/14/2021	Estrellita	01-4300		1,903.48
00420721	05/14/2021	Frontier	01-5900		222.79
00420722	05/14/2021	Frontier	01-5900		1,590.48
00420723	05/14/2021	Granzella's	01-4300		118.61
00420724	05/14/2021	Lakeshore Learning	01-4300		803.74
00420725	05/14/2021	Meridian Diesel	01-5600		588.00
00420726	05/14/2021	Mescher Door Co	01-5600		497.00
00420727	05/14/2021	Mt Shasta Spring Water	01-5510		120.96
00420728	05/14/2021	NAPA Auto Parts Williams	01-4300		105.93
00420729	05/14/2021	Nikolas Willis	01-5800		138.33
00420730	05/14/2021	Pacific Gas & Electric Company	01-5530		1,827.47
00420731	05/14/2021	PlayPower LT Farmington	01-4300		448.74
00420732	05/14/2021	Scholastic	01-4300		236.42
00420733	05/14/2021	Signco	01-4300		493.35
00420734	05/14/2021	Siskiyou Elevator Co	01-5600		350.00
00420735	05/14/2021	US Bank Corporate Payment Sy	01-4300		1,140.03
00420736	05/14/2021	Waxie Sanitary Supplies	01-4300	129.90	
			01-6400	13,104.52	13,234.42
00420844	05/21/2021	ABS Builders Inc	35-6270		7,137.24
00420845	05/21/2021	American Fidelity Administration Services	01-5800		183.20
00420846	05/21/2021	Benchmark Education Company	01-5800		6,480.00
00420847	05/21/2021	Books del Sur	01-4300	499.39	
			Unpaid Tax	35.92-	463.47
00420848	05/21/2021	California State University Sacramento	01-5200		575.00
00420849	05/21/2021	Carvalho's Heating & Air Conditioning	01-5600		175.00
00420850	05/21/2021	CDW Government Inc	01-4300		801.66
00420851	05/21/2021	City of Williams	01-5510		1,942.08
00420852	05/21/2021	Clearlake Lava	01-4300		1,252.70
00420853	05/21/2021	Close Lumber	01-4300		34.43
00420854	05/21/2021	CSNA Attn: Membership Department	13-5300		15.00
00420855	05/21/2021	Davies Oil Company Inc	01-4325		788.39
00420856	05/21/2021	Eagle Security Systems	01-5600		1,746.61
00420857	05/21/2021	Ewing Irrigation Products Inc	01-4300		497.78
00420858	05/21/2021	Fastenal Company	01-4300		372.61
00420859	05/21/2021	Flyers Energy LLC Dept # 34516	01-4325		746.41
00420860	05/21/2021	IEC Power LLC	01-5800		1,749.30
00420861	05/21/2021	JoyLabz	01-4400		768.69
00420862	05/21/2021	Kimberlee Caldwell	01-4300		48.23
00420863	05/21/2021	La Fortuna Bakery	01-5800		2,100.00
00420864	05/21/2021	Lakeshore Learning	01-4300		368.07
00420865	05/21/2021	M & K Harvesting Equipment	01-5600		753.18
00420866	05/21/2021	Madison Alves	01-4300		107.57
00420867	05/21/2021	Maria Salcedo	01-4300		23.59

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.

Checks Dated 05/01/2021 through 05/31/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
00420868	05/21/2021	McGraw-Hill Education	01-4300		1,267.49
00420869	05/21/2021	Meridian Diesel	01-5600		730.54
00420870	05/21/2021	Michelle C Hale	01-4300		21.76
00420871	05/21/2021	MJB Welding	01-5600		66.50
00420872	05/21/2021	Mt Shasta Spring Water	01-5510		10.05
00420873	05/21/2021	Nasco Modesto	01-4300		82.04
00420874	05/21/2021	Realityworks	01-4300	1,146.85	
			01-4400	3,707.24	4,854.09
00420875	05/21/2021	Regina M Rosenzweig	01-5200		250.00
00420876	05/21/2021	Renaissance Learning	01-5800		64.00
00420877	05/21/2021	School Specialty	01-4300		101.64
00420878	05/21/2021	SLIC Co-Op c/o Gridley Unified School	13-5800		250.00
00420879	05/21/2021	Spurr	01-5530		3,094.80
00420880	05/21/2021	Stone Creek Engineering Inc	01-5800		972.00
00420881	05/21/2021	Straw Hat	01-4300		30.84
00420882	05/21/2021	US Bank Equipment Finance	01-5650		397.45
00420883	05/21/2021	US Bank Equipment Finance	01-5650		2,333.64
00420884	05/21/2021	Valley Truck & Tractor Co	01-4300		1,104.12
00420885	05/21/2021	Williams Pioneer Review	01-5820		72.00
00420886	05/21/2021	Williams Unified School District	01-9515		420.00
00420887	05/21/2021	Williams Unified School District	01-5900		97.82
00421037	05/28/2021	Amazon Capital Services Inc.	01-4300		34,698.03
00421038	05/28/2021	American Fidelity Administration Services	01-5800		183.20
00421039	05/28/2021	Bound To Stay Bound Inc	01-4200		19,999.99
00421040	05/28/2021	Buttes Center State Pipe & Supply Co	01-4400		2,112.36
00421041	05/28/2021	California's Valued Trust	01-3701	4,033.00	
			01-9514	147,906.19	151,939.19
00421042	05/28/2021	Caltronics Business Systems	01-5650		2,918.93
00421043	05/28/2021	Education Translations	01-5800		234.45
00421044	05/28/2021	Gopher	01-4300		2,324.38
00421045	05/28/2021	Pacific Gas & Electric Company	01-5530		255.68
00421046	05/28/2021	Quill Corporation	01-4300		597.97
00421047	05/28/2021	US Bank Corporate Payment Sy	01-4300	245.94	
			01-5800	168.00	413.94
00421048	05/28/2021	Waxie Sanitary Supplies	01-4300	145.46	
			01-4400	24,348.82	24,494.28
00421049	05/28/2021	Williams Hardware	01-4300		1,398.86
00421050	05/28/2021	Worthington Direct	01-4300		16,524.08
		Total Number of Checks	**117**		**587,645.07**

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund/county Sch.srv.fd	106	555,354.65
13	Cafeteria Fund	9	24,767.54

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.

Checks Dated 05/01/2021 through 05/31/2021

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

Fund Recap

Fund	Description	Check Count	Expensed Amount
21	Building Fund	1	398.09
35	County School Facilities Fund	2	7,219.15
	Total Number of Checks	117	587,739.43
	Less Unpaid Tax Liability		94.36-
	Net (Check Amount)		**587,645.07**

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.

WILLIAMS ELEMENTARY AND UPPER ELEMENTARYSCHOOL

General Ledger Report

Financial Report

Activity Ledger

Activity Accounts

From Date:	4/1/2021
To Date:	04/30/2021

From Acct:	1
To Acct:	999999

Acct	Account Name	Beg. Bal.	Recpt / JV	Disb / JV	Transfers	End. Bal.	YTD Payables	Work Bal
100	Upper Elementary School	$1,800.19	$0.00	$0.00	$0.00	$1,800.19	$0.00	$1,800.19
200	4th grade	$890.45	$0.00	$0.00	$0.00	$890.45	$0.00	$890.45
210	5th grade	$1,995.97	$0.00	$0.00	$0.00	$1,995.97	$0.00	$1,995.97
220	6th grade	$73.19	$0.00	$0.00	$0.00	$73.19	$0.00	$73.19
230	K-6 Playground	$1,154.30	$0.00	$0.00	$0.00	$1,154.30	$0.00	$1,154.30
310	Shady Creek	$17,917.43	$0.00	$0.00	$0.00	$17,917.43	$0.00	$17,917.43
600	Elementary Student Body	$16,127.00	$983.68	$(150.00)	$0.00	$16,960.68	$0.00	$16,960.68
620	3rd grade	$506.46	$0.00	$0.00	$0.00	$506.46	$0.00	$506.46
630	3rd grade Pioneers	$83.09	$0.00	$0.00	$0.00	$83.09	$0.00	$83.09
640	Elementary Garden Fund	$246.36	$0.00	$0.00	$0.00	$246.36	$0.00	$246.36
650	Elementary Library Club	$94.13	$0.00	$0.00	$0.00	$94.13	$0.00	$94.13
	Activity Accounts Grand Total	**$40,888.57**	**$983.68**	**$(150.00)**	**$0.00**	**$41,722.25**	**$0.00**	**$41,722.25**

GL Accounts

GL Acct		Begin Bal	Recpt / JV	Disb / JV	Transfers	End Bal	YTD Payables	Work Bal
990	Petty Cash	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
991	Cash On Hand	$0.00	$983.52	$0.00	$(983.52)	$0.00	$0.00	$0.00
992	Checking	$40,888.57	$0.16	$(150.00)	$983.52	$41,722.25	$0.00	$41,722.25
993	Savings	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
994	Investments	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
	General Ledger Grand Total	**$40,888.57**	**$983.68**	**$(150.00)**	**$0.00**	**$41,722.25**	**$0.00**	**$41,722.25**

I have reviewed the above ledger report and attached reports for the current month. I find them accurate and complete to the best of my knowledge.

Bookkeeper: Toni Hilyer Date: 5/11/21

Principal: [signature] Date: 5/11/21

WILLIAMS ELEMENTARY AND UPPER ELEMENTARYSCHOOL
Bank Reconciliation Report

Checking Account

992

Date From 4/1/2021
Date to 04/30/2021

Ending Balance on Statement Dated : 04/30/2021	$41,767.25
Outstanding Deposits (Bank Deposits) -> +	$0.00
Less Outstanding Checks:	$45.00
Cash Balance as of : 04/30/2021	$41,722.25 ***

Cash Balance for Checking as of 4/1/2021	$40,888.57
Add: Total Deposits (Bank Deposits):	$983.68
Less: Total Checks and Withdrawals:	($150.00)
Computer Cash Balance as of : 04/30/2021	$41,722.25 ***

Summary of Asset Accounts

GL Acct	Account Name	Begin Bal	Recpt/JV	Disb/JV	Transfer	End Bal.
990	Petty Cash	$0.00	$0.00	$0.00	$0.00	$0.00
991	Cash On Hand	$0.00	$983.52	$0.00	($983.52)	$0.00
992	Checking	$40,888.57	$0.16	($150.00)	$983.52	$41,722.25 ***
993	Savings	$0.00	$0.00	$0.00	$0.00	$0.00
994	Investments	$0.00	$0.00	$0.00	$0.00	$0.00
Grand Total		**$40,888.57**	**$983.68**	**($150.00)**	**$0.00**	**$41,722.25**

I have reviewed the above ledger report and attached reports for the current month. I find them accurate and complete to the best of my knowledge.

Bookkeeper: Tori Hilgar Date: 5/11/21

Principal: [signature] Date: 5/11/21

***** Entries Must Match**

May 11, 2021

WILLIAMS JR/SR HIGH SCHOOL

General Ledger Report

Financial Report

From Date: 4/1/2021
To Date: 04/30/2021

From Acct: 1
To Acct: 999999

2021 April
Activity Accounts

Acct	Account Name	Beg. Bal.	Recpt / JV	Disb / JV	Transfers	End. Bal.	YTD Payables	Work Bal
1	Volleyball	$54.71	$0.00	$0.00	$0.00	$54.71	$0.00	$54.71
3	Softball	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4	Baseball	$601.34	$0.00	$0.00	$0.00	$601.34	$0.00	$601.34
6	ASB	$2,905.65	$0.76	$(5.00)	$0.00	$2,901.41	$0.00	$2,901.41
7	FFA	$9,216.73	$0.00	$(1,982.00)	$0.00	$7,234.73	$0.00	$7,234.73
8	Athletics	$34,880.34	$4,137.00	$(3,781.69)	$0.00	$35,235.65	$0.00	$35,235.65
9	Sundial	$2,273.85	$0.00	$0.00	$0.00	$2,273.85	$0.00	$2,273.85
10	Anime Club	$37.11	$0.00	$0.00	$0.00	$37.11	$0.00	$37.11
11	Band	$272.82	$0.00	$0.00	$0.00	$272.82	$0.00	$272.82
12	Jr. High Yearbook	$413.28	$0.00	$0.00	$0.00	$413.28	$0.00	$413.28
13	Golf	$1,049.76	$0.00	$0.00	$0.00	$1,049.76	$0.00	$1,049.76
16	Pep Squad	$11,320.72	$0.00	$0.00	$0.00	$11,320.72	$0.00	$11,320.72
17	Student Clearing	$1,164.74	$0.00	$0.00	$0.00	$1,164.74	$0.00	$1,164.74
18	Football	$3,189.68	$0.00	$0.00	$0.00	$3,189.68	$0.00	$3,189.68
19	Shop Clearing	$65.35	$0.00	$0.00	$0.00	$65.35	$0.00	$65.35
20	Friday Night Live	$4.93	$0.00	$0.00	$0.00	$4.93	$0.00	$4.93
22	Green House	$1.48	$0.00	$0.00	$0.00	$1.48	$0.00	$1.48
23	Varsity Sports Awards	$327.76	$0.00	$0.00	$0.00	$327.76	$0.00	$327.76
24	CSF	$543.01	$0.00	$0.00	$0.00	$543.01	$0.00	$543.01
25	MESA	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
26	Savings Interest	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
27	Admission Challenge	$1,500.00	$0.00	$0.00	$0.00	$1,500.00	$0.00	$1,500.00
28	CALSA	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
30	Running Club	$1,076.66	$0.00	$0.00	$0.00	$1,076.66	$0.00	$1,076.66
33	Peer Council	$1,300.09	$0.00	$0.00	$0.00	$1,300.09	$0.00	$1,300.09
35	MEChA	$1,251.00	$0.00	$0.00	$0.00	$1,251.00	$0.00	$1,251.00
36	HS Girls Soccer	$110.71	$0.00	$0.00	$0.00	$110.71	$0.00	$110.71
37	HS Boys Soccer	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
38	Boys Basketball	$3,218.00	$0.00	$0.00	$0.00	$3,218.00	$0.00	$3,218.00
39	Drama Club	$89.45	$0.00	$0.00	$0.00	$89.45	$0.00	$89.45
40	FFA AG Loan	$738.96	$0.00	$0.00	$0.00	$738.96	$0.00	$738.96
41	Choir	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
42	FBLA	$244.23	$0.00	$0.00	$0.00	$244.23	$0.00	$244.23
43	Mid Valley High School	$335.14	$0.00	$0.00	$0.00	$335.14	$0.00	$335.14
44	WHS Counseling Scholarshi	$375.00	$0.00	$0.00	$0.00	$375.00	$0.00	$375.00
48	Art	$930.45	$0.00	$0.00	$0.00	$930.45	$0.00	$930.45
49	LGBT/Straight Alliance Cl	$1,284.97	$0.00	$0.00	$0.00	$1,284.97	$0.00	$1,284.97
50	Shellnut Scholarship Fdtn	$268.30	$0.00	$0.00	$0.00	$268.30	$0.00	$268.30
60	Wrestling Club	$964.12	$0.00	$0.00	$0.00	$964.12	$0.00	$964.12
65	Girls Basketball	$1,000.27	$0.00	$0.00	$0.00	$1,000.27	$0.00	$1,000.27
67	Garden Club	$2,951.49	$0.00	$0.00	$0.00	$2,951.49	$0.00	$2,951.49
70	Jr. High ASB	$551.01	$0.00	$0.00	$0.00	$551.01	$0.00	$551.01
72	Class of 2019	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
73	Jr. High FBLA	$171.12	$0.00	$0.00	$0.00	$171.12	$0.00	$171.12
74	Jr. High Band	$21.72	$0.00	$0.00	$0.00	$21.72	$0.00	$21.72
75	Jr. High Athletics	$461.43	$0.00	$0.00	$0.00	$461.43	$0.00	$461.43
76	Jr. High MESA	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
77	Jr. High 4.0 Club	$39.77	$0.00	$0.00	$0.00	$39.77	$0.00	$39.77
78	Class of 2020	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
79	Class of 2021	$6,830.77	$0.00	$0.00	$0.00	$6,830.77	$0.00	$6,830.77
80	Class of 2022	$4,615.43	$0.00	$0.00	$0.00	$4,615.43	$0.00	$4,615.43

WILLIAMS JR/SR HIGH SCHOOL

General Ledger Report

Financial Report

2021 April

Activity Accounts

From Date:	4/1/2021
To Date:	04/30/2021

From Acct:	1
To Acct:	999999

Acct	Account Name	Beg. Bal.	Recpt / JV	Disb / JV	Transfers	End. Bal.	YTD Payables	Work Bal
81	Class of 2023	$3,904.06	$0.00	$0.00	$0.00	$3,904.06	$0.00	$3,904.06
82	Class of 2024	$7,119.29	$155.45	$0.00	$0.00	$7,274.74	$0.00	$7,274.74
83	Class of 2025	$3,692.32	$0.00	$0.00	$0.00	$3,692.32	$0.00	$3,692.32
	Activity Accounts Grand Total	**$113,369.02**	**$4,293.21**	**$(5,768.69)**	**$0.00**	**$111,893.54**	**$0.00**	**$111,893.54**

GL Accounts

GL Acct		Begin Bal	Recpt / JV	Disb / JV	Transfers	End Bal	YTD Payables	Work Bal
990	Petty Cash	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
991	Cash On Hand	$0.00	$4,292.45	$0.00	$(4,292.45)	$0.00	$0.00	$0.00
992	Checking	$91,144.21	$0.40	$(5,763.69)	$4,292.45	$89,673.37	$0.00	$89,673.37
993	CD Account Savings	$7,039.75	$0.00	$0.00	$0.00	$7,039.75	$0.00	$7,039.75
994	Money Market Account	$15,185.11	$0.36	$(5.00)	$0.00	$15,180.47	$0.00	$15,180.47
	General Ledger Grand Total	**$113,369.07**	**$4,293.21**	**$(5,768.69)**	**$0.00**	**$111,893.59**	**$0.00**	**$111,893.59**

I have reviewed the above ledger report and attached reports for the current month. I find them accurate and complete to the best of my knowledge.

Bookkeeper: [signature] Date: 5/11/2021

Principal: [signature] Date: 5/11/21

WILLIAMS JR/SR HIGH SCHOOL

Bank Reconciliation Report

Checking Account

992

Date From 4/1/2021
Date to 04/30/2021

Ending Balance on Statement Dated : 04/30/2021	$98,437.12
Outstanding Deposits (Bank Deposits) -> +	$342.00
Less Outstanding Checks:	$9,105.75
Cash Balance as of : 04/30/2021	$89,673.37 ***

Cash Balance for Checking as of 4/1/2021	$91,144.21
Add: Total Deposits (Bank Deposits):	$4,292.85
Less: Total Checks and Withdrawals:	($5,763.69)
Computer Cash Balance as of : 04/30/2021	$89,673.37 ***

Summary of Asset Accounts

GI Acct	Account Name	Begin Bal	Recpt/JV	Disb/JV	Transfer	End Bal.
990	Petty Cash	$0.00	$0.00	$0.00	$0.00	$0.00
991	Cash On Hand	$0.00	$4,292.45	$0.00	($4,292.45)	$0.00
992	Checking	$91,144.21	$0.40	($5,763.69)	$4,292.45	$89,673.37 ***
993	CD Account Savings	$7,039.75	$0.00	$0.00	$0.00	$7,039.75
994	Money Market Account	$15,185.11	$0.36	($5.00)	$0.00	$15,180.47
Grand Total		**$113,369.07**	**$4,293.21**	**($5,768.69)**	**$0.00**	**$111,893.59**

I have reviewed the above ledger report and attached reports for the current month. I find them accurate and complete to the best of my knowledge.

Bookkeeper: L d mender Date: 5/11/2021

Principal: _____ Date: 5/11/21

***** Entries Must Match**

2021-2022 Designation of CIF Representatives to League

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE (ADDRESSES ON REVERSE SIDE) no later than June 28, 2021.**

Williams School District/Governing Board at its 6/17/2021 meeting,
(Name of school district/governing board) (Date)

appointed the following individual(s) to serve for the 2021-2022 school year as the school's league representative:

PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES

NAME OF SCHOOL Williams Jr/Sr High School
NAME OF REPRESENTATIVE Dan McDonald POSITION Athletic Director
ADDRESS 260 11th Street CITY Williams ZIP 95987
PHONE 530-473-5369 FAX 530-473-5540 E-MAIL dmcdonald@williams.k12.ca.us

****

NAME OF SCHOOL Williams Jr/Sr High School
NAME OF REPRESENTATIVE Ramon Cusi POSITION Principal
ADDRESS 260 11th Street CITY Williams ZIP 95987
PHONE 530-473-5369 FAX 530-473-5540 E-MAIL rcusi@williams.k12.ca.us

****

NAME OF SCHOOL
NAME OF REPRESENTATIVE POSITION
ADDRESS CITY ZIP
PHONE FAX E-MAIL

****

NAME OF SCHOOL
NAME OF REPRESENTATIVE POSITION
ADDRESS CITY ZIP
PHONE FAX E-MAIL

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. **NOTE:** League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent's or Principal's Name Bill Cornelius Signature

Address 260 11th Street City Williams Zip 95987

Phone 530-473-2550 Fax 530-473-5894

PLEASE RETURN THIS FORM DIRECTLY TO THE CIF SECTION OFFICE.
SEE FOLLOWING PAGE FOR CIF SECTION OFFICE CONTACT INFORMATION.

Myers-Stevens & Toohey Co., Inc.

Voluntary Student Accident and Sickness Insurance Program 2021-2022

10.4.2

INSTRUCTIONS: Please complete or update all blank areas.

APPLICATION FOR INSURANCE

Application is hereby made by the undersigned Policyholder for insurance under the policy number issued by ACE American Insurance Company based on the following statements and representations.

1. Name of Participating Organization (Correct Legal Name): WILLIAMS UNIFIED SCHOOL DISTRICT CA
(School or District name as you wish it to appear on the policy)

2. Participating Organization Address: PO BOX 7 WILLIAMS CA 95987

Telephone: 530-473-5894 Fax: 530-473-5894 Email: jcortez@williams.k12.ca.us

It is agreed that the Policy will not become effective unless the application is approved by the Company at its Home Office at rates to be determined by the Company. The Applicant declares that to the best of his knowledge and belief the statements and answers to the above questions are complete and true.

WARNING: IT IS A CRIME TO PROVIDE FALSE OR MISLEADING INFORMATION TO AN INSURER FOR THE PURPOSE OF DEFRAUDING THE INSURER OR ANY OTHER PERSON. PENALTIES INCLUDE IMPRISONMENT AND/OR FINES. IN addition, AN INSURER MAY DENY INSURANCE BENEFITS IF FALSE INFORMATION MATERIALLY RELATED TO A CLAIM WAS PROVIDED BY THE APPLICANT.

Bill Cornelius — Signature of Authorized Participating Organization Representative

6-2-21 — Date

JODI CORTEZ
Name and Title:

BROKER OF RECORD (IF APPLICABLE)	BROKER CONTACT NAME	TELEPHONE	FAX

	2020/2021	2021/2022
1. ESTIMATED TOTAL ENROLLMENT	1,350	1350
2. DATE 2021/2022 SCHOOL YEAR ENDS		6/3/2022

3. INDICATE PROGRAM OF CHOICE FOR YOUR DISTRICT *("X" indicates prior year's selection, please change if desired)*

☐ Network Benefit Package (NBP) Policy #SDA N18008701

☒ Scheduled Benefit Package Policy #SDA N18008695

IMPORTANT: *The Limited Activities Coverage Agreement that follows must be completed and signed in order to provide your students with additional protection at no charge.*

PLEASE COMPLETE THE APPROPRIATE FORMS FOLLOWING THIS APPLICATION:

SCHOOL SITE VERIFICATION FORM

SUPPLY ORDER FORM FOR INTERSCHOLASTIC SPORTS
(Including Tackle Football)

SUPPLY ORDER FORM FOR EXCHANGE COVERAGE

BLANKET COVERAGES ARE AVAILABLE FOR PURCHASE ON A GROUP BASIS:

Complete plan description is available in the Voluntary Program Summary and samples are enclosed for review. Please have your schools contact us directly for the appropriate form(s).

1. SHORT-TERM (24-HOUR COVERAGE)
2. SCHOOL TO WORK COVERAGE (Career/Workstudy)
3. ELEMENTARY COMPETITORS
4. INTERSCHOLASTIC TACKLE FOOTBALL TRYOUT
5. ADULT VOLUNTEERS
6. COMMUNITY SERVICE

Arranged & Administered By

myers | stevens | toohey

Myers-Stevens & Toohey Co., Inc.
26101 Marguerite Parkway, Mission Viejo, CA 92692
(949) 348-0656 or (800) 827-4695 Fax (949) 348-2630
CA License # 0425842

Underwritten By

CHUBB

ACE American Insurance Company
436 Walnut St, Philadelphia PA 19106

DISTRICT ID
53592

CA_21-22

LIMITED ACTIVITIES COVERAGE AGREEMENT

Though more families in the U.S. are obtaining accident & sickness coverage, there continues to be an increasing amount of coverage gaps in many of these plans. Other students may still be without insurance altogether. Uncovered costs for medical care following a school-related injury can be a serious problem for families and schools!

This is why adequate distribution to each and every student is crucial. Whether or not the student participates in interscholastic sports, attends high school or grade school-- every family deserves a fair opportunity to make an informed decision when providing coverage for their children.

Distribution Options for the 2021-2022 School Year

Please select at least one electronic distribution method below and our staff will forward to you all proper links and instructions to accomodate your request upon receipt of this agreement

☐ **Online Registration:** If your site(s) utilize online registration we can coordinate with your web developer(s) to incorporate the insurance information into this process.

☐ **Email Blast:** Either by a 3rd party platform (i.e. Mail Chimp, Zoho, etc.) or manual submission, each family will receive a PDF brochure at the beginning of the school year.

☐ **Other:** Please explain: Forms are available in each school site office for students to pick up and the forms are distributed to coaches.

While electronic distribution may have become normal for many of your students and families, we also acknowledge some may not have sufficient online access. In an effort to insure all of your students have access to our offerings we will be providing a supply of applications, claim forms, and other related documents to district location of your choice. Additional materials may be available upon request.

Please provide the contact information and address for the delivery of your district materials:

Contact Name: Jodi Cortez

Address: 260 11th Street

City, State, Zip: Williams, CA 95987

The blanket coverages highlighted on page 5 of the attached Voluntary Program Summary are offered in conjunction with the voluntary participation student accident & sickness insurance program. They are intended to provide additional protection to students in the district and help facilitate district compliance with relevant sections of the Education Code (where applicable):

IT IS UNDERSTOOD AND ACKNOWLEDGED THAT THESE COVERAGES WILL BE PROVIDED IN CONSIDERATION OF THE DISTRICT'S DILIGENT EFFORTS TO:

1. Ensure that the parents/guardians of every student enrolled in the district are provided with the student accident & sickness insurance materials at the beginning of the school year, and
2. Maintain a proper system of signed waivers/proof of insurance (where required by law).

Bill Cornelius
Name of District Official

Signature

Date

WILLIAMS UNIFIED SCHOOL DISTRICT CA

53592

SCHOOL SITE VERIFICATION FORM

Please update any changes in school information such as names or addresses in the boxes below. If a school site has closed, please check the box to the right so we may update our records.

DISTRICT ID
53592

School Name and "attention to"	*Address*	
MID VALLEY ALTERNATIVE SCHOOL ATTN: MARI CRUZ Attn: Lucy Mendez	1105 D STREET WILLIAMS CA 95987 260 11th Street, Williams, CA 95987	Site Closed? ☐
WILLIAMS ELEMENTARY ATTN: MARIA SALCEDO Attn: Toni Hilger	1404 E WILLIAMS ST WILLIAMS CA 95987	Site Closed? ☐
WILLIAMS HIGH SCHOOL ATTN: MARI CRUZ Attn: Lucy Mendez	222 ELEVENTH ST WILLIAMS CA 95987 260 11th Street, Williams, CA 95987	Site Closed? ☐
WILLIAMS JUNIOR HS ATTN: MARI CRUZ Attn: Lucy Mendez	260 ELEVENTH STREET WILLIAMS CA 95987	Site Closed? ☐
WILLIAMS MIDDLE SCHOOL ATTN: TONI RIVERA Attn: Maria Salcedo	300 11TH STREET WILLIAMS CA 95987	Site Closed? ☐

Please List Any Additional Schools

SUPPLY ORDER FORM FOR INTERSCHOLASTIC SPORTS

Including Interscholastic Tackle Football Materials

School return envelopes will be provided unless advised otherwise.

DATE, OR DATE RANGE, YOU WISH TO RECEIVE YOUR MATERIALS:

7/5/2021 (Indicate Date) Or _____ - _____ (Date Range)

IMPORTANT: Personnel must be available to sign for materials.

SEND MATERIALS TO:

- ☑ **DISTRICT OFFICE**
- ☐ **WAREHOUSE**
- ☐ **EACH SCHOOL**

If shipping to District Office or Warehouse:

Contact Name: Jodi Cortez

Contact Phone: 530-473-2550

Address: 260 11th Street

City, State, Zip: Williams, CA 95987

WE CANNOT SHIP TO P.O. BOXES

SCHOOL NAME	"ATTENTION TO"	2020/2021 English Athletes	2020/2021 Spanish Athletes	2021/2022 English Athletes	2021/2022 Spanish Athletes
WILLIAMS HIGH SCHOOL 222 ELEVENTH ST WILLIAMS CA 95987	ATTN: MARI CRUZ	250	125	125	125
WILLIAMS JUNIOR HS 260 ELEVENTH STREET WILLIAMS CA 95987	ATTN: MARI CRUZ	80	40	40	40

Please List Any Additional Schools

DISTRICT ID: 53592

SUPPLY ORDER FORM FOR EXCHANGE COVERAGE

Coverage for Inbound and Outbound Exchange Students

DATE, OR DATE RANGE, YOU WISH TO RECEIVE YOUR MATERIALS:

Indicate Date ☐ Or ☐ - ☐ Date Range

IMPORTANT: Personnel must be available to sign for materials.

SEND MATERIALS TO:

- ☐ **DISTRICT OFFICE**
- ☐ **WAREHOUSE**
- ☐ **EACH SCHOOL**

If shipping to District Office or Warehouse:

Contact Name: _____

Contact Phone: _____

Address: _____

City, State, Zip: _____

WE CANNOT SHIP TO P.O. BOXES

Please Indicate: **SCHOOL NAME**	**"ATTENTION TO"**	**2021/2022** Estimated Number of Exchange Students

DISTRICT ID:

53592

Scope of Work

Summer Institute for Long Range Planning

July 27-29, 2021

Purpose: To Provide Technical Assistance in Long Range Instructional Planning

Sue Z. Beers, dba Tools for Learning, will provide technical assistance and support to Williams Elementary teachers in the process of developing long range instructional plans for teaching literacy. Work will take place July 27-29, 2021 and will include the following:

1. Instruction and guidance in the development of an instructional plan that covers a minimum of six weeks.
2. Participants will be provided guidance in how to develop a plan for delivering instruction using backward mapping, beginning with the end in mind. The plan developed will include a determination of the target standards, relevance, engagement, the assessments that will be used to measure student success of those standards, and the instructional strategies that will be used to propel students toward successful attainment of the designated standards. The ADT cycle will be used to build the year at a glance standards.
3. Delivery of the assistance will be done virtually due to COVID-19 restrictions.
4. Individual support will be available throughout the workshop days.
5. Teams may work online together or at the site together during the workshop time and Beers will be available at all times during that work to advise or provide input as needed or requested.
6. Feedback to participants will be provided on plans developed.
7. Principals or others in leadership roles may attend the sessions in order to become knowledgeable about the instructional planning process and its components and therefore be able to provide ongoing support after the workshop.
8. Participants will be required to submit a six-week plan for literacy instruction after the conclusion of the workshop.
9. A digital LiveBinder will be created that includes all of the support materials for the training and the work and that will serve as an ongoing support for participants.

Fees:

The fees for this contract are $8500 and includes three days of training and support. Since the workshop will be virtual, no travel expenses are included. The creation of all training materials and the support materials, such as the digital LiveBinder are included.

Invoices:

The consultant will invoice the district for the total costs at the completion of the workshop. Payments should be made within 30 days of invoice.

Bill Cornelius, Superintendent	Sue Z. Beers, Consultant
Williams Unified School District	CEO of Tools for Learning
	April 24, 2021
Date	Date

JK ARCHITECTURE ENGINEERING

LETTER OF AUTHORIZATION TO PROCEED

CLIENT:	Williams Unified School District Attn: Mechele Coombs Director of Fiscal Services & Accountability	**DATE:**	May 25, 2021
ADDRESS:	260 11th Street Williams, CA 95987	**PROJECT:**	Williams Jr. Sr. School North Wing- CTE Building Renovation
		LOCATION:	260 11th Street Williams, CA 95987
EMAIL:	mcoombs@williams.k12.ca.us		
PHONE:	(530) 473-2550 x11406		

PROJECT UNDERSTANDING

The District has asked JKAE for a proposal, herein, to provide a feasibility study outlining what will be required to undertake a renovation of the existing North Wing building (see Exhibit A). The building is an existing classroom building where the District would like to convert an art classroom to welding, an existing ag classroom to art, and enclose an existing covered outdoor area to house a plasma cutter. The more detailed breakdown of scope as provided by District is as follows:

1) Art Room Use Change:
   a. Move the Art Program out of its current location.
   b. Move the existing tables and other furnishings out.
   c. Bring in (6) portable welding stations.
   d. Bring in portable welding ventilation equipment.
   e. Make all required electrical modifications to the room.
   f. Make all required HVAC modifications to the room for recommended air changes for this use.

2) Enclose the Existing Covered Area to house the Plasma Cutter
   a. Install foundations, walls, all required building systems, and ingress/egress requirements.
   b. Move the new plasma cutter to this room.

3) Old Weight Room & Book Room Use Change:
   a. Remove the wall between the Old Weight Room and the existing Book Room or just add a door.
   b. Make all necessary plumbing, electrical, and HVAC modifications.
   c. Create a Horticultural/Floriculture Lab Program in this enlarged room.

4) Agricultural Room Use Change:
   a. Move the Agricultural Program out of Room 309.
   b. Move the Art Program into this room.
   c. Install the new kiln in the same location as the previous kiln if possible.
   d. Reconnect all existing abandoned systems to the new kiln.

FEASIBILITY STUDY SCOPE OF WORK & DELIVERABLES

- JKAE will provide Architectural services to assist District with a feasibility study for the above-outlined renovations to the North Wing at Williams Junior Senior High School.
    - Site visit by JKAE to tour North Wing building and adjacent site area, photo document, and take appropriate field notes.
    - Feasibility-level code review of building. This review will be foundational to understanding what the code implications of suggested changes are and how this will affect project approvals through the Division of the State Architect.
        - General building code review of classroom building renovation with emphasis on overall code requirements and possible code-upgrade triggers.
        - ADA/Title 24 accessibility requirements and opportunities.
        - Special code provisions for kiln installation and conversion of art room to welding lab.
        - Any other code requirements as identified in study.
    - Feasibility-level concept floor-plan and site plan design overlay
        - Plans will be annotated to describe opportunities and challenges.
    - Division of State Architect Engagement:
        - Preliminary Meeting with DSA to gauge concurrence with preliminary approach developed by design team.
        - Documented meeting notes from meeting with DSA.

DISTRICT PROVIDED ITEMS

- As-Built historical drawings as available.
- Access to building and site as arranged in advance by design team.

BASE FIXED FEE & SCHEDULE

Base Feasibility Level Study	$13,500	About 2 weeks upon written authorization to proceed.
Total - Base Services:	**$ 13,500**	

OPTIONAL/FUTURE SERVICES:

- Electrical Engineering (**The Engineering Enterprise**):
    - Should District request, we will provide a fee for the following additional study:
        - Electrical Engineer's written assessment of existing electrical, lighting, and low voltage systems and required upgrades for transformation of facility...including assessment of building's main electrical service and ability to be converted to welding/CTE use as described above.
- Plumbing/Mechanical/Fire Sprinkler Engineering (**Capital Engineering**):
    - Should District request, we will provide a fee for the following additional study:
        - Engineer's written assessment of existing plumbing, mechanical/ventilation/exhaust, and fire sprinkler systems and required upgrades for transformation of facility...including assessment of building's main water service.
- Professional Cost Estimator (**Sierra West**):
    - Should District request, we will provide a fee for the following additional study:

    - Feasibility-level cost estimate with cost escalation factors.
- Survey, Geotechnical, and Hazardous Materials Assessments by District.
    - These items are not included in our scope of services or fee.

ASSUMPTIONS & EXCLUSIONS

- Survey, Geotechnical, and Hazardous Materials Assessments by District.
- JKAE will develop conceptual level base drawings, but we will not be generating detailed as-built drawings/backgrounds of the existing building/site.

REIMBURSABLE EXPENSES

- One site visit and travel expenses are included in this proposal.

This Letter of Authorization to Proceed confirms our agreement for services and constitutes an understanding of the work to be accomplished. Please acknowledge your acceptance of this Letter of Authorization with your signature below.

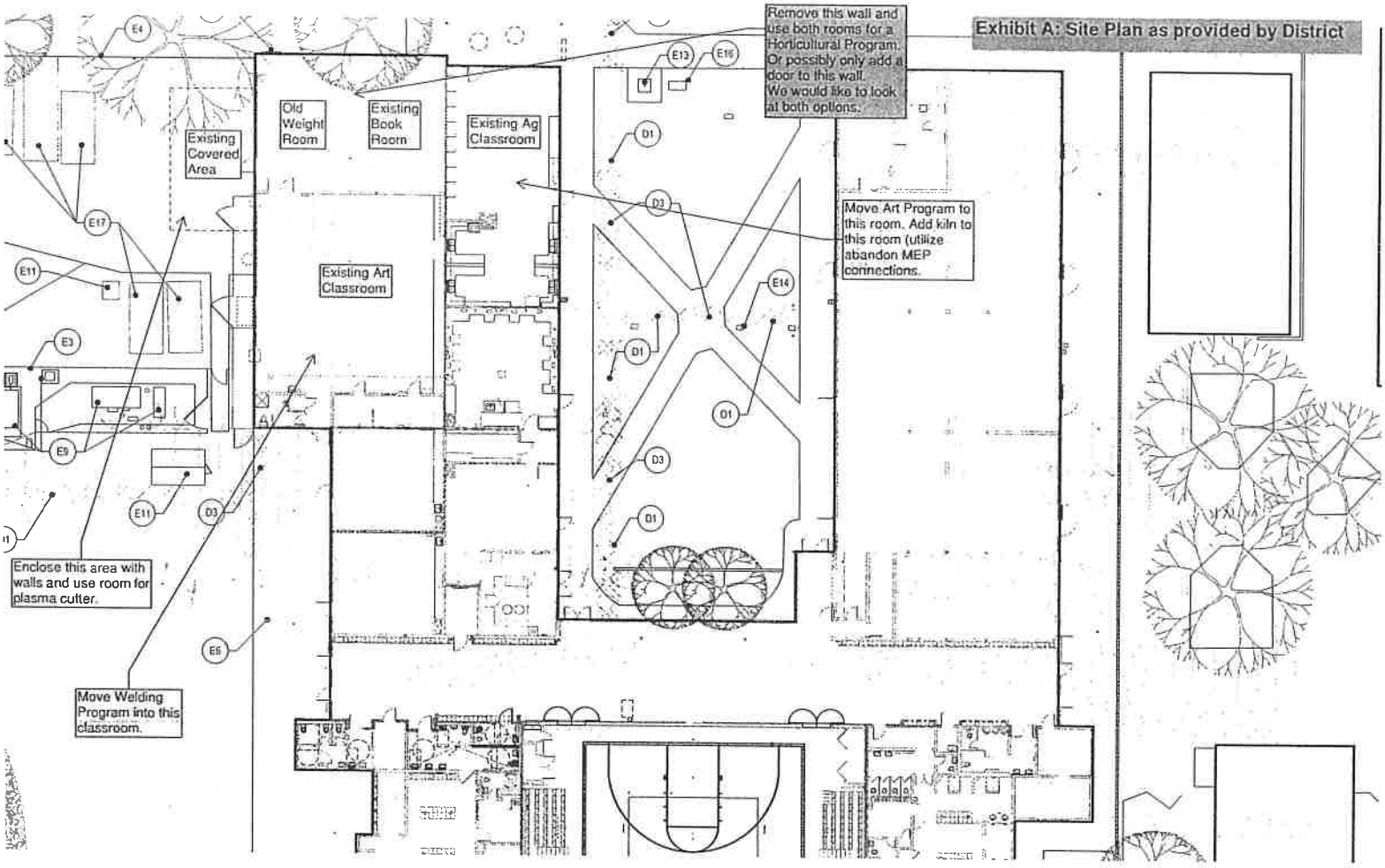
Sincerely:

Chris Vicencio C26985, Partner
JK Architecture Engineering

Approved:

Bill Cornelius 5-26-21
Signature Date

Bill Cornelius Supt.
Print Name / Title


Exhibit A: Site Plan as provided by District
Remove this wall and use both rooms for a Horticultural Program. Or possibly only add a door to this wall. We would like to look at both options.
Old Weight Room
Existing Book Room
Existing Ag Classroom
Existing Covered Area
Existing Art Classroom
Move Art Program to this room. Add kiln to this room (utilize abandon MEP connections.
Enclose this area with walls and use room for plasma cutter.
Move Welding Program into this classroom.

MEMORANDUM OF UNDERSTANDING
BETWEEN

WILLIAMS UNIFIED SCHOOL DISTRICT
AND
COLUSA COUNTY OFFICE OF EDUCATION

This Memorandum of Understanding (MOU) indicates an agreement by the Colusa County Office of Education (CCOE) to provide food services for the Williams Unified School District (WUSD) summer school program.

Overall Project Goals, Services, Outcomes:

CCOE will provide food services for the WUSD summer school program, beginning on June 7, 2021 and continuing until July 16, 2021. CCOE will provide a nutritious breakfast and lunch daily, five days a week during this period.

Terms:

CCOE will employ its own staff and incur all costs and employment requirements necessary to implement food service distribution. WUSD grants CCOE the use of the WUSD kitchen facilities during this time. The MOU shall begin immediately, and CCOE will continue to provide support to WUSD for the duration of this program.

Any changes to the agreement will be covered in future agreed upon addendums.

_____	_____
Williams Unified School District	Colusa County Office of Education
_____	_____
Title	Title
_____	_____
Date	Date

Ray Morgan Company

3131 Esplanade, Chico, CA 95973 PH: (530) 343-6065 FAX: (530) 343-9470

MAINTENANCE AGREEMENT

Date: 6/2/2021

Contract #

RMC Account Rep: Reid Scarff

Purchase Order# _____

(Include hard copy if PO is required)

BILL TO:

Company Name:	Williams Unified School District		
Department:			
Address:	PO Box 7		
City:	Williams	County:	0
State:	CA	Zip:	95987
Phone #:	(530) 473-2550		
Contact:	Vangelis Bolias		
Email Address:	vbolias@williams.k12.ca.us		

SHIP TO: 0

Company Name:	Williams Unified School District		
Department:			
Address:	260 11th St		
City:	Williams	County:	
State:	CA	Zip:	95987
Phone #:	(530) 473-2550	Fax:	(530) 473-2647
Contact:	0		
Email Address:	0		

Meter Contact Information:(for those not pulling electronically)

Contact Name:	0
Phone Number:	0
Email Address:	0
Primary Service Tech:	

AGREEMENT START DATE: 7/1/2021

This maintenance plan is effective for 60 months from the agreement start date (install date if applicable). Base charges are payable in advance with overages billed in arrears

COVERAGE TYPE: (Network support and related technical services are NOT covered by this agreement. Such services are offered with optional TSA agreement.)

- ☐ **STANDARD (GF)** *(Includes all parts & labor; Excludes ALL consumables.)* ☐ **Excludes Drum (GP)**
- ☑ **BUNDLED (AI)** *(Includes all parts, labor and consumable toner. Consumables such as, but not limited to staples, ink stamps, paper or specialty media are excluded)*
- ☐ **Wide Format "Plus" (AIP)** *(Includes all parts, labor & supplies, including 20 lb standard bond paper)*
- ☐ **NON-STANDARD (TO)** *(Includes consumable toner cartridges only. Excludes all parts, labor, and consumables such as, but not limited to staples, ink stamps, paper or specialty media)*

COVERED EQUIPMENT

COVERED EQUIPMENT	ESTIMATED ANNUAL VOLUME	MANUFACTURER'S PUBLISHED YIELD PER CONTAINER	MINIMUM VOLUME CHARGE PER MONTH	MINIMUM CHARGE PER MONTH	OVERAGE/PER COPY CHARGE
85 HP Printers	150,000		TBD	TBD	0.0088

QUANTITY OF TONER INCLUDED IN AGREEMENT:

In the case of supply inclusive agreements, RMC will supply to the Customer toner free of charge according to the **Manufacturer's Published Yield per Container**. At RMC's discretion, RMC may perform a Toner Usage Reconciliation audit from time to time. If Customer's toner usage exceeds the manufacturer's published yields, RMC will bill the Customer for excess toner usage at its lowest published price.

Minimum Total Per MONTH $0.00

(Plus Applicable Taxes)

SPECIAL INSTRUCTIONS

This is an annual agreement not a 5 year with no base minimums.

RENEWAL: YES ☐ NO ☐

BILLING CYCLE - Bases

☑ Monthly ☐ Annual

☐ Quarterly ☐ Semi-Annual

☐ No base billing

BILLING CYCLE - Meters

☑ Monthly ☐ Annual

☐ Quarterly ☐ Semi-Annual

For managed print agreements (Printers), you agree that if you retire, replace and/or add new equipment, you grant the Ray Morgan Company the ability to reflect these additions or deletions of said equipment and your payment under this agreement may adjust accordingly.

For agreements without a base billing, the above stated pricing is based upon the guaranteed number of images listed under "Estimated annual volume". All images will be billed per the billing in arrears for actual usage.

Customer agrees to purchase and RAY MORGAN COMPANY agrees to provide maintenance service for the equipment listed above, in accordance with the terms and conditions of this agreement. No terms or conditions, expressed or implied, are authorized unless they appear on the original of this agreement and are signed by the customer and an officer of RAY MORGAN COMPANY. The additional terms and conditions of this agreement listed on the reverse side are incorporated in and made part of this agreement. No change, alteration or amendment of these terms and conditions are authorized or effective unless agreed upon in writing by an officer of RAY MORGAN COMPANY. No course or dealing or other conduct or custom shall constitute an amendment to the terms hereof nor alter or vary the terms of this agreement.

X _____ CUSTOMER SIGNATURE _____ TITLE _____ DATE

_____ Print Name

X _____ RMC APPROVAL _____ TITLE _____ DATE

RMC MAINTENANCE AGREEMENT - TERMS & CONDITIONS

1 During the term of this agreement, and for each unit of equipment listed on the front of this document or any subsequent amendment or Schedule, the Ray Morgan Company (RMC) will provide, without additional charge, emergency repair service, preventative service, replacement parts (except under the conditions noted in this agreement) and in case of supply inclusive agreements (see front page for this agreement's specific coverage) all supplies (except, as applicable, paper, staples, and clear toner) under the usage limitation conditions listed in the front page of this document. The initial term of this agreement shall be for a period of 60 months and shall be automatically renewed for additional 12 month periods unless written notice is received by either party at least 90 days prior to the expiration of the initial term of the Agreement or any renewal thereof. This agreement shall NOT be assignable by customer without RMC's prior written consent. RMC shall have the right to cancel this agreement if any item is sold to a third party without such consent.

2 Maintenance charges provided herein are based upon the current costs of parts and labor and are subject to periodic increases and the effect of inflation. After the first year anniversary date of this agreement and any subsequent twelve month period, the minimum annual or monthly maintenance charges and charges for any overage copies/prints will increase a minimum of 5% over the charges of the previous year. In addition, the minimum billing charge, on any single billing period shall be $35.00. In addition, RMC may assess an additional fuel and/or freight surcharge to offset higher than normal service costs as a result of adverse economic conditions.

3 It is understood that should customer wish to add additional, recently acquired but not "new", printers (HP, Kyocera and the like) to this agreement that RMC reserves the right to inspect and approve the addition of each. Such approval is contingent on age and overall condition of the printers in question. RMC might, after inspection, require that certain reconditioning or repairs be made before the equipment in question is covered under this maintenance agreement.

4 All routine preventative maintenance and emergency service necessary to keep the equipment in efficient operating order will be performed by RMC staff during its regular business hours (8:00 AM to 5:00 PM Monday through Friday except holidays) at no cost to Customer provided that such services shall not include the following:

a) repairs resulting from causes other than normal use; Customer's willful act, use of any paper stock that does not meet machine specifications, negligence or misuse including, without limitation, damage to any part or mechanisms and/or use or supplies or spare parts not manufactured and/or use or supplies or spare parts not manufactured by the original equipment manufacturer and which cause abnormally high service calls or service problems; accident, transportation, failure of electrical power, air conditioning or humidity control related problems, acts of nature (fire , flood etc), theft or
b) repairs made necessary by service performed by personnel other than an RMC representative, or
c) work which the customer requests to be performed outside regular business hours, or
d) reconditioning or modification to the equipment except those specified by RMC's Technical Service Department to assure greater performance of the equipment.

