

CENTER JOINT UNIFIED SCHOOL DISTRICT

www.centerusd.org

Local Control Accountability Plan Goals:

1. CJUSD Students will be challenged and supported to achieve academic success in a clean, safe environment
2. CJUSD students will be College and Career ready
3. CJUSD students and families will be engaged and informed regarding the educational process and opportunities

BOARD OF TRUSTEES REGULAR MEETING

**District Board Room, Room 503
Wilson C. Riles Middle School
4747 PFE Road, Roseville, CA 95747**

Wednesday, June 8, 2016 - 6:00 p.m.

STATUS

- I. **CALL TO ORDER & ROLL CALL - 5:00 p.m.**
- II. **ANNOUNCEMENT OF ITEMS TO BE DISCUSSED IN CLOSED SESSION**
 1. Public Employee Performance Evaluation (Certificated) Superintendent (G.C.§54957)
 2. Conference with Labor Negotiator, David Grimes, Re: CSEA and CUTA (G.C. §54957.6)
 3. Student Expulsions/Readmissions (G.C. §54962)
- III. **PUBLIC COMMENTS REGARDING ITEMS TO BE DISCUSSED IN CLOSED SESSION**
- IV. **CLOSED SESSION - 5:00 p.m.**
- V. **OPEN SESSION - CALL TO ORDER - 6:00 p.m.**
- VI. **FLAG SALUTE**
- VII. **ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION** Info/Action
- VIII. **ADOPTION OF AGENDA** Action
- IX. **ORGANIZATION REPORTS (3 minutes each)** Info
 1. CUTA - Venessa Mason, President
 2. CSEA - Marie Huggins, President

Note: If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Superintendent's Office at (916) 338-6409 at least 48 hours before the scheduled Board meeting. [Government Code §54954.2] [Americans with Disabilities Act of 1990, §202.]

NOTICE: The agenda packet and supporting materials, including materials distributed less than 72 hours prior to the scheduled meeting, can be viewed at Center Joint Unified School District, Superintendent's Office, located at 8408 Watt Avenue, Antelope, CA. For more information please call 916-338-6409.

X. COMMENTS FROM THE AUDIENCE REGARDING ITEMS NOT ON THE AGENDA

Public
Comments
Invited

Anyone may address the Board regarding any item that is within the Board's subject matter jurisdiction. However, the Board may not discuss or take action on any item which is not on this agenda except as authorized by Government Code Section 54954.2. A speaker shall be limited to 3 minutes (Board Policy 9323). All public comments on items listed on this agenda will be heard at the time the Board is discussing that item.

XI. BOARD / SUPERINTENDENT REPORTS (10 minutes)

Info

XII. CONSENT AGENDA (5 minutes)

Action

NOTE: The Board will be asked to approve all of the following items by a single vote, unless any member of the Board asks that an item be removed from the consent agenda and considered and discussed separately.

- | | | |
|------------------|-----|--|
| Governance | 1. | Approve Adoption of Minutes from May 18, 2016 Regular Meeting |
| ↓ | 2. | Approve Adoption of Minutes from June 1, 2016 Special Meeting |
| ↓ | 3. | Approve 2016-2017 Board Meeting Schedule |
| ↓ | 4. | Approve 2016-17 Legal Services - Lozano Smith, Attorneys at Law |
| ↓ | 5. | Approve Resolution #17/2015-16: Delegation of Contracting Powers to the Superintendent |
| ↓ | 6. | Approve Resolution #18/2015-16: Resolution On Board compensation For Missed Meeting |
| ↓ | 7. | Approve Resolution #19/2015-16: Resolution On Board compensation For Missed Meeting |
| Personnel | 8. | Approve Certificated Personnel Transactions |
| ↓ | 9. | Approve Classified Personnel Transactions |
| ↓ | 10. | Approve Declaration of Hard to Fill Positions |
| Curr & Instr | 11. | Approve Memorandum of Understanding Between Sacramento County Office of Education (SCOE), Sly Park Environmental Education Center and Center Joint Unified School District for Participation in the Sly Park Environmental Education Program |
| ↓ | 12. | Approve Targeted Assistance Title One Plan for McClellan High School |
| Facilities & Op. | 13. | Approve Agreement for Maintenance/License Agreement with Discovery Education, Inc. for All Sites (excluding charters) |
| ↓ | 14. | Approve Deferred Maintenance Program |
| ↓ | 15. | Approve Agreement for Participation in the Center Joint Unified School District School-Age Child Care |
| ↓ | 16. | Approve Resolution #16/2015-16: Child Development Contract Approval |
| Business | 17. | Approve Payroll Orders: July 2015 - May 2016 |
| ↓ | 18. | Approve Supplemental Agenda (Vendor Warrants): May 2016 |

XIII. BUSINESS ITEMS

- | | | | |
|--------------|-----------|---|--------|
| Curr & Instr | A. | <u>Global Youth Charter School Charter Renewal</u> | Action |
| | | This is a renewal of the Charter for Global Youth Charter School, which would remain in effect until June 30, 2021. | |
| ↓ | B. | <u>Renewal of the Memorandum of Understanding Between Global Youth Charter School and Center Joint Unified School District</u> | Action |
| | | This is a renewal of the MOU for Global Youth Charter School, which would remain in effect until June 30, 2018. | |
| ↓ | C. | <u>2016-2017 Local Control and Accountability Plan (LCAP) and Annual Update</u> | Action |
| | | Education Code (EC) Section 52062(b)(2) requires that the school district governing board adopt a local control and accountability plan (LCAP) at a public meeting held after, but not on the same day as, the public hearing regarding the LCAP. | |

↓	D.	<u>2016-2017 Local Control and Accountability Plan (LCAP) and Annual Update - Global Youth Charter School</u>	Action
Business	E.	<u>2016/17 Budget</u> The 2016/17 budget is being presented for adoption.	Action
Facilities & Op.	F.	<u>Resolution # 20/2015-16: REsolution of the Board of Trustees of Center Joint Unified School District Authorizing the Issuance and Sale of its General Obligation Refunding Bonds, Series 2016 in an Aggregate Principal Amount Not to Exceed \$30,000,000, including Bonds Subject to the Compounding of Interest, and Approving Certain Other Matters Relating to the Bonds</u>	Action
↓	G.	<u>Resolution # 21/2015-16: Resolution of the Board of Trustees of Center Joint Unified School District Authorizing the Issuance and Sale of its General Obligation Bonds, Election of 1991, Series 2016E in an Aggregate Principal Amount Not to Exceed \$5,000,000, including Bonds Subject to the Compounding of Interest, and Approving Certain Other Matters Relating to the Bonds</u>	Action
XIV.	ADVANCE PLANNING		Info
	a.	<i>Future Meeting Dates:</i>	
	i.	<i>Regular Meeting: Wednesday, August 17, 2016 @ 6:00 p.m. - District Board Room - Room 503, located at Riles Middle School, 4747 PFE Road, Roseville, CA 95747</i>	
	b.	<i>Suggested Agenda Items:</i>	
XV.	CONTINUATION OF CLOSED SESSION (Item IV)		Action
XVI.	ADJOURNMENT		Action

CJUSD Mission:

Students will realize their dreams by developing communication skills, reasoning, integrity, and motivation through academic excellence, a well-rounded education, and being active citizens of our diverse community.

Center Joint Unified School District

Dept./Site: Superintendent's Office	AGENDA REQUEST FOR:
To: Board of Trustees	Action Item <u> X </u>
Date: June 8, 2016	Information Item <u> </u>
From: Scott A. Loehr, Superintendent	#Attached Pages <u> </u>
Principal's Initials: <u> </u>	

SUBJECT: Adoption of Minutes

The minutes from the following meeting are being presented:

May 18, 2016 Regular Meeting

RECOMMENDATION: The CJUSD Board of Trustees approve the presented minutes.

CONSENT AGENDA

CENTER JOINT UNIFIED SCHOOL DISTRICT

BOARD OF TRUSTEES REGULAR MEETING

District Board Room, Room 503
Wilson C. Riles Middle School
4747 PFE Road, Roseville, CA 95747

Wednesday, May 18, 2016

MINUTES

OPEN SESSION - CALL TO ORDER - President Pope called the meeting to order at 5:30 p.m.

ROLL CALL - Trustees Present: Mr. Hunt, Mrs. Kelley, Mrs. Pope

Trustees Absent: Mrs. Anderson, Mr. Wilson

Administrators Present: Scott Loehr, Superintendent
Craig Deason, Assist. Supt., Operations & Facilities
Jeanne Bess, Director of Fiscal Services
David Grimes, Director of Personnel/Student Services

ANNOUNCEMENT OF ITEMS TO BE DISCUSSED IN CLOSED SESSION

1. Public Employee Performance Evaluation (Certificated) Superintendent (G.C.§54957)
2. Conference with Labor Negotiator, David Grimes, Re: CSEA and CUTA (G.C. §54957.6)
3. Student Expulsions/Readmissions (G.C. §54962)

PUBLIC COMMENTS REGARDING ITEMS TO BE DISCUSSED IN CLOSED SESSION

CLOSED SESSION - 5:30 p.m.

OPEN SESSION - CALL TO ORDER – 6:02 p.m.

ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION – the Board met in Closed Session and no action was taken. During Open Session, the following action was taken:

3. Student Expulsions/Readmissions (G.C. §54962)
Student Expulsion 15/16.09 – Recommendation approved.

Motion: Kelley
Second: Hunt

Ayes: Hunt, Kelley, Pope
Noes: None
Absent: Anderson, Wilson

Student Expulsion 15/16.10 – Recommendation approved.

Motion: Kelley
Second: Hunt

Ayes: Hunt, Kelley, Pope
Noes: None
Absent: Anderson, Wilson

Student Expulsion 15/16.11 – Recommendation approved.

Motion: Kelley

Second: Hunt

Ayes: Hunt, Kelley, Pope

Noes: None

Absent: Anderson, Wilson

FLAG SALUTE - led by Kathy Lord

Trustee Pope announced that Trustee Anderson was out due to surgery and Trustee Wilson is out due to work obligations.

ADOPTION OF AGENDA - There was a motion to approve the adoption of the agenda as presented.

Motion: Kelley

Second: Hunt

Ayes: Hunt, Kelley, Pope

Noes: None

Absent: Anderson, Wilson

STUDENT BOARD REPRESENTATIVE REPORTS

1. Center High School - Paige Brannam

- Friday was Sports-O-Rama

- last night was Senior Awards Night

- this Friday will be the Moving Up Rally

- next Wednesday is graduation

- introduced the new Student Board Representative: Kallie

2. McClellan High School - Alexandra Musgrave was not available to report

3. Global Youth Charter School - Angel Lopez

- thanked the board for the opportunity to report to the board every month

- this month has been dedicated to preparing for finals, senior board presentations and finishing any projects

- invited the Board to the Junior High promotion on Wednesday, May 25th at 10:30 a.m. It will be held behind the Ken Thomas Gym on the outdoor stage.

- graduation will be Thursday, May 26th at the Center High School Performing Arts Center at 6:00 p.m.

The Student Board Representatives were each presented a certificate for serving as their site's Rep.

ORGANIZATION REPORTS

1. CUTA - Heather Woods, President, noted that the May Board Meeting is her most favorite Board Meeting because of all of the amazing things that we are doing. She said that there are so many things to note and the Board is aware of them; they are invited to everything at every school in the next 2 weeks. She thanked the Board and stated that it is the end of her reign of 6 years as president. She will continue to be involved with the union. She noted that the relationship that our district, union, teachers, students and parents have is wonderful. Center is a very special place and she believes that we offer the best education on earth. She then introduced Venessa Mason as the new union president. Venessa noted that she looks forward to the continued relationship with the Board, and the schools, and the district office staff. She apologized for not being able to attend the June 8th meeting, but will be on a 65 day vacation across the country.

ORGANIZATION REPORTS (continued)

2. CSEA - Marie Huggins, President, noted that the Board should have received the union newsletter earlier in the month. Classified Employees of the Year were recognized last night at their chapter meeting with gift cards (\$25 each for either Cinemark or Regal Cinemas). She noted that today and tomorrow Mr. Loehr, Mr. Grimes and herself are going out to sites and presenting them with certificates. She noted that they still do the Deborah Brown Memorial Scholarship. They had 3 recipients, each getting a \$250 scholarship.

REPORTS/PRESENTATIONS

1. **Williams Uniform Complaint Quarterly Reporting** - David Grimes, Director of Personnel & Student Services, noted that there was nothing to report.

COMMENTS FROM THE AUDIENCE REGARDING ITEMS NOT ON THE AGENDA - none

BOARD/SUPERINTENDENT REPORTS

Mrs. Anderson - was not available to report.

Mr. Wilson - was not available to report.

Mrs. Kelley

- noted that she is looking forward to graduations next week.
- wished everyone a great summer.

Mr. Hunt

- went to the Effie Yeaw Nature Center with 1st Graders at Oak Hill.
- attended Senior Awards Night last night.
- thanked Mrs. Woods for her service.

Mrs. Pope

- noted that Mrs. Woods is a very positive person, and thanked her for that and her service of 6 years.
- attended the awards banquet last night. Thanked Mr. Jordan and his staff for their work on that.
- attended all 4 elementary Open Houses. She noted lots of great things that she observed on the various campuses. She noted that each school had a great turn out.
- wished the graduates congratulations and many successes, and for the 8th graders, she can't wait to see what they achieve in high school.

Mr. Loehr

- attended the Purple Cord Dinner at the end of April.
- noted that he is looking forward to all of the end of the year activities.
- looking forward to the meeting on June 1st; not only will they be discussing the LCAP and the Preliminary Budget, but also adjourning and doing a workshop on Facilities Planning.
- announced that the district is currently up 90 students.
- thanked Heather Woods for all her work; it has been a pleasure working with her. It will be great working with Venessa.
- noted that it was a pleasure going to the school sites with Marie and David.
- spoke to Trustee Anderson today; she is disappointed that she will not be able to attend graduations this year due to surgery recovery.
- noted that he is looking forward to summer.

CONSENT AGENDA

1. Approved Adoption of Minutes from April 20, 2016 Regular Meeting
2. Approved Adoption of Minutes from May 4, 2016 Special Meeting
3. Approved Certificated Personnel Transactions
4. Approved Classified Personnel Transactions
5. Approved Revised 2016/2017 District Calendar
6. Approved CUTA Memorandums and Tentative Agreements:
 - MOU - Hiring of new certificated employees for the 2016/17 school year
 - MOU - Additional teacher work day (Professional Development) to the 2016/17 school year
 - TA - Article XX, Health & Welfare Benefits, Section H
 - TA - Article XXIV, Retirement Benefits
7. Approved Certificated Evaluation Tool
8. Approved 2016/2017 Contract with Dr. Robert A. Hoffman O.D. MCT Vision Screening
9. Approved Professional Service Agreement: Carina Grandison, Ph.D.
10. Ratified Professional Service Agreement: Dr. Paula M. Gardner
11. Approved Professional Service Agreement: Dr. Paula M. Gardner
12. Approved Master Plan for English Language Learners
13. Approved Edgenuity Inc. On-line
14. Approved Renewal of Licensing Agreement for Document Tracking Services (DTS)
15. Approved Federal Perkins Grant for 2016-17
16. Approved 2016-17 Designation of CIF Representative to League
17. Approved Memorandum of Understanding Between Sacramento children's Home and Center Joint Unified School District to Teach Social Emotional Learning Curriculum
18. Approved Disposal of Surplus Books
19. Approved Resolution # 15/2015-16: Eligibility Renewal Application, State & Federal Surplus Property Program
20. Approved Assurance of Compliance with GSA Regulations Regarding Property Donated to Center Joint Unified School District (Donee) Through the State & Federal Surplus Property Program
21. Approved Amendment #3 - CPM Contract for Program Management Services for Prop 39 and Technology Upgrade
22. Approved Professional Services Agreement: Loy Mattison Enterprises
23. Approved Meal Price Increase for 2016-2017 School Year
24. Approved Payroll Orders: July 2015 - April 2016
25. Approved Supplemental Agenda (Vendor Warrants): April 2016

Motion: Hunt
Second: Kelley

Ayes: Hunt, Kelley, Pope
Noes: None
Absent: Anderson, Wilson

Trustee Pope noted that on the Consent Agenda they had just approved positions for Vice Principal at North Country Elementary and Oak Hill Elementary. She congratulated Mr. Farrel and Jill Wariner. Trustee Pope also congratulated the Principals, who are happy to have a full time Vice Principal. Mr. Loehr welcomed Jason back as Vice Principal.

INFORMATION ITEMS

1. CJUSD Local Control Accountability Plan - Draft Copy of the Draft

BUSINESS ITEMS

A. APPROVED - Amended Declaration of Need for Fully Qualified Educators 2015/16 SY

Motion: Kelley
Second: Hunt

Ayes: Hunt, Kelley, Pope
Noes: None
Absent: Anderson, Wilson

B. APPROVED - Declaration of Need for Fully Qualified Educators 2016/17 SY

Motion: Kelley
Second: Hunt

Ayes: Hunt, Kelley, Pope
Noes: None
Absent: Anderson, Wilson

Mr. Loehr noted that the Personnel Department has been working really hard on our credentials. He thanked David Grimes and his department for all their hard work cleaning this up.

C. APPROVED - Instructional Materials Adoption Kindergarten-6th Grade English Language Arts/English Language Development Textbooks

Trustee Kelley noted that it is a lot of work to get this done; great job. Mr. Loehr noted that this group took this seriously.

Motion: Kelley
Second: Hunt

Ayes: Hunt, Kelley, Pope
Noes: None
Absent: Anderson, Wilson

D. APPROVED - Instructional Materials Adoption Grades 7 & 8 English Language Arts/English Language Development Textbooks

Motion: Kelley
Second: Hunt

Ayes: Hunt, Kelley, Pope
Noes: None
Absent: Anderson, Wilson

ADVANCE PLANNING

a. Future Meeting Dates:

- i. Special Meeting: Wednesday, June 1, 2016 @ 6:00 p.m. - District Board Room - Room 503, located at Riles Middle School, 4747 PFE Road, Roseville, CA 95747*
- ii. Facilities Workshop: Wednesday, June 1, 2016, immediately following the Special Meeting - Room 502 (next door to District Board Room), located at Riles Middle School, 4747 PFE Road, Roseville, CA 95747*
- iii. Regular Meeting: Wednesday, June 8, 2016 @ 6:00 p.m. - District Board Room - Room 503, located at Riles Middle School, 4747 PFE Road, Roseville, CA 95747*

b. Suggested Agenda Items: GASB fund

ADJOURNMENT – 6:30 p.m.

Motion: Kelley
Second: Hunt

Ayes: Hunt, Kelley, Pope
Noes: None
Absent: Anderson, Wilson

Respectfully submitted,

Scott A. Loehr, Superintendent
Secretary to the Board of Trustees

Nancy Anderson, Clerk
Board of Trustees

Adoption Date

Center Joint Unified School District

Dept./Site:	Superintendent's Office	AGENDA REQUEST FOR:
To:	Board of Trustees	Action Item <u> X </u>
Date:	June 8, 2016	Information Item <u> </u>
From:	Scott A. Loehr, Superintendent	#Attached Pages <u> </u>
Principal's Initials:	<u> </u>	

SUBJECT: Adoption of Minutes

The minutes from the following meeting are being presented:

June 1, 2016 Special Meeting

RECOMMENDATION: The CJUSD Board of Trustees approve the presented minutes.

CONSENT AGENDA

CENTER JOINT UNIFIED SCHOOL DISTRICT

BOARD OF TRUSTEES SPECIAL MEETING

District Board Room, Room 503

Wilson C. Riles Middle School

4747 PFE Road, Roseville, CA 95747

Wednesday, June 1, 2016

MINUTES

OPEN SESSION - CALL TO ORDER - President Pope called the meeting to order at 6:05 p.m.

ROLL CALL - Trustees Present: Mrs. Anderson, Mr. Hunt, Mrs. Kelley (arrived late), Mrs. Pope, Mr. Wilson

Administrators Present: Scott Loehr, Superintendent
Craig Deason, Assist. Supt., Operations & Facilities
Jeanne Bess, Director of Fiscal Services
David Grimes, Director of Personnel/Student Services

It was announced that Trustee Kelley would be a few minutes late.

FLAG SALUTE – led by Jeanne Bess

ADOPTION OF AGENDA - There was a motion to approve the adoption of the as presented.

Motion: Anderson

Ayes: Anderson, Hunt, Pope, Wilson

Second: Hunt

Noes: None

Absent: Kelley

COMMENTS FROM THE AUDIENCE REGARDING ITEMS ON THE AGENDA – None

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) & PROPOSED BUDGET PUBLIC HEARING

– The purpose of this meeting was to set aside time to provide information to the public and to receive public comment and input on the district's LCAP and spending plans for the upcoming year. The hearing was opened at 6:05 p.m. and closed at 6:08 p.m. Comments from the public are listed below.

Mr Loehr noted that the purpose of this meeting is to seek input on the budget process and the LCAP. He thanked Jeanne Bess for accelerating the timeline. He noted that this will be Jeanne's last Budget. We are sad to see her go, but happy to see her go for herself. He noted that it has been a pleasure working with her. He also noted that Jeanne has taken on a great role with Tami J'Beily on the LCAP. He thanked both of them publicly for their efforts. Trustee Pope and Trustee Anderson thanked Jeanne for her service and for doing a great job.

ADVANCE PLANNING

- a. *Future Meeting Dates:*
 - i. *Regular Meeting: Wednesday, June 8, 2016 @ 6:00 p.m. - District Board Room - Room 503, located at Riles Middle School, 4747 PFE Road, Roseville, CA 95747*
- b. *Suggested Agenda Items:* would like to hold Closed Session for the next meeting at 5:00 p.m.

Trustee Kelley arrived at 6:16 p.m.

BOARD WORKSHOP

- 1. Facilities Planning – Craig Deason, Assistant Superintendent of Operations & Facilities, along with Mark Rosson & Tim Doane from CPM, shared with the Board the Existing Facilities Master Plan Overview, Past Successful Projects Summary, Past Funding Proceeds Summary, Current Facility Needs Summary, Fiscal Accountability for Facilities Bond Programs, and What Do We Need To Do Next. Khushroo Gheyara from CFW shared the Bond Program Overview.

ADJOURNMENT – 8:43 p.m.

Motion: Anderson
Second: Kelley

Vote: General Consent

Respectfully submitted,

Scott A. Loehr, Superintendent
Secretary to the Board of Trustees

Nancy Anderson, Clerk
Board of Trustees

Adoption Date

Center Joint Unified School District

		AGENDA REQUEST FOR:
Dept./Site:	Superintendent's Office	Action Item <u> X </u>
To:	Board of Trustees	Information Item <u> </u>
Date:	June 8, 2016	# Attached Pages <u> 1 </u>
From:	Scott A. Loehr, Superintendent	
Principal/Administrator Initials: <u> </u>		

SUBJECT: 2016-2017 Board Meeting Schedule

Please approve the attached Board Meeting Schedule for the 2016-2017 school year. The dates listed are for the 3rd Wednesday of each month, beginning in August 2016 and ending with June 2017. The exceptions to this would be:

- no Regular Board Meeting scheduled for July 2016
- December Regular Board Meeting on the 2nd Wednesday
- Staff & Student Recognitions on the 1st Monday in May
- Public Hearings for LCAP and Proposed Budget on the 1st Wednesday in June
- June Regular Board Meeting on the 2nd Wednesday

We would also like to reserve the 1st Wednesday of each month for scheduling special meetings, when necessary.

RECOMMENDATION: CJUSD Board of Trustees approve the 2016-2017 Board Meeting Schedule.

CONSENT AGENDA

CENTER JOINT UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES MEETING SCHEDULE 2016-2017

The Center Joint Unified Board of Trustees meets in regular session on the third Wednesday of each month at 6:00 p.m. The first Wednesday should be reserved for Special Meetings.

DATES & LOCATIONS

July	*	
August	17	District Board Room - Room 503 Riles Middle School, 4747 PFE Road, Roseville, CA 95747
September	21	District Board Room - Room 503 Riles Middle School, 4747 PFE Road, Roseville, CA 95747
October	19	District Board Room - Room 503 Riles Middle School, 4747 PFE Road, Roseville, CA 95747
November	16	District Board Room - Room 503 Riles Middle School, 4747 PFE Road, Roseville, CA 95747
December	14*	District Board Room - Room 503 Riles Middle School, 4747 PFE Road, Roseville, CA 95747
January	18	District Board Room - Room 503 Riles Middle School, 4747 PFE Road, Roseville, CA 95747
February	15	District Board Room - Room 503 Riles Middle School, 4747 PFE Road, Roseville, CA 95747
March	15	District Board Room - Room 503 Riles Middle School, 4747 PFE Road, Roseville, CA 95747
April	19	District Board Room - Room 503 Riles Middle School, 4747 PFE Road, Roseville, CA 95747
May	1*	SPECIAL MEETING , Staff & Student Recognitions Center High School Theater, 3111 Center Court Lane, Antelope, CA 95843
May	17	District Board Room - Room 503 Riles Middle School, 4747 PFE Road, Roseville, CA 95747
June	7	SPECIAL MEETING , District Board Room - Room 503 Riles Middle School, 4747 PFE Road, Roseville, CA 95747
June	14*	District Board Room - Room 503 Riles Middle School, 4747 PFE Road, Roseville, CA 95747

**July - no meeting scheduled*

December & June - Regular meeting held on 2nd Wednesday

May - Recognitions held on 1st Monday

Center Joint Unified School District

AGENDA REQUEST FOR:	
Dept./Site: Superintendent's Office	Action Item _____
To: Board of Trustees	Information Item _____
Date: June 8, 2016	# Attached Pages _____
From: Scott A. Loehr, Superintendent	
Principal/Administrator Initials: _____	

SUBJECT: 2016-2017 Legal Services - Lozano Smith, Attorneys at Law

Lozano Smith, Attorneys at Law, has noted that there are no changes to their 2016-17 agreement for legal services and their rate structure remains unchanged. We would like to continue using Lozano Smith for any necessary legal matters.

RECOMMENDATION: CJUSD Board of Trustees approve the 2016-2017 Legal Services with Lozano Smith, Attorneys at Law.

CONSENT AGENDA



Karen M. Rezendes
Attorney at Law

OFFICE OF SUPERINTENDENT

MAY 31 2016

CENTER JOINT
UNIFIED SCHOOL DISTRICT

E-mail: krezendes@lozanosmith.com

May 25, 2016

Scott A. Loehr
Superintendent
Center Joint Unified School District
8408 Watt Avenue
Antelope, CA 95843

Re: 2016-2017 Agreement for Legal Services

Dear Mr. Loehr:

Thank you for the opportunity to partner with you during the 2015-16 school year. We appreciate the trust you place in Lozano Smith, and we look forward to another promising year for your district and students.

We are pleased to note that there are no changes to our 2016-17 agreement for legal services and our rate structure remains unchanged.

As a valued client, we invite you to take advantage of Lozano Smith's portal of client resources at (LozanoSmith.com/clientresources). The portal contains resources for some of the most pertinent legal issues, and incorporates trainings prepared in partnership with the State's leading education associations.

As a firm, we will continue to bill actual time spent, without any required minimum billing period for phone calls or email correspondence. Our practice, designed to save costs for clients, will remain at the industry-leading 1/10 (.10) of an hour increment. In addition, we also continue to use a "tiered" billing system to ensure that when appropriate, associate attorneys can be utilized, providing you with cost savings. Each of our attorneys is placed at the appropriate "tier" based on their experience.

As part of an annual review, we adjust legal staff fees to reflect updated tiered status for attorneys based upon their years of experience. The tier structure established in our current agreement for legal services is not changing, and we will extend our current agreement into the 2016-2017 year. Should you have questions regarding the billing rate for a particular attorney, please feel free to contact us.

Limited Liability Partnership

7404 N. Spalding Avenue Fresno, California 93720-3370 Tel 559-431-5600 Fax 559-261-9366

Mr. Loehr
May 25, 2016
Page 2

Because there are no changes to our agreement for legal services, there is no legal requirement for Board approval. If you prefer to take the matter to the Board, we would be pleased to provide you with a new agreement for 2016-2017.

We look forward to another rewarding year, together.

Sincerely,

LOZANO SMITH

A handwritten signature in black ink, reading "Karen M. Rezendes". The signature is fluid and cursive, with the first letters of each word being capitalized and prominent.

Karen M. Rezendes
Managing Partner

KMR/jv

Center Joint Unified School District

AGENDA REQUEST FOR:	
Dept./Site: Superintendent's Office	Action Item <u> X </u>
To: Board of Trustees	Information Item <u> </u>
Date: June 8, 2016	# Attached Pages <u> 1 </u>
From: Scott A. Loehr, Superintendent	
Principal/Administrator Initials: <u> SL </u>	

SUBJECT: Resolution #17/2015-16: Delegation of Contracting Powers to the Superintendent

This resolution delegates powers to the Superintendent during the summer months when the Board will not be in session.

RECOMMENDATION: CJUSD Board of Trustees approve Resolution #17/2015-16: Delegation of Contracting Powers to the Superintendent.

CONSENT AGENDA

CENTER JOINT UNIFIED SCHOOL DISTRICT

RESOLUTION # 17/2015-16

Delegation of Contracting Powers to the Superintendent

WHEREAS, the Board of Trustees will not meet during the period of June 10, 2016 to August 16, 2016; and

WHEREAS, personnel transactions, purchasing, construction documents, bids, contracts and/or applications, and grants are received during this time period; and

WHEREAS, decisions regarding these activities must be accomplished and executed in a timely manner; and

WHEREAS, the California Education Code Section 17604 permits delegation of powers by the Board of Trustees to the Superintendent, subject to ratification of the Board of Trustees;

THEREFORE, BE IT RESOLVED that the Board of Trustees of Center Joint Unified School District delegates contracting powers to Scott A. Loehr, Superintendent, subject to ratification by the Board of Trustees at its next scheduled meeting, in accordance with Education Code Section 17604.

PASSED AND ADOPTED by the following vote of the members of the Board of Trustees of the Center Joint Unified School District of Sacramento County, State of California this 8th Day of June 2016.

Board of Trustees

Nancy Anderson, Clerk

Jeremy Hunt, Member

Kelly Kelley, Member

Delrae Pope, President

Donald Wilson, Member

Center Joint Unified School District

Dept./Site: Superintendent's Office		AGENDA REQUEST FOR:
To:	Board of Trustees	Action Item <u> X </u>
Date:	June 8, 2016	Information Item <u> </u>
From:	Scott A. Loehr, Superintendent	# Attached Pages <u> 1 </u>
Principal/Administrator Initials: <u> </u>		

SUBJECT: Resolution #18/2015-16: Resolution On Board Compensation For Missed Meeting

This resolution is to authorize payment to Trustee Wilson for the missed meeting on May 18, 2016.

RECOMMENDATION: CUSD Board of Trustees approve Resolution #18/2015-16: Resolution On Board Compensation For Missed Meeting.

CONSENT AGENDA

CENTER JOINT UNIFIED SCHOOL DISTRICT

**RESOLUTION # 18/2015-16
RESOLUTION ON BOARD COMPENSATION FOR MISSED MEETINGS**

WHEREAS, the Governing Board of the Center Joint Unified School District appreciates the services provided by members of the Board and provides compensation for meeting attendance in accordance with Education Code 35120 and Board Bylaw 9250; and

WHEREAS, Education Code 35120 provides that the monthly compensation provided to Board members shall be commensurate with the percentage of meetings attended during the month unless otherwise authorized by Board resolution; and

WHEREAS, Education Code 35120 specifies limited circumstances under which the Board is authorized to compensate a Board member for meetings he/she missed; and

WHEREAS, the Board finds that Trustee Donald Wilson did not attend the Board meeting on Wednesday, May 18, 2016 for the following reason:

- ☐ Performance of other designated duties for the district during the time of the meeting
- ☐ Illness or jury duty
- ☒ Hardship deemed acceptable by the Board

NOW THEREFORE BE IT RESOLVED that the Board of the Center Joint Unified School District approves full compensation of the Board member for the month of May 2016.

PASSED AND ADOPTED THIS 8th day of June, 2016 at a regular meeting, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

Attest:

Scott A. Loehr, Superintendent
Center Joint Unified School District

Delrae Pope, President
Board of Trustees

Center Joint Unified School District

		AGENDA REQUEST FOR:
Dept./Site:	Superintendent's Office	Action Item <u> X </u>
To:	Board of Trustees	Information Item <u> </u>
Date:	June 8, 2016	# Attached Pages <u> 1 </u>
From:	Scott A. Loehr, Superintendent	
Principal/Administrator Initials: <u> </u>		

SUBJECT: Resolution #19/2015-16: Resolution On Board Compensation For Missed Meeting

This resolution is to authorize payment to Trustee Anderson for the missed meeting on May 18, 2016.

RECOMMENDATION: CUSD Board of Trustees approve Resolution #19/2015-16: Resolution On Board Compensation For Missed Meeting.

CONSENT AGENDA

CENTER JOINT UNIFIED SCHOOL DISTRICT

**RESOLUTION # 19/2015-16
RESOLUTION ON BOARD COMPENSATION FOR MISSED MEETINGS**

WHEREAS, the Governing Board of the Center Joint Unified School District appreciates the services provided by members of the Board and provides compensation for meeting attendance in accordance with Education Code 35120 and Board Bylaw 9250; and

WHEREAS, Education Code 35120 provides that the monthly compensation provided to Board members shall be commensurate with the percentage of meetings attended during the month unless otherwise authorized by Board resolution; and

WHEREAS, Education Code 35120 specifies limited circumstances under which the Board is authorized to compensate a Board member for meetings he/she missed; and

WHEREAS, the Board finds that Trustee Nancy Anderson did not attend the Board meeting on Wednesday, May 18, 2016 for the following reason:

- ☐ Performance of other designated duties for the district during the time of the meeting
- ☒ Illness or jury duty
- ☐ Hardship deemed acceptable by the Board

NOW THEREFORE BE IT RESOLVED that the Board of the Center Joint Unified School District approves full compensation of the Board member for the month of May 2016.

PASSED AND ADOPTED THIS 8th day of June, 2016 at a regular meeting, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

Attest:

Scott A. Loehr, Superintendent
Center Joint Unified School District

Delrae Pope, President
Board of Trustees

Center Joint Unified School District

AGENDA REQUEST FOR:**Dept./Site:** Personnel Department**Action Item** X**Date:** June 8, 2016**Information Item** **To:** Board of Trustees**# Attached Pages** 1**From:**  David Grimes, Director of Personnel and Student Services**Subject:** Certificated Personnel Transactions**New Hires**

Erica Alexander, Center High School
Dawn Altobell, Dudley Elementary School
Svetlana Neykova, Center High School

Promotions

Venessa Mason, Dudley Elementary School
Laurel Stolfus, Dudley Elementary School

Resignation

Kelly Anderson, Dudley Elementary School

Retirements

Marc Allaman, Center High School
Timothy Liegerot, Center High School

Recommendation: Approve Certificated Personnel Transactions as Submitted**CONSENT AGENDA**

New Hires

Erica Alexander has been hired as an English Teacher, Center High School, effective August 1, 2016.

Dawn Altobell has been hired as a Fifth Grade Teacher, Dudley Elementary School, effective August 1, 2016.

Neykova Svetlana has been hired as a Temporary Counselor, Center High School, effective July 25, 2016.

Promotions

Venessa Mason has been promoted to Academic Coordinator, Dudley Elementary School, effective July 1, 2016.

Laurel Stolfus has been promoted to Academic Coordinator, Dudley Elementary School, effective July 1, 2016.

Resignation

Kelly Anderson has resigned from her position as First Grade Teacher, Dudley Elementary School, effective end of day on May 26, 2016.

Retirements

Marc Allaman has submitted his intent to retire from his position as Art Teacher, Center High School, effective end of day on May 26, 2016.

Timothy Liegerot has submitted his intent to retire from his position as Health Teacher, Center High School, effective end of day on May 26, 2016.

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site:	Personnel Department	Action Item	<u>X</u>
Date:	June 8, 2016	Information Item	<u>-</u>
To:	Board of Trustees	# Attached Pages	<u>1</u>
From:	David Grimes, Director of Personnel and Student Services		

Subject: Classified Personnel Transactions

Retirement

Phyllis Hicks, College & Career Coordinator
Efren Tongol, Lead Custodian

Resignation

Robin Huebner, Instructional Assistant

New Hire

Misha Lambert, Bus Driver

Recommendation: Approve Classified Personnel Transactions as Submitted

CONSENT AGENDA

XII-9

Phyllis Hicks will retire from her position as College & Career Coordinator at Center High School effective August 31, 2016.

Efren Tongol has retired from his position as Lead Custodian at Dudley Elementary School effective May 31, 2016.

Robin Huebner has resigned from her position as an Instructional Assistant at North Country Elementary School effective May 25, 2016.

Misha Lambert has been hired as a Bus Driver effective May 23, 2016.

AGENDA ITEM # XII-10

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: Personnel Department

Date: November 18, 2015

To: Board of Trustees

From: David Grimes,  Director of Personnel/Student Services

Action Item X

Information Item

Attached Pages

SUBJECT: DECLARATION OF HARD TO FILL POSITIONS

David Grimes, Director of Personnel/Student Services, is requesting approval from the Governing Board of Trustees to designate the following certificated positions as "Hard To Fill" for the 2016/17 SY.

Grades PreK-12

School Psychologists
Speech and Language
Special Education

RECOMMENDATION: Approve Designated Hard to Fill Positions

AGENDA ITEM # XII-10

CONSENT AGENDA

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Superintendent's Office

Action Item X

To: Board of Trustees

Information Item _____

Date: June 8, 2016

Attached Pages _____

From: Scott A. Loehr, Superintendent

Principal/Administrator Initials: _____

SUBJECT: Approve Memorandum of Understanding Between Sacramento County Office of Education (SCOE), Sly Park Environmental Education Center and Center Joint Unified School District for Participation in the Sly Park Environmental Education Program

This MOU allows CJUSD schools to use the Sly Park Environmental Education Center Campus during the 2016/2017 school year.

RECOMMENDATION: CJUSD Board of Trustees Approve Memorandum of Understanding Between Sacramento County Office of Education (SCOE), Sly Park Environmental Education Center and Center Joint Unified School District for Participation in the Sly Park Environmental Education Program.

CONSENT AGENDA

AGENDA ITEM: XII-11

Memorandum of Understanding

Between Sacramento County Office of Education's Sly Park Environmental Education Center and Center Joint Unified School District

Whereas Sacramento County Office of Education (SCOE) runs the Sly Park Environmental Education Center (Sly Park), which is located approximately 60 miles East of Sacramento in the Sierra Nevada Mountains, at approximately 3500 feet in forested foothill terrain; and

Whereas Sly Park provides outdoor science learning experiences to thousands of elementary school students every year in all weather conditions (including rain, snow, and ice), and is certified by the California Outdoor School Association; and

Whereas, Center Joint Unified School District desires to offer its students participation in such program;

Accordingly, SCOE and District agree as follows:

Section I – District Responsibilities

The District shall:

- A. Comply with the terms of this Agreement and the rules and regulations of SCOE and Sly Park, as well as the rules and regulations of the USDA Forest Service, and all applicable County, State, and Federal laws. The District shall also require participating District schools to comply with this Agreement, the rules and regulations of the USDA Forest Service, and all applicable County, State, and Federal laws.
- B. Arrange for transportation of program participants, staff, chaperones, and their belongings to and from the Sly Park Campus.
- C. Provide and maintain during the District schools' stay on the Sly Park Campus, one (1) Certificated Teacher for each 34 students from the participating school.
- D. Provide adequate adult supervision for any children in attendance by maintaining an Adult Chaperone to Child ratio of one (1) adult for every 12 children; this shall include 1 female chaperone for each 12 female participants and 1 male chaperone for each 12 male participants.
 - a. The District may utilize high school students, age 16-18, as Chaperones, but the minor Chaperones may not account for more than 50% of the 12:1 male or female chaperone ratio.
- E. Ensure that each District School Teacher, Adult Chaperone, and Minor Chaperone is available to assist in supervising students, at the direction of the Sly Park Director. In the event that a teacher or chaperone is not available, SCOE/Sly Park reserves the right to hire a SCOE approved individual to assist in supervision. Costs incurred for supervision services will be the responsibility of the District.

- F. Require District Employees and Adult Chaperones having contact with District Students participating in the Sly Park Program to be fingerprinted and pass a criminal record background check.
- G. Agree to pay full program rate for adults/chaperones residing on campus, who are not acting as a Visiting Teacher or Chaperone as outlined in Paragraphs C or D above or who are in excess of the appropriate ratio expressed therein.
- H. Ensure students are adequately prepared for resident life on the Sly Park Campus, including the possibility of inclement weather. Each Chaperone, Staff, and Student must furnish a sleeping bag, or blankets and sheets, as well as clothing appropriate for hiking activities and weather. Suggested supplies are included in Exhibit A – Sly Park Packing List.
- I. Ensure that the parent/guardian of each registered student completes and signs all required forms, included in Exhibit B – Student Registration Form and Medication Authorization Form.
- J. Provide Medical Care and/or Medication Administration to District Students while on the Sly Park Campus in accordance with District procedures. Sly Park staff will not be responsible for administration of medication to students.
- K. Adhere to the Sly Park Visitor Policy included in Exhibit C – Sly Park Visitor Policy.
- L. Refrain from bringing any alcohol, tobacco, weapons, or illegal substances onto Sly Park Campus.

Section II – SCOE/Sly Park Responsibilities

SCOE/Sly Park shall:

- A. Provide an open enrollment period for schools/districts wishing to reserve space at Sly Park which is equitable and on a first-requested, first-reserved basis.
- B. Provide an Outdoor Environmental Education Program, including Curriculum and Outdoor Activities led by certificated instructors.
- C. Provide lodging and food for Students, Chaperones, and District Teachers participating in accordance with the adult to student ratios outlined in Paragraphs C and D above.
- D. Through campus authority of Sly Park Director, maintain authority and responsibility with respect to the conduct of District schools and participants while attending Sly Park Environmental Education Program.
- E. Upon availability, accept requests to increase a District school's student attendance by an amount of up to 10% of the school's original reserved number of students when such request is made in writing ten (10) business days prior to arrival.

Section III – Campus Condition

The District schools shall leave the Sly Park Campus in the same condition as when it arrived, reasonable wear and tear exempted and shall reimburse Sly Park for actual costs of any repairs necessitated by damage caused by the District's schools, pupils, chaperones, teachers, or other persons attending Sly Park in conjunction with the participating District School. Damage may also result in District or school being refused participation in the Sly Park Environmental Education Program in the future.

Section IV – Payment

- A. Participating Districts/schools shall be responsible for payment of a non-refundable deposit of \$20.00 per reserved student (\$50.00 per student for programs taking place on a Saturday or Sunday). Deposit will secure reserved week. Deposits not paid by **January 30, 2016** for Sly Park visits occurring between August 1 and December 31, 2016 and by **April 30, 2016** for Sly Park visits

occurring between January 1 and June 15, 2017 or within 40 days of mailing of Deposit Invoice are subject to reservation cancellation by Sly Park. Deposit is applied to final invoice.

- B. Schools can make alterations to their reserved student number at any time prior to **May 1, 2016** for Sly Park visits occurring between August 1 and December 31, 2016 and prior to **September 30, 2016** for Sly Park visits occurring between January 1 and June 15, 2017.
- C. The District shall be billed, and agrees to pay, for the actual number of students who attend Sly Park, unless that number is less than 90% of the number of students reserved as of the established deadline for changes, in which case the District shall pay that amount (i.e., the amount equal to 90% of the number of students reserved as of the established deadline for changes).
- D. Programs receiving exclusive use of the facility will be billed an amount reflecting a minimum attendance of 75 persons, regardless of the number actually attending.
- E. Program costs for 2016/17 school year are to be as follows per student and adult/chaperone in excess of ratio outlined in Section I, Paragraph D:
 - a. 5 Day / 4 Night Program: \$235.00
 - b. 4 Day / 3 Night Program: \$200.00
 - c. 3 Day / 2 Night Program: \$165.00
- F. District agrees to approve and authorize to pay within 30 days all invoices submitted by Sly Park/SCOE for services rendered pursuant to this agreement.
- G. Send all deposits and payments to the following address:
 - Sacramento County Office of Education
 - Attn: Financial Services
 - PO Box 269003
 - Sacramento, CA 95826-9003

Section V – Indemnification

- A. To the fullest extent allowed by law, District shall defend, indemnify, and hold harmless SCOE/Sly Park, its directors, officers, agents, employees, and guests against any claim or demand arising from any actual or alleged act, error, or omission by District or its directors, officers, agents, employees, volunteers, or guests arising from District's duties and obligations described in this Agreement or imposed by law.
- B. To the fullest extent allowed by law, SCOE/Sly Park shall defend, indemnify, and hold harmless District, its directors, officers, agents, employees, and guests against any claim or demand arising from any actual or alleged act, error, or omission by SCOE/Sly Park or its directors, officers, agents, employees, volunteers, or guests arising from SCOE/Sly Park's duties and obligations described in this Agreement or imposed by law.

Section VI – Insurance

- A. District shall maintain in full force and effect during program and occupation of Sly Park a comprehensive general liability insurance policy in an amount not less than Two Million Dollars (\$2,000,000.00) per occurrence. All insurance policies shall name SCOE, its officers, employees, and agents, as additional insured.
- B. District shall furnish Sly Park with a copy of proof of insurance prior to District's occupancy of Sly Park.

Section VII- Term, Termination, and Force Majeure:

- A. This agreement shall be deemed effective upon execution by both parties. Should the District, or participating school, regardless of reason, make a decision to cancel a reservation which has been confirmed with a deposit, the District shall be billed and agrees to pay a cancellation fee equal to full program costs for 75% of the original number of reserved students. SCOE will try to accommodate requests to reschedule subject to availability.
- B. Notwithstanding the foregoing, neither party shall be liable for any failure in the performance of this agreement when such failure is due to causes beyond its reasonable control, including but not limited to natural disasters, floods, fires, acts of God, government orders or any other force majeure event.

Section VIII – Non-Assignment

This Agreement may not be transferred or assigned without the express written consent of SCOE.

Section IX – Nondiscrimination

Any service provided by either party pursuant to this Agreement shall be without discrimination based on the actual or perceived race, religious creed, color, national origin, nationality, ethnicity, ethnic group identification, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, gender, gender identity, gender expression, sex, or sexual orientation, in accordance with all applicable Federal and State laws and regulations.

Section X – Independent Agents

District and its agents, employees, and volunteers, shall act as independent agents in the performance of this Agreement, and not as an agent of SCOE.

Section XI – Entire Agreement and Amendment Thereto

Exhibits A-C, the documents entitled Deposit Invoice and Reservation Confirmation are incorporated herein and are deemed part of this MOU. Including these incorporated documents, this MOU constitutes the entire agreement and understanding of the parties. All prior understandings, terms or conditions are deemed merged into this MOU. Any changes to this MOU must be agreed to in writing by both parties.

Section XII - Notice

All notices shall be deemed to have been given when made in writing and delivered, faxed or mailed to the respective representatives of District and SCOE at their respective addresses or fax numbers as follows:

Sly Park Environmental Education Center
5600 Sly Park Rd.
Pollock Pines, CA 95726
Tel: 916-228-2785
Fax: 530-644-2670
Email: slypark@scoe.net

Center Joint Unified School District
8408 Watt Avenue
Antelope, CA 95843
Tel: 916-338-6400
Fax: 916-338-6411
Email: superintendent@centerusd.org

This Agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. Photographic copies of such signed counterparts may be used in lieu of the originals for any purpose.

**Sacramento County Office of Education
10474 Mather Blvd
Sacramento, CA 95826**

Center Joint Unified School District
8408 Watt Avenue
Antelope, CA 95843

Kris Pamintuan Date _____
Director
Sly Park Environmental Education Center

Scott A. Loehr Date _____
Superintendent

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: McClellan High School

Date: June 8, 2016

To: Board of Trustees

From: David L. French, Principal

Action Item X

Information Item

Attached Pages 6

Principal's Initials: _____

SUBJECT: Targeted Assistance Title One Plan for McClellan High School

RECOMMENDATION: The CJUSD Board of Trustees Approve the Targeted Assistance Title One Plan for McClellan High School

CONSENT AGENDA

**McClellan High School
Title One
Targeted Assistance School Plan**

Overview:

McClellan High School's Targeted Assistance School Plan is designed to help students in two key areas:

1. Learning concepts necessary to meet grade-level standards in math and English and so pass their classes in these areas.
2. Guiding students to successful completion of graduation requirements.

We will achieve these goals through the following means:

1. We will assign targeted students to 45-minute after-school help sessions in English, math, science, and social studies, based on their areas of need.
2. We will implement a program called "Get Focused, Stay Focused". In the first year of this program, we will place all 10th grade students and some 11th grade students in a class wherein they will develop a 10-year plan for their lives.
3. Our counselor will spend an additional 10 hours a week working with students at risk of not graduating and supporting targeted students in the Get Focused, Stay Focused program.

Targeted Assistance School Plan Components:

1. **Identify eligible students through assessment of a variety of information sources**
2. **Ensure planning for students incorporated into existing plan – LCAP and Single Plan**
3. **Use effective methods and strategies that strengthen core academics**
4. **Coordinate with and support to the general education program**
5. **Provide instruction by highly-qualified teachers and paraprofessionals**
6. **Provide opportunities for professional development**
7. **Increase parent involvement**
8. **Coordinate federal, state, and local services and programs**

1. Identify eligible students through assessment of a variety of information sources

Credit Completion in English and Math: Data for current MHS students who will be attending MHS next fall shows a low rate of credit completion in English and Math classes. (Data is from 2015-2016 school year.)

Course	Credits attempted	Credits completed	Credit completion %
English	494.33	294.25	59.5%
General Math	177.25	132.75	75%
Integrated Math 1A/B	232.75	164.75	70.8%

Frequency of Failure in English and Math: Specific students were identified as most at risk of failing these classes, based on their history of not meeting the standards required for passing these classes (numbers indicate the number of D, F, or NM grades earned). Data from the 2015-2016 school year shows 15 students who earned a D, F, or NM grade at least 6 times or more in math and/or English.

Grade of Student	English	General English	General Math	Int Math 1A	Int Math 1B	Grand Total
11		4	3	4		11
11	2	3	2	1	1	9
10		4	2	3		9
10	1	1	2	1		9
11	2	2		1	3	9
11	1	2	2	2	1	9
11	1	3	2	2		8
11	4	2	1			8
10	1	2	2	2		8
10	2	3		2	1	8
10		4	1	2		7
11	2	2		3		7
11	1		3	2		6
10	1	2	3			6
10		2	1	2	1	6

Overall Credit Completion: Additionally, from the 2015-2016 school year, we can rank students by their prior history of credit completion and create a list of specific long-term (enrolled over 90 days) students who have the lowest credit completion rates. These students can also be considered at risk.

Grade of Student	Days Enrolled	Percent of School Year	Credit Att	Credit Cmp	Gap between Attempted and Completed	Percent Not Completed
11	167	93%	217.50	120.00	97.50	45%
11	167	93%	208.75	121.25	87.50	42%
11	125	69%	178.00	108.00	70.00	39%
11	167	93%	221.25	136.25	85.00	38%
11	167	93%	235.00	147.50	87.50	37%
11	167	93%	242.00	154.50	87.50	36%
10	167	93%	149.50	99.50	50.00	33%
11	126	70%	187.00	129.75	57.25	31%
10	167	93%	149.50	104.50	45.00	30%
11	153	85%	200.50	140.50	60.00	30%
11	159	88%	181.00	128.50	52.50	29%
11	128	71%	176.50	125.50	51.00	29%
11	162	90%	203.75	148.75	55.00	27%
11	167	93%	214.00	159.00	55.00	26%
11	159	88%	223.50	167.50	56.00	25%
11	108	60%	179.50	137.00	42.50	24%
11	159	88%	200.00	154.00	46.00	23%
11	167	93%	212.00	164.00	48.00	23%
10	153	85%	134.25	104.25	30.00	22%
10	153	85%	138.75	108.75	30.00	22%
11	167	93%	203.50	161.25	42.25	21%

Graduation Rate: Data from this year and last also show that improvement can be made in the rate of graduation among seniors eligible to graduate.

# Eligible Seniors (present at least 90 days and having 130 or more credits at the start of the school year)	# Seniors who earned a diploma	Graduation rate
2014-2015 23	20	87.0%
2015-2016 46*	28*	60.8%*

*Data from 2015-2016 includes 3 juniors who graduated a year early.

The guidelines for the target population are clear: Low achievement in English and math and/or poor progress toward graduation. The group of targeted students will be somewhat fluid, as McClellan's population is fluid, with students enrolling and leaving throughout the year. In addition, the specific students in the targeted population will change, based on factors such as current grades, achievement on assessments, and teacher recommendation.

2. Ensure planning for students incorporated into existing plan – LCAP & Single Plan

Plans for targeted assistance support for students fit into the goals stated in our LCAP and Single Plan for Student Achievement.

LCAP Goals:

1. CJUSD students will be challenged and supported to achieve academic success in a clean, safe environment.
2. CJUSD students will be college and career ready.
3. CJUSD students and families will be engaged and informed regarding the educational process and opportunities.

Single Plan Goals (based on LCAP):

1. English/Language Arts - For the 2016-2017 school year, we will use baseline data from last year's SBAC/CAASPP to design interventions to raise the percentage of students meeting and/or exceeding standards, and use formative and summative local assessments to show progress toward proficiency in the Common Core English Language Arts Standards.

2. Math - For the 2016-2017 school year, we will use baseline data from last year's SBAC/CAASPP to design interventions to raise the percentage of students meeting and/or exceeding standards, and use formative and summative local assessments to show progress toward proficiency in the Common Core math Standards.

Subject-area teachers will facilitate after-school intervention periods for students identified as at risk of not meeting CCSS for English and math classes and/or not graduating. The specific students in this target population may vary as they fall in and out of the guidelines for selection as described in Section 1 above. These extended learning opportunities will provide teachers time for teaching and re-teaching content-area concepts and will give students time to learn concepts they have missed. Assistance for students at risk of not graduating will focus on identifying obstacles to graduation and developing strategies for overcoming them.

We are implementing a program called "Get Focused, Stay Focused" in conjunction with American River College and the Career Technical Education Pathways Project. This program uses a research-based curriculum and Internet support to enable students to research and write their own 5- or 10-year plans. One of our teachers will conduct a class devoted to this, and our counselor will work with the teacher to develop the class and to assist the students. Program objectives are to reduce class failure rates, reduce absence rates, and increase graduation rates, and for students to prepare themselves for college and career options after high school graduation.

3. Use effective methods and strategies that strengthen core academics

We will assign targeted students to 45-minute intervention sessions after school depending on their needs. One session a week will be for English, one for math, and we will alternate weeks for science or social studies as these address literacy standards in CCSS. Intervention teacher will identify individual learning gaps, provide instruction to address identified ELA or math standards, assess progress toward standard and adjust intervention instruction to meet the individual needs, ensuring students have the foundational skills for success in the core classroom. As described in Section 1, students will be assigned to these periods based on prior history of low achievement, current grades, and teacher recommendation. Goal is to bring students up to grade level standards in ELA and math, thus giving students the academic support to pass their core classes.

All 10th grade students and some 11th grade students will be placed in the Get Focused, Stay Focused course at the start of the 1st trimester of the 2016-2017 school year. This is the first year of a three-year course of curriculum that will take students through their senior year in high school and beyond. Participants in this course will identify goals for the future and develop a plan for the next 10 years of their lives based on these goals. Having this plan in place, students will see more personal value in attending school, learning curriculum material, and in passing their classes and earning a diploma. This will increase credit completion and graduation rates.

Our counselor will devote ten hours a week to working with students identified as at risk of not graduating and with targeted students in the Get Focused, Stay Focused program. She will help at-risk students identify barriers to their success and ways to overcome these obstacles.

She will make sure students are aware of their graduation status and of their progress toward graduation. Additionally, the counselor will assist senior students, both individually and in groups, in preparing for and pursuing post-graduation goals for college and/or careers. In support of the Get Focused, Stay Focused curriculum, the counselor will assist students in developing and refining their 10-year plans. All these efforts will reinforce the need for students to succeed academically in their core classes.

4. Coordinate with and support to the general education program

As noted above, after-school intervention periods will allow students additional opportunity to learn concepts covered in their core classes. In most or all cases, the teacher in charge of the intervention period will be the same teacher the student has for the class (e.g.: Our English teacher will conduct the English intervention period), and so these intervention periods will directly support students achieving grade level standards in ELA and math.

The Get Focused, Stay Focused program is designed to help students see greater purpose in their regular classes as a means to a desired end, and this will apply especially to our targeted at-risk students, many of whom need a clearer view of how school success impacts life goals.

Moreover, other teachers can encourage student success in class as a component of their long-term plans. Modules created for use in future years of the Get Focused program are designed to be taught through core classes such as English, with lessons designed to incorporate subject area CCSS and student progress toward individual life goals.

The counselor will work with identified at-risk students to move them toward success in their classes as part of growing into successful, productive adults.

5. Provide instruction by highly-qualified teachers and paraprofessionals

Teachers at McClellan High School are highly qualified under the federal, state, and/or district guidelines.

6. Provide opportunities for professional development

Throughout the year, teachers will be made aware of professional development offerings from SCOE and other sources, especially in areas relating to ELA and math standards. Teachers are encouraged to attend these workshops and programs, and Title One funds may be used to defray teacher expenses for professional development in these areas. Additionally, teachers will be given opportunity to visit other schools to observe successful programs in English and math, and Title One funds will help defray substitute costs.

The Get Focused, Stay Focused teacher and counselor will be attending professional development classes relating to implementing this program. They in turn will provide instruction and coaching to the rest of the staff on how to support the program.

7. Increase parent involvement

Parents are already made aware when their children are struggling: after the third week of each trimester, we send out weekly calls and emails to students who have a D or F in any class. In the 2016-2017 school year, we will also alert parents when their children are required to attend the intervention periods after school. Both of these alerts, in the form of letters, phone calls, and emails, will make parents aware of their children's low scores and/or missing work (both reflections of not meeting grade-level standards in ELA and math) and will invite parents to contact their children's teachers for more details and information on how to help their children succeed.

The Get Focused, Stay Focused program includes assignments to be done in collaboration with parents and community members. These assignments will require students to share goals and ideas with parents and family, ask for advice and feedback, and also ask for help in connecting with community members who may also give input.

8. Coordinate federal, state, and local services and programs

Our intervention periods will by design coordinate with our classes, being taught by the same teachers and requiring students to attain competency in ELA and math standards and to meet graduation requirements. Title One funds will be used to support these programs, while federal, state, and local funds are used to support regular classroom expenses and teacher salaries.

The Get Focused, Stay Focused program will require students to read, write, research, and plan financially. Thus, it supports curriculum taught in other courses. Curriculum materials – textbooks, workbooks, and teacher's editions – will be paid for by a grant coordinated through American River College. Costs for enrollment in professional development courses for this program will also be paid for through this grant. Future modules of this program are designed and written to be integrated into our core classes.

Data from several sources, such as prior achievement history, course grades, curriculum benchmarks, CAASPP results, and progress toward graduation, will be considered when recommending students to intervention periods and counseling referrals.

Specific Title One Funds Expenditures

See attached sheet.

McClellan High School
Title One Funds Expenditures

	Total	2015-16 19792	2016-17 19800
Amount Alloted for 2015-2016: \$19,792.00			
Expenditures:			
Mike Ratliff - Training for GFSF - June 27-29, 2016 3 days X 8 hours per day X \$35.70 per hour = \$856.80		856.8	
Carla Guerguy - Training for GFSF - June 27-29, 2016 3 days X 8 hours per day X \$35.70 per hour = \$856.80		856.8	
Carla Guerguy - More hours per week from 3/14 - 5/25/2016 10 weeks X 10 hours per week X \$43.00 per hour = \$4,300.00		4300	
(For 2016-2017 year, Carla Guerguy 38 weeks X 10 hours per week X \$43.00 per hour = \$16,340.00)* *Encumber		13775	2565
(for 2016-2017 year, 4 hours per week of after-school intervention, supervised by teachers 38 weeks X 4 hours per week X \$35.70 per hour = \$5,426.4)			5426.4
		19788.6	7991.4
	Remaining	3.4	11808.6

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Facilities & Operations Department

To: Board of Trustees

Action Item X

Date: June 8, 2016

Information Item

From: Craig Deason, Assist. Supt.

Attached Pages

Assist. Supt. Initials: CD

SUBJECT: Agreement for Maintenance/License Agreement with
Discovery Education, Inc. for All Sites (excluding charters)

The District is requesting approval for a one year agreement with Discovery Education, Inc., for streaming license. The agreement is for September 1, 2016, through August 31, 2017.

RECOMMENDATION: That the Board of Trustees approves the one year agreement with Discovery Education, Inc.

CONSENT AGENDA



**Subscriber Agreement ("Agreement")
made 06/01/2016 between Discovery Education, Inc. ("Discovery") and
CENTER JOINT UNIFIED SCHOOL DISTRICT, CA ("Subscriber")**

1. Subject to the terms and conditions of this agreement, Discovery grants to Subscriber, and the educators, administrators, and students (collectively, "Users") enrolled in the school(s) listed in Exhibit A hereto (the "Community") a limited, non-exclusive, terminable, non-transferable license to access Discovery Education Streaming via the website currently at <http://streaming.discoveryeducation.com>, or by any other means on which the parties may agree, and to use Discovery Education Streaming as set forth in the Subscription Services Terms of Use located at http://www.discoveryeducation.com/aboutus/terms_of_use.cfm, as Discovery may revise such Subscription Services Terms of Use from time to time (the Discovery Education Subscription Services "Terms of Use").
2. The "Term" shall be 09/01/2016 through and including 08/31/2017.
3. The pricing for this license (the "Fees") shall be as follows (select as applicable):

Discovery Education Streaming

Number of Schools	Service Description	Price per Year	Discounted Price per Year	Total
1	Discovery Education Streaming HS License	\$2,150.00	\$1,695.00	\$1,695.00
1	Discovery Education Streaming HS License – LE*	\$1,000.00	n/a	\$1,000.00
5	Discovery Education Streaming K-8 License	\$1,600.00	\$1,500.00	\$7,500.00
Total				\$10,195.00

Discovery Education Streaming PLUS

Number of Schools	Service Description	Price per Year	Discounted Price per Year	Total
	Discovery Education Streaming Plus HS License	\$3,150.00	n/a	
	Discovery Education Streaming Plus K-8 License	\$2,600.00	n/a	
Total				

*LE means enrollment of less than 200 students

4. The Fees are non-cancellable and are due and payable no later than 30 days of receipt of invoice.
5. Subscriber may add schools in the district to this Agreement by written notice to Discovery, setting forth the name and address of the applicable school, the grade level of such schools, the number of students enrolled in each school, and the commencement date of the term for such schools (each, a "School Notice," and which may be submitted in the form of a purchase order). Upon receipt of a School Notice, the schools referenced therein shall be added to this Agreement and their Licenses shall become effective. Fees for additional schools will be prorated, based upon the number months in the term of the License for such additional school. The Fees for the additional schools shall be due and payable no later than thirty (30) days after the commencement date.
6. All other terms and conditions governing this license shall be as set forth in the Terms of Use, and this Agreement, together with the Terms of Use constitute the complete and exclusive terms of the agreement between the parties regarding the subject matter and supersedes all other prior and contemporaneous agreements, negotiations, communications or understandings, oral or written, with respect to the subject matter hereof. There shall be no modifications to this Agreement unless they are in writing, and duly signed by both parties. In no event shall the terms and conditions of a purchase order or any other purchase agreement amend or modify the terms and conditions of this Agreement or the Terms of Use. In the event of a direct conflict between the terms of this Agreement and the terms of the applicable then-current Terms of Use, the terms of this Agreement shall control.

THE TERMS AND CONDITIONS SET FORTH HEREIN SHALL NOT BE BINDING ON DISCOVERY EDUCATION, INC., OR ANY OF ITS AFFILIATES, UNTIL FULLY EXECUTED BY AN AUTHORIZED SIGNATORY FOR BOTH SUBSCRIBER AND DISCOVERY EDUCATION, INC. (OR ITS APPLICABLE AFFILIATE).



7. While Subscriber acknowledges that no student personal information is required for the use of any of the basic Discovery Education services, in the event Subscriber or its Users elect to use any of the functionality within the Discovery Education services which provide personalized pages, individual accounts, other user-specific customization, or otherwise submit or upload information (all such data is generally limited to the following: school name, first name, last name, grade level), Subscriber represents and warrants that Subscriber has all necessary authorization to provide to Discovery any information it provides through Discovery services in order to use such functions. Consent is required for the collection, use and disclosure of personal information obtained from children through certain online services, and to the extent required, Subscriber consents to Discovery's use of such information in the course of providing the Discovery Education services. Discovery agrees to use any student personal information and data provided to it by Subscriber in compliance with (i) the Children's Online Privacy Protection Act of 1988 ("COPPA"), the Family Educational Rights & Privacy Act of 1974 ("FERPA"), Children's Internet Protection Act ("CIPA") and any other laws, regulations and statutes, all solely to the extent applicable, (ii) Discovery's Data Security Policy attached hereto as Exhibit B, and (iii) Exhibit C.
8. Discovery understands that government entities, such as Subscriber, may be required to disclose information pursuant to applicable open records acts. Prior to any such disclosure, Subscriber shall make any claim of privilege that may be applicable to prevent such disclosure and will make reasonable efforts to give Discovery reasonable prior notice and a reasonable opportunity to resist such disclosure. In all other respects, all provisions of this Agreement ("Confidential Information") shall be kept strictly confidential by Subscriber and may not be disclosed without prior written consent, except for any disclosure required by any order of a court or governmental authority with jurisdiction over Subscriber.
9. Subscriber certifies that Subscriber is exempt from all federal, state, and local taxes and will furnish Discovery with copies of all relevant certificates demonstrating such tax-exempt status upon request. In the event Subscriber is not exempt from certain of such taxes, Subscriber agrees to remit payment for such taxes to Discovery.
10. This Agreement contains the entire understanding and supersedes all prior understandings between the parties relating to the subject matter herein. The terms and conditions set forth herein shall not be binding on Discovery, or any of its affiliates, until fully executed by an authorized signatory for both Subscriber and Discovery (or its applicable affiliate). Signatures may be exchanged in counterparts. Signatures transmitted electronically by fax or PDF shall be binding and effective as original ink signatures.

CENTER JOINT UNIFIED SCHOOL DISTRICT

DISCOVERY EDUCATION, INC.

By: _____
(Signature Required)

By: _____

Title: _____

Title: _____

Printed Name: _____

Printed Name: _____

Date: _____

Date: _____

RETURN THE ATTACHED EXHIBIT A WITH THIS SIGNED AGREEMENT

Billing Entity: _____

Billing Entity Address: _____

Billing Entity Phone Number: _____

Ref. No. O6UJ9C00287G

THE TERMS AND CONDITIONS SET FORTH HEREIN SHALL NOT BE BINDING ON DISCOVERY EDUCATION, INC., OR ANY OF ITS AFFILIATES, UNTIL FULLY EXECUTED BY AN AUTHORIZED SIGNATORY FOR BOTH SUBSCRIBER AND DISCOVERY EDUCATION, INC. (OR ITS APPLICABLE AFFILIATE).



**EXHIBIT A
LICENSED SCHOOLS**

DISCOVERY EDUCATION SCHOOL INFORMATION REQUIRED

SCHOOL NAME	ADDRESS	GRADE LEVELS	NO. OF STUDENTS	PLUS
ARTHUR S DUDLEY ELEM SCHOOL	8000 AZTEC WAY, ANTELOPE, CA 95843	K - 05	698	
CENTER HIGH SCHOOL	3111 CENTER COURT LN, ANTELOPE, CA 95843	09 - 12	1,638	
CYRIL SPINELLI ELEM SCHOOL	3401 SCOTLAND DR, ANTELOPE, CA 95843	K - 05	345	
MCCLELLAN HIGH SCHOOL	8725 WATT AVE, ANTELOPE, CA 95843	08 - 12	160	
NORTH COUNTRY ELEM SCHOOL	3901 LITTLE ROCK DR, ANTELOPE, CA 95843	K - 05	523	
OAK HILL ELEMENTARY SCHOOL	3909 N LOOP BLVD, ANTELOPE, CA 95843	K - 05	778	
WILSON C RILES MIDDLE SCHOOL	4747 PFE RD, ROSEVILLE, CA 95747	06 - 08	1,321	

Please add additional pages as necessary

RETURN THE ATTACHED EXHIBIT A WITH THIS SIGNED AGREEMENT

THE TERMS AND CONDITIONS SET FORTH HEREIN SHALL NOT BE BINDING ON DISCOVERY EDUCATION, INC., OR ANY OF ITS AFFILIATES, UNTIL FULLY EXECUTED BY AN AUTHORIZED SIGNATORY FOR BOTH SUBSCRIBER AND DISCOVERY EDUCATION, INC. (OR ITS APPLICABLE AFFILIATE).



EXHIBIT B
DISCOVERY EDUCATION, INC. DATA SECURITY POLICY

This Policy describes, in general, (i) what steps Discovery Education, Inc. ("Discovery") takes to protect personally identifiable information ("PII") that is provided to Discovery; (ii) how PII may be used; (iii) with whom Discovery may share PII, and (iv) the steps Discovery takes to protect the PII.

No student PII is required for the use of any of the basic Discovery Education services, however, in the event Users elect to use any of the functionality within the Discovery Education services which provide personalized pages, individual accounts, other user-specific customization, or otherwise submit or upload information (all such data is generally limited to the following: school name, first name, last name, grade level, and Discovery generated username/password), all such PII provided to Discovery will be protected in accordance with this Policy.

No school employee PII is required for Professional Development Services other than first name and last name for the purposes of attendance logs.

I. DEFINITIONS

Capitalized terms referenced herein but not otherwise defined shall have the meanings as set forth below:

"Authorized Disclosee" means the following: (1) third parties to whom the Subscriber/Customer/Distributor has given Discovery written approval to disclose PII; (2) third parties to whom disclosure is required by law; and (3) if applicable, third party vendors working on Discovery's behalf or performing duties in connection with Discovery's services (e.g. hosting companies) and who are required to implement administrative, physical, and technical infrastructure and procedural safeguards in accordance with accepted industry standards.

"Authorized Use" means a Discovery employee authorized by the Subscriber/Customer/Distributor to access PII in order to perform services under an Agreement.

"Destroy" or "Destruction" means the act of ensuring the PII cannot be reused or reconstituted in a format which could be used as originally intended and that the PII is virtually impossible to recover or is prohibitively expensive to reconstitute in its original format.

"FERPA" means the Family Educational Rights and Privacy Act of 1974 (codified at 20 U.S.C. § 1232g) and its implementing regulations, as they may be amended from time to time. The regulations are issued by the U.S Department of Education, and are available at <http://www2.ed.gov/policy/gen/reg/ferpa/index.html>.

"Personally Identifiable Information" (or "PII") means any information defined as personally identifiable information under FERPA.

II. PRIVACY OF PERSONALLY IDENTIFIABLE INFORMATION

Basic Privacy Protections

1. **Compliance with Law and Policy.** All PII provided to Discovery is handled, processed, stored, transmitted and protected by Discovery in accordance with all applicable federal data privacy and security laws (including FERPA) and with this Policy.
2. **Training.** Employees (including temporary and contract employees) of Discovery are educated and trained on the proper uses and disclosures of PII and the importance of information privacy and security.
3. **Personnel Guidelines.** All Discovery employees are required to be aware of and work to protect the confidentiality, privacy, and security of PII. Discovery, and its respective personnel do not access PII except to comply with a legal obligation under federal or state law, regulation, subpoena, or if there is legitimate need for the information to maintain data systems or to perform required services under the Agreement with Subscriber/Customer/Distributor. The following provides a general description of the internal policies to which Discovery and its respective personnel adhere:



- a. Limit internal access to PII to Discovery personnel with proper authorization and allow use and/or disclosure internally, when necessary, solely to personnel with a legitimate need for the PII to carry out the services provided under the Agreement.
- b. Disclose PII only to Authorized Disclosees
- c. Access PII only by Authorized Users.
- d. When PII is no longer needed, delete access to PII.
- e. Permit employees to store or download information onto a local or encrypted portable devices or storage only when necessary, and to create a written record for retention verifying that the information is encrypted and stored in password-protected files, and that devices containing the information have appropriate security settings in place (such as encryption, firewall protection, anti-virus software and malware protection).
- f. Any downloaded materials consisting of PII remain in the United States.
- g. Prohibit the unencrypted transmission of information, or any other source of PII, wirelessly or across a public network to any third party.
- h. Upon expiration or termination of Agreement, Discovery shall Destroy all PII previously received from Subscriber/Customer/Distributor no later than sixty (60) days following such termination, unless a reasonable written request is submitted by Subscriber/Customer/Distributor to Discovery to hold such PII. Each electronic file containing PII provided by Subscriber/Customer/Distributor to Discovery will be securely destroyed. This provision shall apply to PII that is in the possession of Discovery, Discovery employees/personnel and/or Authorized Disclosees.

Information Security Risk Assessment

Discovery periodically conducts an accurate and thorough assessment of the potential risks and vulnerabilities to the confidentiality, integrity, and availability of electronic, paper, or other records containing PII maintained by Discovery; Discovery reports such risks as promptly as possible to Subscribers/Customers/Distributors; and Discovery implements security measures sufficient to reduce identified risks and vulnerabilities. Such measures are implemented by Discovery based on the level of risks, capabilities, and operating requirements. These measures include, as appropriate and reasonable, the following safeguards:

1. Administrative Safeguards

- a. **Sanctions:** Appropriate sanctions against Contractor personnel who fail to comply with Discovery's security policies and procedures.
- b. **System Monitoring:** Procedures to regularly review records of information systems activity, including maintaining access logs, access reports, security incident tracking reports, and periodic access audits.
- c. **Security Oversight:** Assignment of one or more appropriate management level employees of Discovery to be responsible for developing, implementing, and monitoring of safeguards and security issues.
- d. **Appropriate Access:** Procedures to determine that the access of Discovery personnel to PII is appropriate and meets a legitimate need to support their roles in business or educational operations. Procedures for establishing appropriate authorization and authentication mechanisms for Discovery personnel who have access to PII.
- e. **Employee Supervision:** Procedures for regularly monitoring and supervising Discovery personnel who have access to PII.
- f. **Access Termination:** Procedures for terminating access to PII when employment ends, or when an individual no longer has a legitimate need for access.

2. Physical Safeguards

- a. **Access to PII:** Procedures that grant access to PII by establishing, documenting, reviewing, and modifying a user's right of access to a workstation, software application/transaction, or process.
- b. **Awareness Training:** On-going security awareness through training or other means that provide Discovery personnel (including management) with updates to security procedures and policies (including guarding against, detecting, and reporting malicious software). Awareness training also addresses procedures for monitoring log-in attempts and reporting discrepancies, as well as procedures for safeguarding passwords.
- c. **Incident Response Plan:** Procedures for responding to, documenting, and mitigating where practicable suspected or known incidents involving a possible breach of security and their outcomes.



- d. **Physical Access:** Procedures to limit physical access to PII and the facility or facilities in which they are housed while ensuring that properly authorized access is allowed, including physical barriers that require electronic control validation (e.g., card access systems) or validation by human security personnel.
- e. **Physical Identification Validation:** Access is physically safeguarded to prevent tampering and theft, including procedures to address control and validation of a person's access to facilities based on his or her need for access to the PII.
- f. **Operational Environment:** Procedures that specify the proper functions to be performed, the manner in which they are to be performed, and the physical attributes of the surroundings of facilities where PII is stored.
- g. **Media Movement:** Procedures that govern the receipt and removal of hardware and electronic media that contain PII into and out of a facility.

3. Technical Safeguards

- a. **Data Transmissions:** Technical safeguards, including encryption, to ensure PII transmitted over an electronic communications network is not accessed by unauthorized persons or groups.
- b. **Data Integrity:** Procedures that protect PII maintained by Discovery from improper alteration or destruction. These procedures include mechanisms to authenticate records and corroborate that they have not been altered or destroyed in an unauthorized manner.
- c. **Logging off Inactive Users:** Inactive electronic sessions are designed to terminate automatically after a specified period of time.

Security Controls Implementation

Discovery has procedures addressing the acquisition and operation of technology, the specific assignment of duties and responsibilities to managers and staff, the deployment of risk-appropriate controls, and the need for management and staff to understand their responsibilities and have the knowledge, skills and motivation necessary to fulfill their duties.

Security Monitoring

In combination with periodic security risk assessments, Discovery uses a variety of approaches and technologies to make sure that risks and incidents are appropriately detected, assessed and mitigated on an ongoing basis. Discovery also assesses on an ongoing basis whether controls are effective and perform as intended, including intrusion monitoring and data loss prevention.

Security Process Improvement

Based on Discovery's security risk assessments and ongoing security monitoring, Discovery gathers and analyzes information regarding new threats and vulnerabilities, actual data attacks, and new opportunities for managing security risks and incidents. Discovery uses this information to update and improve its risk assessment strategy and control processes.

Audit

Discovery acknowledges Subscriber's/Customer's/Distributor's right to audit any PII collected by Discovery and/or the security processes listed herein upon reasonable prior written notice to Discovery's principal place of business, during normal business hours, and no more than once per year. Discovery shall maintain records and documentation directly and specifically related to the services performed under the Agreement for a period of three (3) years, unless otherwise stated in Section II(3)(h) of this Policy.

Breach Remediation

Discovery keeps PII provided to Discovery secure and uses reasonable administrative, technical, and physical safeguards to do so. Discovery maintains and updates incident response plans that establish procedures in the event a breach occurs. Discovery also identifies individuals responsible for implementing incident response plans should a breach should occur.



If a Subscriber/Customer/Distributor or Discovery determines that a breach has occurred, when there is a reasonable risk of identity theft or other harm, or where otherwise required by law, Discovery provides any legally required notification to affected parties as promptly as possible, and fully cooperates as needed to ensure compliance with all breach of confidentiality laws.

Discovery reports as promptly as possible to Subscribers/Customers/Distributors (or their designees) and persons responsible for managing their respective organization's incident response plan any incident or threatened incident involving unauthorized access to or acquisition of PII of which they become aware. Such incidents include any breach or hacking of Discovery's Electronic Data System or any loss or theft of data, other electronic storage, or paper. As used herein, "Electronic Data System" means all information processing and communications hardware and software employed in Discovery's business, whether or not owned by Discovery or operated by its employees or agents in performing work for Discovery.

Personnel Security Policy Overview

Discovery mitigates risks by:

1. Performing appropriate background checks and screening of new personnel, in particular those who have access to PII.
2. Obtaining agreements from internal users covering confidentiality, nondisclosure and authorized use of PII.
3. Providing training to support awareness and policy compliance for new hires and annually for personnel.



**EXHIBIT C
CALIFORNIA ASSEMBLY BILL 1584 COMPLIANCE**

WHEREAS, Subscriber and Discovery entered into an Agreement dated 06/01/2016 for the digital curriculum service known as Discovery Education Streaming ("Agreement");

WHEREAS, the Subscriber is a California public entity subject to all state and federal laws governing education, including but not limited to California Assembly Bill 1584 ("AB 1584"), the California Education Code, the Children's Online Privacy and Protection Act ("COPPA"), and the Family Educational Rights and Privacy Act ("FERPA");

WHEREAS, AB 1584 requires, in part, that any agreement entered into, renewed or amended after January 1, 2015 between a local education agency and a third-party service provider must include certain terms; and

NOW, THEREFORE, the Parties agree as follows:

1. Any Pupil Records¹ that may be provided to Discovery by Subscriber or its Users shall continue to be the property of and under the control of the Subscriber subject to Discovery's right to use such Pupil Records to provide its services to pupil.
2. The procedures by which pupils may retain possession and control of their own pupil generated content are outlined as follows: A pupil may access and then download its own generated content. It may also delete the content from the Discovery Education Streaming service.
3. The options by which a pupil may transfer pupil-generated content to a personal account are outlined as follows: There are no "personal" user accounts within the Discovery Education Streaming service; however, a pupil may download any pupil-generated content previously uploaded within Discovery Education Streaming and save in the pupil's personal accounts outside of the Discovery Education Streaming service. Please note however that any pupil-generated content that contains any assets from the Discovery Education Streaming service may only be used in connection with the pupil's right to use Discovery Education Streaming.
4. Parents, legal guardians, or eligible pupils may review personally identifiable information in the pupil's records and correct erroneous information by providing written notice to Discovery Education, Inc. at One Discovery Place, Silver Spring, MD 20910.
5. Discovery shall take actions to ensure the security and confidentiality of Pupil Records pursuant to Discovery's Data Security Policy.
6. In the event of an unauthorized disclosure of a Pupil's Records, Discovery shall report to an affected parent, legal guardian, or eligible pupil pursuant to Discovery's Data Security Policy.
7. Discovery shall not use any information in a Pupil Record for any purpose other than those required or specifically permitted by the Agreement, this Exhibit C or Discovery's Data Security Policy.
8. Discovery certifies that a Pupil's Records shall not be retained or available upon expiration of the Agreement pursuant to Discovery Education's Data Security Policy.

¹ Pupil Records as defined by AB 1584 include any information directly related to a pupil that is maintained by the LEA or acquired directly from the pupil through the use of instructional software or applications assigned to the pupil by a teacher or other LEA employees. Pupil Records does not include de-identified information (information that cannot be used to identify an individual pupil) used by the third party to (1) improve educational products for adaptive learning purposes and for customized pupil learning; De-identified information, including aggregated de-identified information, (2) demonstrate the effectiveness of the operator's products in the marketing of those products; or for the development and improvement of educational sites, services, or applications.

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Facilities & Operations Department

To: Board of Trustees

Action Item _____

Date: June 8, 2016

Information Item X

From: Craig Deason, Assist. Supt.

Attached Pages _____

Assist. Supt. Initials: CD

SUBJECT: Deferred Maintenance Program

Attached is our Deferred Maintenance Five Year Plan that shows what we plan to repair or rebuild with Deferred Maintenance Funds over the next four years. The report also shows what we have accomplished in the 2015-2016 year.

CONSENT AGENDA

DEFERRED MAINTENANCE FIVE YEAR PLAN - JUNE 2016

		CURRENT FISCAL YEAR		2ND FISCAL YEAR	3RD FISCAL YEAR	4TH FISCAL YEAR	5TH FISCAL YEAR
BUDGET 2016		\$200,372.00		\$200,000.00			
PROJECT CATEGORY	# OF PROJECTS	EXPENDED	BUDGETED				
Asbestos							
Classroom Lighting			10,000.00	10,000.00	10,000.00	10,000.00	10,000.00
Electrical	1	\$3,333.33	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00
Floor Covering	3	\$16,630.00	45,000.00	45,000.00	45,000.00	45,000.00	45,000.00
HVAC	4	\$20,331.60	40,000.00	40,000.00	40,000.00	40,000.00	40,000.00
Lead							
Painting		\$0.00	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00
Paving	1	\$13,687.00	30,000.00	30,000.00	30,000.00	30,000.00	30,000.00
Plumbing	8	\$12,510.35	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00
Roofing	6	\$47,381.42	40,000.00	40,000.00	40,000.00	40,000.00	40,000.00
Underground Tanks							
Wall Systems	1	\$3,066.58	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00
	TOTAL BUDGETED		\$ 200,000.00	\$ 200,000.00	\$ 200,000.00	\$ 200,000.00	\$ 200,000.00
TOTAL EXPENDED		\$116,940.28					
BALANCE - BUDGET		\$83,431.72					
CARRY-OVER to 2017		\$80,400.00					
As of 5/27/16							

2015 - 2016 DEFERRED MAINTENANCE IMPROVEMENT PROJECTS

<u>School</u>	<u>Category</u>	<u>Project</u>	<u>Location</u>	<u>Project Total</u>
Center High School				
	HVAC			
		HVAC - Compressor	Girl's Team Room	\$ 2,810.00
	Plumbing			
		Waterless Urinals (3)	Stadium - Home Side	\$ 913.42
		Waterless Urinals (2)	Stadium - Visitors' Side	\$ 504.96
	Roofing			
		Dens Deck	Rooms 301 & 302	\$ 17,990.00
			CHS Total	\$ 22,218.38
Charter School				
	Plumbing			
		Waterless Urinals (2)	Ken Thomas Gym	\$ 504.96
	Roofing			
		Dens Deck	Portables 20 & 21	\$ 14,888.00
			Charter Total	\$ 15,392.96
Dudley Elementary				
	Electrical			
		Fire System Main Panel Replacement		\$ 3,333.33
	Floor Covering			
		Carpet Tile	Room M5	\$ 3,995.00
			Dudley Total	\$ 7,328.33
McClellan High School				
	Roofing			
		Gutters	MP Room - West Side	\$ 2,800.00
			MHS Total	\$ 2,800.00
North Country Elementary				
	Floor Covering			
		Carpet Tile	Main Offices	\$ 9,124.00

Wall Systems		Air Quality Assessment for Mold	Maple 1, 2, 3 & Cedar 2	\$	2,867.00
				North Country Total	\$ 11,991.00
Oak Hill Elementary					
HVAC		HVAC - Condensing Unit	Lake Tahoe Triangle	\$	2,098.00
		HVAC - Split System	Lake Tahoe Square	\$	8,991.00
Roofing		Reinstall Metal Panel Ribs	Lake Tahoe/Monterey Bldgs	\$	2,506.00
		Repair Expansion Joint	MP/Admin Building	\$	2,945.00
				Oak Hill Total	\$ 16,540.00
Spinelli Elementary					
Floor Covering		Carpet Tile	Room 23	\$	3,172.00
				Spinelli Total	\$ 3,172.00
Wilson Riles Middle School					
HVAC		HVAC - Compressor	Admin A3/103	\$	2,350.00
Pavement		Asphalt Patching/Crack Fill		\$	13,687.00
Plumbing		Water Line Repair		\$	8,404.90
		Waterless Urinals	Room 313	\$	2,515.25
		Waterless Urinals	Locker Room	\$	1,829.74
		Waterless Urinals		\$	1,785.01
		Waterless Urinals	Room 411	\$	608.94
Roofing		Repair Expansion Joint	400 Building	\$	3,008.00
				WCR Total	\$ 34,188.84
<u>TOTAL DEFERRED MAINT.</u>					<u>\$ 113,631.51</u>

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Facilities & Operations Department

To: Board of Trustees

Action Item X

Date: June 8, 2016

Information Item

From: Craig Deason, Assist. Supt.