All of the foregoing shall be invoiced in accordance with RMC's established per call rates and part charges then in effect.
Additionally, RMC shall have the right, when reasonably in need for reasons of significant equipment failure, to substitute equivalent Equipment (age, model, accessories and meter) at any time during the term thereof. Any removed parts replaced by RMC shall become the property of RMC. RMC shall have full and free access to the Equipment in order to provide service thereon and customer shall from time to time advise RMC of the names of its employees who shall act as "key operators," with responsibility for performing basic operator maintenance as described by RMC personnel.

5 Certain "housekeeping" duties as outlined in the Owners Instruction Manual provided with the equipment (such as cleaning the glass, clearing misfeeds, if possible, etc) are the customer's responsibility. If a representative of RMC is called to do servicing of this nature the customer will be charged at the established rates for this service. Customer responsible for providing manufacturer recommended, adequate power supply.

6 Meter reading(s) must be provided by customer in accordance to the frequency stated on the reverse side of this Agreement. Customer agrees to provide correct meter readings to insure accurate and timely billing to the customer by RMC. If correct meter readings are not provided timely, RMC will calculate an estimated meter reading(s) and bill the Customer in accordance to the frequency contracted for. RMC may assess an additional surcharge to offset administrative costs should calls need to be made to Customer in order to secure meter readings. In addition, RMC may automatically collect from the Equipment, via electronic transmission to a secure off-site location, certain data to be used for servicing the equipment, billing meters, supply replenishment or product improvement purposes. Automatic transmitted data may include, but is not limited to, product registration, meter reads, supply level, equipment settings, and problem/fault code data. All such data shall be transmitted in a secure manner specified by RMC.

7 Additional service such as cosmetic, modification, or relocation, etc. requested and authorized by Customer and rendered by RMC will be charged at established rates for such service.

8 If customer's service and/or supply account becomes past due, RMC may (a) refuse service or delivery of supplies until account is made current or (b) provide service on a C.O.D. per call basis at the then current rate for time and materials. Additionally, Customer agrees to pay to RMC its cost and expense of collection including reasonable attorney's fees and all charges earned for service provided before the Customer went on a per call C.O.D. basis for non-payment per the terms of the agreement.

9 Liquidated damages: In the event that the customer defaults or chooses to cancel this Agreement before its original term or any extension thereof, Customer promises to pay to the Ray Morgan Company the following amounts as reasonable liquidated damages (and not as a penalty) for breach thereof:

a) Contracts with 24 or more months remaining: twelve times the monthly base (or as the case may be quarterly base divided by 3) plus six months average overages, if any. Overage average shall be determined as the average sum of overage billing the customer has been invoiced for during the current term or 6 months whichever is longer.

b) Contracts with 13 to 23 months remaining: nine times the monthly base plus six months average overages, if any. Overages average shall be determined as the average sum of overage billing the customer has been invoiced for the previous 6 months.

c) Contracts with 12 or less months remaining or any subsequent 12 month renewal: six times the monthly base plus six months average overages, if any. Overages average shall be determined as the average sum of overage billing the customer has been invoiced for during the previous 6 months.

10 Cancellation for Non-Performance: Customer may cancel the agreement for non-performance as follows: Customer must forward to RMC via registered mail, to the address listed on the front of this document, the specific problems with the system or other area(s) of non-performance and dissatisfaction. RMC shall have 30 days to correct the problem. If RMC has not corrected the problem within 30 days, Customer may notify RMC of their intent to cancel in 30 days, after which time the Customer is no longer bound by the Liquidated Damages portion of this agreement. Cancellation of the maintenance agreement for non-performance does not provide relief to the Customer from being obligated to make all remaining lease payments (if any) to the leasing company providing financing services for the equipment in question. This agreement may be cancelled by RMC for any reason.

11 Retained Title: Title to all supplies furnished hereunder, including consumable parts such as drums, remains with the Ray Morgan Company until said supplies are consumed to the extent they may not be further utilized in the copy/printing process. In the event this agreement is cancelled by either party, Customer agrees to return to the Ray Morgan Company all unused supplies provided under this agreement including toner and photoconductor.

12 RMC's obligation and warranties under this Agreement are in lieu of (a) all other warranties, expressed or implied, including implied warranties of merchantability and fitness for a particular purpose and (b) all other obligation or liabilities for damages including but not limited to personal injury or property damage, loss of profit or other consequential damages arising out of or in connection with this agreement of the maintenance service performed hereunder. Nor shall RMC be responsible for delays or inabilities to service caused directly or indirectly by strikes, accidents, climatic conditions or any other reason of similar nature beyond its control. This agreement shall be governed and construed according to the laws of the State of California.

13 Payment terms are upon receipt of invoice (URI) unless otherwise specified. Late charges will be assessed on the outstanding balance if payments are not received within 15 days of invoice date. The minimum late charge is $9.50. Late charges will not exceed the maximum permitted by law. Customer agrees to pay to RMC a charge of $25 for any returned checks per occurrence if any of seller's checks are returned to RMC unpaid. Upon default of any payment or any other aspect of this Agreement, RMC may at its option, declare the entire outstanding balance due and payable, including the Liquidated Damages stated in Section 9 of this Agreement.

14 In the event of any litigation arising out of this Agreement, the prevailing party shall be entitled to recover reasonable attorney's fees and costs from the other.

This agreement constitutes the entire agreement between the parties with respect to the furnishing of maintenance service superseding all previous proposals oral or written. No representation or statement not contained herein shall be binding upon RMC as a warranty or otherwise, nor shall this Agreement be modified or amended unless signed by RMC's General Manager

Customer Initials

0

WILLIAMS UNIFIED SCHOOL DISTRICT

260 11th Street / P.O. Box 7, Williams, CA 95987
530-473-2550 OFFICE ~ 530-473-5894 FAX

CLASSIFIED SUBSTITUTE EMPLOYEE LIST

Employee Name	Phone	Substitute Position(s)
Baker, Theresa	707-486-7901	Substitute Assistant Cook
Cortez, Tim	530-908-1895	Substitute Custodian/Grounds/Bus Driver
Hirschfield, Kaylene	530-701-6498	Substitute Assistant Cook
Howell Coombs, Aksil	530-867-7571	Substitute Custodian/Grounds, Student Supervisor
Lemus, Alma	530-473-3057	Substitute Assistant Cook
Navarro, Gissell	530-770-1691	Substitute ASES Paraeducator
Ornelas, Beatriz	530-635-3422	Substitute Assistant Cook, Student Supervisor
Rivera, Hermelinda	530-501-3173	Substitute Student Supervisor
Torres, Sujey	530-812-2960	Substitute ASES Paraeducator
Velasquez-Padilla, Leslie	530-393-6274	Substitute Custodian/Grounds

Rev. June 9, 2021

Williams Elementary School 2021 - 2022

TK/Kindergarten Regular		Minutes:
8:10-9:25		75
9:25-9:55	Nutrition/Recess (30)	
9:55-11:10		75
11:10-11:55	Lunch (45)	
11:55-1:10		75
1:10-1:25	Recess (15)	
1:25-2:40		75
Total		300

TK/Kinder Early Release		Minutes:
8:10-9:25		75
9:25-9:55	Nutrition/Recess (30)	
9:55-11:10		75
11:10-11:55	Lunch (45)	
11:55-1:35		100
Total		250

Tk/Kinder Minimum Day		Minutes:
8:10-10:00		110
10:00-10:30	Lunch/Recess (30)	
10:30-12:40		130
Total		240

1st Grade Regular		Minutes:
8:10-9:40		90
9:40-10:00	Nutrition/Recess (20)	
10:00-11:20		80
11:20-12:00	Lunch (40)	
12:00-1:25		85
1:25-1:40	Recess (15)	
1:40-2:40		60
Total		315

1st Grade Early Release		Minutes:
8:10-9:40		90
9:40-10:00	Nutrition/Recess (20)	
10:00-11:20		80
11:20-12:00	Lunch (40)	
12:00-1:35		95
Total		265

1st Grade Minimum Day		Minutes:
8:10-10:10		120
10:10-10:40	Lunch/Recess (30)	
10:40-12:40		120
Total		240

2nd Grade Regular		Minutes:
8:10-9:40		90
9:40-10:00	Nutrition/Recess (20)	
10:00-11:30		90
11:30-12:10	Lunch (40)	
12:10-1:25		75
1:25-1:40	Recess (15)	
1:40-2:40		60
Total		315

2nd Grade Early Release		Minutes:
8:10-9:40		90
9:40-10:00	Nutrition/Recess (20)	
10:00-11:30		90
11:30-12:10	Lunch (40)	
12:10-1:35		85
Total		265

2nd Grade Minimum Day		Minutes:
8:10-10:20		130
10:20-10:50	Lunch/Recess (30)	
10:50-12:40		110
Total		240

3rd Grade Regular		Minutes:
8:10-9:40		90
9:40-10:00	Nutrition/Recess (20)	
10:00-11:40		100
11:40-12:20	Lunch (40)	
12:20-1:45		85
1:45-2:00	Recess (15)	
2:00-2:40		40
Total		315

3rd Grade Early Release		Minutes:
8:10-9:40		90
9:40-10:00	Nutrition/Recess (20)	
10:00-11:40		100
11:40-12:20	Lunch (40)	
12:20-1:35		75
Total		265

3rd Grade Minimum Day		Minutes:
8:10-10:30		140
10:30-11:00	Lunch/Recess (30)	
11:00-12:40		100
Total		240

Instructional Minute Totals

	Days	Minutes	Total
TK/Kinder			
Regular Day	107	310	33170
Early Release	64	260	16640
Minimum Day	9	240	2160
			51970
		Required	**36,000**

	Days	Minutes	Total
First/Second/Third			
Regular Day	107	315	33705
Early Release	64	265	16960
Minimum Day	9	240	2160
			52825
		Required	**50,400**

Board approved:

Revised 5/13/20

Williams Upper Elementary School 2021-2022

4th Grade		Minutes:
8:10 - 10:00		110
10:00 - 10:20	Nutrition/Recess (20)	0
10:20 - 12:40		140
12:40 - 1:20	Lunch (40)	0
1:20 - 2:40		80
Total		**330**

4th Grade Minimum Day		Minutes:
8:10 -10:50		160
10:50 - 11:10	Lunch (20)	**0**
11:10 - 12:40		90
Total		**250**

Early Release Days (64)		Minutes:
8:10 - 10:00		110
10:00 - 10:20	Recess (20)	0
10:20 - 12:30		130
12:30 - 1:10	Lunch (40)	0
1:10 -2:00		50
Total		**290**

5th Grade		Minutes:
8:10-10:00		110
10:00-10:20	Nutrition/Recess (20)	
10:20-12:35		135
12:35-1:15	Lunch (40)	
1:15-2:40		85
Total		**330**

5th Grade Minimum Day		Minutes:
8:10 - 10:55		165
10:55 - 11:15	Lunch (20)	**0**
11:15 - 12:40		85
Total		**250**

Instructional Minute Totals				
4th - 6th Grade		**Days**	**Minutes**	**Totals**
Regular Day		107	330	35310
Early Release Day		64	290	18560
Minimum Day		9	250	2250
				56,120
			Required	**54,000**

Board approved:

6th Grade		Minutes:
8:10-10:00		110
10:00-10:20	Nutrition/Recess (20)	
10:20-12:30		130
12:30-1:10	Lunch (40)	
1:10-2:40		90
Total		**330**

6th Grade Minimum Day		Minutes:
8:10 - 11:00		170
11:00 - 11:20	Lunch (20)	**0**
11:20 - 12:40		80
Total		**250**

Williams Junior Senior High School

2021-2022 **Scheduling Master Schedule - Year**

Teacher:	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
126 Askeland	Adivsory/Y/20	Math 7/Y/30	Math 7/Y/27		Math 7/Y/17	Math 7/Y/27	PersonalFinance/Y/28	PersonalFinance/Y/19	EDUC 15 Ed Ineq/Y/28
404 Balbiani							Study Hall 7-8/Y/17	Leadership/Y/30	
330 Bledsoe	Adivsory/Y/11		World History 7/Y/24	World History 7/Y/28	US History 8/Y/25	World History 7/Y/24		World History 7/Y/25	US History 8/Y/25
New English Teacher	Adivsory/Y/20		English 8/Y/27	English 8/Y/32	Speech/Debate/F/26	English 8/Y/26	Study Hall 9-12/Y/31		English 8/Y/23
New English Teacher					Drama/S/25				
334 Boswell	Adivsory/Y/20	English 9/Y/28		English 9/Y/30	Human 10- WCC/Y/32	English 9/Y/24		AP Eng Lang/Y/11	English 9/Y/21
357 Brock, Morgan	Adivsory/Y/19		Chem AgriSci/Y/31	Chem AgriSci/Y/30	Explor. Ag.7/8/F/26	Int. Ag Bio/Y/22	Pract. Ag Mech/Y/23		Int. Ag Bio/Y/21
357 Brock, Morgan					Explor. Ag.7/8/S/29				
128 Carter	Adivsory/Y/19	Essential Acad./Y/10	Essential Acad./Y/13	Essential Acad./Y/12		Essential Acad./Y/13	Essential Acad./Y/10	Essential Acad./Y/13	
352 Clark, Carrie	Adivsory/Y/20		Guitar/Y/19	Beg. Band 7/8/Y/17	Music Explr 7/8/F/25	Beg. Band 9-12/Y/18	Music App./Y/26	Music Tech/Y/25	
352 Clark, Carrie				Adv. Band 7/8/Y/6	Music Explr 7/8/S/26	Adv. Band 9-12/Y/8			
402 Colsa, Genia	Adivsory/Y/21	Study Skill 7/Y/8	Study Skill 8/Y/7		Study Skill 7/Y/6		Study Skill 8/Y/10	Study Skill 7/Y/7	
7 Flores	Adivsory/Y/20	ELD 2 Writing/Y/9	ELD 1 Reading/Y/7		English 10/Y/30		ELD 1 Writing/Y/7	AP Eng Lit/Y/22	
337 Garcia	Adivsory/Y/20	AVID 11/12/Y/31	Geography/F/28	American Gov'T/F/26		American Gov'T/F/31	American Gov'T/F/23	Geography/F/29	Intro to AVID/Y/25
337 Garcia			Geography/S/31	American Econ/S/26		American Econ/S/31	American Econ/S/23	Geography/S/27	
85 Hale	Adivsory/Y/18	Science 7/Y/27	Science 8/Y/28	Science 8/Y/26		Science 7/Y/23	Science 7/Y/28	Science 7/Y/23	
85 Hale			Teacher's Aide/Y/1						
341 Haney	Adivsory/Y/20	Science 8/Y/30	Physics/Y/31	Chemistry/Y/26			CHEM10-WCC/Y/22	Science 8/Y/26	Chemistry/Y/27
328 Hedley	Adivsory/Y/20	Ceramics 2/Y/15		Ceramics 1/Y/30	Art Explor 7/8/F/32	Art 2/Y/32	Art/Y/31	Art/Y/31	Art 3/Y/15
328 Hedley		Ceramics 3/Y/5			Art Explor 7/8/S/31				
28 Hermann	Adivsory/Y/20		P.E. K-8/Y/36	P.E./Y/40	P.E./Y/40		P.E. K-8/Y/40	P.E. K-8/Y/33	P.E./Y/38
28 Hermann					Teacher's Aide/Y/1				Teacher's Aide/Y/1
345 Herrejon		Intervention/Y/11	Teacher's Aide/Y/1			Interventn. 7-8/Y/15			
345 Herrejon			Intervention/Y/16						
Day, Nicole	Adivsory/Y/20	Geometry/Y/31	Geometry/Y/32		Geometry/Y/32	Geometry/Y/32		Study Hall 7-8/Y/29	Algebra 1/Y/28
Day, Nicole			Teacher's Aide/Y/1						
336 K. Roberts	Adivsory/Y/20		AP Span Lang/Y/11	Spanish 1/Y/28	Spanish 1/Y/28	Span 1 Nat Spk/Y/25		ELD L.Sup 7-9/Y/8	Adv Trans/Inter/Y/24
336 K. Roberts								ELD L. Sup10-12/Y/1	
8 Lemus	Adivsory/Y/20	US History/Y/22	World History/Y/31		World History/Y/31	World History/Y/29	AVID 9/10/Y/31	AVID 8/Y/31	World History/Y/26
Miller Lechner, Regan	Adivsory/Y/20	English 7/Y/22	English 7/Y/23	English 7/Y/30		Study Hall 7-8/Y/26	English 7/Y/22		English Int 8/Y/22
104 McDonald	Adivsory/Y/20	P.E./Y/26	P.E.-Weight Trn/Y/31	P.E.-Weight Trn/Y/27		P.E. K-8/Y/27	P.E.-Weight Trn/Y/32	P.E./Y/40	
356 Mendoza, Leonel	Adivsory/Y/20	Spanish 2/Y/24		Span 2 Nat Spk/Y/24	Spanish 2/Y/23	Spanish 3/Y/21	Spanish 3/Y/15	Spanish 2/Y/23	
79 Parker, B.	Adivsory/Y/20	Pract. Ag Mech/Y/23			AG45-WCC/Y/21		PLSCI-20L/Y/21	Adv Ag Mech/Y/24	WELD 51 WCC/Y/15
405 Purdom		Yearbook/Y/23		Expl Comp Sci/Y/26	Expl Comp Sci/Y/32			Intro Robotics/Y/17	Computer App 7/Y/25
73 Rensink	Adivsory/Y/22		Study Skills 9/Y/3	Study Skills 9/Y/7	Study Skills 12/Y/5		Study Skills 9/Y/6	Study Skills 10/Y/7	Study Skills 11/Y/3
73 Rensink			Study Skills 10/Y/8	Study Skills 11/Y/5			Study Skills 10/Y/3		
73 Rensink							Study Skills 12/Y/1		
329 Robinson	Adivsory/Y/20	Algebra 2/Y/25		Pre-Calculus/Y/25	Pre-Calculus/Y/28		Algebra 2/Y/27	Math Int. 7/Y/13	Algebra 2/Y/24
329 Robinson				Teacher's Aide/Y/1					
349 Shaffer-Kelley	Adivsory/Y/20	English 10/Y/31	English 10/Y/28		English 12/Y/28	English 12/Y/23		English 10/Y/31	English 11/Y/24
322 Sims	Adivsory/Y/20	Study Hall 7-8/Y/13	ForSci/Y/28		Biology/Y/32	Biology/Y/30	Anat/Phys/Y/14		Biology/Y/30
322 Sims					Teacher's Aide/Y/0				
0 Solis		Unscheduled/Y/9			Office Aide/Y/1	Unscheduled/Y/7			Soc Emo Skills/Y/26
0 Solis					Unscheduled/Y/8				Teacher's Aide/Y/1
0 Solis									Unscheduled/Y/9
355 Sorensen, Katelyn	Adivsory/Y/20	English 11/Y/25	English Int 7/Y/10	ELD Adv. Writin/Y/23		Study Hall 9-12/Y/20	English 11/Y/25	English 11/Y/32	
399 Stout, Max		Mariachi Band/Y/7							
399 Stout, Max		Adv. Mariachi/Y/6							
353 Sturdivant, Natalie	Adivsory/Y/20	Math Int 8/Y/15	Algebra 1/Y/25	Algebra 1/Y/22		Algebra 1/Y/23	Study Hall 7-8/Y/17		Algebra 1/Y/28
317 Tamayo	Adivsory/Y/20	AVID 9/10/Y/27	Math 8/Y/24	Study Hall 9-12/Y/26	Beg Business/F/22	Math 8/Y/26		AVID 9/10/Y/30	Math 8/Y/26
317 Tamayo					Beg Business/S/21				
350 Velazquez, Mingy	Adivsory/Y/20	P.E./Y/26	9th Gr St Req/F/31	P.E. K-8/Y/38			P.E. K-8/Y/40	9th Gr St Req/F/27	7th Gr Req/Y/26
350 Velazquez, Mingy			9th Gr St Req/S/28					9th Gr St Req/S/29	
347 Welcome	Adivsory/Y/20	Study Hall 7-8/Y/18	Comm by Design/Y/26		Intro Dig Journ/F/28	Changing Hearts/Y/28	Write, Cam, Act/Y/28		Write, Cam, Act/Y/23
347 Welcome					Intro Dig Journ/S/27				
124 Willis	Adivsory/Y/20	US History 8/Y/30		US History/Y/23	US History/Y/26	HIST 17B US HIS/Y/28	US History 8/Y/32		US History/Y/22

Inter-district Transfers Overview

2021-2022

Incoming

Colusa	18
Maxwell	9
Pierce	2
Total	29

TK-3: 12
4-6: 4
7-12: 13

Outgoing

Colusa	36
Esparto	1
Home School	1
Maxwell	34
Pierce	78
Princeton	6
Private	5
Sutter Charter	3
Willows	2
Woodland	1
Total	167

TK-3: 42
4-6: 38
7-12: 87

New: 15
Continuing: 181

Child Care: 44
Employment: 95
Sibling: 12
Other: 45

Total: 196

R: 6/9/21

WILLIAMS UNIFIED SCHOOL DISTRICT
BILL CORNELIUS, INTERIM SUPERINTENDENT
P.O. Box 7, 260 11th Street, Williams, California 95987
Phone 530-473-2550 Fax 530-473-5894 www.williamsusd.net

"Students in Williams Unified will graduate with 21st century skills giving them true choices; career and/or college"

Date: June 2, 2021

To: Williams Unified School District Board of Trustees

From: Dr. Nicole Odell, Assistant Principal of Williams Jr. Sr. High School

Subject: Disposal of WJSHS Obsolete Textbooks

As per WUSD Board Policy No. 3270: Sale and Disposal of Books, Equipment, and Supplies, it is the intention of the Williams Jr./Sr. High School to dispose of the attached list of obsolete textbooks. Textbooks for disposal:

#	*Title*	ISBN
35	*Nervous Conditions and Related Readings;* by Tsitsi Dangarembga (McDougal Littell)	ISBN: 0-395-77560-4
40	*The Friends and Related Readings;* by Rosa Guy (McDougal Littell)	ISBN: 0-395-77541-8
29	*What on Earth? An Ecology Reader;* (Perfection Learning)	ISBN: 0-7891-5274-6
30	*To be a Hero;* (Perfection Learning)	ISBN: 0-7891-5226-6
24	Encyclopedia Britannica Complete 24 set, published 1965	ISBN: none
14	American Educator Encyclopedia Complete 14 Set, published 1970	ISBN: none
30	Encyclopedia Americana Complete 30 set, published 1984	ISBN: none
21	2 partial sets of The New Encyclopedia Britannica Partial set, both published 1998 (7 of one set, 14 of another set	ISBN: none
17	The World Book Encyclopedia partial set, published 1990	ISBN: none
14	Webster's International Dictionary, published 1962	ISBN: none
28	Essential Elements for Guitar; Morris/Hal Leonard (2005)	ISBN:9781423453628
24	Music! Its Role and Importance in Our Lives; Fowler/Glenco (1999)	ISBN: 9780026556928
75	Holt California Biology; Johnson and Raven	ISBN: 978030922015
22	Chemistry; Prentice Hall; Wilbraham, Staley, Matta, Waterman	ISBN: 9780132512107
22	California, Focus on Life Science; Prentice Hall	ISBN: 9780132012720
425	Total textbooks	

BOARD OF TRUSTEES: PATRICIA ASH – KATHLEEN BAUTISTA – HEATHER COVARRUBIAS - EDWARD DAVIS – CESAR PEREZ

WILLIAMS UNIFIED SCHOOL DISTRICT
BILL CORNELIUS, INTERIM SUPERINTENDENT
P.O. Box 7, 260 11th Street, Williams, California 95987
Phone 530-473-2550 Fax 530-473-5894 www.williamsusd.net

"Students in Williams Unified will graduate with 21st century skills giving them true choices; career and/or college"

To Whom It May Concern:

On May 8, 2021, Williams Jr/Sr High School received a generous donation of photography equipment from:

Kevin Ash
PO Box 124
Williams, CA 95987

The items we received were:

- Used Norman P-800 Lighting Set with 4 light heads, custom stands and travel case- 400.00
- Like New Norman D24 Lighting Set with 4 Light heads- 4000.00
- 3 Like new Photoflex Softboxes- 250.00
- Used Gossen Digipro Light Meter- 150.00

The total value of the donation using recent used sales estimates is $4800.00.

The donation is a welcome addition to our studio photography equipment and will allow students to take fantastic portraits and indoor studio photos.

Thank you,

James Welcome
Digital Media Teacher

BOARD OF TRUSTEES: PATRICIA ASH – KATHLEEN BAUTISTA – EDWARD DAVIS – CESAR PEREZ

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Williams Unified School District
CDS Code:	06616220000000
LEA Contact Information:	Name: Bill Cornelius Position: Superintendent Email: bill.cornelius@williams.k12.ca.us Phone: 530-473-2550
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	**Amount**
Total LCFF Funds	$15,678,200
LCFF Supplemental & Concentration Grants	$4,318,453
All Other State Funds	$1,790,614
All Local Funds	$281,520
All federal funds	$718,506
Total Projected Revenue	$18,468,840

Total Budgeted Expenditures for the 2021-22 School Year	**Amount**
Total Budgeted General Fund Expenditures	$19,244,758
Total Budgeted Expenditures in the LCAP	$4,528,817
Total Budgeted Expenditures for High Needs Students in the LCAP	$3,401,120
Expenditures not in the LCAP	$14,715,941

Expenditures for High Needs Students in the 2020-21 School Year	**Amount**
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$2,808,921
Actual Expenditures for High Needs Students in Learning Continuity Plan	$2,530,815

Funds for High Needs Students	**Amount**
2021-22 Difference in Projected Funds and Budgeted Expenditures	$-917,333
2020-21 Difference in Budgeted and Actual Expenditures	$-278,106

Required Prompts(s)	**Response(s)**
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	The General Fund Budgeted Expenditures not included in the LCAP consist of the costs associated with providing the core program including but are not limited to the salary and benefits of staff such as teachers, administrators, clerical staff, custodial staff, District office staff, etc. and costs to operate and maintain the facilities such as the electricity, water, sewer, garbage, insurance, etc.

The amount budgeted to increase or improve services for high needs students in the 2021-22 LCAP is less than the projected revenue of LCFF supplemental and concentration grants for 2021-22. Provide a brief description of the additional actions the LEA is taking to meet its requirement to improve services for high needs students.	Williams USD is planning to use the Expanded Learning Opportunities grant to increase or improve services by providing supplemental instruction and support: 1) Expanding instructional learning loss and credit recovery opportunities to include before, after-school and during vacation breaks 2) Provide additional aide support in classes to lower student numbers allowing more teacher/aide timer per student 3) Review and implement barriers to learning support systems 4)Cover technology costs for students who may still be on distance learning 5)Providing additional support for credit recover, increase student participation in the Dual Enrollment classes with Woodland Community College, and to review and implement other possible solutions that would best meet the needs of our students 6) Increase staffing in both the elementary schools (TK-6) and the Junior High School (grades 7-8) to lower class sizes and to provide additional support that would assist with student learning 7) Review best practices and implement a plan to address the social-emotional and academic needs of our students
The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.	For actions with substantive differences between the planned actions and/or budgeted expenditures in the 2020-21 Learning Continuity Plan the explanation for what was implemented and/or expended on those actions are explained in the annual update section of the 2020-21 Learning Continuity and Attendance Plan.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Williams Unified School District

CDS Code: 06616220000000

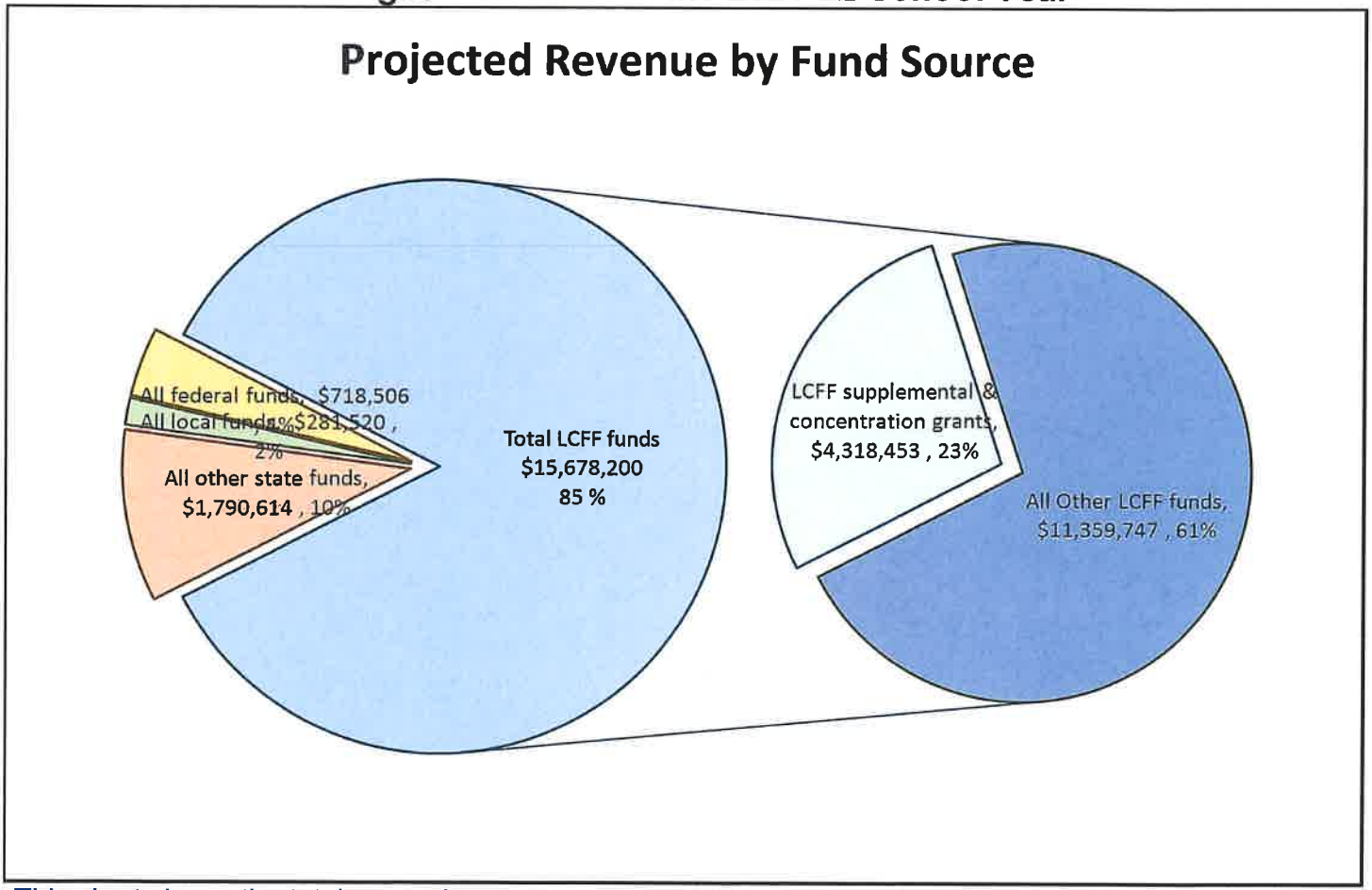
School Year: 2021-22

LEA contact information:

Bill Cornelius
Superintendent
bill.cornelius@williams.k12.ca.us
530-473-2550

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 2021-22 School Year



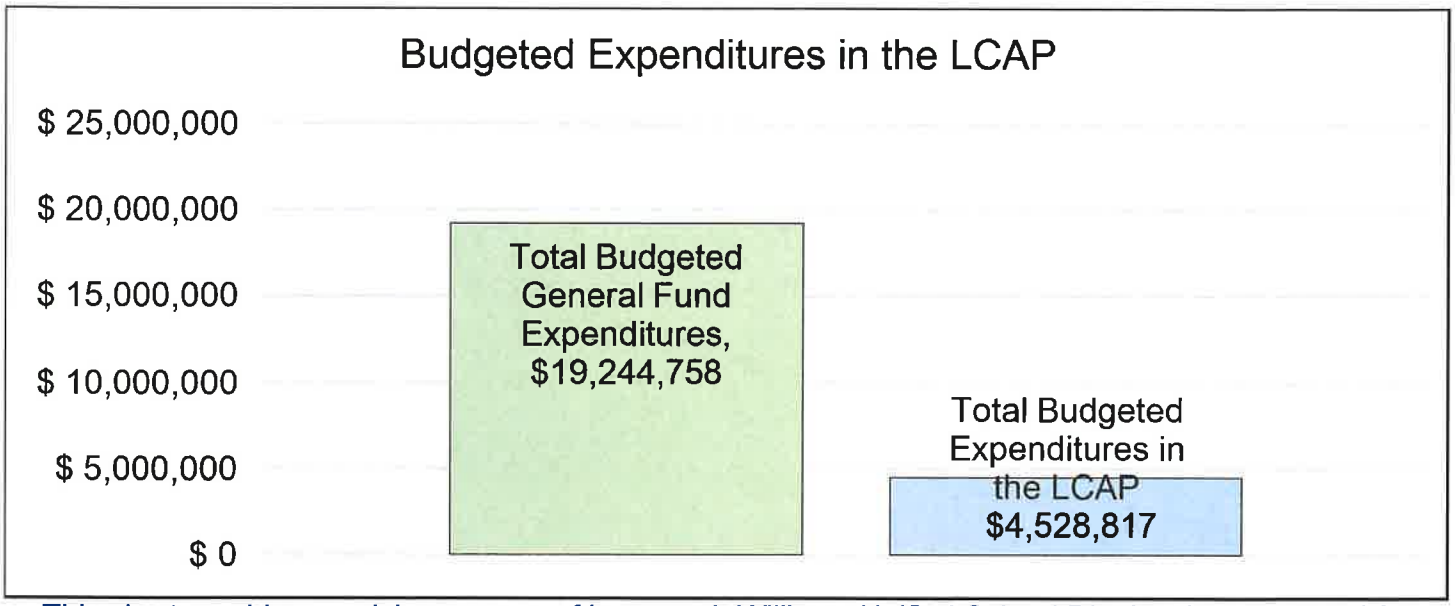
This chart shows the total general purpose revenue Williams Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Williams Unified School District is $18,468,840, of which $15,678,200 is Local Control Funding Formula (LCFF), $1,790,614 is other state funds, $281,520 is local funds, and

$718,506 is federal funds. Of the $15,678,200 in LCFF Funds, $4,318,453 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 Williams Unified School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Williams Unified School District plans to spend $19,244,758 for the 2021-22 school year. Of that amount, $4,528,817 is tied to actions/services in the LCAP and $14,715,941 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The General Fund Budgeted Expenditures not included in the LCAP consist of the costs associated with providing the core program including but are not limited to the salary and benefits of staff such as teachers, administrators, clerical staff, custodial staff, District office staff, etc. and costs to operate and maintain the facilities such as the electricity, water, sewer, garbage, insurance, etc.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

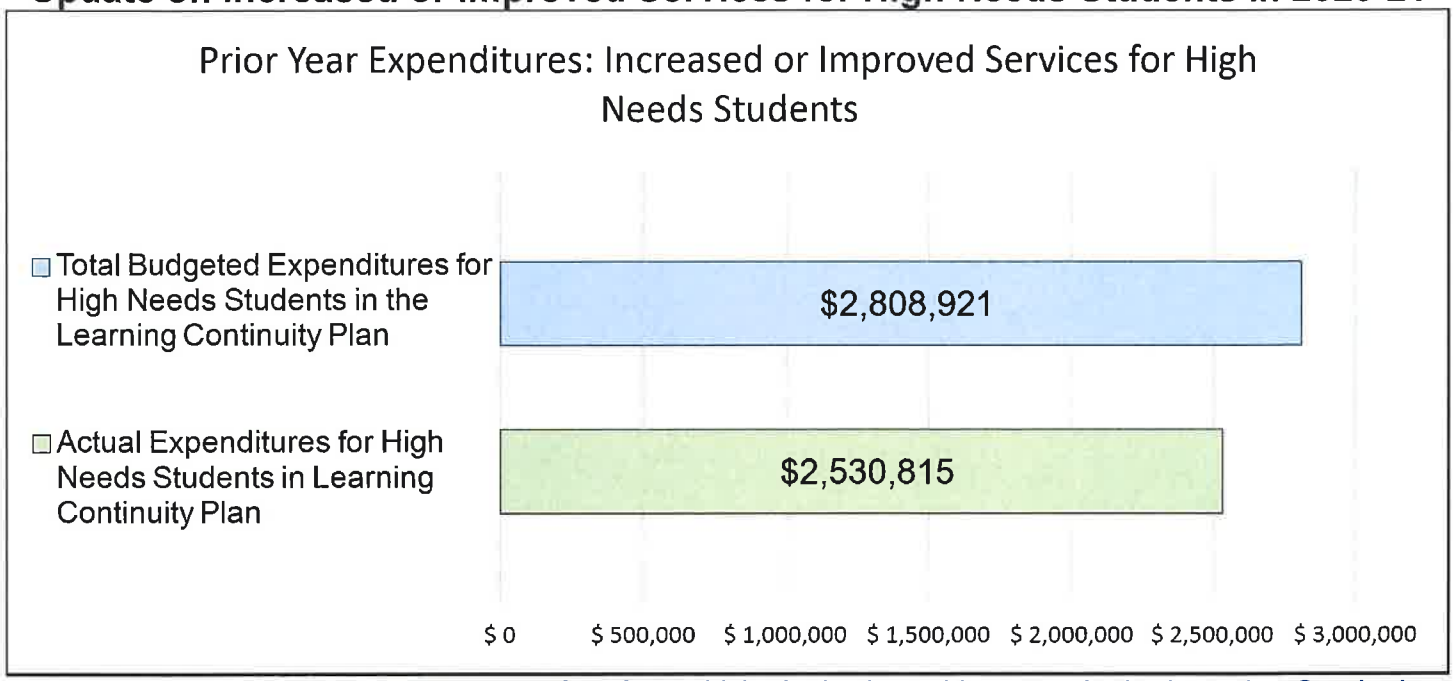
In 2021-22, Williams Unified School District is projecting it will receive $4,318,453 based on the enrollment of foster youth, English learner, and low-income students. Williams Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Williams Unified School District plans to spend $3,401,120 towards meeting this requirement, as described in the LCAP.

Williams USD is planning to use the Expanded Learning Opportunities grant to increase or improve services by providing supplemental instruction and support:
1) Expanding instructional learning loss and credit recovery opportunities to include before, after-school and during vacation breaks
2) Provide additional aide support in classes to lower student numbers allowing more teacher/aide timer per student
3) Review and implement barriers to learning support systems
4)Cover technology costs for students who may still be on distance learning

5)Providing additional support for credit recover, increase student participation in the Dual Enrollment classes with Woodland Community College, and to review and implement other possible solutions that would best meet the needs of our students
6) Increase staffing in both the elementary schools (TK-6) and the Junior High School (grades 7-8) to lower class sizes and to provide additional support that would assist with student learning
7) Review best practices and implement a plan to address the social-emotional and academic needs of our students

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Williams Unified School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Williams Unified 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.

In 2020-21, Williams Unified School District's Learning Continuity Plan budgeted $2,808,921 for planned actions to increase or improve services for high needs students. Williams Unified School District actually spent $2,530,815 for actions to increase or improve services for high needs students in 2020-21.

For actions with substantive differences between the planned actions and/or budgeted expenditures in the 2020-21 Learning Continuity Plan the explanation for what was implemented and/or expended on those actions are explained in the annual update section of the 2020-21 Learning Continuity and Attendance Plan.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Williams Unified School District	Bill Cornelius Superintendent	billcornelius@williams.k12.ca.us 530-473-2550

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Williams Unified will raise the achievement of all students through rigorous, relevant curriculum and instruction that:

- is based on state standards;
- is aligned TK-12;
- is designed to enable all students, including English learners, to access core and ELD standards (for ELs)
- fosters engagement/collaboration;
- is designed to develop students' 21st Century skills; and
- is appropriately assessed through formative/summative measures and state accountability targets.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator All students, including unduplicated pupils and individuals with exceptional needs will have access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220 **19-20** 100% of students will have access to a broad course of study via the curriculum utilized for instruction. **Baseline** All students have access to a broad course of study via the curriculum utilized for instruction.	In 2019/20, 100% of our students continued to have access to a broad course of study via the curriculum utilized for instruction for most of the school year. In order to make the curriculum more accessible to English learners and students with special learning needs, the Sobrato Early Academic Language (SEAL) model, which was first implemented in 2017-18 at Williams Primary Elementary, continued to be implemented in 2019-20. In addition, SEAL was extended to the Upper Elementary (4th-6th grades). The SEAL model emphasizes the use of strategies that are language rich and activity-based. This approach helps English learners and students with exceptional needs to more fully access the grade level content, to demonstrate their strengths and to build upon them.

Expected	Actual
	GLAD professional development was provided at the Jr./Sr. High. The use of GLAD strategies at 7-12th grade facilitates all students' access to the rigorous content in their standards-based courses. These strategies especially support English learners' access to grade level curriculum and instruction. In March, 2020, our schools closed for in-person learning due to COVID19. The district provided teachers with professional development through Modern Teacher, began addressing digital access needs of students when they existed and implemented a distance learning program designed to continue students' access to a broad course of study.
Metric/Indicator English Language Arts (3-8) California School Dashboard **19-20** Improved ELA performance for individual Student Groups as reported on the California School Dashboard ELA Assessment Report for Williams Primary ES and Williams Upper ES; however, significantly dropped in grades 7-12 at the Williams Jr./Sr. High School. **Baseline** 4 Student Groups- 1 in Red or Orange All students -Yellow Status: Low (61.4 points below level 3) Change: Maintained + 1.8 points Student Groups - Performance as reported on the California School Dashboard: All - Yellow English Learners- Yellow Socioeconomically Disadvantaged - Yellow Students with Disabilities- Red Hispanic - Yellow	Districtwide ELA performance on the CAASPP increased by 10.3 points from previous school year. Also, the performance of individual student groups increased by the following number of points: + 10.3 points: All Students + 4.3 points: Students with Disabilities + 4.3 points: English Learners + 10.1 points: Hispanic + 10.2 points: Socioeconomically Disadvantaged ELA performance on the CAASPP changes from previous school year by school for ALL students and individual Student Groups: Williams Primary Elementary School: ELA performance on the CAASPP decreased by 15.1 points from previous school year. Also, the performance of individual student groups decreased by the following number of points: 15.1 points: All Students 12.2 points: English Learners 14.7 points: Hispanic 17.1 points: Socioeconomically Disadvantaged

Expected	Actual
	Williams Upper Elementary School: ELA performance on the CAASPP decreased by 9.2 points from previous school year. Also, the performance of performance of the following individual student groups decreased: 9.2 points: All Students 10.3 points: English Learners 8.9 points: Hispanic 11.0 points: Socioeconomically Disadvantaged However, Students with Disabilities increased by +7.3 points over the prior year. Williams Jr./Sr. High School: ELA performance on the CAASPP increased by 43.5 points from previous school year. Also, the performance of individual student groups increased by the following number of points: + 43.5 points: All Students + 36.6 points: English Learners + 43.0 points: Hispanic + 46.7 points: Socioeconomically Disadvantaged *Source: 2019 California School Dashboard
Metric/Indicator Mathematics (3-8) California School Dashboard **19-20** Improved Math performance for individual Student Groups as reported on the California School Dashboard Math Assessment Report for	Districtwide Math performance on the CAASPP decreased by 8.5 points from previous school year. Also, the performance of individual student groups decreased by the following number of points: 8.5 points: All Students 7.0 points: Students with Disabilities 13.7 points: English Learners 9.1 points: Hispanic 8.9 points: Socioeconomically Disadvantaged Math performance on the CAASPP changes from previous school year by school for ALL students and individual Student Groups:

Expected	Actual
Williams Primary ES and Williams Upper ES; however, significantly dropped in grades 7-12 at the Williams Jr./Sr. High School. **Baseline** 4 Student Groups-1 in Red or Orange All students Yellow Status: Low (72.8 points below level 3) Change: Maintained + 1.1 points Student Groups: All- Yellow English Learners- Yellow Socioeconomically Disadvantaged - Yellow Students with Disabilities - Red Hispanic Yellow	Williams Primary Elementary School: Math performance on the CAASPP decreased by 20.4 points from previous school year. Also, the performance of individual student groups decreased by the following number of points: 20.4 points: All Students 19.0 points: English Learners 20.8 points: Hispanic 20.8 points: Socioeconomically Disadvantaged Williams Upper Elementary School: Math performance on the CAASPP decreased by 26.7 points from previous school year. Also, the performance of individual student groups decreased by the following number of points: 26.7 points: All Students 13.4 points: Students with Disabilities 26.7 points: English Learners 27.5 points: Hispanic 26.7 points: Socioeconomically Disadvantaged Williams Jr./Sr. High School: Math performance on the CAASPP increased by 20.6 points from previous school year. Also, the performance of individual student groups increased by the following number of points: + 20.6 points: All Students + 13.0 points: English Learners + 20.2 points: Hispanic + 21.5 points: Socioeconomically Disadvantaged *Source: 2019 California School Dashboard
Metric/Indicator English Learner Progress (K-12) California School Dashboard (Which includes progress toward English Proficiency and Reclassification)	Low - 44.2% *Source: 2019 California School Dashboard EL Progress Report

Expected	Actual
19-20 Continue to improve English Learner Progress as reported on the California School Dashboard ELA Assessment Report. **Baseline** English Learners Yellow Status: Low (+64.3%) Change: + 2.2 %	
Metric/Indicator Daggett System for Effective Instruction (DSEI) Survey & Rubrics **19-20** Due to changes in staffing try to maintain in the Emerging. **Baseline** Beginning Level	The DSEI survey results: 2017-18 Beginning stage 2018--19 Emerging stage 2019-20 Data are not available. The spring 2020 DSEI survey was not completed due to impact of COVID-19.
Metric/Indicator Data re: staff participation in PD related to meeting needs of English learners including: -Reclassification process, -Sobrato Early Academic Language (SEAL) & other research- based models/ strategies designed to enable ELs to access Core ELA/ELD standards and teach in Tandem using "Integrated" and "Designated" ELD. **19-20** All teachers will participate in annual review of PD related to reclassification All 4-6 & all New teachers participate in SEAL launch professional development in Spring of 2018. TK, K & 1st grade teachers will implement SEAL Year 3 fully in Fall 2019 & Spring of 2020. All 2nd-3rd grade teachers will participate in SEAL Year 2 PD in Fall 2019 & Spring of 2020.	Due to the impact of COVID-19, no annual review of PD related to reclassification was conducted. All 4-6 grade teachers and new TK-3 teachers participated in SEAL launch in 2018 as expected. TK-1 SEAL model was implemented in 2019 & 2020 but not all units were fully developed. This unit development work will continue into the coming year. 2nd/3rd grade teachers completed SEAL trainings as expected in Fall 2019 and 4-6 grade teachers participated in SEAL Year 1 PD in the Fall 2019. Due to impact of COVID-19, Spring 2020 SEAL trainings for 4th - 6th teachers were postponed. They were modified to virtual PD and were rescheduled for 2020-21.

Expected	Actual
All 4-6 grade teachers will participate in SEAL Year 1 PD in Fall 2019 & Spring of 2020. **Baseline** Site administrators have participated in PD related to reclassification process. TK, K & 1st teachers participated in SEAL launch professional development in Spring of 2017.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1 Adopt the DSEI (Daggett System for Effective Instruction) Framework as a research based framework to drive district wide improvement in instruction and achievement. Attend the Model Schools Conference to build buy-in and capacity in the DSEI Framework.	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $10.000	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $397.70
1.2 Implement the Achievement Data Teams (ADT) process to assess/monitor student learning and achievement on a formative basis to inform instruction in the DSEI area of TEACHING. Provide professional development related to the use of Illuminate to develop and use ADT short cycle assessments, as needed. Provide Professional Development for PLC implementation of INSTRUCTIONAL LEADERSHIP and ORGANIZATIONAL LEADERSHIP Teams for DSEI Framework Rubric Implementation.	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $61,325	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $2,056.08 3000-3999: Employee Benefits LCFF Supplemental and Concentration $440.38 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $61,383.20
1.3 Continue to provide teachers (including Special Education teachers) with professional development related to English Language Arts (ELA), English Language Development (ELD), use of best practices/strategies that enable English Learners to access curriculum aligned with the	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $137,000	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $3,722.68

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
State Standards (Common Core State Standards (CCSS) for English Language Arts/ELD, Literacy, Math & Next Generation Science Standards (NGSS). Use SEAL in PK-6 and GLAD for grades 7-12.		3000-3999: Employee Benefits LCFF Supplemental and Concentration $732.95 4000-4999: Books And Supplies LCFF Supplemental and Concentration $10,066.07 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $69,496.55
1.4 Implement a (.79 FTE) culturally relevant music program that does not impact the AM core instructional day in grades 4-6 & implement the PE Catch program (TK-6) through a yearly scheduled grade-level teacher collaboration time for Physical Education in the PM part of the day. Include the Music & PE programs in the ASES (K-8) and ASSETS (9-12) after school programs.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $56,660 3000-3999: Employee Benefits LCFF Supplemental and Concentration $20,336	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $56,662.40 3000-3999: Employee Benefits LCFF Supplemental and Concentration $20,508.69
1.5 Continue implementation of Full Day funded TK & K. Begin Dual Immersion Strand implementation to support the assets of student's home language (Spanish) and build the PK12 Interpreter/Translator Pathway by integrating SEAL PK6 in partnership with Colusa County Office of Education.	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $15,010 3000-3999: Employee Benefits LCFF Supplemental and Concentration $4,457	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $14,924.33 3000-3999: Employee Benefits LCFF Supplemental and Concentration $4,278.02
1.6 Continue to develop and support the use of technology and blended learning in the schools by hiring an instructional Tech TOSA to model instruction and coach teachers in these areas.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $88,372 3000-3999: Employee Benefits LCFF Supplemental and Concentration $29,145	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $88,377.00 3000-3999: Employee Benefits LCFF Supplemental and Concentration $29,459.51
1.7 Integrate and provide Special Education services and staff to align and integrate services, as well as improve outcomes of this particular scholar subrgoup in the areas of ELA, Mathematics & Student	Tuition LCFF $1,040,707	7000-7439: Other Outgo LCFF $886,454.60

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Discipline. Include teacher sin PD and systems that will monitoring and support SPED scholars.		
1.8 Provide Literacy & CCSS implementation supports as follows: • Direct support to students with identified needs via job-embedded coaching and coordination of Blended Learning for a Balanced-Reading block of (60 minutes) (PK-1 = .5 FTE; 2-5 = .5 FTE & gr. 6 - .25 FTE). Each FTE is combined a .5 FTE SEAL job-embedded Coaching & Support. This support includes the use of Blended Learning tools such as Renaissance Learning/MyOn/AR/STAR/Imagine Learning & I-Lit ELL.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $157,961 3000-3999: Employee Benefits LCFF Supplemental and Concentration $43,883 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $27,000	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $158,168.25 3000-3999: Employee Benefits LCFF Supplemental and Concentration $43,713.64 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $29,140.40

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The funds that were budgeted for the Model Schools Conference and professional development that did not take place due to COVID-19 were used to purchase instructional materials for students.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes
The district continued in 2019-2020 to strengthen curriculum and instruction district-wide.