Attached Pages 8

Assist. Supt. Initials: CD

SUBJECT: Agreement for Participation in the
Center Joint Unified School District School-Age Child Care

The District is requesting approval for a one year contract with Child Development Centers to provide day care for students at Arthur S. Dudley, Cyril Spinelli, and North Country Elementary Schools. The agreement is for July 1, 2016, through June 30, 2017.

RECOMMENDATION: That the Board of Trustees approves the one year agreement between Child Development Centers and Center Joint Unified School District for day care services.

CONSENT AGENDA

**AGREEMENT FOR PARTICIPATION IN THE
CENTER UNIFIED SCHOOL DISTRICT
SCHOOL-AGE CHILD CARE**

This agreement is entered into this first day of July, 2016, by and between the Center Unified School District (hereinafter referred to as the "District") and Child Development Centers, a California nonprofit corporation, (hereinafter referred to as the "Child Care Provider").

RECITALS

1.1 District is a local education agency contracting with the state under agreements as described in General Child Care Funding Terms and Conditions.

1.2 Child Care Provider is a private agency, staffed, prepared, and capable of providing child care services as defined in Section 3 of this agreement.

1.3 District wishes to delegate operating responsibility to Child Care Provider for child care services authorized by contracts with the California Department of Education (hereinafter "State"), as the most cost-efficient means of providing these services at any of the following locations:

Arthur Dudley School Age CDC
8000 Aztec Way
Antelope, CA 95843

North Country School Age CDC
3901 Little Rock Drive
Antelope, CA 95843

Cyril Spinelli Elementary School
3401 Scotland Drive
Antelope, CA 95843

TERM

2.1 This Agreement shall commence not earlier than July 1, 2016, and shall terminate, unless terminated earlier pursuant to the terms of this agreement, no later than June 30, 2017.

SERVICES TO BE PROVIDED BY CHILD CARE PROVIDER

3.1 Child Care Provider agrees to provide child care services as defined and outlined in the approved application, budget, and contracts between District and State. Services to be provided by Child Care Provider include, but are not limited to, academic support activities, creative arts activities, recreational activities, and daily interaction with parents as set forth in the District's application.

3.2 Child Care Provider agrees to provide adequate child days of certified enrollment (supported by at least 95% attendance) to earn a portion of the Maximum Reimbursable Amount (less District indirect charges) of the contract as described in Attachment A. Maximum Reimbursable Amount is subject to change based on contract amendments from the California Department of Education, Child Development Division.

3.3 Child Care Provider further agrees to earn subsidized parent fees or interest income by serving an appropriate number of additional subsidized children and incurring additional reimbursable costs equivalent to the amount of subsidized parent fees collected and/or interest income.

3.4 Child Care Provider shall maintain participation in the Child Care Food Program throughout the term of this Agreement.

3.5 Child Care Provider shall be responsible for hiring qualified staff and for maintaining required ratios in accordance with licensing and State requirements.

3.6 Child Care Provider shall be responsible for seeing that all sites used pursuant to this Agreement shall meet all necessary licensing requirements.

ADMINISTRATION

4.1 Child Care Provider shall administer the program in accordance with the rules, regulations, and policies of District and State, including those stated in the "general assurances" form submitted with District's contracts with State and attached hereto.

4.2 All activities authorized by this agreement to be performed by Child Care Provider shall be performed within the approved program policies, the approved budget, the contract funding, the terms and conditions, and appropriate Child Development Division, California Department of Education Directives, in accordance with the applications and contracts between District and State attached hereto.

4.3 Child Care Provider shall comply with all applicable laws, ordinances, and codes of the federal, state, and local governments.

4.4 Child Care Provider shall require that all Child Care Provider personnel who are authorized to sign checks be bonded in an amount which will cover the total amount under the control of the Child Care Provider at any one time. Child Care Provider shall provide to the District a certificate of insurance verifying the Child Care Provider fidelity bond coverage. Said certificate of insurance shall not be canceled without thirty days prior written notice to District.

REPORTS AND RECORDS

5.1 Child Care Provider shall maintain and provide to District records for program review, evaluations, audit, and/or other purposes. Records maintained & provided pursuant to this section shall be made available to the agents of State upon request of District or State. Such records shall be maintained for a minimum of five (5) years.

5.2 Child Care Provider agrees to submit to the District such reports as required by State directives or by the District.

5.3 Child Care Provider shall report all expenditures in accordance with California School Accounting Manual Procedures.

5.4 Child Care provider shall provide an annual line-item budget by expenditure category for approval by State and District. All revenues and expenses shall be identified in separate accounts.

5.5 Child Care Provider will close its accounting and attendance records on the last day of each month for preparation of the required monthly statement. Monthly reports of enrollment, attendance, and expenditures shall be submitted to the District no later than the 16th day of each month.

5.6 Child Care Provider records shall be subject to the same audit and/or audit review requirements as imposed on District through its contracts with State. In any event, Child Care Provider shall provide to District an annual audit in accordance with State audit guidelines.

5.7 Child Care Provider shall be liable for any audit exception caused by or as a result of Child Care Provider's lack of performance as required by this Agreement.

5.8 Child Care Provider, in its discretion, may purchase necessary equipment or supplies to the extent such purchase may be reimbursed from State funds. Any unit of equipment purchased pursuant to this Agreement costing over \$7,500, and/or having a useful life expectancy of two years or more, shall have prior written authorization from District and State. Title to any equipment or supplies so purchased shall vest in Child Care Provider for the term of this Agreement. Insurance on all property purchased pursuant hereto shall be provided by Child Care Provider. Upon termination of this Agreement, title to all equipment and remaining supplies purchased pursuant hereto shall revert to District.

DISTRICT RESPONSIBILITIES

6.1 District shall monitor, evaluate, and provide technical assistance to Child Care Provider regarding the conduct of activities delegated or required under this Agreement.

6.2 District shall compensate Child Care Provider monthly, based upon units of enrollment and attendance. Such compensation by the District to Child Care Provider shall be made only upon receipt of records certifying units of enrollment and attendance.

6.3 District agrees to reimburse Child Care Provider for authorized expenditures subject to receipt of funds from State.

6.4 District shall compensate Child Care Provider for travel and per diem expenses necessitated by this Agreement. Such travel and per diem expenses will be reimbursed only at rates not exceeding those amounts paid to the majority of the State Department of Education's represented employees computed in accordance with Department of Personnel Administration Regulations, Title 2 California Code of Regulations, Subchapter 1.

6.5 District agrees that it is solely responsible to the State for fulfillment of its contracts with the State and for compliance with all terms and conditions contained within, or attached to, the contracts for the current fiscal year.

INDEMNIFICATION

7.1 Child Care Provider shall indemnify, defend, and save harmless the State of California, its officers, agents, and employees from any and all claims and losses occurring or resulting to any and all contractors, subcontractors, suppliers, laborers, or any other person, firm, or corporation furnishing or supplying work, services, materials, or supplies in connection with the performance of this Agreement, and from any and all claims and losses occurring or resulting to any person, firm, or corporation that may be injured or damaged by the Child Care provider in the performance of this Agreement.

7.2 Child Care Provider shall agree to indemnify, defend, and save harmless the District, its officers, agents, and employees from any and all claims and losses occurring or resulting to any and all contractors, subcontractors, suppliers, laborers, and any other person, firm, or corporation furnishing or supplying work, services, materials, or supplies in connection with the performance of the subcontract, and from any and all claims and losses occurring or resulting to any person, firm, or corporation that may be injured or damaged by Child Care Provider in the performance of this Agreement.

7.3 Child Care provider will hold District harmless for any contract obligations entered into that cannot be met due to the non-receipt of funds.

INSURANCE

8.1 Child Care Provider shall provide and maintain fidelity bond coverage as evidenced by a certificate of insurance as described under section 4.4.

8.2 Child Care Provider shall provide and shall maintain in force, during the term of this contract, comprehensive bodily injury and property damage liability insurance with a combined single limit of \$1,000,000. Child Care Provider's policy or policies of liability insurance obtained pursuant to this Agreement shall name District and State as additional insureds under the terms of such policy or policies. No such policy may be canceled without 30 days prior written notice to the District.

8.3 Child Care Provider shall provide workers' compensation insurance, unemployment insurance, and disability insurance for all of its employees, as required by law.

8.4 Certificates for all types of insurance required under this Agreement shall be furnished to District within two weeks of the commencement date of this Agreement. All certificates provided pursuant to this section shall indicate the name of the carrier, the policy number, and the expiration date.

TERMINATION

9.1 District may terminate this Agreement and be relieved of the payment of any consideration to the Child Care Provider upon failure by Child Care Provider to perform any of the terms of this Agreement including, but not limited to:

a. Failure, for any reason, of Child Care Provider to fulfill in a timely and proper manner its obligations under this contract, including compliance with the approved program and attached conditions, and such statutes, executive orders, and State directives as may become generally applicable at any time;

b. Submission by Child Care Provider to District of reports, accountings, records, or audits which are incorrect or incomplete in any material respect;

c. Ineffective or improper use of funds provided under this contract.

9.2 In the event that this Agreement is terminated in whole or in part by District for any reason pursuant to section 9.1, 30 days written notice shall be provided to Child Care Provider.

9.3 Notwithstanding any other provision of this Agreement, District shall be authorized to terminate this Agreement without prior notice, written or oral, should the California Department of Education terminate its contract with the District or District, in its discretion, determines that an emergency condition exists.

9.4 Child Care Provider may terminate this Agreement by giving 90 days prior written notice to District, signifying the effective date thereof.

9.5 In the event that District is required to assign or transfer this contract pursuant to any section of this Agreement, District may require Child Care provider to insure that adequate arrangements have been made for the transfer of the delegated activities to another contractor or to District.

9.6 In the event of any termination, all property and finished or unfinished documents, data, studies, and reports purchased or prepared by Child Care Provider under this contract shall be disposed of according to District and State directives.

9.7 In the event of termination pursuant to the terms of this Agreement, Child Care Provider shall be entitled to compensation for any unreimbursed expenses reasonably and necessarily incurred in satisfactory performance of this Agreement.

9.8 Notwithstanding section 9.7 above, Child Care Provider shall not be relieved of liability to the District for damages sustained by District by virtue of any breach of the contract by Child Care Provider, and District may withhold any such reimbursement to Child Care Provider for the purpose of offset until such time as the exact amount of damages due to District from Child Care Provider is agreed upon or otherwise determined.

9.9 Upon termination of this Agreement for any reason, consideration paid to Child Care Provider, as provided in this Agreement, shall be full compensation for all of Child Care Provider's expenses incurred in the performance of this agreement.

NONDISCRIMINATION

10.1 During the performance of this Agreement, the District, Child Care Provider, and its subcontractors shall not deny the Agreement's benefits to any person on the basis of religion, color, ethnic group identification, sex, age, physical or mental disability, nor shall they discriminate unlawfully against any employee or applicant for employment because of race, religion, color, national origin, ancestry, physical handicap, mental disability, medical condition, marital status, age, or sex.

10.2 Child Care Provider and District shall comply with the provisions of the Fair Employment and Housing Act (Government Code, Section 12900 et seq.), the regulations promulgated there under (California Code of Regulations, Title 2, Section 7285.0 et seq.), the provisions of Article 9.5, Chapter 1, Part 1, Division 3, Title 2 of the Government Code (Government Code, Sections 11135-11139.5) and the regulations or standards adopted by the awarding State agency to implement such article.

10.3 Child Care Provider or District shall permit access by representatives of the Department of Fair Employment and Housing and the awarding State agency upon reasonable notice at any time during the normal business hours, but in no case less than 24 hours notice, to such of its books, records, accounts, other sources of information and its facilities as said Department or Agency shall require to ascertain compliance with this clause.

10.4 District, Child Care Provider, and their subcontractors shall give written notice of their obligations under this clause to labor organizations with which they have a collective bargaining or other agreement.

10.5 Child Care Provider shall include the nondiscrimination and compliance provisions of this clause in all subcontracts to perform work under the contract.

GENERAL CONDITIONS

11.1 Child Care Provider, and the agents and employees of Child Care Provider, in the performance of this Agreement, are acting in an independent capacity and not as officers, employees, or agents of the State of California.

11.2 Child Care Provider, its agents and employees, in the performance of this Agreement, are acting in an independent capacity and not as agents or employees of District.

11.3 Child Care Provider, by signing this Agreement, swears under penalty of perjury that no more than one final unappealable finding of contempt of court has been issued by a federal court against Child Care Provider within the last two years because of failure to comply with all orders of the National Labor Relations Board.

11.4 Pursuant to sections 11.1 and 11.2, the status of the Child Care Provider under this Agreement shall be, at all times during the term of this Agreement, that of an independent contractor and at no time shall Child Care Provider (or agents and/or employees of Child Care Provider) represent itself to be officers, employees, or agents of the District or of the State of California.

11.5 No alteration or variation of the terms of this Agreement shall be valid unless made in writing and signed by Child Care Provider and District excepting a change in reimbursement rate due to a COLA. No oral understanding or agreement not incorporated into this Agreement shall be binding on either party. Amendments to this Agreement may be subject to the approval of the State Department of Education.

11.6 In the event that a dispute arises over the terms, language, or interpretation of this Agreement, and such dispute is submitted to a court of competent jurisdiction, the prevailing party shall be entitled to recover reasonable attorneys' fees in addition to any other relief awarded by the court.

11.7 The rights and remedies granted in this Agreement in the event of default are cumulative and the exercise of those rights and remedies shall be without prejudice to the enforcement of any other violation or breach of this Agreement, and forbearance to enforce one or more of the provisions of this agreement should not be construed to be a waiver of that default or breach.

11.8 If any part of this Agreement is declared invalid for any reason, such declaration shall not affect the validity of the remainder of this Agreement. All other parts of the Agreement shall remain in effect as if the Agreement had been executed without the invalid part. Both parties hereby declare that they intend and desire that the remaining parts of the Agreement continue to be effective without any part or parts that have been declared invalid.

11.9 The captions of the sections of this Agreement are for reference only and are not to be construed in any way as a part of this Agreement.

11.10 This Agreement is not assignable by Child Care Provider, either in whole or in part, without prior written consent of the District and the State.

11.11 This Agreement is the complete and exclusive statement of the mutual understanding of the parties and that the subcontract supersedes and cancels all previous written and oral agreements and communications relating to the subject matter of the subcontract.

11.12 Time is the essence of this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement the day and year first written above.

DISTRICT:

By: _____

Title: _____

CHILD CARE PROVIDER:

By: _____

Title: Chief Business Growth & Dev. Officer

CENTER JOINT UNIFIED SCHOOL DISTRICT - CHILD CARE AGREEMENT

Name of Program	Term	*CDD Contract and Project Number	**MRA	Days of Operation	S/Child per ***CDE	***CDE Minimum Goal	Notes
General Child Care	7/1/2016 to 6/30/2017	CCTR-5183 34-7397-00-6	\$647,821	250	\$38.29	16,919	ICR: 5.01% Indirect: \$30,907.37 Net: \$616,913.63

Any and all contracts or grants that are ancillary to the above contract for services (e.g., Instructional Materials, School Age Resources, etc.), will be considered part of this Agreement and subject to its terms and conditions. Any and all amendments from CDE to the contract referenced above are considered part of this agreement.

- * CDD - California Department of Education, Child Development Division
- ** MRA - Maximum Reimbursable Amount
- *** CDE - Child Days of Enrollment (Adjusted for Full Time Equivalent)

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Facilities & Operations Department

To: Board of Trustees

Action Item X

Date: June 8, 2016

Information Item

From: Craig Deason, Assist. Supt.

Attached Pages 15

Assist. Supt. Initials: CD

SUBJECT: Resolution #16/2015-16
Child Development Contract Approval

The attached Resolution #16/2015-16 grants the approval for a one year agreement with the State Agency regarding funding for providing child care and development programs within our district. The agreement is for July 1, 2016, through June 30, 2017.

Recommendation: That the Board of Trustees approves resolution authorizing the one year agreement between the State Agency and Center Joint Unified School District for child care services.

CONSENT AGENDA

RESOLUTION

#16 / 2015-16

This resolution must be adopted in order to certify the approval of the Governing Board to enter into this transaction and subsequent amendments with the California Department of Education for the purpose of providing child care and development services and to authorize the designated personnel to sign contract documents for Fiscal Year 2016-17.

RESOLUTION

BE IT RESOLVED that the Governing Board of Center Joint Unified School District

authorizes entering into local agreement number CCTR-6182 and that the person/s who is/are listed below, is/are authorized to sign the transaction for the Governing Board.

<u>NAME</u>	<u>TITLE</u>	<u>SIGNATURE</u>
<u>Scott Leehr</u>	<u>Superintendent</u>	

PASSED AND ADOPTED THIS 8th day of June 2016, by the Governing Board of Center Joint Unified School District of Sacramento County, in the State of California.

I, Nancy Anderson, Clerk of the Governing Board of

Center Joint Unified School Dist. of Sacramento, County, in the State of California, certify that the foregoing is a full, true and correct copy of a resolution adopted by the said Board at a Regular meeting thereof held at a regular public place of meeting and the resolution is on file in the office of said Board.

(Clerk's signature)

June 8, 2016
(Date)

**CALIFORNIA DEPARTMENT OF EDUCATION**

1430 N Street

Sacramento, CA 95814-5901

F.Y. 16 - 17

DATE: July 01, 2016

CONTRACT NUMBER: CCTR-6182

PROGRAM TYPE: GENERAL CHILD CARE &
DEV PROGRAMSPROJECT NUMBER: 34-7397-00-6**LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES**CONTRACTOR'S NAME: CENTER JOINT UNIFIED SCHOOL DISTRICT

This Agreement is entered into between the State Agency and the Contractor named above. The Contractor agrees to comply with the terms and conditions of the CURRENT APPLICATION; the GENERAL TERMS AND CONDITIONS (GTC-610)*; the GENERAL CHILD CARE AND DEVELOPMENT PROGRAM REQUIREMENTS*; the FUNDING TERMS AND CONDITIONS (FT&C)* and any subsequent changes to the FT&C*, which are by this reference made a part of this Agreement. Where the GTC-610 conflicts with either the Program Requirements or the FT&C, the Program Requirements or the FT&C will prevail.

Funding of this Agreement is contingent upon appropriation and availability of sufficient funds. This Agreement may be terminated immediately by the State if funds are not appropriated or available in amounts sufficient to fund the State's obligations under this Agreement.

The period of performance for this Agreement is July 01, 2016 through June 30, 2017. For satisfactory performance of the required services, the Contractor shall be reimbursed in accordance with the Determination of Reimbursable Amount Section of the FT&C, at a rate not to exceed \$38.29 per child per day of full-time enrollment and a Maximum Reimbursable Amount (MRA) of \$647,821.00.

SERVICE REQUIREMENTS

Minimum Child Days of Enrollment (CDE) Requirement	16,919.0
Minimum Days of Operation (MDO) Requirement	250

Any provision of this Agreement found to be in violation of Federal and State statute or regulation shall be invalid, but such a finding shall not affect the remaining provisions of this Agreement.

Items shown with an Asterisk (*), are hereby incorporated by this reference and made part of this Agreement as if attached hereto. These documents can be viewed at <http://www.cde.ca.gov/fg/aa/cd/ftc2016.asp>

STATE OF CALIFORNIA		CONTRACTOR	
BY (AUTHORIZED SIGNATURE)		BY (AUTHORIZED SIGNATURE)	
PRINTED NAME OF PERSON SIGNING Sueshil Chandra, Manager		PRINTED NAME AND TITLE OF PERSON SIGNING Scott Loehr, Superintendent	
TITLE Contracts, Purchasing and Conference Services		ADDRESS 8408 Watt Ave., Antelope, CA 95843	
AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 647,821 PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT \$ 0 TOTAL AMOUNT ENCUMBERED TO DATE \$ 647,821	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs		FUND TITLE
	(OPTIONAL USE) See Attached		
	ITEM See Attached	CHAPTER	STATUTE
	FISCAL YEAR		
	OBJECT OF EXPENDITURE (CODE AND TITLE) 702		
I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.		T.B.A. NO.	B.R. NO.
SIGNATURE OF ACCOUNTING OFFICER See Attached		DATE	

Department of General Services
use only

CONTRACTOR'S NAME: CENTER JOINT UNIFIED SCHOOL DISTRICT

CONTRACT NUMBER: CCTR-6182

AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 193,643	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs		FUND TITLE Federal	
PRIOR AMOUNT ENCUMBERED \$ 0	(OPTIONAL USE)0656 FC# 93.596 13609-7397		PC# 000321	
TOTAL AMOUNT ENCUMBERED TO DATE \$ 193,643	ITEM 30.10.020.001 6100-194-0890	CHAPTER B/A	STATUTE 2016	FISCAL YEAR 2016-2017
OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-5025 Rev-8290				

AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 88,945	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs		FUND TITLE Federal	
PRIOR AMOUNT ENCUMBERED \$ 0	(OPTIONAL USE)0656 FC# 93.575 15136-7397		PC# 000324	
TOTAL AMOUNT ENCUMBERED TO DATE \$ 88,945	ITEM 30.10.020.001 6100-194-0890	CHAPTER B/A	STATUTE 2016	FISCAL YEAR 2016-2017
OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-5025 Rev-8290				

AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 365,233	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs		FUND TITLE General	
PRIOR AMOUNT ENCUMBERED \$ 0	(OPTIONAL USE)0656 23254-7397			
TOTAL AMOUNT ENCUMBERED TO DATE \$ 365,233	ITEM 30.10.020.001 6100-194-0001	CHAPTER B/A	STATUTE 2016	FISCAL YEAR 2016-2017
OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-6105 Rev-8590				

I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.	T.B.A. NO.	B.R. NO.
SIGNATURE OF ACCOUNTING OFFICER	DATE	

CCC-307

CERTIFICATION

I, the official named below, CERTIFY UNDER PENALTY OF PERJURY that I am duly authorized to legally bind the prospective Contractor to the clause(s) listed below. This certification is made under the laws of the State of California.

<i>Contractor/Bidder Firm Name (Printed)</i>		<i>Federal ID Number</i>
Center Joint Unified School District		94-6002490
<i>By (Authorized Signature)</i>		
<i>Printed Name and Title of Person Signing</i>		
Scott Loehr, Superintendent		
<i>Date Executed</i>	<i>Executed in the County of</i>	
June 8, 2015	Sacramento	

CONTRACTOR CERTIFICATION CLAUSES

1. **STATEMENT OF COMPLIANCE:** Contractor has, unless exempted, complied with the nondiscrimination program requirements. (Gov. Code §12990 (a-f) and CCR, Title 2, Section 8103) (Not applicable to public entities.)

2. **DRUG-FREE WORKPLACE REQUIREMENTS:** Contractor will comply with the requirements of the Drug-Free Workplace Act of 1990 and will provide a drug-free workplace by taking the following actions:

- a. Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession or use of a controlled substance is prohibited and specifying actions to be taken against employees for violations.
- b. Establish a Drug-Free Awareness Program to inform employees about:
 - 1) the dangers of drug abuse in the workplace;
 - 2) the person's or organization's policy of maintaining a drug-free workplace;
 - 3) any available counseling, rehabilitation and employee assistance programs; and,
 - 4) penalties that may be imposed upon employees for drug abuse violations.
- c. Every employee who works on the proposed Agreement will:
 - 1) receive a copy of the company's drug-free workplace policy statement; and,
 - 2) agree to abide by the terms of the company's statement as a condition of employment on the Agreement.

Failure to comply with these requirements may result in suspension of payments

under the Agreement or termination of the Agreement or both and Contractor may be ineligible for award of any future State agreements if the department determines that any of the following has occurred: the Contractor has made false certification, or violated the certification by failing to carry out the requirements as noted above. (Gov. Code §8350 et seq.)

3. NATIONAL LABOR RELATIONS BOARD CERTIFICATION: Contractor certifies that no more than one (1) final unappealable finding of contempt of court by a Federal court has been issued against Contractor within the immediately preceding two-year period because of Contractor's failure to comply with an order of a Federal court, which orders Contractor to comply with an order of the National Labor Relations Board. (Pub. Contract Code §10296) (Not applicable to public entities.)

4. CONTRACTS FOR LEGAL SERVICES \$50,000 OR MORE- PRO BONO REQUIREMENT: Contractor hereby certifies that contractor will comply with the requirements of Section 6072 of the Business and Professions Code, effective January 1, 2003.

Contractor agrees to make a good faith effort to provide a minimum number of hours of pro bono legal services during each year of the contract equal to the lessor of 30 multiplied by the number of full time attorneys in the firm's offices in the State, with the number of hours prorated on an actual day basis for any contract period of less than a full year or 10% of its contract with the State.

Failure to make a good faith effort may be cause for non-renewal of a state contract for legal services, and may be taken into account when determining the award of future contracts with the State for legal services.

5. EXPATRIATE CORPORATIONS: Contractor hereby declares that it is not an expatriate corporation or subsidiary of an expatriate corporation within the meaning of Public Contract Code Section 10286 and 10286.1, and is eligible to contract with the State of California.

6. SWEATFREE CODE OF CONDUCT:

a. All Contractors contracting for the procurement or laundering of apparel, garments or corresponding accessories, or the procurement of equipment, materials, or supplies, other than procurement related to a public works contract, declare under penalty of perjury that no apparel, garments or corresponding accessories, equipment, materials, or supplies furnished to the state pursuant to the contract have been laundered or produced in whole or in part by sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor, or with the benefit of sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor. The contractor further declares under penalty of perjury that they adhere to the Sweatfree Code of Conduct as set forth on the California Department of Industrial Relations website located at www.dir.ca.gov,

and Public Contract Code Section 6108.

b. The contractor agrees to cooperate fully in providing reasonable access to the contractor's records, documents, agents or employees, or premises if reasonably required by authorized officials of the contracting agency, the Department of Industrial Relations, or the Department of Justice to determine the contractor's compliance with the requirements under paragraph (a).

7. **DOMESTIC PARTNERS:** For contracts over \$100,000 executed or amended after January 1, 2007, the contractor certifies that contractor is in compliance with Public Contract Code section 10295.3.

DOING BUSINESS WITH THE STATE OF CALIFORNIA

The following laws apply to persons or entities doing business with the State of California.

1. **CONFLICT OF INTEREST:** Contractor needs to be aware of the following provisions regarding current or former state employees. If Contractor has any questions on the status of any person rendering services or involved with the Agreement, the awarding agency must be contacted immediately for clarification.

Current State Employees (Pub. Contract Code §10410):

1). No officer or employee shall engage in any employment, activity or enterprise from which the officer or employee receives compensation or has a financial interest and which is sponsored or funded by any state agency, unless the employment, activity or enterprise is required as a condition of regular state employment.

2). No officer or employee shall contract on his or her own behalf as an independent contractor with any state agency to provide goods or services.

Former State Employees (Pub. Contract Code §10411):

1). For the two-year period from the date he or she left state employment, no former state officer or employee may enter into a contract in which he or she engaged in any of the negotiations, transactions, planning, arrangements or any part of the decision-making process relevant to the contract while employed in any capacity by any state agency.

2). For the twelve-month period from the date he or she left state employment, no former state officer or employee may enter into a contract with any state agency if he or she was employed by that state agency in a policy-making position in the same general subject area as the proposed contract within the 12-month period prior to his or her leaving state service.

If Contractor violates any provisions of above paragraphs, such action by Contractor shall render this Agreement void. (Pub. Contract Code §10420)

Members of boards and commissions are exempt from this section if they do not receive payment other than payment of each meeting of the board or commission, payment for

preparatory time and payment for per diem. (Pub. Contract Code §10430 (e))

2. LABOR CODE/WORKERS' COMPENSATION: Contractor needs to be aware of the provisions which require every employer to be insured against liability for Worker's Compensation or to undertake self-insurance in accordance with the provisions, and Contractor affirms to comply with such provisions before commencing the performance of the work of this Agreement. (Labor Code Section 3700)

3. AMERICANS WITH DISABILITIES ACT: Contractor assures the State that it complies with the Americans with Disabilities Act (ADA) of 1990, which prohibits discrimination on the basis of disability, as well as all applicable regulations and guidelines issued pursuant to the ADA. (42 U.S.C. 12101 et seq.)

4. CONTRACTOR NAME CHANGE: An amendment is required to change the Contractor's name as listed on this Agreement. Upon receipt of legal documentation of the name change the State will process the amendment. Payment of invoices presented with a new name cannot be paid prior to approval of said amendment.

5. CORPORATE QUALIFICATIONS TO DO BUSINESS IN CALIFORNIA:

a. When agreements are to be performed in the state by corporations, the contracting agencies will be verifying that the contractor is currently qualified to do business in California in order to ensure that all obligations due to the state are fulfilled.

b. "Doing business" is defined in R&TC Section 23101 as actively engaging in any transaction for the purpose of financial or pecuniary gain or profit. Although there are some statutory exceptions to taxation, rarely will a corporate contractor performing within the state not be subject to the franchise tax.

c. Both domestic and foreign corporations (those incorporated outside of California) must be in good standing in order to be qualified to do business in California. Agencies will determine whether a corporation is in good standing by calling the Office of the Secretary of State.

6. RESOLUTION: A county, city, district, or other local public body must provide the State with a copy of a resolution, order, motion, or ordinance of the local governing body which by law has authority to enter into an agreement, authorizing execution of the agreement.

7. AIR OR WATER POLLUTION VIOLATION: Under the State laws, the Contractor shall not be: (1) in violation of any order or resolution not subject to review promulgated by the State Air Resources Board or an air pollution control district; (2) subject to cease and desist order not subject to review issued pursuant to Section 13301 of the Water Code for violation of waste discharge requirements or discharge prohibitions; or (3) finally determined to be in violation of provisions of federal law relating to air or water pollution.

8. PAYEE DATA RECORD FORM STD. 204: This form must be completed by all contractors that are not another state agency or other governmental entity.

CO.8 (REV. 5/07)

FEDERAL CERTIFICATIONS

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature on this form provides for compliance with certification requirements under 45 CFR Part 93, "New restrictions on Lobbying," and 45 CFR Part 76, "Government-wide Debarment and Suspension (Non procurement) and Government-wide requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 45 CFR Part 93, for persons entering into a grant or cooperative agreement over \$100,000 as defined at 45 CFR Part 93, Sections 93.105 and 93.110, the applicant certifies that:

(a) No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement;

(b) If any funds other than federal appropriated funds have been or will be paid to any person for influencing or attempting to influence an employee of Congress, or any employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form -LLL, "Disclosure Form to Report Lobbying," in accordance with this instruction;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by executive Order 12549, Debarment and Suspension, and other responsibilities implemented at 45 CFR Part 76, for prospective participants in primary or a lower tier covered transactions, as defined at 45 CFR Part 76, Sections 76.105 and 76.110.

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction violation of federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph (1) (b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transactions (federal, state, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 45 CFR Part 76, Subpart F, for grantees, as defined at 45 CFR Part 76, Sections 76.605 and 76.610-

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition.

(b) Establishing an on-going drug-free awareness program to inform employees about-

(1) The danger of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will -

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d) (2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title,

to: Director, Grants, and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W., (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571.

Notice shall include the identification number(s) of each affected grant:

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d) (2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee shall insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

8000 Aztec Way, Antelope, CA 95843
3901 Little Rock Drive, Antelope, CA 95843
3401 Scotland Drive, Antelope, CA 95843

Check ☐ if there are workplaces on file that are not identified here.

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 45 CFR Part 78, Subpart F, for grantees, as defined at 45 CFR Part 78, Sections 78.605 and 78.610-

a. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant, and

b. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3) Washington, DC 20202-4571. Notice shall include the identification numbers(s) of each affected grant.

ENVIRONMENTAL TOBACCO SMOKE ACT

As required by the Pro-Children Act of 1994, (also known as Environmental Tobacco Smoke), and implemented at Public Law 103-277, Part C requires that:

The applicant certifies that smoking is not permitted in any portion of any indoor facility owned or leased or contracted and used routinely or regularly for the provision of health care services, day care, and education to children under the age of 18. Failure to comply with the provisions of this law may result in the imposition of a civil monetary penalty of up to \$1,000 per day. (The law does not apply to children's services provided in private residence, facilities funded solely by Medicare or Medicaid funds, and portions of facilities used for in-patient drug and alcohol treatment.)

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT (CONTRACTOR)

Center Joint Unified School District

CONTRACT #

CTR-6182

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Scott Loehr, Superintendent

SIGNATURE

DATE

CONTRACT CHECKLIST

Please note that every form in your package is required.

Contractor name Center Joint Unified School Dist. Contract # CCR-6182

Place a check mark next to each item being returned.

- ☐ Checklist
- ☐ Two (2) signed (in blue ink) child care contracts with original signatures
 - Did you include your printed name, title, and address?
 - Is all of the contract language visible?
- ☐ Encumbrance page (if applicable)
 - This page is provided for funding information only and should remain unsigned by the agency.
- ☐ Contractor Certification Clauses (CCC-307)
 - Did you fill in ALL spaces?
- ☐ Federal Certifications (CO.8)
- ☐ Board resolution or minutes authorizing execution of contract (if applicable)
- ☐ Board resolution or minutes, authorizing delegation of authority (if applicable)

Mail **both** signed contracts and all completed documents *as soon as possible* to:

**Contracts, Purchasing, and Conference
Services California Department of Education
1430 N Street, Suite 1802
Sacramento, CA 95814-5901**

DIRECTIONS FOR THE EXECUTION OF CHILD CARE AND DEVELOPMENT CONTRACTS

Attachment 2 contains:

- Directions (pages 1-2)
- Resolution/Signature Authority (page 3)
- Sample Resolution (page 4)
- Frequently Asked Questions (pages 5-6)
- Checklist (page 7)
- Contractor Certification Clauses (CCC-307) (pages 8-11)
- Federal Certifications (CO.8) (pages 12-13)

1. Review the Funding Terms and Conditions (FT&C), applicable Program Requirements, and the General Terms and Conditions (GTC 610).

For Interagency Agreements, review the General Interagency Agreement (GIA 610).

<http://www.cde.ca.gov/fq/aa/cd/ftc2016.asp>

2. Print this attachment beginning with the Checklist through the Federal Certifications (pages 7-13), **single-sided only**. Do not alter documents in any way.
3. Print **2 (two)** copies of the contract and encumbrance page (Attachment 1) **single-sided only**. Note that you will only have an encumbrance page if there are multiple funding sources.
4. Ensure the contract printed correctly by reading to confirm the entire document is legible. If the contract language is cut off at the margin, follow the link below to correct the problem:
<http://helpx.adobe.com/acrobat/kb/scale-or-resize-printed-pages.html>
5. Have **both** copies of the contract and all required documents filled out completely and signed by the authorized official.
 - Sign documents in **blue ink** only;
 - **Contracts signed in black ink, stamped signatures, or copies will NOT be accepted.**
 - Print name, title, and address where requested.
6. **Public agencies only** - Attach a copy of a resolution by the local governing body authorizing the execution of **each** contract.

- **Contracts will not be executed prior to board approval.**

7. Mail (e-mail not accepted) **both** signed contracts and all completed documents *as soon as possible* to:

**Contracts, Purchasing, and Conference Services
California Department of Education
1430 N Street, Suite 1802
Sacramento, CA 95814-5901**

The following issues will delay contract execution and payment:

- Documents are unsigned, incomplete, or not returned.
- Contracts are mailed to incorrect address.
- Contracts are e-mailed.
- The contract is not signed with original signatures in ***blue ink***.
- The contract was printed illegibly, double-sided or formatting has been changed.
- The individual signing the contracts does not have signature authority to enter into contractual agreements with the CDE.

RESOLUTION/SIGNATURE AUTHORITY

PUBLIC AGENCIES

According to the *State Contracting Manual, Volume 1*, when one of the contracting parties is a county, city, district, or other local public body, the contract shall be accompanied by one of the following documents from the local governing body authorizing execution of the agreement:

- Board resolution; or
- Board minutes; or
- Board policy

Please submit one resolution per contract.

Because County Superintendents have the authority to enter into contracts without board approval, a resolution is not required only IF the County Superintendent signs the contract.

PRIVATE AGENCIES

Generally, the Executive Director, Owner, President, etc. are the authorized signers. *If an individual with a different title than above signs the contract*, provide one of the following indicating the signee has the authority to enter into and sign contractual agreements with the CDE:

- Letter on company letterhead;
- Board Resolution; or
- Board Minutes

FREQUENTLY ASKED QUESTIONS

BOARD RESOLUTIONS/SIGNATURE AUTHORITY

Do I need a resolution for an original contract?

Public Agency

Yes, you need a resolution authorizing the contract AND providing signature authority for the person signing the contract.

Private Agency

The CDE does not require a resolution from a private agency. However, if an employee who is not the Executive Director, Owner, or President, etc. has signed the contract, signature authority is required. This can be provided by a resolution or letter on letterhead from the Executive Officer.

I work for a County Superintendent of Schools. Does my contract need a resolution?

Because County Superintendents have the authority to enter into contracts without board approval, a resolution is not required *only IF* the County Superintendent signs the contract.

If someone other than the County Superintendent signs the contract, signature authority is required. This can be provided by a resolution or letter on letterhead signed by the County Superintendent.

Do I need a resolution for an amendment?

If the resolution for the original contract specified the contract amount, a resolution containing the amended contract amount is required.

In addition, signature authority is required if the person signing the amendment was not included as an authorized signer on the original resolution.

CONTRACT COPIES

Can we e-mail copies of the signed contract?

No. CDE can only accept contracts containing original signatures.

Why do I need to submit 2 copies of the contract/amendment with original signatures?

Two originals are required in order to provide agencies with a fully executed contract/amendment containing original signatures.

If your agency submits only one originally signed contract/amendment, your agency will receive an executed copy of the original.

PRINTING ERRORS

What is a misprint?

A misprint occurs when the contract is printed illegibly, double-sided, or a change has been made to the formatting. Common examples are:

- The text on the left margin of the contract has been cut off. Fix problem here: <http://helpx.adobe.com/acrobat/kb/scale-or-resize-printed-pages.html>
- Toner issues cause the print to be illegible.
- The contract has been printed double-sided.
- Space has been added or deleted.

If this occurs, the contract will need to be re-printed, re-signed and returned to the CDE. Contracts that have been altered in any way are unacceptable.

CONTACT INFORMATION

When should I contact the Contracts Office?

Contact the Contracts Office at childdevelopmentcontracts@cde.ca.gov if you have a question regarding the status of the contract or questions about any of the attached documents.

For contract terms such as MDO, MRA, etc., contact the assigned Fiscal Analyst or EESD Consultant.

Where should I mail the signed contract?

Direct all contract correspondence to:

**Contracts, Purchasing, and Conference Services
California Department of Education
1430 N Street, Suite 1802
Sacramento, CA 95814-5901**

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept. /Site: Business Department

Date: 05/27/2016

Action Item

To: Board of Trustees

Information Item

From: Jeanne Bess

Attached Page 1

SUBJECT:

**APPROVAL OF CENTER JOINT UNIFIED SCHOOL DISTRICT
PAYROLL ORDERS**

The Governing board is asked to approve the attached payroll
Orders for July 2015 through May 2016.

RECOMMENDATION: That the CJUSD Board of Trustees approve the
District Payroll Orders for July 2015 through May 2016.

CONSENT AGENDA

DISTRICT PAYROLL-SUMMARIZED FOR FISCAL YEAR ENDING JUNE 30,2016
--

	REGULAR	VARIABLE	SPECIAL	TOTAL PAYROLL	#OF TRANSACTIONS
JULY	\$ 924,175.09	\$ 75,977.94		\$ 1,000,153.03	280
AUG	\$ 2,350,682.48	\$ 94,701.75		\$ 2,445,384.23	715
SEPT	\$ 2,356,894.49	\$ 123,106.60		\$ 2,480,001.09	771
OCT	\$ 2,382,976.30	\$ 94,057.11		\$ 2,477,033.41	774
NOV	\$ 2,378,917.29	\$ 156,054.60		\$ 2,534,971.89	811
DEC	\$ 608,031.56	\$ 89,845.43	\$ 427,605.72	\$ 1,125,482.71	1066
2-Jan	\$ 1,854,939.76			\$ 1,854,939.76	190
JAN	\$ 2,447,774.58	\$ 66,457.53		\$ 2,514,232.11	746
FEB	\$ 2,454,800.83	\$ 147,136.83		\$ 2,601,937.66	791
MARCH	\$ 2,459,810.29	\$ 150,926.52		\$ 2,610,736.81	788
APRIL	\$ 2,442,864.50	\$ 119,745.59		\$ 2,562,610.09	765
MAY	\$ 2,438,490.59	\$ 311,737.24		\$ 2,750,227.83	797
JUNE				\$ -	
SPECIAL				\$ -	

\$ 25,100,357.76	\$ 1,429,747.14	\$ 427,605.72	\$ 26,957,710.62	8494
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Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Business Department

Date: May, 2016

Action Item

To: Board of Trustees

Information Item

From: Jeanne Bess

Attached Pages 47

SUBJECT: Supplemental Agenda – Commercial Warrant Registers

May 5, 2016 \$179,383.67, May 12, 2016 \$ 137,155.90,
May 19, 2016 \$256,956.06, May 26, 2016 \$396,726.06

The commercial warrant payments to vendors totals
\$ 970,221.69

RECOMMENDATION: That the CJUSD Board of Trustees approve the
Supplemental Agenda – Vendor Warrants as
presented

CONSENT AGENDA

XII-18

81 CENTER UNIFIED SCHOOL DIST.
05-05-16

ACCOUNTS PAYABLE PRELIST

J7443 APY500 H.02.05 05/05/16 PAGE 0

Batch status: A All

From batch: 0060

To batch: 0060

Include Revolving Cash: Y

Include Address: N

81 CENTER UNIFIED SCHOOL DIST.
05-05-16

ACCOUNTS PAYABLE PRELIST
BATCH: 0060 05-5-16
FUND : 01 GENERAL FUND

J7443 APY500 H.02.05 05/05/16 PAGE 1
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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
010669/00	ALHAMBRA & SIERRA SPRINGS						
420 PO-160427	05/05/2016	14871405042216	1 01-6500-0-4300-102-5001-2700-002-000 NN P			73.83	73.83
TOTAL PAYMENT AMOUNT						73.83 *	73.83
014733/00	ALL WEST COACHLINES INC.						
2545 PO-162200	05/05/2016	62874/69936	1 01-0000-0-5810-371-1110-1000-012-000 NN F			1,258.25	1,258.25
TOTAL PAYMENT AMOUNT						1,258.25 *	1,258.25
010400/00	AT&T						
160 PO-160146	05/05/2016	81008413	1 01-0000-0-5902-106-0000-8110-007-000 NN F			6.82	9.40
TOTAL PAYMENT AMOUNT						9.40 *	9.40
019504/00	B & H PHOTO-VIDEO						
2294 PO-161986	05/05/2016	110016652	1 01-6300-0-4400-236-1110-1000-009-000 YN P			532.80	532.80
2294 PO-161986	05/05/2016	108960031	1 01-6300-0-4400-236-1110-1000-009-000 YN P			2,603.14	2,603.14
2294 PO-161986	05/05/2016	108997502	1 01-6300-0-4400-236-1110-1000-009-000 YN P			598.00	598.00
2294 PO-161986	05/05/2016	109022822	1 01-6300-0-4400-236-1110-1000-009-000 YN P			2,079.57	2,079.57
2294 PO-161986	05/05/2016	109041032	1 01-6300-0-4400-236-1110-1000-009-000 YN F			2,838.92	2,198.00
TOTAL PAYMENT AMOUNT						8,011.51 *	8,011.51
TOTAL USE TAX AMOUNT						640.92	
010442/00	BAR HEIN						
1675 PO-161477	05/05/2016	495154	1 01-0000-0-4300-106-0000-8110-007-000 NN P			81.72	81.72
TOTAL PAYMENT AMOUNT						81.72 *	81.72
014056/00	BENDER, LINDA						
2541 PO-162197	05/05/2016	MILEAGE	1 01-6520-0-5210-472-5770-1110-003-000 NN F			49.57	49.57
2020 PO-162216	05/05/2016	MILEAGE	1 01-6520-0-4300-472-5770-1110-003-000 NN F			391.29	391.29
2573 PO-162226	05/05/2016	REIMB-WATER	1 01-6520-0-4300-472-5770-1110-003-000 NN F			11.81	11.81
TOTAL PAYMENT AMOUNT						452.67 *	452.67

J7443 APY500 H.02.05 05/05/16 PAGE 2
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3

81 CENTER UNIFIED SCHOOL DIST.
05-05-16

ACCOUNTS PAYABLE PRELIST
BATCH: 0060 05-5-16
FUND : 01 GENERAL FUND

J7443 APY500 H.02.05 05/05/16 PAGE 3
<< Open >>

Vendor/Addr Reg Reference	Remit name Date	Description	Tax ID num	Deposit type FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP	ABA num	Account num	Liq Amt	Net Amount
TOTAL PAYMENT AMOUNT					535.40 *			535.40
010592/00		EWING IRRIGATION PRODUCTS						
59 PO-160059	05/05/2016	1290002		1 01-0000-0-4300-106-0000-8110-007-000 NN P			274.75	274.75
59 PO-160059	05/05/2016	1350799		1 01-0000-0-4300-106-0000-8110-007-000 NN P			128.48	128.48
TOTAL PAYMENT AMOUNT					403.23 *			403.23
013891/00		GARETH STEVENS CLASSROOM						
PV-161086	05/05/2016	626781		01-6300-0-4200-240-1110-1000-011-000 NN			10.84	10.84
TOTAL PAYMENT AMOUNT					10.84 *			10.84
022347/00		GIVE SOMETHING BACK						
2474 PO-162167	05/05/2016	IN-0493613		1 01-6500-0-4300-102-5770-1110-002-000 NN F			229.89	212.03
TOTAL PAYMENT AMOUNT					212.03 *			212.03
017747/00		HAMMER, SAMUEL						
2555 PO-162237	05/05/2016	MILEAGE		1 01-5630-0-5800-601-1220-1000-017-000 NN F			62.96	62.96
TOTAL PAYMENT AMOUNT					62.96 *			62.96
010830/00		HOLT OF CALIFORNIA						
2543 PO-162198	05/05/2016	PS050156558		1 01-0000-0-4300-112-0000-3600-007-000 NN F			44.64	44.64
TOTAL PAYMENT AMOUNT					44.64 *			44.64
017002/00		HOME DEPOT CREDIT SERVICES						
2155 PO-161872	05/05/2016	1020132		1 01-6382-0-4300-472-1110-1000-014-000 NN P			613.01	613.01
2155 PO-161872	05/05/2016	5071923		1 01-6382-0-4300-472-1110-1000-014-000 NN P			139.97	139.97
2155 PO-161872	05/05/2016	8015347		1 01-6382-0-4300-472-1110-1000-014-000 NN P			289.53	289.53
TOTAL PAYMENT AMOUNT					1,042.51 *			1,042.51
014507/00		HORIZON DISTRIBUTORS						
60 PO-160060	05/05/2016	2A109161		1 01-0000-0-4300-106-0000-8110-007-000 NN P			238.10	238.10
TOTAL PAYMENT AMOUNT					238.10 *			238.10

81 CENTER UNIFIED SCHOOL DIST.
05-05-16

ACCOUNTS PAYABLE PRELIST
BATCH: 0060 05-5-16
FUND : 01 GENERAL FUND

J7443 APY500 H.02.05 05/05/16 PAGE 4
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
010728/00	JOHNSTONE SUPPLY OF SACRAMENTO						
1710 PO-161500	05/05/2016	27-S2101891.001	1 01-8150-0-4300-106-0000-8110-007-000 NN P			62.17	62.17
			TOTAL PAYMENT AMOUNT	62.17 *			62.17
017069/00	JOSTENS						
2359 PO-162053	05/05/2016	18721040	1 01-0000-0-5800-472-1217-1000-014-000 NN F			1,446.66	1,518.00
			TOTAL PAYMENT AMOUNT	1,518.00 *			1,518.00
014389/00	LOMOVA, YELENA						
2531 PO-162194	05/05/2016	REIMB EXAM FEE	1 01-0000-0-4300-112-0000-3600-007-000 NN F			99.00	99.00
			TOTAL PAYMENT AMOUNT	99.00 *			99.00
022406/00	MAXIM HEALTHCARE SERVICES INC						
2290 PO-161983	05/05/2016	4072530262	1 01-0000-0-5800-102-0000-3140-003-000 NN P			973.20	973.20
2290 PO-161983	05/05/2016	4089850262	1 01-0000-0-5800-102-0000-3140-003-000 NN P			1,283.20	1,283.20
			TOTAL PAYMENT AMOUNT	2,256.40 *			2,256.40
020461/00	MITCHELL, CYNDY						
2562 PO-162220	05/05/2016	REIMB-FOOD	1 01-0000-0-5800-112-0000-3600-007-000 NN F			75.02	75.02
			TOTAL PAYMENT AMOUNT	75.02 *			75.02
021692/00	MONOPRICE INC						
1966 PO-161715	05/05/2016	13915669	1 01-9115-0-4300-115-0000-7700-007-000 NN F			1,216.34	1,183.35
			TOTAL PAYMENT AMOUNT	1,183.35 *			1,183.35
019837/00	O'CONNOR, MARGARITA						
2565 PO-162221	05/05/2016	MILEAGE	1 01-0000-0-5210-240-1110-1000-011-000 NN F			15.98	15.98
			TOTAL PAYMENT AMOUNT	15.98 *			15.98

81 CENTER UNIFIED SCHOOL DIST.
05-05-16

ACCOUNTS PAYABLE PRELIST
BATCH: 0060 05-5-16
FUND : 01 GENERAL FUND

J7443 APY500 H.02.05 05/05/16 PAGE 5
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
017576/00		OFFICE DEPOT/BUS.SERVICES DIV					
2316 PO-162085	05/05/2016	833683550001	1 01-0000-0-4300-236-1110-1000-009-000 NN F			301.46	341.45
2472 PO-162140	05/05/2016	834864244003	1 01-6500-0-4300-102-5770-1110-002-000 NN P			6.79	6.79
2472 PO-162140	05/05/2016	834864244001	1 01-6500-0-4300-102-5770-1110-002-000 NN P			46.03	46.03
2472 PO-162140	05/05/2016	834864244002	1 01-6500-0-4300-102-5770-1110-002-000 NN F			13.60	3.77
2473 PO-162154	05/05/2016	835718625001	1 01-6500-0-4300-102-5770-1110-002-000 NN F			94.04	93.61
2513 PO-162176	05/05/2016	836493354001	1 01-0000-0-4300-105-0000-7200-005-000 NN F			299.33	299.33
			TOTAL PAYMENT AMOUNT	790.98 *			790.98
011822/00		OLARIU, STEFAN					
1541 PO-161363	05/05/2016	TRIP876	1 01-0000-0-5800-112-0000-3600-007-000 NN F			4.65	8.03
			TOTAL PAYMENT AMOUNT	8.03 *			8.03
010980/00		PEARSON EDUCATION INC					
2486 PO-162150	05/05/2016	BK80594884	1 01-0037-0-4100-103-1110-1000-003-000 NN F			3,537.10	3,537.10
			TOTAL PAYMENT AMOUNT	3,537.10 *			3,537.10
014069/00		PLATT ELECTRIC SUPPLY INC					
1120 PO-160985	05/05/2016	J275691	2 01-8150-0-4300-106-0000-8110-007-000 NN P			3.76	3.76
1120 PO-160985	05/05/2016	J231565	2 01-8150-0-4300-106-0000-8110-007-000 NN P			21.69	21.69
			TOTAL PAYMENT AMOUNT	25.45 *			25.45
014974/00		PLUMMER, RENEE'					
2578 PO-162231	05/05/2016	606	1 01-0000-0-5800-112-0000-3600-007-000 NN F			1,000.00	1,000.00
			TOTAL PAYMENT AMOUNT	1,000.00 *			1,000.00
021401/00		PRACTI-CAL INC					
1790 PO-161573	05/05/2016	334833	1 01-5640-0-5800-103-0000-3140-003-000 NN P			400.52	400.52
1790 PO-161573	05/05/2016	334960	1 01-5640-0-5800-103-0000-3140-003-000 NN P			248.55	248.55
			TOTAL PAYMENT AMOUNT	649.07 *			649.07

81 CENTER UNIFIED SCHOOL DIST.
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ACCOUNTS PAYABLE PRELIST
BATCH: 0060 05-5-16
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date				FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP			
021194/00	PRUDENTIAL OVERALL SUPPLY INC							
119 PO-160114	05/05/2016	180246333		1 01-0000-0-5600-112-0000-3600-007-000 NN P			67.89	67.89
				TOTAL PAYMENT AMOUNT	67.89 *			67.89
011238/00	RELIABLE TIRE							
2017 PO-161760	05/05/2016	136658		1 01-0000-0-4300-112-0000-3600-007-000 NN P		2,217.91	2,217.91	
2017 PO-161760	05/05/2016	136847		1 01-0000-0-4300-112-0000-3600-007-000 NN P		99.96	99.96	
2017 PO-161760	05/05/2016	136639		1 01-0000-0-4300-112-0000-3600-007-000 NN P		84.00	84.00	
				TOTAL PAYMENT AMOUNT	2,401.87 *			2,401.87
010552/00	SAC VAL JANITORIAL							
71 PO-160096	05/05/2016	10187122		1 01-0000-0-4300-111-0000-8200-007-000 NN P		50.22	50.22	
71 PO-160096	05/05/2016	10188107		1 01-0000-0-4300-111-0000-8200-007-000 NN P		68.53	68.53	
				TOTAL PAYMENT AMOUNT	118.75 *			118.75
010800/00	SCHOOL SPECIALTY INC							
2251 PO-161952	05/05/2016	308102442091		1 01-0000-0-4300-472-1110-1000-014-000 NN F		2,703.12	2,896.02	
				TOTAL PAYMENT AMOUNT	2,896.02 *			2,896.02
017106/00	SCHOOLS INSURANCE AUTHORITY							
FV-161085	05/05/2016	MAY		01-0000-0-9552-000-0000-0000-000-000 NN			7,853.74	
				TOTAL PAYMENT AMOUNT	7,853.74 *			7,853.74
015356/00	SERVE INC							
2423 PO-162092	05/05/2016	46SERVEINC16		1 01-3010-0-4300-601-1220-1000-017-000 YN P		230.00	230.00	
				TOTAL PAYMENT AMOUNT	230.00 *			230.00
				TOTAL USE TAX AMOUNT	18.40			
010826/00	SHIFFLER EQUIPMENT SALES INC							
2561 PO-162214	05/05/2016	1609604600		1 01-8150-0-4300-106-0000-8110-007-000 NN P		299.29	299.29	
2561 PO-162214	05/05/2016	1611001800		1 01-8150-0-4300-106-0000-8110-007-000 NN P		353.40	353.40	
				TOTAL PAYMENT AMOUNT	652.69 *			652.69

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ACCOUNTS PAYABLE PRELIST
BATCH: 0060 05-5-16
FUND : 01 GENERAL FUND

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Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
			FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP					
010263/00	SMUD							
154	PO-160141	05/05/2016	70000000347					
				1	01-0000-0-5530-106-0000-8110-007-000	NN P	43,268.92	43,268.92
					TOTAL PAYMENT AMOUNT		43,268.92 *	43,268.92
020060/00	ULTIMATE OFFICE							
2374	PO-162080	05/05/2016	UIV17507					
				1	01-8150-0-4300-106-0000-8110-007-000	YN P	212.26	212.26
2374	PO-162080	05/05/2016	UIV17586					
				1	01-8150-0-4300-106-0000-8110-007-000	YN P	48.55	48.55
2374	PO-162080	05/05/2016	UIV17495					
				1	01-8150-0-4300-106-0000-8110-007-000	NN F	161.15	129.88
					TOTAL PAYMENT AMOUNT		390.69 *	390.69
					TOTAL USE TAX AMOUNT		20.86	
010127/00	UNITED PARCEL SERVICE							
2495	PO-162168	05/05/2016	YW013186					
				1	01-0000-0-5901-234-1110-1000-008-000	NN F	143.59	143.59
					TOTAL PAYMENT AMOUNT		143.59 *	143.59
010843/00	WILCO SUPPLY							
1716	PO-161503	05/05/2016	1602804201					
				1	01-8150-0-4300-106-0000-8110-007-000	NN P	122.06	122.06
					TOTAL PAYMENT AMOUNT		122.06 *	122.06
014163/00	WILSON, JENNIFER R.							
2557	PO-162210	05/05/2016	REIMB					
				1	01-0000-0-5800-472-1110-1000-014-000	NN F	10.60	10.60
					TOTAL PAYMENT AMOUNT		10.60 *	10.60
022348/00	WILSON, SHERRY							
2367	PO-162046	05/05/2016	trip957					
				1	01-0000-0-5800-112-0000-3600-007-000	NN F	12.58	11.10
					TOTAL PAYMENT AMOUNT		11.10 *	11.10
					TOTAL FUND PAYMENT		106,138.93 **	106,138.93
					TOTAL USE TAX AMOUNT		680.18	

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ACCOUNTS PAYABLE PRELIST
BATCH: 0060 05-5-16
FUND : 09 CHARTER SCHOOLS

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Vendor/Addr	Remit name		Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description		FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP			Liq Amt	Net Amount
014067/00		ACCREDITING COMMISSION FOR						
	PV-161087	05/05/2016 70147						
				09-0000-0-5800-501-1110-1000-016-000 NN			820.00	
				TOTAL PAYMENT AMOUNT		820.00 *		820.00
010669/00		ALHAMBRA & SIERRA SPRINGS						
	2175 PO-161894	05/05/2016 4779099042616						
				1 09-0700-0-4300-503-0000-2700-018-000 NN P			101.80	101.80
				TOTAL PAYMENT AMOUNT		101.80 *		101.80
				TOTAL FUND	PAYMENT	921.80 **		921.80

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ACCOUNTS PAYABLE PRELIST
BATCH: 0060 05-5-16
FUND : 12 CHILD DEVELOPMEN FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
018143/00		CHILD DEVELOPMENT CENTERS INC					
1010 PO-160888	05/05/2016	5030-MAR16	1 12-5025-0-5800-100-8500-1000-005-000 NN P			18,341.35	18,341.35
1010 PO-160888	05/05/2016	5030-MAR16	2 12-6105-0-5800-100-8500-1000-005-000 NN P			21,740.27	21,740.27
			TOTAL PAYMENT AMOUNT	40,081.62 *			40,081.62
			TOTAL FUND PAYMENT	40,081.62 **			40,081.62

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ACCOUNTS PAYABLE PRELIST
BATCH: 0060 05-5-16
FUND : 13 CAFETERIA FUND

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESO P OBJE	SIT GOAL FUNC	RES DEP T9MP		
020098/00	BIG TRAY							
137 PO-160130	05/05/2016	760256,781998-CREDIT-		1	13-5310-0-4400-108-0000-3700-007-000	NN P	42.52	42.52
137 PO-160130	05/05/2016	782453		1	13-5310-0-4400-108-0000-3700-007-000	NN P	26.18	26.18
TOTAL PAYMENT AMOUNT							68.70 *	68.70
011205/00	CULTURE SHOCK YOGURT							
2306 PO-162005	05/05/2016	3653		1	13-5310-0-4700-108-0000-3700-007-000	NN P	171.20	171.20
TOTAL PAYMENT AMOUNT							171.20 *	171.20
011602/00	DANIELSEN CO., THE							
1691 PO-161488	05/05/2016	101313		2	13-5310-0-4300-108-0000-3700-007-000	NN P	66.11	66.11
1691 PO-161488	05/05/2016	101313		1	13-5310-0-4700-108-0000-3700-007-000	NN P	2,962.82	2,962.82
TOTAL PAYMENT AMOUNT							3,028.93 *	3,028.93
011255/00	EARTHGRAINS BAKING CO INC							
131 PO-160125	05/05/2016	64-01890-0300-04		1	13-5310-0-4700-108-0000-3700-007-000	NN P	602.39	602.39
131 PO-160125	05/05/2016	64-01893-0300-04		1	13-5310-0-4700-108-0000-3700-007-000	NN P	503.84	503.84
131 PO-160125	05/05/2016	64-01894-0300-04		1	13-5310-0-4700-108-0000-3700-007-000	NN P	226.10	226.10
131 PO-160125	05/05/2016	64-19639-0300-04		1	13-5310-0-4700-108-0000-3700-007-000	NN P	345.62	345.62
131 PO-160125	05/05/2016	64-01891,19052		1	13-5310-0-4700-108-0000-3700-007-000	NN F	423.25	1,952.49
TOTAL PAYMENT AMOUNT							3,630.44 *	3,630.44
022464/00	KASEY, LAURA							
2529 PO-162207	05/05/2016	REIMB		1	13-5310-0-4300-108-0000-3700-007-000	NN F	355.90	355.90
TOTAL PAYMENT AMOUNT							355.90 *	355.90
016279/00	P&R PAPER SUPPLY							
133 PO-160127	05/05/2016	30077259-00		1	13-5310-0-4300-108-0000-3700-007-000	NN P	1,403.25	1,403.25
TOTAL PAYMENT AMOUNT							1,403.25 *	1,403.25
019993/00	PROPACIFIC FRESH							
1291 PO-161134	05/05/2016	62230		1	13-5310-0-4700-108-0000-3700-007-000	NN P	1,586.95	1,586.95
1291 PO-161134	05/05/2016	62230		1	13-5310-0-4700-108-0000-3700-007-000	NN P	2,222.34	2,222.34
1291 PO-161134	05/05/2016	61883		1	13-5310-0-4700-108-0000-3700-007-000	NN P	1,068.48	1,068.48

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ACCOUNTS PAYABLE PRELIST
BATCH: 0060 05-5-16
FUND : 13 CAFETERIA FUND

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Vendor/Addr	Remit name		Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description		FD RESO P	OBJE SIT	GOAL FUNC	RES DEP T9MP	Liq Amt	Net Amount
019993 (CONTINUED)									
1291 PO-161134	05/05/2016	61188		1	13-5310-0-4700-108-0000-3700-007-000	NN P		2,175.43	2,175.43
1291 PO-161134	05/05/2016	61169		1	13-5310-0-4700-108-0000-3700-007-000	NN P		1,824.71	1,824.71
1291 PO-161134	05/05/2016	60270		1	13-5310-0-4700-108-0000-3700-007-000	NN P		6,143.54	6,143.54
1291 PO-161134	05/05/2016	60507		1	13-5310-0-4700-108-0000-3700-007-000	NN P		2,600.96	2,600.96
TOTAL PAYMENT AMOUNT					17,622.41 *				17,622.41
021194/00 PRUDENTIAL OVERALL SUPPLY INC									
136 PO-160129	05/05/2016	180245749		2	13-5310-0-5800-108-0000-3700-007-000	NN P		77.75	77.75
136 PO-160129	05/05/2016	180246332		2	13-5310-0-5800-108-0000-3700-007-000	NN P		77.75	77.75
TOTAL PAYMENT AMOUNT					155.50 *				155.50
017334/00 SEVEN UP BOTTLING CO. OF S.F.									
134 PO-160128	05/05/2016	7063123806		1	13-5310-0-4700-108-0000-3700-007-000	NN P		403.20	403.20
TOTAL PAYMENT AMOUNT					403.20 *				403.20
011422/00 SYSCO OF SAN FRANCISCO									
2534 PO-162208	05/05/2016	604262641		2	13-5310-0-4300-108-0000-3700-007-000	NN P		1,200.23	1,200.23
2534 PO-162208	05/05/2016	605031032		2	13-5310-0-4300-108-0000-3700-007-000	NN P		687.93	687.93
2534 PO-162208	05/05/2016	604262641		1	13-5310-0-4700-108-0000-3700-007-000	NN P		2,209.51	2,209.51
2534 PO-162208	05/05/2016	604262642		1	13-5310-0-4700-108-0000-3700-007-000	NN P		55.41	55.41
2534 PO-162208	05/05/2016	605031033		1	13-5310-0-4700-108-0000-3700-007-000	NN P		114.87	114.87
2534 PO-162208	05/05/2016	605031032		1	13-5310-0-4700-108-0000-3700-007-000	NN P		1,133.84	1,133.84
TOTAL PAYMENT AMOUNT					5,401.79 *				5,401.79
TOTAL FUND PAYMENT					32,241.32 **				32,241.32
TOTAL BATCH PAYMENT					179,383.67 ***		0.00		179,383.67
TOTAL USE TAX AMOUNT					680.18				
TOTAL DISTRICT PAYMENT					179,383.67 ****		0.00		179,383.67
TOTAL USE TAX AMOUNT					680.18				
TOTAL FOR ALL DISTRICTS:					179,383.67 ****		0.00		179,383.67
TOTAL USE TAX AMOUNT					680.18				

Number of warrants to be printed: 59, not counting voids due to stub overflows.

81 CENTER UNIFIED SCHOOL DIST.
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ACCOUNTS PAYABLE PRELIST

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Batch status: A All

From batch: 0061

To batch: 0061

Include Revolving Cash: Y

Include Address: N

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ACCOUNTS PAYABLE PRELIST
BATCH: 0061 051216
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
011617/00	AMADOR STAGE LINES						
2617 PO-162267	05/12/2016	63989,63421	1 01-0000-0-5810-240-1110-1000-011-000 NN F			1,707.12	1,707.12
TOTAL PAYMENT AMOUNT			1,707.12 *				1,707.12
019210/00	ANDREWS, JULIE						
2637 PO-162284	05/12/2016	reimb	1 01-0000-0-4300-371-1110-1000-012-000 NN F			58.90	58.90
TOTAL PAYMENT AMOUNT			58.90 *				58.90
021604/00	ATLAS DISPOSAL INDUSTRIES						
152 PO-160139	05/12/2016	01-149399-0	1 01-0000-0-5550-106-0000-8110-007-000 NN P			595.45	595.45
152 PO-160139	05/12/2016	01-149403-0	1 01-0000-0-5550-106-0000-8110-007-000 NN P			500.77	500.77
152 PO-160139	05/12/2016	01-149397	1 01-0000-0-5550-106-0000-8110-007-000 NN P			568.65	568.65
152 PO-160139	05/12/2016	01-149400-0	1 01-0000-0-5550-106-0000-8110-007-000 NN P			241.07	241.07
152 PO-160139	05/12/2016	01-149402 0	1 01-0000-0-5550-106-0000-8110-007-000 NN P			378.85	378.85
152 PO-160139	05/12/2016	01-149404-0	1 01-0000-0-5550-106-0000-8110-007-000 NN P			255.31	255.31
152 PO-160139	05/12/2016	01-149398	1 01-0000-0-5550-106-0000-8110-007-000 NN P			1,142.22	1,142.22
152 PO-160139	05/12/2016	01-1031-0	1 01-0000-0-5550-106-0000-8110-007-000 NN P			168.05	168.05
TOTAL PAYMENT AMOUNT			3,850.37 *				3,850.37
010142/00	AWARDS BY KAY						
2619 PO-162288	05/12/2016	41350	1 01-0000-0-5800-110-0000-7200-004-000 NN F			849.12	849.12
TOTAL PAYMENT AMOUNT			849.12 *				849.12
017561/00	BAIONI, KIM						
2601 PO-162243	05/12/2016	medical	1 01-1400-0-3403-475-3200-1000-000-000 NN F			50.00	50.00
TOTAL PAYMENT AMOUNT			50.00 *				50.00
021669/00	BAIONI, RON						
2639 PO-162286	05/12/2016	MILEAGE	1 01-3010-0-5210-371-0000-2700-012-000 NN F			47.52	47.52
TOTAL PAYMENT AMOUNT			47.52 *				47.52

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ACCOUNTS PAYABLE PRELIST
BATCH: 0061 051216
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
016216/00	BORASI, CHRIS						
2636 PO-162283	05/12/2016	REIMB	1 01-0000-0-4300-371-0000-2700-012-000 NN F			29.68	29.68
TOTAL PAYMENT AMOUNT						29.68 *	29.68
013988/00	BUTTES/CENTER STATE PIPE &						
2136 PO-161858	05/12/2016	S008991801.001	1 01-8150-0-4300-106-0000-8110-007-000 NN P			164.80	164.80
TOTAL PAYMENT AMOUNT						164.80 *	164.80
010407/00	CENTER UNIFIED REVOLVING FUND						
2599 PO-162252	05/12/2016	4179,4180,4181	1 01-0000-0-5800-110-0000-7200-004-000 NN F			300.00	300.00
2603 PO-162254	05/12/2016	4182	1 01-0000-0-5800-110-0000-7200-004-000 NN F			100.00	100.00
TOTAL PAYMENT AMOUNT						400.00 *	400.00
021932/00	CHARACTER COUNTS! SERVICE CORP						
2627 PO-162263	05/12/2016	REISSUE CC-011650	1 01-3010-0-4300-371-1110-1000-012-000 NN F			1,388.94	1,388.94
TOTAL PAYMENT AMOUNT						1,388.94 *	1,388.94
015699/00	CLARK SECURITY PRODUCTS						
2363 PO-162044	05/12/2016	22K-149112	1 01-8150-0-4300-106-0000-8110-007-000 NN P			795.50	795.50
TOTAL PAYMENT AMOUNT						795.50 *	795.50
017019/00	CLUBZ! TUTORING						
1616 PO-161418	05/12/2016	3299	1 01-3010-0-5800-103-1110-1000-003-832 NN P			1,042.27	1,042.27
TOTAL PAYMENT AMOUNT						1,042.27 *	1,042.27
016731/00	COMMITTEE FOR CHILDREN						
2569 PO-162223	05/12/2016	267621	1 01-9601-0-4200-601-1110-1000-017-000 NN F			1,159.92	1,074.00
TOTAL PAYMENT AMOUNT						1,074.00 *	1,074.00

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ACCOUNTS PAYABLE PRELIST
BATCH: 0061 051216
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO	P OBJE	SIT GOAL FUNC RES DEP T9MP		
021979/00	COUNTY OF SACRAMENTO						
2613 PO-162266	05/12/2016	SERIES B	1	01-0000-0-5800-100-0000-7200-005-000	NN P	479.14	479.14
2613 PO-162266	05/12/2016	SERIES C	1	01-0000-0-5800-100-0000-7200-005-000	NN P	479.14	479.14
2613 PO-162266	05/12/2016	SERIES2001	1	01-0000-0-5800-100-0000-7200-005-000	NN P	528.53	528.53
2613 PO-162266	05/12/2016	SERIES2007D	1	01-0000-0-5800-100-0000-7200-005-000	NN F	479.14	479.14
TOTAL PAYMENT AMOUNT						1,965.95 *	1,965.95
016380/00	CREST/GOOD MFG INC						
50 PO-160052	05/12/2016	959726	1	01-8150-0-4300-106-0000-8110-007-000	NN P	206.43	206.43
TOTAL PAYMENT AMOUNT						206.43 *	206.43
010336/00	ECOTECH PEST MANAGEMENT INC						
1620 PO-161421	05/12/2016	10958	1	01-0000-0-5500-106-0000-8110-007-000	NN P	712.00	712.00
TOTAL PAYMENT AMOUNT						712.00 *	712.00
019262/00	ENTERPRISE RENT A CAR						
2606 PO-162258	05/12/2016	482R5D	1	01-0472-0-5600-472-1110-4000-014-915	NN F	153.04	153.04
2608 PO-162259	05/12/2016	48XOY9	1	01-0472-0-5600-472-1110-4000-014-915	NN F	98.76	98.76
2607 PO-162264	05/12/2016	48XDQ	1	01-0472-0-5600-472-1110-4000-014-915	NN F	252.08	252.08
TOTAL PAYMENT AMOUNT						503.88 *	503.88
021764/00	FUTURE FORD OF SACRAMENTO						
2564 PO-162215	05/12/2016	416552	1	01-0000-0-4300-112-0000-3600-007-000	NN P	1,381.73	1,381.73
TOTAL PAYMENT AMOUNT						1,381.73 *	1,381.73
022347/00	GIVE SOMETHING BACK						
2218 PO-161932	05/12/2016	IN-0496288	1	01-0000-0-9320-000-0000-0000-000-000	NN P	2,418.34	2,418.34
TOTAL PAYMENT AMOUNT						2,418.34 *	2,418.34
011818/00	GOODELL PORTER SANCHEZ &						
2612 PO-162265	05/12/2016	4126.0	1	01-0000-0-5800-105-0000-7190-005-000	NN F	9,000.00	9,000.00
TOTAL PAYMENT AMOUNT						9,000.00 *	9,000.00

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BATCH: 0061 051216
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
010992/00		HARBOR FREIGHT TOOLS USA INC						
66	PO-160065	05/12/2016	322758	1 01-8150-0-4300-106-0000-8110-007-000 NN P			5.37	5.37
66	PO-160065	05/12/2016	322757	1 01-8150-0-4300-106-0000-8110-007-000 NN F			235.71	239.50
				TOTAL PAYMENT AMOUNT	244.87 *			244.87
010830/00		HOLT OF CALIFORNIA						
1351	PO-161189	05/12/2016	SW050252803	1 01-8150-0-5800-106-0000-8110-007-000 NN P			132.18	132.18
1351	PO-161189	05/12/2016	SW050252802	1 01-8150-0-5800-106-0000-8110-007-000 NN P			79.00	79.00
				TOTAL PAYMENT AMOUNT	211.18 *			211.18
014338/00		ILLUMINATE EDUCATION INC						
2594	PO-162249	05/12/2016	2010-5720	1 01-3010-0-5800-103-1110-1000-003-832 NN F			750.00	750.00
				TOTAL PAYMENT AMOUNT	750.00 *			750.00
018990/00		INTERSTATE BATTERIES						
1290	PO-161141	05/12/2016	10091515	1 01-0000-0-4300-112-0000-3600-007-000 NN P			632.61	632.61
				TOTAL PAYMENT AMOUNT	632.61 *			632.61
019317/00		JENSEN, CARIN						
2585	PO-162245	05/12/2016	mileage	1 01-0000-0-5210-103-0000-2110-003-000 NN F			36.94	36.94
				TOTAL PAYMENT AMOUNT	36.94 *			36.94
017069/00		JOSTENS						
2441	PO-162278	05/12/2016	18728527	1 01-0000-0-4300-475-3200-2700-015-000 NN F			433.11	433.11
				TOTAL PAYMENT AMOUNT	433.11 *			433.11
017899/00		LAWSON, BECKY						
2572	PO-162244	05/12/2016	REIME	1 01-4035-0-5210-103-0000-2100-003-000 NN F			112.32	112.32
				TOTAL PAYMENT AMOUNT	112.32 *			112.32

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Vendor/Addr	Remit name		Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description		FD RESO P	OBJE SIT	GOAL FUNC	RES DEP	T9MP
							Liq Amt	Net Amount
017726/00	LOS ANGELES	FREIGHTLINER						
2362 PO-162043	05/12/2016	BN77041		1	01-0000-0-4300-112-0000-3600-007-000	NN P	26.04	26.04
2362 PO-162043	05/12/2016	BN76955		1	01-0000-0-4300-112-0000-3600-007-000	NN P	68.63	68.63
2362 PO-162043	05/12/2016	BN76997		1	01-0000-0-4300-112-0000-3600-007-000	NN P	170.53	170.53
2362 PO-162043	05/12/2016	BN77248		1	01-0000-0-4300-112-0000-3600-007-000	NN P	54.99	54.99
TOTAL PAYMENT AMOUNT					320.19 *			320.19
019059/00	MILLENNIUM	TERMITE & PEST						
165 PO-160150	05/12/2016	TR-71099		1	01-0000-0-5500-106-0000-8110-007-000	NN P	91.00	91.00
165 PO-160150	05/12/2016	TR-72628		1	01-0000-0-5500-106-0000-8110-007-000	NN P	57.00	57.00
165 PO-160150	05/12/2016	TR-72628		1	01-0000-0-5500-106-0000-8110-007-000	NN P	59.00	59.00
TOTAL PAYMENT AMOUNT					207.00 *			207.00
017315/00	NAPA AUTO PARTS	- GENUINE AUTO						
109 PO-160104	05/12/2016	314397		1	01-0000-0-4300-112-0000-3600-007-000	NN P	6.15	6.15
109 PO-160104	05/12/2016	56340		1	01-0000-0-4300-112-0000-3600-007-000	NN P	118.17	118.17
109 PO-160104	05/12/2016	56973		1	01-0000-0-4300-112-0000-3600-007-000	NN P	91.43	91.43
109 PO-160104	05/12/2016	56976		1	01-0000-0-4300-112-0000-3600-007-000	NN P	75.71	75.71
109 PO-160104	05/12/2016	58254		1	01-0000-0-4300-112-0000-3600-007-000	NN P	56.31	56.31
109 PO-160104	05/12/2016	58355		1	01-0000-0-4300-112-0000-3600-007-000	NN P	192.00	192.00
109 PO-160104	05/12/2016	58411		1	01-0000-0-4300-112-0000-3600-007-000	NN P	23.11	23.11
TOTAL PAYMENT AMOUNT					562.88 *			562.88
015787/00	O'REILLY AUTO PARTS							
2180 PO-161901	05/12/2016	1333147		1	01-0000-0-4300-112-0000-3600-007-000	NN P	1,284.95	1,284.95
TOTAL PAYMENT AMOUNT					1,284.95 *			1,284.95
017576/00	OFFICE DEPOT/BUS.SERVICES	DIV						
2570 PO-162224	05/12/2016	838024426001		1	01-3010-0-4300-601-1220-1000-017-000	NN F	195.64	195.64
2570 PO-162224	05/12/2016	838024426001		2	01-5640-0-4300-601-9728-1000-017-000	NN F	73.39	73.39
TOTAL PAYMENT AMOUNT					269.03 *			269.03
018279/00	OREGON UNIVERSITY SYSTEM							
2597 PO-162251	05/12/2016	INV000031184		1	01-3010-0-5800-103-1110-1000-003-822	NN F	100.00	100.00
TOTAL PAYMENT AMOUNT					100.00 *			100.00

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
016692/00	PERFORMANCE CHEVROLET							
2364 PO-162045	05/12/2016	567247		1 01-0000-0-4300-112-0000-3600-007-000 NN P			165.34	165.34
				TOTAL PAYMENT AMOUNT	165.34 *			165.34
014069/00	PLATT ELECTRIC SUPPLY INC							
2632 PO-162280	05/12/2016	J347608		1 01-0000-0-4300-111-0000-8200-007-939 NN F		5,634.36	5,634.36	
2634 PO-162281	05/12/2016	J390526		1 01-0000-0-4300-111-0000-8200-007-939 NN P		349.92	349.92	
2634 PO-162281	05/12/2016	Z031891		1 01-0000-0-4300-111-0000-8200-007-939 NN F		349.92	349.92	
				TOTAL PAYMENT AMOUNT	6,334.20 *			6,334.20
021194/00	PRUDENTIAL OVERALL SUPPLY INC							
119 PO-160114	05/12/2016	180247054		1 01-0000-0-5600-112-0000-3600-007-000 NN P		67.89	67.89	
119 PO-160114	05/12/2016	180247054		1 01-0000-0-5600-112-0000-3600-007-000 NN P		67.89	67.89	
				TOTAL PAYMENT AMOUNT	135.78 *			135.78
011238/00	RELIABLE TIRE							
2017 PO-161760	05/12/2016	137050		1 01-0000-0-4300-112-0000-3600-007-000 NN P		596.16	596.16	
				TOTAL PAYMENT AMOUNT	596.16 *			596.16
010632/00	SACRAMENTO THEATRICAL LIGHTING							
2332 PO-162022	05/12/2016	292921		1 01-0000-0-4300-472-9780-8200-014-000 NN F		400.60	400.60	
2332 PO-162022	05/12/2016	292921		2 01-0000-0-4400-472-9780-8200-014-000 NN F		4,567.45	4,567.45	
				TOTAL PAYMENT AMOUNT	4,968.05 *			4,968.05
016337/00	SAECHOA, MUANG							
1679 PO-161478	05/12/2016	MARCH MILEAGE		1 01-6500-0-5800-102-5770-3600-002-000 NN F		111.20	111.20	
2598 PO-162255	05/12/2016	MARCH		1 01-6500-0-5800-102-5770-3600-002-000 NN P		83.20	83.20	
2598 PO-162255	05/12/2016	APRIL		1 01-6500-0-5800-102-5770-3600-002-000 NN P		226.80	226.80	
				TOTAL PAYMENT AMOUNT	421.20 *			421.20
020981/00	SAVE MART SUPERMARKETS							
176 PO-160159	05/21/2016	2296014		1 01-0000-0-4300-101-0000-7150-002-000 NN F		17.03	12.98	
179 PO-160162	05/12/2016	2296015		1 01-0000-0-4300-120-0000-7110-001-000 NN P		10.38	10.38	
557 PO-160494	05/12/2016	2295687		1 01-6500-0-4300-102-5750-1110-002-000 NN P		15.24	15.24	

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req	Reference	Date			FD RESO	P OBJE SIT GOAL FUNC RES DEP T9MP		
020981 (CONTINUED)								
557	PO-160494	05/12/2016	2295688		1	01-6500-0-4300-102-5750-1110-002-000 NN P	11.87	11.87
TOTAL PAYMENT AMOUNT							50.47 *	50.47
011500/00 SCHOOLS INSURANCE AUTHORITY								
	PV-161088	05/10/2016	MAY			01-0000-0-9552-000-0000-0000-000-000 NN		47,175.68
TOTAL PAYMENT AMOUNT							47,175.68 *	47,175.68
021404/00 SEELE, TINA								
2635	PO-162282	05/12/2016	TRAVEL EXPENSE		1	01-0000-0-5800-371-1110-1000-012-000 NN F	154.16	154.16
2638	PO-162285	05/12/2016	REIMB HANDBOOK		1	01-0000-0-4200-371-1110-1000-012-000 NN F	30.05	30.05
TOTAL PAYMENT AMOUNT							184.21 *	184.21
020811/00 SHRED-IT USA LLC								
499	PO-160430	05/12/2016	9410452204		1	01-0000-0-5800-472-0000-2700-014-000 NN P	111.57	111.57
1085	PO-160951	05/12/2016	9410452203		1	01-0000-0-5800-371-0000-2700-012-000 NN F	21.59	36.57
TOTAL PAYMENT AMOUNT							148.14 *	148.14
018370/00 STANLEY CONVERGENT SECURITY								
1119	PO-160984	05/12/2016	13469027		1	01-8150-0-5600-106-0000-8110-007-000 NN P	181.29	181.29
TOTAL PAYMENT AMOUNT							181.29 *	181.29
020399/00 SUMDOG								
2356	PO-162041	05/12/2016	inv-3574		1	01-3010-0-5800-371-1110-1000-012-000 NN F	414.00	414.00
TOTAL PAYMENT AMOUNT							414.00 *	414.00
010503/00 TEXTBOOK WAREHOUSE								
2468	PO-162136	05/12/2016	S10397696		1	01-0037-0-4100-103-1110-1000-003-000 NN P	489.24	489.24
2468	PO-162136	05/12/2016	S10397224		1	01-0037-0-4100-103-1110-1000-003-000 NN P	326.16	326.16
2468	PO-162136	05/12/2016	S10396997		1	01-0037-0-4100-103-1110-1000-003-000 NN P	733.86	733.86
2468	PO-162136	05/12/2016	S10398355		1	01-0037-0-4100-103-1110-1000-003-000 NN F	81.54	81.54
2538	PO-162195	05/12/2016	S10398419		1	01-0037-0-4100-103-1110-1000-003-000 NN F	1,832.01	1,832.01
TOTAL PAYMENT AMOUNT							3,462.81 *	3,462.81