At the elementary school level, all new K-3 teachers participated in SEAL professional development and the school continued to refine the implementation of the SEAL model PK-3. The Dual Language Immersion program was extended to serve TK-1st students. At the upper elementary school, 4-6 teachers participated in SEAL professional development. All of the module training sessions were completed for the year except the last one which was cut short due to the COVID-19 school closure. The Jr./Sr. High School continued to implement Achievement Data Teams (ADTs). Teachers/administrators commented that it was a valuable process and requested it continue to be implemented in future years.

In order to develop and support instructional effectiveness to improve student achievement, the district continued implementation of

the Daggett System for Effective Instruction, facilitating a coherent focus across the entire district (organizational leadership, instructional leadership, and teaching). Collaboration was fostered by this approach to curricular improvement and professional development for staff members, including the Assessment Data Team process and the Daggett system.

The district response to the crisis created by the Covid-19 pandemic was decisive and effective as it moved to anticipate and address potential roadblocks to implementation of distance and hybrid learning. District administrators quickly worked with local telecom providers to expand Internet access for households without access and provided professional development for staff on effective use of technology and instructional approaches for distance learning. Support systems were developed for parents and students to help them navigate the use of technology, so that students would be able to continue learning. Protocols and contingency plans were developed for eventual use by the district when it was safe to return to hybrid and full in-person learning.

Implementation of the activities listed under this goal helped us build a more effective instructional program and to mitigate some of the impact of COVID-19 related learning loss. Our districtwide efforts to: maintain a coherent focus on instructional effectiveness; provide effective reading and literacy instruction; meet the needs of English learners and special needs students through academic language development; continue the implementation of SEAL and GLAD strategies; provide collaborative professional development; and to use data to inform instruction resulted in continued improvement in English language arts (ELA) districtwide for all student subgroups including students with disabilities, English learners, Hispanic students and socioeconomically disadvantaged students. (Source: 2019 California School Dashboard).

The SEAL professional development provided at the elementary level and professional development related to GLAD strategies was viewed by teachers and administrators as having a positive effect on instruction. Also, professional collaboration related to instructional issues was viewed by teachers/administrators as highly important. This included ADTs in 7th-12th grades at Williams Jr./Sr. High School and grade level collaboration (e.g. collaboration related to implementation of SEAL) at the PK-6 levels. Comments from staff indicate a desire to continue the focus on professional development especially in the areas of ELA, ELD, small group instruction, etc. Staff members at all schools indicated a desire to continue coaching support for professional learning and to continue ongoing collaboration among department/grade level teams, e.g., ADTs, etc. Also, it was suggested that the district should ensure that teachers receive appropriate PD related to the implementation of newly adopted materials.
While we wait for current year test scores, we anticipate that these investments will continue to increase student achievement in ELA, as evidenced by gains on state CAASP results in future years.

Challenges
Although ELA performance on the CAASPP increased districtwide for all student groups, math performance declined from the previous year.
The disruption of the school year by Covid-19 forced the district to focus time and resources on a response to the pandemic, which resulted in portions of planned actions being postponed or cancelled in spring 2020. The shift from classroom to online instruction caused a decline in attendance and created challenges for teachers, students and parents. These challenges included how to continue to provide students with some grade level learning while the shift was made to distance learning.
Actions in response to the pandemic beginning in March, 2020 included the following related to curriculum and instruction:

- 2-week instructional packets delivered to students/parents in March. This gave time for planning/arranging of distance learning and other technology-based learning.
- Posting of learning resources on district and school web sites.
- Professional development for teachers related to online learning, including Zoom, Google Meet, Google apps, Master Teacher, playlists, etc.
- Design of an on-line distance learning program.
- Implementation of the distance learning program while continuing to provide learning packets for students who were still unable to access the online program.
- Development of a plan to expand Internet access to all families in the district (see Goal 5).

Goal 2

All Students will graduate from WUSD with the necessary knowledge and skills to enter a college/career.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Graduation Rate (9 - 12) California School Dashboard **19-20** Increase to Green status as reported by the California School Dashboard. **Baseline** All students - Blue Status: Very High (96.5%) Change: Increased Significantly + 11.9 %	2018-19: 98.9%* 2019-20: 94.8%** *Source: California School Dashboard **CDE used a different method to calculate 2019/20 graduation rate . 2019-20 results are not comparable to 2018/19 data.
Metric/Indicator College/Career Indicator California School Dashboard **19-20** Continue to show improvement in the College/Career Indicator of the California School Dashboard. **Baseline** College/Career Levels Prepared: 1.6% Approaching Prepared: 14.5%	2017 (Baseline): Prepared: 1.6%; Approaching Prepared: 14.5% Not Prepared: 83.9% 2019: Prepared: 42.5% Approaching Prepared: 14.9% Not Prepared: 42.5% 2020: Prepared: 56.8% Approaching Prepared: 7.4%

Expected	Actual
Not Prepared: 83.9%	Not Prepared: 35.8% *Source: College/Career Measures Reports & Data, California School Dashboard
Metric/Indicator Percentage of Students Successfully Completing A-G Courses **19-20** Maintain percentage higher than state average **Baseline** 53.4%	2017: 53.4% (Baseline) 2019: 60% 2020: 81.5% *Source: College/Career Measures Reports & Data, 2019 California School Dashboard Year
Metric/Indicator Number of Students Taking AP Exams and Percentage Passing AP Exams **19-20** Taking: Increase by 10% over prior year Passing: Increase by 5% **Baseline** Taking: 58 Passing: 48.3%	2017 (Baseline): Taking: 58 Passing: 28 (48.3%) 2019 Taking: 80 Passing: 54 (67.5%) 2020 Taking:45 Passing:15 (33.3%) *Source: DataQuest AP Annual Testing Reports (2019 & 2020) Due to the impacts of COVID-19 fewer students took the AP exams in 2020. Also, the format of the exams was changed to a 45minute online exam which could have impacted the rate of passing.
Metric/Indicator Percent of students participated & demonstrated college preparedness in Early Assessment Programs **19-20**	Preparedness in Early Assessment Programs 2016: 61% Ready for College EAP in English 2019/20: No data are available at this time.*

Expected	Actual
Continue to increase the percent of students participating and demonstrating college preparedness in EAP **Baseline** 61% Ready for College EAP in English in 2016.	Due to the impact of COVID-19 no CAASPP data are available on the School Dashboard . In the future, these data will be collected at the site level. *Source: Data Accountability Dept., Williams Unified School District
Metric/Indicator Pupil Outcomes. Percent of students participating in a CTE course **19-20** Goal is to complete a third and fourth CTE course sequence **Baseline** 265 7th-12th grade students (50%) participated in CTE courses.	Number and percentage of 7th-12th grade students participating in CTE courses: 2017/18: 265 students, 50% (Baseline) 2018/19: 288 students, 51%. Completed Pathway: 3 2019/20: 219 students, 38% Completed Pathway: 9 *Source: Data Accountability Dept., Williams Unified School District
Metric/Indicator Increase Course Seats in Dual Enrollment annually. **19-20** 2019-2020 = 310 Dual Enrollment Course Seats **Baseline** 2012-2013 = N/A Dual Enrollment Course Seats 2013-2014 = 30 Dual Enrollment Course Seats 2014-2015 = 72 Dual Enrollment Course Seats 2015-2016 = 108 Dual Enrollment Course Seats 2016-2017 = 146 Dual Enrollment Course Seats 2017-2018 = 289 Dual Enrollment Course Seats 2018-2019 = 139 without Spring	2012-2013 = N/A Dual Enrollment Course Seats (Baseline) 2013-2014 = 30 Dual Enrollment Course Seats 2014-2015 = 72 Dual Enrollment Course Seats 2015-2016 = 108 Dual Enrollment Course Seats 2016-2017 = 146 Dual Enrollment Course Seats 2017-2018 = 289 Dual Enrollment Course Seats 2018-2019 = 133 without Spring *Source: Data Accountability Dept., Williams Unified School District

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 Maintain the Block schedule, continue to design a student-driven Master Schedule, and increase access to courses (including AG courses) that support college and career readiness. Utilize pre--period buyouts to support increased course access, when necessary through increases in AP courses, Dual Enrollment courses, and supporting Masters Program Teacher incentives to move staff towards becoming the first Comprehensive Early College High School.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $335,490 3000-3999: Employee Benefits LCFF Supplemental and Concentration $110,427 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $30,000	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $338,572.10 3000-3999: Employee Benefits LCFF Supplemental and Concentration $109,370.95 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $0
2.2 Continue to develop/implement Career Pathways at the secondary level via an Internship Coordinator (1 FTE) to support the work.	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $54,288 3000-3999: Employee Benefits LCFF Supplemental and Concentration $27,769	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $53,656.14 3000-3999: Employee Benefits LCFF Supplemental and Concentration $21,549.26 4000-4999: Books And Supplies LCFF Supplemental and Concentration $75.30
2.3 Design/expand/improve and implement a student-driven program of electives/c-curricular activities that support AVID, Sports, CTE, Art, Music, Etiquete, Basic Life Skills and Essential learnings for Career & College Readiness.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $296,373 3000-3999: Employee Benefits LCFF Supplemental and Concentration $109,837	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $313,023.84 3000-3999: Employee Benefits LCFF Supplemental and Concentration $108,080.80 4000-4999: Books And Supplies LCFF Supplemental and Concentration $1,508.51 5000-5999: Services And Other Operating Expenditures LCFF

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		Supplemental and Concentration $410.25
2.4 Continue to invest in the Digital Media Studio to provide students and teachers with access to 21st Century technology and instructional strategies. Including after school and real world application projects.	4000-4999: Books And Supplies LCFF Supplemental and Concentration $5,000 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $5,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration $50,273.97 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $85,004.84
2.5 Continue to support Advanced Placement/SAT testing costs, as needed.	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $5,000	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $2,968.00
2.6 Implement a Summer Academy for 1st 12th grades providing college course offerings, credit recovery, English Language Development, enrichment courses, etc.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $59,797 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $11,563 3000-3999: Employee Benefits LCFF Supplemental and Concentration $16,187 4000-4999: Books And Supplies LCFF Supplemental and Concentration $2,453	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $25,159.70 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $17,605.17 3000-3999: Employee Benefits LCFF Supplemental and Concentration $8,545.72 4000-4999: Books And Supplies LCFF Supplemental and Concentration $542.21 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $1,377.34

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The funds budgeted for the masters program teacher incentive program were not used as two teachers were actively engaged in their masters program. The funds were used to purchase supplies and services for the digital media careers pathway program.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Strengths
The district has successfully implemented all of the actions related to this goal including a virtual summer school program in 2020, despite the challenges posed by Covid-19.

The graduation rate remains high. Williams Unified continues to graduate 94.8% of our students, a rate higher than the statewide graduation rate of 84.3%. The high school has growing numbers of students taking A-G courses, enrolled in Career/Technical Education programs and in Dual Enrollment courses. The College/Career Indicator shows a continuing increase in the percentage of students who are "prepared", increasing from 1.6% in 2017, to 42.5% in 2019, to 56.8% in 2020.
*Source: College/Career Measures Report & Data, California School Dashboard

The Jr./Sr. High School stakeholders including teachers, administrators and students generally supported maintaining the block schedule at the school, recognizing that it enabled programs to become more oriented to student needs and providing the flexible time for students to pursue college preparatory, dual enrollment and CTE options. Students, parents and educators viewed the expansion of opportunities for middle/high school students to participate in programs related to Career Pathways, Career/Technical Education, and college preparation (A-G requirements, dual enrollment in college level coursework, AVID, etc.) was a major accomplishment and requested that these types of opportunities be further developed. The Summer Academy was also viewed quite positively. Parents and students specifically requested that it be continued.

We continue to strive to ensure that all students graduate and are prepared to participate in the 21st century workforce. By implementing the activities related to this goal, students have been provided with educational experiences that will help them develop the necessary skills to enter a college or career.

Challenges
Covid-19 presented challenges to the district to provide services beyond the basic instructional program. This necessitated a rethinking of ways to provide services. The virtual summer school is a successful example of a creative response to this need.

Goal 3

Williams Unified will provide an educational experience that addresses the academic and socio-emotional needs of every student.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Suspension Rate -California School Dashboard **19-20** Maintain Green or Blue ratings for All students and subgroups **Baseline** All Students: Green 4.3%, -0.6% English Learners: Orange 4%, +.4% Socioeconomically Disadvantaged: Green 4.3%, -0.5% Students with Disabilities: Orange 5.8%, +1.5% Hispanic: Green 4.1%, -0.7% White: Orange 5.8%, -0.2%	2018: All Students:4.3% (Baseline) 2019: All Students: 6.5% 2020: All Students: 7.1% *Source: California School Dashboards,2018 & 2019; DataQuest 2019-20 Suspension Rate Report
Metric/Indicator Expulsion Rate **19-20** Maintain rate **Baseline** 0%	2018: 0% Expulsion Rate (Baseline) 2019: 0% 2020: 0% *Source: Data Accountability Dept., Williams Unified School District

Expected	Actual
Metric/Indicator Middle School Dropout Rate **19-20** Maintain rate **Baseline** 0% Dropout Rate	2018: 0% Dropout Rate (Baseline) These data or not available on the School Dashboard. No middle school dropout data for 2019-20 are available at this time. *Source: Data Accountability Dept., Williams Unified School District
Metric/Indicator High School Dropout Rate **19-20** Improvement in Dropout Rate Indicator over prior year until 0% **Baseline** .5% Dropout Rate	2017-18: 3 Dropouts (Baseline) 2018-19: 0 Dropouts 2019-20: 4 Dropouts *Source: DataQuest : 2019-20 Four Year Adjusted Cohort Outcome
Metric/Indicator Attendance Rates **19-20** Maintain the school attendance rate above 94.7% **Baseline** School attendance rate - 94.7%	2017-18: 94.53% School Attendance Rate (Baseline) 2018-19: 95.09% School Attendance Rate 2019-20: 94.79% School Attendance Rate (Data only through school month 7 due to COVID-19 closure) *Source: Data Accountability Dept., Williams Unified School District
Metric/Indicator Chronic Absenteeism Rates **19-20** Improvement in Chronic Absenteeism Rate over prior year **Baseline** All Students: 5.5% in 2016-17	2018-19: 12.3% Absenteeism Rate 2019-20: Data are not available in DataQuest *Source: DataQuest : Chronic Absenteeism Rate
Metric/Indicator English Language Arts (3-8) - California School Dashboard **19-20** Student Groups:	2018: ELA Performance of Student Groups All Students Group - Orange, 68 points below standard Hispanic-Yellow English Learners-Red Socioeconomically Disadvantaged-Red Students with Disabilities-Red

Expected	Actual
Improve ELA performance for individual Student Groups as reported on the California School Dashboard ELA Assessment Report. **Baseline** 4 Student Groups -1 in Red or Orange All students - Yellow Status: Low (61.4 points below level 3) Change: Maintained + 1.8 points Student Groups Performance as reported on the California School Dashboard: All-Yellow English Learners-Yellow Socioeconomically Disadvantaged-Yellow Students with Disabilities-Red Hispanic-Yellow	2019: ELA Performance of Student Groups All Students Group-Yellow, 56.2 points below standard Change over previous year: - Increased +10.3 points Hispanic-Yellow English Learners-Yellow Socioeconomically Disadvantaged-Yellow Students with Disabilities-Orange *Source: California School Dashboard,2018 & 2019
Metric/Indicator Mathematics (3-8) - California School Dashboard **Baseline** 4 Student Groups - 1 in Red or Orange All students - Yellow Status: Low (72.8 points below level 3) Change: Maintained + 1.1 points Student Groups: All - Yellow English Learner - Yellow Socioeconomically Disadvantaged - Yellow Students with Disabilities - Red	2018: Mathematics (3-8) Performance of Student Groups All Students Group - Orange, 78 points below standard Hispanic-Orange English Learners-Orange Socioeconomically Disadvantaged- Orange Students with Disabilities-Orange 2019: Mathematics (3-8) Performance of Student Groups All Students Group-Orange, 85.3 points below standard Change over previous year: - Declined 8.5 points Hispanic-Orange English Learners-Orange Socioeconomically Disadvantaged-Orange Students with Disabilities-Red

Expected	Actual
Hispanic - Yellow	*Source: California School Dashboard,2018 & 2019

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.1 Work towards transforming the district culture into one that uses Lifeskills & Lifelong Guidelines as the tools for collaboration and building 21st Century Skills for the Global economic workforce. In addition, support a positive school climate and culture through the use of tools for collaboration and support such as Multitiered Support Systems (MTSS), Lifeskills & Lifelong Guidelines, PBIS, Leader In Me, Antibullying and Peace Builders.	4000-4999: Books And Supplies LCFF $1,066 5000-5999: Services And Other Operating Expenditures LCFF $32,934	4000-4999: Books And Supplies LCFF Supplemental and Concentration $309.15 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $525.00
3.2 Support a positive school climate and culture thorugh theuse of tools for collaboration and support such as Multi- Tiered Support Systems (MTSS), Lifeskills & Lifelong Guidelines, PBIS, etc. Implement tiered intervention programs to support individualized academic support including Saturday School and After School Interventions. (2.0 FTE Teachers)	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $187,409 3000-3999: Employee Benefits LCFF Supplemental and Concentration $60,946 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $1,390	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $160,639.49 3000-3999: Employee Benefits LCFF Supplemental and Concentration $54,947.19 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $14,805.06 4000-4999: Books And Supplies LCFF Supplemental and Concentration $5,541.49
3.3 Continue to implement an Intervention Support Program at the Junior/Senior High School that is designed and coordinated by the Intervention Specialist to run a Learning Center.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $63,754	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $62,524.75

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3000-3999: Employee Benefits LCFF Supplemental and Concentration $24,175	3000-3999: Employee Benefits LCFF Supplemental and Concentration $24,163.11
3.4 Maintain the Learning Center, inclduing extended day & weekend program hours, to provide students TK-12 with academic support through Tutors & Interns that include AVID and LAS Internships.	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $34,050 3000-3999: Employee Benefits LCFF Supplemental and Concentration $3,584	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $46,112.51 3000-3999: Employee Benefits LCFF Supplemental and Concentration $4,827.24
3.5 Develop a Literacy Focused Support Program for students with identified needs. This program will be staffed by trained Interns who will work unders supervision of the Internship Coordinator.	0	0
3.6 Continue to provide access to Footsteps 2Brilliance which provides parents and students with literacy support at school and at home. (Funded through Colusa County Office of Education).	0	0
3.7 Provide coordinated support services to English Learners including identification and formal reclassification processes embedded in an EL Master Plan that is developed and utilized by all, monitored and organized by the District EL/SIG/FPM administrator (30% FTE).	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $37,207 3000-3999: Employee Benefits LCFF Supplemental and Concentration $11,022	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $33,942.36 3000-3999: Employee Benefits LCFF Supplemental and Concentration $10,177.67
3.8 Provide a Learning Support Specialist (LSS) that will provide, Organizational Leadership supports to improve school climate, mental health supports, SST, IEP, case-management and social work services that will help improve socio-emotional learning and academic outcomes. • 2 days per week (grades 4-6) at the Williams Upper Elementary • 3 days per week (grades 7-12) at Williams Jr./Sr. High School	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $110,651 3000-3999: Employee Benefits LCFF Supplemental and Concentration $45,250	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $106,637.52 3000-3999: Employee Benefits LCFF Supplemental and Concentration $42,898.80

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.9 Provide nursing services through a consultant and Health Specialist Interns to all district schools. In addition, provide drug detection and free drug testing to students with identified needs.	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $55,100	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $29,250

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The funds budgeted for the Leader In Me training which did not occur were used to allow our student interns additional time and training in their respective placements. Additional student interns were also added.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Strengths
All planned activities were implemented. The areas of greatest accomplishment included:

- A Multi-Tiered System of Supports was established at the Jr./Sr. high school in conjunction with the Leadership Team. This group met weekly to develop support options for students.
- Saturday School and tutoring opportunities for students in need of additional support and online interventions during the spring quarter. Saturday School provided in-person support for students unable to connect to the Internet from their homes during the COVID-19 school closure.
- The district contracted for EduNet services, credit recovery and dual enrollment programs as on-line alternatives for students, beginning in spring 2020.
- Extensive support was provided to students in the areas of literacy and math. Hiring of literacy TOSAs and Learning Support Specialists had a very positive impact according to stakeholder input.
- Learning Support Specialists provided initial counseling and referrals to County Mental Health and local providers, connecting students to wrap-around services. This continued and intensified after the pandemic started, due to increased need.

With regard to academic support and interventions, stakeholders (including educators, parents and students) called for a full-time Learning Support Specialist at each site to coordinate and lead the further development of site learning centers.

There were also suggestions that more focus be placed on the use of Lifeskills & Lifelong Guidelines, stating that there were too many different social skill type programs (e.g., Leader in Me, PBIS, PeaceBuilders, etc.) being used in the district.

Addressing socio-emotional needs is an important part of helping students maximize their potential in school as well as in the

community. Williams Unified remains committed to this goal. We expect these sorts of activities to contribute to high attendance rates, low dropout rates and improved academic performance.

Challenges

- Stakeholders called for more focus on the use of Lifeskills & Lifelong Guidelines, stating that there were too many different social skill type programs (e.g., Leader in Me, PBIS, PeaceBuilders, etc.) being used in the district.
- The shutdown of the schools in March and the urgent need for planning and rapid implementation of distance learning took precedence over activities related to this goal during April-June 2020. However, as noted above, many critical efforts in this area continued during the spring months and had positive effects.

Goal 4

Williams Unified will enhance parent engagement and improve communication among home, school and community stakeholders.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Number of parents participating in the annual Parent Survey, includes parents of unduplicated pupils and individuals with exceptional needs. **19-20** The number of parents responding to the annual survey will increase by 10% from the previous year. **Baseline** 25 parents responded to the spring survey in 2017.	The number of parents participating in the annual Parent Survey, includes parents of unduplicated pupils and individuals with exceptional needs. 2017-18: 25 parents responded to the spring survey. (Baseline) 2019-20: 22 parents responded to the spring survey. *Source: Data Accountability Dept., Williams Unified School District
Metric/Indicator There will be an increase in the number of EL and parents of Special Needs students reporting satisfaction with home/school communication on the Parent Survey **19-20** The number of parents reporting being satisfied with the communication from their school on the annual Parent survey will increase by 10% from the previous year. **Baseline** 15 parents report being satisfied with communication from their school.	The number of parents reporting satisfaction with the communication from their school on the annual Parent Survey:. 2017-18: 15 parents reporting satisfaction. (Baseline) 2019-20: 21 parents reporting satisfaction. *Source: Data Accountability Dept., Williams Unified School District

Expected	Actual
Metric/Indicator Attendance/participation in district-sponsored Parent Programs, including parents of EL, Special needs and socio-economically disadvantaged students. **19-20** Parent participation in district sponsored parent programs will increase by 10% from the previous year. **Baseline** 20 EL parents participated in district sponsored parent programs during the 2016-17 school year.	2016-17: 20 EL parents participated in district sponsored parent programs during the school year. (Baseline) 2019-20: 35 parents participated regularly as members of school and district level decision-making committees including: 6 Williams Elementary (SSC & ELAC) 5 Williams Upper Elementary (SSC & ELAC) 12 Williams Jr./Sr. High School (SSC & ELAC) 6 Migrant Parent Advisory Committee 6 District English Learner Advisory Committee
Metric/Indicator Student surveys on Safety and School Connectedness **19-20** Increase % of student satisfaction on CHKS Survey from prior year in : Feeling Safe Academic Motivation (Motivation) Meaningful Participation (Satisfaction) Connectedness (Encouragement) Caring Relationship (Treatment) **Baseline** 2016 CHKS Survey satisfaction (grades 7, 9 and 11) : CHKS Survey satisfaction : 54% on Feeling Safe 29% on Academic Motivation (Motivation) 9% on Meaningful Participation (Satisfaction) 13% on Connectedness (Encouragement) 20% on Caring Relationship (Treatment)	Secondary CHKS: Summary of Key Indicators Meaningful Participation Grade 7: 28% Grade 9: 19% Grade 11: 34% Connectedness Grade 7: 53% Grade 9: 49% Grade 11: 52% Academic Motivation Grade 7: 67% Grade 9: 66% Grade 11: 61%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.1 Provide opportunities for stakeholder involvement through district/school advisory and decision-making committees in order to foster positive communication and meaningful engagement. (Funded through Migrant Ed. and Title III funds)	0	0
4.2 Continue to seek ways to increase engagement of parents and caregivers through parent outreach, educational conferences, classes such as Project Inspire, Parent College, Family Leadership Institute and the use of the Parent Center. Parent engagement should include teacher/staff partnerships, community building activities, and events that include other organizations and officials communicating and engaging with our parents. Include all parents, particularly parents of our supplemental and concentrated groups (English Learners, Socio-Economically Disadvantaged & Special Education).	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $42,000	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $19,893.82 4000-4999: Books And Supplies LCFF Supplemental and Concentration $916.79 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $1,374.63 3000-3999: Employee Benefits LCFF Supplemental and Concentration $144.60
4.3 Provide translation/interpretation services to increase parent and teacher communication and involvement of English Learner parents in school activities. Continue to provide a District Liaison (1FTE) to serve as a parent advocate.	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $62,860 3000-3999: Employee Benefits LCFF Supplemental and Concentration $30,273	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $43,626.04 3000-3999: Employee Benefits LCFF Supplemental and Concentration $20,949.61 4000-4999: Books And Supplies LCFF Supplemental and Concentration $152.15 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $142.58

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.4 Continue to provide recognition of Certificated and Classified staff members at Board meetings	4000-4999: Books And Supplies LCFF Supplemental and Concentration $2,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration $347.10 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $1,716.00

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions were implemented in this goal.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Strengths
All actions related to this goal were fully implemented but were modified in spring 2020 due to the impact of COVID-19.
Beginning in March the district moved quickly to expand internet access to as many families as possible (see Goal 5) so that students would be able to access distance learning programs and so that parents would be able to continue participating in parent advisory and decision-making committees via Zoom.
The Family Resource Center provided a wide variety of services to families including a Parent Resource Hotline. During the COVID-19 school closure, the Family Resource Center staff served as a point of contact for the community, providing critical bilingual hot-line support to families needing school related information, referral to community resources, and tech support to families having trouble with distance learning access and other technology related issues.
Communication among home, school and community stakeholders also was enhanced by the district's effective use of the Williams Unified School District website as way to communicate news and plans for continuing schooling, especially during the COVID-19 closure.

Parent engagement results, in part, from proactive district and school initiatives to reach out to parents in ways that increase their level of information about the schools and their programs, and actively involve parents in their child's schooling. The activities under this goal helped ensure engagement between schools and families. Stakeholder groups expressed support for a continuation of all activities related to this goal. Parents expressed support especially for translation services and the activities through the Parent Center and Family Resource Center.

Challenges
In order to focus on providing Internet access to as many families as possible, and to support parents as well as students with online learning, the Family Resource Center, Tech TOSA and other district personnel provided outreach and assistance including the following:

- Developed a manual for parents on how to use Google Classroom;
- Provided training on the use of the district's technology applications;
- Served as a hotline and point-of-contact for services to parents;
- Provided phone support to parents and students;
- Sent phone messages and social media announcements;
- Provided Grab and Go food pickup, with accompanying training packets for parents and students.

Goal 5

Williams Unified School District will provide students with appropriate learning conditions to meet their educational needs by
- hiring and retaining highly qualified certificated and classified employees that are fully qualified
- ensuring that students have access to state standards-aligned materials
- redesigning, upgrading and enhancing all classrooms and facilities to foster 21st Century teaching and learning
- providing adequate transportation

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Teacher assignments and credentials **19-20** Maintain 100% Highly Qualified **Baseline** 100 % of teachers are Highly Qualified	Teachers who meet Highly Qualified (HQT) definition based on credentials and assignments: 2018-19: 100% Highly Qualified (Baseline) 2019-20: 5 Teachers without full credential
Metric/Indicator Williams Certification **19-20** Maintain 100% access to standard-aligned materials **Baseline** 100% of our students will have access to standards- aligned core instructional materials	2019-20: 100% of our students will have access to standards- aligned core instructional materials per Williams Act Board resolution 05-091219.
Metric/Indicator Improved facilities and Infrastructure **19-20** All schools and facilities will meet Williams Certification standards **Baseline**	2019-20 Ratings based on FIT and SARC reports: Williams Elementary School - Good Williams Upper Elementary - Good Williams Jr./Sr. High School - Good Mid Valley Continuation School - Fair

Expected	Actual
All schools and facilities will meet Williams Certification standards	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
5.1 Recruit, hire and retain a diverse group of highly qualified teachers who are skilled in closing the achievement gap and in creating an enriched, rigorous 21st century learning environment using incentive bonuses when needed for specific positions that are in high demand.	4000-4999: Books And Supplies LCFF Supplemental and Concentration $2,700 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $300	4000-4999: Books And Supplies LCFF Supplemental and Concentration $1,393.75 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $2,039.51
5.2 Ensure that probationary I and II teachers participate in the Tri County BTSA/TCIP program and Probationary II teachers will clear their credential as required by the State.	0	0
5.3 Purchase standards-aligned instructional materials to insure all students have access to core and supplemental materials, including library books for classrooms and school libraries.	4000-4999: Books And Supplies LCFF Supplemental and Concentration $50,000 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $25,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration $67,226.05 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $49,347.88
5.4 Continue to modernize school facilities to increase safety and update infrastructure providing students/teachers with access to 21st Century technology and instructional strategies that support blended learning.	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $37,689 3000-3999: Employee Benefits LCFF Supplemental and Concentration $22,446 4000-4999: Books And Supplies LCFF Supplemental and Concentration $4,874 5000-5999: Services And Other Operating Expenditures LCFF	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $37,312.56 3000-3999: Employee Benefits LCFF Supplemental and Concentration $20,644.02 4000-4999: Books And Supplies LCFF Supplemental and Concentration $14,196.18 5000-5999: Services And Other Operating Expenditures LCFF

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental and Concentration $50,000 6000-6999: Capital Outlay LCFF Supplemental and Concentration $35,000	Supplemental and Concentration $97,510.99 6000-6999: Capital Outlay LCFF Supplemental and Concentration $13,396.45
5.5 Provide adequate, ongoing transportation to ensure student success for transportation to home, educational field trips and sports activities.	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $135,000	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $84,972.00
5.6 Seek and obtain additional funding as needed to improve instruction, learning and facilities through grant-writing.	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $7,500.00 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $7,500.00	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $20,110.30 0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions for this goal were implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Strengths
All the planned actions with regard to this goal were fully implemented.
Stakeholders expressed support for the activities under this goal. Students especially supported the hiring of a diverse group of staff.
Improvements to the schools' infrastructure were recognized and suggestions were made regarding future infrastructure needs.
In addition to implementation of the actions related to this goal, intensive planning and implementation of activities to increase access to technology throughout the community were undertaken in spring 2020 due to the impacts of COVID-19.
The activities related to this goal are foundational for high quality instruction in adequate facilities with access to 21st century tools,

such as advanced technology. The district made a successful response to the onset of the pandemic precisely because it was able to build and adapt its infrastructure rapidly to meet the challenge.

Challenges
The district developed a three-stage plan to increase Internet access so that all students could have access to distance learning. It had become apparent that about 1/3 of district students were unable to participate in distance learning due to lack of access. Staff reached out to families to identify roadblocks to student participation. Actions to remediate identified conditions including the following were successful in increasing the number of students participating in distance learning:

- Phone calls, home visits and follow-up contacts to connect with and support families;
- Contracting with the local Internet provider (Frontier) to distribute modems in the community in order to provide Internet access to all families; and
- Contracting with a telephone service (Verizon) to provide cell phone hotspots for families in more distant areas of the district.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personnel role-changes that will occur as we implement Phase 2: Groups of 10 or smaller, with enhanced health protocols and safety measures (for students experiencing or at risk of experiencing significant learning loss due to school closures). Services provided will be supervision of students engaged in their distance learning with their classroom teachers; additional tutoring provided; child-care provided for teachers and classified staff that may need this service while providing essential services. After school ASES & ASSETS staff who will provide extended program and support for these students, if needed.	$25,000	$25,000	Yes
Provide additional pay custodians who will need to stay longer to: clean and disinfect; modify classrooms for social distancing; perform additional services that will improve cleanliness; disinfecting; and safety/health screening services for our students and staff.	$30,000	$30,000	Yes
Purchase PPE equipment, supplies and materials for on-site students and staff during Phase 2, 3 and 4 of return to school in order to improve safety and to follow proper protocols consistent with county guidelines and state orders.	$50,000	$75,000	Yes
Provide additional overtime for bus drivers who will be providing additional transportation and health screening services while transporting students.	$50,000	$10,000	Yes
Rent/purchase storage area(s) for desks and equipment that will be removed temporarily (months unknown) to reduce furniture in classrooms that will be set up to allow for socially distancing of	$20,000	$0	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
students during Phase 2 and 3, as listed above. This will support the implementation of expectations related to safety and social distancing in classrooms and dining areas.			
Purchase drinking water for students, washing stations, hand sanitizers for classrooms, signs with rules and expectations, and equipment to support social distancing on the playground for Phase 2 and 3 in order to increase safety for student cohorts.	$25,000	$40,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The District budgeted $50,000 to purchase PPE equipment, supplies and materials to improve safety and to follow protocols. The District is estimating the actual expenditures to be $75,000. The District purchased cleaning chemicals, electrostatic sprayers, masks, gloves face shields, hand sanitizer, thermometers etc.

The District projected the need for additional bus driver time in order to provide multiple bus runs due to social distancing requirements on the buses. Since the Jr/Sr High School did not open for in person instruction until March the need for bussing services was less than projected. Also the need for athletic bussing was less as the sports seasons were shortened.

The District expected the need to rent or purchase storage space to store the furniture removed from the classrooms. The District was able to store the items at the District facilities without the need to rent or purchase storage units.

The District budgeted $25,000 to purchase the items needed to support social distancing at the school sites. The District is estimating the actual expenditures to be $40,000. The items purchased includes multiple hand washing stations, hands free mounted hand sanitizer in every classroom and common use areas, signs with rules and expectations, directional signs, multiple canopies for health screening areas, etc.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Successes
The 2020-21 school year began on August 6, 2020 with instruction for all students through distance learning (remote). By September 21, 2020, approximately 140 "At-promise" students were being supported with their distance learning at their school sites, including 24 at Williams Elementary; 22 at Williams Upper Elementary and 93 at Williams Jr./Sr. High School.

By November 16, 2020, Tk-6 schools had moved to a hybrid learning model . Currently the schools are implementing the hybrid model with a total of 889 students attending in-person and 434 students remaining in distance learning districtwide. At the K-3 grade levels, this hybrid model provides in-person instruction in the mornings four days per week. Students work from home on their assignments in the afternoons and teachers provide intervention support remotely to individuals or small groups of students. At the 4th-6th grades, students attend in-person two days per week and participate in distance learning three days per week. As of March 22, 2021, 7th-12th grade students are attending in-person two days a week and are in distance learning three days per week. The district has not yet implemented full in-person learning.

The careful planning and early actions by the district, such as convening a Return2School Task Force of stakeholders during the spring months of 2020, provided a clear roadmap for safely reopening schools/ classrooms to hybrid and in-person learning. Task Force participants included parents, certificated staff, and classified staff. Task Force meetings remained open to new participants who wanted to join discussions throughout the entire course of meetings.

The result of this dialogue to ensure safety measures for students and staff while providing instruction was the Return2School plan which was presented to the Board. Additional outcomes included the development of health protocols to be followed and safety measures to be taken before students returned to school, as well as protocols and safety measures to be used when hybrid in-person learning began.

The district contracted with Modern Teacher, a teacher professional development platform, soon after schools closed in March due to the effects of COVID-19. Teachers were provided with upgraded devices and distance learning began on April 20, 2020. The IT Coach and Modern Teacher consultant provided all teachers and site administrators with two weeks of staff development to support distance learning instruction. This training included: understanding what synchronous & asynchronous online learning is; developing playlists at beginning, Intermediate and advanced levels (lesson plans); learning how to use Learning Management System, Google Suite, Zoom & Google Meet. The trainings helped our teachers learn to prepare and use playlists for distance learning. In addition, they provided teachers with training on how to connect with students on-line through approaches that involve real-time interaction (synchronous) and uploaded pre-recorded or independent task interactions (asynchronous). Teachers also connected with students and parents via e-mail, text and/or phone calls. During these two weeks, site office staff and administrators distributed one-to-one devices for distance learning to students in need. All of these actions laid the foundation for our smooth transition to the hybrid in-person model.

The professional development that took place related to distance learning in the summer of 2021 continues to be evident as schools implement hybrid in-person learning. Administrator feedback is that they have noticed an increase in teachers' use of technology compared to teaching in pre COVID-19 times. They also state that there has been an increase in the levels of teacher comfort and expertise when using technology during in-person teaching and in distance learning.

Staff members at all schools indicated a desire to continue receiving coaching support for professional learning and to continue ongoing collaboration among department/grade level teams. Teachers also see the value of cross grade level articulation meetings and Dual Immersion teachers feel that protected time for collaboration regarding program-specific topics is important.

Challenges

Plans were developed, necessary equipment was purchased, professional development was provided, protocols were established and ongoing communication with our community stakeholders was initiated. These were all essential before implementing the hybrid model and returning to limited in-person learning. All of this was necessary but also proved to be challenging for all district staff members as they navigated changing COVID19 -related conditions and requirements.

Due to Colusa County entering into the Purple tier in December, the Jr/Sr High School was not able to move into Hybrid In-Person. The district received clearance to move forward in mid-March and the students returned to campus on March 22.
The age of secondary facilities also provided challenges due to the size of many of the classrooms. In order to follow the social distancing guidelines for student desks in the classroom, administrators had to use non-traditional spaces (multi-purpose room, counseling center, etc) for instruction once the schools moved to hybrid in-person learning.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Development & implementation of a Three Phase Plan to provide safe and reliable home internet connectivity to all of our students (91% SED community). The first phase was to work with Frontier to provide Internet connectivity ($49.99 monthly) and, where they could not, to provide Verizon Cell Hotspots ($29.99 monthly).	$303,898.00	$250,000	Yes
Purchase and provide 1-1 devices (TK-3 Chromebooks ($69,000); 4-6 HP Stream Laptops ($120,000) & PC Laptops for 7-12 ($325,000) Purchasing 1-1 devices for our students, allowed all of our students to access technology.	$514,000	$308,125	Yes
Update switches, servers and IDFs from our mainframes as part of e-rate, in order to better handle increased Internet traffic. This update improved our network and made our Wi-Fi traffic function more effectively.	$9,214	$9,317	Yes
Provide increased services and support to our families, students and staff by changing roles and increasing staffing times at the Family Resource Center/Parent Center during the entire pandemic period.	$80,000	$76,256	Yes
Purchased PPE supplies and equipment to improve cleaning and sanitization of our facilities during this COVID-19 pandemic.	$50,000	$50,000	Yes
Improved the level of access and use of our student curriculum by providing TK-12 e-books across content areas in order to minimize textbook handling and possible exposure of COVID-19 for our students and staff. E-teacher Guides were also purchased if teachers did not have them, in order to improve access through on-line versus hard copies.	$150,000	$145,000	Yes
Contracted with Google Suite, Zoom, Lever-Ed, Imagine Learning, Renaissance Learning and HMH Wonders/Maravillas for MLS and software that could improve and increase student access to resources during Distance Learning. Purchased additional instructional tools and resources to support online instruction, including a learning	$75,000	$150,657	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
management system, elementary social science and science curriculum e-books.			
Contracted with Modern Teacher, SEAL, GLAD, AVID and other groups to provide professional development in order to improve distance learning provided by our teachers.	$60,000	$45,000	Yes
Purchased newer laptop devices for teachers in order to improve their productivity in distance learning.	$95,000	$141,351	Yes
Increase IT TOSA/Coaches from 1 FTE to 3 FTE in order to increase the level of support to teachers and provide additional technical support. Also to implement and oversee a Virtual Academy for students who will participate in distance learning all year, due to parent requests.	$320,000	$340,117	Yes
Increased the level of transportation due to increased bus trips because of social distancing guidelines, resulting in limited seating.	$20,000	$0	Yes
Increased level of staffing and overtime in MOT due to increased cleaning and sanitizing, as well as needing to provide specialized PPE clothing and protective supplies for MOT.	$30,000	$25,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The District budgeted to provide home internet connectivity for all students who needed it. Due to the service area need the District provided multiple options such as Edunet, Verizon cell phone hotspots, T Mobile hotspots, Frontier internet connectivity, Kajeet hot spots, etc. The estimated actual expenditures is less than the budgeted amount.

The District budgeted to provide 1-1 devices for our students. The District purchased 650 Chromebooks for student use.

The District budgeted to purchase software programs for our students to use in the amount of $75,000. The need for electronic programs and electronic curriculum was greater than expected. The District purchased multiple programs and electronic curriculum estimated to be $150,657.

The District budgeted to purchase new laptop for all teachers. The District purchased 105 new laptops for all teachers and administrators and clerical staff. The cost was $141,351.

The District did not have transportation expenditures during the distance learning program.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

The 2020-21 school year started on August 6, 2020 with instruction for all students through distance learning (remote).
By September 21, 2020, approximately 140 "At-promise" students were being served at their schools, including 24 at Williams Elementary; 22 at Williams Upper Elementary and 93 at Williams Jr./Sr. High School. By November 16, 2020 the schools moved to a hybrid learning model with a total of 889 students attending in-person and 434 students remaining in distance learning.

Continuity of Instruction
Successes
The plan for distance learning supported continuity of instruction by placing the classroom teacher at the core of the process. Distance learning was conducted by the student's classroom teacher. This enabled each teacher to get to know their students and know what they were working on in each subject area. This meant that there would be little disruption to teaching and learning as they moved to different instructional settings, from distance learning to hybrid learning, as the COVID-19 related restrictions changed.
Also, the district has promoted research-based instructional approaches, including SEAL (Pk-6) and GLAD and AVID at the middle/high school levels. This gave teachers a common set of skills and a common professional perspective which enabled good communication and coordination of effort.
Another important contributor to the continuity of instruction was that teachers continued to collaborate on curriculum and instruction via Zoom virtual team meetings. This type of collaboration also included Achievement Data Team meetings to discuss student assessment results.
Challenges
For several of the secondary courses continuity of instruction was a challenge due to the nature of the course. Lab classes and some CTE courses require hands on activities. Teachers modified the curriculum to provide alternate options.

Access to Devices and Connectivity
Successes
The district began to work on issues related to access to devices and connectivity in March 2020, developing a plan to expand connectivity throughout the community by joining a Colusa County Office of Education sponsored effort to provide Internet access to all Colusa County schools (EduNet) and working with Telco providers (Frontier and Verizon) to provide reliable Internet connectivity to students' homes through purchase of modems and hotspots. 1-1 devices (Chromebooks & laptops) and other necessary tech equipment were purchased for students in need so that all students could connect virtually. Approxiately 1200 - 1300 Windows laptops and Chromebooks were provided to students. In addition, the following hotspots were ordered for students:

Edu Net: Purchased 215 routers currently in production 69.
Verizon: Purchased 200 hotspots currently in production 177.
T-Mobile: Purchased 250 hotspots currently in production 172.
Challenges
Consistent connectivity was an ongoing challenge for many students even with the of internet devices that were provided due to inconsistent reliable telecommunications service. In the Spring of 2021, modifications were made to the cell tower in Williams which did improve the connectivity, especially for students residing at the migrant camp within the district boundaries.

Pupil Participation and Progress
Successes
The design of the district distance learning program includes specific elements that allow for monitoring and evaluation of student participation and progress. These include a daily warm-up activity, daily contact with the teacher through synchronous instructional time, completion of asynchronous assignments, participation in individual "check-ins" with the teacher and/or virtual individual or small group intervention support sessions, etc. At the secondary level, breakout group discussion sessions were also included.
In addition, student engagement was monitored though a centralized tracking system that also facilitated the communication of student/family needs to all applicable sites. All parent communications are logged into the district student management information system, AERIES. The district Attendance Supervisor worked with Attendance Auditors to establish an attendance verification system using AERIES that met California attendance requirements, per COVID guidelines. This system was aligned with distance learning protocols for teachers and students.
Challenges
Some district families experienced housing challenges due to financial impacts of COVID. As a result, they relocated out of the district but did not notify the district. Connectivity/pupil participation was a challenge due to their change of residence, despite staff efforts to conduct home visits.

Distance Learning Professional Development
Successes
All teachers received two weeks of professional development related to distance learning in the spring of 2020. This course included introductions to all the major pieces of the suite of applications they would need to use to conduct distance learning, as well as management software to monitor student work and learning. Additional TOSAs were assigned to work with teachers on curriculum implementation and problems with use of technology. Teachers expressed the desire to continue receiving support from the coaches related to the use of technology, GLAD and SEAL strategies. They state that this support was valuable. SEAL staff members supported our district in the transition to distance learning. They analyzed the SEAL strategies and updated the SEAL modules that were implemented in our in-person program to make them more appropriate for use in our distance learning program format. The revised modules are based on best instructional practices in synchronous and asynchronous learning. Then, our SEAL coaches were provided with professional development on the revised modules and made them available to district teachers. SEAL teachers and coaches stated that they appreciated the work that SEAL staff did to adapt the modules to distance learning. Teachers were also provided with Modern Teacher and Google Bootcamp and teachers of dual enrollment courses received CANVAS training through Woodland Community College.

Challenges
Some district families experience housing challenges caused by financial impacts due to COVID-19. As a result, they relocated out of the district but did not notify the district. Despite staff efforts to conduct home visits and assist with connectivity/pupil participation, it was a challenge due to their change of residence.

Staff Roles and Responsibilities
Successes
There have been a number of impacts that have affected staff roles and responsibilities as a result of COVID-19.
1. Roles and responsibilities for Campus Supervisors and Para-Educators have changed based on skills to:
a) Assist and provide support in the Family Resource & Parent Center, working with and supporting parents who need help with technology, hotspots, on-line enrollment;
b) Provide health screening temperature checks following specified protocols, and screen all personnel, parents, students and visitors who come on campus;
c) Assist with making parent phone calls regarding students who are not logging in, attending or participating in distance learning;
d) Assist in making wellness or follow-up home visits for students who are not participating in distance learning.
2. Food Service workers had to change their work hours and roles in order to provide meals for our students. Based on need, they arrived as early as 4:00 AM to prepare and provide meals for students throughout the school closures, and continue to do so during the 2020-21 school year.
3) Our office staff and site administrators have been providing essential services. They have disseminated laptops or Chromebooks to our students while following health and safety protocols aligned with county public health guidelines and state orders.
4) Our Internship Coordinator and our District Liaison have overseen the Family Resource Center and the LEA phone hotlines to provide necessary support, ongoing communication and services to our families, students, and staff. They have also collaborated with partnering agencies, distributed 1:1 devices, modems and hotspots and met in-person with parents to provide essential support services.
5) Our District Office staff has rotated to provide essential services and ongoing communication to our district staff and community and to plan for school closures, summer learning, distance learning and return to school.
Challenges
As more students returned to in-person learning, the district experienced difficulty hiring additional campus supervisors to provide supervision and maintain safety measures. The reduction in applicants for these positions was due to COVID-19 related concerns and childcare issues.

Supporting Pupils Who Have Unique Needs
Successes
To meet the needs of foster and homeless youth, our district works closely with the Colusa County Office of Education (CCOE) through participation in the Executive Advisory Council and in the CCOE-sponsored professional development related to serving these youth. We also use the Foster Focus to quickly identify new foster youth to the community and our liaisons expedite their enrollment in school. In addition, an assessment of their need for 1:1 devices and technology support is expedited so that they can participate in distance learning as quickly as possible.

Students with exceptional needs are supported to meet their goals as identified in their Individualized Learning Plan (IEP) through instructional methods, materials, resources and technology. Professional development for staff was designed to support instruction during distance learning and to meet the needs identified in the IEP process.