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO	P OBJE SIT GOAL FUNC RES DEP T9MP			
014079/00	THYSSENKRUPP ELEVATOR CORP						
1951 PO-161712	05/12/2016	3002514690	1	01-8150-0-5600-106-0000-8110-007-000	NN F	1,578.29	1,578.29
2618 PO-162268	05/12/2016	3002514690	1	01-8150-0-5600-106-0000-8110-007-000	NN P	419.96	419.96
2618 PO-162268	05/12/2016	3002516075	1	01-8150-0-5600-106-0000-8110-007-000	NN P	157.68	157.68
TOTAL PAYMENT AMOUNT						2,155.93 *	2,155.93
011554/00	TRACTOR SUPPLY CO						
269 PO-160247	05/12/2016	100041271	1	01-0000-0-4300-111-0000-8200-007-000	NN P	15.98	15.98
2219 PO-161921	05/12/2016	200099371	1	01-0000-0-4300-106-0000-8110-007-000	NN P	62.44	62.44
2219 PO-161921	05/12/2016	200101512	1	01-0000-0-4300-106-0000-8110-007-000	NN F	89.75	266.97
TOTAL PAYMENT AMOUNT						345.39 *	345.39
018567/00	TRULITE GLASS & ALUMINUM SOL.						
70 PO-160069	05/12/2016	120458810	1	01-8150-0-4300-106-0000-8110-007-000	NN P	97.22	97.22
70 PO-160069	05/12/2016	120465478	1	01-8150-0-4300-106-0000-8110-007-000	NN P	39.47	39.47
TOTAL PAYMENT AMOUNT						136.69 *	136.69
016370/00	TWIN RIVERS UNIFIED SCH DIST						
929 PO-160811	05/12/2016	162061	1	01-0000-0-5801-105-0000-8300-005-000	NN P	11,833.33	11,833.33
TOTAL PAYMENT AMOUNT						11,833.33 *	11,833.33
022348/00	WILSON, SHERRY						
2579 PO-162232	05/12/2016	TRIP 930	1	01-0000-0-5800-112-0000-3600-007-000	NN P	6.00	6.00
2579 PO-162232	05/12/2016	TRIP 943	1	01-0000-0-5800-112-0000-3600-007-000	NN P	8.61	8.61
2579 PO-162232	05/12/2016	TRIP859	1	01-0000-0-5800-112-0000-3600-007-000	NN P	11.38	11.38
2579 PO-162232	05/12/2016	TRIP 912	1	01-0000-0-5800-112-0000-3600-007-000	NN P	6.45	6.45
TOTAL PAYMENT AMOUNT						32.44 *	32.44
TOTAL FUND PAYMENT						111,552.74 **	111,552.74

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P	OBJE SIT	GOAL FUNC RES DEP T9MP		
019834/00	BERKELEY FARMS INC						
132 PO-160126	05/12/2016	1098018	1	13-5310-0-4700-108-0000-3700-007-000	NN P	11,519.92	11,519.92
TOTAL PAYMENT AMOUNT						11,519.92 *	11,519.92
011205/00	CULTURE SHOCK YOGURT						
2306 PO-162005	05/12/2016	3711	1	13-5310-0-4700-108-0000-3700-007-000	NN P	171.20	171.20
TOTAL PAYMENT AMOUNT						171.20 *	171.20
011602/00	DANIELSEN CO., THE						
1691 PO-161488	05/12/2016	101834	2	13-5310-0-4300-108-0000-3700-007-000	NN P	76.57	76.57
1691 PO-161488	05/12/2016	101834	1	13-5310-0-4700-108-0000-3700-007-000	NN P	2,403.68	2,403.68
TOTAL PAYMENT AMOUNT						2,480.25 *	2,480.25
017051/00	DAVIS, LAURA						
144 PO-160165	05/12/2016	FEB-MAY	1	13-5310-0-5210-108-0000-3700-007-000	NN P	73.21	73.21
TOTAL PAYMENT AMOUNT						73.21 *	73.21
021080/00	GOLD STAR FOODS INC						
130 PO-160124	05/12/2016	1685819	2	13-5310-0-4300-108-0000-3700-007-000	NN P	190.38	190.38
130 PO-160124	05/12/2016	1685866-1089620	1	13-5310-0-4700-108-0000-3700-007-000	NN P	335.76	335.76
130 PO-160124	05/12/2016	1686042-1088642	1	13-5310-0-4700-108-0000-3700-007-000	NN P	1,184.64	1,184.64
130 PO-160124	05/12/2016	1685819	1	13-5310-0-4700-108-0000-3700-007-000	NN P	4,209.07	4,209.07
130 PO-160124	05/12/2016	1692724	1	13-5310-0-4700-108-0000-3700-007-000	NN P	3,088.45	3,088.45
TOTAL PAYMENT AMOUNT						9,008.30 *	9,008.30
016134/00	HENDERSON, TEKISHA						
2642 PO-162289	05/12/2016	REFUND	1	13-5310-0-8634-000-0000-0000-000-000	NN F	4.25	4.25
TOTAL PAYMENT AMOUNT						4.25 *	4.25
016279/00	P&R PAPER SUPPLY						
133 PO-160127	05/12/2016	30079078-00	1	13-5310-0-4300-108-0000-3700-007-000	NN P	1,006.72	1,006.72
TOTAL PAYMENT AMOUNT						1,006.72 *	1,006.72

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
015276/00	PREMIER FOOD SAFETY						
2588 PO-162246	05/13/2016	#1605030495	1 13-5310-0-5200-108-0000-3700-007-000 NN F			139.00	139.00
			TOTAL PAYMENT AMOUNT	139.00 *			139.00
011422/00	SYS CO OF SAN FRANCISCO						
2534 PO-162208	05/12/2016	605102416	2 13-5310-0-4300-108-0000-3700-007-000 NN P			608.84	608.84
2534 PO-162208	05/12/2016	605102416	1 13-5310-0-4700-108-0000-3700-007-000 NN P			591.47	591.47
			TOTAL PAYMENT AMOUNT	1,200.31 *			1,200.31
			TOTAL FUND PAYMENT	25,603.16 **			25,603.16
			TOTAL BATCH PAYMENT	137,155.90 ***	0.00		137,155.90
			TOTAL DISTRICT PAYMENT	137,155.90 ****	0.00		137,155.90
			TOTAL FOR ALL DISTRICTS:	137,155.90 ****	0.00		137,155.90

Number of warrants to be printed: 60, not counting voids due to stub overflows.

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Batch status: A All

From batch: 0063

To batch: 0063

Include Revolving Cash: Y

Include Address: N

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
018067/00	ACE IT! TUTORING POWERED BY						
1722 PO-161516	05/19/2016	4005	1 01-3010-0-5800-103-1110-1000-003-832 NN F		1,260.88	1,260.88	
2649 PO-162296	05/19/1963	4005	1 01-3010-0-5800-103-1110-1000-003-832 NN P		2,052.46	2,052.46	
TOTAL PAYMENT AMOUNT			3,313.34 *			3,313.34	
010002/00	ALDAR ACADEMY						
2407 PO-162082	05/19/2016	april 2016	1 01-6500-0-5800-102-5750-1180-002-000 NN P		5,799.20	5,799.20	
TOTAL PAYMENT AMOUNT			5,799.20 *			5,799.20	
010669/00	ALHAMBRA & SIERRA SPRINGS						
558 PO-160495	05/19/2016	4780818050516	1 01-0000-0-4300-105-0000-7200-005-000 NN P		30.27	30.27	
1121 PO-160986	05/19/2016	4782453050516	1 01-8150-0-4300-106-0000-8110-007-000 NN P		113.69	113.69	
2009 PO-161752	05/19/2016	4781839050516	1 01-0000-0-4300-475-3200-1000-015-000 NN P		84.20	84.20	
2015 PO-161758	05/19/2016	4781257050516	1 01-0000-0-4300-112-0000-3600-007-000 NN P		62.23	62.23	
2048 PO-161785	05/19/2016	4780794050516	1 01-0000-0-4300-110-0000-7200-004-000 NN P		46.25	46.25	
TOTAL PAYMENT AMOUNT			336.64 *			336.64	
017075/00	AMERICAN RIVER SPEECH INC.						
950 PO-160838	05/19/2016	APRIL	1 01-6500-0-5800-102-5750-1180-002-000 NN F		2,195.65	2,195.65	
2679 PO-162315	05/19/2016	APRIL	1 01-6500-0-5800-102-5750-1180-002-000 NN P		3,682.95	3,682.95	
TOTAL PAYMENT AMOUNT			5,878.60 *			5,878.60	
022501/00	BABIKOVA, INNA						
2651 PO-162298	05/19/2016	REIMB	1 01-0000-0-4200-472-1110-1000-014-000 NN F		403.80	403.80	
TOTAL PAYMENT AMOUNT			403.80 *			403.80	
015718/00	BASIC PACIFIC						
PV-161090	05/19/2016	5/31/16	01-0000-0-9552-000-0000-0000-000-000 NN			4,563.41	
TOTAL PAYMENT AMOUNT			4,563.41 *			4,563.41	
021235/00	BECKER, LEE ANN						
354 PO-160327	05/19/2016	APRIL MILEAGE	1 01-0000-0-5210-102-0000-3140-003-000 NN F		50.40	67.34	
TOTAL PAYMENT AMOUNT			67.34 *			67.34	

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
019075/00	BRIGHT FUTURES THERAPY							
2466 PO-162131	05/19/2016	3307		1 01-6500-0-5800-102-5750-1180-002-000 NN P			21,280.00	21,280.00
TOTAL PAYMENT AMOUNT							21,280.00 *	21,280.00
010340/00	CA DEPT OF JUSTICE							
211 PO-160199	05/19/2016	162828		1 01-0000-0-5800-110-0000-7200-004-000 NN P			160.00	160.00
TOTAL PAYMENT AMOUNT							160.00 *	160.00
020540/00	CALIFORNIA AMERICAN WATER CO							
161 PO-160147	05/19/2016	1015210019694541		2 01-0000-0-5540-106-0000-8110-007-000 NN P			160.28	160.28
161 PO-160147	05/19/2016	220012585445		2 01-0000-0-5540-106-0000-8110-007-000 NN P			1,791.48	1,791.48
161 PO-160147	05/19/2016	220012586479		2 01-0000-0-5540-106-0000-8110-007-000 NN P			199.95	199.95
161 PO-160147	05/19/2016	220012585438		2 01-0000-0-5540-106-0000-8110-007-000 NN P			1,123.33	1,123.33
161 PO-160147	05/19/2016	220012585469		2 01-0000-0-5540-106-0000-8110-007-000 NN P			1,142.86	1,142.86
161 PO-160147	05/19/2016	22001285544		2 01-0000-0-5540-106-0000-8110-007-000 NN P			1,388.42	1,388.42
161 PO-160147	05/19/2016	220012585513		2 01-0000-0-5540-106-0000-8110-007-000 NN P			674.06	674.06
161 PO-160147	05/19/2016	220012585490		2 01-0000-0-5540-106-0000-8110-007-000 NN P			3,143.61	3,143.61
161 PO-160147	05/19/2016	220012586486		2 01-0000-0-5540-106-0000-8110-007-000 NN P			4,145.37	4,145.37
161 PO-160147	05/19/2016	220012586462		2 01-0000-0-5540-106-0000-8110-007-000 NN P			171.66	171.66
161 PO-160147	05/19/2016	220012585506		2 01-0000-0-5540-106-0000-8110-007-000 NN P			531.75	531.75
TOTAL PAYMENT AMOUNT							14,472.77 *	14,472.77
021678/00	CAPITOL ACADEMY							
2667 PO-162309	05/19/2016	872		1 01-6500-0-5800-102-5750-1180-002-000 NN P			6,994.60	6,994.60
2667 PO-162309	05/19/2016	884		1 01-6500-0-5800-102-5750-1180-002-000 NN P			350.00	350.00
TOTAL PAYMENT AMOUNT							7,344.60 *	7,344.60
018862/00	CAPITOL AUTISM SERVICES							
1883 PO-161672	05/19/2016	050116-113		1 01-6500-0-5800-102-5750-1180-002-000 NN P			175.00	175.00
TOTAL PAYMENT AMOUNT							175.00 *	175.00
021036/00	CCHAT CENTER							
951 PO-160839	05/19/2016	MSBATTERY		1 01-6500-0-5800-102-5750-1180-002-000 NN P			10.00	10.00
951 PO-160839	05/19/2016	CENTER4-16		1 01-6500-0-5800-102-5750-1180-002-000 NN P			2,544.40	2,544.40
951 PO-160839	05/19/2016	CENTE3-16MS		1 01-6500-0-5800-102-5750-1180-002-000 NN P			176.98	176.98
TOTAL PAYMENT AMOUNT							2,731.38 *	2,731.38

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
020305/00	CDW GOVERNMENT INC.						
2587 PO-162241	05/19/2016	CXQ2128	1 01-0000-0-4300-115-0000-7700-007-000 NN F			456.28	456.27
TOTAL PAYMENT AMOUNT			456.27 *				456.27
017019/00	CLUBZ! TUTORING						
1616 PO-161418	05/19/2016	3342	1 01-3010-0-5800-103-1110-1000-003-832 NN F			956.30	956.30
2630 PO-162279	05/19/2016	3342	1 01-3010-0-5800-103-1110-1000-003-832 NN P			1,373.48	1,373.48
TOTAL PAYMENT AMOUNT			2,329.78 *				2,329.78
016761/00	CPM EDUCATIONAL PROGRAM						
2604 PO-162256	05/19/2016	1601354-IN	1 01-6300-0-4200-103-1110-1000-003-000 NN F			258.03	255.75
TOTAL PAYMENT AMOUNT			255.75 *				255.75
019071/00	DISCOUNT TRANSMISSIONS						
2668 PO-162310	05/19/2016	71	1 01-0000-0-5800-112-0000-3600-007-000 NN F			2,315.12	2,315.12
TOTAL PAYMENT AMOUNT			2,315.12 *				2,315.12
011613/00	DITTO PRINT & COPY						
2567 PO-162206	05/19/2016	5293	1 01-0000-0-5800-105-0000-7200-005-000 NN F			75.00	44.28
TOTAL PAYMENT AMOUNT			44.28 *				44.28
018277/00	EASTER SEAL SOCIETY OF CA. INC						
952 PO-160840	05/19/2016	MAR-16	1 01-6500-0-5800-102-5750-1180-002-000 NN P			2,625.00	2,625.00
TOTAL PAYMENT AMOUNT			2,625.00 *				2,625.00
010336/00	ECOTECH PEST MANAGEMENT INC						
2016 PO-161759	05/19/2016	10855	1 01-0000-0-5500-106-0000-8110-007-000 NN P			2,000.00	2,000.00
TOTAL PAYMENT AMOUNT			2,000.00 *				2,000.00

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Vendor/Addr	Remit name		Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description		FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP			Liq Amt	Net Amount
019262/00	ENTERPRISE RENT A CAR							
2673 PO-162317	05/19/2016	94652047		1 01-0472-0-5600-472-1110-4000-014-915 NN F			153.04	153.04
2674 PO-162319	05/19/2016	4CGWKO		1 01-0472-0-5600-472-1110-4000-014-915 NN F			152.76	152.76
				TOTAL PAYMENT AMOUNT	305.80 *			305.80
014243/00	GARY HENDERSON MFT							
1752 PO-161537	05/19/2016	APRIL		1 01-6512-0-5800-102-5001-3110-003-000 NN P			800.00	800.00
				TOTAL PAYMENT AMOUNT	800.00 *			800.00
017681/00	GEARY PACIFIC SUPPLY							
65 PO-160064	05/19/2016	3208357		1 01-8150-0-4300-106-0000-8110-007-000 NN F			9,841.99	9,841.99
2670 PO-162312	05/19/2016	32083579		1 01-8150-0-4300-106-0000-8110-007-000 NN F			4,500.00	3,914.96
				TOTAL PAYMENT AMOUNT	13,756.95 *			13,756.95
022347/00	GIVE SOMETHING BACK							
2432 PO-162110	05/19/2016	IN-0489767		1 01-0000-0-4300-475-3200-1000-015-000 NN F			106.32	106.32
2433 PO-162111	05/19/2016	IN-0496819		1 01-6300-0-4300-475-3200-1000-015-000 NN P			38.77	38.77
2433 PO-162111	05/19/2016	0489767-024536		1 01-6300-0-4300-475-3200-1000-015-000 NN F			28.04	28.02
				TOTAL PAYMENT AMOUNT	173.11 *			173.11
017718/00	GUIDING HANDS INC.							
2671 PO-162313	05/19/2016	3586		1 01-6500-0-5800-102-5750-1180-002-000 NN P			3,875.04	3,875.04
2671 PO-162313	05/19/2016	3609		1 01-6500-0-5800-102-5750-1180-002-000 NN P			270.00	270.00
				TOTAL PAYMENT AMOUNT	4,145.04 *			4,145.04
010992/00	HARBOR FREIGHT TOOLS USA INC							
2633 PO-162291	05/19/2016	02323449		1 01-0000-0-4300-111-0000-8200-007-000 NN F			933.84	933.84
2659 PO-162306	05/19/2016	757292		1 01-0000-0-4300-112-0000-3600-007-000 NN P			64.47	64.47
				TOTAL PAYMENT AMOUNT	998.31 *			998.31
017002/00	HOME DEPOT CREDIT SERVICES							
1662 PO-161465	05/19/2016	6291955		1 01-8150-0-4300-106-0000-8110-007-000 NN P			50.90	50.90
1662 PO-161465	05/19/2016	7291931		1 01-8150-0-4300-106-0000-8110-007-000 NN P			37.82	37.82
1662 PO-161465	05/19/2016	2292012		1 01-8150-0-4300-106-0000-8110-007-000 NN P			32.10	32.10

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P	OBJE SIT	GOAL FUNC	RES DEP T9MP		
017002 (CONTINUED)								
1662 PO-161465	05/19/2016	8284340	1	01-8150-0-4300-106-0000-8110-007-000	NN P		52.34	52.34
1662 PO-161465	05/19/2016	3291831	1	01-8150-0-4300-106-0000-8110-007-000	NN P		22.42	22.42
1662 PO-161465	05/19/2016	3284250	1	01-8150-0-4300-106-0000-8110-007-000	NN P		9.93	9.93
1662 PO-161465	05/19/2016	284459	1	01-8150-0-4300-106-0000-8110-007-000	NN P		36.85	36.85
1662 PO-161465	05/19/2016	6011674	1	01-8150-0-4300-106-0000-8110-007-000	NN P		216.56	216.56
1662 PO-161465	05/19/2016	4024668	1	01-8150-0-4300-106-0000-8110-007-000	NN P		44.97	44.97
1662 PO-161465	05/19/2016	4011991	1	01-8150-0-4300-106-0000-8110-007-000	NN P		117.64	117.64
1662 PO-161465	05/19/2016	4573977	1	01-8150-0-4300-106-0000-8110-007-000	NN P		5.14	5.14
1662 PO-161465	05/19/2016	6011691	1	01-8150-0-4300-106-0000-8110-007-000	NN P		59.84	59.84
2467 PO-162135	05/19/2016	5022046	1	01-0000-0-4300-114-0000-8200-007-000	NN F		171.69	171.69
2620 PO-162269	05/19/2016	3014665	1	01-8150-0-4300-106-0000-8110-007-000	NN P		6.83	6.83
2620 PO-162269	05/19/2016	2021126	1	01-8150-0-4300-106-0000-8110-007-000	NN P		57.88	57.88
2620 PO-162269	05/19/2016	291730	1	01-8150-0-4300-106-0000-8110-007-000	NN P		22.63	22.63
2620 PO-162269	05/19/2016	291731	1	01-8150-0-4300-106-0000-8110-007-000	NN P		23.20	23.20
2620 PO-162269	05/19/2016	7291757	1	01-8150-0-4300-106-0000-8110-007-000	NN P		8.41	8.41
2620 PO-162269	05/19/2016	6015552	1	01-8150-0-4300-106-0000-8110-007-000	NN P		24.78	24.78
2620 PO-162269	05/19/2016	1014943	1	01-8150-0-4300-106-0000-8110-007-000	NN P		28.87	28.87
2620 PO-162269	05/19/2016	6024384	1	01-8150-0-4300-106-0000-8110-007-000	NN P		30.87	30.87
TOTAL PAYMENT AMOUNT							1,061.67 *	1,061.67
021789/00 JABBERGYM INC								
1170 PO-161040	05/19/2016	7057	1	01-6500-0-5800-102-5750-1180-002-000	NN P		332.50	332.50
TOTAL PAYMENT AMOUNT							332.50 *	332.50
018756/00 KATKANOVA, LYUBOV								
2641 PO-162304	05/19/2016	REIMB	1	01-5640-0-4300-601-9728-1000-017-000	NN F		15.11	15.11
TOTAL PAYMENT AMOUNT							15.11 *	15.11
019801/00 KIRKLAND, ROSINA								
2645 PO-162292	05/19/2016	april mileage	1	01-0000-0-5210-103-0000-2110-003-000	NN P		19.98	19.98
TOTAL PAYMENT AMOUNT							19.98 *	19.98
016042/00 L&H AIRCO								
2669 PO-162311	05/19/2016	8849	1	01-8150-0-5800-106-0000-8110-007-000	NN F		2,261.38	2,261.38
TOTAL PAYMENT AMOUNT							2,261.38 *	2,261.38

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Vendor/Addr	Remit name		Tax ID num	Deposit type	ABA num	Account num									
Req	Reference	Date	Description	FD	RESO	P	OBJE	SIT	GOAL	FUNC	RES	DEP	T9MP	Liq Amt	Net Amount

017726/00	LOS ANGELES FREIGHTLINER														
2362	PO-162043	05/19/2016	bp134701	1	01-0000-0-4300-112-0000-3600-007-000	NN	P							14.52	14.52
2362	PO-162043	05/19/2016	bn77390	1	01-0000-0-4300-112-0000-3600-007-000	NN	P							64.85	64.85
2362	PO-162043	05/19/2016	bn77347	1	01-0000-0-4300-112-0000-3600-007-000	NN	P							675.56	675.56
2362	PO-162043	05/19/2016	bn77327	1	01-0000-0-4300-112-0000-3600-007-000	NN	P							137.54	137.54
2362	PO-162043	05/19/2016	BN77527	1	01-0000-0-4300-112-0000-3600-007-000	NN	P							90.66	90.66
TOTAL PAYMENT AMOUNT														983.13 *	983.13
018688/00	MATHFUNBOOK.COM														
2615	PO-162261	05/19/2016	046	1	01-6500-0-4200-102-5770-1110-002-000	NN	F							92.35	91.90
TOTAL PAYMENT AMOUNT														91.90 *	91.90
022406/00	MAXIM HEALTHCARE SERVICES INC														
2290	PO-161983	05/19/2016	4103580262	1	01-0000-0-5800-102-0000-3140-003-000	NN	P							863.20	863.20
TOTAL PAYMENT AMOUNT														863.20 *	863.20
021050/00	PACHECO, SHAWNA														
2653	PO-162300	05/19/2016	REIMB-SUPPLIES	1	01-6520-0-4300-472-5770-1110-003-000	NN	F							51.28	51.28
2653	PO-162300	05/19/2016	PARKING	4	01-6520-0-5200-472-5770-1110-003-982	NN	F							10.00	10.00
2653	PO-162300	05/19/2016	MILEAGE	2	01-6520-0-5210-472-5770-1110-003-000	NN	F							21.60	21.60
2653	PO-162300	05/19/2016	MILEAGE	5	01-6520-0-5210-472-5770-1110-003-982	NN	F							129.07	129.07
2653	PO-162300	05/19/2016	POSTAGE	3	01-6520-0-5901-472-5770-1110-003-000	NN	F							6.47	6.47
2653	PO-162300	05/19/2016	POSTAGE	6	01-6520-0-5901-472-5770-1110-003-982	NN	F							26.85	26.85
TOTAL PAYMENT AMOUNT														245.27 *	245.27
021752/00	PACIFIC POWER & SYSTEMS INC														
2281	PO-161987	05/19/2016	401594	1	01-8150-0-5600-106-0000-8110-007-000	NN	F							2,768.11	2,768.21
TOTAL PAYMENT AMOUNT														2,768.21 *	2,768.21
019700/00	PITNEY BOWES INC														
320	PO-160289	05/16/2016	3100132920	1	01-0000-0-7439-105-0000-9100-005-000	NN	F							1,257.03	1,251.00
TOTAL PAYMENT AMOUNT														1,251.00 *	1,251.00

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Req Reference	Date			FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
011345/00	PLACER LEARNING CENTER							
1937 PO-161691	05/19/2016	APRIL		1 01-6500-0-5800-102-5750-1180-002-000 NN P		18,046.80	18,046.80	
				TOTAL PAYMENT AMOUNT	18,046.80 *		18,046.80	
014069/00	PLATT ELECTRIC SUPPLY INC							
1120 PO-160985	05/19/2016	J421631		2 01-8150-0-4300-106-0000-8110-007-000 NN P		497.92	497.92	
1120 PO-160985	05/19/2016	J423777		2 01-8150-0-4300-106-0000-8110-007-000 NN P		452.51	452.51	
2648 PO-162295	05/19/2016	J400888		1 01-0000-0-4300-111-0000-8200-007-939 YN F		728.41	728.41	
				TOTAL PAYMENT AMOUNT	1,678.84 *		1,678.84	
				TOTAL USE TAX AMOUNT	58.27			
022525/00	POST-IT LLC							
1695 PO-161491	05/19/2016	MARCH		1 01-0000-0-5800-110-0000-7200-004-000 NN P		140.00	140.00	
				TOTAL PAYMENT AMOUNT	140.00 *		140.00	
021194/00	PRUDENTIAL OVERALL SUPPLY INC							
119 PO-160114	05/19/2016	180247536		1 01-0000-0-5600-112-0000-3600-007-000 NN P		67.89	67.89	
				TOTAL PAYMENT AMOUNT	67.89 *		67.89	
011238/00	RELIABLE TIRE							
2017 PO-161760	05/19/2016	137120		1 01-0000-0-4300-112-0000-3600-007-000 NN P		1,172.88	1,172.88	
				TOTAL PAYMENT AMOUNT	1,172.88 *		1,172.88	
010627/00	RIVERVIEW INTERNATIONAL TRUCKS							
2624 PO-162273	05/19/2016	896969		1 01-0000-0-4300-112-0000-3600-007-000 NN P		58.49	58.49	
				TOTAL PAYMENT AMOUNT	58.49 *		58.49	
010315/00	SAC CO OFFICE OF ED FIN SVCS							
2666 PO-162308	05/19/2016	161526		1 01-4035-0-5200-103-0000-2100-003-000 NN F		750.00	750.00	
				TOTAL PAYMENT AMOUNT	750.00 *		750.00	

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BATCH: 0063 05-19-16
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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
017305/00	SACRAMENTO STATE COLLEGE OF						
2657 PO-162301	05/19/2016	REG-HEATHER WOODS	1 01-0000-0-5200-103-0000-2110-003-000 NN F			750.00	750.00
		TOTAL PAYMENT AMOUNT	750.00 *				750.00
011551/00	SAFETY SPEED MFG.						
2546 PO-162201	05/19/2016	0252142-DM	1 01-8150-0-4300-106-0000-8110-007-000 NN P			150.97	150.97
		TOTAL PAYMENT AMOUNT	150.97 *				150.97
013973/00	SAMBA SAFETY						
2470 PO-162139	05/19/2016	6137-201604	1 01-0000-0-5800-112-0000-3600-007-000 NN P			140.39	140.39
		TOTAL PAYMENT AMOUNT	140.39 *				140.39
020981/00	SAVE MART SUPERMARKETS						
557 PO-160494	05/19/2016	2295689	1 01-6500-0-4300-102-5750-1110-002-000 NN P			12.96	12.96
		TOTAL PAYMENT AMOUNT	12.96 *				12.96
017234/00	SCHIRO, BONNIE						
2652 PO-162299	05/19/2016	REIMB	1 01-0000-0-4300-472-1110-1000-014-000 NN F			31.60	31.60
		TOTAL PAYMENT AMOUNT	31.60 *				31.60
014558/00	SPURR						
166 PO-160151	05/19/2016	72835	1 01-0000-0-5520-106-0000-8110-007-000 NN P			2,566.76	2,566.76
		TOTAL PAYMENT AMOUNT	2,566.76 *				2,566.76
020465/00	SUPPORTED LIFE INSTITUTE						
2675 PO-162314	05/19/2016	MARCH	1 01-6500-0-5800-102-5750-1180-002-000 NN P			1,483.50	1,483.50
2675 PO-162314	05/19/2016	APRIL	1 01-6500-0-5800-102-5750-1180-002-000 NN F			257.50	516.00
		TOTAL PAYMENT AMOUNT	1,999.50 *				1,999.50

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Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
				FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
011190/00	UNIVERSAL SPECIALTIES INC							
1099 PO-160966	05/19/2016	73577		1 01-8150-0-4300-106-0000-8110-007-000 NN P			220.65	220.65
TOTAL PAYMENT AMOUNT							220.65 *	220.65
015191/00	WACHOB, CYNTHIA							
2661 PO-162303	05/19/2016	APRIL		1 01-6500-0-5210-102-5060-2110-002-000 NN P			211.36	211.36
TOTAL PAYMENT AMOUNT							211.36 *	211.36
022221/00	WESTERN HEALTH ADVANTAGE							
PV-161089	05/18/2016	JUNE		01-0000-0-9552-000-0000-0000-000-000 NN				113,233.27
TOTAL PAYMENT AMOUNT							113,233.27 *	113,233.27
010843/00	WILCO SUPPLY							
1716 PO-161503	05/19/2016	16E1011202		1 01-8150-0-4300-106-0000-8110-007-000 NN F			110.54	150.02
TOTAL PAYMENT AMOUNT							150.02 *	150.02
020026/00	WORTHINGTON DIRECT							
2514 PO-162171	05/19/2016	625381-CEN134		1 01-6382-0-4300-472-1110-1000-014-000 YN F			921.12	865.92
TOTAL PAYMENT AMOUNT							865.92 *	865.92
TOTAL USE TAX AMOUNT							69.27	
017313/00	XEROX							
1 PO-160001	05/19/2016	084475884		1 01-3010-0-5612-240-1110-1000-011-000 NN P			21.95	21.95
TOTAL PAYMENT AMOUNT							21.95 *	21.95
TOTAL FUND PAYMENT							248,895.09 **	248,895.09
TOTAL USE TAX AMOUNT							127.54	

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
011747/00	BOWMAN, ROSE							
2664 PO-162307	05/19/2016	REFUND		1 13-5310-0-8634-000-0000-0000-000-000 NN F		55.12	55.12	
				TOTAL PAYMENT AMOUNT	55.12 *		55.12	
011205/00	CULTURE SHOCK YOGURT							
2306 PO-162005	05/19/2016	3746		1 13-5310-0-4700-108-0000-3700-007-000 NN F		154.70	171.20	
				TOTAL PAYMENT AMOUNT	171.20 *		171.20	
011602/00	DANIELSEN CO., THE							
1691 PO-161488	05/19/2016	1025433		2 13-5310-0-4300-108-0000-3700-007-000 NN F		470.83	1,639.32	
1691 PO-161488	05/19/2016	102433		1 13-5310-0-4700-108-0000-3700-007-000 NN P		1,599.00	1,599.00	
				TOTAL PAYMENT AMOUNT	3,238.32 *		3,238.32	
017051/00	DAVIS, LAURA							
144 PO-160165	05/19/2016	DEC-FEB		1 13-5310-0-5210-108-0000-3700-007-000 NN P		34.55	34.55	
				TOTAL PAYMENT AMOUNT	34.55 *		34.55	
021080/00	GOLD STAR FOODS INC							
130 PO-160124	05/19/2016	1700953-1090206		1 13-5310-0-4700-108-0000-3700-007-000 NN P		1,676.11	1,676.11	
				TOTAL PAYMENT AMOUNT	1,676.11 *		1,676.11	
022364/00	HEARTLAND SCHOOL SOLUTIONS							
2591 PO-162248	05/19/2016	INV0000003940		1 13-5310-0-5300-108-0000-3700-007-000 NN P		673.65	673.65	
				TOTAL PAYMENT AMOUNT	673.65 *		673.65	
014098/00	JEW, JEANNENE							
143 PO-160164	05/19/2016	FEB-MAR		1 13-5310-0-5210-108-0000-3700-007-000 NN P		127.87	127.87	
143 PO-160164	05/19/2016	APRIL		1 13-5310-0-5210-108-0000-3700-007-000 NN F		24.40	44.53	
				TOTAL PAYMENT AMOUNT	172.40 *		172.40	

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Vendor/Addr	Remit name		Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description			FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP		Liq Amt	Net Amount

021194/00	PRUDENTIAL OVERALL SUPPLY INC							
136 PO-160129	05/19/2016	180247053-DUPLICATE		2	13-5310-0-5800-108-0000-3700-007-000	NN P	0.00	0.00
136 PO-160129	05/19/2016	180247535		2	13-5310-0-5800-108-0000-3700-007-000	NN P	77.75	77.75
TOTAL PAYMENT AMOUNT							77.75 *	77.75
011422/00	SYSCO OF SAN FRANCISCO							
2534 PO-162208	05/19/2016	605172125		2	13-5310-0-4300-108-0000-3700-007-000	NN P	918.60	918.60
2534 PO-162208	05/19/2016	6041923549		1	13-5310-0-4700-108-0000-3700-007-000	NN P	59.46	59.46
2534 PO-162208	05/19/2016	605172125		1	13-5310-0-4700-108-0000-3700-007-000	NN P	983.81	983.81
TOTAL PAYMENT AMOUNT							1,961.87 *	1,961.87
TOTAL FUND PAYMENT							8,060.97 **	8,060.97
TOTAL BATCH PAYMENT							256,956.06 ***	256,956.06
TOTAL USE TAX AMOUNT							127.54	
TOTAL DISTRICT PAYMENT							256,956.06 ****	256,956.06
TOTAL USE TAX AMOUNT							127.54	
TOTAL FOR ALL DISTRICTS:							256,956.06 ****	256,956.06
TOTAL USE TAX AMOUNT							127.54	

Number of warrants to be printed: 66, not counting voids due to stub overflows.

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Batch status: A All

From batch: 0064

To batch: 0064

Include Revolving Cash: Y

Include Address: N

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
011165/00	A.R.K. RAMOS						
2243 PO-161950	05/26/2016	104406	1 01-0000-0-5800-475-3200-2700-015-000 NN F		949.21	949.10	
TOTAL PAYMENT AMOUNT			949.10 *			949.10	
018067/00	ACE IT! TUTORING POWERED BY	943039105					
2698 PO-162339	05/26/2016	4006	1 01-3010-0-5800-103-1110-1000-003-832 NN F		2,627.20	2,627.20	
TOTAL PAYMENT AMOUNT			2,627.20 *			2,627.20	
014733/00	ALL WEST COACHLINES INC.						
2701 PO-162337	05/26/2016	63318	1 01-0472-0-5810-472-1110-4000-014-915 NN F		2,750.00	2,750.00	
2702 PO-162338	05/26/2016	62405	1 01-0000-0-5810-371-1110-1000-012-000 NN F		2,845.40	2,845.40	
TOTAL PAYMENT AMOUNT			5,595.40 *			5,595.40	
011617/00	AMADOR STAGE LINES						
2683 PO-162321	05/26/2016	65008	1 01-0472-0-5810-472-1110-4000-014-915 NN F		3,012.87	2,528.16	
2684 PO-162322	05/26/2016	62565	1 01-0000-0-5810-236-1110-1000-009-000 NN F		1,524.61	1,524.61	
2700 PO-162336	05/26/2016	64939	1 01-0000-0-5810-236-1110-1000-009-000 NN F		1,683.85	1,683.85	
TOTAL PAYMENT AMOUNT			5,736.62 *			5,736.62	
016059/00	ANDERSON LUMBER						
2179 PO-161900	05/26/2016	191896397	1 01-8150-0-4300-106-0000-8110-007-000 NN P		788.94	788.94	
TOTAL PAYMENT AMOUNT			788.94 *			788.94	
018533/00	ATKINSON ANDELSON LOYA RUDD	953378600					
655 PO-160582	05/26/2016	497833	2 01-0000-0-5804-105-0000-7200-005-000 NE P		7,528.15	7,528.15	
TOTAL PAYMENT AMOUNT			7,528.15 *			7,528.15	
021604/00	ATLAS DISPOSAL INDUSTRIES						
152 PO-160139	05/26/2016	01-149401-0	1 01-0000-0-5550-106-0000-8110-007-000 NN P		242.43	242.43	
TOTAL PAYMENT AMOUNT			242.43 *			242.43	

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				

019504/00	B & H PHOTO-VIDEO						
2647 PO-162294	05/26/2016	110819747	1 01-9115-0-4400-115-0000-7700-007-000 YN F			4,406.96	3,680.52
TOTAL PAYMENT AMOUNT						3,680.52 *	3,680.52
TOTAL USE TAX AMOUNT						294.44	
020540/00	CALIFORNIA AMERICAN WATER CO						
161 PO-160147	05/26/2016	1015220012586448	2 01-0000-0-5540-106-0000-8110-007-000 NN P			160.28	160.28
161 PO-160147	05/26/2016	220012585520	2 01-0000-0-5540-106-0000-8110-007-000 NN P			1,547.48	1,547.48
161 PO-160147	05/26/2016	220012586455	2 01-0000-0-5540-106-0000-8110-007-000 NN P			160.28	160.28
161 PO-160147	05/26/2016	220012585421	2 01-0000-0-5540-106-0000-8110-007-000 NN P			920.86	920.86
TOTAL PAYMENT AMOUNT						2,788.90 *	2,788.90
019750/00	CAPITAL PROGRAM MGMT INC	364447158					
556 PO-160501	05/26/2016	#16	1 01-6230-0-5800-106-9623-8500-007-000 NN P			1,621.25	1,621.25
2574 PO-162227	05/26/2016	#11	1 01-0000-0-5800-106-9623-7200-007-997 NN F			2,946.25	2,946.25
2574 PO-162227	05/26/2016	#11	2 01-0000-0-5800-106-9623-7200-007-997 NN P			9,085.75	9,085.75
TOTAL PAYMENT AMOUNT						13,653.25 *	13,653.25
011374/00	CAPITOL MECHANICAL INC						
2183 PO-161904	05/26/2016	21590	1 01-8150-0-4300-106-0000-8110-007-000 NN F			440.00	440.00
2621 PO-162270	05/26/2016	21590	1 01-8150-0-4300-106-0000-8110-007-000 NN P			160.00	160.00
2621 PO-162270	05/26/2016	21591	1 01-8150-0-4300-106-0000-8110-007-000 NN P			1,190.00	1,190.00
TOTAL PAYMENT AMOUNT						1,790.00 *	1,790.00
016639/00	CAVENDISH SQUARE						
2240 PO-161996	05/26/2016	3021844	1 01-6300-0-4200-236-1110-1000-009-000 NN P			965.08	965.08
2240 PO-161996	05/26/2016	3021949	1 01-6300-0-4200-236-1110-1000-009-000 NN P			49.50	49.50
TOTAL PAYMENT AMOUNT						1,014.58 *	1,014.58
013928/00	CINTAS LOCATION 622						
2558 PO-162211	05/26/2016	622626766	1 01-0000-0-5800-111-0000-8200-007-000 NN P			156.12	156.12
2558 PO-162211	05/26/2016	622640841	1 01-0000-0-5800-111-0000-8200-007-000 NN P			166.72	166.72
TOTAL PAYMENT AMOUNT						322.84 *	322.84

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Vendor/Addr	Remit name		Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description		FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP			Liq Amt	Net Amount
016069/00	CORRALEJO, BONNIE							
1667 PO-161470	05/26/2016	TRIP655		1 01-0000-0-5800-112-0000-3600-007-000 NN P			4.00	4.00
TOTAL PAYMENT AMOUNT							4.00 *	4.00
011040/00	CSA							
2278 PO-161974	05/26/2016	E003		1 01-0000-0-5200-106-0000-8110-007-000 NN F			756.00	756.00
TOTAL PAYMENT AMOUNT							756.00 *	756.00
017462/00	DAVIS, SHANNON							
2692 PO-162328	05/26/2016	MAY MILEAGE		1 01-5630-0-5800-601-1220-1000-017-000 NN F			209.52	209.52
TOTAL PAYMENT AMOUNT							209.52 *	209.52
010583/00	DEL PASO PIPE & STEEL CO.							
889 PO-160783	05/26/2016	395256		1 01-8150-0-4300-106-0000-8110-007-000 NN P			116.81	116.81
TOTAL PAYMENT AMOUNT							116.81 *	116.81
015800/00	DISCOUNT SCHOOL SUPPLY							
2351 PO-162039	05/26/2016	D22423550101		1 01-5630-0-4300-601-1220-1000-017-000 NN F			62.48	63.16
TOTAL PAYMENT AMOUNT							63.16 *	63.16
011132/00	FEDEX							
74 PO-160072	05/26/2016	5-423-12360		1 01-8150-0-5901-106-0000-8110-007-000 NN P			21.27	21.27
TOTAL PAYMENT AMOUNT							21.27 *	21.27
022347/00	GIVE SOMETHING BACK		943257091					
2646 PO-162293	05/26/2016	IN0500717		1 01-0000-0-4300-101-0000-7150-002-000 NN F			241.90	241.90
TOTAL PAYMENT AMOUNT							241.90 *	241.90
010191/00	GRAINGER							
2560 PO-162213	05/26/2016	9099690639		1 01-6382-0-4400-472-1110-1000-014-000 NN P			1,239.84	1,239.84
2560 PO-162213	05/26/2016	9100929794		1 01-6382-0-4400-472-1110-1000-014-000 NN P			24.30	24.30
2560 PO-162213	05/26/2016	9108114092		1 01-6382-0-4400-472-1110-1000-014-000 NN F			2,032.02	2,056.32