To meet the needs of English learners, low income students and foster youth, teachers implement integrated units in their playlists that are aligned with the grade-level standards, include embedded activities to support social-emotional learning and include the use of SEAL strategies that are appropriate for use in the distance learning model. The district also provides our students with access to supplemental distance learning and online software such as Imagine Learning Reading and Math, Footsteps2Brilliance, etc.

Our district has provided staff development related to the State Board of Education's Policy and EL Roadmap. Per this policy, English learners are provided with designated and integrated English language development. SEAL and GLAD strategies are especially designed to support English learners and low income students. Students with exceptional needs, foster youth and students experiencing homelessness also benefit from these approaches that make the content more accessible to all. The increased levels of staff outreach that occurred in 2020-21 to ensure that students and families received the information and support that they needed was outstanding.

Bilingual communication (i.e. interpretation at meetings, phone calls by Spanish-speaking staff members, translation of websites, parent guides to technology use, newsletters, and the district's use of social media) assisted the families of English learners to access services and support their children to participate during distance learning.

Challenges
The greatest challenge has been one of ensuring that students attend school regularly, whether in the distance learning or the hybrid model. Many families have been impacted by financial difficulties which have affected student attendance. Regular outreach efforts to students and families by teachers, classified staff, Family Resource Center and Parent Center staff, liaisons and administrators have helped, but this continues to be a challenge.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Providing access to and use of all of our applicable supplemental software programs like: Imagine Learning Reading & Math; Footsteps2Brilliance; LeverEd Math; Math-Shelf; Drawp for School; Seesaw; etc. is an action that will help increase learning outcomes for targeted subgroups.	$99,000	$119,343	Yes
Providing Summer Virtual Academy is an action used to mitigate learning loss and/or accelerate learning gains for students who participate. This service will help increase student outcomes in Reading, Language and/or Mathematics.	$110,000	$110,000	Yes
Providing a Learning Support Specialist for PK-6 and another for 7-12 will help improve students' concentration and focus on learning. These Support Specialists will address students' social and emotional needs and offer "wrap-around" support to connect students and families to community resources. This will help to address anxiety, depression and other mental health issues. In addition, these credentialed counselors train, supervise and support interns who also provide socio-emotional support services to our students.	$156,289	$289,478	Yes
Teachers are asked to use the strategy of providing student choice in selecting and working on individual and group projects. These project need to be rigorous, relevant and engaging at higher order thinking levels. This enables students to engage and collaborate in meaningful ways to demonstrate understanding of the common core standard they are focusing on by producing a product or presentation that shows their knowledge and mastery as a weekly celebration of learning. This project helps students increase their mastery of Common Core Standards, helps them meet the English Language Development Standards and enables them to capture their growth through a Seesaw learning portfolio that tracks uploaded projects and presentations and allows them to be compared from the beginning of the year to end of the year. This is an improved way of showing gains	$62,000	$0	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
in academic mastery and academic language development through presentations. The costs here are for materials and the Seesaw portfolio purchase.			
Backpacks with school supplies will be purchased and provided to our Foster Youth/Homeless McKinney Vento students in order to increase their ability to have the supplies they will need to engage in project-based learning.	$500	$399	Yes
Expanded services provided by classified staff including transportation and other support services that can help mitigate learning loss. These services may include: supervision and oversight of students as they are brought back to campus; support to enable students to access the Internet and to enable them to use Internet learning resources; tutoring and informal supervision support.	$300,000	$145,787	Yes
Provide a District Liaison and Internship Coordinator to run the Parent Center and Family Resource Center where trainings, translation, and other support services can be provided, or referrals accessed, to students and families who are identified by the Student Success or PBIS teams.	$174,020	$144,985	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The District has two Learning Support Specialists on staff for entire school year. The budgeted amount for salary and benefits included the cost for only one position. The estimated actual expenditures is the estimated salary and benefits amount for both positions.

The District budgeted to purchase the Seesaw portfolio and materials for teachers to assign projects to their students. The District did not move forward with the purchase of the Seesaw portfolio and therefore there are no expenditures for this action.

Expanded services were provided by classified staff. However, the estimated actual expenditures are much less than budgeted for because the transportation needs were less than projected, the elementary after school program was offered for a shorter amount of time via online only and the Jr/Sr High did not provide in person instruction until March.

The District has both a District Liaison position and an Internship Coordinator position on staff. The Internship Coordinator position became vacant in March. Due to the position being eliminated for fiscal year 2021/22 the District chose not to rehire the Internship Coordinator position for the remaining portion of the fiscal year.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Successes
There are two types of actions related to minimizing learning loss. The first is coordination of curriculum and instruction between the in-person model and the distance learning model. The discussions in earlier sections have shown how this type of coordination has been developed in Williams Unified. The students' teacher is the same, whether the student is participating in distance learning or in-person learning. Both models are structured around the same common set of grade level state standards, and make use of many of the same instructional materials, methods and strategies (for example, SEAL, GLAD, project-based learning, etc.). Common professional development has been provided to teachers at each grade span, TK-3, 4-6 and 7-12, that allows for increased collaboration and common planning of instruction to meet the needs of students.

The second way to reduce learning loss is to have a well-designed system for interventions in place for students who are at high risk for learning loss. Williams teachers met in grade level teams on a regular basis (Assessment Data Teams) to discuss assessments and student progress, and to plan next steps for support of student learning. All students take the STAR test in math and in reading three times per year. Students may be identified to receive extra help, either individually or in small groups, by the teacher, based on indicators of learning loss such as their performance on teacher assigned work, irregular attendance, and/or STAR test results. Teachers may also refer students to a bilingual Learning Support Specialist (PK-6 or 7-12) who designs a support plan to address the student's identified social-emotional needs. This may include referring students and families to community resources for additional support, depending on identified needs. Students may also be referred for academic support through the Student Success Team process or to Special Education services, as appropriate. These resources are available whether the student is in the distance learning model or attending in-person classes.

In addition, the district's virtual summer academy in 2020, Saturday schools during the 2020-21 school year and the planned summer school for summer 2021 will provide students with additional support in order to gain learning that may have been lost due to the impacts of COVID-19.
These support systems are designed to provide assistance to all students and to meet the needs of students identified as English learners, foster youth, low income students and students with exceptional needs.
Feedback from parents and students about the virtual summer academy experience was very positive and there is a desire to see the program repeated in-person, if conditions permit. With regard to academic support and interventions, stakeholders (including educators, parent and students) called for a full-time Learning Support Specialist at each site to coordinate and lead the further development of site learning centers.

Challenges
The greatest challenge has been one of ensuring that students attend school regularly, whether in the distance learning or the hybrid model. Regular outreach efforts to students and families by teachers, classified staff, Family Resource Center and Parent Center staff, liaisons and administrators have helped, but this continues to be a challenge.
End of Year (EOY) STAR data analysis indicated decreases at both elementary schools for students At or Above the target for Reading. The decreased percentages ranged from 25%-39% at WES and 1%-13% at WUES. For the Jr/Sr High School, 7-8th grade had minimal decrease 0%-2%, with the 9-11th grades showing a slight increase, 4%-8%. STAR Math EOY results (Gr.1-6) also indicated a decrease ranging from 8%-47% percent.
For the 7-12 students, grades in the academic course of study did not align to the End of Year STAR Reading results. One hundred-five (105) students attended a 1 week Intervention Boot Camp during spring intersession to prevent failing spring courses.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Successes
There are several district systems in place to monitor and support the mental health and social-emotional wellbeing of students and staff. A counseling referral process was developed this year to provide support to students PK-6 and 7-12 and an electronic Counseling Referral Form was been developed that expedites the process. Two Learning Support Specialists monitor student progress and wellbeing though check-ins and surveys. When they find that a student is struggling, or is in crisis, they take appropriate action to access increased district services or make a referral to other community support providers. Students who receive mental health services designated in their IEP continue to receive virtual services from the Colusa County Office of Education school psychologists.
SARB letters were not sent to families because the District's focus was on conducting wellness checks for students who were not engaged. The district implemented a family contact system utilizing the visitation tab in AERIES so that teachers, intervention staff and support staff could log in contacts. This allowed for sharing information about siblings that might be experiencing similar challenges among sites.
Colusa County Office of Education has assigned two Second Step program staff members to Williams Elementary school. The Second Step program provides a fully integrated framework for supporting elementary school students and promoting their social, emotional and academic success. It includes the following types of support: age appropriate lessons/curriculum; social-emotional learning support; bullying prevention; positive change in school culture and student behaviors; professional development for teachers; and parent education. This program provides support services related to mental health to our pre-school through third grade students, staff and parents. There was a total of 365 TK – 3rd grade students served with Second Step: there was a 42% improvement on Social Competence and School Adjustment, 40% increase in Teacher-Preferred Social Behavior, 43% increase in Peer-Preferred Social Behavior, and a 35% increase in Classroom Adjustment Behavior.

Teachers have participated in virtual professional development related to social-emotional learning topics such as pupil anxiety and/or personal compassion, fatigue and issues related to the different aspects of trauma. SEL lessons are implemented weekly in all classes and the mental health and social-emotional wellbeing of students is monitored. This is done though the use of check-in questions and surveys with reflective emojis that students select to indicate how they are feeling. The staff is monitored via Zoom check-in and by completing a bi-weekly wellness survey.

According to stakeholder input, Learning Support Specialists had a very positive impact, providing initial counseling and referrals to County Mental Health or other local providers and connecting students to wrap-around services. This continued and intensified after the pandemic started, due to increased need. With regard to academic support and interventions, stakeholders (including educators, parents and students) called for a full-time Learning Support Specialist at each site to coordinate and lead the further development of site learning centers.

Challenges

The greatest challenge has been one of ensuring that students attend school regularly, whether in the distance learning or in the hybrid model. Students who are not attending regularly begin to develop the need for even more social-emotional learning support. The issue of connecting with students and their families who are having difficulties that impact their attendance/learning, and then to providing resources or referrals to them, continues to be a challenge. Addressing this challenge has become a team effort with attendance clerks, teachers, classified staff, Family Resource Center and Parent Center staff, liaisons and administrators working collaboratively on a daily basis to address the challenge. There is a need to continue to develop a seamless multi-tiered system of supports to meet the needs of students who are having issues related to academic growth, behavior, social and emotional needs, and absenteeism.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Successes
The master schedule for each day has a time allocated for student check-ins that allows case managers to make contact with students who did not engage during the day. Also, the Learning Support Specialists, Intervention Specialist, Academic Counselor and site administrators track student engagement and provide tiered interventions to students who have missed instructional days during the week. These interventions may include home visits, phone calls, parent contacts, wellness checks, and collaboration with county agency partners for support services.
Implementation of the district-wide student-family contact log provides evidence as to the outreach of teachers, support staff (attendance, office, Intervention, Learning Support) and administrators to support students and their families. Communication was categorized by 1) Purpose: Attendance, Academics, Technology, SEL/Behavior; 2) Type of communication: In person conference with parent and/or student, phone call with parent and/or student, email, message (text/phone), phone no voicemail, and home visit. Contacts ranged from 162 to 3419. Due to the COVID delay for 7-12 students to return to campus, secondary staff maximized use of the system, conducting 274 home visits and holding 374 in-person parent conferences.

In order to focus on providing Internet access to as many families as possible, and to support parents as well as students with online learning, the Family Resource Center (classified and student interns), Tech TOSA(s) and other district personnel have provided outreach and assistance including the following:

- Developed a manual for parents on how to use Google Classroom;
- Provided training on the use of the district's technology applications;
- Served as a hotline and point-of-contact for services to parents;
- Provided phone support to parents and students with tech questions;
- Sent phone messages and social media announcements;
- Posted up-to-date news and announcements on the school and district websites.

The district also hired a liaison in December, 2020 to support migrant students and families. This staff member has been a valuable asset, providing resource information and orientation to our families that returned to Williams at opening of the Migrant Labor Camp in

April.

Challenges
Despite ongoing outreach and support to train parents on the use of Zoom and use of social media applications (Facebook, WhatsApp), participation in parent engagement activities (parent trainings, advisory committees, parent meetings/conferences) was greatly impacted. Parents expressed a feeling of disconnect even when participating via Zoom.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Williams Unified is approved as a "Community Eligible" Local Education Agency (LEA). As a result, the district serves free healthy meals to all students. Students attending in-person learning are provided hot breakfast and "Grab and Go" lunch pickup daily. Students in distance learning receive daily "Grab and Go" breakfasts and lunches.
Successes
Successes were providing a much needed service to our families. Providing food to families in need gives staff a positive purpose and makes us feel like we are making a difference during these troubling times.

Challenges
Challenges were significant at many levels. Trying to use up large amounts of bulk food that was intended for cooking was difficult. Having to package items in whatever container we can find and provide heating instructions to families. The hardest challenge was, and still is, trying to purchase prepackaged food items and packing materials. Getting grocery bags and getting gloves was very difficult at first. As the year progressed, we found ways to meet each challenge and provide meals to families. As a team, we found ways to overcome obstacles, which made us stronger. Our team, which normally is split in half, was working together in one kitchen for the first time. We had to create extra work areas and methods to achieve our goals. We are serving 50% fewer meals than a normal year. Financially this has been very tough.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	There are no additional actions to include in this section	N/A		No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The 2020-21 Learning Continuity and Attendance Plan was crafted in such a way as to continue to address the five goals of the 2019-20 LCAP while providing the supports that were needed to allow our district to respond to the impact of COVID-19 on our families, staff and community. It was developed using the following guidance criteria: ensure the safety of all students and staff following state and local safety measures; maximize student engagement and student academic growth; provide support for social-emotional needs; provide supports for staff (coaching & professional development) and for parents (Family Resource Center and parent trainings); and assure operational and financial viability in these unprecedented difficult times.

While implementing distance and hybrid in-person learning program models, we have learned that we are more resilient than we ever thought we could be and that attention to the social-emotional needs of our students and staff is critical if we are going to meet our students' educational needs. We also have learned that we must be flexible and creative in order to meet the needs of our students and their families and to continue to engage with our community stakeholders.

Through the implementation of the Learning Continuity and Attendance Plan, teachers have received professional development and coaching related to how to adapt, enhance and/or modify their materials and methods to allow for use in the distance learning and hybrid models. Teaching and learning continues to align to the grade level common core state standards and district initiatives (SEAL, GLAD, etc.), whether students are in distance learning or the in-person hybrid models. This approach will ease the transition back to full in-person teaching and learning and to the implementation of the goals and activities that are outlined in the new LCAP in 2021-22.

Based on the analyses of the 2019-20 LCAP, the 2020-21 Learning Continuity Plan and stakeholder input, the 2021-24 LCAP will carry forward the 2019-20 goals with little modification. Implementation of the 2021-24 LCAP goals, actions and services will address the academic and social-emotional needs of our students, including students who are English learners, students with disabilities,

socio-economically disadvantaged, homeless and foster youths, and allow us to engage all stakeholders in creating a safe, welcoming environment and learning experience for our students.
Implementation of our new LCAP goals and activities will allow us to continue building students' access to all elements of a broad course of study, will prepare our students for graduation and will provided them with the necessary knowledge and skills to enter a college and/or career.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

In 2020-21, the district has focused on implementing actions and services that will minimize learning loss as schools shifted from in-person learning to distance learning due to the impact of COVID-19. This included providing devices, connectivity and tech support to students at their homes and providing support services related to students' social-emotional needs. However, despite our efforts, we know that learning loss has occurred.

As a district, we will continue to assess and address pupil progress and learning loss in several ways as outlined in our 2021-24 LCAP. Students, whether in distance learning or in-person learning, take the STAR Reading & Math assessments at the beginning, middle and end of the school year. This assessment is used to identify each student's grade level proficiency in reading and math and to monitor growth in these areas over the entire school year. Students in the Dual Immersion program are also assessed on the STAR reading assessment in Spanish. These STAR assessment results are also compared to prior year results for each student, which will be one indicator of learning loss that may have taken place.

Students participating in the distance learning model, are assigned Do Now or Warm-Up activities on a daily basis during synchronous instructional time. Teachers monitor the level and quality of student participation and identify students that may be struggling due to learning losses. In the afternoons, teachers have time built into their schedules to check-in on students and to provide struggling students with additional help or intervention support, independently or in groups. In this way, teachers monitor student learning loss that may begin to occur. Staff complete a student engagement log to verify student engagement and instructional minutes as well as to identify students who are at-risk of experiencing learning loss.

Our 2021-24 LCAP includes Goal 1, Actions 1 - 3 that relate to systems designed to help teachers assess and monitor student learning and work collaboratively in Assessment Data Teams (ADTs) to address any issues that are identified.

The 2021-24 LCAP also includes goals and actions to identify and address learning loss especially for pupils with unique needs including:
Low income students - Goal 1: Actions 4,9; Goal 2: Actions 1,2,4,5; Goal 3: Actions 2,3,4,5; Goal 4:Actions 2,3; Goal 5:Actions:1,4
English learners - Goal 1: Actions 4,6,9; Goal 2: Actions1,5; Goal 3: Actions 2,3,4,5,6; Goal 4: Actions 1,2,3; Goal 5: Actions 1,4
Students with disabilities - Goal 1: Actions 4,8; Goal 2: Actions 1,5; Goal 3: Actions 3,4,5; Goal 4: Action 2; Goal 5: Actions 1,4
Foster Youth and Homeless Youth: Goal 2: Actions 1,2,4,5; Goal 3: Actions 2,3,4 ,5,7; Goal 4: Actions 2,3; Goal 5: Actions 1,4

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

A description of substantive differences to action and /or services identified as contributing toward meeting the increased or improved services for In person instruction and Learning Loss, have been addressed in the perspective areas.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The analyses of the 2019-20 LCAP, the 2020-21 Learning Continuity Plan and stakeholder input have informed the 2021-24 LCAP in that it is evident that the 2019-20 goals and many actions should be included in the new LCAP. Implementation of the 2021-24 LCAP goals, actions and services will address the academic and social-emotional needs of our students, including students who are English learners, students with disabilities, socio-economically disadvantaged, homeless and foster youths, and allow us to engage all stakeholders in creating a safe, welcoming environment and learning experience for our students.

Implementation of our new LCAP goals and activities will allow us to continue building students' access to all elements of a broad course of study, will prepare our students for graduation and will provide them with the necessary knowledge and skills to enter a college and/or career.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	3,934,730.00	3,712,420.90
	0.00	0.00
LCFF	1,074,707.00	886,454.60
LCFF Supplemental and Concentration	2,860,023.00	2,825,966.30

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	3,934,730.00	3,712,420.90
	1,040,707.00	0.00
1000-1999: Certificated Personnel Salaries	1,393,674.00	1,349,486.17
2000-2999: Classified Personnel Salaries	215,460.00	214,611.38
3000-3999: Employee Benefits	559,737.00	525,432.16
4000-4999: Books And Supplies	68,093.00	152,548.72
5000-5999: Services And Other Operating Expenditures	607,059.00	570,491.42
5800: Professional/Consulting Services And Operating Expenditures	15,000.00	0.00
6000-6999: Capital Outlay	35,000.00	13,396.45
7000-7439: Other Outgo	0.00	886,454.60

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	3,934,730.00	3,712,420.90
		0.00	0.00
	LCFF	1,040,707.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	1,393,674.00	1,349,486.17
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	215,460.00	214,611.38
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	559,737.00	525,432.16
4000-4999: Books And Supplies	LCFF	1,066.00	0.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	67,027.00	152,548.72
5000-5999: Services And Other Operating Expenditures	LCFF	32,934.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	574,125.00	570,491.42
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	15,000.00	0.00
6000-6999: Capital Outlay	LCFF Supplemental and Concentration	35,000.00	13,396.45
7000-7439: Other Outgo	LCFF	0.00	886,454.60

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	1,681,866.00	1,479,982.45
Goal 2	1,069,184.00	1,137,724.10
Goal 3	668,538.00	597,301.34
Goal 4	137,133.00	89,263.32
Goal 5	378,009.00	408,149.69

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$200,000.00	$180,000.00
Distance Learning Program	$1,707,112.00	$1,540,823.00
Pupil Learning Loss	$901,809.00	$809,992.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$2,808,921.00	$2,530,815.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$200,000.00	$180,000.00
Distance Learning Program	$1,707,112.00	$1,540,823.00
Pupil Learning Loss	$901,809.00	$809,992.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$2,808,921.00	$2,530,815.00

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
Williams Unified School District	Bill Cornelius Superintendent	billcornelius@williams.k12.ca.us 530-473-2550

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Williams Unified School District serves approximately 1,338 students from the rural, agricultural community of Williams and surrounding unincorporated areas of Colusa County. The District schools include: Williams Elementary School with an enrollment of 397 in TK--3rd grades; Williams Upper Elementary with 311 students in 4th - 6th grades, Williams Jr./Sr. High School with 609 students in 7th -12th grades and Mid Valley High (Continuation) serving 21 students.
The District student population is 96.2% Hispanic, 2.2% White, 1.1% Asian and .5% Other. 52.8% of our students are identified as English language learners, 93.3% are eligible for free or reduced lunch and about 10% are identified as migrant students. Williams USD serves students through Local Control Funding Formula monies, grants and other funding sources. These funds provide services focused on instruction, learning and the social--emotional well-b-eing of all students in our TK--12 programs. The Williams Unified School District went through a mid-year transition to an interim Superintendent. A new Superintendent is hired to start July 2021.

Reflections: Successes

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

- Graduation Rate. Williams Unified has a graduation rate that is higher than the statewide average. The 2019 rate of 94.8% placed it in the blue range on the California School Dashboard. The district remained in the green range or higher for the last three years of available Dashboard data (i.e., 2017, 2018 and 2019).
- Increased outreach to families and the community. In addition to efforts to ensure that families had access to the necessary technology for students to participate fully in distance learning, the district expanded the services offered through the Family

Resource Center and the Parent Center. Additional staff members were assigned to maintaining contacts with families and connecting them with needed supports. These initiatives will continue in the 2021-24 LCAP.

- Multi-Tiered System of Supports (MTSS) is being developed in the district. This system is key to effective response to conditions that interfere with students' learning, including socio-emotional learning issues. The system has been utilized at Williams Jr./Sr. High and activities included in the 2021-24 LCAP will continue to expand the system districtwide.
- Successful implementation of SEAL, TK-6th grade, and the use of GLAD strategies in the Jr./Sr. high school. The district has provided staff development related to the English Learner Roadmap. SEAL and GLAD strategies are especially designed to support English learners and low income students. Students with exceptional needs, foster youth and students experiencing homelessness also benefit from these approaches that make the content more accessible to all.
- Achievement Data Teams (ADT). This process allows teacher teams to regularly review student performance data and collaborative develop plans for best next steps in instruction to maximize student learning.
- Expansion of options for students related to college/career readiness. The district focused on providing a range of options to students that will lead to college/career readiness. This included increasing opportunities for dual enrollment coursework, enrollment in A-G, advanced placement and CTE courses, and student internships.
- Improved student achievement in English language arts. The district score on the CAASPP test in English Language Arts improved by 10.3 points over the prior year. However, the score remained 56.1 points from the standard.
- Response to Covid-19 Challenges. Immediately after the Covid-related school closures in March 2020, the district initiated actions to prepare for distance learning, including: rapidly taking steps to increase Internet availability to students in the community; acquiring equipment necessary for students to have access to distance learning; planning for an approach to distance learning that is aligned with the in-person curriculum and pedagogical approaches; and providing professional development to teachers to enable them to make effective use of the technology they would be using in distance learning. A volunteer Return2School task force was convened to develop the Return2School plan for 2020-21, which provided guidance for implementation of the distance learning, hybrid learning and full in-person learning models.
- In order for the district to maintain our success and continue to improve our graduation rate we will be offering before and after school credit recovery. In addition, we will continue to maintain the Dual Immersion program which can be especially beneficial for English learners to succeed. Our counseling department will continue to identify students that need support, including academic intervention and socio-emotional counseling in order for them to meet our graduation requirements.

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.

- Mathematics. District-wide achievement in Mathematics on the 2019 CAASP was in the orange range. The district was 85.3 points from the standard. This was 8.3 points lower than the previous year. All four significant subgroups (students with disabilities, English learners, Hispanic students and socio-economically disadvantaged students) also scored in orange. The new LCAP will address math achievement through adoption of new curriculum and professional development for teachers.

- English Language Arts. District-wide achievement in English Language Arts on the 2019 CAASPP was in the yellow range. The district score was 56.1 points from the standard. Three significant subgroups (English learners, Hispanic students and socio-economically disadvantaged students) also scored in the yellow range. Students with disabilities scored in the red range, two levels below the score for all students. English language arts in teaching and learning is addressed in the new LCAP through continued professional development for teachers in this area.
- English Learner Progress. The percentage of English learners making adequate progress toward English proficiency remained in the Low range at 44.2%. The district will continue to support and expand the Dual Immersion program to enable English learners as well as native English speakers to become bilingual and biliterate. That program will continue to expand one grade level per year. Professional development and coaching in SEAL and GLAD strategies will continue in order to support English learner progress.
- College and Career Readiness. This indicator was in the orange range in 2019. Over the past two years the district has expanded opportunities for students to gain college-career readiness. This has resulted in an increasing number of students participating in dual enrollment, A-G coursework, career/technical education, etc. This expansion of opportunities will continue to be a priority. In addition, the district will continue to modernize school facilities to increase student access to a 21st century learning environment.
- Chronic Absenteeism. In 2019, the rate of chronic absenteeism was 10.4%. The district was in the orange range on this measure, as were all subgroups. Due to the impacts of the Covid-19, attendance has declined. The district will continue outreach efforts to students/families and implement the MTSS to address the issue of chronic absenteeism.
- Suspension Rate. The district fell into the red category with a 6.5% suspension rate in 2019. This represented an 3.1% increase in suspensions over the prior year. All significant subgroups also placed in the red category. Implementation of the MTSS will address social emotional learning issues and provide alternatives to suspension.

LCAP Highlights

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

The 2021-24 Local Control and Accountability Plan will continue to address the goals that were contained in the prior LCAP to reflect the priorities of the district's stakeholders, including the students, teachers, staff, administrators, and parents, who provided input and suggestions for the development of the goals during the stakeholder engagement process. In addition, foundational documents such as the California English Learner Roadmap, Board Goals and the previous LCAP goals were consulted in the development of this plan.
Some of the highlights of the 2021-24 LCAP include:

- Ongoing professional development for teachers related to ELA, integrated and designated English language development, mathematics, SEAL, Glad and use of the Illuminate data and assessment system
- Continued support for and expansion of the Dual Immersion Program
- Continuing support for the use of technology
- A K-12 Summer Academy for ELD, credit recovery, dual enrollment, tutoring, and enrichment
- Development of a Multi-Tiered System of Supports
- Intervention programs at all grade levels to support individualized academic progress
- Maintaining Learning Center support outside of school hours to provide academic tutoring and assistance

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.

Williams Upper Elementary School (WUES)

Support for Identified Schools

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

Williams USD has provided and will continue to provide support to WUES as their CSI plans are developed and implemented. These processes focus on the creation of one seamless school reform model that will improve student outcomes in the areas of English language development, reading, writing and mathematics.
Williams Unified School District adopted the Daggett System for Effective Instruction as the framework for engaging stakeholders in the areas of Teaching, Instructional Leadership and Organizational Leadership. Data gathered annually through the self-assessment surveys inform evidence-based planning and decision-making. The district provides a part-time CSI Grant Coordinator to assist the school with establishing stakeholder groups and in CSI plan development and monitoring. The Grant Coordinator will also assist the teams with the development of needs assessments and identify/address any resource inequities that might hinder the school's efforts to improve student outcomes.
Since Williams USD is a small school district, external providers also have been enlisted to support the school in developing their CSI plan. These providers include the Colusa County Office of Education and Sobrato Early Academic Language (SEAL) whose representatives meet regularly with school administrators and provide staff with professional development.
In addition, the school has implemented the Achievement Data Team (ADT) process. This is a system of regularly gathering student performance data, collaborative analysis of the data and discussions about best next steps related to instruction. The district's professional development plan includes and supports professional learning related to: ADTs; Positive Behavioral Interventions and Supports (PBIS); effective reading instruction; integrated thematic instruction; conducting instructional rounds; building common language related to rigor, relevance and engagement; the English Learner Roadmap; and Modern Teacher. Implementation of the Sobrato Early Academic Language (SEAL) model and teacher capacity building related to SEAL implementation continue. District sponsored Project2Inspire trainings and the Family Leadership Institute continue to enhance parent engagement.
To address improvement, WUSD will provide the part-time Reading Coach with technical assistance which will support the Coach's work with staff in the areas of curriculum development, delivery of instruction, monitoring of intervention programs, and assessment of student academic progress. A part-time Learning Support Specialist has been provided by the WUSD to align protocols and procedures for Multi-Tiered System of Supports (MTSS)/PBIS interventions, implement social emotional learning lessons, and work with students and parents by providing direct student services and parent education.

Monitoring and Evaluating Effectiveness

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

The CSI Leadership Team membership includes the site administrator, a district representative, the grant coordinator, and external technical support partners. This team monitors and evaluates the implementation of the CSI plan utilizing a monitoring tool to measure progress toward the grant metrics. The CSI Grant Manager reports on the progress during monthly CSI Leadership Team meetings. The meetings will also address the extent to which the CSI funds are being utilized to assist in meeting the grant objectives.

Outcome data to be collected and used to inform ongoing decision making and the effectiveness of the school's CSI plan will include:

1. Academic achievement data- CAASPP ELA and Math results, including those of all subgroups;
2. Local benchmark data- STAR Reading and STAR Math results as well as Imagine Learning Reading and Math results;
3. Student engagement data- the Organizational Leadership Team will review data related to student attendance, chronic absenteeism, and asynchronous/ synchronous engagement in distance learning;
4. Student social emotional learning data- the team will review reporting data on PBIS-SWISS referrals;
5. Parent engagement data- parent participation at SEAL parent engagement events, Project2Inspire, Family Leadership Institute parent leadership trainings, and project-based learning activities, such as Student Biography of a Family Member.

Outcomes will be shared during report/input meetings with parent advisory committees, the Instructional Leadership Team, at staff meetings, at board meetings, and in quarterly parent/community communications.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

During the 2019-20 school year, the district engaged its stakeholders in a process which provided the community with an opportunity to identify priorities for the district's work in moving forward with the 2021-24 LCAP. The engagement process took place between December 2019 and late February 2020, and included School Site Council meetings; the English Learner Parent Advisory Committee (DELAC), other district committees such as the Migrant Parent Advisory Committee (MPAC), California School Employees Association (CSEA) meeting; District Cabinet and Administrators, including Principals; school site English Learner Advisory Committees, School Site Councils; Williams Teachers Association (WTA); and the WUSD Board of Trustees. Other school personnel are included in the meetings listed above. Student input on the LCAP goals, actions, services and prioritization was obtained through meetings with the Leadership class and School Site Council meetings conducted at Williams Jr./Sr. High since students participate in both groups.
During these many meetings/input sessions, participants were given a presentation that shared the current LCAP goals (from the previous 3 year LCAP) and the major programs and personnel that were funded through those goals. Participants were tasked with identifying their own priorities from the list and asked to provide their input.

The following is a list of the meetings that were held in 2019-20:
DISTRICT STAKEHOLDER MEETINGS:

- December 10, 2019: Held an LCAP community forum for community stakeholders to: 1) share data findings and Annual Updates from 2018-2019 school year using LCFF Indicators/CA Dashboard information and local outcome data; 2) obtain input and recommendations; and 3) prioritize Goals, Actions and Services.

DISTRICT CABINET & ADMINISTRATOR MEETINGS:

- November 5, 2019: Met with Administrative team to go over 1) how they will obtain input from their site stakeholders for LCAP changes/updates and 2) obtain input for LCAP revisions or modifications.
- November 13, 2019: Shared the prioritization tool for stakeholder input with administrative team.
- December 3, 2019: Met with Cabinet to obtain input, recommendations and prioritize LCAP goals, actions and services.
- December 16, 2019: Met with Administrative team to review input from stakeholders at their sites and prioritize recommendations for modifications/changes to the LCAP Goals/Actions/Services. Then, we worked on incorporating the EL Roadmap and Special Education Performance Indicator Review (PIR) Plan within the goals, actions and services of the LCAP.
- January 7, 2020: Met with Administrative team to review CA Dashboard Data and LCAP goals, actions and services.
- January 8, 2020: Met with the District Organizational Leadership Team to share CA Dashboard Data and prioritization of LCAP goals, actions and services.
- January 13, 2020: Met with Administrative team and Special Education staff including the Director of Special Education to review the Performance Indicator Review (PIR) Plan and share how the strategies/activities have been included in the LCAP actions/services.
- February 5, 2020: Met with the Administrative team to share the updated input document and to receive final site feedback about actions and services for the 20-21 LCAP. Administrators were asked to share with their stakeholders how the EL Roadmap and the Performance Indicator Review (PIR) Plan were merged with the LCAP.

In addition, separate meetings took place with district advisory groups, union representatives and student meetings using a similar agenda as used at stakeholder meetings. The additional meetings were held as follows:
SCHOOL SITE STAFF/ELAC/SSC:
Williams Elementary School (WES)

- January 13, 2020: Met with classified and certificated staff to obtain input on strengths of LCAP and possible changes to LCAP goals, actions and services & to prioritize suggestions.
- January 15, 2020: Met with WES ELAC to discuss LCAP Goals/Actions/Services and prioritization.
- January 30, 2020: Met with WES School Site Council to obtain input on LCAP goals, actions and services.

Williams Upper Elementary School (WUES)

- August 28, 2019, September 25, 2019, October 16, 2019, and January 14, 2020: Met with WUES ELAC to discuss LCAP goals, actions and services and prioritization.
- January 6, 2020 and January 13, 2020: Administrator met with classified and certificated staff to obtain input on strengths of LCAP and possible changes to LCAP goals, actions and services & to prioritize suggestions.
- January 16, 2020: Met with WUES School Site Council to obtain input on LCAP goals, actions, services and prioritization.

Williams Jr./Sr. High School (WJSHS)

- January 13, 2020: Met with classified and certificated staff to obtain input on strengths of LCAP and possible changes to LCAP goals, actions and services & to prioritize suggestions.
- January 14, 2020: Met with WJSHS School Site Council to obtain input on LCAP goals, actions and services.
- January 28, 2020: Met with WJSHS ELAC to discuss LCAP goals, actions and services and prioritization.

DELAC/MPAC Advisory Groups:

- December 10, 2019: Met with MPAC to obtain input on strengths and recommendations for LCAP goals, actions and services.
- December 11, 2019: Met with DELAC to obtain input on strengths and recommendations for LCAP goals, actions and services.

REPRESENTATION UNITS:

- February 3, 2020: Met with WTA to obtain input on strengths and recommendations for LCAP goals, actions and services. We shared status and change and Dashboard data with the participants and requested feedback by February 18, 2020.
- February 4, 2020: Met with CSEA to obtain input on strengths and recommendations for LCAP goals, actions and services. We shared status and change and Dashboard data and requested feedback by February 18, 2020.

STUDENT INPUT MEETINGS:
January 27, 2020: Met with WJSHS Leadership class to obtain input on LCAP goals, actions and services and prioritization.

SCHOOL BOARD MEETINGS:

- October 22, 2019: Held a public Board meeting for LCAP Input and Feedback. The Board prioritized the actions/services for each goal area.

- June 9, 2020: School Board held Draft LCAP public hearing & received final input and comments.
- June 18, 2020: WUSD Board Approved final LCAP and submitted it to Colusa COE for approval.

Once the community's priorities were established, district staff used the identified priorities, along with several foundational documents (the previous LCAP and district goals, the California English Learner Roadmap, etc.), review/revise LCAP goals. Over the next nine months, groups were consulted on the drafted goals, including school site administrators, the DELAC, ELACs, School Site Council parents, students and the WUSD Board of Trustees. The DELAC agenda on December 11 included LCAP review, input on strengths and recommendations.

SELPA consultation was accomplished through consultation with and direct support from the SELPA Administrator. The SELPA Administrator reviewed and gave final approval on LCAP goals, actions and services June 4, 2021. Site based Special Education staff was included in all site staff meetings and provided direct feedback to the district on May 17, 2021 and May 20, 2021.

In addition to the prioritization that occurred in 2019-20, during the 2020-21 school year each of the following specific stakeholder groups reviewed the draft 2021-22 LCAP goals, actions, services, costs and provided their input and feedback for the development of the draft 2021-24 LCAP:

DELAC - 3/29/21, 4/12/21
Superintendent Mtg. with ELAC parents 5/10/21

School Site Councils:
WES – May 3, 2021
WUES – April 29,2021
WJSH - April 13, 2021

ELACs:
WES - May 11, 2021
WUES - May 11, 2021
WJSH - October 20, 2020 and February 16, 2021

Teachers:
WES - December 2019
WUES - December 2019
WJSH - April 15, 2021 (Dept. Chairs)
WJSH - April 19, 2021 Staff

CSEA:
WES - May 11, 2021
WUES - May 11, 2021

Students:
WUES - December 2019
WJSH - January 20, 2020

A summary of the feedback provided by specific stakeholder groups.

As detailed above, the comprehensive stakeholder engagement process that took place in 2019-20, prior to school closures due to the COVID-19 pandemic, allowed the district to establish the community's priorities, which have had a significant impact on the development of the LCAP. Priorities are reflected in the goals of that LCAP.

The following is a summary of feedback that was provided by stakeholders groups.

SPED suggestions focused primarily on Goal 1 including attention to areas of need identified in Individualized Education Plans.
DELAC priorities and suggestions were primarily related to LCAP Goals 1, 3, 4.
GOAL 1:

- Provide parent presentations/trainings for all parents so that they understand how the system (Illuminate) supports students.
- Provide a data presentation to DELAC and site ELACs of assessment results after each administration (all students and EL students).
- Provide supports/enrichments for students who are on/above grade level not just for those who are below.
- Lessons should be more rigorous in Spanish.
- Hire a certificated teacher to develop the curricular program for ASES. ASES needs more structure.
- Continue to recruit/hire teachers who have completed their educational/credentialing course work in Spanish as a native (to improve the Spanish Language Arts).
- More money should be invested so district DI teachers continue to improve their academic Spanish.
- Develop/Implement curriculum for students to learn applications of Office as early as possible in the lower grades to better prepare students for high school.

GOAL 2:Graduate students with the necessary knowledge and skills to enter a college or career

- Include cases to protect the computers issued to students.

GOAL 3: Educational experience that addresses academic and social-emotional needs of students

- Have a Learning Center at each site so students can go for help.
- Provide supports/enrichments for at/above students as well.
- Provide Support Program in other content areas, not just Reading.
- Hire highly qualified/trained counselors to provide socio-emotional service to students on all sites.
- Hire psychologists that are trained to work with children and youth to provide service for post-pandemic issues.
- Recruit more actively to hire a nurse. If necessary, raise the salary.
- Continue drug detection service, more often if possible.

GOAL 4: Enhance parent engagement and improve communication among stakeholders

- Starting with Dual Immersion develop a committee of parents, teacher parents (teachers in Mexico) and district teachers to develop cultural activities, Spanish language arts and Life Skills/Lifelong Guidelines in Spanish to support the schools.

- Continue staffing and materials support for Parent Center to continue building parent engagement. "We have learned a lot but there is still so much more. The Parent Center is a key part of parent engagement"
- Continue parent training in school protocols (Board meeting protocols), school committee regulations (Brown/Greene Act)

SSC's priorities and suggestions included:
GOAL 1:
- Increase department Chair PLC time
- Professional Development for GLAD/ELD integrated/core curriculum
- Coaches : Literacy, etc.
- Continue ADT/PLCS.
- Continue some type of assessment system and assessment management system, district wide

GOAL 2:
- All students graduate college/career ready- Keep actions 2.1, 2.3, 2.4, 2.5, 2.6

GOAL 3:
- Mental wellness - comprehensive plan.
- Keep Learning Support Specialist and Intervention Counselors.
- Re work 3.1 to include Graduate Profile.
- Formal MTSS training team
- Keep actions 3.2, 3.3, 3.4, 3.8
- Create a districtwide engagement/Social Emotional Learning team to support mental wellness and crisis needs
- Provide teacher training in mental health, SEL and trauma informed practices

GOAL 4:
- Improve and build data collection e.g. open house attendance, report card attendance tracking, events,
- Implement research based staff, student parent surveys, collect pre/post
- Delineate parent engagement activities, more specific and then collect data for efficacy
- Need both qualitative and quantitative data
- Add under translations 4.3 - digital/online translation

GOAL 5:
- Facilities bond for H.S. needed
- More portables
- 5.4 need a 'student center' where students can access computers, printers, where they can sit in a 21st century building to do work, connect w/peers and counselors, etc. Look at the student center in Davis High School and American Canyon High School.
- 5.3 Math needs to work on new adoptions, it is their cycle.
- Modernize HS so it is a 21st Century building

Teacher provided input and suggestions included:
GOAL 1:
- Teachers find Illuminate hard to use, not recommended
- Continue with Early Literacy, Star reading and math, add Lexia

- Continue 1.4 as stated but base PD on current needs assessment completed by teachers
- 1.6 Agree (continue to implement Dual Immersion Proggram) and allow time for Dual Immersion PLC both vertical and horizontal collaboration time
- Agree with Elementary music and P.E. programs
- Agree with need to continue Tech TOSA support
- 1.8 Agree with need for special needs services and staff, etc. and provide training on PBIS tier 1,2,3 supports
- Agree with SEAL coaching support and add training on current ELA program and newly adopted ELA programs
- Continue instructional rounds, funding for release time to complete, training if necessary etc
- WICOR/AVID training for all (PD)
- Cross-curricular collaboration time
- Hold sacred department chair/PLC time
- Coaches: Literacy/EL strategies
- Curriculum alignment within departments
- Training for online learning(PD) - want to continue to work forward to online
- GATE program to return
- Funding for field trips for experiential learning
- AVID funding

GOAL 2:

- Continue to invest in digital media studio - agree and have High School students help create program at the Elementary site.
- Implement Summer Academy for K-12 (2.5) - agree
- Increase Mid Valley to two teachers and offer CTEs to MV students after normal day (such as AG mechanics)\
- Math would increase electives such as statistics
- Increase Job ready electives- computers science, health care etc., tech
- Keep all other actions
- Bring back teacher incentives to get their masters
- Maintain relationship for Dual Enrollment
- Funding for field trips for experiential learning
- AVID funding
- Individual AVID classes for all grade levels

GOAL 3:

- 3.1 Drop Lifeskills at K-3 and add Peacebuilders
- 3.2 Drop Lifeskills at K-3
- 3.4 Maintain Learning Center for (TK-12) student - agree
- 3.5 and 3.6 - agree
- 3.7 Agree and consider hiring a counselor at K-6 sites
- Provide teacher training in mental health, SEL and trauma informed practices (formal training)
- Keep intervention counselor

GOAL 4:

- 4.2 Seek ways to enhance parent engagement - Agree and provide training on School Messenger or change it so that text messages can be sent to parents
- 4.3 & 4.4 Agree
- PIQUE type trainings, parent institutes especially geared high school parents
- Conversational class for teachers
- Research best practices for parent engagement and models and implement.

Goal 5:

- All actions and services - Agree
- 2-3 portables (and a wrestling room)
- Library/Student Center
- Core curriculum- Math?
- All weather track
- Upgrade play areas/fields for safety; more equipment

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The goals and actions in the 2021-24 LCAP were crafted through the stakeholder engagement process utilized in 2019-20.This process yielded goals and actions based on 1) the prioritization process that stakeholders used to share their suggestions and input, 2) the previous LCAP goals and actions, 3) the WUSD Board Goals, and 4) the California English Learner Roadmap. Current year stakeholder input and suggestions focused on the specifics of actions and their implementation.

The following is a summary of the content and focus of each 2021-24 LCAP goal:

- Goal 1 addresses the need to raise the achievement of all students through improved curriculum and instruction, teacher collaboration, professional development and the collaborative assessment of student learning progress in order to enable students, including English learners and students with disabilities, to master state standards.
- Goal 2 addresses the need to provide students with structures and supports throughout their school career that will provide them with the knowledge and skills that they will need to enter college and/or a career.
- Goal 3 addresses the academic and social-emotional needs of students so that they are able to experience a supportive, successful educational experience.
- Goal 4 addresses the need to continue to reach out to parents/guardians and community stakeholders through enhanced communication and partnerships order to meet the needs of our scholars.
- Goal 5 addresses basic services including: hiring and retaining teachers, students access to standards aligned materials, upgrading facilities to foster 21st Century learning, and providing adequate transportation.

Goals and Actions

Goal

Goal #	Description
1	Williams Unified will raise the achievement of all students through rigorous, relevant curriculum and instruction that: • is based on state standards and aligned TK--12; • is designed to enable all students, including English learners, to access core standards and English learners to access the English Language Development standards; • fosters engagement/collaboration; • develops students' 21st Century skills; and • is appropriately assessed through formative/summative measures and state accountability targets. State Priorities 2, 4, 7, 8

An explanation of why the LEA has developed this goal.

In the prior LCAP, the district began a comprehensive process designed to significantly improve student achievement through adoption of evidence-based, exemplary instructional practices, team building and focused professional development. That process was interrupted by the impacts of Covid-19. Retention of this goal will enable us to continue our focus on strengthening our instructional program and improving outcomes for students.
The metrics under this goal include improvements in student performance on the CAASPP assessments in language arts and mathematics, implementation of exemplary practices (SEAL and GLAD) in the classroom, and measurements of English learner progress toward English fluency, as well as English learner redesignation. These metrics were selected to provide a balanced view of progress in both teaching and learning. The actions related to this goal include (but are not limited to) building professional collaboration among teachers, focusing on the ongoing use of data related to student learning, providing professional development in language arts and mathematics, and making available coaching, support for curriculum development and tech support to classroom teachers.
All students, including unduplicated pupils and individuals with exceptional needs will have access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220. All district programs and services are offered to unduplicated pupils.
Note: for the most recent performance on the metrics, see next section below.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Progress in implementing state academic standards	PK-6 teachers have participated in SEAL professional development Secondary teachers have participated in GLAD professional development				All teachers will have participated in SEAL or GLAD professional development and use the strategies in teaching to enable all students to access the CCSS. (Priority 2)
Student achievement, as measured by state test scores (state indicator)	ELA 56.2 points from standard; Math 85.3 points from standard. *2019 California School Dashboard				Increase ELA and Math performance on the CAASPP by 10 points from previous year. (Priority 4)
English learner progress (state indicator)	Low 44.2% *2019 California School Dashboard EL Progress Report				Increase English Learner progress from the previous year by 10% (California School Dashboard). (Priority 4)
English learner redesignation	2020-21: 4.4% *DataQuest, English Learner Redesignation Rate				Increase the English Learner redesignation rate from the previous year by 5% (DataQuest) (Priority 4)

Actions

Action #	Title	Description	Total Funds	Contributing
1	Illuminate - Access and Training	Provide access to professional development for teachers to effectively utilize Illuminate Data and Assessment System.	$2,000.00	Yes
2	Online Assessments & Digital Learning Licenses	Purchase online reading/math assessment and digital learning licenses to provide method for staff to collect reading and math student data to assist with instruction. Students will take assessments at least three times per year.	$9,200.00	Yes
3	Achievement Data Teams	Implement the Achievement Data Teams process (TK-12) to assess/monitor student learning and achievement to inform instruction throughout the year. Provide professional development for PLC implementation of Instructional Leadership and Organizational Leadership, as needed.	$49,800.00	Yes
4	Ongoing Professional Learning and Support	Continue to provide general education & special education teachers with ongoing professional development and support aimed at meeting the needs of students, e.g. PD related to English Language Arts (ELA), integrated and designated English Language Development (ELD), Math and the use of best practices/strategies to enable English Learners to access the standards-aligned core curriculum such as SEAL and GLAD.	$137,000.00	Yes
5	Elementary Music & P.E. Programs	Implement an Elementary Music Program that is culturally relevant and a P.E. program (TK-6). Include the music and P.E. programs in the ASES (K-8) and ASSETS (9-12) after school programs. (1 FTE Music, 2 FTE PE Teachers)	$296,134.00	Yes
6	Dual Immersion Program Implementation	Continue to implement and support the English/Spanish Dual Immersion program by: collaborating with Colusa County Office of Education to provide preschool teachers with SEAL training; providing	$21,611.00	Yes

Action #	Title	Description	Total Funds	Contributing
		full-day TK and K; extending the program to an additional grade level each year to develop a PK-12 Interpreter/Translator Pathway.		
7	Instructional Tech Support	Continue to develop and support the use of technology and blended learning in the schools by hiring a 2.17 FTE instructional Tech TOSA to model instruction and coach teachers in these areas.	$275,012.00	Yes
8	Special Needs Services and Program Support	Provide special needs services and staff to improve the outcomes of this scholar subgroup in the areas of ELA, math, and other areas of need that are identified in their Individualized Education Plans. Ensure that SpEd staff is included with other staff in professional learning and progress monitoring systems discussions to align/integrate services and support SpEd scholars, TK-12.	$1,127,697.00	No
9	Literacy & SEAL Implementation Supports	Provide PK-6 teachers with coaching and curriculum development support in the areas of literacy and implementation of the Sobrato Early Academic Language (SEAL) model . 2.75 FTE	$296,119.00	Yes
10	Class Size Reduction	Provide 1 FTE at the elementary level to reduce class size. (funded by Expanded Learning Opportunities Grant)	$100,000.00	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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	All students will graduate from Williams Unified School District with the necessary knowledge and skills to enter a college/career. State Priorities 4, 5,7,8

An explanation of why the LEA has developed this goal.