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Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP	ABA num	Account num	Liq Amt	Net Amount
TOTAL PAYMENT AMOUNT					3,320.46 *			3,320.46
015636/00		HASTIE'S SAND AND GRAVEL						
270 PO-160248	05/26/2016	141454		1 01-0000-0-4300-106-0000-8110-007-000 NN P			877.50	877.50
TOTAL PAYMENT AMOUNT					877.50 *			877.50
016486/00		HDS WHITE CAP CONST.SUPPLY						
349 PO-160322	05/26/2016	10005207587		1 01-8150-0-4300-106-0000-8110-007-000 NN P			76.10	76.10
TOTAL PAYMENT AMOUNT					76.10 *			76.10
017337/00		HUMMINGBIRD NETWORKS						
2629 PO-162277	05/26/2016	228165		1 01-9115-0-4400-115-0000-7700-007-000 NN F			14,753.07	14,753.07
TOTAL PAYMENT AMOUNT					14,753.07 *			14,753.07
016750/00		JUST SEND IT POSTAL CENTER						
794 PO-160695	05/26/2016	NOTARY 3/22		1 01-8150-0-5800-106-0000-8110-007-000 NN P			20.00	20.00
2301 PO-162003	05/26/2016	1437		1 01-5630-0-5800-601-1220-1000-017-000 NN P			200.00	200.00
TOTAL PAYMENT AMOUNT					220.00 *			220.00
010355/00		KAISER FOUNDATION HEALTH PLAN						
PV-161091	05/25/2016	JUNE		01-0000-0-9552-000-0000-0000-000-000 NN				163,976.32
TOTAL PAYMENT AMOUNT					163,976.32 *			163,976.32
010609/00		KELLY MOORE PAINT CO						
64 PO-160063	05/26/2016	202-00000340799		1 01-8150-0-4300-106-0000-8110-007-000 NN P			935.88	935.88
TOTAL PAYMENT AMOUNT					935.88 *			935.88
016042/00		L&H AIRCO	680013989					
804 PO-160701	05/26/2016	8868		1 01-8150-0-5600-106-0000-8110-007-000 NN P			55.00	55.00
1858 PO-161628	05/26/2016	17198		1 01-8150-0-5800-106-0000-8110-007-000 NN F			1,173.26	1,173.26
TOTAL PAYMENT AMOUNT					1,228.26 *			1,228.26

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
017218/00	LEARN WITH IPADS LLC		473480413					
2314 PO-162009	05/26/2016	cjUSD-mar-8975		1 01-3010-0-5800-103-1110-1000-003-832 NN P			1,577.80	1,577.80
2314 PO-162009	05/26/2016	CJUSD-APR-8995		1 01-3010-0-5800-103-1110-1000-003-832 NN F			1,659.80	1,660.16
TOTAL PAYMENT AMOUNT					3,237.96 *			3,237.96
014389/00	LOMOVA, YELENA							
887 PO-160781	05/26/2016	TRIP 985		1 01-0000-0-5800-112-0000-3600-007-000 NN P			18.03	18.03
887 PO-160781	05/26/2016	TRIP668		1 01-0000-0-5800-112-0000-3600-007-000 NN P			10.75	10.75
887 PO-160781	05/26/2016	TRIP655		1 01-0000-0-5800-112-0000-3600-007-000 NN F			4.07	5.00
TOTAL PAYMENT AMOUNT					33.78 *			33.78
017726/00	LOS ANGELES FREIGHTLINER							
2362 PO-162043	05/26/2016	BN77567		1 01-0000-0-4300-112-0000-3600-007-000 NN P			132.21	132.21
2362 PO-162043	05/26/2016	BN77390		1 01-0000-0-4300-112-0000-3600-007-000 NN P			64.85	64.85
TOTAL PAYMENT AMOUNT					197.06 *			197.06
021914/00	LOY MATTISON ENTERPRISES		511602583					
61 PO-160061	05/26/2016	040116043016		1 01-0000-0-5800-106-0000-8110-007-000 NY P			880.00	880.00
TOTAL PAYMENT AMOUNT					880.00 *			880.00
022230/00	MANAGED HEALTH NETWORK		953817988					
38 PO-160035	05/26/2016	3200079651		1 01-0000-0-3401-100-1110-1000-000-000 NN P			1,195.48	1,195.48
TOTAL PAYMENT AMOUNT					1,195.48 *			1,195.48
020428/00	MCLEOD, HARVEY							
2696 PO-162333	05/26/2016	TRAVEL EXPENSE		1 01-0000-0-5200-472-1110-1000-014-000 NN F			729.82	729.82
TOTAL PAYMENT AMOUNT					729.82 *			729.82
021058/00	MULDOON, CARRIE							
2697 PO-162334	05/26/2016	TRAVEL EXPENSE		1 01-0000-0-5200-472-1110-1000-014-000 NN F			360.39	360.39
TOTAL PAYMENT AMOUNT					360.39 *			360.39

81 CENTER UNIFIED SCHOOL DIST.
05-26-16

ACCOUNTS PAYABLE PRELIST
BATCH: 0064 5-26-16
FUND : 01 GENERAL FUND

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Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
				FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
015771/00	NICHOLS, NATASHA							
2686 PO-162327	05/26/2016	REIMB		1 01-5630-0-4300-601-1220-1000-017-000 NN F			44.54	44.54
				TOTAL PAYMENT AMOUNT	44.54 *			44.54
017576/00	OFFICE DEPOT/BUS.SERVICES DIV							
2554 PO-162219	05/26/2015	838032103001		1 01-0000-0-4400-120-0000-7110-001-995 NN F			1,861.77	1,772.83
				TOTAL PAYMENT AMOUNT	1,772.83 *			1,772.83
021139/00	PACIFIC COAST BREAKER LLC							
1344 PO-161182	05/26/2016	PCB IN-77613		1 01-8150-0-4300-106-0000-8110-007-000 NN P			34.56	34.56
1344 PO-161182	05/26/2016	PCB IN-77613		1 01-8150-0-4300-106-0000-8110-007-000 NN P			34.56	34.56
				TOTAL PAYMENT AMOUNT	69.12 *			69.12
010980/00	PEARSON EDUCATION INC							
2616 PO-162262	05/26/2016	BK80647346		1 01-6300-0-4200-103-1110-1000-003-000 NN F			6,705.13	6,262.43
				TOTAL PAYMENT AMOUNT	6,262.43 *			6,262.43
014069/00	PLATT ELECTRIC SUPPLY INC		752304244					
1120 PO-160985	05/26/2016	J459803		2 01-8150-0-4300-106-0000-8110-007-000 NN P			1,600.41	1,600.41
2663 PO-162320	05/26/2016	J423483		1 01-0000-0-4300-111-0000-8200-007-939 NN F			349.92	349.92
				TOTAL PAYMENT AMOUNT	1,950.33 *			1,950.33
011238/00	RELIABLE TIRE							
2017 PO-161760	05/26/2016	137408		1 01-0000-0-4300-112-0000-3600-007-000 NN P			473.56	473.56
				TOTAL PAYMENT AMOUNT	473.56 *			473.56
020616/00	RENT RITE							
772 PO-160684	05/26/2016	147215		1 01-0000-0-5600-472-1217-1000-014-000 NN F			450.00	450.00
				TOTAL PAYMENT AMOUNT	450.00 *			450.00

81 CENTER UNIFIED SCHOOL DIST.
05-26-16

ACCOUNTS PAYABLE PRELIST
BATCH: 0064 5-26-16
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESO P OBJE	SIT GOAL FUNC	RES DEP T9MP		
010096/00	RESERVE ACCOUNT		841386389					
2678 PO-162332	05/26/2016	15072143		1 01-0000-0-5901-105-0000-7200-005-000	NN F		10,000.00	10,000.00
TOTAL PAYMENT AMOUNT							10,000.00 *	10,000.00
010552/00	SAC VAL JANITORIAL							
2066 PO-161800	05/26/2016	10189999		1 01-0000-0-9320-000-0000-0000-000-000	NN P		265.51	265.51
2066 PO-161800	05/26/2016	10190443		1 01-0000-0-9320-000-0000-0000-000-000	NN P		189.65	189.65
TOTAL PAYMENT AMOUNT							455.16 *	455.16
010266/00	SACRAMENTO COUNTY UTILITIES							
153 PO-160140	05/26/2016	50008418859		1 01-0000-0-5540-106-0000-8110-007-000	NN P		220.36	220.36
TOTAL PAYMENT AMOUNT							220.36 *	220.36
015962/00	SCHMIEDER, KRIS							
2682 PO-162326	05/26/2016	REIMB		1 01-0000-0-5800-240-0000-2700-011-000	NN F		431.97	431.97
TOTAL PAYMENT AMOUNT							431.97 *	431.97
017763/00	SCHOOLDUDE.COM							
2699 PO-162335	05/26/2016	R-53161		1 01-8150-0-5600-106-0000-8110-007-000	NN F		7,399.40	7,399.40
TOTAL PAYMENT AMOUNT							7,399.40 *	7,399.40
010373/00	SCHOOLS INSURANCE AUTHORITY							
686 PO-160611	05/26/2016	2016USTKAM.24		1 01-0000-0-5800-112-0000-3600-007-000	NN P		150.00	150.00
TOTAL PAYMENT AMOUNT							150.00 *	150.00
010826/00	SHIFFLER EQUIPMENT SALES INC							
2561 PO-162214	05/26/2016	1613802000		1 01-8150-0-4300-106-0000-8110-007-000	NN P		212.07	212.07
TOTAL PAYMENT AMOUNT							212.07 *	212.07

81 CENTER UNIFIED SCHOOL DIST.
05-26-16

ACCOUNTS PAYABLE PRELIST
BATCH: 0064 5-26-16
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
010139/00	TROXELL COMMUNICATIONS INC							
2524 PO-162185	05/26/2016	89504801		1 01-9115-0-4300-115-0000-7700-007-000 NN F			318.60	318.61
TOTAL PAYMENT AMOUNT							318.61 *	318.61
011190/00	UNIVERSAL SPECIALTIES INC							
1099 PO-160966	05/26/2016	73640		1 01-8150-0-4300-106-0000-8110-007-000 NN P			15.98	15.98
TOTAL PAYMENT AMOUNT							15.98 *	15.98
016889/00	WATER RITE PRODUCTS INC.		942993560					
2694 PO-162329	05/26/2016	60405401		1 01-8150-0-4300-106-0000-8110-007-000 NN P			80.37	80.37
TOTAL PAYMENT AMOUNT							80.37 *	80.37
010843/00	WILCO SUPPLY							
2550 PO-162203	05/26/2016	16D2907101		1 01-8150-0-4300-106-0000-8110-007-000 NN P			379.18	379.18
TOTAL PAYMENT AMOUNT							379.18 *	379.18
022348/00	WILSON, SHERRY							
2579 PO-162232	05/26/2016	TRIP982		1 01-0000-0-5800-112-0000-3600-007-000 NN P			7.44	7.44
TOTAL PAYMENT AMOUNT							7.44 *	7.44
017313/00	XEROX							
425 PO-160387	05/26/2016	230031307		1 01-0000-0-5800-115-9790-8200-007-000 NN P			1,138.48	1,138.48
425 PO-160387	05/26/2016	230031898		1 01-0000-0-5800-115-9790-8200-007-000 NN P			1,371.94	1,371.94
818 PO-160715	05/26/2016	7149057-01 FEB		1 01-0000-0-5800-115-9790-8200-007-000 NN P			35,523.40	35,523.40
818 PO-160715	05/26/2016	7149057-MAR		1 01-0000-0-5800-115-9790-8200-007-000 NN P			35,448.99	35,448.99
819 PO-160716	05/26/2016	141507724-A		1 01-0000-0-4300-115-9790-8200-007-000 NN P			558.90	558.90
819 PO-160716	05/26/2016	140678974-A		1 01-0000-0-4300-115-9790-8200-007-000 NN P			5,578.58	5,578.58
TOTAL PAYMENT AMOUNT							79,620.29 *	79,620.29
TOTAL FUND PAYMENT							350,466.31 **	350,466.31
TOTAL USE TAX AMOUNT							294.44	

01 CENTER UNIFIED SCHOOL DIST.
05-26-16

ACCOUNTS PAYABLE PRELIST
BATCH: 0064 5-26-16
FUND : 11 ADULT EDUCATION FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP			Liq Amt	Net Amount
016106/00	BERGER, CHRISTINE						
2676	PO-162331	05/26/2016	REIMB-TABLE	1 11-0030-0-4300-475-4130-1000-015-000 NN F		329.39	329.39
			TOTAL PAYMENT AMOUNT	329.39 *			329.39
			TOTAL FUND	PAYMENT	329.39 **		329.39

81 CENTER UNIFIED SCHOOL DIST.
05-26-16

ACCOUNTS PAYABLE PRELIST
BATCH: 0064 5-26-16
FUND : 12 CHILD DEVELOPMEN FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	FD RESO	P OBJE	SIT GOAL	FUNC RES	DEP T9MP	
018143/00		CHILD DEVELOPMENT CENTERS INC						
1010 PO-160888	05/26/2016	5030-APR16	1	12-5025-0-5800-100-8500-1000-005-000	NN P	19,718.49		19,718.49
1010 PO-160888	05/26/2016	5030-APRL	2	12-6105-0-5800-100-8500-1000-005-000	NN P	23,372.61		23,372.61
			TOTAL PAYMENT AMOUNT			43,091.10 *		43,091.10
			TOTAL FUND	PAYMENT		43,091.10 **		43,091.10

81 CENTER UNIFIED SCHOOL DIST.
05-26-16

ACCOUNTS PAYABLE PRELIST
BATCH: 0064 5-26-16
FUND : 13 CAFETERIA FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				

016279/00	P&R PAPER SUPPLY						
133 PO-160127	05/26/2016	30079078-01	1 13-5310-0-4300-108-0000-3700-007-000 NN P			138.19	138.19
TOTAL PAYMENT AMOUNT						138.19 *	138.19
021194/00	PRUDENTIAL OVERALL SUPPLY INC						
136 PO-160129	05/26/2016	180248134	2 13-5310-0-5800-108-0000-3700-007-000 NN P			77.75	77.75
TOTAL PAYMENT AMOUNT						77.75 *	77.75
017334/00	SEVEN UP BOTTLING CO. OF S.F.						
134 PO-160128	05/26/2016	7062228007	1 13-5310-0-4700-108-0000-3700-007-000 NN P			403.20	403.20
TOTAL PAYMENT AMOUNT						403.20 *	403.20
020252/00	STAPLES BUSINESS ADVANTAGE	043390816					
2547 PO-162202	05/26/2016	3301077275	1 13-5310-0-4300-108-0000-3700-007-000 NN P			293.77	293.77
2547 PO-162202	05/26/2016	3301508602	1 13-5310-0-4300-108-0000-3700-007-000 NN P			11.31	11.31
2547 PO-162202	05/26/2016	3302230879	1 13-5310-0-4300-108-0000-3700-007-000 NN F			13.49	12.63
TOTAL PAYMENT AMOUNT						317.71 *	317.71
011422/00	SYSCO OF SAN FRANCISCO						
2534 PO-162208	05/26/2016	605172125	2 13-5310-0-4300-108-0000-3700-007-000 NN P			918.60	918.60
2534 PO-162208	05/26/2016	605172125	1 13-5310-0-4700-108-0000-3700-007-000 NN P			983.81	983.81
TOTAL PAYMENT AMOUNT						1,902.41 *	1,902.41
TOTAL FUND PAYMENT						2,839.26 **	2,839.26
TOTAL BATCH PAYMENT						396,726.06 ***	396,726.06
TOTAL USE TAX AMOUNT						294.44	
TOTAL DISTRICT PAYMENT						396,726.06 ****	396,726.06
TOTAL USE TAX AMOUNT						294.44	
TOTAL FOR ALL DISTRICTS:						396,726.06 ****	396,726.06
TOTAL USE TAX AMOUNT						294.44	

Number of warrants to be printed: 62, not counting voids due to stub overflows.

Center Joint Unified School District

Dept./Site: Superintendent's Office

To: Board of Trustees

Date: June 8, 2016

From: Scott A. Loehr, Superintendent

Principal/Administrator Initials: _____

AGENDA REQUEST FOR:

Action Item _____

Information Item _____

Attached Pages _____

SUBJECT: Global Youth Charter School Charter Renewal

This is a renewal of the Charter for Global Youth Charter School, which would remain in effect until June 30, 2021.

RECOMMENDATION: The CJUSD Board of Trustees Approve the Global Youth Charter School Charter Renewal.

2016 Five Year Charter Renewal for Global Youth Charter School

Board Resolution for Charter Renewal:

Charter Renewal for the Global Youth Charter School:

A California Public Charter School

Whereas the Center Joint Unified School District received a charter renewal on June 8, 2016 and

Whereas the Center Joint Unified School District, after holding a public hearing on June 8, 2016, and considering the level of parent and staff support, has determined that the applicants have assembled and presented a valid and meritorious charter petition;

Be it resolved that the Center Joint Unified School District hereby approves and grants this charter renewal for a period of five (5) years commencing July 1, 2016 and ending June 30, 2021 by a vote of ____ to ____ on June 8, 2016.

Be it further resolved that the Center Joint Unified School District Board of Trustees retains ultimate responsibility for the oversight and governance of Global Youth Charter School.

Be it further resolved that Global Youth Charter School is a district school and is subject to all board policies unless specifically waived the governing board of Center Joint Unified School District.

Witnessed:

Scott A. Loehr, Superintendent

Doug Hughey, GYCS Principal

Date

Date

Center Joint Unified School District Board of Education

**Global Youth Charter School
2016 Charter Renewal**

GYCS

Because we C.A.R.E.

**Respectfully Submitted to
The Center Joint Unified School District Board of Trustees and
Superintendent Scott Loehr**

**By
Doug Hughey, Principal
Global Youth Charter School**

AFFIRMATIONS

Global Youth Charter School (“GYCS” or “Charter School”) is committed to the following affirmations:

- GYCS will participate in all required statewide assessment tests.
- GYCS will be non-sectarian in its programs, admission policies, employment practices, and all other operations.
- GYCS will not charge tuition.
- GYCS will not discriminate against any student or employee on the basis of ethnicity, national origin, gender, sexual orientation, or disability.
- GYCS will admit all students who wish to attend the charter school, subject only to capacity.
- GYCS will comply with the Individuals with Disabilities in Education Act (IDEA), Section 504 of the Rehabilitation Act (Section 504), and the Americans with Disabilities Act (ADA).
- GYCS will comply with the Public Records Act and the Federal Educational Privacy Rights Act (FERPA).
- GYCS admission will not be determined according to the place of residence of the student, or of his or her parent or guardian, within California.
- GYCS will offer, at a minimum, the same number of minutes of instruction set forth in paragraph (3) of subdivision (a) of Education Code Section 46201 for the appropriate grade levels.
- GYCS will continually strive for a healthy, collaborative, synergistic relationship with the Center Joint Unified School District (CJUSD).

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Appendix A: GYCS Curriculum Guide

Element One

THE EDUCATIONAL PROGRAM

A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.

California Education Code Section 47605 (b) (5) (A)

History

Global Youth Charter School (GYCS) was established in 2004 as a dependent charter in the Center Joint Unified School District (“District”). It was funded by an early college initiative grant from the Bill and Melinda Gates Foundation. GYCS partnered with American River College (ARC) in the Los Rios Community College District to provide an early college experience for students in grades 9-12. The educational program in the original charter, dated February 18, 2004, had a connection with the Peace Corps with the goal of creating global awareness. The goal of the early college partnership was twofold. First, students were to have the opportunity to obtain an Associates Degree or 60 transfer credits within one year of graduation from high school. Secondly, ARC will have greater success outcomes for the students from the Rio Linda, North Highlands, and Antelope communities.

While the original charter was educationally sound and the partnership with ARC was promising, cuts to the California K-14 education budget and the expiration of the Early College Initiative grant made it fiscally unfeasible to follow through with the early college high school initiative. The GYCS connection to the Peace Corp did not materialize past the first year of the program. Additionally, WASC recommended revising the charter to reflect the current educational program.

One of the many benefits of charter schools is the ability to quickly adapt to changing environments, the needs of the students and the community. In January, 2011, the students were surveyed to find out their priorities. The students reported in the following order: 1) small campus/small classes; 2) sports program; 3) college prep focus; and 4) how the student body values and respects diversity. Because of the recent (2015-16) declining enrollment and a constant struggle to field and compete in CIF Sports, GYCS has decided to pursue an intermural approach to athletics where all students will be able to participate. The master schedule will include a built-in 6th period class for all 7th-12 students.

Course Offerings

The primary focus of the school curriculum is to empower and prepare all students to demonstrate proficiency in California Content Standards. The school transitioned to the California Core Content Standards recently approved by the State Board of Education. All required core classes are a-g approved and designated college prep on the school transcript. Teachers have prepared a year-long scope and sequence, course description, and unit descriptions with key learning targets derived from the state content standards.

School Wide Learning Outcomes (SLO'S)

Students, staff, and parents collaboratively developed the School Mission and SLOs:

Our Mission is to inspire students to develop a love of learning and empower them to become self-sufficient adults through effective and challenging instruction, extra-curricular activities and a wide range of experiences in a safe and supportive community.

Complex Thinkers Who:

- 1. Demonstrate creative and critical thinking skills to solve problems
- 2. Illustrate a variety of perspectives when drawing conclusions
- 3. Identify and use resources effectively

Academic Achievers Who:

- 1. Strive to meet or exceed state standards
- 2. Demonstrate consistent improvement
- 3. Produce high quality work
- 4. Work independently to seek and evaluate information
- 5. Develop and monitor personal education and career goals

Responsible Citizens Who Demonstrate:

- 1 Cultural awareness and appreciation of diversity
- 2 Responsibility, integrity and respect for others
- 3 The ability to work as part of a team
- 4 Leadership and service within their community

Effective Communicators Who:

- 1 Articulate ideas clearly in presentations and interactions with others
- 2 Speak, read, write, and listen reflectively and critically
- 3 Use technology to gather, process, and communicate information

Creating a College Bound Culture

The purpose of creating a college bound culture is to provide a pathway for all students to have the option of attending a college institution. However, what we discovered the past two years is that not all students want to attend college directly out of high school. Students may choose to go directly into the workforce, attend career training, or attend a community college or university. The important point is that all students have the option by having access to a college preparatory curriculum.

Special Education

Pursuant to Education Code section 47641(b), the Charter School does not elect to be a local educational agency (“LEA”) in accordance with Education Code section 47641(a) and, therefore, shall not be deemed the LEA for purposes of compliance with the Individuals with Disabilities and Education Improvement Act (20 U.S.C. sections 1400, et seq.) (hereinafter “IDEIA”) but shall be deemed a public school of the District. As such, the parties understand and agree that the District shall, in partnership with the Charter School, ensure that all students with exceptional needs who attend the Charter School are provided with a free and appropriate public education in compliance with the IDEIA. A child with disabilities attending the Charter School shall receive special education instruction or designated instruction and services, including transportation, in the same manner as a child with disabilities who attends another public school of the District.

1. The Charter School agrees to assume primary responsibility, and fully cooperate with the District, in identifying any student with special needs, including all students who seek enrollment at the Charter School or who are enrolled in the Charter School, and in convening annual IEP’s. The District agrees that it retains responsibility for all other IDEA obligations and responsibilities not assigned to the Charter School for students enrolled in the Charter School.

2. The Charter School's staff trained in special education shall be responsible for identifying and referring Charter School students to the District who have or may have exceptional needs that qualify them to receive special education and/or related services from the District while enrolled at the Charter School. The Charter School will develop, maintain, and implement policies and procedures within the Charter School to ensure that students who have or may have exceptional needs are identified. The Charter School shall work cooperatively with the District to provide services to pupils with exceptional needs at the Charter School. The Charter School shall notify the District's Director of Special Education or designee as soon as practicable of any and all pupils who seek to enroll or who are dropped from enrollment, and who had an IEP in the current or previous year, or who have a record of having ever received special education services. To this end, the Charter School shall require students enrolling in the Charter School to indicate whether they have, or have ever had, an IEP.
3. The District shall be responsible for evaluating and assessing Charter School students identified by the Charter School who have or may have exceptional needs that qualify them to receive special education and/or related services. The Charter School will develop, maintain, and implement policies and procedures within the Charter School to ensure that students who have or may have exceptional needs are referred to the District for evaluation and assessment. If during the pre-placement evaluation and assessment, or any subsequent IEP, it is determined by the IEP team that the Charter School is not an appropriate placement for a student with exceptional needs, the student will be referred to the District, or the pupil's district of residence, for placement in an appropriate program that meets the needs of the student.
4. The District shall be responsible for developing, maintaining, and reviewing the form and format, as required by the District's Special Education Local Plan Area, of all written IEP's for students who have or may have exceptional needs that qualify them to receive special education and/or related services. The Charter School will develop, maintain, and implement policies and procedures within the Charter School to collaborate with the

District in ensuring that IEP's are implemented for all students with exceptional needs who are enrolled in the Charter School.

5. The District shall retain all special education funds of the Charter School for services to special education pupils (i.e., "special education funding allocation"). In addition, the Charter School shall pay to the District a special education general fund encroachment fee for each unit of Charter School enrollment. The fee shall be computed by dividing the District's total special education general fund encroachment in the current school year by the total number of units of District enrollment, including Charter School enrollment, in that school year.
6. The District shall address, respond, and/or investigate complaints received under the District's Uniform Complaint procedure involving Charter School students receiving special education and related services from the District. The Charter School shall cooperate with the District in responding to such complaints as deemed required by the District.
7. The District may initiate and shall defend against due process hearings involving any Charter School student receiving special education and related services from the District in accordance with federal and State law. In the event any due process hearing is filed against the District, the District, as the LEA providing special education to Charter School students, shall be responsible for the District's costs associated with filing for or defending against the due process hearing.

Element Two

MEASUREABLE STUDENT OUTCOMES

*The measurable pupil outcomes identified for use by the charter school.
"Pupil outcomes," for purpose of this part, means the extent to which
all pupils of the school demonstrate that they have attained the skills, knowledge,
and attitudes specified as goals in the school's educational program.
California Education Code Section 47605 (b) (5) (B)*

Global Youth Charter School (GYCS) will meet all statewide standards and conduct student assessments required pursuant to Section 60605 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter schools. Student learning outcomes are based on the California State Content Standards.

English Language Arts

Our goal is for all students to have the skills and knowledge captured in the ELA/Literacy standards designed to prepare students for life outside the classroom. They include critical-thinking skills and the ability to closely read texts that will help them understand and enjoy literature.

Mathematics

Students will express, interpret, and use mathematical concepts to construct valid arguments and solve real-world problems. They will demonstrate conceptual understanding through appropriate application of mathematical skills and problem-solving techniques.

Science

Students will understand the use of the scientific process in problem solving; develop the habit of critical thinking, and learn to construct a body of concepts through experiential activities and communications; integrate physical, earth and life sciences in understanding natural phenomena; use technology for information retrieval, data acquisition and analysis, and communications.

Social Science

Students will address the following universal concepts by using a variety of sources: recognition of the dignity of the individual and the importance of ethical issues in the

context of societies; understanding religion, philosophy, and other major belief systems as they relate to culture as well as to human and environmental interaction; application of basic economic and political concepts; knowledge of the role minorities, immigrants, and women have played in our society; understanding of the basic principles of democracy and the origins of basic Constitutional concepts; and using time and chronology in the analysis of cause and effect.

English Language Learners

Students will acquire English-language proficiency in all areas of communication, including listening, speaking, reading, and writing. They will also demonstrate academic progress in the core curriculum. Mastery of English Language Standards will be monitored through the use of unit benchmark assessments. The CELDT is used for initial identification and for annual assessment until students are reclassified as fluent.

Visual & Performing Arts

Ability to make critical, informed judgments about the arts and aesthetics; ability to recognize the relationship between the arts and society and the connection to one's own culture; ability to express one's own creativity.

Foreign Language

Until further growth in enrollment, students will be given the opportunity to take foreign language at ARC (as long as they fulfill the 2.75 GPA requirements and there is room available). Attempts to take a foreign language at CHS is still in the works (hope to have more openings should the new block schedule at CHS provide such)

Special Education

Each Student will achieve goals and objectives designed specifically to address his or her academic, vocational, and social-emotional strengths and needs. Multiple methods for assessing student growth and understanding will be employed in order to provide continuous feedback for all individuals supporting the student (i.e. parents, teachers, designated instructional service providers, etc.) Students will access the general education curriculum in all subject areas, with accommodations and modifications appropriate to each student's needs pursuant to an IEP. Students will demonstrate proficiency as defined in their IEP in core curriculum subject matter through a variety of assessment methods. Consultation and collaboration between general and special education teachers will ensure full access to the general education curriculum for all

students with exceptional needs. GYCS will continue federal and state mandated education services.

Physical Development and Health

Students will acquire lifetime physical fitness concepts to help them develop motor skills, shape and maintain a positive self-image, display appropriate social behavior, and enjoy physical education as a recreational interest. Students will increase muscular strength and endurance, flexibility and agility; develop cardio-vascular endurance, and maintain body composition. Students will gain an understanding of human growth and development, as well as sexuality; planning a physical fitness program; understanding nutrition, substance abuse, and the nature of illness. Students will demonstrate their knowledge of the skills and course content on written examinations, physical skills tests, and observation by the instructor during class activities.

Element Three

PUPIL ASSESSMENT

The method by which pupil progress in meeting those pupil outcomes is to be measured.
California Education Code Section 47605 (b) (5) (C)

To ensure that all statewide performance standards are met and to ensure continual evidence of student learning, Global Youth Charter School (GYCS) will conduct testing pursuant to Education Code Section 47605(c) as well as its own assessment and evaluation processes. Multiple forms of assessment will be used to measure student achievement and progress, tailor programs of instruction, validate and continuously improve teaching methods, gauge the school's performance in comparison to similar schools throughout the state, and provide the metrics for programmatic audits reported to CJUSD and the California Department of Education (CDE).

Statewide Testing

As one method of measuring student progress, assessments will be conducted pursuant to 47605(c)(1) which requires GYCS to conduct state testing pursuant to Education Code Section 60605 and any other statewide assessments applicable to students in non-charter schools.

Common Core testing (CAASP)

Like all other schools in the CJUSD, Global will expect students to participate in Common Core testing at/near the end of each school year.

California English Language Development Test

The CELDT is used for initial identification of English language learners and for annual assessment until students are reclassified as fluent.

Unit Assessments

For each core course, teachers have developed a scope and sequence, unit descriptions, and key learning targets for each unit. The key learning targets are taken from the California State Content Standards. Using *Zoom!*, the charter school version of DataDirector, teachers are able to carefully examine the effectiveness of daily lessons against the results of standards based assessments and share that information to students and parents.

Element Four

THE GOVERNANCE STRUCTURE

*The governance structure of the school, including, but not limited to,
the process to be followed by the school to ensure parental involvement.
California Education Code Section 47605 (b) (5) (D)*

The District's Board of Trustees retains the ultimate responsibility for the governance and fiscal oversight of Global Youth Charter School (GYCS). The Board of Trustees may approve, modify, or reverse any recommendation, decision, or other action recommended by the Principal.

Element Five

EMPLOYMENT QUALIFICATIONS

*The qualifications to be met by individuals to be employed by the school.
California Education Code Section 47605 (b) (5) (E)*

Global Youth Charter School (GYCS) will employ teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. Teachers will teach the core academic classes of mathematics, language Arts, science, and history/social studies. Teachers will be responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions. All certificates and permits will be on file at the District's personnel office. Qualifications for other full-time, part-time, or temporary employees will be determined by the school principal with the assistance of the CJUSD personnel office. GYCS will contract with the CJUSD for all administrative and general support services as needed and comply with all California Education Code and all pertinent labor laws.

With the exception of the school principal, all persons who are employed by GYCS (Charter School Employees) shall not be deemed to be employees of CJUSD for any purpose whatsoever. All applicants for positions with the Charter School will be considered through an open process, and if hired, will enter into an employment agreement with the Charter School. Charter school employees are employed "at will" and either the Charter School or the charter school employee may terminate the employment at any time, with or without cause and with or without prior notice. Charter school employees shall have no employment rights of any kind with CJUSD.

Element Six

HEALTH AND SAFETY

The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school record summary as described in Section 44237.

California Education Code Section 47605 (b) (5) (F)

Global Youth Charter School has implemented a comprehensive set of health, safety, and risk management policies as directed by the Center Joint Unified School District administration and board policy.

1. Policies requiring enrolling students provide documentation of immunizations.
2. Policies and procedures for response to natural disasters and emergencies, including fire and earthquakes.
3. Policies relating to preventing contact with blood-borne pathogens.
4. Policies requiring that instructional and administrative staff receive training in emergency response, including appropriate first-responder training.
5. Policies relating to the administration of prescription drugs and other medicines.
6. A policy that the school will be housed in facilities that have received State Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard.
7. A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
8. Requirements that each employee of the school submits to a criminal background check as required by Education Code Section 44237.
9. All staff members are required to offer medical clearance including proof of medical exam and tuberculosis (TB) screening.
10. Role of staff as mandated child abuse reporters.

Element Seven

RACIAL AND ETHNIC BALANCE

The means by which the school will achieve racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.

California Education Code Section 47605 (b) (5) (G)

This geographic region includes all ethnic, socioeconomic, and racial groups. Enrollment is monitored and reported by the principal to the district each year through the CBEDS process. If particular ethnic groups are not participating in the school, the staff will develop assertive recruitment strategies to achieve a balanced representation.

Element Eight

ADMISSION REQUIREMENTS

Admission requirements, if applicable.

California Education Code Section 47605 (b) (5) (H)

Global Youth Charter School (GYCS) uses an open enrollment admission policy for all students, and does not discriminate on the basis of residency, gender, sexual orientation, disability, religion, national origin, ethnic and/or racial background, or achievement level. GYCS does not charge tuition is non-sectarian in its programs, admissions, and policies. Continued enrollment is dependent upon progress toward graduation and making satisfactory academic progress. If the number of pupils who wish to attend the Charter School exceeds the school's capacity, attendance, except for existing pupils, shall be determined by a public random drawing in accordance with Education Code section 47605((d)(2).

Element Nine
ANNUAL AUDIT

The manner in which an annual, independent, financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.

California Education Code Section 47605 (b) (5) (I)

State Accounting Practices

Center Joint Unified School District (CJUSD) will serve as the fiscal agent for Global Youth Charter School (GYCS) and will contract with an independent audit firm that will conduct all financial audits consistent with state accounting practices. The reports will also be available for public review. No later than December 31 of each calendar year, all audit exceptions and/or deficiencies will be reserved to the satisfaction of the Board of Trustees and the District. Any disputes regarding the resolution of audit exceptions will be referred to a dispute resolution process. Dispute between GYCS and Governing Board will be resolved through a collaborative effort facilitated by the CJUSD Superintendent and CJUSD District Administration.

Financial Statements

GYCS will provide all financial statements required by CJUSD. GYCS will use QSS along with timetables established by CJUSD to remain in compliance with all required deadlines in fiscal matters. CJUSD will make GYCS aware of all due dates (end of month, P1, P2, and P3) by August 1 of each school year.

Audits

GYCS will use the same audit firm chosen by CJUSD in order to maintain continuity within the district. Furthermore, GYCS will be billed for a portion of the audit prepared by the external auditors. The formula for this billing is based on (total cost of the audit) / (total number of students in the district) x (total number of students at GYCS).

Element Ten

PUPIL SUSPENSION AND EXPULSION

*The procedures by which pupils can be suspended or expelled.
California Education Code Section 47605 (b) (5) (J)*

Students at Global Youth Charter School (GYCS) are expected to act in a manner that is caring, confident, and college bound. Upon enrollment all students receive a Student Handbook that covers academic, attendance, and behavior expectations. A student who fails to meet the academic, attendance or behavior expectations will be placed on a probationary contract written in a meeting with student, parent/guardian, teachers, and the school principal. If the student fails to meet the criteria in the probationary contract, he or she may be dismissed from GYCS and required to return to his or her school of record.

A student may be suspended for up to five days if found in violation of Education Code 48900(a-r). Student who reside in the Center Joint Unified School District (CJUSD) may be expelled from the district if found in violation of Education Code 48915(a1-a4)(c1-c4) or found in repeated violation of Education Code 48900(a-r) after alternative means of correction. Students who reside outside the CJUSD attendance boundaries will be required to return to their district of record with written notice of the expellable offense to the District Superintendent of record. GYCS will follow all CJUSD policy, federal and state laws in the administration of discipline.

A student identified as an individual with disabilities or for whom GYCS has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act (IDEA) or who is qualified for services under Section 504 of the rehabilitation Act of 1973 (Section 504) is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. GYCS will follow Section 504, IDEA, the Americans with Disabilities Act (ADA) of 1990, and all federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom GYCS has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Element Eleven

RETIREMENT SYSTEM

*The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, Public Employees' Retirement System, or federal social security.
California Education Code Section 47605 (b) (5) (K)*

Certificated Global Youth Charter School (GYCS) employees (as defined under Employee Rights) shall be covered by the State Teachers' Retirement System (STRS). Non-certificated GYCS employees shall be covered by the Public Employee Retirements System (PERS) or federal social security (FICA) as provided by law. The payroll department of Center Joint Unified School District (CJUSD) shall provide all administrative services in connection with STRS, PERS, and FICA reporting requirements per the memorandum of understanding between GYCS and CJUSD.

Element Twelve

ALTERNATIVE ATTENDANCE

The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.

California Education Code Section 47605 (b) (5) (L)

Enrollment at Global Youth Charter School is strictly voluntary. Students who reside in the Center Joint Unified School District have the option of attending their home school of record. Parents and guardians of non-District students enrolled in the Charter School will be informed on admissions forms that the students have no right to admission in a particular school of the District as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the District.

Element Thirteen

RETURN RIGHTS OF DISTRICT EMPLOYEES

A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after the employment at a charter school.

California Education Code Section 47605 (b) (5) (M)

Center Joint Unified School District (CJUSD) teachers (and any other district employees) do not have any employment rights with respect to Global Youth Charter School (GCPCS), nor do GYCS employees have any employment rights in the CJUSD. District employees who choose to work at the Charter School shall resign their status as employees of the District and all of their rights and benefits thereof.

Element Fourteen

DISPUTE RESOLUTION

*The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.
California Education Code Section 47605 (b) (5) (N)*

Dispute between GYCS and the Governing Board will be resolved through a collaborative effort facilitated by the Superintendent and District Administration. Amendments to the charter will be made through the Advisory Council and approved by the Governing Board. GYCS is a district-dependent charter and will follow all board policy that intersects with charter law and all statutes, laws, and regulations for charter schools.

The Center Joint Unified School District may revoke this charter under the following conditions:

- 1) Violation of any provision of law.
- 2) Failure to meet acceptable standards of fiscal management.
- 3) Failure to make progress toward student outcomes outlined in this charter petition.
- 4) Committing a violation of the conditions, standards, or procedures outlined in this charter petition.

Element Fifteen

COLLECTIVE BARGAINING

*A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of The Educational Employment Relations Act.
California Education Code Section 47605 (b) (5) (O)*

Global Youth Charter School (GYCS) shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Education Employment Relations Act as specified in Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the California State Education Code [47611.5(b)]. In accordance with this code, GYCS employees have the right to join organizations of their choice, to be represented by such organizations in their professional and employment relationships with public school employers, to select one employee organization as the exclusive representative of the employees in an appropriate unit, and to afford certificated employees a voice in the formulation of educational policy. GYCS employees have chosen to not be represented by a collective bargaining unit. Notwithstanding, they have a collaborative voice in the formulation of the educational program and policy as led by the school principal and advisory council.

Element Sixteen

SCHOOL CLOSURE PROCEDURES

A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.

California Education Code Section 47605 (b) (5) (O)

In the event that GYCS closes, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, after payment of all debts and liabilities and refunds to applicable agencies, shall revert to the District. All records will be maintained by Center Joint Unified School District until parents, guardians, or students of age obtain said records. The records will be maintained only for such time required by law and then purged and destroyed to ensure the confidentiality of the students and their families.

Element Seventeen
OPTIONAL MISCELLANEOUS CLAUSES

Additions, Deletions, and Modifications of this Charter

Amendments to this charter may be recommended by the school principal, or other entities deemed in a leadership role at the school. All changes must be approved by the Center Joint Unified School District Board of Trustees. The district board agrees to hear and render an amendment decision pursuant to the timelines and process as specified in the Education Code 47605(b).

Facilities

GYCS will use the former Center Junior High School facility at 3243 Center Court Lane.

Equipment and Materials

All equipment and materials purchased by the Charter School with ADA funding generated by students enrolled in the Charter School shall remain the property of the District upon closure of the Charter School. If the Charter School is required to liquidate such equipment or materials to repay or return State funds upon closure of the Charter School, or to repay creditors, all remaining equipment and materials purchased with ADA funding generated by students enrolled in the Charter School shall revert to the District. The Charter School shall be solely responsible for maintaining such equipment and/or materials in good working order and may not use such equipment and/or materials for any personal or private use. The Charter School shall mark and identify, and maintain a written inventory of all such equipment and materials with a purchase value of five hundred dollars (\$500.00) or more. The written inventory shall be updated and provided to the District annually. The Charter School shall account for all assets obtained in its financial reports.

Transportation

The Charter School shall ensure that Charter School fieldtrip consent and medical insurance forms are consistent with the requirements set forth in District forms. The District

shall not be responsible for paying any costs in connection with transporting Charter School students, except to the extent such services may be required pursuant to an IEP.

Pupil Records

The Charter School shall at all times maintain Charter School pupil records, including but not limited to cumulative files, student work portfolios, immunization records, special education files, and/or attendance verification at the school site located within the District. Notwithstanding Education Code section 47610, the Charter School shall comply with Education Code sections 49060 through 49079. Charter School pupil records maintained by the Charter School shall be made available for inspection by the District at any time for purposes of verifying that the Charter School is in compliance with all State and federal laws, and its Charter.

Insurance Coverage

The District and Charter School participate in the Schools Insurance Authority - sponsored property, liability and worker' compensation programs. For the term of this Charter, both parties shall remain covered by those programs, the costs of which shall be separately borne by each party, although any increase in the District's experience or rating factor due to claims arising from the Charter School's operations, or use of the Site that leads to an increased contribution (premium) to be paid by District, for the purchased coverage due to claims arising from the Charter School's operations, or use of the Site shall be solely payable by the Charter School.

Oversight and Facilities Fee

The Charter School shall pay an amount equal to three percent (3%) of the total revenues of the Charter School (one percent (1%) for Supervisorial oversight and two percent (2%) for use of the Site), pursuant to Education Code section 47613.

Severability Clause

If a provision of this charter is found to be unlawful the remainder of the charter will still be valid, if to do so keeps the critical elements intact, and if the provision that was found to be invalid is not of such a nature that in its absence, the Center Joint Unified School District Board of Trustees would have denied the GYCS charter.