This goal is carried forward from the prior LCAP. Great strides have been taken at the junior/senior high school to develop opportunities for students to achieve college and career readiness, and significant gains have been made in student access to resources that aid in this. Continuation of this goal will allow the district to continue and to expand its efforts in this area.
There are seven metrics related to this goal: graduation rate, college/career indicator, A-G completion rate, students taking and passing the Advanced Placement exams, students who are EAP ready, students participating in Career/Technical Education courses, and seats in dual enrollment/college credit courses.
The actions related to this goal are all intended to increase access to activities that will enable students to develop college/career readiness skills. They include, but are not limited to: maintenance of a block schedule which allows students the flexibility to participate in activities such as dual enrollment courses; provide incentives to teachers to offer such options, expand electives based on student interests; offer a K-12 summer academy; and continue to pay AP examination costs for low-income students.
All students, including unduplicated pupils and individuals with exceptional needs will have access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220. All district programs and services are offered to unduplicated pupils.
Pupil outcomes in the subject areas as described in this goal and described in Ed Code 51210 and 51220 are represented in the measuring and reporting results section below.
Note: for the most recent performance on the metrics, see next section below.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate (state indicator)	98.9% Graduated *2019 California School Dashboard				Maintain high graduation rate status (blue) on the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					California School Dashboard (Priority 5)
College/Career Readiness (state indicator)	56.8% Prepared 7.4% Approaching Prepared 35.8% Not Prepared *2020 College/Career Measures Reports & Data				Continue to show improvement in the College/Career Indicator of the California School Dashboard (Priorities 7 and 8)
College/Career Readiness	2020: 81.5% *2020 College/Career Measures Reports & Data				Increase rate of A-G completion from the previous year by 3% (Priority 4)
College/Career Readiness	2020: Taking: 45 Passing: 15 *2020 DataQuest AP Annual Testing Report				Increase the number of students taking Advanced Placement exams and the percent passing exams by 10% each from previous year. (Priorities 7 and 8)
Student achievement, as measured by state test scores	EAP Ready 15-16: 61%				Continue to increase the percent of EAP Ready in ELA and Math by 5% from previous school year. (Priority 4)
College/Career Readiness	7th - 12th grade students participating in CTE courses				Increase total enrollment and the rate of CTE

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2019-20: 219 students (38%); 9 completed Pathway				completions by 10% from previous year. (Priority 4 and 7)
College/Career Readiness	College Credit Courses (Dual Enrollment) 2018-19: 133 seats (without spring #'s)				Increase the seats in College Credit Courses (Dual Enrollment) annually (Priorities 7 and 8)

Actions

Action #	Title	Description	Total Funds	Contributing
1	Block Schedule, Student-Driven Master Schedule	Maintain the Block Schedule; continue to design student-driven Master Schedule, and increase access to courses (including A-G Courses) that support college and career readiness. Utilize prep-period buy-outs to support course access when necessary. Provide funding for: • Master program teacher incentive to support Early College High School, $4,374 • Dual Enrollment: Teaching Staff (1.35 FTE Teachers), $163,522 • Prep-Period Buy-outs: AP Course Increases (5 Teachers), $46,385 • Block Schedule:Lab Classes for Math and ELA (.68 FTE Teachers), $70,326 • Block Schedule: Lab Classes for Math, ELA (.68 FTE Teachers)	$284,607.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Student-Driven Electives and Co-Curricular Activities	Design/expand/improve and implement a student-driven program of electives (8th-12th) and co-curricular activities that support AVID, Sports, CTE (9th-12th), Art, Music, Etiquette, Basic Life Skills and Essential Learning for Career & College Readiness (4.33 FTE Teachers)	$416,468.00	Yes
3	Digital Media Studio, Access to Technoloy	Continue to invest in the Digital Media Studio to provide students and teachers with access to 21st Century technology and instructional strategies. Provide a program component for Williams Upper Elementary students.	$20,000.00	Yes
4	Advanced Placement Testing	Continue to support Advanced Placement testing costs, as needed.	$5,000.00	Yes
5	Summer Academy (K - 12th)	Implement a Summer Academy for K - 12th grades providing English language development, college courses offerings, Dual Enrollment and tutoring, credit recovery, enrichment courses, etc. (will be multi-funded with Migrant Education and ASSETS)	$91,713.00	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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Williams Unified will provide an educational experience that addresses the academic and social-emotional needs of every student. State Priorities 4, 5, 6

An explanation of why the LEA has developed this goal.

This goal addresses student social emotional learning through a comprehensive approach to support services in which the district collaborates with other service providers in a multi-tiered system of supports. Great progress has been made in this area, but needs remain high, particularly due to the impacts of Covid-19. Continuation and expansion of the actions in this goal area are critical.
There are six metrics related to this goal: suspension rate, drop-out rate, attendance rate, chronic absenteeism, achievement of student subgroups and expulsion rate.
The actions related to these objectives include but are not limited to the following: building a strong set of collaborative relationships among providers through a Multi-Tiered System of Supports; intervention programs at all schools to support students in improving their academic performance; continuation of the Learning Center, which offers academic support outside of regular school hours; development of a multi-tiered, collaborative program to support students' social emotional learning and needs; and development of a district-coordinated program of support services to English learners, including a formalized reclassification process.
Note: for the most recent performance on the metrics, see next section below.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rates (state indicator)	2020: 7.1% *DataQuest 2019-20 Suspension Rate Report				Decrease the number of suspensions by 3% from previous school year (Priority 6)
Dropout Rate	2019-20: 4 dropouts				Decrease High School dropout rate from

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	*DataQuest 2019-20 Four Year Adjusted Cohort Outcome Report				previous year by 25% (Priority 5)
Dropout Rate	2018: 0 dropouts				Maintain the middle school dropout rate at 0% (Priority 5)
Attendance Rate	2019-20: 94.79%				Maintain school attendance rate above 94.7% (Priority 5)
Chronic Absenteeism	2018-19: 12.3% *DataQuest: Chronic Absenteeism Rate				Decrease chronic absenteeism rates from previous year by 2% (Priority 5)
Achievement of student subgroups, as measured by state test scores	2019 ELA of Student Groups: All Students Group-Yellow, 56.2 points from standard (Increased +10.3 points over previous year) *2019 California School Dashboard Hispanic-Yellow English Learners-Yellow Socioeconomically Disadvantaged-Yellow Students with Disabilities-Orange				Increase ELA and Math performance on the CAASPP by 10 points from previous year. (Priority 4)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2019 Mathematics Performance of Student Groups: All Students Group-Orange, 85.3 points below standard (Declined 8.5 points from previous year) Hispanic-Orange English Learners-Orange Socioeconomically Disadvantaged-Orange Students with Disabilities-Red				
Expulsion Rate	2020: 0 expulsions				Maintain the expulsion rate at 0%.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Assess Progress - District Culture (TK-12)	Assess progress made toward development of a district culture (TK-12) that uses Lifeskills & Lifelong Guidelines as the tools for collaboration and building 21st Century Skills for the Global economic workforce, identify areas for continued development and adjust as needed,	$1,000.00	Yes
2	Support Positive School Climate and Culture	Support positive school climate and culture through the use of tools for collaboration for such as Multi-Tiered System of Supports (MTSS), Lifeskills & Lifelong Guidelines, PBIS, etc. Provide intervention	$161,700.00	Yes

Action #	Title	Description	Total Funds	Contributing
		programs K-12 to support individualized academic progress including Saturday School and After School Interventions. (1 FTE Teachers)		
3	Jr./Sr. High School Intervention Support Program	Continue to implement an Intervention Support Program at the Junior/Senior High School that is designed and coordinated by the 1.0 FTE Intervention Specialist.	$93,472.00	Yes
4	Learning Center-Academic Support	Maintain the Learning Center to provide students (TK-12) with academic support including support during extended day & weekend program hours. Learning Center academic support including tutors and student interns.	$27,926.00	Yes
5	Literacy Focused Support Program	Develop a Literacy Focused Support Program for students with identified needs. This program will be staffed through trained Paraeducators who tutor students under the supervision of the Literacy Specialist. (funded by Expanded Learning Opportunities Grant)	$104,004.00	Yes
6	Coordinated Support Services for English Learners	Provide coordinated support services to English learners, including a formal reclassification process outlined in the District Master Plan for Services to English Learners, that is utilized by all and organized by the district EL administrator (.3 FTE)	$51,228.00	Yes
7	Multi-Tiered System - Address Social-Emotional Needs	Assess/review, develop/modify and implement a multi-tiered system to address the social - emotional needs of all students.This system will be designed to provide individualized support depending on need. It may provide services from enhancement of school climate, to SST, IEP, mental health and wrap-around services, etc.	$150,000.00	Yes
8	Nursing Services	Provide nursing services (1 FTE) and a Health Aide Clerk (.875 FTE)	$195,542.00	Yes

Action #	Title	Description	Total Funds	Contributing
9	Drug Detection	Provide drug detection service and free drug testing to students with identified needs.	$7,400.00	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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
4	Williams Unified will enhance parent engagement and improve communication among home, school and community stakeholders. State Priorities: 3, 6

An explanation of why the LEA has developed this goal.

Much progress has been made in developing a positive and helpful relationship with parents and families of students. Both district staff and parents (through the DELAC) have indicated their support for continuation and expansion of these activities.
There are three metrics related to this goal: the number of parents who respond to the district's annual parent survey, administered each Spring; the number of parents who participate as members of school and district committees and in other district/school programs and activities; and student school connectedness and engagement as measured by the California Healthy Kids Survey.
Actions related to this goal include but are not limited to: providing opportunities to participate on district advisory and decision-making committees; consistently providing translation/interpretation services; offer educational options for parents (for example, the Parent College)
Note: for the most recent performance on the metrics, see next section below.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Communication	2019-20: 22 responses to spring survey				Increase the number of responses to spring parent survey and the number of parents reporting satisfaction with school/home communication (Priority 3)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Engagement	35 parents participated as members of site and district-level committees (SSC, ELAC, MPAC, DELAC) Baseline data re other program participation will be collected in 2021-22				Increase parent engagement in district-sponsored parent programs and activities over previous year by 10% (Priority 6)
Student Engagement	Secondary CHKS: Summary of Key Indicators Meaningful Participation Grade 7: 28% Grade 9: 19% Grade 11: 34% Connectedness Grade 7: 53% Grade 9: 49% Grade 11: 52% Academic Motivation Grade 7: 67% Grade 9: 66% Grade 11: 61				Increase engagement and connectedness as measured by the "Connectedness, Motivation and Participation" metrics of the CHKS by 3% in each category (Priority 6)

Actions

Action #	Title	Description	Total Funds	Contributing
1	Stakeholder Involvement, Advisory & Decision-making	Provide opportunities for stakeholder involvement through district/school advisory, and decision-making committees such as Migrant Parent Advisory Committee (MPAC), in order to foster positive communication and meaningful engagement. (Funded Through Migrant Ed)	$6,360.00	Yes
2	Increase Engagement with Community Stakeholders	Continue to seek ways to develop/enhance engagement with parents,caregivers and community stakeholders through partnerships, various activities, classes and programs such as Project Inspire, Parent College and the Parent Center, etc. Include all parents/caregivers, particularly those of supplemental and concentration group students i.e., English learners, socio-economically disadvantaged, and Special Education student.	$10,000.00	Yes
3	Translation/Interpretation Services	Provide translation/interpretation services to increase parent and teacher communication and involvement of English Learner parents in school activities. Continue to provide a District Liaison (1.0 FTE) to serve as a parent advocate. Investigate electronic communication, digital translation and telephonic interpretation options.	$88,789.00	Yes
4	Staff Recognition	Continue to provide recognition of Certificated and Classified staff members at Board Meetings.	$2,000.00	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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
5	Williams Unified School District will foster learning conditions to meet students' educational needs and promote student success by: • hiring and retaining highly qualified certificated and classified employees; • ensuring that students have access to state standards-aligned materials; • redesigning, upgrading and enhancing classrooms and facilities to foster 21st Century teaching/learning; and • providing adequate transportation. State Priority: 1, 2

An explanation of why the LEA has developed this goal.

Goal 5. Continuation of this goal will allow the district to align staffing, curricular resources, the physical plant and equipment in the service of supporting achievement of the other goals in the LCAP.
There are three metrics related to this goal: number of teachers without a full credential; Williams Act certification of student access to CCSS aligned materials; and FIT and SARC ratings of adequacy of facilities and infrastructure.
Activities under this goal include but are not limited to: recruiting, hiring and retaining highly qualified teachers; identifying and purchasing standards-aligned curriculum materials; modernizing school facilities; and providing transportation for students; and providing funding to secure additional funding through grant-writing, as needed.
Note: for the most recent performance on the metrics, see next section below.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher assignments and credentials	2019-20: 5 teachers without full credential				Increase and maintain fully credentialed teachers to 100% Maintain miss-assignments at 0% (Priority 1)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Williams Act Certification	100% of students have access to CCSS aligned core curriculum and instructional materials				Maintain 100% access to CCSS aligned materials per approved Williams Act Certification (Priorities 1 and 2)
Improved facilities and infrastructure	2019-20 Ratings based on FIT and SARC reports: Williams Elementary School: Good Williams Upper Elem. School: Good Williams Jr./Sr. High: Good Mid Valley Continuation: Fair				All schools and facilities will meet Williams Certification standards (Priority 1)

Actions

Action #	Title	Description	Total Funds	Contributing
1	Hire & Retain Highly Qualified Staff	Recruit, hire and retain a diverse group of highly qualified teachers who are skilled in closing the achievement gap and in creating an enriched, rigorous 21st century learning environment.	$3,000.00	Yes
2	Purchase Standards-Aligned Materials	Provide funding for the purchase of Common Core State Standards (CCSS) aligned materials so that all student have the materials that they need for success.	$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Continue to Modernize Facilities and Technology	Continue to modernize school facilities to increase safety and update infrastructure providing students/teachers with access to 21st Century technology and instructional strategies that support blended learning. 2.0 FTE Tech Support	$249,035.00	Yes
4	Transportation Services	Provide adequate ongoing transportation to support low income students assuring that they will have a way to get to school and home each day.	$135,000.00	Yes
5	Seek Additional Funding Through Grant Writing	Seek and obtain additional funding through grant writing, as needed, to improve instruction, learning and facilities.	$10,000.00	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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
37.68%	$4,318,453

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures 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.

With 93.5% of the students in WUSD classified as foster youth, English learner or low-income all of our decisions were based on meeting the needs of these students while providing the actions to the entire student population. With careful consideration of identified student needs for our most at-risk students, stakeholder input, which included improve academic performance by improving attendance, continue the after-school support systems, continue to provide free meals to all students, meeting their social and emotional need and providing additional school and county agency support. We strongly believe the actions that we have identified will best meet the needs of our students.

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

WUSD will now have dedicated management positions to work with staff and over-see each of these identified areas. Identified actions include bringing the Family Action Center (FAC) from Colusa County to our site. This will help our parents with both support and direction that best meets the needs of our student and parents. The FAC will have direct connections with both the district and outside agencies. We are maintaining two positions to support these needs within the district. For both the English learners and our low-income students we are adding certificated staff to lower the student class sizes. Instructional aides positions are being added to provide intensive reading support for our elementary students in small group/one-on-one settings. All staff will be included in all curriculum related professional development opportunities. WUSD will also maintain staffing support for Teachers on Special Assignment who will support staff with curriculum guidance,

technology support, reading literacy support and SEAL training for instructional strategies that best meet the needs of our EL students, but are excellent for all students.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$4,318,453.00	$204,004.00	$6,360.00		$4,528,817.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$2,358,084.00	$2,170,733.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Illuminate - Access and Training	$2,000.00				$2,000.00
1	2	English Learners Foster Youth Low Income	Online Assessments & Digital Learning Licenses	$9,200.00				$9,200.00
1	3	English Learners Foster Youth Low Income	Achievement Data Teams	$49,800.00				$49,800.00
1	4	English Learners Foster Youth Low Income	Ongoing Professional Learning and Support	$137,000.00				$137,000.00
1	5	English Learners Foster Youth Low Income	Elementary Music & P.E. Programs	$296,134.00				$296,134.00
1	6	English Learners Low Income	Dual Immersion Program Implementation	$21,611.00				$21,611.00
1	7	English Learners Low Income	Instructional Tech Support	$275,012.00				$275,012.00
1	8	Students with Disabilities	Special Needs Services and Program Support	$1,127,697.00				$1,127,697.00
1	9	English Learners Foster Youth Low Income	Literacy & SEAL Implementation Supports	$296,119.00				$296,119.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	10	English Learners Foster Youth Low Income	Class Size Reduction		$100,000.00			$100,000.00
2	1	English Learners Foster Youth Low Income	Block Schedule, Student-Driven Master Schedule	$284,607.00				$284,607.00
2	2	English Learners Foster Youth Low Income	Student-Driven Electives and Co-Curricular Activities	$416,468.00				$416,468.00
2	3	English Learners Foster Youth Low Income	Digital Media Studio, Access to Technoloy	$20,000.00				$20,000.00
2	4	English Learners Foster Youth Low Income	Advanced Placement Testing	$5,000.00				$5,000.00
2	5	English Learners Foster Youth Low Income	Summer Academy (K - 12th)	$91,713.00				$91,713.00
3	1	English Learners Foster Youth Low Income	Assess Progress - District Culture (TK-12)	$1,000.00				$1,000.00
3	2	English Learners Foster Youth Low Income	Support Positive School Climate and Culture	$161,700.00				$161,700.00
3	3	English Learners Foster Youth Low Income	Jr./Sr. High School Intervention Support Program	$93,472.00				$93,472.00
3	4	English Learners Foster Youth Low Income	Learning Center- Academic Support	$27,926.00				$27,926.00
3	5	English Learners Foster Youth Low Income	Literacy Focused Support Program		$104,004.00			$104,004.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	6	English Learners Foster Youth Low Income	Coordinated Support Services for English Learners	$51,228.00				$51,228.00
3	7	English Learners Foster Youth Low Income	Multi-Tiered System - Address Social-Emotional Needs	$150,000.00				$150,000.00
3	8	English Learners Foster Youth Low Income	Nursing Services	$195,542.00				$195,542.00
3	9	English Learners Foster Youth Low Income	Drug Detection	$7,400.00				$7,400.00
4	1	English Learners Foster Youth Low Income	Stakeholder Involvement, Advisory & Decision-making			$6,360.00		$6,360.00
4	2	English Learners Foster Youth Low Income	Increase Engagement with Community Stakeholders	$10,000.00				$10,000.00
4	3	English Learners Foster Youth Low Income	Translation/Interpretation Services	$88,789.00				$88,789.00
4	4	English Learners Foster Youth Low Income	Staff Recognition	$2,000.00				$2,000.00
5	1	English Learners Foster Youth Low Income	Hire & Retain Highly Qualified Staff	$3,000.00				$3,000.00
5	2	English Learners Foster Youth Low Income	Purchase Standards-Aligned Materials	$100,000.00				$100,000.00
5	3	English Learners Foster Youth Low Income	Continue to Modernize Facilities and Technology	$249,035.00				$249,035.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	4	English Learners Foster Youth Low Income	Transportation Services	$135,000.00				$135,000.00
5	5	English Learners Foster Youth Low Income	Seek Additional Funding Through Grant Writing	$10,000.00				$10,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$3,190,756.00	$3,401,120.00
LEA-wide Total:	$1,630,306.00	$1,636,666.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$1,560,450.00	$1,764,454.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Illuminate - Access and Training	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000.00	$2,000.00
1	2	Online Assessments & Digital Learning Licenses	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,200.00	$9,200.00
1	3	Achievement Data Teams	LEA-wide	English Learners Foster Youth Low Income	All Schools	$49,800.00	$49,800.00
1	4	Ongoing Professional Learning and Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$137,000.00	$137,000.00
1	5	Elementary Music & P.E. Programs	Schoolwide	English Learners Foster Youth Low Income	All Schools	$296,134.00	$296,134.00
1	6	Dual Immersion Program Implementation	Schoolwide	English Learners Low Income	All Schools Specific Schools: Williams Elementary School TK - 3	$21,611.00	$21,611.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	7	Instructional Tech Support	LEA-wide	English Learners Low Income	All Schools	$275,012.00	$275,012.00
1	9	Literacy & SEAL Implementation Supports	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Williams Elementary Williams Upper Elementary PK-3 4-6	$296,119.00	$296,119.00
1	10	Class Size Reduction	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Williams Elementary or Williams Upper Elementary K-3 or 4-6		$100,000.00
2	1	Block Schedule, Student-Driven Master Schedule	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Williams Jr./Sr. High 7-12	$284,607.00	$284,607.00
2	2	Student-Driven Electives and Co-Curricular Activities	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Williams Jr./Sr. High 7-12	$416,468.00	$416,468.00
2	3	Digital Media Studio, Access to Technoloy	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Williams Upper Elementary Williams Jr./Sr. High 4-6, 7-12	$20,000.00	$20,000.00
2	4	Advanced Placement Testing	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Williams Jr./Sr. High 7-12	$5,000.00	$5,000.00
2	5	Summer Academy (K - 12th)	Schoolwide	English Learners Foster Youth Low Income	All Schools	$91,713.00	$91,713.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	1	Assess Progress - District Culture (TK-12)	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	$1,000.00
3	2	Support Positive School Climate and Culture	LEA-wide	English Learners Foster Youth Low Income	All Schools	$161,700.00	$161,700.00
3	3	Jr./Sr. High School Intervention Support Program	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Williams Jr/Sr High 7-12	$93,472.00	$93,472.00
3	4	Learning Center-Academic Support	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Williams Jr/Sr High 7-12	$27,926.00	$27,926.00
3	5	Literacy Focused Support Program	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Williams Elementary Williams Upper Elementary TK-6		$104,004.00
3	6	Coordinated Support Services for English Learners	LEA-wide	English Learners Foster Youth Low Income	All Schools	$51,228.00	$51,228.00
3	7	Multi-Tiered System - Address Social-Emotional Needs	LEA-wide	English Learners Foster Youth Low Income	All Schools	$150,000.00	$150,000.00
3	8	Nursing Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	$195,542.00	$195,542.00
3	9	Drug Detection	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Williams Jr/Sr High 7-12	$7,400.00	$7,400.00
4	1	Stakeholder Involvement, Advisory & Decision-making	LEA-wide	English Learners Foster Youth Low Income	All Schools		$6,360.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
4	2	Increase Engagement with Community Stakeholders	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	$10,000.00
4	3	Translation/Interpretation Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	$88,789.00	$88,789.00
4	4	Staff Recognition	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000.00	$2,000.00
5	1	Hire & Retain Highly Qualified Staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000.00	$3,000.00
5	2	Purchase Standards-Aligned Materials	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	$100,000.00
5	3	Continue to Modernize Facilities and Technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	$249,035.00	$249,035.00
5	4	Transportation Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	$135,000.00	$135,000.00
5	5	Seek Additional Funding Through Grant Writing	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	$10,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

Plan Summary

Stakeholder Engagement

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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders 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* 52064(b)(4-6)).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 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 stakeholders 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 stakeholder engagement tool.

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 stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 students and community. 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, stakeholder input, 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? 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders 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 stakeholder groups 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 stakeholder 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 stakeholder engagement 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 stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

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

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder 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 stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests 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 stakeholder 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 stakeholders 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 stakeholders 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 stakeholders. 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 stakeholders, 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.

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 2020–2021 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**.

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 expenditure 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 expenditure 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. Minor variances in expenditures 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 stakeholders. 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 stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

***Percentage to Increase or Improve Services*:** Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

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.

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% 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% 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%: For school districts with an unduplicated pupil percentage of 55% 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%: For school districts with an unduplicated pupil percentage of less than 55%, 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% 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% 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. 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.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved**: 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 K-5), 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".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - **Total Non-Personnel**: This amount will be automatically calculated.

- **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).

- **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.



2021-2022

ANNUAL BUDGET

Proposed for Adoption

June 17, 2021

WILLIAMS UNIFIED SCHOOL DISTRICT

260 11th Street, Williams, CA 95987

Bill Cornelius, Interim Superintendent

BOARD OF EDUCATION

Patricia Ash, President
Kathleen Bautista, Vice President
Heather Covarrubias
Edward Davis
Cesar Perez

WILLIAMS UNIFIED SCHOOL DISTRICT
2021-2022 ANNUAL BUDGET
SUMMARY DOCUMENT

Presented on June 8, 2021
Proposed for adoption on June 17, 2021

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WILLIAMS UNIFIED SCHOOL DISTRICT
2021-2022 ANNUAL BUDGET

BUDGET OVERVIEW/ASSUMPTIONS

The Williams Unified School District's 2021-2022 budget is presented in this budget document. The budget was prepared based on the Local Control Funding Formula (LCFF) which was effective with the 2013-14 fiscal year, and the Local Control and Accountability Plan (LCAP). The LCAP was developed based on meaningful interaction with parents, pupils, school site personnel, local bargaining unit representatives and other stakeholders and community members.

This budget was informed by the LCAP and developed with additional input from key staff members, who also developed the Budget Assumptions. The revenue assumptions are based on the Governor's January Budget and on the May Revise. The expenditure assumptions are based on program needs, the LCAP and anticipated funding.

BALANCED BUDGET

The goal of the Williams Unified School District is to maintain a balanced budget. When on-going expenditures in the budget do not exceed the revenue, the result is a balanced budget. The 2021-2022 budget reflects expenditures in excess of revenues, resulting in deficit spending. However, this deficit represents planned spending of program reserves from prior years. Further revisions may be proposed after the Governor's final budget is adopted.

ASSUMPTIONS

- COLA of 1.70% applied to those categoricals outside of LCFF such as Child Nutrition and the Mandate Block Grant.
- COLA of 5.07% applied to LCFF which represents the 2021-22 COLA of 1.70%, plus an augmentation of 1.00%, compounded with the 2020-21 unfunded COLA of 2.31%
- Federal categorical programs maintained at prior year funding levels with the exception of the School Improvement Grant, which ends September 30, 2021.
- State categorical programs maintained at prior year funding levels with the exception of the Career Technical Education Grant and the Ag Career Technical Education Grant which end June 30, 2021.
- Special Education Program tuition is based on the estimate provided by the Colusa County Office of Education.
- Funding based on 1,258.65 ADA, supplemental and concentration based on unduplicated student percentages of 93.5%

- Lottery: $150 Base per ADA; $49 Prop. 20 per ADA. Funding based on prior year estimated Annual ADA. Unspent Lottery funds will remain in the Lottery reserve; Instructional Material Lottery revenues to be used for Instructional Materials.

- Budget reflects the CDE Approved 2021-22 Indirect Cost Rate of 8.95%; State approved rate for all programs requiring a cap.

- Salaries increased by Step and Column. Salaries for substitutes, extra pay and professional growth increments based on prior year analysis.

- Medical benefit rates capped at $10,800 per year per full-time employee for all WTA members, $9,600 per year per .75 FTE employee for all CSEA members covering the employee only, $10,800 per year per .75 FTE employee for all CSEA members covering the employee plus one, $12,000 per year per .75 FTE employee for all CSEA members covering the employee plus family, $10,800 per full-time Management/Confidential employee and $10,800 per year per full-time employee for all Administrators;

- PERS increased from 20.7% in prior year to 22.91%; STRS increased from 16.15% in the prior year to 16.92%; Worker's Compensation 2.8184%; Medicare 1.45%; UI increased from .05% in the prior year to 1.23%; FICA 6.2%.

- Supplies, Services and Utilities expenditures based on program priorities and any known rate increases. Liability insurance costs adjusted for necessary rate/coverage changes. Managers may revise their 4000-6000 object codes to reflect program needs.

- Classified and Management/Confidential personnel will be projected at prior year staffing levels as of May 31st with some reductions and additions of positions.

- Categorical, pupil driven grants and restricted program revenues will cover all of their program expenditures.

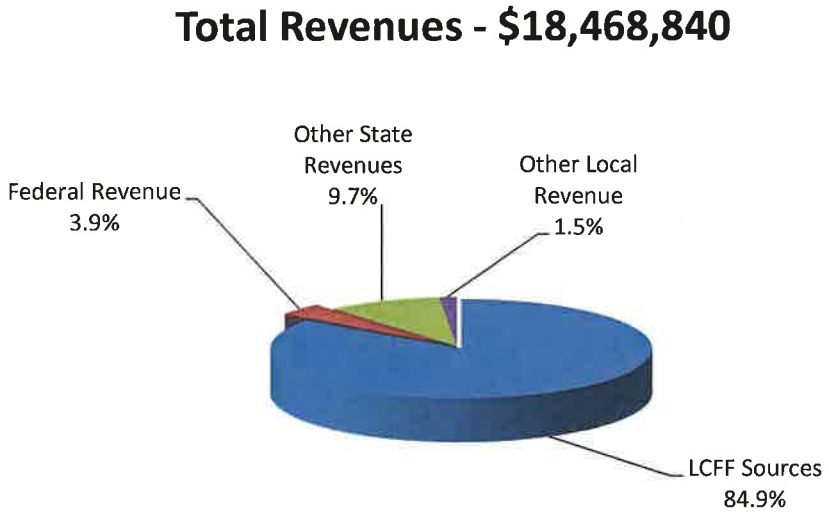
- Grants and entitlements may be budgeted when either the award letter is received or when funding is reasonably assured. If funds are spent based on reasonable assurances and funding does not occur or funding is less than expenditures, excess expenditures will be reduced from other program ending balances.

- Funding for restricted programs must remain with the program. Unspent funds will become restricted income for the next year or returned to the funding source if required.

- Any state program deficits must be covered in the current year.

REVENUE

The following chart reflects the different sources of projected revenue for the General Fund.



SOURCES OF REVENUE

WUSD receives revenues from various sources. **LCFF Sources** is the major source of revenue for the District. LCFF Sources are comprised of a combination of state aid and local property taxes based on funding formulas, and represents 84.9% of total revenues.

Federal Revenues represent 3.9% of the General Fund budget. Federal revenue funds grants and entitlements for special purposes. Some of the major components of federal revenue are the After School Safety and Enrichment for Teens grant, the Comprehensive School Improvement grant, and Title I.

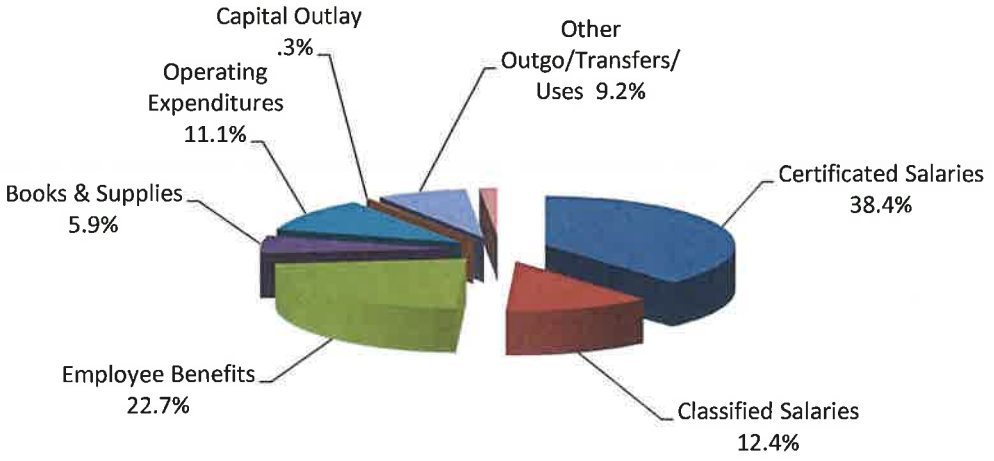
Other State Revenues represents 9.7% of total revenues. This revenue is received for state programs such as Lottery, the After School Education and Safety grant, the In Person Instruction grant, the Mandate Block Grant and the STRS On-Behalf Pension Contribution.

Other Local Revenues represent income from interest earnings, Woodland Community College Dual Enrollment revenue, Migrant Education grant, Medi-Cal Collaborative, transportation fees and facility use fees. Local revenue represents 1.5% of total revenue.

EXPENDITURES

The District budgets its allocation of funding to various cost categories. These cost categories include salaries and benefits, instructional materials and supplies, other operating services, capital outlay, other outgo, and other uses.

Total Expenditures - $19,244,758



The graph above indicates that 73.5% of the Williams Unified School District's budgeted expenditures in the General Fund are for salaries and benefits. The salaries and benefits are budgeted from the automated Position Control system based on the positions and salary placements authorized by the Board of Education.

The other cost categories have budgeted expenditures which are identified by the program managers and Superintendent to fulfill program needs.

NET CHANGE IN FUND BALANCE

The difference between revenue and expenditures is the net change in fund balance, also known as the deficit spending level if the amount is negative. The net change in fund balance in the 2021-2022 Annual Budget is **($775,918).**

There were no significant accounting changes for the 2021-2022 budget.

The Net Change in Fund Balance is as follows:

NET CHANGE IN FUND BALANCE

Total Revenues	**$18,468,840**
Total Expenditures/Uses	**$19,244,758**
Net Change in Fund Balance	**($775,918)**

As noted in the budget overview/assumptions, this deficit spending consists of planned, one-time expenditures from prior program reserves. The planned spending is from the Expanded Learning Opportunities Grant ($1,182,380), the Elementary and Secondary School Relief II (ESSER II) ($73,913) and unrestricted $480,375.

BEGINNING FUND BALANCE

The Beginning Fund Balance in the County School Service Fund on July 1, 2021, is projected to be $8,474,948. This amount is an estimate based on an updated projection of revenue and expenditures for 2020-2021, as of May 31, 2021. The actual Beginning Fund Balance will be revised after July 1, 2021, when the books for 2020-21 are closed.

ENDING FUND BALANCE

The Ending Fund Balance on June 30, 2021 is projected to be $7,699,030. This amount is derived by subtracting the budgeted projected decrease in fund balance of $775,918 from the projected Beginning Fund Balance of $8,474,948. The Ending Fund Balance is comprised of funds restricted and assigned for certain purposes and a reserve designated for economic uncertainties.

COMPONENTS OF ENDING FUND BALANCE

General Fund Designated Balances		
. Non-spendable	$	6,050
. Restricted	$	2,447,362
. Committed	$	0
. Assigned	$	4,668,275
. Unassigned/Unappropriated Reserve for Economic Uncertainty	$	577,343

WILLIAMS UNIFIED SCHOOL DISTRICT
2021-22 ANNUAL BUDGET

SUMMARY

GENERAL FUND: TWO - YEAR COMPARISON

DESCRIPTION	2020-21 THIRD INTERIM	2021-22 PRELIMINARY BUDGET
REVENUES:		
LCFF/Revenue Limit Sources	$ 14,939,454	$ 15,678,200
Federal Revenues	4,871,479	718,506
Other State Revenues	2,665,225	1,790,614
Other Local Revenues	552,826	281,520
OTHER SOURCES:		
Interfund Transfers Between General and Special Reserve	$ -	$ -
Transfers Between General Reserve and Other Local Src.	-	-
Interfund Transfers In	-	-
TOTAL REVENUE	$ 23,028,984	$ 18,468,840
EXPENDITURES:		
Certificated Salaries	$ 6,521,511	$ 7,399,246
Classified Salaries	2,000,225	2,385,375
Employee Benefits	3,636,687	4,371,903
Books and Supplies	1,956,692	1,136,005
Other Operating Expenditures	2,565,068	2,142,716
Capital Outlay	333,380	46,402
Other Outgo	1,368,824	1,472,244
OTHER SOURCES/USES:		
Interfund Transfers Out	$ 519,853	$ 290,867
Other Sources/Uses	-	-
TOTAL EXPENDITURES	$ 18,902,240	$ 19,244,758
NET CHANGE	$ 4,126,744	$ (775,918)
PROJECTED BEGINNING FUND BALANCE	$ 4,348,204	$ 8,474,948
PROJECTED ENDING FUND BALANCE	$ 8,474,948	$ 7,699,030

WILLIAMS UNIFIED SCHOOL DISTRICT
2021-2022 ADOPTED BUDGET

OTHER FUNDS

SUMMARY

	2020-21			2021-22		
	REVENUE/ SOURCES	EXPEND/ USES	NET CHANGE	REVENUE/ SOURCES	EXPEND/ USES	NET CHANGE
CAFETERIA FUND	837,155	837,155	-	957,567	957,567	-
DEFERRED MAINTENANCE FUND	108,526	-	108,526	110,000	-	110,000
CAPITAL FACILITIES FUND	290,636	500,453	(209,817)	210,000	225,250	(15,250)
BUILDING FUND	11,159	776,007	(764,848)	-	-	-
RETIREE BENEFIT FUND	5,000	-	5,000	5,000	-	5,000
COUNTY SCHOOLS FACILITY FUND	28,415	1,363,860	(1,335,445)	-	560,299	(560,299)
BOND INTEREST & REDEMPTION FUND	469,508	495,475	(25,967)	461,220	484,175	(22,955)
STUDENT ACTIVITY SPECIAL REVENUE FUND	15,220	26,651	(11,431)	15,010	14,325	685
TOTAL OTHER FUNDS	1,765,619	3,999,601	(2,233,982)	1,758,797	2,241,616	(482,819)

WILLIAMS UNIFIED SCHOOL DISTRICT
2021-2022 ANNUAL BUDGET

MULTI-YEAR PROJECTIONS - BUDGET ASSUMPTIONS

REVENUE AND EXPENDITURE ASSUMPTIONS

1. Annual Statutory COLA Applied to Programs:
(2021-22, 5.07% 2022-23, 2.48%; 2023-24, 3.11%)

2. Enrollment: 2021-22, 1,328; 2022-23, 1,321; 2023-24, 1,293

3. Funded ADA: 2021-22, 1,258.65; 2022-23, 1,228.09; 2023-24, 1,221.28

4. Lottery

   Lottery funding held constant all out years.

5. Salaries and Benefits

   Annual step increases calculated from Position Control. Medical benefit rates capped at $10,800 per year per full-time employee for all WTA members, $9,600 per year per .75 FTE employee for all CSEA members covering the employee only, $10,800 per year per .75 FTE employee for all CSEA members covering the employee plus one, $12,000 per year per .75 FTE employee for all CSEA members covering the employee plus family, $10,800 per full-time Management/Confidential employee and $10,800 per year per full-time employee for all Administrators.

   PERS: 2021-22, 22.91%; 2022-23, 26.10%; and 2023-24, 27.10%.

   STRS: 2021-22, 16.92%; 2022-23, 19.10%; and 2023-24, 19.10%

6. Annual inflation costs for utilities budgeted with a projected increase, property and liability insurance budgeted with a projected increase, annual inflation costs also applied to other services/other operating expenditures.

7. Grants, categorical and restricted program revenues will cover all of their program expenditures.

8. Funding for restricted programs must remain with the program. Unspent funds will become restricted income for the next year.

9. Reserve for Economic Uncertainties will be budgeted at 3% of expenditures.

10. Reserve levels will be maintained at a minimum of 17%.

WILLIAMS UNIFIED SCHOOL DISTRICT
2021-2022 ANNUAL BUDGET

MULTI-YEAR BUDGET PROJECTIONS

DESCRIPTION	2021-2022 ANNUAL BUDGET	2022-2023 ESTIMATED BUDGET	2023-2024 ESTIMATED BUDGET
REVENUES			
LCFF/Revenue Limit Sources	$ 15,678,200	$ 15,699,214	$ 16,124,282
Federal Revenues	718,506	528,223	528,223
Other State Resources	1,790,614	1,251,499	1,253,147
Other Local Revenues	281,520	281,520	281,520
TOTAL REVENUES	18,468,840	17,760,456	18,187,172
EXPENDITURES			
Certificated Salaries	$ 7,399,246	$ 6,971,570	$ 7,091,819
Classified Salaries	2,385,375	2,319,427	2,353,987
Employee Benefits	4,371,903	4,449,624	4,251,466
Books & Supplies	1,136,005	1,174,725	890,157
Services, Other Operating Expenses	2,142,716	2,014,959	1,947,079
Capital Outlay	46,402	-	-
Other Outgo	1,472,244	1,486,943	1,484,544
OTHER FINANCING SOURCES/USES			
Interfund Transfers			
Transfers In	$ -	$ -	$ -
Transfers Out	290,867	290,867	290,867
Other Sources/Uses			
Sources	-	-	-
Uses	-	-	-
TOTAL EXPENDITURES	$ 19,244,758	$ 18,708,115	$ 18,309,919
NET INCREASE (DECREASE) IN FUND BALANCE	$ (775,918)	$ (947,659)	$ (122,747)
FUND BALANCE, RESERVES			
Beginning Balance (Estimated)	$ 8,474,948	$ 7,699,030	$ 6,751,371
Ending Balance	$ 7,699,030	$ 6,751,371	$ 6,628,624

ANNUAL BUDGET REPORT:
July 1, 2021 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:

Place: 260 11th Street
Date: June 03, 2021

Public Hearing:

Place: 260 11th Street
Date: June 08, 2021
Time: 5:30 p.m.

Adoption Date: June 17, 2021

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

Contact person for additional information on the budget reports:

Name: Mechele Coombs
Telephone: 530-473-2550

Title: Director Fiscal Services
E-mail: mcoombs@williams.k12.ca.us

Criteria and Standards Review Summary

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

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

CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.	X	
4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.		X
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.		X
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	
9	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	

SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?		X
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?		X

SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		X
		• If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2020-21) annual payment?		X
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		X
		• If yes, are they lifetime benefits?	X	
		• If yes, do benefits continue beyond age 65?	X	
		• If yes, are benefits funded by pay-as-you-go?		X
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:		
		• Certificated? (Section S8A, Line 1)		X
		• Classified? (Section S8B, Line 1)		X
		• Management/supervisor/confidential? (Section S8C, Line 1)		X
S9	Local Control and Accountability Plan (LCAP)	• Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?		X
		• Adoption date of the LCAP or an update to the LCAP:	Jun 17, 2021	
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

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals Unrestricted (A)	2020-21 Estimated Actuals Restricted (B)	2020-21 Estimated Actuals Total Fund col. A + B (C)	2021-22 Budget Unrestricted (D)	2021-22 Budget Restricted (E)	2021-22 Budget Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	14,939,454.00	0.00	14,939,454.00	15,678,200.00	0.00	15,678,200.00	4.9%
2) Federal Revenue		8100-8299	20,000.00	4,851,479.00	4,871,479.00	20,000.00	698,506.00	718,506.00	-85.3%
3) Other State Revenue		8300-8599	251,747.00	2,413,478.00	2,665,225.00	244,497.00	1,546,117.00	1,790,614.00	-32.8%
4) Other Local Revenue		8600-8799	499,566.00	53,260.00	552,826.00	256,520.00	25,000.00	281,520.00	-49.1%
5) TOTAL, REVENUES			15,710,767.00	7,318,217.00	23,028,984.00	16,199,217.00	2,269,623.00	18,468,840.00	-19.8%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	5,817,730.00	703,781.00	6,521,511.00	6,435,493.00	963,753.00	7,399,246.00	13.5%
2) Classified Salaries		2000-2999	1,708,488.00	291,737.00	2,000,225.00	1,779,650.00	605,725.00	2,385,375.00	19.3%
3) Employee Benefits		3000-3999	2,708,994.00	927,693.00	3,636,687.00	3,233,987.00	1,137,916.00	4,371,903.00	20.2%
4) Books and Supplies		4000-4999	654,178.00	1,302,514.00	1,956,692.00	524,168.00	611,837.00	1,136,005.00	-41.9%
5) Services and Other Operating Expenditures		5000-5999	1,448,019.00	1,117,049.00	2,565,068.00	1,509,820.00	632,896.00	2,142,716.00	-16.5%
6) Capital Outlay		6000-6999	204,705.00	128,675.00	333,380.00	0.00	46,402.00	46,402.00	-86.1%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	1,396,697.00	0.00	1,396,697.00	1,501,835.00	0.00	1,501,835.00	7.5%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(151,906.00)	124,033.00	(27,873.00)	(135,103.00)	105,512.00	(29,591.00)	6.2%
9) TOTAL, EXPENDITURES			13,786,905.00	4,595,482.00	18,382,387.00	14,849,850.00	4,104,041.00	18,953,891.00	3.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			1,923,862.00	2,722,735.00	4,646,597.00	1,349,367.00	(1,834,418.00)	(485,051.00)	-110.4%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	472,414.00	47,439.00	519,853.00	290,867.00	0.00	290,867.00	-44.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(593,441.00)	593,441.00	0.00	(578,125.00)	578,125.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(1,065,855.00)	546,002.00	(519,853.00)	(868,992.00)	578,125.00	(290,867.00)	-44.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals Unrestricted (A)	2020-21 Estimated Actuals Restricted (B)	2020-21 Estimated Actuals Total Fund col. A + B (C)	2021-22 Budget Unrestricted (D)	2021-22 Budget Restricted (E)	2021-22 Budget Total Fund col. D + E (F)	% Diff Column C & F
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			858,007.00	3,268,737.00	4,126,744.00	480,375.00	(1,256,293.00)	(775,918.00)	-118.8%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	3,913,286.00	434,918.00	4,348,204.00	4,771,293.00	3,703,655.00	8,474,948.00	94.9%
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)			3,913,286.00	434,918.00	4,348,204.00	4,771,293.00	3,703,655.00	8,474,948.00	94.9%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,913,286.00	434,918.00	4,348,204.00	4,771,293.00	3,703,655.00	8,474,948.00	94.9%
2) Ending Balance, June 30 (E + F1e)			4,771,293.00	3,703,655.00	8,474,948.00	5,251,668.00	2,447,362.00	7,699,030.00	-9.2%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	6,050.00	0.00	6,050.00	6,050.00	0.00	6,050.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	32,925.76	0.00	32,925.76	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	3,703,655.00	3,703,655.00	0.00	2,447,362.00	2,447,362.00	-33.9%
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	4,165,249.24	0.00	4,165,249.24	4,668,275.00	0.00	4,668,275.00	12.1%
Affordable Care Act	0000	9780				*50,000.00*		*50,000.00*	
Construction Contingency	0000	9780				*1,000,000.00*		*1,000,000.00*	
Board Reserve Policy	0000	9780				*3,318,330.00*		*3,318,330.00*	
Lottery	1100	9780				*299,945.00*		*299,945.00*	
Affordable Care Act	0000	9780	*50,000.00*		*50,000.00*				
Construction Contingency	0000	9780	*1,000,000.00*		*1,000,000.00*				
Board Reserve Policy	0000	9780	*2,815,304.24*		*2,815,304.24*				
Lottery	1100	9780	*299,945.00*		*299,945.00*				
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	567,068.00	0.00	567,068.00	577,343.00	0.00	577,343.00	1.8%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2021-22 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
G. ASSETS									
1) Cash									
a) in County Treasury		9110	3,989,648.89	(8,667.51)	3,980,981.38				
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	6,050.00	0.00	6,050.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	132,655.12	0.00	132,655.12				
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	32,925.76	0.00	32,925.76				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) TOTAL, ASSETS			4,161,279.77	(8,667.51)	4,152,612.26				
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	648,686.24	0.00	648,686.24				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			648,686.24	0.00	648,686.24				
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									

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals Unrestricted (A)	2020-21 Estimated Actuals Restricted (B)	2020-21 Estimated Actuals Total Fund col. A + B (C)	2021-22 Budget Unrestricted (D)	2021-22 Budget Restricted (E)	2021-22 Budget Total Fund col. D + E (F)	% Diff Column C & F
(G9 + H2) - (I6 + J2)			3,512,593.53	(8,667.51)	3,503,926.02				

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals Unrestricted (A)	2020-21 Estimated Actuals Restricted (B)	2020-21 Estimated Actuals Total Fund col. A + B (C)	2021-22 Budget Unrestricted (D)	2021-22 Budget Restricted (E)	2021-22 Budget Total Fund col. D + E (F)	% Diff Column C & F
LCFF SOURCES									
Principal Apportionment State Aid - Current Year		8011	8,696,258.00	0.00	8,696,258.00	9,441,484.00	0.00	9,441,484.00	8.6%
Education Protection Account State Aid - Current Year		8012	2,692,101.00	0.00	2,692,101.00	2,689,420.00	0.00	2,689,420.00	-0.1%
State Aid - Prior Years		8019	3,799.00	0.00	3,799.00	0.00	0.00	0.00	-100.0%
Tax Relief Subventions Homeowners' Exemptions		8021	20,611.00	0.00	20,611.00	20,611.00	0.00	20,611.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes Secured Roll Taxes		8041	3,265,811.00	0.00	3,265,811.00	3,265,811.00	0.00	3,265,811.00	0.0%
Unsecured Roll Taxes		8042	311,464.00	0.00	311,464.00	311,464.00	0.00	311,464.00	0.0%
Prior Years' Taxes		8043	5,061.00	0.00	5,061.00	5,061.00	0.00	5,061.00	0.0%
Supplemental Taxes		8044	70,834.00	0.00	70,834.00	70,834.00	0.00	70,834.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	(30,528.00)	0.00	(30,528.00)	(30,528.00)	0.00	(30,528.00)	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	4,043.00	0.00	4,043.00	4,043.00	0.00	4,043.00	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			15,039,454.00	0.00	15,039,454.00	15,778,200.00	0.00	15,778,200.00	4.9%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	(100,000.00)		(100,000.00)	(100,000.00)		(100,000.00)	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	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals Unrestricted (A)	2020-21 Estimated Actuals Restricted (B)	2020-21 Estimated Actuals Total Fund col. A + B (C)	2021-22 Budget Unrestricted (D)	2021-22 Budget Restricted (E)	2021-22 Budget Total Fund col. D + E (F)	% Diff Column C & F
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			14,939,454.00	0.00	14,939,454.00	15,678,200.00	0.00	15,678,200.00	4.9%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	20,000.00	0.00	20,000.00	20,000.00	0.00	20,000.00	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		221,853.00	221,853.00		175,933.00	175,933.00	-20.7%
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		39,075.00	39,075.00		32,418.00	32,418.00	-17.0%
Title III, Part A, Immigrant Student Program	4201	8290		0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals Unrestricted (A)	2020-21 Estimated Actuals Restricted (B)	2020-21 Estimated Actuals Total Fund col. A + B (C)	2021-22 Budget Unrestricted (D)	2021-22 Budget Restricted (E)	2021-22 Budget Total Fund col. D + E (F)	% Diff Column C & F
Title III, Part A, English Learner Program	4203	8290		96,258.00	96,258.00		83,398.00	83,398.00	-13.4%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3020, 3040, 3041, 3045, 3060, 3061, 3110, 3150, 3155, 3177, 3180, 3181, 3182, 3185, 4037, 4050, 4123, 4124, 4126, 4127, 4128, 5510, 5630	8290		827,457.00	827,457.00		406,757.00	406,757.00	-50.8%
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	3,666,836.00	3,666,836.00	0.00	0.00	0.00	-100.0%
TOTAL, FEDERAL REVENUE			20,000.00	4,851,479.00	4,871,479.00	20,000.00	698,506.00	718,506.00	-85.3%
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	51,827.00	0.00	51,827.00	51,924.00	0.00	51,924.00	0.2%
Lottery - Unrestricted and Instructional Materials		8560	192,573.00	67,967.00	260,540.00	192,573.00	61,674.00	254,247.00	-2.4%
Tax Relief Subventions Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		340,987.00	340,987.00		297,767.00	297,767.00	-12.7%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 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)	
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		46,408.00	46,408.00		46,402.00	46,402.00	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%
Quality Education Investment Act	7400	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	7,347.00	1,958,116.00	1,965,463.00	0.00	1,140,274.00	1,140,274.00	-42.0%
TOTAL, OTHER STATE REVENUE			251,747.00	2,413,478.00	2,665,225.00	244,497.00	1,546,117.00	1,790,614.00	-32.8%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals Unrestricted (A)	2020-21 Estimated Actuals Restricted (B)	2020-21 Estimated Actuals Total Fund col. A + B (C)	2021-22 Budget Unrestricted (D)	2021-22 Budget Restricted (E)	2021-22 Budget Total Fund col. D + E (F)	% Diff Column C & F
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	1,000.00	0.00	1,000.00	0.00	0.00	0.00	-100.0%
Interest		8660	60,000.00	0.00	60,000.00	50,000.00	0.00	50,000.00	-16.7%
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: Misc Funds Non-LCFF									

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals Unrestricted (A)	2020-21 Estimated Actuals Restricted (B)	2020-21 Estimated Actuals Total Fund col. A + B (C)	2021-22 Budget Unrestricted (D)	2021-22 Budget Restricted (E)	2021-22 Budget Total Fund col. D + E (F)	% Diff Column C & F
(50%) Adjustment		8691	4,043.00	0.00	4,043.00	4,043.00	0.00	4,043.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	434,523.00	53,260.00	487,783.00	202,477.00	25,000.00	227,477.00	-53.4%
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		0.00	0.00		0.00	0.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			499,566.00	53,260.00	552,826.00	256,520.00	25,000.00	281,520.00	-49.1%
TOTAL, REVENUES			15,710,767.00	7,318,217.00	23,028,984.00	16,199,217.00	2,269,623.00	18,468,840.00	-19.8%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals Unrestricted (A)	2020-21 Estimated Actuals Restricted (B)	2020-21 Estimated Actuals Total Fund col. A + B (C)	2021-22 Budget Unrestricted (D)	2021-22 Budget Restricted (E)	2021-22 Budget Total Fund col. D + E (F)	% Diff Column C & F
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	4,914,803.00	438,655.00	5,353,458.00	5,468,723.00	847,489.00	6,316,212.00	18.0%
Certificated Pupil Support Salaries		1200	199,361.00	129,425.00	328,786.00	91,991.00	24,633.00	116,624.00	-64.5%
Certificated Supervisors' and Administrators' Salaries		1300	703,566.00	135,701.00	839,267.00	771,623.00	91,631.00	863,254.00	2.9%
Other Certificated Salaries		1900	0.00	0.00	0.00	103,156.00	0.00	103,156.00	New
TOTAL, CERTIFICATED SALARIES			5,817,730.00	703,781.00	6,521,511.00	6,435,493.00	963,753.00	7,399,246.00	13.5%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	16,216.00	77,042.00	93,258.00	16,277.00	341,513.00	357,790.00	283.7%
Classified Support Salaries		2200	470,598.00	71,473.00	542,071.00	608,090.00	82,690.00	690,780.00	27.4%
Classified Supervisors' and Administrators' Salaries		2300	153,889.00	68,593.00	222,482.00	140,091.00	122,464.00	262,555.00	18.0%
Clerical, Technical and Office Salaries		2400	724,709.00	33,212.00	757,921.00	770,533.00	21,000.00	791,533.00	4.4%
Other Classified Salaries		2900	343,076.00	41,417.00	384,493.00	244,659.00	38,058.00	282,717.00	-26.5%
TOTAL, CLASSIFIED SALARIES			1,708,488.00	291,737.00	2,000,225.00	1,779,650.00	605,725.00	2,385,375.00	19.3%
EMPLOYEE BENEFITS									
STRS		3101-3102	846,790.00	728,799.00	1,575,589.00	1,054,314.00	811,639.00	1,865,953.00	18.4%
PERS		3201-3202	346,795.00	60,229.00	407,024.00	402,161.00	90,250.00	492,411.00	21.0%
OASDI/Medicare/Alternative		3301-3302	209,673.00	35,503.00	245,176.00	265,395.00	55,276.00	320,671.00	30.8%
Health and Welfare Benefits		3401-3402	1,001,528.00	73,662.00	1,075,190.00	1,092,744.00	117,857.00	1,210,601.00	12.6%
Unemployment Insurance		3501-3502	3,537.00	491.00	4,028.00	97,869.00	18,760.00	116,629.00	2795.5%
Workers' Compensation		3601-3602	210,671.00	29,009.00	239,680.00	231,504.00	44,134.00	275,638.00	15.0%
OPEB, Allocated		3701-3702	90,000.00	0.00	90,000.00	90,000.00	0.00	90,000.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			2,708,994.00	927,693.00	3,636,687.00	3,233,987.00	1,137,916.00	4,371,903.00	20.2%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	55,911.00	3,180.00	59,091.00	101,174.00	76,674.00	177,848.00	201.0%
Books and Other Reference Materials		4200	23,000.00	4,414.00	27,414.00	23,000.00	0.00	23,000.00	-16.1%
Materials and Supplies		4300	520,024.00	857,631.00	1,377,655.00	371,482.00	512,163.00	883,645.00	-35.9%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals Unrestricted (A)	2020-21 Estimated Actuals Restricted (B)	2020-21 Estimated Actuals Total Fund col. A + B (C)	2021-22 Budget Unrestricted (D)	2021-22 Budget Restricted (E)	2021-22 Budget Total Fund col. D + E (F)	% Diff Column C & F
Noncapitalized Equipment		4400	55,243.00	437,289.00	492,532.00	28,512.00	23,000.00	51,512.00	-89.5%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			654,178.00	1,302,514.00	1,956,692.00	524,168.00	611,837.00	1,136,005.00	-41.9%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	10,200.00	10,200.00	0.00	0.00	0.00	-100.0%
Travel and Conferences		5200	9,454.00	9,874.00	19,328.00	18,256.00	0.00	18,256.00	-5.5%
Dues and Memberships		5300	21,940.00	650.00	22,590.00	22,849.00	0.00	22,849.00	1.1%
Insurance		5400 - 5450	220,022.00	0.00	220,022.00	228,580.00	0.00	228,580.00	3.9%
Operations and Housekeeping Services		5500	159,160.00	0.00	159,160.00	186,940.00	0.00	186,940.00	17.5%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	114,959.00	252,289.00	367,248.00	110,506.00	250,000.00	360,506.00	-1.8%
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	859,805.00	787,242.00	1,647,047.00	879,391.00	282,896.00	1,162,287.00	-29.4%
Communications		5900	62,679.00	56,794.00	119,473.00	63,298.00	100,000.00	163,298.00	36.7%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,448,019.00	1,117,049.00	2,565,068.00	1,509,820.00	632,896.00	2,142,716.00	-16.5%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals Unrestricted (A)	2020-21 Estimated Actuals Restricted (B)	2020-21 Estimated Actuals Total Fund col. A + B (C)	2021-22 Budget Unrestricted (D)	2021-22 Budget Restricted (E)	2021-22 Budget Total Fund col. D + E (F)	% Diff Column C & F
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
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	20,104.00	105,828.00	125,932.00	0.00	46,402.00	46,402.00	-63.2%
Equipment Replacement		6500	184,601.00	22,847.00	207,448.00	0.00	0.00	0.00	-100.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			204,705.00	128,675.00	333,380.00	0.00	46,402.00	46,402.00	-86.1%
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	1,020,216.00	0.00	1,020,216.00	1,127,697.00	0.00	1,127,697.00	10.5%
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%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2021-22 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
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	114,585.00	0.00	114,585.00	108,586.00	0.00	108,586.00	-5.2%
Other Debt Service - Principal		7439	261,896.00	0.00	261,896.00	265,552.00	0.00	265,552.00	1.4%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			1,396,697.00	0.00	1,396,697.00	1,501,835.00	0.00	1,501,835.00	7.5%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(124,033.00)	124,033.00	0.00	(105,512.00)	105,512.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(27,873.00)	0.00	(27,873.00)	(29,591.00)	0.00	(29,591.00)	6.2%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(151,906.00)	124,033.00	(27,873.00)	(135,103.00)	105,512.00	(29,591.00)	6.2%
TOTAL, EXPENDITURES			13,786,905.00	4,595,482.00	18,382,387.00	14,849,850.00	4,104,041.00	18,953,891.00	3.1%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals Unrestricted (A)	2020-21 Estimated Actuals Restricted (B)	2020-21 Estimated Actuals Total Fund col. A + B (C)	2021-22 Budget Unrestricted (D)	2021-22 Budget Restricted (E)	2021-22 Budget Total Fund col. D + E (F)	% Diff Column C & F
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	272,414.00	47,439.00	319,853.00	90,867.00	0.00	90,867.00	-71.6%
Other Authorized Interfund Transfers Out		7619	200,000.00	0.00	200,000.00	200,000.00	0.00	200,000.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			472,414.00	47,439.00	519,853.00	290,867.00	0.00	290,867.00	-44.0%
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%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2021-22 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
(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	(593,441.00)	593,441.00	0.00	(578,125.00)	578,125.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(593,441.00)	593,441.00	0.00	(578,125.00)	578,125.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(1,065,855.00)	546,002.00	(519,853.00)	(868,992.00)	578,125.00	(290,867.00)	-44.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals			2021-22 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	14,939,454.00	0.00	14,939,454.00	15,678,200.00	0.00	15,678,200.00	4.9%
2) Federal Revenue		8100-8299	20,000.00	4,851,479.00	4,871,479.00	20,000.00	698,506.00	718,506.00	-85.3%
3) Other State Revenue		8300-8599	251,747.00	2,413,478.00	2,665,225.00	244,497.00	1,546,117.00	1,790,614.00	-32.8%
4) Other Local Revenue		8600-8799	499,566.00	53,260.00	552,826.00	256,520.00	25,000.00	281,520.00	-49.1%
5) TOTAL, REVENUES			15,710,767.00	7,318,217.00	23,028,984.00	16,199,217.00	2,269,623.00	18,468,840.00	-19.8%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		7,710,117.00	2,442,718.00	10,152,835.00	8,202,128.00	3,083,042.00	11,285,170.00	11.2%
2) Instruction - Related Services	2000-2999		1,535,523.00	1,159,567.00	2,695,090.00	1,732,114.00	288,772.00	2,020,886.00	-25.0%
3) Pupil Services	3000-3999		644,470.00	218,102.00	862,572.00	646,185.00	48,590.00	694,775.00	-19.5%
4) Ancillary Services	4000-4999		73,784.00	0.00	73,784.00	128,483.00	0.00	128,483.00	74.1%
5) Community Services	5000-5999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		1,307,784.00	124,033.00	1,431,817.00	1,396,515.00	105,512.00	1,502,027.00	4.9%
8) Plant Services	8000-8999		1,118,530.00	651,062.00	1,769,592.00	1,242,590.00	578,125.00	1,820,715.00	2.9%
9) Other Outgo	9000-9999	Except 7600-7699	1,396,697.00	0.00	1,396,697.00	1,501,835.00	0.00	1,501,835.00	7.5%
10) TOTAL, EXPENDITURES			13,786,905.00	4,595,482.00	18,382,387.00	14,849,850.00	4,104,041.00	18,953,891.00	3.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			1,923,862.00	2,722,735.00	4,646,597.00	1,349,367.00	(1,834,418.00)	(485,051.00)	-110.4%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	472,414.00	47,439.00	519,853.00	290,867.00	0.00	290,867.00	-44.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(593,441.00)	593,441.00	0.00	(578,125.00)	578,125.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(1,065,855.00)	546,002.00	(519,853.00)	(868,992.00)	578,125.00	(290,867.00)	-44.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals Unrestricted (A)	2020-21 Estimated Actuals Restricted (B)	2020-21 Estimated Actuals Total Fund col. A + B (C)	2021-22 Budget Unrestricted (D)	2021-22 Budget Restricted (E)	2021-22 Budget Total Fund col. D + E (F)	% Diff Column C & F
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			858,007.00	3,268,737.00	4,126,744.00	480,375.00	(1,256,293.00)	(775,918.00)	-118.8%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	3,913,286.00	434,918.00	4,348,204.00	4,771,293.00	3,703,655.00	8,474,948.00	94.9%
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)			3,913,286.00	434,918.00	4,348,204.00	4,771,293.00	3,703,655.00	8,474,948.00	94.9%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,913,286.00	434,918.00	4,348,204.00	4,771,293.00	3,703,655.00	8,474,948.00	94.9%
2) Ending Balance, June 30 (E + F1e)			4,771,293.00	3,703,655.00	8,474,948.00	5,251,668.00	2,447,362.00	7,699,030.00	-9.2%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	6,050.00	0.00	6,050.00	6,050.00	0.00	6,050.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	32,925.76	0.00	32,925.76	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	3,703,655.00	3,703,655.00	0.00	2,447,362.00	2,447,362.00	-33.9%
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	4,165,249.24	0.00	4,165,249.24	4,668,275.00	0.00	4,668,275.00	12.1%
Affordable Care Act	0000	9780				*50,000.00*		*50,000.00*	
Construction Contingency	0000	9780				*1,000,000.00*		*1,000,000.00*	
Board Reserve Policy	0000	9780				*3,318,330.00*		*3,318,330.00*	
Lottery	1100	9780				*299,945.00*		*299,945.00*	
Affordable Care Act	0000	9780	*50,000.00*		*50,000.00*				
Construction Contingency	0000	9780	*1,000,000.00*		*1,000,000.00*				
Board Reserve Policy	0000	9780	*2,815,304.24*		*2,815,304.24*				
Lottery	1100	9780	*299,945.00*		*299,945.00*				
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	567,068.00	0.00	567,068.00	577,343.00	0.00	577,343.00	1.8%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Resource	Description	2020-21 Estimated Actuals	2021-22 Budget
3212	Elementary and Secondary School Relief II (ESSER II) Fund	591,362.00	517,449.00
3214		1,349,762.00	1,349,762.00
6230	California Clean Energy Jobs Act	56,802.00	56,802.00
6300	Lottery: Instructional Materials	355,028.00	355,028.00
7311	Classified School Employee Professional Development Block Grant	8,994.00	8,994.00
7388	SB 117 COVID-19 LEA Response Funds	15,979.00	15,979.00
7425	Expanded Learning Opportunities (ELO) Grant	1,090,032.00	0.00
7426	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Sta	92,348.00	0.00
7510	Low-Performing Students Block Grant	9,309.00	9,309.00
7810	Other Restricted State	3,199.00	3,199.00
9010	Other Restricted Local	130,840.00	130,840.00
Total, Restricted Balance		3,703,655.00	2,447,362.00

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	15,220.00	15,010.00	-1.4%
5) TOTAL, REVENUES			15,220.00	15,010.00	-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	22,046.00	11,000.00	-50.1%
5) Services and Other Operating Expenditures		5000-5999	4,605.00	3,325.00	-27.8%
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			26,651.00	14,325.00	-46.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(11,431.00)	685.00	-106.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(11,431.00)	685.00	-106.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	142,642.00	New
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	142,642.00	New
d) Other Restatements		9795	154,073.00	0.00	-100.0%
e) Adjusted Beginning Balance (F1c + F1d)			154,073.00	142,642.00	-7.4%
2) Ending Balance, June 30 (E + F1e)			142,642.00	143,327.00	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	142,642.00	143,327.00	0.5%
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%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	147,217.89		
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			147,217.89		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenues		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
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)			147,217.89		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
REVENUES					
Sale of Equipment and Supplies		8631	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Interest		8660	11.00	10.00	-9.1%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	15,209.00	15,000.00	-1.4%
TOTAL, REVENUES			15,220.00	15,010.00	-1.4%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
BOOKS AND SUPPLIES					
Materials and Supplies		4300	20,995.00	10,000.00	-52.4%
Noncapitalized Equipment		4400	1,051.00	1,000.00	-4.9%
TOTAL, BOOKS AND SUPPLIES			22,046.00	11,000.00	-50.1%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Dues and Memberships		5300	525.00	525.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	4,080.00	2,800.00	-31.4%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			4,605.00	3,325.00	-27.8%
CAPITAL OUTLAY					
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			26,651.00	14,325.00	-46.2%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	15,220.00	15,010.00	-1.4%
5) TOTAL, REVENUES			15,220.00	15,010.00	-1.4%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		26,651.00	14,325.00	-46.2%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			26,651.00	14,325.00	-46.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(11,431.00)	685.00	-106.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(11,431.00)	685.00	-106.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	142,642.00	New
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	142,642.00	New
d) Other Restatements		9795	154,073.00	0.00	-100.0%
e) Adjusted Beginning Balance (F1c + F1d)			154,073.00	142,642.00	-7.4%
2) Ending Balance, June 30 (E + F1e)			142,642.00	143,327.00	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	142,642.00	143,327.00	0.5%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2020-21 Estimated Actuals	2021-22 Budget
8210	Student Activity Funds	142,642.00	143,327.00
Total, Restricted Balance		142,642.00	143,327.00

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	448,404.00	765,000.00	70.6%
3) Other State Revenue		8300-8599	59,844.00	70,000.00	17.0%
4) Other Local Revenue		8600-8799	9,054.00	31,700.00	250.1%
5) TOTAL, REVENUES			517,302.00	866,700.00	67.5%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	371,837.00	350,836.00	-5.6%
3) Employee Benefits		3000-3999	162,069.00	146,440.00	-9.6%
4) Books and Supplies		4000-4999	268,460.00	419,000.00	56.1%
5) Services and Other Operating Expenditures		5000-5999	6,916.00	11,700.00	69.2%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	27,873.00	29,591.00	6.2%
9) TOTAL, EXPENDITURES			837,155.00	957,567.00	14.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(319,853.00)	(90,867.00)	-71.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers a) Transfers In		8900-8929	319,853.00	90,867.00	-71.6%
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			319,853.00	90,867.00	-71.6%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	223,541.00	223,541.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			223,541.00	223,541.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			223,541.00	223,541.00	0.0%
2) Ending Balance, June 30 (E + F1e)			223,541.00	223,541.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	50.00	0.00	-100.0%
Stores		9712	11,204.98	0.00	-100.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	212,286.02	223,541.00	5.3%
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%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	23,700.42		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	50.00		
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	11,204.98		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			34,955.40		
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					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			34,955.40		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
FEDERAL REVENUE					
Child Nutrition Programs		8220	448,404.00	765,000.00	70.6%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			448,404.00	765,000.00	70.6%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	59,844.00	70,000.00	17.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			59,844.00	70,000.00	17.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	7,554.00	30,000.00	297.1%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	1,500.00	1,700.00	13.3%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			9,054.00	31,700.00	250.1%
TOTAL, REVENUES			517,302.00	866,700.00	67.5%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
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	289,885.00	270,384.00	-6.7%
Classified Supervisors' and Administrators' Salaries		2300	81,256.00	80,452.00	-1.0%
Clerical, Technical and Office Salaries		2400	696.00	0.00	-100.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			371,837.00	350,836.00	-5.6%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	73,927.00	75,817.00	2.6%
OASDI/Medicare/Alternative		3301-3302	26,383.00	25,418.00	-3.7%
Health and Welfare Benefits		3401-3402	51,102.00	31,230.00	-38.9%
Unemployment Insurance		3501-3502	173.00	4,087.00	2262.4%
Workers' Compensation		3601-3602	10,484.00	9,888.00	-5.7%
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			162,069.00	146,440.00	-9.6%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	14,251.00	30,000.00	110.5%
Noncapitalized Equipment		4400	2,378.00	1,000.00	-57.9%
Food		4700	251,831.00	388,000.00	54.1%
TOTAL, BOOKS AND SUPPLIES			268,460.00	419,000.00	56.1%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	255.00	500.00	96.1%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	1,702.00	2,700.00	58.6%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	2,000.00	New
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	4,959.00	6,500.00	31.1%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			6,916.00	11,700.00	69.2%
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	27,873.00	29,591.00	6.2%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			27,873.00	29,591.00	6.2%
TOTAL, EXPENDITURES			837,155.00	957,567.00	14.4%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	319,853.00	90,867.00	-71.6%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			319,853.00	90,867.00	-71.6%
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%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			319,853.00	90,867.00	-71.6%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	448,404.00	765,000.00	70.6%
3) Other State Revenue		8300-8599	59,844.00	70,000.00	17.0%
4) Other Local Revenue		8600-8799	9,054.00	31,700.00	250.1%
5) TOTAL, REVENUES			517,302.00	866,700.00	67.5%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		807,580.00	925,276.00	14.6%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		27,873.00	29,591.00	6.2%
8) Plant Services	8000-8999		1,702.00	2,700.00	58.6%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			837,155.00	957,567.00	14.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(319,853.00)	(90,867.00)	-71.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	319,853.00	90,867.00	-71.6%
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			319,853.00	90,867.00	-71.6%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	223,541.00	223,541.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			223,541.00	223,541.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			223,541.00	223,541.00	0.0%
2) Ending Balance, June 30 (E + F1e)			223,541.00	223,541.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	50.00	0.00	-100.0%
Stores		9712	11,204.98	0.00	-100.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	212,286.02	223,541.00	5.3%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2020-21 Estimated Actuals	2021-22 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School I	210,863.02	222,118.00
5320	Child Nutrition: Child Care Food Program (CCFP) Claims-Cen	1,423.00	1,423.00
Total, Restricted Balance		212,286.02	223,541.00

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	100,000.00	100,000.00	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	8,526.00	10,000.00	17.3%
5) TOTAL, REVENUES			108,526.00	110,000.00	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	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)			108,526.00	110,000.00	1.4%
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%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			108,526.00	110,000.00	1.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,431,908.00	1,540,434.00	7.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,431,908.00	1,540,434.00	7.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,431,908.00	1,540,434.00	7.6%
2) Ending Balance, June 30 (E + F1e)			1,540,434.00	1,650,434.00	7.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	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	1,540,434.00	1,650,434.00	7.1%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	1,440,434.34		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			1,440,434.34		
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					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			1,440,434.34		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	100,000.00	100,000.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			100,000.00	100,000.00	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	8,526.00	10,000.00	17.3%
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			8,526.00	10,000.00	17.3%
TOTAL, REVENUES			108,526.00	110,000.00	1.4%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
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%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	100,000.00	100,000.00	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	8,526.00	10,000.00	17.3%
5) TOTAL, REVENUES			108,526.00	110,000.00	1.4%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			108,526.00	110,000.00	1.4%
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%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			108,526.00	110,000.00	1.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,431,908.00	1,540,434.00	7.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,431,908.00	1,540,434.00	7.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,431,908.00	1,540,434.00	7.6%
2) Ending Balance, June 30 (E + F1e)			1,540,434.00	1,650,434.00	7.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	1,540,434.00	1,650,434.00	7.1%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2020-21 Estimated Actuals	2021-22 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	5,000.00	5,000.00	0.0%
5) TOTAL, REVENUES			5,000.00	5,000.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			5,000.00	5,000.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			5,000.00	5,000.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	398,352.00	403,352.00	1.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			398,352.00	403,352.00	1.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			398,352.00	403,352.00	1.3%
2) Ending Balance, June 30 (E + F1e)			403,352.00	408,352.00	1.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	403,352.00	408,352.00	1.2%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	402,522.46		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			402,522.46		
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					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			402,522.46		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
OTHER LOCAL REVENUE					
Other Local Revenue					
Interest		8660	5,000.00	5,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			5,000.00	5,000.00	0.0%
TOTAL, REVENUES			5,000.00	5,000.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
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	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%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	5,000.00	5,000.00	0.0%
5) TOTAL, REVENUES			5,000.00	5,000.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			5,000.00	5,000.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			5,000.00	5,000.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	398,352.00	403,352.00	1.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			398,352.00	403,352.00	1.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			398,352.00	403,352.00	1.3%
2) Ending Balance, June 30 (E + F1e)			403,352.00	408,352.00	1.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	403,352.00	408,352.00	1.2%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2020-21 Estimated Actuals	2021-22 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	11,159.00	0.00	-100.0%
5) TOTAL, REVENUES			11,159.00	0.00	-100.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	31,598.00	0.00	-100.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	744,409.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			776,007.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(764,848.00)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(764,848.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	764,848.00	0.00	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			764,848.00	0.00	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			764,848.00	0.00	-100.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	1.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			1.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			1.00		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
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	11,159.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			11,159.00	0.00	-100.0%
TOTAL, REVENUES			11,159.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
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	31,598.00	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			31,598.00	0.00	-100.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
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	744,409.00	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			744,409.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			776,007.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
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					
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%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale of Bonds		8951	0.00	0.00	0.0%
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
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%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	11,159.00	0.00	-100.0%
5) TOTAL, REVENUES			11,159.00	0.00	-100.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		776,007.00	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			776,007.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(764,848.00)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(764,848.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	764,848.00	0.00	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			764,848.00	0.00	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			764,848.00	0.00	-100.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2020-21 Estimated Actuals	2021-22 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	90,636.00	10,000.00	-89.0%
5) TOTAL, REVENUES			90,636.00	10,000.00	-89.0%
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	274,057.00	0.00	-100.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	226,396.00	225,250.00	-0.5%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			500,453.00	225,250.00	-55.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(409,817.00)	(215,250.00)	-47.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers a) Transfers In		8900-8929	200,000.00	200,000.00	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			200,000.00	200,000.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(209,817.00)	(15,250.00)	-92.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	769,550.00	559,733.00	-27.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			769,550.00	559,733.00	-27.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			769,550.00	559,733.00	-27.3%
2) Ending Balance, June 30 (E + F1e)			559,733.00	544,483.00	-2.7%
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	559,733.00	544,483.00	-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%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	633,790.21		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			633,790.21		
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)			633,790.21		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
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	6,894.00	5,000.00	-27.5%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	83,742.00	5,000.00	-94.0%
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			90,636.00	10,000.00	-89.0%
TOTAL, REVENUES			90,636.00	10,000.00	-89.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
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%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
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	274,057.00	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			274,057.00	0.00	-100.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
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	111,396.00	110,250.00	-1.0%
Other Debt Service - Principal		7439	115,000.00	115,000.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			226,396.00	225,250.00	-0.5%
TOTAL, EXPENDITURES			500,453.00	225,250.00	-55.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	200,000.00	200,000.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			200,000.00	200,000.00	0.0%
INTERFUND TRANSFERS OUT					
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)			200,000.00	200,000.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	90,636.00	10,000.00	-89.0%
5) TOTAL, REVENUES			90,636.00	10,000.00	-89.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		274,057.00	0.00	-100.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	226,396.00	225,250.00	-0.5%
10) TOTAL, EXPENDITURES			500,453.00	225,250.00	-55.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(409,817.00)	(215,250.00)	-47.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	200,000.00	200,000.00	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			200,000.00	200,000.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(209,817.00)	(15,250.00)	-92.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	769,550.00	559,733.00	-27.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			769,550.00	559,733.00	-27.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			769,550.00	559,733.00	-27.3%
2) Ending Balance, June 30 (E + F1e)			559,733.00	544,483.00	-2.7%
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	559,733.00	544,483.00	-2.7%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2020-21 Estimated Actuals	2021-22 Budget
9010	Other Restricted Local	559,733.00	544,483.00
Total, Restricted Balance		559,733.00	544,483.00

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	28,415.00	0.00	-100.0%
5) TOTAL, REVENUES			28,415.00	0.00	-100.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	1,363,860.00	560,299.00	-58.9%
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			1,363,860.00	560,299.00	-58.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(1,335,445.00)	(560,299.00)	-58.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,335,445.00)	(560,299.00)	-58.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,972,235.00	636,790.00	-67.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,972,235.00	636,790.00	-67.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,972,235.00	636,790.00	-67.7%
2) Ending Balance, June 30 (E + F1e)			636,790.00	76,491.00	-88.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	636,790.00	76,491.00	-88.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	(998.22)		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	1,199,732.53		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	20.00		
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			1,198,754.31		
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)			1,198,754.31		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
School Facilities Apportionments		8545	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	28,415.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			28,415.00	0.00	-100.0%
TOTAL, REVENUES			28,415.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
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%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
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	1,363,860.00	560,299.00	-58.9%
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			1,363,860.00	560,299.00	-58.9%
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			1,363,860.00	560,299.00	-58.9%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
To: State School Building Fund/ County School Facilities Fund From: All Other Funds		8913	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
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%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
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%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	28,415.00	0.00	-100.0%
5) TOTAL, REVENUES			28,415.00	0.00	-100.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		1,363,860.00	560,299.00	-58.9%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			1,363,860.00	560,299.00	-58.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(1,335,445.00)	(560,299.00)	-58.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,335,445.00)	(560,299.00)	-58.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,972,235.00	636,790.00	-67.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,972,235.00	636,790.00	-67.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,972,235.00	636,790.00	-67.7%
2) Ending Balance, June 30 (E + F1e)			636,790.00	76,491.00	-88.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	636,790.00	76,491.00	-88.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2020-21 Estimated Actuals	2021-22 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	1,135.00	1,020.00	-10.1%
4) Other Local Revenue		8600-8799	468,373.00	460,200.00	-1.7%
5) TOTAL, REVENUES			469,508.00	461,220.00	-1.8%
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	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	495,475.00	484,175.00	-2.3%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			495,475.00	484,175.00	-2.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(25,967.00)	(22,955.00)	-11.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	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%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(25,967.00)	(22,955.00)	-11.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,052,387.00	1,026,420.00	-2.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,052,387.00	1,026,420.00	-2.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,052,387.00	1,026,420.00	-2.5%
2) Ending Balance, June 30 (E + F1e)			1,026,420.00	1,003,465.00	-2.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,026,420.00	1,003,465.00	-2.2%
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%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	1,023,837.80		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			1,023,837.80		
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)			1,023,837.80		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions Voted Indebtedness Levies					
Homeowners' Exemptions		8571	1,135.00	1,020.00	-10.1%
Other Subventions/In-Lieu Taxes		8572	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			1,135.00	1,020.00	-10.1%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Voted Indebtedness Levies					
Secured Roll		8611	419,183.00	415,000.00	-1.0%
Unsecured Roll		8612	27,337.00	27,000.00	-1.2%
Prior Years' Taxes		8613	0.00	0.00	0.0%
Supplemental Taxes		8614	10,139.00	9,600.00	-5.3%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Interest		8660	11,714.00	8,600.00	-26.6%
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			468,373.00	460,200.00	-1.7%
TOTAL, REVENUES			469,508.00	461,220.00	-1.8%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Bond Redemptions		7433	65,000.00	55,000.00	-15.4%
Bond Interest and Other Service Charges		7434	430,475.00	429,175.00	-0.3%
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)			495,475.00	484,175.00	-2.3%
TOTAL, EXPENDITURES			495,475.00	484,175.00	-2.3%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
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					
To: General Fund		7614	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					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	1,135.00	1,020.00	-10.1%
4) Other Local Revenue		8600-8799	468,373.00	460,200.00	-1.7%
5) TOTAL, REVENUES			469,508.00	461,220.00	-1.8%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	495,475.00	484,175.00	-2.3%
10) TOTAL, EXPENDITURES			495,475.00	484,175.00	-2.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(25,967.00)	(22,955.00)	-11.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	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%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(25,967.00)	(22,955.00)	-11.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,052,387.00	1,026,420.00	-2.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,052,387.00	1,026,420.00	-2.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,052,387.00	1,026,420.00	-2.5%
2) Ending Balance, June 30 (E + F1e)			1,026,420.00	1,003,465.00	-2.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,026,420.00	1,003,465.00	-2.2%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2020-21 Estimated Actuals	2021-22 Budget
9010	Other Restricted Local	1,026,420.00	1,003,465.00
Total, Restricted Balance		1,026,420.00	1,003,465.00

Description	2020-21 Estimated Actuals			2021-22 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)	1,258.65	1,258.65	1,258.65	1,228.09	1,228.09	1,228.09
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)	1,258.65	1,258.65	1,258.65	1,228.09	1,228.09	1,228.09
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class	2.92	2.92	2.92	1.92	1.92	1.92
c. Special Education-NPS/LCI						
d. Special Education Extended Year	0.17	0.17	0.17			
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	3.09	3.09	3.09	1.92	1.92	1.92
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	1,261.74	1,261.74	1,261.74	1,230.01	1,230.01	1,230.01
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

Pursuant to EC Section 42141, if a school district, either individually or as a member of a joint powers agency, is self-insured for workers' compensation claims, the superintendent of the school district annually shall provide information to the governing board of the school district regarding the estimated accrued but unfunded cost of those claims. The governing board annually shall certify to the county superintendent of schools the amount of money, if any, that it has decided to reserve in its budget for the cost of those claims.

To the County Superintendent of Schools:

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

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

(X) This school district is self-insured for workers' compensation claims through a JPA, and offers the following information:
North Valley Schools Insurance Group

( ) This school district is not self-insured for workers' compensation claims.

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

Date of Meeting: Jun 17, 2021

For additional information on this certification, please contact:

Name: Mechele Coombs

Title: Director Fiscal Services

Telephone: 530-473-2550

E-mail: mcoombs@williams.k12.ca.us

Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	15,678,200.00	0.13%	15,699,214.00	2.71%	16,124,282.00
2. Federal Revenues	8100-8299	20,000.00	-100.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	244,497.00	0.43%	245,554.14	0.67%	247,201.85
4. Other Local Revenues	8600-8799	256,520.00	0.00%	256,520.00	0.00%	256,520.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	(578,125.00)	2.78%	(594,209.23)	1.49%	(603,042.52)
6. Total (Sum lines A1 thru A5c)		15,621,092.00	-0.09%	15,607,078.91	2.68%	16,024,961.33
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				6,435,493.00		6,790,013.79
b. Step & Column Adjustment				114,551.78		116,590.80
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				239,969.01		54,953.10
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	6,435,493.00	5.51%	6,790,013.79	2.53%	6,961,557.69
2. Classified Salaries						
a. Base Salaries				1,779,650.00		1,907,270.12
b. Step & Column Adjustment				26,516.79		26,911.89
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				101,103.33		1,506.44
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	1,779,650.00	7.17%	1,907,270.12	1.49%	1,935,688.45
3. Employee Benefits	3000-3999	3,233,987.00	11.04%	3,591,164.49	-4.78%	3,419,464.36
4. Books and Supplies	4000-4999	524,168.00	-1.42%	516,748.03	2.32%	528,717.52
5. Services and Other Operating Expenditures	5000-5999	1,509,820.00	2.09%	1,541,433.93	1.95%	1,571,513.53
6. Capital Outlay	6000-6999	0.00	0.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	1,501,835.00	0.98%	1,516,534.00	-0.16%	1,514,135.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(135,103.00)	-13.59%	(116,742.00)	-36.41%	(74,235.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	290,867.00	0.00%	290,867.00	0.00%	290,867.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		15,140,717.00	5.92%	16,037,289.36	0.69%	16,147,708.55
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		480,375.00		(430,210.45)		(122,747.22)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		4,771,293.00		5,251,668.00		4,821,457.55
2. Ending Fund Balance (Sum lines C and D1)		5,251,668.00		4,821,457.55		4,698,710.33
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	6,050.00		0.00		0.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	4,668,275.00		4,260,214.08		4,149,412.76
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	577,343.00		561,243.47		549,297.57
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		5,251,668.00		4,821,457.55		4,698,710.33

Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	577,343.00		561,243.47		549,297.57
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)		577,343.00		561,243.47		549,297.57

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

The Comprehensive School Improvement grant ends at the ends of 21/22. The position that is funded in that grant has been moved to unrestricted funding. The ESSER II funding is planed to be spent by the end of 21/22. The position funded in this grant has been moved to unrestricted funding. The teaching staff and the instructional aides positions funded from the Expanded Learning Opportunities grant in 21/22 have been moved to unrestricted in 22/23 and 23/24.

Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	0.00	0.00%	0.00	0.00%	0.00
2. Federal Revenues	8100-8299	698,506.00	-24.38%	528,223.00	0.00%	528,223.00
3. Other State Revenues	8300-8599	1,546,117.00	-34.94%	1,005,945.00	0.00%	1,005,945.00
4. Other Local Revenues	8600-8799	25,000.00	0.00%	25,000.00	0.00%	25,000.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	578,125.00	2.78%	594,209.23	1.49%	603,042.52
6. Total (Sum lines A1 thru A5c)		2,847,748.00	-24.38%	2,153,377.23	0.41%	2,162,210.52
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				963,753.00		181,556.37
b. Step & Column Adjustment				17,154.81		17,460.16
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(799,351.44)		(68,754.91)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	963,753.00	-81.16%	181,556.37	-28.25%	130,261.62
2. Classified Salaries						
a. Base Salaries				605,725.00		412,156.97
b. Step & Column Adjustment				9,025.30		9,159.77
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(202,593.33)		(3,018.64)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	605,725.00	-31.96%	412,156.97	1.49%	418,298.10
3. Employee Benefits	3000-3999	1,137,916.00	-24.56%	858,459.96	-3.08%	832,001.40
4. Books and Supplies	4000-4999	611,837.00	7.54%	657,976.62	-45.07%	361,439.35
5. Services and Other Operating Expenditures	5000-5999	632,896.00	-25.18%	473,525.31	-20.69%	375,566.05
6. Capital Outlay	6000-6999	46,402.00	-100.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	105,512.00	-17.40%	87,151.00	-48.77%	44,644.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		4,104,041.00	-34.92%	2,670,826.23	-19.04%	2,162,210.52
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(1,256,293.00)		(517,449.00)		0.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		3,703,655.00		2,447,362.00		1,929,913.00
2. Ending Fund Balance (Sum lines C and D1)		2,447,362.00		1,929,913.00		1,929,913.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	2,447,362.00		1,929,913.00		1,929,913.00
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		2,447,362.00		1,929,913.00		1,929,913.00

Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2						
in Columns C and E; current year - Column A - is extracted)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

The Comprehensive School Improvement grant ends at the ends of 21/22. The position that is funded in that grant has been moved to unrestricted funding. The ESSER II funding is planed to be spent by the end of 21/22 The position funded from this grant has been moved to unrestricted funding. The teaching staff and the instructional aides positions funded from the Expanded Learning Opportunities grant in 21/22 have been moved to unrestricted in 22/23 and 23/24.

Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	15,678,200.00	0.13%	15,699,214.00	2.71%	16,124,282.00
2. Federal Revenues	8100-8299	718,506.00	-26.48%	528,223.00	0.00%	528,223.00
3. Other State Revenues	8300-8599	1,790,614.00	-30.11%	1,251,499.14	0.13%	1,253,146.85
4. Other Local Revenues	8600-8799	281,520.00	0.00%	281,520.00	0.00%	281,520.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		18,468,840.00	-3.84%	17,760,456.14	2.40%	18,187,171.85
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				7,399,246.00		6,971,570.16
b. Step & Column Adjustment				131,706.59		134,050.96
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(559,382.43)		(13,801.81)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	7,399,246.00	-5.78%	6,971,570.16	1.72%	7,091,819.31
2. Classified Salaries						
a. Base Salaries				2,385,375.00		2,319,427.09
b. Step & Column Adjustment				35,542.09		36,071.66
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(101,490.00)		(1,512.20)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	2,385,375.00	-2.76%	2,319,427.09	1.49%	2,353,986.55
3. Employee Benefits	3000-3999	4,371,903.00	1.78%	4,449,624.45	-4.45%	4,251,465.76
4. Books and Supplies	4000-4999	1,136,005.00	3.41%	1,174,724.65	-24.22%	890,156.87
5. Services and Other Operating Expenditures	5000-5999	2,142,716.00	-5.96%	2,014,959.24	-3.37%	1,947,079.58
6. Capital Outlay	6000-6999	46,402.00	-100.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	1,501,835.00	0.98%	1,516,534.00	-0.16%	1,514,135.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(29,591.00)	0.00%	(29,591.00)	0.00%	(29,591.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	290,867.00	0.00%	290,867.00	0.00%	290,867.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		19,244,758.00	-2.79%	18,708,115.59	-2.13%	18,309,919.07
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(775,918.00)		(947,659.45)		(122,747.22)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		8,474,948.00		7,699,030.00		6,751,370.55
2. Ending Fund Balance (Sum lines C and D1)		7,699,030.00		6,751,370.55		6,628,623.33
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	6,050.00		0.00		0.00
b. Restricted	9740	2,447,362.00		1,929,913.00		1,929,913.00
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	4,668,275.00		4,260,214.08		4,149,412.76
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	577,343.00		561,243.47		549,297.57
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		7,699,030.00		6,751,370.55		6,628,623.33

Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	577,343.00		561,243.47		549,297.57
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		577,343.00		561,243.47		549,297.57
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		3.00%		3.00%		3.00%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	Yes					
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)		0.00		0.00		0.00
2. District ADA						
Used to determine the reserve standard percentage level on line F3d						
(Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)		1,228.09		1,221.28		1,195.32
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		19,244,758.00		18,708,115.59		18,309,919.07
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		19,244,758.00		18,708,115.59		18,309,919.07
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)		3%		3%		3%
e. Reserve Standard - By Percent (Line F3c times F3d)		577,342.74		561,243.47		549,297.57
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)		0.00		0.00		0.00
g. Reserve Standard (Greater of Line F3e or F3f)		577,342.74		561,243.47		549,297.57
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

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):	1,228
District's ADA Standard Percentage Level:	**1.0%**

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 (2018-19)				
District Regular	1,265	1,242		
Charter School				
Total ADA	**1,265**	**1,242**	**1.8%**	**Not Met**
Second Prior Year (2019-20)				
District Regular	1,224	1,259		
Charter School				
Total ADA	**1,224**	**1,259**	**N/A**	**Met**
First Prior Year (2020-21)				
District Regular	1,259	1,259		
Charter School		0		
Total ADA	**1,259**	**1,259**	**0.0%**	**Met**
Budget Year (2021-22)				
District Regular	1,228			
Charter School	0			
Total ADA	**1,228**			

1B. Comparison of District ADA to the Standard

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

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

Explanation:
(required if NOT met)

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

Explanation:
(required if NOT met)

2. CRITERION: Enrollment

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

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

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4): 1,228

District's Enrollment Standard Percentage Level: 1.0%

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 Budget	Enrollment CBEDS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2018-19)				
District Regular	1,365	1,335		
Charter School				
Total Enrollment	**1,365**	**1,335**	**2.2%**	**Not Met**
Second Prior Year (2019-20)				
District Regular	1,311	1,375		
Charter School				
Total Enrollment	**1,311**	**1,375**	**N/A**	**Met**
First Prior Year (2020-21)				
District Regular	1,338	1,338		
Charter School				
Total Enrollment	**1,338**	**1,338**	**0.0%**	**Met**
Budget Year (2021-22)				
District Regular	1,328			
Charter School				
Total Enrollment	**1,328**			

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 Estimated/Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CBEDS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2018-19)			
District Regular	1,224	1,335	
Charter School		0	
Total ADA/Enrollment	**1,224**	**1,335**	**91.7%**
Second Prior Year (2019-20)			
District Regular	1,259	1,375	
Charter School			
Total ADA/Enrollment	**1,259**	**1,375**	**91.6%**
First Prior Year (2020-21)			
District Regular	1,259	1,338	
Charter School	0		
Total ADA/Enrollment	**1,259**	**1,338**	**94.1%**
		Historical Average Ratio:	92.5%
		District's ADA to Enrollment Standard (historical average ratio plus 0.5%):	**93.0%**

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

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

Fiscal Year	Estimated P-2 ADA Budget (Form A, Lines A4 and C4)	Enrollment Budget/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Budget Year (2021-22)				
District Regular	1,228	1,328		
Charter School	0			
Total ADA/Enrollment	**1,228**	**1,328**	**92.5%**	**Met**
1st Subsequent Year (2022-23)				
District Regular	1,221	1,321		
Charter School				
Total ADA/Enrollment	**1,221**	**1,321**	**92.4%**	**Met**
2nd Subsequent Year (2023-24)				
District Regular	1,195	1,293		
Charter School				
Total ADA/Enrollment	**1,195**	**1,293**	**92.4%**	**Met**

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

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

1a. STANDARD MET - Projected P-2 ADA to enrollment ratio has not exceeded the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

4. CRITERION: LCFF Revenue

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

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

For districts funded by necessary small school formulas, projected LCFF revenue has not changed from the prior fiscal year amount by more than the district's gap funding or COLA[1] 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 (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Step 1 - Change in Population				
a. ADA (Funded) (Form A, lines A6 and C4)	1,261.74	1,230.01	1,223.20	1,196.24
b. Prior Year ADA (Funded)		1,261.74	1,230.01	1,223.20
c. Difference (Step 1a minus Step 1b)		(31.73)	(6.81)	(26.96)
d. Percent Change Due to Population (Step 1c divided by Step 1b)		-2.51%	-0.55%	-2.20%
Step 2 - Change in Funding Level				
a. Prior Year LCFF Funding				
b1. COLA percentage				
b2. COLA amount (proxy for purposes of this criterion)		0.00	0.00	0.00
c. Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		0.00%	0.00%	0.00%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)		-2.51%	-0.55%	-2.20%
LCFF Revenue Standard (Step 3, plus/minus 1%):		**-3.51% to -1.51%**	**-1.55% to .45%**	**-3.20% to -1.20%**

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 (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	3,647,296.00	3,647,296.00	3,647,296.00	3,647,296.00
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 (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
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 (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	15,035,655.00	15,778,200.00	15,799,214.00	16,224,282.00
District's Projected Change in LCFF Revenue:		4.94%	0.13%	2.69%
LCFF Revenue Standard:		**-3.51% to -1.51%**	**-1.55% to .45%**	**-3.20% to -1.20%**
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 COLA for 2021/22 is 5.07% applied to the LCFF calculation. For 2022/23 and 2023/24 the District is planning for declining enrollment. The District is estimating to decline by 7 ADA in the first year and 26 ADA in the second out year.

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) Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
Third Prior Year (2018-19)	10,059,024.33	14,003,852.05	71.8%
Second Prior Year (2019-20)	10,345,446.08	13,748,230.05	75.2%
First Prior Year (2020-21)	10,235,212.00	13,786,905.00	74.2%
		Historical Average Ratio:	73.7%

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	3.0%	3.0%	3.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	**70.7% to 76.7%**	**70.7% to 76.7%**	**70.7% to 76.7%**

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) Salaries and Benefits (Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3)	Total Expenditures (Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
Budget Year (2021-22)	11,449,130.00	14,849,850.00	77.1%	Not Met
1st Subsequent Year (2022-23)	12,288,448.40	15,746,422.36	78.0%	Not Met
2nd Subsequent Year (2023-24)	12,316,710.50	15,856,841.55	77.7%	Not 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 NOT MET - Projected ratio(s) of unrestricted salary and benefit costs to total unrestricted expenditures are outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard, a description of the methods and assumptions used in projecting salaries and benefits, and what changes, if any, will be made to bring the projected salary and benefit costs within the standard.

Explanation:
(required if NOT met)

The District is planning on adding additional positions to help mitigate the learning loss from the prior year. In addition positions that are funded from the Expanded Learning Opportunities grant, the Comprehensive School Improvement grant and the ESSER funds will be moved to unrestricted funding in 22/23 and 23/24 as those funding sources will no longer be available.