APPENDICES

Appendix A: GYCS Curriculum Guide

GYCS



2016-17

Curriculum Guide

Common Core Standards

English

7th-12th Grade

Prentice Hall Literature

COMMON CORE STANDARDS

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

7th Grade Reading Standards

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (See grade 7 Language standards 4–6 for additional expectations.) CA
5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
8. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
9. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

8th Grade Reading Standards

1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.) CA
5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

8. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
9. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

9th/10th Grade Reading Standards

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (See grade 9–10 Language standards 4–6 for additional expectations.)
CA
5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

8. (Not applicable to literature)
9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

11th and 12th Grade Reading Standards

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed). CA
4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) (See grade 11–12 Language standards 4–6 for additional expectations.) CA
5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
8. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

7th Grade Standards for Informational Text

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language standards 4–6 for additional expectations.) CA
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
 - a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents. CA

6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

8th Grade Standards for Informational Text

1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.) CA
5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
 - a. Analyze the use of text features (e.g., graphics, headers, captions) in consumer materials. CA
6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

9th/10 Grade Standards for Informational Text

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (See grade 9–10 Language standards 4–6 for additional expectations.) CA
5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
 - a. Analyze the use of text features (e.g., graphics, headers, captions) in functional workplace documents. CA
6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

11th/12th Grade Standards for Informational Text

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grade 11–12 Language standards 4–6 for additional expectations.) CA

5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
 - a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents.
CA
6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including *The Declaration of Independence*, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

WRITING STANDARDS

The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades

are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades

7TH Grade

1. Write arguments to support claims with clear reasons and relevant evidence.
 - a. Introduce claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically. CA
 - b. Support claim(s) or counterarguments with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. CA
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA
 - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Establish and maintain a formal style.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).
 - b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

8th Grade

1. Write arguments to support claims with clear reasons and relevant evidence.
 - a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA
 - a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA

- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.**
 - c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.**
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.**
 - e. Establish and maintain a formal style.**
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented.**
- 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)**
- 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)**
- 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.**
- 7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.**
- 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.**
- 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.**

- a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
 - b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

9th/10th

- 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
 - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
- 2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g.,

headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CA

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes. CA
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).
 - b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

11th/12th Grade

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
 - f. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy). CA
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes. CA
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
 - b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses)”).
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Standards

The following standards for grades 6–12 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

7th Grade

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
 - c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
 - d. Acknowledge new information expressed by others and, when warranted, modify their own views.
2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
 3. Delineate a speaker's argument and specific claims, and attitude toward the subject, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
CA
 4. Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
CA
 - a. Plan and present an argument that: supports a claim, acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provides a concluding statement that supports the argument presented. CA
 5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)

8th Grade

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
 - c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
 - d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
4. Present claims and findings (e.g., argument, narrative, response to literature presentations), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. CA
 - a. Plan and present a narrative that: establishes a context and point of view, presents a logical sequence, uses narrative techniques (e.g., dialogue, pacing, description, sensory language), uses a variety of transitions, and provides a conclusion that reflects the experience. CA
5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)

9th/10th Grade

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. 9th/10th

4. Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task. CA

- a. Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points. (9th or 10th grade) CA
 - b. Plan, memorize, and present a recitation (e.g., poem, selection from a speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect. (9th or 10th grade) CA
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)

11th/12th Grade

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

4. Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation. CA

a. Plan and deliver a reflective narrative that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing, description); and draws comparisons between the specific incident and broader themes. (11th or 12th grade) CA

b. Plan and present an argument that: supports a precise claim; provides a logical sequence for claims, counterclaims, and evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotion or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented. (11th or 12th grade) CA

5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

Language Standards

The following standards for grades 7–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades

7th Grade

- 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
 - a. Explain the function of phrases and clauses in general and their function in specific sentences.**
 - b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.**
 - c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.***
- 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
 - a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).**
 - b. Spell correctly.**
- 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
 - a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.***
- 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
 - a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.**

- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
 - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech or trace the etymology of words. CA
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
 - b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
 - c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

8th Grade

- 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- b. Form and use verbs in the active and passive voice.
- c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- d. Recognize and correct inappropriate shifts in verb voice and mood.*

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
 - b. Use an ellipsis to indicate an omission.
 - c. Spell correctly.
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
 - a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
 - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech or trace the etymology of words. CA
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figures of speech (e.g. verbal irony, puns) in context.
 - b. Use the relationship between particular words to better understand each of the words.
 - c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

9th/10th

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Use parallel structure.*

b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

b. Use a colon to introduce a list or quotation.

c. Spell correctly.

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes. CA
 - c. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. CA
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
 - b. Analyze nuances in the meaning of words with similar denotations.
6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

11th/12th

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
 - b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Observe hyphenation conventions.
 - b. Spell correctly.
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - a. Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
 - a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
 - b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology. CA
 - c. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. CA
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
 - b. Analyze nuances in the meaning of words with similar denotations.
6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

Math

7th-12th Grade

Common Core Standards

In Grade 7, instructional time will focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

Grade 7

Ratios and Proportional Relationships

7.RP

Analyze proportional relationships and use them to solve real-world and mathematical problems.

1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{1/2}{1/4}$ miles per hour, equivalently 2 miles per hour.
2. Recognize and represent proportional relationships between quantities.
 - a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
 - b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.

- c. Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p , the relationship between the total cost and the number of items can be expressed as $t = pn$.
 - d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.
3. Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.

The Number System

7.NS

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

- 1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.
 - a. Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.
 - b. Understand $p + q$ as the number located a distance $|q|$ from p , in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.
 - c. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.
 - d. Apply properties of operations as strategies to add and subtract rational numbers.
- 2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.
 - a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.

b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers,

then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts.

c. Apply properties of operations as strategies to multiply and divide rational numbers.

d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.

3. Solve real-world and mathematical problems involving the four operations with rational numbers.1

Expressions and Equations

7.EE

Use properties of operations to generate equivalent expressions.

1. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.

2. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as "multiply by 1.05."

Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

3. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $1/10$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.

4. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

- a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?
- b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p , q , and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.

Geometry

7.G

Draw, construct, and describe geometrical figures and describe the relationships between them.

1. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
2. Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.
3. Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.

Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

4. Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.
5. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.
6. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

Use random sampling to draw inferences about a population.

1. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.
2. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.

Draw informal comparative inferences about two populations.

3. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.
4. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.

Investigate chance processes and develop, use, and evaluate probability models.

5. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around $\frac{1}{2}$ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.
6. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate

relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.

7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.
 - a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.
 - b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?
8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.
 - a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.
 - b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event.
 - c. Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?

In Grade 8, instructional time should focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Grade 8

The Number System

8.NS

Know that there are numbers that are not rational, and approximate them by rational numbers.

1. Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.
2. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.

Expressions and Equations

8.EE

Work with radicals and integer exponents.

1. Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.
2. Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.
3. Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9 , and determine that the world population is more than 20 times larger.
4. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.

Understand the connections between proportional relationships, lines, and linear equations.

5. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.

6. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b .

Analyze and solve linear equations and pairs of simultaneous linear equations.

7. Solve linear equations in one variable.

a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).

b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

8. Analyze and solve pairs of simultaneous linear equations.

a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.

b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.

c. Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.

Functions

8.F

Define, evaluate, and compare functions.

1. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.¹
2. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.
3. Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.

Use functions to model relationships between quantities.

4. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
5. Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

Geometry

8.G

Understand congruence and similarity using physical models, transparencies, or geometry software.

1. Verify experimentally the properties of rotations, reflections, and translations:
 - a. Lines are taken to lines, and line segments to line segments of the same length.
 - b. Angles are taken to angles of the same measure.
 - c. Parallel lines are taken to parallel lines.

2. Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.
3. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.
4. Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.
5. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.

Understand and apply the Pythagorean Theorem.

6. Explain a proof of the Pythagorean Theorem and its converse.
7. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.
8. Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.

9. Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.

Statistics and Probability

8.SP

Investigate patterns of association in bivariate data.

1. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.

2. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
3. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.
4. Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?

HIGHER MATHEMATIC STANDARDS

The standards for higher mathematics are organized in two ways—as model courses and in conceptual categories—and include California additions.¹ The model courses consist of three courses in the traditional pathway (Algebra I, Geometry, and Algebra II).

Algebra 1

For the Algebra I course, instructional time will focus on four critical areas: (1) deepen and extend understanding of linear and exponential relationships; (2) contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions; (3) extend the laws of exponents to square and cube roots; and (4) apply linear models to data that exhibit a linear trend.

Algebra I

Number and Quantity

The Real Number System

N-RN

Extend the properties of exponents to rational exponents.

1. Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5(1/3)^3$ to hold, so $(5^{1/3})^3$ must equal 5.
2. Rewrite expressions involving radicals and rational exponents using the properties of exponents.

Use properties of rational and irrational numbers.

3. Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.

Quantities

N-Q

Reason quantitatively and use units to solve problems. [Foundation for work with expressions, equations and functions]

1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. ☐
2. Define appropriate quantities for the purpose of descriptive modeling. ☐
3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. ☐

Seeing Structure in Expressions

A-SSE

Interpret the structure of expressions. [Linear, exponential, and quadratic]

1. Interpret expressions that represent a quantity in terms of its context. ☐
 - a. Interpret parts of an expression, such as terms, factors, and coefficients. ☐

b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1 + r)^n$ as the product of P and a factor not depending on P . \square

2. Use the structure of an expression to identify ways to rewrite it.

Write expressions in equivalent forms to solve problems. [Quadratic and exponential]

3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. \square

a. Factor a quadratic expression to reveal the zeros of the function it defines. \square

b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines. \square

c. Use the properties of exponents to transform expressions for exponential functions. For example, the expression $1.15t$ can be rewritten as $(1.151/12)^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%. \square

Arithmetic with Polynomials and Rational Expressions

A-APR

Perform arithmetic operations on polynomials. [Linear and quadratic]

1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials. \square

Creating Equations

A-CED

Create equations that describe numbers or relationships. [Linear, quadratic, and exponential (integer inputs only); for A.CED.3 linear only]

1. Create equations and inequalities in one variable including ones with absolute value and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions. CA \square

2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. \square

3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods. \square

4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance R . 

Reasoning with Equations and Inequalities

A-REI

Understand solving equations as a process of reasoning and explain the reasoning. [Master linear; learn as general principle.]

1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

Solve equations and inequalities in one variable. [Linear inequalities; literal equations that are linear in the variables being solved for; quadratics with real solutions]

3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

3.1 Solve one-variable equations and inequalities involving absolute value, graphing the solutions and interpreting them in context. CA

4. Solve quadratic equations in one variable.

a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.


b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula, and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b . Solve systems of equations. [Linear-linear and linear-quadratic]

5. Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.

6. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

7. Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically.

Represent and solve equations and inequalities graphically. [Linear and exponential; learn as general principle.]

10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
11. Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions. 
12. Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

Functions


Interpreting Functions

F-IF

Understand the concept of a function and use function notation. [Learn as general principle; focus on linear and exponential and on arithmetic and geometric sequences.]

1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.
2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
3. Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n + 1) = f(n) + f(n - 1)$ for $n \geq 1$.

Interpret functions that arise in applications in terms of the context. [Linear, exponential, and quadratic]

4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. 

5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function. ☐
6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. ☐

Analyze functions using different representations. [Linear, exponential, quadratic, absolute value, step, piecewise-defined]

7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. ☐
 - a. Graph linear and quadratic functions and show intercepts, maxima, and minima. ☐
 - b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. ☐
 - e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude. ☐
8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.
 - a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.
 - b. Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, and $y = (1.2)^{t/10}$, and classify them as representing exponential growth or decay.
9. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.

Building Functions

F-BF

Build a function that models a relationship between two quantities. [For F.BF.1, 2, linear, exponential, and quadratic]

1. Write a function that describes a relationship between two quantities. ☐

- a. Determine an explicit expression, a recursive process, or steps for calculation from a context. ☐
 - b. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model. ☐
2. Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms. ☐

Build new functions from existing functions. [Linear, exponential, quadratic, and absolute value; for F.BF.4a, linear only]

3. Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $kf(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.
4. Find inverse functions.
 - a. Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse.

Linear, Quadratic, and Exponential Models

F-LE

Construct and compare linear, quadratic, and exponential models and solve problems.

1. Distinguish between situations that can be modeled with linear functions and with exponential functions. ☐
 - a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals. ☐
 - b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. ☐
 - c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another. ☐
2. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table). ☐

3. Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function. [7]

Interpret expressions for functions in terms of the situation they model.

5. Interpret the parameters in a linear or exponential function in terms of a context. [Linear and exponential of form $f(x) = bx + k$] [7]

6. Apply quadratic functions to physical problems, such as the motion of an object under the force of gravity. CA [7]

Statistics and Probability

Interpreting Categorical and Quantitative Data

S-ID

Summarize, represent, and interpret data on a single count or measurement variable.

1. Represent data with plots on the real number line (dot plots, histograms, and box plots). [7]

2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. [7]

3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

Summarize, represent, and interpret data on two categorical and quantitative variables. [Linear focus, discuss general principle.]

5. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data. [7]

6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. [7]

a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models. [7]

- b. Informally assess the fit of a function by plotting and analyzing residuals. ¶
- c. Fit a linear function for a scatter plot that suggests a linear association. ¶

Interpret linear models.

- 7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data. ¶
- 8. Compute (using technology) and interpret the correlation coefficient of a linear fit. ¶
- 9. Distinguish between correlation and causation.

Geometry

For the Geometry course, instructional time should focus on six critical areas: (1) establish criteria for congruence of triangles based on rigid motions; (2) establish criteria for similarity of triangles based on dilations and proportional reasoning; (3) informally develop explanations of circumference, area, and volume formulas; (4) apply the Pythagorean Theorem to the coordinate plan; (5) prove basic geometric theorems; and (6) extend work with probability.

Congruence

G-CO

Experiment with transformations in the plane.

- 1. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
- 2. Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
- 3. Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.
- 4. Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.

5. Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

Understand congruence in terms of rigid motions. [Build on rigid motions as a familiar starting point for development of concept of geometric proof.]

6. Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.

7. Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.

8. Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.

Prove geometric theorems. [Focus on validity of underlying reasoning while using variety of ways of writing proofs.]

9. Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.

10. Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180° ; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.

11. Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.

Make geometric constructions. [Formalize and explain processes.]

12. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.

13. Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.

Similarity, Right Triangles, and Trigonometry

G-SRT


Understand similarity in terms of similarity transformations.

1. Verify experimentally the properties of dilations given by a center and a scale factor:
 - a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.
 - b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.
2. Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.
3. Use the properties of similarity transformations to establish the Angle-Angle (AA) criterion for two triangles to be similar.

Prove theorems involving similarity.

4. Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.
5. Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

Define trigonometric ratios and solve problems involving right triangles.

6. Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.
7. Explain and use the relationship between the sine and cosine of complementary angles.
8. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. 
- 8.1 Derive and use the trigonometric ratios for special right triangles (30° , 60° , 90° and 45° , 45° , 90°). CA

Apply trigonometry to general triangles.

9. (+) Derive the formula $A = \frac{1}{2} ab \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.
10. (+) Prove the Laws of Sines and Cosines and use them to solve problems.
11. (+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).

Circles

G-C

Understand and apply theorems about circles.

1. Prove that all circles are similar.
2. Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.
3. Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.
4. (+) Construct a tangent line from a point outside a given circle to the circle.

Find arc lengths and areas of sectors of circles. [Radian introduced only as unit of measure]

5. Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector. Convert between degrees and radians. CA

Expressing Geometric Properties with Equations

G-GPE

Translate between the geometric description and the equation for a conic section.

1. Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.
2. Derive the equation of a parabola given a focus and directrix.

Use coordinates to prove simple geometric theorems algebraically. [Include distance formula; relate to Pythagorean Theorem.]

4. Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the circle centered at the origin and containing the point $(0, 2)$.
5. Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).
6. Find the point on a directed line segment between two given points that partitions the segment in a given ratio.
7. Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula. \square

Geometric Measurement and Dimension

G-GMD

Explain volume formulas and use them to solve problems.

1. Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.
2. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems. \square

Visualize relationships between two-dimensional and three-dimensional objects.

3. Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.
4. Know that the effect of a scale factor k greater than zero on length, area, and volume is to multiply each by k , k^2 , and k^3 , respectively; determine length, area and volume measures using scale factors. CA
5. Verify experimentally that in a triangle, angles opposite longer sides are larger, sides opposite larger angles are longer, and the sum of any two side lengths is greater than the remaining side length; apply these relationships to solve real-world and mathematical problems. CA

Modeling with Geometry

G-MG

Apply geometric concepts in modeling situations.

1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder). ☐
2. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot). ☐
3. Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios). ☐

Statistics and Probability

Conditional Probability and the Rules of Probability

S-CP

Understand independence and conditional probability and use them to interpret data

1. Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not"). ☐
2. Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent. ☐
3. Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B. ☐
4. Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results. ☐
5. Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. ☐

Use the rules of probability to compute probabilities of compound events in a uniform probability model.

6. Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.☐
7. Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model.☐
8. (+) Apply the general Multiplication Rule in a uniform probability model, $P(A \text{ and } B) = P(A)P(B|A) = P(B)P(A|B)$, and interpret the answer in terms of the model.☐
9. (+) Use permutations and combinations to compute probabilities of compound events and solve problems.☐

Using Probability to Make Decisions

S-MD

Use probability to evaluate outcomes of decisions. [Introductory; apply counting rules.]

6. (+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).☐
7. (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

Algebra II

For the Algebra II course, instructional time should focus on four critical areas: (1) relate arithmetic of rational expressions to arithmetic of rational numbers; (2) expand understandings of functions and graphing to include trigonometric functions; (3) synthesize and generalize functions and extend understanding of exponential functions to logarithmic functions; and (4) relate data display and summary statistics to probability and explore a variety of data collection methods.

Number and Quantity

The Complex Number System

N-CN

Perform arithmetic operations with complex numbers.

1. Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.

2. Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.

Use complex numbers in polynomial identities and equations. [Polynomials with real coefficients]

7. Solve quadratic equations with real coefficients that have complex solutions.
8. (+) Extend polynomial identities to the complex numbers. For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$.
9. (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.

Seeing Structure in Expressions

A-SSE

Interpret the structure of expressions. [Polynomial and rational]

1. Interpret expressions that represent a quantity in terms of its context. [1]
- a. Interpret parts of an expression, such as terms, factors, and coefficients. [2]
- b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1 + r)^n$ as the product of P and a factor not depending on P . [3]
2. Use the structure of an expression to identify ways to rewrite it.

Write expressions in equivalent forms to solve problems.

4. Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments. [4]

Arithmetic with Polynomials and Rational Expressions

A-APR

Perform arithmetic operations on polynomials. [Beyond quadratic]

1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

Understand the relationship between zeros and factors of polynomials.

2. Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a , the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.

3. Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.

Use polynomial identities to solve problems.

4. Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.

5. (+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n , where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.

Rewrite rational expressions. [Linear and quadratic denominators]

6. Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.

7. (+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.

A-CED

Creating Equations

Create equations that describe numbers or relationships. [Equations using all available types of expressions, including simple root functions]

1. Create equations and inequalities in one variable including ones with absolute value and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions. CA 7
2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. 7
3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. 7
4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.

Reasoning with Equations and Inequalities

Understand solving equations as a process of reasoning and explain the reasoning. [Simple radical and rational]

2. Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.

Solve equations and inequalities in one variable.

- 3.1 Solve one-variable equations and inequalities involving absolute value, graphing the solutions and interpreting them in context. CA

Represent and solve equations and inequalities graphically. [Combine polynomial, rational, radical, absolute value, and exponential functions.]

11. Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions. 7

Functions

Interpreting Functions

Interpret functions that arise in applications in terms of the context. [Emphasize selection of appropriate models.]

4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. 7

5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. 7

6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. 7

Analyze functions using different representations. [Focus on using key features to guide selection of appropriate type of model function.]

7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. \square
- b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. \square
- c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior. \square
- e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude. \square
8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.
9. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).

F-BF

Building Functions

Build a function that models a relationship between two quantities. [Include all types of functions studied.]

1. Write a function that describes a relationship between two quantities. \square
- b. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model. \square

Build new functions from existing functions. [Include simple radical, rational, and exponential functions; emphasize common effect of each transformation across function types.]

3. Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $kf(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.
4. Find inverse functions.
 - a. Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. For example, $f(x) = 2x^3$ or $f(x) = (x + 1)/(x - 1)$ for $x \neq 1$.

Linear, Quadratic, and Exponential Models

F-LE

Construct and compare linear, quadratic, and exponential models and solve problems.

4. For exponential models, express as a logarithm the solution to $ab^ct = d$ where a , c , and d are numbers and the base b is 2, 10, or e ; evaluate the logarithm using technology. [Logarithms as solutions for exponentials]

4.1 Prove simple laws of logarithms.

4.2 Use the definition of logarithms to translate between logarithms in any base. CA [1]

4.3 Understand and use the properties of logarithms to simplify logarithmic numeric expressions and to identify their approximate values. CA [1]

Trigonometric Functions

F-TF

Extend the domain of trigonometric functions using the unit circle.

1. Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.
2. Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.

2.1 Graph all 6 basic trigonometric functions.

Model periodic phenomena with trigonometric functions.

5. Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline. [1]

Prove and apply trigonometric identities.

8. Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle.

Geometry

Expressing Geometric Properties with Equations

G-GPE

Translate between the geometric description and the equation for a conic section.

3.1 Given a quadratic equation of the form $ax^2 + by^2 + cx + dy + e = 0$, use the method for completing the square to put the equation into standard form; identify whether the graph of the equation is a circle, ellipse, parabola, or hyperbola and graph the equation. [In Algebra II, this standard addresses only circles and parabolas.] CA

Statistics and Probability

Interpreting Categorical and Quantitative Data

S-ID

Summarize, represent, and interpret data on a single count or measurement variable.

4. Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. \square

Making Inferences and Justifying Conclusions

S-IC

Understand and evaluate random processes underlying statistical experiments.

1. Understand statistics as a process for making inferences about population parameters based on a random sample from that population. \square

2. Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model? \square

Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

3. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each. \square

4. Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling. \square

5. Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant. \square

6. Evaluate reports based on data.

Using Probability to Make Decisions

Use probability to evaluate outcomes of decisions. [Include more complex situations.]

6. (+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator). ▮
7. (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

Literacy in History/Social Studies and Science

7th-12th Grade

7th/8th

1. Cite specific textual evidence to support analysis of primary and secondary sources.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).
6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
8. Distinguish among fact, opinion, and reasoned judgment in a text.
9. Analyze the relationship between a primary and secondary source on the same topic.
10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

9th/10th

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
8. Assess the extent to which the reasoning and evidence in a text support the author's claims.
9. Compare and contrast treatments of the same topic in several primary and secondary sources.
10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

11th/12th

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.

Reading Standards for Literacy in Science

7th/8th Grade

1. Cite specific textual evidence to support analysis of science and technical texts.
2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

9th/10th

1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
2. Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).
6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.
7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
8. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
10. By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.

11th/12th Grade

1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
10. By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.

Writing Standards for History/Social Studies/ Science

7th/8th Grade

1. Write arguments focused on discipline-specific content.
 - a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Establish and maintain a formal style and objective tone.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
3. (See note; not applicable as a separate requirement)
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
8. Gather relevant information from multiple print and digital sources (primary and secondary), using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. CA
9. Draw evidence from informational texts to support analysis reflection, and research.
10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

9th/10th

1. Write arguments focused on discipline-specific content.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
 - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
 - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
5. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
6. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
7. Gather relevant information from multiple authoritative print and digital sources (primary and secondary), using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. CA
8. Draw evidence from informational texts to support analysis, reflection, and research.
9. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

11th/12th

1. Write arguments focused on discipline-specific content.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

Grades 11–12 Students

- 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
 - e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
- 3. (See note; not applicable as a separate requirement)
- 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9. Draw evidence from informational texts to support analysis, reflection, and research.
10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Superintendent's Office

Action Item X

To: Board of Trustees

Information Item _____

Date: June 8, 2016

Attached Pages 6

From: Scott A. Loehr, Superintendent

Principal/Administrator Initials: _____

SUBJECT: Renewal of the Memorandum of Understanding Between Global Youth Charter School and Center Joint Unified School District

This is a renewal of the MOU for Global Youth Charter School, which would remain in effect until June 30, 2018.

RECOMMENDATION: the Center Joint Unified School District Board of Trustees approved the Renewal of the Memorandum of Understanding Between Global Youth Charter School and Center Joint Unified School District.

**Memorandum of Understanding Between
Global Youth Charter School (GYCS)
And
Center Joint Unified School District (CJUSD)**

AGREEMENT DURATION

This agreement will begin on July 1, 2016 and remain in effect until June 30, 2018 in concurrence with the charter document approved by Center Joint Unified School District Board of Trustees. The original charter was approved on February 18, 2004.

STATE ACCOUNTING PRACTICES

Center Joint Unified School District will serve as the fiscal agent for Global Youth Charter School and will conduct all financial audits consistent with state accounting practices. The reports will also be available for review by the public. No later than December 31 of each calendar year, all audit exceptions and/or deficiencies will be reserved to the satisfaction of the Board of Trustees and the District. Any disputes regarding the resolution of audit exceptions will be referred to the dispute resolution process found in the chart contained in this MOU. Dispute between the Charter School and Governing Board will be resolved through a collaborative effort facilitated by the CJUSD Superintendent and CJUSD District Administration.

FINANCIAL STATEMENTS

Global Youth Charter School will provide all financial statements required by Center Joint Unified School District. Global Youth Charter School will utilize QSS along with timetables established by Center Joint Unified School District to remain in compliance with all required deadlines in fiscal matters. Center Joint Unified School District will make Global Youth Charter School aware of all due dates (end of month, P1, P2, and P3) by August 1 of each school year.

AUDITS

Global Youth Charter School will utilize the same audit firm chosen by Center Joint Unified School District in order to maintain continuity within the district. Furthermore, Global Youth Charter School will be billed for a portion of the audit prepared by the external auditors. The formula for this billing is based on (total cost of the audit) / (total number of students in district) X (total number of students at Global Youth Charter School).

HEALTH AND SAFETY CRITERIA

Global Youth Charter School remains under the insurance of Center Joint Unified School District. It is the responsibility of Center Joint Unified School District to examine the liability of open campus lunch, community service and coursework at American River College to determine if additional insurance coverage should be maintained. If it is deemed that additional insurance coverage is required, then any new policies or additional costs will be the fiscal responsibility of Global Youth Charter School.

EDUCATION CODE

Global Youth Charter School, in compliance with the state of California, follows and adheres to all sections of the Education Codes that are applicable to charter schools.

BOUNDARIES

The eligible boundaries for Global Youth Charter School to service include Sacramento and the adjacent counties; Yolo, Placer, Amador, San Joaquin, Solano, El Dorado and Contra Costa.

ENROLLMENT CRITERIA

Racial and Ethnic Balance at Global Youth Charter School

Center Joint Unified School District will include students from a wide geographical area including the contiguous countries bordering Sacramento County. This large geographic region will include all ethnic and racial groups and will help ensure participation by all members of society. Enrollment will be monitored and reported to the Governing Board each year upon the publication of the API by the California Department of Education. If particular ethnic groups are not participating in the school, then the staff will develop recruitment strategies to achieve a balanced representation.

Admissions Requirements at Global Youth Charter School

Admission to Global Youth Charter School will be open to all students regardless of ethnicity, national origin, gender, and disability or achievement level. Prior to enrollment, parents and students will sign a contract indicating understanding of Global Youth Charter School philosophy and program requirements. Continued enrollment will depend on progress toward graduation and fulfilling the terms of the contract as specified at the time of enrollment by the parent and student.

Special Education

Student referral, identification and assessment for Special Education will follow federal and state statutes.

All special education students attending Global Youth Charter School must have an IEP recommending consultation services through Global Youth Charter School as the appropriate placement. Special Education services will be provided on a consultation

basis only. If the IEP team (parent, teacher, specialist, dean) determines that Global Youth Charter School is not the most appropriate placement, the student will be referred to his/her district of residence for educational services. Students who reside outside the Center Joint Unified School District boundaries who withdraw from Global Youth Charter School will return to their district of residence for special education services. Global Youth Charter School will provide at its own expense the following special education services; speech and language and IEP meetings. Services above and beyond speech and language and IEP meetings will be managed by the CJUSD SELPA.

Public School Attendance for Students Not Attending this Charter School

Enrollment at Global Youth Charter School remains strictly voluntary. Student will continue to have the options of attending their home school in the district of residence.

SERVICES PROVIDED BY GLOBAL YOUTH CHARTER SCHOOL

Global Youth Charter School offers 7-12 coursework to its students. In accordance with the charter approved by the CJUSD Board of Trustees, and future plans for the school, Global Youth Charter School reserves the right to potentially become a combination of a site based school and an independent study school.

STAFFING AND COLLECTIVE BARGAINING ISSUES

Global Youth Charter School will contract with Center Joint Unified School District for all administrative and general support services as needed. The Charter School will work jointly with Center Joint Unified School District to develop appropriate personnel policies and procedures that will govern the terms and conditions of employment for all personnel employed within the charter.

All persons other than CJUSD employees who are employed by Global Youth Charter School ("Charter School Employees") shall not be deemed to be employees of the District for any purpose whatsoever. Charter school employees are employed "at will" and either the charter school or the charter school employee may terminate the employment at any time, with or without cause and with or without prior notice. Charter school employees shall have no employment rights of any kind with CJUSD. Charter school employees will receive STRS or PERS contribution from the school.

Exclusive Public School Employer

Global Youth Charter School shall be deemed the exclusive public school employer of Charter School employees for the purposes of the Educational Employment Relations Act (Gov. Code 3540, et seq.). The rights of Charter School employees shall be as specified in this Charter, except as those rights may be modified by any applicable collective bargaining agreement with a recognized exclusive bargaining representative for Charter School employees.

Education Code Section 44237 shall be followed to ensure the safety of employees and students. This would include the requirement that each employee of the school furnish the district with a criminal records summary as described in the above code. Also, employees of Center Joint Unified School District will be required to have a current TB screening. All immunization and health related issues for both employees and students in Global Youth Charter School will be addressed in accordance with existing Board policies, state mandates and applicable laws. Center Joint Unified School District Assistant Superintendent of Business and Personnel will determine liability issues.

DISPUTE RESOLUTION

Dispute between the Charter School and Governing Board will be resolved through a collaborative effort facilitated by the CJUSD Superintendent and CJUSD District Administration. Amendments to the MOU will be made through the Advisory Board and approved by the Governing Board (See GYCS charter document for the construct of the GYCS Advisory Board).

This charter school is considered a district school and is subject to all board policies unless specifically waived by the Governing Board.

The Center Joint Unified School District may revoke this charter under the following conditions:

1. Failure to meet acceptable standards of fiscal management.
2. Failure to make progress toward pupil outcomes outlined in this charter petition.
3. Committing a violation of the conditions, standards or procedures outlined in this MOU petition or the charter document already approved by Center Joint Unified School District Board of Trustees.

If either party is found unlawfully negligent of any statute in the State of California by way of misappropriation of funds, education code or any other malfeasance, then this agreement is terminated.

FACILITIES

Center Joint Unified School District keeps a favorable option towards Global Youth Charter School when facilities not used for educational purposes become available within the district.

FISCAL AGREEMENTS

Global Youth Charter School commits the following financial obligations to Center Joint Unified School District in accordance with the California Education Code sections regarding charter schools and agreement between the two entities.

1. 3% indirect district oversight of overall actual revenues of Global Youth Charter School per the law for rent free facilities (to be adjusted by law)

- a. Insurance (Schools Insurance Group) {excluding additional insurance outlined in the health and safety section of this agreement}
 - b. SELPA
 - c. Legal oversight
 - d. District maintenance and technology support
 - e. Any other indirect services provided to the schools within CJUSD
2. Direct Costs
- a. Utilities
 - b. Business office and personnel department
(salary + benefits) / (P2 District wide ADA) X (P2 total charter ADA)
 - c. Custodial Services
 - d. Compensation to Center Joint Unified School District for Global Youth Charter School students taking courses, using facilities and participating in activities in Center Joint Unified School District (per student cost)
Total certificated costs / total Center High School students (CBEDS) / 8 sections
 - e. Fingerprinting and drug testing for new teacher applicants through the personnel office
3. Financial Accountability
- a. Center Joint Unified School District will provide Global Youth Charter School with all charter information and monies regarding fiscal support of the Global Youth Charter School program including but not limited to:
 - 1. block grant funding for charter schools
 - 2. categorical funding for charter schools
 - b. Global Youth Charter School will provide Center Joint Unified School District with all charter information pertinent to fiscal and oversight activities that are the responsibility of Center Joint Unified School District upon receipt of information.

AMENDMENTS

Amendments to the MOU may be made with a mutual written agreement from participating parties and approved by the Board of Trustees for Center Joint Unified School District.

INDEMNIFICATION

Global Youth Charter School agrees to indemnify, defend and hold harmless Center Joint Unified School District, its board of trustees, officers, agents, and employees from and against all claims, demands, damages, costs and expenses of whatever nature including court costs and attorney fees arising out of or resulting from active negligence of Global Youth Charter School, its advisory board, officers, agents, and employees.

Center Joint Unified School District agrees to indemnify, defend and hold harmless Global Youth Charter School, its advisory board, officers, agents, and employees from and against all claims, demands, damages, costs and expenses of whatever nature including court costs and attorney fees arising out of or resulting from the active negligence of CJUSD, its board of trustees, officers, agents, and employees.

It is understood and agreed that such indemnity shall survive the termination of the Agreement.

This Memorandum of Understanding will terminate if the charter for Global Youth Charter School is revoked or expires.

Signed,

Delrae Pope, CJUSD Board of Trustees

Date

Scott A. Loehr, Superintendent, CJUSD

Date

Doug Hughey, Principal, Global Youth Charter School

Date

Center Joint Unified School District

AGENDA REQUEST FOR:	
Dept./Site: Superintendent's Office	Action Item <u> X </u>
To: Board of Trustees	Information Item <u> </u>
Date: June 8, 2016	# Attached Pages <u> </u>
From: Scott Loehr, Superintendent	
Principal/Administrator Initials: <u> </u>	

SUBJECT: 2016-2017 Local Control and Accountability Plan (LCAP) and Annual Update

Education Code (EC) Section 52062(b)(2) requires that the school district governing board adopt a local control and accountability plan (LCAP) at a public meeting held after, but not on the same day as, the public hearing regarding the LCAP. This was presented at a public hearing on Wednesday, June 1, 2016.

RECOMMENDATION: The CJUSD Board of Trustees approve the 2016-2017 Local Control and Accountability Plan (LCAP) and Annual Update.



CENTER JOINT UNIFIED SCHOOL DISTRICT

Local Control Accountability Plan

2016-2017

2017-2018

2018-2019

DRAFT
6/2/16

2016-17

CJUSD LOCAL CONTROL ACCOUNTABILITY PLAN

GOAL 1, Year 1	10
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GOAL 2, Year 2	36
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GLOSSARY	86

Introduction:

LEA: Center Joint Unified School District **Contact (Name, Title, Email, Phone Number):** Scott A. Loehr, Superintendent, sloehr@centerusd.org, (916) 338-6409 **LCAP Year:** 2015-16

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
District Meetings: Superintendent presents draft LCAP and budget for review and comment to Leadership team and Parent Superintendent Council Leadership Meeting 5/10/2016 Parent Superintendent Council 5/11/2016 District Advisory Groups: Superintendent presents draft LCAP and budget for review and comment to DELAC 4/7/2016 Site Meetings: Site leadership presents draft LCAP and budget for review & comment May 2016	Stakeholders reviewed timeline for increasing EL positions at the elementary level. District will continue to move forward, making certificated positions at the elementary level a priority by adding .5 FTE in the upcoming year. Survey results show stakeholders are satisfied with the progress toward LCAP goals Stakeholders reviewed CAASPP results and other student data. District and

<p>Union Meetings: Superintendent presents draft LCAP and budget for review and comment to CUTA and CSEA CUTA 1/20/16 (Rep Council), 3/10/16, 4/14/16 CSEA 2/24/2016, 4/27/2016</p> <p>Survey: October 2015-January 2016 All stakeholders invited to comment</p> <p>Draft LCAP Posted online: 5/27/2016 All stakeholders invited to comment</p> <p>Submitted for public hearing: 6/1/2016 District holds public hearing to solicit public comments on the LCAP and budget. Community questions and comments responded to and posted on CJUSD website 6/2/2016.</p> <p>Submitted for CJUSD Board approval: 6/8/2016 CJUSD Board adopts the LCAP and the budget.</p>	<p>school sites will expand intervention programs and implement Multi Tiered Systems of Support to meet the academic needs of struggling students.</p>
<p>Annual Update:</p> <p>District Meetings: Superintendent presents draft LCAP and budget for review and comment to Leadership team and Parent Superintendent Council Leadership Meeting 5/10/2016 Final LCAP draft to Parent Advisory Council 5/11/2016</p> <p>District Advisory Groups: Superintendent presents draft LCAP and budget for review and comment to DELAC 4/7/2016 Site Meetings: Site leadership presents draft LCAP and budget for review & comment May 2016</p> <p>Union Meetings: Superintendent presents draft LCAP and budget for review and comment to CUTA and CSEA CUTA 1/20/16 (Rep Council), 3/10/16, 4/14/16 CSEA 4/27/2016, 5/17/2016</p> <p>Students: March 2015 High School leadership students were asked for comments on LCAP draft</p>	<p>Annual Update:</p> <p>Data and progress toward goals shared with stakeholders.</p> <p>Shared data on reclassification of English Learners, shows CJUSD reclassification rate exceeded district goals and exceeded state average.</p> <p>Shared data on CAASPP results, will continue to expand intervention programs to meet academic needs</p> <p>Union groups satisfied with goals and the progress made toward goals.</p>

Survey: October 2015-January 2016 All stakeholders invited to comment

Draft LCAP Posted online: 5/27/2016 All stakeholders invited to comment

Submitted for public hearing: 6/1/2016 District holds public hearing to solicit public comments on the LCAP and budget. Community questions and comments responded to and posted on CJUSD website 6/2/16. Submitted for CJUSD Board approval: 6/8/2016 CJUSD Board adopts the LCAP and the budget.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL 1: Center JUSD students will be challenged and supported to achieve academic success in a clean, safe environment

Related State and/or Local Priorities:

1 X 2 X 3 4 X 5 X 6 7 8 X

GOAL 1:

COE only: 9 10 _

Local : Specify

Identified Need : The percentage of students who meet or exceed standards on CAASPP is lower than expected

Goal Applies to: Schools: ALL

Applicable Pupil

Low Income pupils, English Learners, Foster Youth, Redesignated fluent English proficient, Special Education,

Subgroups:

GATE

LCAP Year 1: 2016-17

Expected Annual
Measurable
Outcomes:

- Common Core State Standards and ELD standards and Next Generation Science Standards are being implemented in all CJUSD classrooms and measured by district and site personnel through classroom walk throughs and observations using observation tool.
- Increase the percentage of students who meet or exceed standards on the CAASPP in ELA by 5%
ELA:
3rd Grade: 22% (67/304) Standards Met, 11.2% (34/304) Standards Exceeded
4th Grade: 27.4% (82/299) Standards Met, 17.4% (52/299) Standards Exceeded
5th Grade: 30.6% (87/284) Standards Met, 12.7% (36/284) Standards Exceeded
6th Grade: 33.9% (92/271) Standards Met, 7.4% (20/271) Standards Exceeded
7th Grade: 31.1% (88/283) Standards Met, 10.6% (30/283) Standards Exceeded
8th Grade: 32.6% (89/273) Standards Met, 4.8% (13/273) Standards Exceeded
11th Grade: 32.8% (102/311) Standards Met, 19.3% (60/311) Standards Exceeded
- Increase the percentage of students who meet or exceed standards on the CAASPP in math by 5%
MATH:
3rd Grade: 23.4% (71/304) Standards Met, 5.3% (16/304) Standards Exceeded
4th Grade: 29.9% (89/298) Standards Met, 7.7% (23/298) Standards Exceeded
5th Grade: 15.5% (44/284) Standards Met, 4.2% (12/284) Standards Exceeded
6th Grade: 19.2% (52/271) Standards Met, 7.7% (21/271) Standards Exceeded
7th Grade: 27.3% (77/282) Standards Met, 14.5% (41/282) Standards Exceeded
8th Grade: 20.8% (57/274) Standards Met, 8% (22/274) Standards Exceeded
11th Grade: 25.6% (77/301) Standards Met, 11.3% (34/301) Standards Exceeded
- API calculation suspended, baseline established once reinstated
- Maintain 65% rate of EL students meeting English proficiency and annual growth, 2014-15 65% EL students met English Proficiency (AMAO 1)
- Maintain 15% reclassification of EL students, 2014-15 16.5% of EL students reclassified, exceeding state average
- Increase percentage of K-2 students achieving proficiency in ELA by 2%
FLUENCY
Kindergarten: 56% can correctly identify 10 high frequency words
1st Grade: 51% are reading at a fluent rate of 60 WPM or greater
Second Grade: 70% are reading at a fluent rate of 95 WPM or greater
- WRITING at grade level
Kindergarten
Focus: 85%, Organization: 78%, Grammar & Usage: 62%, Capitalization/punctuation/spelling: 59%
- 1st Grade:
Focus: 83%, Organization: 77%, Support: 77%, Grammar & Usage: 68%, Capitalization/punctuation/spelling: 68%,

2nd Grade:

Focus: 74%, Organization: 65%, Support: 60%, Grammar & Usage: 67%, Capitalization/punctuation/spelling: 63%,

- Increase percentage of K-2 students achieving proficiency in mathematics by 2%

MATH

Kindergarten: 43% have an understanding of basic facts within 5,
80% have a complete understanding of counting and cardinality

1st Grade: 36% have an understanding of basic facts within 10,
40% have a complete understanding of sums and differences to 10.

2nd Grade: 29% have an understanding of basic facts within 20,
63% have complete understanding of sums and differences to 20.