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 (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	-2.51%	-0.55%	-2.20%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	**-12.51% to 7.49%**	**-10.55% to 9.45%**	**-12.20% to 7.80%**
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-7.51% to 2.49%	-5.55% to 4.45%	-7.20% to 2.80%

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

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

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

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)			
First Prior Year (2020-21)	4,871,479.00		
Budget Year (2021-22)	718,506.00	-85.25%	Yes
1st Subsequent Year (2022-23)	528,223.00	-26.48%	Yes
2nd Subsequent Year (2023-24)	528,223.00	0.00%	No

Explanation: (required if Yes)
The Comprehensive School Improvement grant is ending at the end of 2021/22. The last year of our Literacy Grant with the Colusa County Office of Education is 2021/22. The grant has been removed from the two out years. The School Improvement Grant ends 9/30/2021. The grant has been removed in the out years.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)			
First Prior Year (2020-21)	2,665,225.00		
Budget Year (2021-22)	1,790,614.00	-32.82%	Yes
1st Subsequent Year (2022-23)	1,251,499.14	-30.11%	Yes
2nd Subsequent Year (2023-24)	1,253,146.85	0.13%	No

Explanation: (required if Yes)
The In Person Instruction grant ends 8/31/2022. This grant has been removed in 2022/23. The Career Technical Education grant has been removed in 21/22. The District is reapplying for this grant for the 21/22 year. If awarded the grant will be added back. The Expanded Learning Opportunities grant was received in 20/21 and removed in 21/22.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)			
First Prior Year (2020-21)	552,826.00		
Budget Year (2021-22)	281,520.00	-49.08%	Yes
1st Subsequent Year (2022-23)	281,520.00	0.00%	No
2nd Subsequent Year (2023-24)	281,520.00	0.00%	No

Explanation: (required if Yes)
The District received a grant to purchase a new bus in 20/21. This grant was removed for 21/22. The GEAR UP grant was received for 20/21. It has been removed in 21/22

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)			
First Prior Year (2020-21)	1,956,692.00		
Budget Year (2021-22)	1,136,005.00	-41.94%	Yes
1st Subsequent Year (2022-23)	1,174,724.65	3.41%	No
2nd Subsequent Year (2023-24)	890,156.87	-24.22%	Yes

Explanation: (required if Yes)
With the reductions in revenue, books and supplies are reduced accordingly.

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

First Prior Year (2020-21)	2,565,068.00		
Budget Year (2021-22)	2,142,716.00	-16.47%	Yes
1st Subsequent Year (2022-23)	2,014,959.24	-5.96%	Yes
2nd Subsequent Year (2023-24)	1,947,079.58	-3.37%	No

Explanation: (required if Yes)
With the reductions in revenue, services and other operating expenditures are reduced accordingly.

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 (2020-21)	8,089,530.00		
Budget Year (2021-22)	2,790,640.00	-65.50%	Not Met
1st Subsequent Year (2022-23)	2,061,242.14	-26.14%	Not Met
2nd Subsequent Year (2023-24)	2,062,889.85	0.08%	Met
Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)			
First Prior Year (2020-21)	4,521,760.00		
Budget Year (2021-22)	3,278,721.00	-27.49%	Not Met
1st Subsequent Year (2022-23)	3,189,683.89	-2.72%	Met
2nd Subsequent Year (2023-24)	2,837,236.45	-11.05%	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 Comprehensive School Improvement grant is ending at the end of 2021/22. The last year of our Literacy Grant with the Colusa County Office of Education is 2021/22. The grant has been removed from the two out years. The School Improvement Grant ends 9/30/2021. The grant has been removed in the out years.

Explanation: Other State Revenue (linked from 6B if NOT met)
The In Person Instruction grant ends 8/31/2022. This grant has been removed in 2022/23. The Career Technical Education grant has been removed in 21/22. The District is reapplying for this grant for the 21/22 year. If awarded the grant will be added back. The Expanded Learning Opportunities grant was received in 20/21 and removed in 21/22.

Explanation: Other Local Revenue (linked from 6B if NOT met)
The District received a grant to purchase a new bus in 20/21. This grant was removed for 21/22. The GEAR UP grant was received for 20/21. It has been removed in 21/22

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)
With the reductions in revenue, books and supplies are reduced accordingly.

Explanation: Services and Other Exps (linked from 6B if NOT met)
With the reductions in revenue, services and other operating expenditures are reduced accordingly.

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. Per SB 98 and SB 820 of 2020, resources 3210, 3215, 3220, 5316, 7027, 7420, and 7690 are excluded from the total general fund expenditures calculation.

DATA ENTRY: 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) 0.00

2. Ongoing and Major Maintenance/Restricted Maintenance Account

		3% Required Minimum Contribution (Line 2c times 3%)	Budgeted Contribution[1] to the Ongoing and Major Maintenance Account	Status
a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999, exclude resources 3210, 3215, 3220, 5316, 7027, 7420, and 7690)	18,598,254.00			
b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)				
c. Net Budgeted Expenditures and Other Financing Uses	18,598,254.00	557,947.62	578,125.00	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:

- [ ] Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
- [ ] Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
- [ ] Other (explanation must be provided)

Explanation: (required if NOT met and Other is marked)

8. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves[1] as a percentage of total expenditures and other financing uses[2] 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 (2018-19)	Second Prior Year (2019-20)	First Prior Year (2020-21)
1. District's Available Reserve Amounts (resources 0000-1999)			
a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	534,045.50	509,922.17	567,068.00
c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	0.00	0.00	0.00
d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	(46,684.43)	0.00
e. Available Reserves (Lines 1a through 1d)	534,045.50	463,237.74	567,068.00
2. Expenditures and Other Financing Uses			
a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	17,801,516.79	16,997,405.92	18,902,240.00
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)	17,801,516.79	16,997,405.92	18,902,240.00
3. District's Available Reserve Percentage (Line 1e divided by Line 2c)	3.0%	2.7%	3.0%
District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	**1.0%**	**0.9%**	**1.0%**

[1]Available 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.

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

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 (2018-19)	240,417.43	14,264,512.24	N/A	Met
Second Prior Year (2019-20)	54,990.48	14,064,174.08	N/A	Met
First Prior Year (2020-21)	858,007.00	14,259,319.00	N/A	Met
Budget Year (2021-22) (Information only)	480,375.00	15,140,717.00		

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): 1,230

District's Fund Balance Standard Percentage Level: 1.0%

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) Original Budget	Estimated/Unaudited Actuals	Beginning Fund Balance Variance Level (If overestimated, else N/A)	Status
Third Prior Year (2018-19)	3,709,502.33	3,617,878.30	2.5%	Not Met
Second Prior Year (2019-20)	3,843,690.00	3,858,295.73	N/A	Met
First Prior Year (2020-21)	3,877,077.00	3,913,286.00	N/A	Met
Budget Year (2021-22) (Information only)	4,771,293.00			

[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 reserves[1] for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts[2] as applied to total expenditures and other financing uses[3]:

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 $71,000 (greater of)	0	to	300
4% or $71,000 (greater of)	301	to	1,000
3%	1,001	to	30,000
2%	30,001	to	400,000
1%	400,001	and	over

[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 (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	1,228	1,221	1,195
District's Reserve Standard Percentage Level:	3%	3%	3%

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? Yes
2. If you are the SELPA AU and are excluding special education pass-through funds:
   a. Enter the name(s) of the SELPA(s):

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

10B. Calculating the District's Reserve Standard

DATA ENTRY: If Form 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 (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	19,244,758.00	18,708,115.59	18,309,919.07
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)	19,244,758.00	18,708,115.59	18,309,919.07
4. Reserve Standard Percentage Level	3%	3%	3%
5. Reserve Standard - by Percent (Line B3 times Line B4)	577,342.74	561,243.47	549,297.57
6. Reserve Standard - by Amount ($71,000 for districts with 0 to 1,000 ADA, else 0)	0.00	0.00	0.00
7. **District's Reserve Standard (Greater of Line B5 or Line B6)**	**577,342.74**	**561,243.47**	**549,297.57**

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 (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00	0.00	0.00
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	577,343.00	561,243.47	549,297.57
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	0.00	0.00	0.00
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	0.00	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	0.00		
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00		
8. District's Budgeted Reserve Amount (Lines C1 thru C7)	577,343.00	561,243.47	549,297.57
9. District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	3.00%	3.00%	3.00%
District's Reserve Standard (Section 10B, Line 7):	**577,342.74**	**561,243.47**	**549,297.57**
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? — Yes

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

The District is using the Expanded Learning Opportunities grant and the ESSER funding to hire additional staff and provide supplemental services to help mitigate the learning loss our students have incurred due to the pandemic. When the funding expires the District will attempt to cover the expenditures it determines should continue int he future years with LCFF funding. If the District is unable to cover all the expenditures the District will determine what services or positions will no longer be offered to reduce expenditures.

S3. Use of Ongoing Revenues for One-time Expenditures

1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues? — No

1b. If Yes, identify the expenditures:

S4. Contingent Revenues

1a. Does your district have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)? — No

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

S5. Contributions

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

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

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

District's Contributions and Transfers Standard: **-10.0% to +10.0%
or -$20,000 to +$20,000**

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

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

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a. **Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)**				
First Prior Year (2020-21)	(593,441.00)			
Budget Year (2021-22)	(578,125.00)	(15,316.00)	-2.6%	Met
1st Subsequent Year (2022-23)	(594,209.23)	16,084.23	2.8%	Met
2nd Subsequent Year (2023-24)	(603,042.52)	8,833.29	1.5%	Met
1b. **Transfers In, General Fund ***				
First Prior Year (2020-21)	0.00			
Budget Year (2021-22)	0.00	0.00	0.0%	Met
1st Subsequent Year (2022-23)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2023-24)	0.00	0.00	0.0%	Met
1c. **Transfers Out, General Fund ***				
First Prior Year (2020-21)	519,853.00			
Budget Year (2021-22)	290,867.00	(228,986.00)	-44.0%	Not Met
1st Subsequent Year (2022-23)	290,867.00	0.00	0.0%	Met
2nd Subsequent Year (2023-24)	290,867.00	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. NOT MET - The projected transfers out of the general fund have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify the amount(s) transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timeframes, for reducing or eliminating the transfers.

Explanation:
(required if NOT met)

The amount of the transfer out from the General Fund in 2020/2021 is due to supplementing the food service program. Due to the pandemic the food service program did not serve as many meals as they normally serve in the traditional school setting. Therefore the food service department did not earn enough revenue to cover the costs to operate the program and a larger than normal contribution to the food service program is needed.

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

Project Information:
(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments[1] and their annual required payments for the budget year and two subsequent fiscal years.

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

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

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

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

1. Does your district have long-term (multiyear) commitments? (If No, skip item 2 and Sections S6B and S6C) — Yes

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

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For: Funding Sources (Revenues)	Debt Service (Expenditures)	Principal Balance as of July 1, 2021
Leases	11	25/8561, 01/8011, 01/8590	25/7439, 01/7439	2,199,442
Certificates of Participation	21	01/8011, 01/8590, 25/8561	01/7439, 25/7439	6,015,000
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences		01/8011	01/2xxx	64,276
Other Long-term Commitments (do not include OPEB):				
TOTAL:				8,278,718

Type of Commitment (continued)	Prior Year (2020-21) Annual Payment (P & I)	Budget Year (2021-22) Annual Payment (P & I)	1st Subsequent Year (2022-23) Annual Payment (P & I)	2nd Subsequent Year (2023-24) Annual Payment (P & I)
Leases	355,651	196,438	194,138	196,838
Certificates of Participation	230,228	423,988	419,388	423,637
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
Total Annual Payments:	585,879	620,426	613,526	620,475
Has total annual payment increased over prior year (2020-21)?		**Yes**	**Yes**	**Yes**

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

DATA ENTRY: Enter an explanation if Yes.

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

Explanation: (required if Yes to increase in total annual payments)

The increase will be funded from the general fund and/or the capital facilities fund.

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

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

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

No

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

Explanation: (required if Yes)

S7. Unfunded Liabilities

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

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

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

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

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

3. a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method? — Pay-as-you-go
   b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or governmental fund

Self-Insurance Fund	Governmental Fund
0	403,352

4. OPEB Liabilities

a. Total OPEB liability	965,352.00
b. OPEB plan(s) fiduciary net position (if applicable)	0.00
c. Total/Net OPEB liability (Line 4a minus Line 4b)	965,352.00
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, 2019

5. OPEB Contributions

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method	88,140.00	88,140.00	88,140.00
b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)	90,000.00	90,000.00	90,000.00
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)	49,400.00	33,748.00	39,969.00
d. Number of retirees receiving OPEB benefits	6	4	2

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

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

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

   No

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

3. Self-Insurance Liabilities
   a. Accrued liability for self-insurance programs
   b. Unfunded liability for self-insurance programs

4. Self-Insurance Contributions

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
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) (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Number of certificated (non-management) full-time-equivalent (FTE) positions	69.0	73.0	73.0	73.0

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.

The negotiations are unsettled for the 21/22 fiscal year.

Negotiations Settled

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

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?
If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?
If Yes, date of budget revision board adoption:

4. Period covered by the agreement: Begin Date: End Date:

5. Salary settlement:

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
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	59,757		
		Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
7.	Amount included for any tentative salary schedule increases	0	0	0

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

		Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1.	Are costs of H&W benefit changes included in the budget and MYPs?			
2.	Total cost of H&W benefits			
3.	Percent of H&W cost paid by employer			
4.	Percent projected change in H&W cost over prior year			

Certificated (Non-management) Prior Year Settlements

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

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

If Yes, explain the nature of the new costs:

Certificated (Non-management) Step and Column Adjustments

		Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
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			

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

		Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
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?			

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) (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Number of classified (non-management) FTE positions	31.5	34.7	36.5	36.5

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.

The negotiations are unsettled for the 21/22 fiscal year.

Negotiations Settled

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

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?
If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?
If Yes, date of budget revision board adoption:

4. Period covered by the agreement: Begin Date: End Date:

5. Salary settlement:

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
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 16,567

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
7. Amount included for any tentative salary schedule increases	0	0	0

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

		Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
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			

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:

Classified (Non-management) Step and Column Adjustments

		Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
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			

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

		Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
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?			

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) (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Number of management, supervisor, and confidential FTE positions	15.7	15.7	15.7	15.7

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.

The negotiations are unsettled for the 21/22 fiscal year.

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

Negotiations Settled

2. Salary settlement:

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
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 — 15,871

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
4. Amount included for any tentative salary schedule increases	0	0	0

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

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
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			

Management/Supervisor/Confidential
Step and Column Adjustments

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. Are step & column adjustments included in the budget and MYPs?			
2. Cost of step and column adjustments			
3. Percent change in step & column over prior year			

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

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. Are costs of other benefits included in the budget and MYPs?			
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 17, 2021

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?	Yes

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

Comments: (optional)

Our new Superintendent will start July 1, 2021.

End of School District Budget Criteria and Standards Review

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July 1 Budget
2021-22 Budget
Technical Review Checks

Williams Unified Colusa County

Following is a chart of the various types of technical review checks and related requirements:

F - Fatal (Data must be corrected; an explanation is not allowed)
W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

CHECKFUND - (F) - All FUND codes must be valid. PASSED

CHECKRESOURCE - (W) - The following codes for RESOURCE are not valid. Data should be corrected or narrative must be provided explaining why the exception (s) should be considered appropriate. EXCEPTION

ACCOUNT FD - RS - PY - GO - FN - OB	RESOURCE	VALUE
01-3214-0-0000-0000-9791	3214	1,349,762.00
Explanation:Resource 3214 is the new code for the ESSER III funding. The validation tables have not been updated yet. Once they are updated the resource code will be valid.		
01-3214-0-0000-0000-9740	3214	1,349,762.00
01-3214-0-0000-0000-979Z	3214	1,349,762.00

CHK-RS-LOCAL-DEFINED - (F) - All locally defined resource codes must roll up to a CDE defined resource code. PASSED

CHECKGOAL - (F) - All GOAL codes must be valid. PASSED

CHECKFUNCTION - (F) - All FUNCTION codes must be valid. PASSED

CHECKOBJECT - (F) - All OBJECT codes must be valid. PASSED

CHK-FUNDxOBJECT - (F) - All FUND and OBJECT account code combinations must be valid. PASSED

CHK-FDxRS7690x8590 - (F) - Funds 19, 57, 63, 66, 67, and 73 with Object 8590, All Other State Revenue, must be used in combination with Resource 7690, STRS-On Behalf Pension Contributions. PASSED

CHK-FUNDxRESOURCE - (W) - The following combinations for FUND and RESOURCE are invalid. Data should be corrected or narrative must be provided explaining why the exception(s) should be considered appropriate. EXCEPTION

ACCOUNT FD - RS - PY - GO - FN - OB	FUND	RESOURCE	VALUE

01-3214-0-0000-0000-9740	01	3214	1,349,762.00
01-3214-0-0000-0000-9791	01	3214	1,349,762.00
01-3214-0-0000-0000-979Z	01	3214	1,349,762.00

Explanation:Resource 3214 is the new code for the ESSER III funding. The validation tables have not been updated yet. Once they are updated the resource code will be valid.

CHK-FUNDxGOAL - (W) - All FUND and GOAL account code combinations should be valid. **PASSED**

CHK-FUNDxFUNCTION-A - (W) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid. **PASSED**

CHK-FUNDxFUNCTION-B - (F) - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid. **PASSED**

CHK-RESOURCExOBJECTA - (W) - The following combinations for RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) are invalid. Data should be corrected or narrative must be provided explaining why the exception (s) should be considered appropriate. **EXCEPTION**

ACCOUNT FD - RS - PY - GO - FN - OB	RESOURCE	OBJECT	VALUE
01-3214-0-0000-0000-9740	3214	9740	1,349,762.00

Explanation:Resource 3214 is the new code for the ESSER III funding. The validation tables have not been updated yet. Once they are updated the resource code will be valid.

CHK-RESOURCExOBJECTB - (O) - All RESOURCE and OBJECT (objects 9791, 9793, and 9795) account code combinations should be valid. **PASSED**

CHK-RES6500xOBJ8091 - (F) - There is no activity in Resource 6500 (Special Education) with Object 8091 (LCFF Transfers-Current Year) or 8099 (LCFF/Revenue Limit Transfers-Prior Years). **PASSED**

CHK-FUNCTIONxOBJECT - (F) - All FUNCTION and OBJECT account code combinations must be valid. **PASSED**

CHK-GOALxFUNCTION-A - (F) - Goal and function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999) must be valid. NOTE: Functions not included in the GOALxFUNCTION table (0000, 2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC. **PASSED**

CHK-GOALxFUNCTION-B - (F) - General administration costs (functions 7200-7999, except 7210) must be direct-charged to an Undistributed, Nonagency, or County Services to Districts goal (Goal 0000, 7100-7199, or 8600-8699). **PASSED**

SPECIAL-ED-GOAL - (F) - Special Education revenue and expenditure transactions (resources 3300-3405, and 6500-6540, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. This technical review check excludes Early Intervening Services resources 3312, 3318, and 3332. **PASSED**

GENERAL LEDGER CHECKS

INTERFD-DIR-COST - (F) - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds. PASSED

INTERFD-INDIRECT - (F) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds. PASSED

INTERFD-INDIRECT-FN - (F) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function. PASSED

INTERFD-IN-OUT - (F) - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629). PASSED

LCFF-TRANSFER - (F) - LCFF Transfers (objects 8091 and 8099) must net to zero, individually. PASSED

INTRAFD-DIR-COST - (F) - Transfers of Direct Costs (Object 5710) must net to zero by fund. PASSED

INTRAFD-INDIRECT - (F) - Transfers of Indirect Costs (Object 7310) must net to zero by fund. PASSED

INTRAFD-INDIRECT-FN - (F) - Transfers of Indirect Costs (Object 7310) must net to zero by function. PASSED

CONTRIB-UNREST-REV - (F) - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund. PASSED

CONTRIB-RESTR-REV - (F) - Contributions from Restricted Revenues (Object 8990) must net to zero by fund. PASSED

EPA-CONTRIB - (F) - There should be no contributions (objects 8980-8999) to the Education Protection Account (Resource 1400). PASSED

LOTTERY-CONTRIB - (F) - There should be no contributions (objects 8980-8999) to the lottery (resources 1100 and 6300) or from the Lottery: Instructional Materials (Resource 6300). PASSED

PASS-THRU-REV=EXP - (W) - Pass-through revenues from all sources (objects 8287, 8587, and 8697) should equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for Resource 3327), by resource. PASSED

SE-PASS-THRU-REVENUE - (W) - Transfers of special education pass-through revenues are not reported in the general fund for the Administrative Unit of a Special Education Local Plan Area. PASSED

EXCESS-ASSIGN-REU - (F) - Amounts reported in Other Assignments (Object 9780) and/or Reserve for Economic Uncertainties (REU) (Object 9789) should not create a negative amount in Unassigned/Unappropriated (Object 9790) by fund and resource (for all funds except funds 61 through 95). PASSED

UNASSIGNED-NEGATIVE - (F) - Unassigned/Unappropriated balance (Object 9790) must be zero or negative, by resource, in all funds except the general fund and funds 61 through 95. PASSED

UNR-NET-POSITION-NEG - (F) - Unrestricted Net Position (Object 9790), in restricted resources, must be zero or negative, by resource, in funds 61 through 95. PASSED

RS-NET-POSITION-ZERO - (F) - Restricted Net Position (Object 9797), in unrestricted resources, must be zero, by resource, in funds 61 through 95. PASSED

EFB-POSITIVE - (W) - All ending fund balances (Object 979Z) should be positive by resource, by fund. PASSED

OBJ-POSITIVE - (W) - All applicable objects should have a positive balance by resource, by fund. PASSED

REV-POSITIVE - (W) - Revenue amounts exclusive of contributions (objects 8000-8979) should be positive by resource, by fund. PASSED

EXP-POSITIVE - (W) - Expenditure amounts (objects 1000-7999) should be positive by function, resource, and fund. PASSED

CEFB-POSITIVE - (F) - Components of Ending Fund Balance/Net Position (objects 9700-9789, 9796, and 9797) must be positive individually by resource, by fund. PASSED

SUPPLEMENTAL CHECKS

CB-BUDGET-CERTIFY - (F) - In Form CB, the district checked the box relating to the required budget certifications. PASSED

CB-BALANCE-ABOVE-MIN - (W) - In Form CB, the district checked the box relating to compliance with EC Section 42127(a)(2)(B) and (C). PASSED

CS-EXPLANATIONS - (F) - Explanations must be provided in the Criteria and Standards Review (Form 01CS) for all criteria and for supplemental information items S1 through S6, and S9 if applicable, where the standard has not been met or where the status is Not Met or Yes. PASSED

CS-YES-NO - (F) - Supplemental information items and additional fiscal indicator items in the Criteria and Standards Review (Form 01CS) must be answered Yes or No, where applicable, for the form to be complete. PASSED

EXPORT CHECKS

FORM01-PROVIDE - (F) - Form 01 (Form 01I) must be opened and saved. PASSED

BUDGET-CERT-PROVIDE - (F) - Budget Certification (Form CB) must be provided. PASSED

WK-COMP-CERT-PROVIDE - (F) - Workers' Compensation Certification (Form CC) must be provided. PASSED

ADA-PROVIDE - (F) - Average Daily Attendance data (Form A) must be provided. PASSED

CS-PROVIDE - (F) - The Criteria and Standards Review (Form 01CS) has been

provided. PASSED

MYP-PROVIDE - (W) - A Multiyear Projection Worksheet must be provided with your Budget. (Note: LEAs may use a multiyear projection worksheet other than Form MYP, with approval of their reviewing agency, as long as it provides current year and at least two subsequent fiscal years, and separately projects unrestricted resources, restricted resources, and combined total resources.) PASSED

CHK-UNBALANCED-A - (W) - Unbalanced and/or incomplete data in any of the forms should be corrected before an official export is completed. PASSED

CHK-UNBALANCED-B - (F) - Unbalanced and/or incomplete data in any of the forms must be corrected before an official export can be completed. PASSED

CHK-DEPENDENCY - (F) - If data have changed that affect other forms, the affected forms must be opened and saved. PASSED

Checks Completed.

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July 1 Budget
2020-21 Estimated Actuals
Technical Review Checks

Williams Unified Colusa County

Following is a chart of the various types of technical review checks and related requirements:

F - Fatal (Data must be corrected; an explanation is not allowed)
W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

CHECKFUND - (F) - All FUND codes must be valid. PASSED

CHECKRESOURCE - (W) - The following codes for RESOURCE are not valid. Data should be corrected or narrative must be provided explaining why the exception (s) should be considered appropriate. EXCEPTION

ACCOUNT FD - RS - PY - GO - FN - OB	RESOURCE	VALUE
01-3214-0-0000-0000-979Z	3214	1,349,762.00
Explanation:Resource 3214 is the new code for the ESSER III funding. The validation tables have not been updated yet. Once they are updated the resource code will be valid.		
01-3214-0-0000-0000-9740	3214	1,349,762.00
01-3214-0-1110-0000-8290	3214	1,349,762.00

CHK-RS-LOCAL-DEFINED - (F) - All locally defined resource codes must roll up to a CDE defined resource code. PASSED

CHECKGOAL - (F) - All GOAL codes must be valid. PASSED

CHECKFUNCTION - (F) - All FUNCTION codes must be valid. PASSED

CHECKOBJECT - (F) - All OBJECT codes must be valid. PASSED

CHK-FUNDxOBJECT - (F) - All FUND and OBJECT account code combinations must be valid. PASSED

CHK-FDxRS7690x8590 - (F) - Funds 19, 57, 63, 66, 67, and 73 with Object 8590, All Other State Revenue, must be used in combination with Resource 7690, STRS-On Behalf Pension Contributions. PASSED

CHK-FUNDxRESOURCE - (W) - The following combinations for FUND and RESOURCE are invalid. Data should be corrected or narrative must be provided explaining why the exception(s) should be considered appropriate. EXCEPTION

ACCOUNT FD - RS - PY - GO - FN - OB	FUND	RESOURCE	VALUE

01-3214-0-0000-0000-9740	01	3214	1,349,762.00
01-3214-0-0000-0000-979Z	01	3214	1,349,762.00
01-3214-0-1110-0000-8290	01	3214	1,349,762.00

Explanation:Resource 3214 is the new code for the ESSER III funding. The validation tables have not been updated yet. Once they are updated the resource code will be valid.

CHK-FUNDxGOAL - (W) - All FUND and GOAL account code combinations should be valid. **PASSED**

CHK-FUNDxFUNCTION-A - (W) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid. **PASSED**

CHK-FUNDxFUNCTION-B - (F) - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid. **PASSED**

CHK-RESOURCExOBJECTA - (W) - The following combinations for RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) are invalid. Data should be corrected or narrative must be provided explaining why the exception (s) should be considered appropriate. **EXCEPTION**

ACCOUNT FD - RS - PY - GO - FN - OB	RESOURCE	OBJECT	VALUE
01-3214-0-1110-0000-8290	3214	8290	1,349,762.00

Explanation:Resource 3214 is the new code for the ESSER III funding. The validation tables have not been updated yet. Once they are updated the resource code will be valid.

01-3214-0-0000-0000-9740	3214	9740	1,349,762.00

Explanation:Resource 3214 is the new code for the ESSER III funding. The validation tables have not been updated yet. Once they are updated the resource code will be valid.

CHK-RESOURCExOBJECTB - (O) - The following combinations for RESOURCE and OBJECT (objects 9791, 9793, and 9795) are invalid: **EXCEPTION**

ACCOUNT FD - RS - PY - GO - FN - OB	RESOURCE	OBJECT	VALUE
01-3220-0-0000-0000-9791	3220	9791	-40,020.00

Explanation:Per CDE guidance expenditures were allowed to be charged to 2019/20 with the revenues being received in 2020/21

CHK-RES6500xOBJ8091 - (F) - There is no activity in Resource 6500 (Special Education) with Object 8091 (LCFF Transfers-Current Year) or 8099 (LCFF/Revenue Limit Transfers-Prior Years). **PASSED**

CHK-FUNCTIONxOBJECT - (F) - All FUNCTION and OBJECT account code combinations must be valid. **PASSED**

CHK-GOALxFUNCTION-A - (F) - Goal and function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999) must be valid. NOTE: Functions not included in the GOALxFUNCTION table (0000,

2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC. PASSED

CHK-GOALxFUNCTION-B - (F) - General administration costs (functions 7200-7999, except 7210) must be direct-charged to an Undistributed, Nonagency, or County Services to Districts goal (Goal 0000, 7100-7199, or 8600-8699). PASSED

SPECIAL-ED-GOAL - (F) - Special Education revenue and expenditure transactions (resources 3300-3405, and 6500-6540, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. This technical review check excludes Early Intervening Services resources 3312, 3318, and 3332. PASSED

PY-EFB=CY-BFB - (F) - Prior year ending fund balance (preloaded from last year's unaudited actuals submission) must equal current year beginning fund balance (Object 9791). PASSED

PY-EFB=CY-BFB-RES - (F) - Prior year ending balance (preloaded from last year's unaudited actuals submission) must equal current year beginning balance (Object 9791), by fund and resource. PASSED

GENERAL LEDGER CHECKS

INTERFD-DIR-COST - (F) - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds. PASSED

INTERFD-INDIRECT - (F) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds. PASSED

INTERFD-INDIRECT-FN - (F) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function. PASSED

INTERFD-IN-OUT - (F) - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629). PASSED

DUE-FROM=DUE-TO - (F) - Due from Other Funds (Object 9310) must equal Due to Other Funds (Object 9610). PASSED

LCFF-TRANSFER - (F) - LCFF Transfers (objects 8091 and 8099) must net to zero, individually. PASSED

INTRAFD-DIR-COST - (F) - Transfers of Direct Costs (Object 5710) must net to zero by fund. PASSED

INTRAFD-INDIRECT - (F) - Transfers of Indirect Costs (Object 7310) must net to zero by fund. PASSED

INTRAFD-INDIRECT-FN - (F) - Transfers of Indirect Costs (Object 7310) must net to zero by function. PASSED

CONTRIB-UNREST-REV - (F) - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund. PASSED

CONTRIB-RESTR-REV - (F) - Contributions from Restricted Revenues (Object 8990) must net to zero by fund. PASSED

EPA-CONTRIB - (F) - There should be no contributions (objects 8980-8999) to the

Education Protection Account (Resource 1400). PASSED

LOTTERY-CONTRIB - (F) - There should be no contributions (objects 8980-8999) to the lottery (resources 1100 and 6300) or from the Lottery: Instructional Materials (Resource 6300). PASSED

PASS-THRU-REV=EXP - (W) - Pass-through revenues from all sources (objects 8287, 8587, and 8697) should equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for Resource 3327), by resource. PASSED

SE-PASS-THRU-REVENUE - (W) - Transfers of special education pass-through revenues are not reported in the general fund for the Administrative Unit of a Special Education Local Plan Area. PASSED

EXCESS-ASSIGN-REU - (F) - Amounts reported in Other Assignments (Object 9780) and/or Reserve for Economic Uncertainties (REU) (Object 9789) should not create a negative amount in Unassigned/Unappropriated (Object 9790) by fund and resource (for all funds except funds 61 through 95). PASSED

UNASSIGNED-NEGATIVE - (F) - Unassigned/Unappropriated balance (Object 9790) must be zero or negative, by resource, in all funds except the general fund and funds 61 through 95. PASSED

UNR-NET-POSITION-NEG - (F) - Unrestricted Net Position (Object 9790), in restricted resources, must be zero or negative, by resource, in funds 61 through 95. PASSED

RS-NET-POSITION-ZERO - (F) - Restricted Net Position (Object 9797), in unrestricted resources, must be zero, by resource, in funds 61 through 95. PASSED

EFB-POSITIVE - (W) - All ending fund balances (Object 979Z) should be positive by resource, by fund. PASSED

OBJ-POSITIVE - (W) - All applicable objects should have a positive balance by resource, by fund. PASSED

REV-POSITIVE - (W) - Revenue amounts exclusive of contributions (objects 8000-8979) should be positive by resource, by fund. PASSED

EXP-POSITIVE - (W) - Expenditure amounts (objects 1000-7999) should be positive by function, resource, and fund. PASSED

AR-AP-POSITIVE - (W) - Accounts Receivable (Object 9200), Due from Other Funds (Object 9310), Accounts Payable (Object 9500), and Due to Other Funds (Object 9610) should have a positive balance by resource, by fund. PASSED

CEFB-POSITIVE - (F) - Components of Ending Fund Balance/Net Position (objects 9700-9789, 9796, and 9797) must be positive individually by resource, by fund. PASSED

NET-INV-CAP-ASSETS - (W) - If capital asset amounts are imported/keyed, objects 9400-9489, (Capital Assets) in funds 61-95, then an amount should be recorded for Object 9796 (Net Investment in Capital Assets) within the same fund. PASSED

SUPPLEMENTAL CHECKS

ASSET-ACCUM-DEPR-NEG - (F) - In Form ASSET, accumulated depreciation for governmental and business-type activities must be zero or negative. PASSED

DEBT-ACTIVITY - (O) - If long-term debt exists, there should be activity entered in the Schedule of Long-Term Liabilities (Form DEBT) for each type of debt. PASSED

DEBT-POSITIVE - (F) - In Form DEBT, long-term liability ending balances must be positive. PASSED

EXPORT CHECKS

FORM01-PROVIDE - (F) - Form 01 (Form 01I) must be opened and saved. PASSED

ADA-PROVIDE - (F) - Average Daily Attendance data (Form A) must be provided. PASSED

CHK-UNBALANCED-A - (W) - Unbalanced and/or incomplete data in any of the forms should be corrected before an official export is completed. PASSED

CHK-UNBALANCED-B - (F) - Unbalanced and/or incomplete data in any of the forms must be corrected before an official export can be completed. PASSED

CHK-DEPENDENCY - (F) - If data have changed that affect other forms, the affected forms must be opened and saved. PASSED

Checks Completed.

District: Williams Unified School District
CDS #: 06-61622

Adopted Budget
2021-22 Budget Attachment
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			
Form	Fund	2021-22	Objects 9780/9789/9790
01	General Fund/County School Service Fund	$5,245,618.00	Form 01
	Total Assigned and Unassigned Ending Fund Balances	$5,245,618.00	
	District Standard Reserve Level	3%	Form 01CS Line 10B-4
	Less District Minimum Reserve for Economic Uncertainties	$577,343.00	Form 01CS Line 10B-7
	Remaining Balance to Substantiate Need	$4,668,275.00	

Reasons for Fund Balances in Excess of Minimum Reserve for Economic Uncertainties

Form	Fund	2021-22 Budget	Description of Need
01	General Fund/County School Service Fund	$50,000.00	Affordable Care Act
01	General Fund/County School Service Fund	$1,000,000.00	Construction Contingency
01	General Fund/County School Service Fund	$299,945.00	Lottery
01	General Fund/County School Service Fund	$3,318,330.00	Board Fund Balance Policy (BP 3100) maintain minimum 17% reserve
	Insert Lines above as needed		
	Total of Substantiated Needs	$4,668,275.00	
	Remaining Unsubstantiated Balance	**$0.00**	**Balance should be Zero**

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.

BOARD RESOLUTION #17-061721

2021-2022
EDUCATION PROTECTION ACCOUNT (EPA) SPENDING PLAN

Proposition 30, The Schools and Local Public Safety Protection Act of 2012, approved by the voters on November 6, 2012; temporarily increased the states sales tax rate for all taxpayers and the personal income tax rates for upper-income taxpayers through the 2018-19 fiscal year. Proposition 55 approved by voters November 8, 2016, became effective January 1, 2018, which continues the increased income tax but not the increased sales taxes contained in Proposition 30. Proposition 55 remains in effect through December 31, 2030.

The new revenues generated from Proposition 30 and 55 are deposited into a newly created state account called the Education Protection Account (EPA). School districts, county offices of education, and charter schools (LEAs) will receive funds from the EPA based on their proportionate share of the statewide revenue limit amount. A corresponding reduction is made to an LEA's Local Control Funding Formula (LCFF) entitlement. LEA's will receive EPA payments quarterly beginning with the 2013-14 fiscal year through the December 31, 2030.

Proposition 30 and 55 provides that all K-14 local agencies have the sole authority to determine how the funds received from the EPA are spent, but with these provisions:

- The spending plan must be approved by the governing board during a public meeting.
- EPA funds cannot be used for the salaries or benefits of administrators or any other administrative costs.
- Each year, the local agency must publish on its website an accounting of how much money was received from the EPA and
  how the funds were expended.

Williams Unified School District estimated 2021-2022 EPA Entitlement **$2,689,420**

Position	SACS Function	Approximate Cost
Classroom Teachers	1000	$2,689,420

PASSED AND ADOPTED as a resolution of the Williams Unified School District, at a meeting held on the June 17, 2021 by the following roll call vote:

Ayes:

Noes:

Absent:

I certify that the foregoing Resolution was duly introduced, and passed, and adopted as stated.

ATTESTED:

_____
Date

_____
Patricia Ash
Board President

_____
Bill Cornelius
Secretary of the Governing Board

WILLIAMS UNIFIED SCHOOL DISTRICT
BOARD RESOLUTION # 18-061721

RESOLUTION FOR THE CLASSIFICATION OF FUND BALANCES IN GOVERNMENTAL FUNDS

WHEREAS, the Governing Board of the Williams Unified School District will adhere to the reporting requirements as set forth by Governmental Accounting Standards Board (GASB) Statement 54 Fund Reporting and Governmental Fund Type Definitions; and

WHEREAS, the District will categorize according to the following components: Nonspendable (including but not limited to, inventory, prepaid), Restricted (external restrictions), Committed (imposed by resolution), Assigned (general intent for specific use) and Unassigned (residual); and

WHEREAS, the Governing Board further delegates authorization to the Superintendent and/or their designate to identify intended uses of assigned funds; and

WHEREAS, the Governing Board further establishes the order in which fund balances will be spent when multiple fund balance types are available for a specific purpose, committed, assigned, and lastly unassigned; and

WHEREAS, the Governing Board is committed to maintain a prudent level of financial resources to protect against the need to reduce service levels because of temporary revenue shortfalls or unpredicted expenditures. The District's minimum fund balance policy requires maintaining a 17% reserve level;

NOW, THEREFORE, BE IT RESOLVED by the Governing Board of the Williams Unified School District, in accordance with the provisions of GASB 54, adopts the following authorization for fiscal year 2021-22 to comply with the categorization of fund balance as prescribed by GASB 54 as approved by the Superintendent or their designee:

PASSED AND ADOPTED as a resolution of the Williams Unified School District, at a meeting held on June 17, 2021 by the following roll call vote:

AYES:

NOES:

ABSENT:

I certify that the foregoing Resolution was duly introduced, and passed, and adopted as stated.

ATTESTED:

_____
Patricia Ash
Board President

_____ _____
Bill Cornelius Date
Secretary to the Board

State of California
Commission on Teacher Credentialing
Certification Division
1900 Capitol Avenue
Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

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

INSTRUCTIONS TO THE EMPLOYER

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

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

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

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

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

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

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

This form must be signed by either:

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

OR

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

Certification and Authorized Signature

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

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

OR

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

To fill substitute roster

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

	WILLIAMS	
Signature of the District Superintendent	*District*	*Date*
	COLUSA	
Signature of the County Superintendent of Schools	*County*	*Date*

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

State of California
Commission on Teacher Credentialing
Certification Division
1900 Capitol Avenue
Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2021-2022

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT

Name of District: WILLIAMS UNIFIED SCHOOL DISTRICT District CDS Code: 06-61622

Name of County: COLUSA COUNTY OFFICE OF EDUCATION County CDS Code: 0610060

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board of the school district specified above adopted a declaration at a regularly scheduled public meeting held on 06 / 17 / 21 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

▶ ***Enclose a copy of the board agenda item***

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2022.

Submitted by (Superintendent, Board Secretary, or Designee):

BILL CORNELIUS		INTERIM SUPERINTENDENT
Name	*Signature*	*Title*
530-473-5894	530-473-2550	
Fax Number	*Telephone Number*	*Date*

PO BOX 7 - 260 11TH ST WILLIAMS, CA 95987
Mailing Address

billcornelius@williams.k12.ca.us
EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL OR AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

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

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

▶ ***Enclose a copy of the public announcement***
Submitted by Superintendent, Director, or Designee:

Name	*Signature*	*Title*
Fax Number	*Telephone Number*	*Date*

Mailing Address

EMail Address

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

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

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

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

Type of Emergency Permit	**Estimated Number Needed**
CLAD/English Learner Authorization (applicant already holds teaching credential)	1
Bilingual Authorization (applicant already holds teaching credential)	1
List target language(s) for bilingual authorization: _____	
Resource Specialist	
Teacher Librarian Services	

LIMITED ASSIGNMENT PERMITS

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

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	1
Single Subject	1
Special Education	
TOTAL	2

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

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

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

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

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes ◉ No ○

If no, explain. _____

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

If yes, how many interns do you expect to have this year? 2

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

Chico State, Sacramento State, National University, Brandman University, CalTeach,

University of Phoenix

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

WILLIAMS UNIFIED SCHOOL DISTRICT GOVERNING BOARD
STAFF REPORT

SUBJECT: Discussion and consideration to notify SELF of intent to withdrawal.

PURPOSE:
The Governing Board consider adopting Resolution No 16-061721 authorizing Williams Unified School District to notify SELF of intent to withdraw.

BACKGROUND:
Historically, Williams Unified School District has been a party to the Schools Excess Liability Fund JPA coverage through Tri-County Schools Insurance Group.

For the last 30+ years, Schools Excess Liability Fund (SELF) has been the reinsurer TCSIG uses to complete its MOC. SELF, on March 31, 2021, by letter informed TCSIG that SELF's casualty program MOC had been changed with the changes to be implemented no later than July 1, 2021. There were several changes made to the SELF MOC; however, there were three material changes that would preclude TCSIG's ability to protect its insureds from gaps in coverage.

1. SELF changed the MOC from "Occurrence Based" to "Claims Made" for all SAM claims. It is our position that this creates a significant risk of gaps in coverage in the future for all of our districts.

2. SELF also fails to offer any specific quote for Extended Reporting Period Endorsements; it fails to indicate if they will offer this type of endorsement; and it also fails to put any type of a price on the endorsement.

3. SELF also takes all control over litigated files away from TCSIG and vests it within SELF.

All three of these changes radically and materially change our relationship with SELF. This creates huge risks of gaps in insurance as well as TCSIG's ability in the future to protect our districts from gaps due to the lack of committing to an Extended Reporting Period Endorsement.

THE HISTORY:
In August 2020, TCSIG suspected SELF was contemplating a change in their MOC. From October 2020 to November 2020 several zoom meetings were held between SELF and TCSIG. SELF continuously denied any changes were intended for the upcoming 2021 year and gave assurances to TCSIG as late as December 30, 2020 that no change to the MOC was contemplated. Based on those representations, TCSIG opted not to withdraw its members from SELF. It was only after December 2020 that SELF began its attempt to modify the MOC. It is our position that they did this intentionally to trap their members and keep them captive to this material change.

WITHDRAWAL FROM SELF:
TCSIG detrimentally relied on SELF's representation that there would be no modification to the coverages provided by SELF in its determination not to leave SELF and file the 25 resolutions, on or before December 31,2020, that it had received from all its members to withdraw from SELF for the 2021 year as required by their bylaws. Based on SELF's misrepresentations, TCSIG's counsel has asserted that we have the right to withdraw at any time before July 1, 2021.

SELF requires each member of TCSIG to withdraw individually. TCSIG's board has elected to withdraw vesting the discretion in TCSIG's administration to make the final determination based on how the contingencies unfold. Each member of TCSIG is required to provide a separate resolution that we request be sent to the TCISG administration in order to protect all of our members by ensuring a timely withdraw.

It is TCISG's recommendation that member districts as a result of the unilateral amendments to the MOC by the SELF executive board, non-renew and withdraw from SELF.

RECOMMENDATION:
Williams Unified School District recommends approval of resolution No. 16-061721 to withdrawal from SELF effective July 1, 2021; and serve the Tri-County Schools Insurance Group Chief Financial Officer a copy of the resolution on or before June 25, 2021 and designates TCSIG's CFO to retain said resolution and further grants total discretion to Tri-County Schools Insurance Group's CFO to serve said resolution on SELF no later than June 30, 2021.

WILLIAMS UNIFIED SCHOOL DISTRICT
RESOLUTION # 16-061721:
APPROVING WITHDRAWAL FROM MEMBERSHIP IN
SCHOOLS EXCESS LIABILITY FUND JOINT POWERS AUTHORITY (JPA)

Whereas, Williams Unified School District is a party to the Schools Excess Liability Fund Joint Powers Authority (SELF).

Whereas, The Joint Powers Agreement of SELF provide that a party may terminate participation in a program under the SELF bylaws, by notifying the Board of SELF in writing by the close of business on December 31, of its intention to do so effective upon the conclusion of the current fiscal year on June 30. SELF committed on or before December 31, 2020 there was no intention to alter the MOC. TCSIG detrimentally relied on this representation. SELF then modified their MOC on March 31, 2021 with several material alterations of coverage that make it untenable to TCSIG and its members. Based on these material misrepresentations and the subsequent alteration of the MOC, the party is eligible to terminate at anytime prior to July 1, 2021.

Whereas, The District desires to terminate its participation in the SELF JPA.

Therefore, it is resolved that the Williams Unified School District intends to withdraw from SELF effective July 1, 2021. Williams Unified School District shall serve the Tri-County Schools Insurance Group Chief Financial Officer a copy of this resolution on or before June 25, 2021 and designates the TCSIG CFO to retain said resolution and further grants total discretion to Tri-County Schools Insurance Group CFO to serve said resolution on SELF no later than June 30, 2021.

THIS RESOLUTION was duly passed and adopted at a meeting of the Executive Board of Williams Unified School District on this 17 day of June 2021, by the following roll call vote:

AYES: _____

NOES: _____

ABSTAIN _____

ABSENT: _____

_____
Patricia Ash, Board President

ATTEST:

_____
Bill Cornelius, Secretary to the Board

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2021–22 APPLICATION FOR FUNDING

California Department of Education
(Due Date: To be received in Regional Supervisor's Office by June 30, 2021)

Williams High School	Williams Unified School District
School Site	District

Please include the following items with your application:

- [x] Eligibility Determination Sheet
- [ ] Variance Request Form (if applicable)
- [ ] Quality Criterion 12 Form (if applicable)
- [X] Award Estimator and Budget Sheet
- [X] List of Agriculture Teachers

Certification: I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the attached assurances are accepted as the basic conditions of the operations in this project/program for local participation and assistance.

Bill Cornelius	Supt.
Signature of Authorized Agent	Authorized Agent Title
Signature of Agriculture Teacher Responsible for the Program	Signature of Principal

Contact Phone Number: (530) 473-2550

Date of Local Agency Board Approval: _____

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2021–22 APPLICATION FOR FUNDING

California Department of Education
(Due Date: To be received in Regional Supervisor's Office by June 30, 2021)

Eligibility Determination Sheet

IN ORDER TO APPLY FOR FUNDING, YOU MUST MEET **ALL** THE QUALITY CRITERIA LISTED BELOW.

Please check each Quality Criteria you meet:

- [x] 1. Curriculum and Instruction
- [x] 2. Leadership and Citizenship Development
- [x] 3. Practical Application of Occupational Skills
- [x] 4. Qualified and Competent Personnel
- [x] 5. Facilities, Equipment, and Materials
- [x] 6. Community, Business, and Industry Involvement
- [x] 7. Career Guidance
- [x] 8. Program Promotion
- [x] 9. Program Accountability and Planning

IF YOU CHECKED **ALL** THE REQUIRED QUALITY CRITERIA, PLEASE CONTINUE TO THE NEXT PAGE OF YOUR APPLICATION.

If you **do not** meet one or more of the criteria listed above, you may submit a Variance Request Form for each unmet criterion.

A variance is a proposed plan to bring your program into compliance with all the quality criteria listed above, prior to the following year's application.

All variances must be approved with this application in order to be eligible for funding. Non-compliance with the terms of the approved variance will result in a loss of funds.

Will you be including a formal Variance Request Form for each unmet criterion?

☐ Yes ☑ No

IF YOU ARE REQUESTING ONE OR MORE VARIANCES, PLEASE COMPLETE A **VARIANCE REQUEST FORM** FOR EACH AND CONTINUE TO THE NEXT PAGE OF YOUR APPLICATION.

IF YOU DO NOT MEET **ALL** REQUIRED QUALITY CRITERIA LISTED ABOVE, **AND** YOU ARE **NOT** SUBMITTING A VARIANCE REQUEST FORM

STOP

YOU ARE NOT ELIGIBLE TO APPLY FOR FUNDING THROUGH THE AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT.

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2021–22 APPLICATION FOR FUNDING

California Department of Education
(Due Date: To be received in Regional Supervisor's Office by June 30, 2021)

AWARD ESTIMATOR

DATES OF PROJECT DURATION: JULY 1, 2021 TO JUNE 30, 2022

Applicant Information (please fill in the underlined fields)

Number of different agriculture teachers at site (Please attach a separate list of agriculture teachers' names):	2
Total number of students from the prior fiscal year R-2 Report:	223
Number of teachers meeting Criterion 10 (Class size - See instructions):	2
Number of teachers meeting Criterion 11a (Year round employment - See instructions):	2
Number of teachers meeting Criterion 11b (Project supervision period - See instructions):	1
Do you meet all criteria on the attached Quality Criterion 12 Form (Y/N)?	N

Award Calculations

Part 1: Based on your number of agriculture teachers at the site: (Please attach a separate list of agriculture teachers' names):	$ 4,500.00
Part 2: Based on $8.00 per member listed on the R-2 Report:	$ 1,784.00
Part 3a: Based on number of teachers meeting Criterion 10:	$ 4,000.00
Part 3b: Based on number of teachers meeting Criterion 11a:	$ 4,000.00
Part 3c: Based on number of teachers meeting Criterion 11b:	$ 2,000.00
Part 4: Based on meeting all criteria on the Quality Criterion 12 Form:	$ 0.00
Total Estimated Award:	$ 16,284.00

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2021–22 APPLICATION FOR FUNDING

California Department of Education

(Due Date: To be received in Regional Supervisor's Office by June 30, 2021)

Budget Sheet

Incentive grant awards must be matched for each Account Number below (4000, 5000, and 6000). Account Number 4000 requires only the subtotal be matched, but Account Numbers 5000 and 6000 must be matched by line item. A waiver of matching must be approved for any instances where matching funds do not meet or exceed Incentive Grant funds.

Amount left to Allocate: $ 0.00

4000: Books & Supplies

Items	Description of Items of Funds Being Used	Incentive Grant Funds	Matching Funds
1.	Books & Supplies	$ 9,370.00	$ 9,370.00
Subtotal	**N/A**	$ 9,370.00	$ 9,370.00

5000 Services and Operating Expenses, including services of consultants, staff travel, conferences, rentals, leases, repairs, and bus transportation

Items	Description of Items of Funds Being Used	Incentive Grant Funds	Matching Funds
1.	Travel & Conference	$ 5,000.00	$ 5,000.00
2.	Dues and Membership	$ 1,000.00	$ 1,000.00
3.	Direct Costs	$ 914.00	$ 914.00
4.			
5.			
6.			
7.			
8.			
9.			
10.			
Subtotal	**N/A**	$ 6,914.00	$ 6,914.00

6000 Capital Outlay, including sites, buildings, improvement of buildings, and equipment

Items	Description of Items of Funds Being Used	Incentive Grant Funds	Matching Funds
1.			
2.			
3.			
4.			
5.			
Subtotal	**N/A**	$ 0.00	$ 0.00

Total Allocated Funds: $ 16,284.00 $ 16,284.00

List of Agriculture Teachers 2021-2022:

1. Brian Parker
2. Morgan Brock

WILLIAMS UNIFIED SCHOOL DISTRICT
P. O. Box 7 - Williams, California 95987
www.williamsusd.net
District Office 530-473-2550 Fax 530-473-5894

11.10

"Students in Williams Unified will graduate with 21st century skills giving them true choices; career and/or college"

TEXTBOOK ADOPTION

Textbook Title: _____1984_____

Content Area: _XX_ELA ___Math ___Science ___Social Science ___V/P Arts ___Foreign Language

Grade Level: __K __1 __2 __3 __4 __5 __6 __7 __8 _X_9 _X_10 _X_11 _X_12

Teacher: _____Welcome_____

Course Title (9-12): Changing Hearts and Minds: English and Digital Media Arts

Number to be purchased: ____30____

Principal's Signature: _____

Date: 5/20/21

Attachment: Bibliography

BOARD OF TRUSTEES: PATRICIA ASH- KATHLEEN BAUTISTA- EDWARD DAVIS- CESAR PEREZ

WILLIAMS UNIFIED SCHOOL DISTRICT

P. O. Box 7 - - Williams, California 95987
www.williamsusd.net
District Office 530-473-2550 Fax 530-473-5894

"Students in Williams Unified will graduate with 21st century skills giving them true choices; career and/or college"

TEXTBOOK ADOPTION

Textbook Title: _____The Grapes of Wrath_____

Content Area: _XX_ELA ___Math ___Science ___Social Science ___V/P Arts ___Foreign Language

Grade Level: __K __1 __2 __3 __4 __5 __6 __7 __8 _X_9 _X_10 _X_11 _X_12

Teacher: _____Welcome_____

Course Title (9-12): Changing Hearts and Minds: English and Digital Media Arts

Number to be purchased: ____30_____

Principal's Signature: _____

Date: 5/20/21

Attachment: Bibliography

BOARD OF TRUSTEES: PATRICIA ASH- KATHLEEN BAUTISTA- EDWARD DAVIS- CESAR PEREZ

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TEXTBOOK ADOPTION

Textbook Title: _____How the Other Half Lives_____

Content Area: _XX_ELA ___Math ___Science ___Social Science ___V/P Arts ___Foreign Language

Grade Level: __K __1 __2 __3 __4 __5 __6 __7 __8 _X_9 _X_10 _X_11 _X_12

Teacher: _____Welcome_____

Course Title (9-12): Changing Hearts and Minds: English and Digital Media Arts

Number to be purchased: ____30_____

Principal's Signature: _____

Date: 5/20/21

Attachment: Bibliography

BOARD OF TRUSTEES: PATRICIA ASH- KATHLEEN BAUTISTA- EDWARD DAVIS- CESAR PEREZ

WILLIAMS UNIFIED SCHOOL DISTRICT

P. O. Box 7 - Williams, California 95987

www.williamsusd.net

District Office 530-473-2550 Fax 530-473-5894

"Students in Williams Unified will graduate with 21st century skills giving them true choices; career and/or college"

TEXTBOOK ADOPTION

Textbook Title: _____Fences_____

Content Area: _XX_ELA ___Math ___Science ___Social Science ___V/P Arts ___Foreign Language

Grade Level: __K __1 __2 __3 __4 __5 __6 __7 __8 _X_9 _X_10 _X_11 _X_12

Teacher: _____Welcome_____

Course Title (9-12): Changing Hearts and Minds: English and Digital Media Arts

Number to be purchased: ____30____

Principal's Signature: _____

Date: 5/20/21

Attachment: Bibliography

BOARD OF TRUSTEES: PATRICIA ASH- KATHLEEN BAUTISTA- EDWARD DAVIS- CESAR PEREZ

WILLIAMS UNIFIED SCHOOL DISTRICT

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"Students in Williams Unified will graduate with 21st century skills giving them true choices; career and/or college"

TEXTBOOK ADOPTION

Textbook Title: _____Inherit the Wind_____

Content Area: _XX_ELA ___Math ___Science ___Social Science ___V/P Arts ___Foreign Language

Grade Level: __K __1 __2 __3 __4 __5 __6 __7 __8 _X_9 _X_10 _X_11 _X_12

Teacher: _____Welcome_____

Course Title (9-12): Changing Hearts and Minds: English and Digital Media Arts

Number to be purchased: ____30_____

Principal's Signature: _____

Date: 5/20/24

Attachment: Bibliography

BOARD OF TRUSTEES: PATRICIA ASH- KATHLEEN BAUTISTA- EDWARD DAVIS- CESAR PEREZ

WILLIAMS UNIFIED SCHOOL DISTRICT

P. O. Box 7 Williams, California 95987
www.williamsusd.net
District Office 530-473-2550 Fax 530-473-5894

"Students in Williams Unified will graduate with 21st century skills giving them true choices; career and/or college"

TEXTBOOK ADOPTION

Textbook Title: _____Understanding Media, The Medium is the Message_____

Content Area: _XX_ELA ___Math ___Science ___Social Science ___V/P Arts ___Foreign Language

Grade Level: __K __1 __2 __3 __4 __5 __6 __7 __8 _X_9 _X_10 _X_11 _X_12

Teacher: _____Welcome_____

Course Title (9-12): Changing Hearts and Minds: English and Digital Media Arts

Number to be purchased: ____30_____

Principal's Signature: _____

Date: 5/20/21

Attachment: Bibliography

BOARD OF TRUSTEES: PATRICIA ASH- KATHLEEN BAUTISTA- EDWARD DAVIS- CESAR PEREZ

WILLIAMS UNIFIED SCHOOL DISTRICT

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District Office 530-473-2550 Fax 530-473-5894

"Students in Williams Unified will graduate with 21st century skills giving them true choices; career and/or college"

TEXTBOOK ADOPTION

Textbook Title: _____The Complete Persepolis_____

Content Area: _XX_ELA ___Math ___Science ___Social Science ___V/P Arts ___Foreign Language

Grade Level: __K __1 __2 __3 __4 __5 __6 __7 __8 __9 _X_10 _X_11 _X_12

Teacher: _____Welcome_____

Course Title (9-12): Communication by Design: English and Media Design

Number to be purchased: ____30_____

Principal's Signature: _____

Date: 5/20/21

Attachment: Bibliography

BOARD OF TRUSTEES: PATRICIA ASH- KATHLEEN BAUTISTA- EDWARD DAVIS- CESAR PEREZ

WILLIAMS UNIFIED SCHOOL DISTRICT

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District Office 530-473-2550 Fax 530-473-5894

"Students in Williams Unified will graduate with 21st century skills giving them true choices; career and/or college"

TEXTBOOK ADOPTION

Textbook Title: _____Latino USA, Revised Edition: A Cartoon History_____

Content Area: _XX_ELA ___Math ___Science ___Social Science ___V/P Arts ___Foreign Language

Grade Level: __K __1 __2 __3 __4 __5 __6 __7 __8 __9 _X_10 _X_11 _X_12

Teacher: _____Welcome_____

Course Title (9-12): Communication by Design: English and Media Design

Number to be purchased: ____30_____

Principal's Signature: _____

Date: 5/20/24

Attachment: Bibliography

BOARD OF TRUSTEES: PATRICIA ASH- KATHLEEN BAUTISTA- EDWARD DAVIS- CESAR PEREZ

WILLIAMS UNIFIED SCHOOL DISTRICT

P. O. Box 7 - - Williams, California 95987
www.williamsusd.net
District Office 530-473-2550 Fax 530-473-5894

"Students in Williams Unified will graduate with 21st century skills giving them true choices; career and/or college"

TEXTBOOK ADOPTION

Textbook Title: _____Understanding Comics: The Invisible Art_____

Content Area: _XX_ELA ___Math ___Science ___Social Science ___V/P Arts ___Foreign Language

Grade Level: __K __1 __2 __3 __4 __5 __6 __7 __8 __9 _X_10 _X_11 _X_12

Teacher: _____Welcome_____

Course Title (9-12): Communication by Design: English and Media Design

Number to be purchased: ____30_____

Principal's Signature: _____

Date: 5/20/21

Attachment: Bibliography

BOARD OF TRUSTEES: PATRICIA ASH- KATHLEEN BAUTISTA- EDWARD DAVIS- CESAR PEREZ

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TEXTBOOK ADOPTION

Textbook Title: _____Romeo and Juliet_____

Content Area: _XX_ELA ___Math ___Science ___Social Science ___V/P Arts ___Foreign Language

Grade Level: __K __1 __2 __3 __4 __5 __6 __7 __8 __9 _X_10 _X_11 _X_12

Teacher: _____Welcome_____

Course Title (9-12): Communication by Design: English and Media Design

Number to be purchased: ____30_____

Principal's Signature: _____

Date: 5/20/21

Attachment: Bibliography

BOARD OF TRUSTEES: PATRICIA ASH- KATHLEEN BAUTISTA- EDWARD DAVIS- CESAR PEREZ

WILLIAMS UNIFIED SCHOOL DISTRICT

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TEXTBOOK ADOPTION

Textbook Title: _____Macbeth_____

Content Area: _XX_ELA ___Math ___Science ___Social Science ___V/P Arts ___Foreign Language

Grade Level: __K __1 __2 __3 __4 __5 __6 __7 __8 __9 _X_10 _X_11 _X_12

Teacher: _____Welcome_____

Course Title (9-12): Communication by Design: English and Media Design

Number to be purchased: ____30_____

Principal's Signature: _____

Date: 5/20/24

Attachment: Bibliography

BOARD OF TRUSTEES: PATRICIA ASH- KATHLEEN BAUTISTA- EDWARD DAVIS- CESAR PEREZ

TITLE	AUTHOR	PUBLISHER	COPYRIGHT	ISBN #	K-8 State Approved - Meets State Standards (√)	9-12 State Recommended - Meets State Standards (√)
1984	George Orwell	Signet Classics	1961	978-0451524935		Yes
The Grapes of Wrath: 75th Anniversary Edition	John Steinbeck	Penguin Classics	2014	978-0670016907		Yes
How the Other Half Lives	Jacob Riis	Penguin Classics	1997	978-0140436792		
Fences	August Wilson	Theatre Communications Group	2008	978-1559363020		Yes
Inherit the Wind	Jerome Lawrence	Turtleback Books; Bound for Schools & Libraries	2007	978-0606324144		
Understanding Media, The Medium is the Message	Marshall McLuhan	Gingko Press	2001	978-1584230700		
The Complete Persepolis	Marjane Satrapi	Pantheon	2007	978-1435276253		Yes
Latino USA, Revised Edition: A Cartoon History	Ilan Stevens	Basic Books	2012	978-0465082506		
Understanding Comics: The Invisible Art	Scott McCloud	William Morrow Paperbacks	1994	978-0613027823		
Romeo and Juliet (Folger Shakespeare Library)	William Shakespeare	Simon & Schuster	2004	978-0671722852		Yes
Macbeth (Folger Shakespeare Library)	William Shakespeare	Simon & Schuster	2003	978-0743477109		Yes

WILLIAMS UNIFIED SCHOOL DISTRICT

P. O. Box 7 - - Williams, California 95987

www.williamsusd.net

District Office 530-473-2550 Fax 530-473-5894

11.11

"Students in Williams Unified will graduate with 21st century skills giving them true choices; career and/or college"

TEXTBOOK ADOPTION

Textbook Title: ___Reveal Math_____

Content Area: ___ELA _ X_Math ___Science ___Social Science ___V/P Arts ___Foreign Language

Grade Level: ___K ___1 ___2 ___3 _x_4 _x_5 ___6 ___7 ___8 ___9 ___10 ___11 ___12

Teacher: _____WUES_____

Course Title (9-12): _____

Number to be purchased: ____240_____

Principal's Signature: _____

Date: ____6-1-21_____

Attachment: Bibliography

Textbook Adoption Bibliography School ___William Upper Elementary_____ Date __6-2-21_____

TITLE	AUTHOR	PUBLISHER	COPYRIGHT	ISBN #	K-8 State Approved - Meets State Standards (√)	9-12 State Recommended - Meets State Standards (√)
Reveal Math Student Edition Vol. 1 - Grade 4		McGraw Hill	2022	978-0-07-665935-7	X	
Reveal Math Student Edition Vol. 2 - Grade 4		McGraw Hill	2022	978-0-07-683907-0	X	
Reveal Math Student Practice Book - Grade 4		McGraw Hill	2022	978-0-07-693709-7	X	
Reveal Math Student Edition Vol. 1 - Grade 5		McGraw Hill	2022	978-0-07-665936-7	X	
Reveal Math Student Edition Vol. 2 - Grade 5		McGraw Hill	2022	978-0-07683908-7	X	
Reveal Math Student Practice Book - Grade 5		McGraw Hill	2022	978-0-07693710-3	X	

Because learning changes everything.®

QUOTE PREPARED FOR:

Williams Unif Sch Dist
499 MARGUERITE ST
Williams, CA 95987-5815
ACCOUNT NUMBER: 177054

SUBSCRIPTION/DIGITAL CONTACT:

Wendy Sjolund
wsjolund@williams.k12.ca.us
(530) 473-2550

CONTACT:

Wendy Sjolund
wsjolund@williams.k12.ca.us
(530) 473-2550

SALES REP INFORMATION:

Christy Freese
christy.freese@mheducation.com
(707) 772-7024

Section Summary		Value of All Materials	Free Materials	Product Subtotal
Reveal 3 Years		$24,249.36	($4,380.00)	$19,869.36
	PRODUCT TOTAL*	$24,249.36	($4,380.00)	$19,869.36
	ESTIMATED S&H**			$2,904.60
	ESTIMATED TAX**			$1,583.41
	GRAND TOTAL*			$24,357.37

* Price firm for 45 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. If applicable, actual tax charges will be applied at time of order.

Comments:

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO: McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605
Email: orders_mhe@mheducation.com | Phone: 1-800-780-0246 | Fax: 1-866-513-8081

QUOTE DATE:	06/01/2021	ACCOUNT NAME: Williams Unif Sch Dist		EXPIRATION DATE:	07/16/2021
QUOTE NUMBER:	HFISH-06012021-014	ACCOUNT #: 177054		PAGE #:	1

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Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
Reveal 3 Years					
REVEAL MATH STUDENT 3 YEAR SUBSCRIPTION BUNDLE GRADE 4	978-1-26-437493-9	120	$66.00	$0.00	$7,920.00
REVEAL MATH TEACHER RESOURCE PACKAGE 3 YEAR SUBSCRIPTION BUNDLE GRADE 4	978-1-26-438956-8	4	$397.50	$1,590.00	*Free Materials
REVEAL MATH WORKSTATION KIT GRADE 4	978-1-26-591105-8	4	$150.00	$600.00	*Free Materials
REVEAL MATH MANIPULATIVE KIT GRADE 3-5	978-1-26-441738-4	4	$503.67	$0.00	$2,014.68
REVEAL MATH STUDENT 3 YEAR SUBSCRIPTION BUNDLE GRADE 5	978-1-26-437496-0	120	$66.00	$0.00	$7,920.00
REVEAL MATH TEACHER RESOURCE PACKAGE 3 YEAR SUBSCRIPTION BUNDLE GRADE 5	978-1-26-438960-5	4	$397.50	$1,590.00	*Free Materials
REVEAL MATH WORKSTATION KIT GRADE 5	978-1-26-591425-7	4	$150.00	$600.00	*Free Materials
REVEAL MATH MANIPULATIVE KIT GRADE 3-5	978-1-26-441738-4	4	$503.67	$0.00	$2,014.68
			Reveal 3 Years Subtotal:	**$4,380.00**	**$19,869.36**

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO: McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605
Email: orders_mhe@mheducation.com | Phone: 1-800-780-0246 | Fax: 1-866-513-8081

QUOTE DATE: 06/01/2021 ACCOUNT NAME: Williams Unif Sch Dist EXPIRATION DATE: 07/16/2021
QUOTE NUMBER: HFISH-06012021-014 ACCOUNT #: 177054 PAGE #: 2

Because learning changes everything.®

QUOTE PREPARED FOR:

Williams Unif Sch Dist
499 MARGUERITE ST
Williams, CA 95987-5815
ACCOUNT NUMBER: 177054

CONTACT:

Wendy Sjolund
wsjolund@williams.k12.ca.us
(530) 473-2550

SUBSCRIPTION/DIGITAL CONTACT:

Wendy Sjolund
wsjolund@williams.k12.ca.us
(530) 473-2550

VALUE OF ALL MATERIALS	$24,249.36
FREE MATERIALS	($4,380.00)
PRODUCT TOTAL*	**$19,869.36**
ESTIMATED SHIPPING & HANDLING**	$2,904.60
ESTIMATED TAX**	$1,583.41
GRAND TOTAL	**$24,357.37**

Comments:

* Price firm for 45 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. If applicable, actual tax charges will be applied at time of order.

Terms of Service:

By placing an order for digital products (the 'Subscribed Materials'), the entity that this price quote has been prepared for ('Subscriber') agrees to be bound by the Terms of Service and any specific provisions required by Subscriber's state law, each located in the applicable links below. Subject to Subscriber's payment of the fees set out above, McGraw Hill LLC hereby grants to Subscriber a non-exclusive, non-transferable license to allow only the number of Authorized Users that corresponds to the quantity of Subscribed Materials set forth above to access and use the Subscribed Materials under the terms described in the Terms of Service and any specific provisions required by Subscriber's state law, each located in the applicable links below. The subscription term for the Subscribed Materials shall be as set forth in the Product Description above. If no subscription term is specified, the initial term shall be one (1) year from the date of this price quote (the 'Initial Subscription Term'), and thereafter the Subscriber shall renew for additional one (1) year terms (each a 'Subscription Renewal Term'), provided MHE has chosen to renew the subscription and has sent an invoice for such Subscription Renewal Term to Subscriber.

Terms Of Service

Provisions required by Subscriber State law

ATTENTION: In our effort to protect our customer's data, we will no longer store credit card data in any manner within in our system. Therefore, as of April 30, 2016 we will no longer accept credit card orders via email, fax, or mail/package delivery. Credit card orders may be placed over the phone by calling the number listed above or via our websites by visiting www.mheducation.com (or www.mhecoast2coast.com).

School Purchase Order Number: _____

_____ _____

Name of School Official (Please Print) Signature of School Official

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO: McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605
Email: orders_mhe@mheducation.com | Phone: 1-800-780-0246 | Fax: 1-866-513-8081

QUOTE DATE:	06/01/2021	ACCOUNT NAME: Williams Unif Sch Dist		EXPIRATION DATE:	07/16/2021
QUOTE NUMBER:	HFISH-06012021-014	ACCOUNT #: 177054		PAGE #:	3

COLUSA COUNTY
PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT

in Accordance with AB 1200 (Chapter 1213/1991), AB 2756 (Statutes of 2004), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: **Williams Unified School District**

Name of Bargaining Unit: **CSEA**

Certificated, Classified, Other: **Classified**

The proposed agreement covers the period beginning: **July 1, 2020** (date) and ending: **June 30, 2021** (date)

The Governing Board will act upon this agreement at its meeting on: 5/20/2021 (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 _20_ - _21___	Fiscal Impact of Proposed Agreement Year 1 Increase/(Decrease) FY _20_ - _21___	Year 2 Increase/(Decrease) FY _21_ - _22_	Year 3 Increase/(Decrease) FY _22_ - _23_
1	**Salary Schedule** Increase (Decrease)	$ 1,157,320	$ 11,573	$ -	$ -
			1.0000%	0.0000%	0.0000%
2	**Step and Column** - Increase (Decrease) Due to movement plus any changes due to settlement		$ -	$ -	$ -
			%	%	%
3	**Other Compensation** - Increase (Decrease) (Stipends, Bonuses, Longevity, overtime, etc.)				$ -
			%	%	%
	Description of other compensation: The adjusted Extra Duty Stipend Schedule shall be implemented.				
4	**Statutory Benefits** - STRS, PERS, FICA, WC, UI, Medicate etc.	$ 355,065	$ 3,551		$ -
			1.0000%	0.0000%	0.0000%
5	**Health/Welfare Plans:**				
			%	%	%
	Description of health & welfare plans:				
6	**Total Compensation** - Increase (Decrease) (Total Lines 1-5)	$ 1,512,385	$ 15,124	$ -	$ -
7	**Total Number of Represented Employees** (Use FTEs if appropriate)	32.06			
8	**Total Compensation Average Cost per Employee**	47,169.92	471.69	0.00	0
			1.00%	0.00%	0.00%

9. Please provide summary of negotiated agreement. 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"?

Effecitive July 1, 2021, the classified salary schedule will be increased by 1%.

10. Were any additional steps, columns, or ranges added to the schedules? (If yes, please explain.)

No

11. Does this bargaining unit have any recipients of life time benefits? If so, please indicate number of FTEs and health & welfare amounts.

No

12. A. Does this bargaining unit have a negotiated cap for Health and Welfare benefits? Yes [X] No [ ]
If yes, please describe the cap amount.

B. Describe any negotiated changes in non-compensation items (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)

Section 8 Personal Necessity Leave the language changed from a maximum of 7 days per school year to a maximum of 8 days per school year. When entering the absence request in the Frontline absence software program, the employee has the right to not tell the personal nature of the "no tell" personal necessity day to the District.

C. Are reduction to budget or program necessary 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.)

No, amount already included in budget.

D. What contingency language is included in the proposed agreement? Include specific areas identified reopeners, applicable fiscal years, and specific contingency language.

No contingency language is included in the tentative agreement

E. Will this agreement create, increase or decrease deficit spending in the current or subsequent year(s)? "Deficit Spending" 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.

No, this agreement will not change any projected deficit spending in the current or subsequent years.

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 and Food Service 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. Revenue Limit COLA, staffing reductions, staffing ratio changes, one-time sources, etc.?

LCFF funding and Food Service funding

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.)

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Unrestricted General Fund

Enter Bargaining Unit: CSEA

	Column 1	Column 2	Column 3	Column 4
	Latest Board-Approved Budget Before Settlement (As of 6/17/21)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	$ 14,939,454	$ -	$ -	$ 14,939,454
Remaining Revenues (8100-8799)	$ 771,313	$ -	$ -	$ 771,313
TOTAL REVENUES	$ 15,710,767	$ -	$ -	$ 15,710,767
EXPENDITURES				
Certificated Salaries (1000-1999)	$ 5,817,730		$ -	$ 5,817,730
Classified Salaries (2000-2999)	$ 1,708,488		$ -	$ 1,708,488
Employee Benefits (3000-3999)	$ 2,708,994		$ -	$ 2,708,994
Books and Supplies (4000-4999)	$ 654,178	$ -	$ -	$ 654,178
Services, Other Operating Expenses (5000-5999)	$ 1,448,019	$ -	$ -	$ 1,448,019
Capital Outlay (6000-6599)	$ 204,705	$ -	$ -	$ 204,705
Other Outgo (7100-7299) (7400-7499)	$ 1,396,697	$ -	$ -	$ 1,396,697
Direct Support/Indirect Cost (7300-7399)	$ (151,906)	$ -	$ -	$ (151,906)
Other Adjustments				
TOTAL EXPENDITURES	$ 13,786,905	$ -	$ -	$ 13,786,905
OPERATING SURPLUS (DEFICIT)	$ 1,923,862	$ -	$ -	$ 1,923,862
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ -	$ -	$ -	$ -
TRANSFERS OUT & OTHER USES (7610-7699)	$ 472,414	$ -	$ -	$ 472,414
CONTRIBUTIONS (8980-8999)	$ 593,441	$ -	$ -	$ 593,441
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	$ 858,007	$ -	$ -	$ 858,007
BEGINNING BALANCE	$ 3,913,286			$ 3,913,286
Prior-Year Adjustments/Restatements (9793/9795)	$ -			$ -
CURRENT-YEAR ENDING BALANCE	$ 4,771,293	$ -	$ -	$ 4,771,293
COMPONENTS OF ENDING BALANCE:				
Nonspendable (9711-9719)	$ 38,976	$ -	$ -	$ 38,976
Restricted (9730-9749)	$ -	$ -	$ -	$ -
Committed (9750-9769)	$ -	$ -	$ -	$ -
Stabilization Arrangements (9750)	$ -	$ -	$ -	$ -
Assigned (9770-9788)	$ 4,165,249	$ -	$ -	$ 4,165,249
Unassigned (9789-9790)	$ 567,068	$ -	$ -	$ 567,068

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Restricted General Fund

Enter Bargaining Unit: CSEA

	Column 1	Column 2	Column 3	Column 4
	Latest Board-Approved Budget Before Settlement (As of 6/17/21)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	$ -	$ -	$ -	$ -
Remaining Revenues (8100-8799)	$ 5,968,455	$ -	$ -	$ 5,968,455
TOTAL REVENUES	$ 5,968,455	$ -	$ -	$ 5,968,455
EXPENDITURES				
Certificated Salaries (1000-1999)	$ 703,781	$ -	$ -	$ 703,781
Classified Salaries (2000-2999)	$ 291,737	$ -	$ -	$ 291,737
Employee Benefits (3000-3999)	$ 927,693		$ -	$ 927,693
Books and Supplies (4000-4999)	$ 1,302,514		$ -	$ 1,302,514
Services, Other Operating Expenses (5000-5999)	$ 1,117,049	$ -	$ -	$ 1,117,049
Capital Outlay (6000-6599)	$ 128,675	$ -	$ -	$ 128,675
Other Outgo (7100-7299) (7400-7499)	$ -	$ -	$ -	$ -
Direct Support/Indirect Cost (7300-7399)	$ 124,033	$ -	$ -	$ 124,033
Other Adjustments				
TOTAL EXPENDITURES	$ 4,595,482	$ -	$ -	$ 4,595,482
OPERATING SURPLUS (DEFICIT)	$ 1,372,973	$ -	$ -	$ 1,372,973
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ -	$ -	$ -	$ -
TRANSFERS OUT & OTHER USES (7610-7699)	$ 47,439	$ -	$ -	$ 47,439
CONTRIBUTIONS (8980-8999)	$ 593,441	$ -	$ -	$ 593,441
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	$ 1,918,975	$ -	$ -	$ 1,918,975
BEGINNING BALANCE	$ 434,918			$ 434,918
Prior-Year Adjustments/Restatements (9793/9795)	$ -			$ -
CURRENT-YEAR ENDING BALANCE	$ 2,353,893	$ -	$ -	$ 2,353,893
COMPONENTS OF ENDING BALANCE:				
Nonspendable (9711-9719)	$ -	$ -	$ -	$ -
Restricted (9730-9749)	$ 2,353,893	$ -	$ -	$ 2,353,893
Committed (9750-9769)	$ -	$ -	$ -	$ -
Stabilization Arrangements (9750)	$ -	$ -	$ -	$ -
Assigned (9770-9788)	$ -	$ -	$ -	$ -
Unassigned (9789-9790)	$ -	$ -	$ -	$ -

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Combined General Fund

Enter Bargaining Unit: _____CSEA_____

	Column 1 Latest Board-Approved Budget Before Settlement (As of 6/17/21)	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)	$ 14,939,454	$ -	$ -	$ 14,939,454
Remaining Revenues (8100-8799)	$ 6,739,768	$ -	$ -	$ 6,739,768
TOTAL REVENUES	$ 21,679,222	$ -	$ -	$ 21,679,222
EXPENDITURES				
Certificated Salaries (1000-1999)	$ 6,521,511	$ -	$ -	$ 6,521,511
Classified Salaries (2000-2999)	$ 2,000,225	$ -	$ -	$ 2,000,225
Employee Benefits (3000-3999)	$ 3,636,687	$ -	$ -	$ 3,636,687
Books and Supplies (4000-4999)	$ 1,956,692	$ -	$ -	$ 1,956,692
Services, Other Operating Expenses (5000-5999)	$ 2,565,068	$ -	$ -	$ 2,565,068
Capital Outlay (6000-6599)	$ 333,380	$ -	$ -	$ 333,380
Other Outgo (7100-7299) (7400-7499)	$ 1,396,697	$ -	$ -	$ 1,396,697
Direct Support/Indirect Cost (7300-7399)	$ (27,873)	$ -	$ -	$ (27,873)
Other Adjustments				
TOTAL EXPENDITURES	$ 18,382,387	$ -	$ -	$ 18,382,387
OPERATING SURPLUS (DEFICIT)	$ 3,296,835	$ -	$ -	$ 3,296,835
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ -	$ -	$ -	$ -
TRANSFERS OUT & OTHER USES (7610-7699)	$ 519,853	$ -	$ -	$ 519,853
CONTRIBUTIONS (8980-8999)	$ -	$ -	$ -	$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	$ 2,776,982	$ -	$ -	$ 2,776,982
BEGINNING BALANCE	$ 4,348,204			$ 4,348,204
Prior-Year Adjustments/Restatements (9793/9795)	$ -			$ -
CURRENT-YEAR ENDING BALANCE	$ 7,125,186	$ -	$ -	$ 7,125,186
COMPONENTS OF ENDING BALANCE:				
Nonspendable (9711-9719)	$ 38,976	$ -	$ -	$ 38,976
Restricted (9730-9749)	$ 2,353,893	$ -	$ -	$ 2,353,893
Committed (9750-9769)	$ -	$ -	$ -	$ -
Stabilization Arrangements (9750)	$ -	$ -	$ -	$ -
Assigned (9770-9788)	$ 4,165,249	$ -	$ -	$ 4,165,249
Unassigned (9789-9790)	$ 567,068	$ -	$ -	$ 567,068

*** If the total amount of the Adjustment in Col. 2 does not agree with the amount of the Total Compensation Increase (Decrease) in Section A, Line 6, Page 1, explain the variance below:** _____

I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT FISCAL YEARS

Multiyear Projection - Combined General Fund

Enter Bargaining Unit: CSEA

	FY _20_ - _21_ Total Current Budget After Settlement	FY _21_ - _22_ First Subsequent Year After Settlement	FY _22_ - _23_ Second Subsequent Year After Settlement
REVENUES			
Revenue Limit Sources (8010-8099)	$ 14,939,454	$ 15,678,200	$ 15,699,214
Remaining Revenues (8100-8799)	$ 6,739,768	$ 2,790,640	$ 2,061,242
TOTAL REVENUES	$ 21,679,222	$ 18,468,840	$ 17,760,456
EXPENDITURES			
Certificated Salaries (1000-1999)	$ 6,521,511	$ 7,399,246	$ 6,971,570
Classified Salaries (2000-2999)	$ 2,000,225	$ 2,385,375	$ 2,319,427
Employee Benefits (3000-3999)	$ 3,636,687	$ 4,371,903	$ 4,449,624
Books and Supplies (4000-4999)	$ 1,956,692	$ 1,136,005	$ 1,174,725
Services, Other Operating Expenses (5000-5999)	$ 2,565,068	$ 2,142,716	$ 2,014,959
Capital Outlay (6000-6999)	$ 333,380	$ 46,402	$ -
Other Outgo (7100-7299) (7400-7499)	$ 1,396,697	$ 1,501,835	$ 1,516,534
Direct Support/Indirect Cost (7300-7399)	$ (27,873)	$ (29,591)	$ (29,591)
Other Adjustments		$ -	$ -
TOTAL EXPENDITURES	$ 18,382,387	$ 18,953,891	$ 18,417,248
OPERATING SURPLUS (DEFICIT)	$ 3,296,835	$ (485,051)	$ (656,792)
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ -	$ -	$ -
TRANSFERS OUT & OTHER USES (7610-7699)	$ 519,853	$ 290,867	$ 290,867
CONTRIBUTIONS (8980-8999)	$ -		
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	$ 2,776,982	$ (775,918)	$ (947,659)
BEGINNING BALANCE	$ 4,348,204	$ 7,125,186	$ 6,349,268
CURRENT-YEAR ENDING BALANCE	$ 7,125,186	$ 6,349,268	$ 5,401,609
COMPONENTS OF ENDING BALANCE:			
Nonspendable (9711-9719)	$ 38,976	$ 6,050	$ 6,050
Restricted (9730-9749)	$ 2,353,893	$ 1,097,600	$ 580,151
Committed (9750-9769)	$ -	$ -	$ -
Stabilization Arrangements (9750)	$ -	$ -	$ -
Assigned (9770-9788)	$ 4,165,249	$ 4,674,325	$ 4,260,214
Unassigned (9789-9790)	$ 567,068	$ 577,343	$ 561,243

J. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

		FY _20__ - _21_	FY _21_ - _22_	FY _22_ - _23_
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	$ 18,902,240	$ 19,244,758	$ 18,708,116
b.	State Standard Minimum Reserve Percentage for this District: **(enter percentage):**	3.00%	3.00%	3.00%
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	$ 567,067	$ 577,343	$ 561,243

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a.	General Fund (Fund 01) Stabilization Arrangements, % Unassigned Fund Balance (includes Reserve for Economic Uncertainties)	$ 567,068	$ 577,343	$ 561,243
b.	Special Reserve Fund (Fund 17) Unassigned Fund Balance	$ -	$ -	$ -
c.	Total Available Reserves	$ 567,068	$ 577,343	$ 561,243
d.	Reserve for Economic Uncertainties Percentage	3.00%	3.00%	3.00%

3. Do unrestricted reserves meet the state minimum reserve amount?

FY _20__ - _21_	Yes	x	No	
FY _21_ - _22_	Yes	x	No	
FY _22_ - _23_	Yes	x	No	

4. If no, how do you plan to restore your reserves? Provide comments/explanations below:

K. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICT'S ABILITY TO MEET THE COSTS OF COLLECTIVE BARGAINING AGREEMENT

(The disclosure document must be signed by the district Superintendent and Chief Business Officer at the time of public disclosure.)

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and the Chief Business Officer of _Williams Unified School District, hereby certify that the District can meet the costs incurred under the Collective Bargaining Agreement between the District and the_____CSEA_____ (Bargaining Unit), during the term of the agreement from __7/1/20_____ to__6/30/21_____.

Bill Cornelius — 6-2-21

District Superintendent (Signature Over Printed Name) — **Date**

Michele Coombs — May 24, 2021

Chief Business Officer (Signature Over Printed Name) — **Date**

L. CERTIFICATION NO. 2

(The disclosure document must be signed by the district Superintendent or designee 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 submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Section 3547.5.

_____ — _____

District Superintendent (Signature Over Printed Name) — **Date**

_____ — _____

Contact Person — Phone

_____ — _____

President or Clerk of the Governing Board (Signature Over Printed Name) — **Date**

TENTATIVE AGREEMENT
BETWEEN THE
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION AND ITS WILLIAMS CHAPTER 556 ("CSEA")
AND THE
WILLIAMS UNIFIED SCHOOL DISTRICT ("DISTRICT')
REGARDING REOPENERS FOR THE 2020/2021 SCHOOL YEAR

The District and CSEA (collectively the "Parties") have agreed to conclude negotiations for the 2020/2021 School Year Reopeners with the following modifications of the Collective Bargaining Agreement:

1. **ARTICLE 3 EMPLOYEE/ASSOCIATION RIGHTS**

Section 2. Organizational Rights

CSEA shall have the following:

(a) The right of access at reasonable times **to** ~~m~~ areas in which employees work.

(f) Within thirty (30) days after the execution of this Agreement, the District shall **post on the District website** ~~print or duplicate~~ and provide without charge **upon request** a copy of this Agreement to every employee in the bargaining unit. Each employee in the bargaining unit **upon request,** shall be provided by the District, without charge, a copy of any written changes to this Agreement agreed to by the parties during the life of this Agreement.

(g) Any employee who becomes a member of the bargaining unit after the execution of this Agreement shall be **upon request,** provided a copy of this Agreement by the District without charge at the time of employment.

2. **ARTICLE 10 SALARIES**

Section 1.

Each employee in the bargaining unit shall be paid in accordance with their placement on the salary schedule in Appendix B.

Twelve (12) month employees will have their compensation based on a factor of 261 days. The classified employee salary for the remainder of this Agreement is as set forth in Appendix B-2.

~~For the 2019-2020 school year provide a one-time off schedule payment to all unit members who were employed during the 2019-2020 year equal to 1% of the unit member's 2019-2020 annual base salary.~~

Effective July 1, 2020, the classified salary schedule will be increased by 1%.

3. ARTICLE 13 LEAVE POLICIES

Section 1. General Provisions

(a) In situations in which the employee knows in advance he/she will need to be absent on leave, the employee must **enter the leave request in the Frontline absence software** ~~submit a District leave request form to his/her site administrator (or immediate supervisor in the case of custodians and bus drivers)~~ prior to such leave. The site administrator shall then **approve or deny the request in the Frontline absence software** ~~submit the request to the Superintendent for approval, denial or Board action~~.

The leave will not be deemed granted until the **employee receives the approval notification emailed to them from the Frontline absence software program.** ~~finalized request form is returned to the employee. The leave request form should be submitted in a time frame sufficient to allow completion of the above steps.~~

(b) In situations when the employee is unable to notify the District in advance of the leave, the employee must contact the person at the employee's site who is responsible for scheduling substitutes as soon as possible (e.g., prior to the start of school) to notify the District of the employee's absence and expected date of return. The person contacted will **enter the absence in the Frontline absence software program** ~~fill out the leave request form and submit it to the District Office~~ on the first day of absence.

(c) The employee's ~~signature on the leave request form~~ **entering the absence in the Frontline absence software program** shall constitute the employee's verification that the leave was used for the reason stated on the form.

Section 8. Personal Necessity Leave

~~(a) The District shall, in accordance with the law and pursuant to the provisions of this policy, provide for an employee's absence for personal necessity while charging such absence to sick leave.~~

~~(b) The total number of days used for personal necessity leave in any school year may not exceed seven (7).~~

~~(c) For the purpose of this provision, personal necessity shall be limited to:~~

~~(1) death or serious illness of a member of the employee's immediate family; and~~

~~(2) an accident which is unforeseen involving the employee's person or property, or the person or the property of an employee's immediate family; or~~

~~(3) other personal circumstances which cannot reasonably be disregarded.~~

~~(d) Up to three (3) days of this leave may be taken for reasons of compelling personal importance without having to state a reason ("no tell days"). This leave shall not be used for concerted labor activities of any kind.~~

~~Under no circumstance shall leave be available for purposes of outside employment, or personal convenience, or for the extension of a holiday, or a vacation period, or for matters which can be taken care of outside the work hours, or for recreational activities.~~

(a) The District shall provide for an employee's absence for personal necessity of up to eight (8) days while charging such absence to sick leave for the following reasons: (a) death or serious illness of a member of the employee's immediate family; (b) an accident which is unforeseen involving the employee's person or property, or the person or property of an employee's immediate family. Under no circumstance shall this leave be available for purposes of outside employment, personal convenience, or for the extension of a holiday or vacation period, concerted activities, recreation activities, or for matters which can be taken care of outside the work hours.

(b) The total number of days used for personal necessity ("no tell") leave in any school year may not exceed eight (8) days.

(c) The employee must enter the absence request in the Frontline absence software. When requesting the personal necessity leave the employee is verifying the personal necessity leave meets the criteria of Article 13, Section 8 (a) of this Contract. When entering the absence request in the Frontline absence software program, the employee has the right to not tell the personal nature of the "no tell" personal necessity day to the District.

The Parties have entered into this agreement on this 4 day of May 2021.

For District:

Bill Cornelius
Interim Superintendent

For CSEA:

Maria Salcedo
Chapter 556 President

Will Pope
Labor Relations Representative

Memorandum of Understanding

Between the Williams Unified School District

And the Williams Teachers Association

May 24, 2021

WTA Proposal to Restructure Elementary School Daily Schedule to

Provide a Block of Common Planning and Preparatory Time

For TK-6 Elementary Teachers

1. As part of school improvement and to support school reform, beginning in the 2021-2022 school year, the daily schedule for classes for students in grades TK-6 shall be modified in accordance with the attached charts so that there is an early release instructional day every Friday in order to provide an extended block of planning and preparatory time during the contract day for teachers.
2. Each planning and preparation Friday will be determined by grade level teachers in advance and written in the grade level lesson plans.
3. This MOU shall remain in full force and effect until June 30, 2022, unless extended by mutual agreement. For the 2022-2023 school year, the TK-6 instructional schedule will revert to the schedule in place for 2018-2019, unless negotiated again in the spring of 2022.

For WTA:

M. Hamm

Date: 5/25/21

For the District:

Bill Condiff

Date: 5-26-21

WILLIAMS ELEMENTARY TK-3

2018-2019 SCHEDULE

TIMES	REGULAR	EARLY RELEASE	MINIMUM-DAY	SCHEDULE	DAYS	MINUTES	TOTAL
START	8:20 AM	8:20 AM	8:20 AM	Regular	140	305	42,700
				Early Release	31	265	8,215
END	2:40 PM	1:45 PM	12:40 PM	Minimum Day	9	230	2,070
TOTAL	305 Minutes	265 Minutes	230 Minutes	Total	180		
					Required Minutes	**50,400**	52,985

PROPOSED

2021-2022 SCHEDULE

TIMES	REGULAR	EARLY RELEASE	MINIMUM-DAY	SCHEDULE	DAYS	MINUTES	TOTAL
START	8:10 AM	8:10 AM	8:10 AM	Regular	107	315	33,705
				Early Release	64	265	16,960
END	2:40 PM	1:35 PM	12:40 PM	Minimum Day	9	240	2,160
TOTAL	315 Minutes	265 Minutes	240 Minutes	Total	180		
					Required Minutes	**50,400**	52,825

WILLIAMS ELEMENTARY 4-6

2018-2019 SCHEDULE

TIMES	REGULAR	EARLY RELEASE	MINIMUM-DAY	SCHEDULE	DAYS	MINUTES	TOTAL
START	8:20 AM	8:20 AM	8:20 AM	Regular	140	325	45,500
				Early Release	31	275	8,525
END	2:50 PM	2:00 PM	12:40 PM	Minimum Day	9	240	2,160
TOTAL	325 Minutes	275 Minutes	240 Minutes	Total	180		
					Required Minutes	**54,000**	56,185

PROPOSED

2021-2022 SCHEDULE

TIMES	REGULAR	EARLY RELEASE	MINIMUM-DAY	SCHEDULE	DAYS	MINUTES	TOTAL
START	8:10 AM	8:10 AM	8:10 AM	Regular	107	330	35,310
				Early Release	64	290	18,560
END	2:40 PM	2:00 PM	12:40 PM	Minimum Day	9	250	2,250
TOTAL	330 Minutes	290 Minutes	250 Minutes	Total	180		
					Required Minutes	**54,000**	56,120

2021-2022 WILLIAMS UNIFIED SCHOOL DISTRICT ATTENDANCE CALENDAR 11.14

JULY

M	T	W	TH	F
			1	2
(5)	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

AUGUST (15)

M	T	W	TH	F
2	3	4	5	6
^9^	^10^	*11	12	(13)
16	17	18	19	(20)
23	24	25	26	(27)
30	31			

8/9 Teacher Work Day
8/10 Prof. Dev (TK-12)
***8/11 *First Day for Students**

SEPTEMBER (21)

M	T	W	TH	F
		1	2	(3)
(6)	7	8	9	(10)
13	14	15	16	(17)
20	21	22	23	(24)
27	28	29	30	

OCTOBER (21)

M	T	W	TH	F
				(1)
4	5	6	7	(8)
11	12	13	14	(15)
18	19	20	21	(22)
25	26	27	28	(29)

9/6 Labor Day Holiday
10/1 7-12 End 1st Qtr 37 days
10/29 TK-6 End 1st Trimester 57 days

NOVEMBER (16)

M	T	W	TH	F
1	2	3	4	(5)
8	*9*	*10*	(11)	*12*
15	16	17	18	(19)
22	23	24	(25)	(26)
29	30			

DECEMBER (13)

M	T	W	TH	F
		1	2	(3)
6	7	8	9	(10)
13	*14*	*15*	*16*	<17>
20	21	22	23	(24)
(27)	28	29	30	(31)

11/8-12 TK-6 Minimum Days - Parent Conferences
11/11 Veteran's Day Holiday
11/22-26 Thanksgiving Break
12/14-17 7-12 Minimum Days - Finals Schedule
12/17 District-wide Minimum Day
7-12 End 1st Smstr 86 days/2nd Qtr 49 days
12/20-1/10 Winter Break

JANUARY (14)

M	T	W	TH	F
(3)	4	5	6	7
^10^	11	12	13	(14)
(17)	18	19	20	(21)
24	25	26	27	(28)
31				

FEBRUARY (18)

M	T	W	TH	F
	1	2	3	(4)
7	8	9	10	(11)
^(14)^	15	16	17	(18)
(21)	22	23	24	(25)
28				

1/10 Prof. Dev. (TK-12)
1/17 Martin Luther King Jr. Holiday
2/14 Lincoln's Birthday Holiday- Prof. Dev. (TK-12)
2/18 TK-6 End 2nd Trimester 56 days
2/21 President's Day Holiday

MARCH (23)

M	T	W	TH	F
	1	2	3	(4)
7	8	9	10	(11)
14	15	16	17	(18)
21	22	23	24	(25)
28	29	30	31	

APRIL (15)

M	T	W	TH	F
				(1)
4	5	6	7	(8)
11	12	13	14	^(15)^
18	19	20	21	22
25	26	27	28	(29)

3/11 7-12 End 3rd Qtr 41 days
4/15 Good Friday Holiday - Prof Dev (TK-12)
4/18-22 Spring Break

MAY (21)

M	T	W	TH	F
2	3	4	5	(6)
9	10	11	12	(13)
16	17	18	19	(20)
23	24	25	26	(27)
(30)	<31>			

JUNE (3)

M	T	W	TH	F
		<1>	<2>	<*3>
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

5/30 Memorial Day Holiday
5/31-6/3 District-wide Minimum Days
****6/3 **Last Day for Students**
TK-6 End 3rd Trimester 67 days
7-12 End 2nd Semester 94 days/4th Qtr 53 days

LEGEND: (◯) Legal Holiday — *First and Last day for Students
* * Site Specific Min. Day — ☐ District-wide Early Release Day
^ ^ Teacher In-Service Day — < > District-wide Minimum Day
No School — ( ) TK-6 Early Release Day

180	Instructional Days
4	Prof. Dev. (TK-12)
1	Teacher Work Day
185	Total Days of Service for Teachers

Board approved:

WILLIAMS UNIFIED SCHOOL DISTRICT

Board Meeting Calendar
2021-2022

Month	Date	Topic
July	Tuesday, July 20, 2021*	Regular
August	*Tuesday, August 10, 2021*	*Board & Superintendent Goals*
	Thursday, August 19, 2021	Regular
September	Thursday, September 9, 2021*	Regular
October	*Tuesday, October 12, 2021*	*LCAP*
	Thursday, October 21, 2021	Regular
November	Thursday, November 18, 2021	Regular
December	Tuesday, December 14, 2021	Regular
January	Thursday, January 20, 2022	Regular
February	*Tuesday, February 8, 2022*	*Board Self-Evaluation*
	Thursday, February 17, 2022	Regular
March	Thursday, March 10, 2022*	Regular
April	Thursday, April 14, 2022*	Regular
May	Thursday, May 19, 2022	Regular
June	*Tuesday, June 7, 2022*	*LCAP*
	Thursday, June 16, 2022	Regular

*Meeting will be held on the second Thursday of the month.
Board Study Sessions are in italics and gray. Special meetings begin at 5:30 p.m.

Meeting location: College & Career Center, 260 11th Street, Williams, CA

The Williams Unified School District Board of Trustees meet on the third Thursday of each month. All regular meetings begin at 6:30 p.m., unless otherwise posted. Board meetings shall end at 10:30 p.m. unless extended by a majority vote of the Board. The meeting shall be extended no more than once and may be adjourned to a later date.

Board Approved: February 18, 2021, Revised: June 17, 2021

Williams Unified School District

Daily Enrollment by School - 6/7/2021

Report Totals

SCHOOL NAME	Transitional Kindergarten	Kindergarten	First Grade	Second Grade	Third Grade	TK-3	Fourth Grade	Fifth Grade	Sixth Grade	4-6	Seventh Grade	Eighth Grade	7-8	Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade	9-12	Total
Mid Valley Alter. High School						**0**				**0**			**0**	1	1	9	10	**21**	21
Williams Elementary School	14	94	95	100	89	**392**				**0**			**0**					**0**	392
Williams Independent Study						**0**				**0**			**0**	3	1	2	3	**9**	9
Williams Junior Senior High School						**0**				**0**	113	101	**214**	102	111	82	73	**368**	582
Williams Upper Elementary						**0**	101	102	108	**311**			**0**					**0**	311
Total:	14	94	95	100	89	**392**	101	102	108	**311**	113	101	**214**	106	113	93	86	**398**	1315