- Teacher mis-assignment will not exceed 4%
- Provide 100% of students access to standards aligned materials as certified by the CJUSD Board of Trustees
- 100% of schools will pass the Facilities Inspection within 30 days
- Increase students served through ERMHS, increase daily attendance of students served through ERMHS by 1%, increase GPA of students served through ERMHS by 1%

Students served, 2015-16: 62

Daily Attendance, 2015-16: 93%

Average GPA, 2015-16: 2.24

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
K-12 teachers will use the California State Standards in ELA, ELD, Literacy, History, Social Studies, Science and Technical Subjects. K-12 Teachers will use the California State Standards in mathematics.	LEA	X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Resource 0000 1000-1999: Certificated Personnel Salaries Base \$13,510,839 3000-3999: Employee Benefits Base \$2,134,442 1000-1999: Certificated Personnel Salaries Special Education \$2,612,404 3000-3999: Employee Benefits Special Education \$412,708 1000-1999: Certificated Personnel Salaries Title I \$371,996 3000-3999: Employee Benefits Title I \$58,768

Purchase K-12 English/Language Arts Common Core and ELD aligned curriculum	LEA	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Resource 0000 4000-4999: Books And Supplies Base \$1,000,000
K-12 Teachers will access choices of Professional Development to support the implementation of newly purchased English/Language Arts and ELD curriculum	LEA	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Resource 4035 5000-5999: Services And Other Operating Expenditures Federal Funds \$10,000 1000-1999: Certificated Personnel Salaries Federal Funds \$34,760 3000-3999: Employee Benefits Federal Funds \$5,685
Provide BTSA support to new teachers	LEA	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Resource 4035 1000-1999: Certificated Personnel Salaries Federal Funds \$33,760 3000-3999: Employee Benefits Federal Funds \$5,526 5800: Professional/Consulting Services And Operating Expenditures Federal Funds \$10,000
District will work closely with site administrators to reduce or eliminate the need for combination classes.	K-6	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Resource 0000 1000-1999: Certificated Personnel Salaries Base \$136,000 3000-3999: Employee Benefits Base \$21,486
McClellan HS will provide support classes: Success, Study Skills and Math Lab	10-12 McClellan High	<input checked="" type="checkbox"/> All OR: Low Income pupils	Resource 0000 / Dept 740 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$24,605

Site Admin will regularly meet with struggling students to provide individualized support and guidance in achieving greater academic success		English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	3000-3999: Employee Benefits Supplemental and Concentration \$3,887
Center HS will provide support classes: Math Lab, English lab, and Summer School program	9-12 Center HS	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Resource 0000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$52,000 3000-3999: Employee Benefits Supplemental and Concentration \$8,215
Wilson Riles Middle School will provide support: Math Support Class, EL Support Class, PAWS period during the school day and Husky Help after school	7-8 Wilson Riles	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Resource 3010 1000-1999: Certificated Personnel Salaries Title I \$59,000 3000-3999: Employee Benefits Title I \$9,307
Oak Hill Elementary will provide after school intervention for grades 1st-6th in English/Language Arts and 3rd-6th in math	1-6 Oak Hill Elem	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Resource 0000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$20,000 3000-3999: Employee Benefits Supplemental and Concentration \$3,160
Spinelli Elementary will provide morning intervention for grades 1st-6th in English/Language Arts and Math. Title I push in and pull out support for grades K-6th in English/Language Arts and math.	1-6 Spinelli Elementar y	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent	Resource 3010 1000-1999: Certificated Personnel Salaries Title I \$40,266 3000-3999: Employee Benefits Title I \$6,848

		English proficient Other Subgroups: (Specify)	
North Country will provide morning intervention for grades 1st-6th in English/Language Arts and Title I pull out for grades 1st-6th in English/Language Arts.	1-6 North Country Elem	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 3010 1000-1999: Certificated Personnel Salaries Title I \$83,284 3000-3999: Employee Benefits Title I \$21,339
Dudley will provide Intervention, within the school day, in grades K-6. Intervention occurs two ways: during a 30 minute Intervention Rotation and during a 30 minute Workshop. Teachers are able to provide support to targeted groups as well as to individuals using this strategy. Qualifying for Intervention support is related to local common assessments. Title I staff push in to classrooms to provide support to students. This push-in support may occur during direct instruction, independent practice, workshop, and/or Intervention rotation. This support can be in ELA or Math.	2-6 Dudley Elem	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 3010 1000-1999: Certificated Personnel Salaries Title I \$101,084 3000-3999: Employee Benefits Title I \$21,287
GATE opportunities: <ul style="list-style-type: none"> Wilson Riles Middle School GATE Academy Oak Hill Elementary: Differentiated learning within the GATE/high achiever class 4th-5th. GATE challenge activities before and after school Spinelli: Differentiated learning within the classroom. Weekly GATE challenge activities after school. Annual participation in Nature Bowl. North Country: Differentiated learning within the classroom. GATE challenge activities after school: video production and editing including story boards, script writing and public speaking Dudley: Differentiated learning within the classroom 	LEA 3-8	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>GATE</u>	Resource 0000 1000-1999: Certificated Personnel Salaries Base \$38,000 3000-3999: Employee Benefits Base \$5,530
Teacher collaboration: vertical between elementary-middle, horizontal between elementary sites, grade level/dept	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Resource 0000 5000-5999: Services And Other Operating Expenditures Base \$500

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide academic support and intervention at all sites <ul style="list-style-type: none"> • Push-in and pull out programs at elementary sites and Wilson Riles MS • Morning or after school intervention at elementary sites • EL Support at Wilson Riles Middle and EL Tutorial Center High School • Husky Help, PAWS period at Wilson Riles MS • Bilingual assistants • Math lab, English lab, Summer School Program at Center High 	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resource 0000 / Dept 740 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$498,643 3000-3999: Employee Benefits Supplemental and Concentration \$78,776 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$150,601 3000-3999: Employee Benefits Supplemental and Concentration \$35,100
Add .5 FTE EL Teacher at Dudley Elementary and .5 FTE EL Teacher at Oak Hill	LEA	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resource 0000 / Dept 740 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$81,314 3000-3999: Employee Benefits Supplemental and Concentration \$14,408
Support transition of EL students from middle to high school with summer school for incoming 9th grade EL students. Implement a reclassification roadmap to target and support potential R-FEPs and LTELs with individualized plans toward reclassification that includes goal setting, collaboration between EL teacher, classroom teachers and parents. EL students targeted for the reclassification roadmap planning, have an overall CELDT score of EA or A with all subsets EA or A or an overall CELDT score of EA or A with one or more intermediate subsets.	7-9	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resource 0000 / Dept 740 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$10,000 3000-3999: Employee Benefits Supplemental and Concentration \$1,580

Support transition of EL students from elementary to middle school with summer school for incoming 7th graders.			
<p>Support long-term EL students with Long Term EL Support class at Center High School and Wilson Riles Middle School.</p> <p>ELteacher at CHS to be given extra prep in schedule to track/monitor/support EL students, long term EL students and monitor Redesignated Fluent English Proficient students.</p>	7-12	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Resource 0000 / Dept 740 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$42,497</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$6,714</p>
Americorp will provide academic support, mentoring, tutoring and counseling, coordinated by Family Resource Center	LEA	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Resource 0000 5800: Professional/Consulting Services And Operating Expenditures Base \$27,500
Family Resource Center will provide clothing and school supplies, consultation services, mental health counseling services and coordinate appropriate services through Americorp, United Way and the Sen\$ibility Program		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Resource 5630 4000-4999: Books And Supplies Federal Funds \$1,717</p> <p>5000-5999: Services And Other Operating Expenditures Federal Funds \$1,854</p> <p>Resource 0000 / Dept 740 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$22,527</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$3,558</p>
Provide academic support for Special Education Students: study skills classes, instructional assistants	7-12 WCR & CHS	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>	<p>Resource 6500 2000-2999: Classified Personnel Salaries Special Education \$41,386</p> <p>3000-3999: Employee Benefits Special Education \$10,767</p>

		<input type="checkbox"/> Redesignated fluent <input type="checkbox"/> English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u>	
School Psychologists, School Counselors, and the Behavior Specialist on the Educationally-related Mental Health Services (ERMHS) Team will provide evidence-based social, emotional, and behavioral interventions to students in individual and group counseling, psychoeducational lessons in classroom settings, and consultation to staff and parents in order to enable students to reach IEP goals and access their educational programs.	LEA	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent <input type="checkbox"/> English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u>	Resource 6512 1000-1999: Certificated Personnel Salaries Special Education \$154,739 2000-2999: Classified Personnel Salaries Special Education \$64,178 3000-3999: Employee Benefits Special Education \$64,178 4000-4999: Books And Supplies Special Education \$5,100 5000-5999: Services And Other Operating Expenditures Special Education \$11,000
Conduct research, identify and prioritize needs to begin the process for developing a Facilities Master Plan	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent <input type="checkbox"/> English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 0000 4000-4999: Books And Supplies Base \$500 5000-5999: Services And Other Operating Expenditures Base \$1,000
Review staff levels and create a plan to add district administrative positions accordingly	LEA K-12	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent <input type="checkbox"/> English proficient <input type="checkbox"/> Other Subgroups: (Specify)	TO BE DETERMINED
Add 1 FTE Vice Principal at North Country Elementary and 1 FTE Vice Principal at Oak Hill Elementary	K-6	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent <input type="checkbox"/> English proficient	Resource 0000 1000-1999: Certificated Personnel Salaries Base \$174,765 3000-3999: Employee Benefits Base \$44,093

		Other Subgroups: (Specify)	
<p>Begin limiting pull-out instruction for special education students, replacing with a push-in model offering Multi Tiered Systems of Support (MTSS)</p> <p>Establish a baseline number of students served districtwide through push-in model versus pull-out model</p> <p>Provide Professional Development</p> <p>Visit districts throughout the state to observe push-in programs, identify and implement best practices</p>	K-8	<p>All</p> <p>OR:</p> <p>Low Income pupils</p> <p>English Learners</p> <p>Foster Youth</p> <p>Redesignated fluent English proficient</p> <p>X Other Subgroups: (Specify) <u>special education</u></p>	<p>Resource 6264 1000-1999: Certificated Personnel Salaries Base \$10,000</p> <p>3000-3999: Employee Benefits Base \$1,580</p> <p>5000-5999: Services And Other Operating Expenditures Base \$1,000</p>
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Common Core State Standards and ELD standards and Next Generation Science Standards are being implemented in all CJUSD classrooms and measured by district and site personnel through classroom walk throughs and observations using observation tool. Increase the percentage of students who meet or exceed standards on the CAASPP in ELA and math by 5% API calculation suspended, baseline established once reinstated Maintain 65% rate of EL students meeting English proficiency and annual growth Increase reclassification of EL students by 2% Increase percentage of K-2 students achieving proficiency in ELA by 2% Increase percentage of K-2 students achieving proficiency in mathematics by 2% Teacher mis-assignment will not exceed 3% Provide 100% of students access to standards aligned materials as certified by the CJUSD Board of Trustees 100% of schools will pass the Facilities Inspection within 30 days Increase students served through ERMHS, increase daily attendance of students served through ERMHS by 1%, increase GPA of students served through ERMHS by 1% 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
K-12 teachers will use the California State Standards in ELA, ELD, Literacy, History, Social Studies, Science and Technical Subjects. K-12 Teachers will use the California State Standards in mathematics.	LEA	<p>X All</p> <p>OR:</p> <p>Low Income pupils</p> <p>English Learners</p> <p>Foster Youth</p> <p>Redesignated fluent English proficient</p>	<p>Resource 0000 1000-1999: Certificated Personnel Salaries Base \$13,510,839</p> <p>3000-3999: Employee Benefits Base \$2,384,393</p> <p>1000-1999: Certificated Personnel Salaries Special Education \$2,612,404</p> <p>3000-3999: Employee Benefits Special Education \$461,037</p>

		Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Title I \$371,996 3000-3999: Employee Benefits Title I \$65,650
Fully implement CJUSD Board adopted English/Language Arts and ELD curriculum with fidelity in all K-12 classrooms	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource All 1000-1999: Certificated Personnel Salaries \$21,096,994 3000-3999: Employee Benefits \$3,723,198
K-12 Teachers will access choices of Professional Development to support the implementation of California Common Core State Standards	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 4035 1000-1999: Certificated Personnel Salaries Federal Funds \$36,000 3000-3999: Employee Benefits Federal Funds \$6,353 5000-5999: Services And Other Operating Expenditures Federal Funds \$15,000
Provide BTSA support to new teachers	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 4035 1000-1999: Certificated Personnel Salaries Federal Funds \$33,760 3000-3999: Employee Benefits Federal Funds \$5,526 5800: Professional/Consulting Services And Operating Expenditures Federal Funds \$10,000
District will work closely with site administrators to reduce or eliminate the need for combination classes.	K-6	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 0000 1000-1999: Certificated Personnel Salaries Base \$140,000 3000-3999: Employee Benefits Base \$22,118

McClellan HS will provide support classes: Success, Study Skills and Math Lab Site Admin will regularly meet with struggling students to provide individualized support and guidance in achieving greater academic success	10-12 McClellan High	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resource 0000 / Dept 740 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$24,605 3000-3999: Employee Benefits Supplemental and Concentration \$4,342
Center HS will provide support classes: Math Lab, English lab and Summer School program	9-12 Center HS	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resource 0000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$52,000 3000-3999: Employee Benefits Supplemental and Concentration \$8,215
Wilson Riles Middle School will provide support: Math Support Class, EL Support Class, PAWS period during the school day and Husky Help after school	7-8 Wilson Riles	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resource 3010 1000-1999: Certificated Personnel Salaries Title I \$59,000 3000-3999: Employee Benefits Title I \$10,412
Oak Hill Elementary will provide after school intervention for grades 1st-6th in English/Language Arts and 3rd-6th in math	1-6 Oak Hill Elem	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resource 0000 / Dept 740 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$20,000 3000-3999: Employee Benefits Supplemental and Concentration \$3,530
Spinelli Elementary will provide morning intervention for	1-6	<input checked="" type="checkbox"/> All	Resource 3010 1000-1999: Certificated Personnel Salaries

grades 1st-6th in English/Language Arts and Math. Title I push in and pull out support for grades K-6th in English/Language Arts and math.	Spinelli Elementary	OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Title I \$40,266 3000-3999: Employee Benefits Title I \$7,106
North Country will provide morning intervention for grades 1st-6th in English/Language Arts and Title I pull out for grades 1st-6th in English/Language Arts.	1-6 North Country Elem	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resource 3010 1000-1999: Certificated Personnel Salaries Title I \$83,284 3000-3999: Employee Benefits Title I \$14,698
Dudley will provide Intervention, within the school day, in grades K-6. Intervention occurs two ways: during a 30 minute Intervention Rotation and during a 30 minute Workshop. Teachers are able to provide support to targeted groups as well as to individuals using this strategy. Qualifying for Intervention support is related to local common assessments. Title I staff push in to classrooms to provide support to students. This push-in support may occur during direct instruction, independent practice, workshop, and/or Intervention rotation. This support can be in ELA or Math.	2-6 Dudley Elem	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resource 3010 1000-1999: Certificated Personnel Salaries Title I \$101,084 3000-3999: Employee Benefits Title I \$17,839
GATE opportunities: <ul style="list-style-type: none"> Wilson Riles Middle School GATE Academy Oak Hill Elementary: Differentiated learning within the GATE/high achiever class 4th-5th. GATE challenge activities before and after school Spinelli: Differentiated learning within the classroom. Weekly GATE challenge activities after school. Annual participation in Nature Bowl. North Country: Differentiated learning within the classroom. GATE challenge activities after school: video production and editing including story boards, script writing and public speaking Dudley: Differentiated learning within the classroom 	LEA 3-8	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>GATE</u>	Resource 0000 1000-1999: Certificated Personnel Salaries Base \$38,000 3000-3999: Employee Benefits Base \$6,706

Teacher collaboration: vertical between elementary-middle, horizontal between elementary sites, grade level/dept	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 0000 5000-5999: Services And Other Operating Expenditures Base \$500
Provide academic support and intervention at all sites <ul style="list-style-type: none"> • Push-in and pull out programs at elementary sites and Wilson Riles MS • Morning or after school intervention at elementary sites • EL Support at Wilson Riles Middle and EL Tutorial Center High School • Husky Help, PAWS period at Wilson Riles MS • Bilingual assistants • Math lab, English lab, Summer School Program at Center High 	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 0000 / Dept 740 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$498,643 3000-3999: Employee Benefits Supplemental and Concentration \$88,000 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$150,601 3000-3999: Employee Benefits Supplemental and Concentration \$39,183
Add .5 FTE EL Teacher at Spinelli Elementary and .5 FTE EL Teacher at North Country Elementary	LEA	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 0000 / Dept 740 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$81,314 3000-3999: Employee Benefits Supplemental and Concentration \$14,350
Support transition of EL students from middle to high school with summer school for incoming 9th grade EL students. Measure the effectiveness of the reclassification roadmap, making adjustments as needed to account for changes in standardized language assessment and other adjustments deemed appropriate to meet the	7-9	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	Resource 0000 / Dept 740 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$10,000 3000-3999: Employee Benefits Supplemental and Concentration \$1,765

needs of the EL population.		(Specify)	
Support transition of EL students from elementary to middle school with summer school for incoming 7th graders.			
Support long-term EL students with Long Term EL Support class at Center High School and Wilson Riles Middle School. ELteacher at CHS to be given extra prep in schedule to track/monitor/support EL students, long term EL students and monitor Redesignated Fluent English Proficient students.	7-12	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 0000 / Dept 740 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$42,497 3000-3999: Employee Benefits Supplemental and Concentration \$7,499
Americorp will provide academic support, mentoring, tutoring and counseling, coordinated by Family Resource Center	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 0000 5800: Professional/Consulting Services And Operating Expenditures Base \$27,500
Family Resource Center will provide clothing and school supplies, consultation services, mental health counseling services and coordinate appropriate services through Americorp, United Way and the Sen\$ibility Program		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 5630 4000-4999: Books And Supplies Federal Funds \$1,717 5000-5999: Services And Other Operating Expenditures Federal Funds \$1,854 Resource 0000 / Dept 740 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$22,527 3000-3999: Employee Benefits Supplemental and Concentration \$3,975
Provide academic support for Special Education Students: study skills classes, instructional assistants	7-12 WCR & CHS	<input type="checkbox"/> All OR:	Resource 6500 2000-2999: Classified Personnel Salaries Special Education \$41,386

		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u>	3000-3999: Employee Benefits Special Education \$10,767
School Psychologists, School Counselors, and the Behavior Specialist on the Educationally-related Mental Health Services (ERMHS) Team will provide evidence-based social, emotional, and behavioral interventions to students in individual and group counseling, psychoeducational lessons in classroom settings, and consultation to staff and parents in order to enable students to reach IEP goals and access their educational programs.	LEA	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u>	Resource 6512 1000-1999: Certificated Personnel Salaries Special Education \$154,739 2000-2999: Classified Personnel Salaries Special Education \$72,521 3000-3999: Employee Benefits Special Education \$46,176
Conduct research, identify and prioritize needs to begin the process for developing a Facilities Master Plan	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 0000 4000-4999: Books And Supplies Base \$500 5000-5999: Services And Other Operating Expenditures Base \$1,000
Review staff levels and create a plan to add district administrative positions accordingly	LEA K-12	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	TO BE DETERMINED
Review staff levels and create a plan to add administrative positions accordingly	K-6	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	To Be Determined

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Continue implementing push-in model offering MTSS (Multi Tiered Systems of Support), increasing push-in services by 10 students district wide		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	Resource 6500 1000-1999: Certificated Personnel Salaries Special Education \$17,000 3000-3999: Employee Benefits Special Education \$3,000
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Common Core State Standards and ELD standards and Next Generation Science Standards are being implemented in all CJUSD classrooms and measured by district and site personnel through classroom walk throughs and observations using observation tool. Increase the percentage of students who meet or exceed standards on the CAASPP in ELA and math by 5% API calculation suspended, baseline established once rein stated Maintain 65% rate of EL students meeting English proficiency and annual growth Increase reclassification of EL students by 2% Increase percentage of K-2 students achieving proficiency in ELA by 2% Increase percentage of K-2 students achieving proficiency in mathematics by 2% Teacher mis-assignment will not exceed 2% Provide 100% of students access to standards aligned materials as certified by the CJUSD Board of Trustees 100% of schools will pass the Facilities Inspection within 30 days Increase students served through ERMHS, increase daily attendance of students served through ERMHS by 1%, increase GPA of students served through ERMHS by 1% 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
K-12 teachers will use the California State Standards in ELA, ELD, Literacy, History, Social Studies, Science and Technical Subjects. K-12 Teachers will use the California State Standards in mathematics.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	Resource 0000 1000-1999: Certificated Personnel Salaries Base \$13,510,840 3000-3999: Employee Benefits Base \$2,634,614

		(Specify)	
Review K-12 adoption materials for Next Generation Science Standards	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 0000 1000-1999: Certificated Personnel Salaries Base \$25,000 3000-3999: Employee Benefits Base \$4,875
K-12 Teachers will access choices of Professional Development to support the implementation of Next Generation Science Standards	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 4035 1000-1999: Certificated Personnel Salaries Federal Funds \$38,000 3000-3999: Employee Benefits Federal Funds \$7,410 5000-5999: Services And Other Operating Expenditures Federal Funds \$15,000
Provide BTSA support to new teachers	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 4035 1000-1999: Certificated Personnel Salaries Title II \$35,000 3000-3999: Employee Benefits Title II \$4,810 5800: Professional/Consulting Services And Operating Expenditures Title II \$5,190
District will work closely with site administrators to reduce or eliminate the need for combination classes.	K-6	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 0000 1000-1999: Certificated Personnel Salaries Base \$144,000 3000-3999: Employee Benefits Base \$28,080

McClellan HS will provide support classes: Success, Study Skills and Math Lab Site Admin will regularly meet with struggling students to provide individualized support and guidance in achieving greater academic success	10-12 McClellan High	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 0000 / Dept 740 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$24,605 3000-3999: Employee Benefits Supplemental and Concentration \$2,887
Center HS will provide support classes: Math Lab, English lab, credit recovery, Summer School program	9-12 Center HS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 0000 / Dept 740 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$52,000 3000-3999: Employee Benefits Supplemental and Concentration \$10,140
Wilson Riles Middle School will provide support: Math Support Class, EL Support Class, PAWS period during the school day and Husky Help after school	7-8 Wilson Riles	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 3010 1000-1999: Certificated Personnel Salaries Title I \$59,000 3000-3999: Employee Benefits Title I \$11,505
Oak Hill Elementary will provide after school intervention for grades 1st-6th in English/Language Arts and 3rd-6th in math	1-6 Oak Hill Elem	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 0000 / Dept 740 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$20,000 3000-3999: Employee Benefits Supplemental and Concentration \$3,900
Spinelli Elementary will provide morning intervention for grades 1st-6th in English/Language Arts and Math. Title I push in and pull out support for grades K-6th in	1-6 Spinelli Elementar	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Resource 3010 1000-1999: Certificated Personnel Salaries Title I \$40,266

English/Language Arts and math.	y	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3000-3999: Employee Benefits Title I \$7,852
North Country will provide morning intervention for grades 1st-6th in English/Language Arts and Title I pull out for grades 1st-6th in English/Language Arts.	1-6 North Country Elem	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 3010 1000-1999: Certificated Personnel Salaries Title I \$98,607 3000-3999: Employee Benefits Title I \$19,228
Dudley will provide Intervention, within the school day, in grades K-6. Intervention occurs two ways: during a 30 minute Intervention Rotation and during a 30 minute Workshop. Teachers are able to provide support to targeted groups as well as to individuals using this strategy. Qualifying for Intervention support is related to local common assessments. Title I staff push in to classrooms to provide support to students. This push-in support may occur during direct instruction, independent practice, workshop, and/or Intervention rotation. This support can be in ELA or Math.	2-6 Dudley Elem	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 3010 1000-1999: Certificated Personnel Salaries Title I \$95,820 3000-3999: Employee Benefits Title I \$18,685
GATE opportunities: <ul style="list-style-type: none"> Wilson Riles Middle School GATE Academy Oak Hill Elementary: Differentiated learning within the GATE/high achiever class 4th-5th. GATE challenge activities before and after school Spinelli: Differentiated learning within the classroom. Weekly GATE challenge activities after school. Annual participation in Nature Bowl. North Country: Differentiated learning within the classroom. GATE challenge activities after school: video production and editing including story boards, script writing and public speaking Dudley: Differentiated learning within the classroom 	LEA 3-8	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>GATE</u>	Resource 0000 1000-1999: Certificated Personnel Salaries Base \$38,000 3000-3999: Employee Benefits Base \$7,410
Teacher collaboration: vertical between elementary-	LEA	<input checked="" type="checkbox"/> All	Resource 0000 5000-5999: Services And Other Operating

middle, horizontal between elementary sites, grade level/dept		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Expenditures Base \$500
Provide academic support and intervention at all sites <ul style="list-style-type: none"> • Push-in and pull out programs at elementary sites and Wilson Riles MS • Morning or after school intervention at elementary sites • EL Support at Wilson Riles Middle and EL Tutorial Center High School • Husky Help, PAWS period at Wilson Riles MS • Bilingual assistants • Math lab, English lab, credit recovery, Summer School Program at Center High 	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 0000 / Dept 740 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$498,643 3000-3999: Employee Benefits Supplemental and Concentration \$97,235 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$150,601 3000-3999: Employee Benefits Supplemental and Concentration \$41,596
Maintain EL coverage at each site	LEA	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Support transition of EL students from middle to high school with summer school for incoming 9th grade EL students. Support transition of EL students from elementary to middle school with summer school for incoming 7th graders.	7-9	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 0000 / Dept 740 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$10,000 3000-3999: Employee Benefits Supplemental and Concentration \$1,950

Support long-term EL students with Long Term EL Support class at Center High School and Wilson Riles Middle School. ELteacher at CHS to be given extra prep in schedule to track/monitor/support EL students, long term EL students and monitor Redesignated Fluent English Proficient students.	7-12	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 0000 / Dept 740 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$42,497 3000-3999: Employee Benefits Supplemental and Concentration \$8,287
Americorp will provide academic support, mentoring, tutoring and counseling, coordinated by Family Resource Center	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 0000 5800: Professional/Consulting Services And Operating Expenditures Base \$27,500
Family Resource Center will provide clothing and school supplies, consultation services, mental health counseling services and coordinate appropriate services through Americorp, United Way and the Sen\$ibility Program	LEA	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 5630 4000-4999: Books And Supplies Federal Funds \$1,717 5000-5999: Services And Other Operating Expenditures Federal Funds \$1,854 Resource 0000 / Dept 740 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$22,527 3000-3999: Employee Benefits Supplemental and Concentration \$4,392
Provide academic support for Special Education Students: study skills classes, instructional assistants	7-12 WCR & CHS	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	Resource 6500 2000-2999: Classified Personnel Salaries Special Education \$41,386 3000-3999: Employee Benefits Special Education \$11,431

School Psychologists, School Counselors, and the Behavior Specialist on the Educationally-related Mental Health Services (ERMHS) Team will provide evidence-based social, emotional, and behavioral interventions to students in individual and group counseling, psychoeducational lessons in classroom settings, and consultation to staff and parents in order to enable students to reach IEP goals and access their educational programs.	LEA	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	Resource 6512 1000-1999: Certificated Personnel Salaries Special Education \$154,739 2000-2999: Classified Personnel Salaries Special Education \$72,521 3000-3999: Employee Benefits Special Education \$50,204
Conduct research, identify and prioritize needs to begin the process for developing a Facilities Master Plan	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 0000 4000-4999: Books And Supplies Base \$500 5000-5999: Services And Other Operating Expenditures Base \$1,000
Review staff levels and create a plan to add district administrative positions accordingly	LEA K-12	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	TO BE DETERMINED
Review staff levels and create a plan to add site administrative positions accordingly	K-6	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	To Be Determined
Continue implementing push-in model offering MTSS (Multi Tiered Systems of Support), increasing push-in		<input type="checkbox"/> All OR:	Resource 6500 1000-1999: Certificated Personnel Salaries Special Education \$17,000

services by 10 students district wide		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3000-3999: Employee Benefits Special Education \$3,315
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Center JUSD students will be college and career ready		Related State and/or Local Priorities: 1 2 3 4 5 <u>X</u> 6 7 <u>X</u> 8	
GOAL 2:		COE only: 9 10 Local : Specify	
Identified Need : Examination of student achievement data from a variety of sources reveals that students are not achieving at the full potential necessary to succeed in college and career. To prepare students for College & Career, it is a priority of CJUSD to increase CTE opportunities, a-g participation and completion rate, increase AP offerings and AP test passage rate, increase graduation rate			
Goal Applies to: Schools: ALL Applicable Pupil Subgroups: Low Income pupils, English Learners, Foster Youth, Redesignated fluent English proficient, Special Education			
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes: ~Increase CTE offerings by adding 1 new CTE course or 1 additional section of existing CTE program 2015-16: 13 CTE courses, 18 sections ~Increase a-g completion rate to 26% by adjusting to 8 period block schedule at CHS 2015-16: 85.66% students enrolled in a-g coursework (based upon English course), 22% completed a-g ~Increase AP offerings at CHS by adding 1 section 2015-16: 15 AP sections offered ~66% of students enrolled in AP courses will pass AP exams with a 3 or better 2014-15: 136 students taking AP tests, 324 AP tests taken, 63.3% AP passage rate ~2% increase of ELA students and math students determined prepared for college as measured by the EAP 2014-15: 52% of ELA students and 77% of math students determined prepared for college as measured by EAP			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase CTE offerings by adding 1 CTE course or 1 additional section	9-12 CHS MHS	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:	Resource 0000 1000-1999: Certificated Personnel Salaries Base \$41,877 3000-3999: Employee Benefits Base \$10,369

		(Specify)	
Increase participation and completion of a-g by changing high school schedule to 8 period block	9-12 CHS	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	No cost until 8 period block schedule reaches 3rd year of implementation, fiscal year 2017–18
Increase AP offerings at CHS 1 section	10-12 CHS	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Resource 0000 1000-1999: Certificated Personnel Salaries Base \$17,000 3000-3999: Employee Benefits Base \$3,686
Remove barriers and implement new programs relative to college & career opportunities that feed into and support programs at CHS	WCR	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Resource 0000 1000-1999: Certificated Personnel Salaries Base \$17,000 3000-3999: Employee Benefits Base \$3,686
Center HS Intervention Teachers, EL teachers, Counseling Dept and Administration to provide purposeful and targeted outreach to increase participation in course completion of CTE offerings at Center HS	9-12 CHS	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Resource 0000/Dept 740 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$2,500 3000-3999: Employee Benefits Supplemental and Concentration \$395

<p>Counselor will provide individualized support to ensure students are meeting graduation requirements and are successfully transitioning into post secondary college and career through college/career exploration, college enrollment assistance, financial aid application assistance and scholarship assistance.</p> <p>Staff will schedule presentations from businesses, colleges and the military to expose students to post secondary options</p>	<p>10-12 McClellan HS</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Resource 3010 1000-1999: Certificated Personnel Salaries Title I \$2,565 3000-3999: Employee Benefits Title I \$406</p>
<p>Provide transitional support to prepare for college & career provided through WorkAbility and Department of Rehabilitation</p>	<p>9-12 CHS</p>	<p>All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education</p>	<p>DOR Resource 3410 2000-2999: Classified Personnel Salaries Federal Funds \$15,500 3000-3999: Employee Benefits Federal Funds \$4,338 Workability Resource 6520 2000-2999: Classified Personnel Salaries Special Education \$26,117 3000-3999: Employee Benefits Special Education \$7,540</p>
<p>LCAP Year 2: 2017-18</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>~Increase CTE offerings by adding 1 new CTE course or 1 additional section of existing CTE program ~Increase a-g completion rate to 26% by adjusting to 8 period block schedule at high school ~Increase number of CHS students enrolled in at least one AP class by 3% ~68% of students enrolled in AP courses will pass AP exams with a 3 or better ~47% of ELA students and 85% of math students determined prepared for college as measured by the EAP</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>CHS will increase the number of CTE sections offerings by at least one</p>	<p>9-12 CHS MHS</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Resource 0000 1000-1999: Certificated Personnel Salaries Base \$41,877 3000-3999: Employee Benefits Base \$15,673</p>

Increase participation and completion of a-g	9-12 CHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 0000 / Dept 740 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$204,000 3000-3999: Employee Benefits Supplemental and Concentration \$36,002
CHS will increase the number of students taking AP courses by 3%	10-12 CHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 0000 1000-1999: Certificated Personnel Salaries Base \$17,000 3000-3999: Employee Benefits Base \$4,000
Remove barriers and implement new programs relative to college & career opportunities that feed into and support programs at CHS	WCR	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 0000 / Dept 740 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$17,000 3000-3999: Employee Benefits Supplemental and Concentration \$4,000
CHS will work with American River College to provide field trips to learn about CTE offerings that correspond to pathways at CHS. Counselors will discuss CTE course offerings with students during yearly one-on-one meetings with students.	9-12 CHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 0000 / Dept 740 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$500
Counselor will provide individualized support to ensure students are meeting graduation requirements and are successfully transitioning into post secondary college	10-12 McClellan HS	<input checked="" type="checkbox"/> All OR:	Resource 3010 1000-1999: Certificated Personnel Salaries Title I \$2,565

and career through college/career exploration, college enrollment assistance, financial aid application assistance and scholarship assistance. Staff will schedule presentations from businesses, colleges and the military to expose students to post secondary options		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3000-3999: Employee Benefits Title I \$452
Provide transitional support to prepare for college & career provided through WorkAbility and Department of Rehabilitation	9-12 CHS	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	Resource 3410 2000-2999: Classified Personnel Salaries Federal Funds \$15,500 3000-3999: Employee Benefits Federal Funds \$4,338 Resource 6520 Workability 2000-2999: Classified Personnel Salaries Special Education \$26,117 3000-3999: Employee Benefits Special Education \$7,540
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	~Establish baseline data on CTE student participation in the 2017-18 school year and increase student participation in 2018-19 by 3% ~Increase a-g completion rate to 26% by adjusting to 8 period block schedule at high school ~Increase number of students enrolled in at least one AP class by 3% ~70% of students enrolled in AP courses will pass AP exams with a 3 or better ~50% of ELA students and 85% of math students determined prepared for college as measured by the EAP		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
CHS will increase the number of students taking CTE courses	9-12 CHS MHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 0000 1000-1999: Certificated Personnel Salaries Base \$41,877 3000-3999: Employee Benefits Base \$15,673
Increase participation and completion of a-g	9-12 CHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Resource 0000 / Dept 740 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$210,000 3000-3999: Employee Benefits Supplemental and

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Concentration \$40,950
CHS will increase the number of students taking AP courses by 3%	10-12 CHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 0000 1000-1999: Certificated Personnel Salaries Base \$17,000 3000-3999: Employee Benefits Base \$4,315
Remove barriers and implement new programs relative to college & career opportunities that feed into and support programs at CHS	WCR	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 0000 1000-1999: Certificated Personnel Salaries Base \$17,000 3000-3999: Employee Benefits Base \$4,315
CHS will work with Sierra College to provide field trips to learn about CTE offerings that correspond to pathways at CHS. Counselors will discuss CTE course offerings with students during yearly one-on-one meetings with students.	9-12 CHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$500
Counselor will provide individualized support to ensure students are meeting graduation requirements and are successfully transitioning into post secondary college and career through college/career exploration, college enrollment assistance, financial aid application assistance and scholarship assistance.	10-12 McClellan HS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Resource 3010 1000-1999: Certificated Personnel Salaries Title I \$3,000 3000-3999: Employee Benefits Title I \$585

Staff will schedule presentations from businesses, colleges and the military to expose students to post secondary options		English proficient _ Other Subgroups: (Specify)	
Provide transitional support to prepare for college & career provided through WorkAbility and Department of Rehabilitation	9-12 CHS	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	DOR / Resource 3410 2000-2999: Classified Personnel Salaries Federal Funds \$16,500 3000-3999: Employee Benefits Federal Funds \$4,557 Workability / Resource 6520 2000-2999: Classified Personnel Salaries Special Education \$27,117 3000-3999: Employee Benefits Special Education \$8,040

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3: Center JUSD students and families will be engaged and informed regarding the educational process and opportunities		Related State and/or Local Priorities: 1 2 3 <u>X</u> 4 5 <u>X</u> 6 <u>X</u> 7 8
GOAL 3:		COE only: 9 10 Local : Specify
Identified Need :	To address the need to increase pupil engagement and school engagement, while improving school climate and increasing family involvement, it is a priority of CJUSD to decrease absence rates and increase the number of students and families actively involved, connected and engaged in a comprehensive school experience through involvement outside the classroom.	
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: English Learner, Redesignated fluent English proficient	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Maintain average daily attendance at 95% 2015 P2 districtwide attendance: 94.92% • Increase district-wide participation in clubs, activities and athletics to 35% 2015 districtwide: 34% (1584/4461) of students participated in clubs, activities, athletics • Increase Center HS graduation rate to 96% 2013-14: 94.3% Center HS graduation rate • Decrease CJUSD chronic absenteeism rates by 2% Prior rate: 12% (8/6/14-4/30/15) • Maintain 1% or fewer middle school drop-out rates • Decrease CJUSD High School drop out to 3% 2015 CJUSD High School drop out rate: 3.9% • Maintain 8% CJUSD suspension rate • Maintain less than 10 CJUSD expulsions • Increase student connectedness by decreasing by 2% those who reported low level of connectedness. 7th grade connectedness: 47% high level, 41% moderate, 12% low 8th grade connectedness: 40% high level, 51% moderate, 9% low 11th grade connectedness: 41% high level, 46% moderate, 13% low MHS connectedness: 53% high level, 38% moderate, 9% low • Increase secondary students who feel "safe" or "very safe" at school by 4% (measured by California Healthy Kids Survey (CHKS) and other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness) 2016 CHKS Administration: 15.9% secondary students feel "very safe" at school and 45.46% feel "safe" at school • Increase 5th grade students who feel safe at school "all of the time" or "most of the time" by 4% (measured by California Healthy Kids Survey and other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness) 2016 CHKS Administration: 33% of 5th graders feel safe at school "all of the time", 35% of 5th graders feel safe at school "most of the time" • Increase staff who feel school site is "very safe" or "safe" by 2%. 2016 CHKS Administration indicates 96% of staff feel their school site is "very safe" or "safe". • Parents will be surveyed during the 2016-17 school year to get a baseline on perceived safety of our school sites and student connectedness • All parents will be solicited to provide input into decision making locally and at the LEA level, with every site represented by at least one
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parent at DELAC and PAC meetings. Sites and district will conduct outreach to invite parents of unduplicated pupils and special needs subgroups to participate in local and LEA decision making.

- Increase parental participation in academic achievement by increasing family Homelink accounts by 5%
May 2016: 53% of families with active Homelink accounts

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Review effectiveness of committee (staff, parents, students) recommendations and plan next steps to increase daily attendance. Review SARB process to engage more stakeholders	LEA	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Resource 0000/Department 740 4000-4999: Books And Supplies Supplemental and Concentration \$500
Implement recommended strategies that lessen or eliminate the barrier of after school transportation that is hindering participating in after school activities. Continue to brainstorm ways to increase student and staff involvement in extracurricular opportunities	LEA	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Resource 0000/Department 740 4000-4999: Books And Supplies Supplemental and Concentration \$500
Establish parent education outreach relating to school topics by eliminating barriers and implementing committee (staff, parents, students) recommendations	LEA	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Resource 0000/Department 740 4000-4999: Books And Supplies Supplemental and Concentration \$500
Continue to utilize new ways to communicate opportunities that will increase participation in school	LEA	<input checked="" type="checkbox"/> All OR:	Resource 0000/Department 740 4000-4999: Books And Supplies Supplemental and Concentration \$500

activities and in supporting roles		Low Income pupils <input type="checkbox"/> English Learners Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	
Continue to reach out to EL families with TK children for enrollment in TK program. Continue to conduct annual needs assessment at DELAC. Compile and distribute meeting dates and topics for ELAC and DELAC meetings at beginning of each school year	LEA	<input type="checkbox"/> All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Resource 0000/Department 740 4000-4999: Books And Supplies Supplemental and Concentration \$500
Increase family Homelink accounts and continue to investigate and implement alternatives to engage more parents	K-6 LEA	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Resource 0000/Department 740 4000-4999: Books And Supplies Supplemental and Concentration \$500

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Maintain average daily attendance at 95% • Increase district-wide participation in clubs, activities and athletics to 35% • Increase Center HS graduation rate to 96% • Decrease CJUSD chronic absenteeism rates to 28% • Maintain 1% or fewer middle school drop-out rates • Maintain 8% CJUSD suspension rate • Maintain less than 10 CJUSD expulsions • Decrease CJUSD expulsions to 16 • Increase secondary students who feel "very safe" at school to 47% (measured by California Healthy Kids Survey and other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness) • Increase 5th grade students who feel "very safe" at school "all of the time" to 44% (measured by California Healthy Kids Survey and other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness) • All parents will be solicited to provide input into decision making locally and at the LEA level. • Increase parental participation of parents of unduplicated groups and specials needs students by 5%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Review effectiveness of committee (staff, parents, students) recommendations and plan next steps to increase daily attendance. Review SARB process to engage more stakeholders	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 0000/Department 740 4000-4999: Books And Supplies Supplemental and Concentration \$500
Implement recommended strategies that lessen or eliminate the barrier of after school transportation that is hindering participating in after school activities. Continue to brainstorm ways to increase student and staff involvement in extracurricular opportunities	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 0000/Department 740 4000-4999: Books And Supplies Supplemental and Concentration \$500
Establish parent education outreach relating to school topics by eliminating barriers and implementing	LEA	<input checked="" type="checkbox"/> All OR:	Resource 0000/Department 740 4000-4999: Books And Supplies Supplemental and Concentration \$500

committee (staff, parents, students) recommendations		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Continue to utilize new ways to communicate opportunities that will increase participation in school activities and in supporting roles	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 0000/Department 740 4000-4999: Books And Supplies Supplemental and Concentration \$500
Continue to reach out to EL families with TK children for enrollment in TK program. Continue to conduct annual needs assessment at DELAC. Compile and distribute meeting dates and topics for ELAC and DELAC meetings at beginning of each school year	LEA	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 0000/Department 740 4000-4999: Books And Supplies Supplemental and Concentration \$500
Increase family Homelink accounts and continue to investigate and implement alternatives to engage more parents	K-6 LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 0000/Department 740 4000-4999: Books And Supplies Supplemental and Concentration \$500

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Maintain average daily attendance at 95% • Increase district-wide participation in clubs, activities and athletics to 35% • Increase Center HS graduation rate to 96% • Decrease CJUSD chronic absenteeism rates to 28% • Maintain 1% or fewer middle school drop-out rates • Decrease CJUSD High School drop out to 4% • Maintain 8% CJUSD suspension rate • Maintain less than 10 CJUSD expulsions • Increase secondary students who feel "very safe" at school to 47% (measured by California Healthy Kids Survey and other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness) • Increase 5th grade students who feel "very safe" at school "all of the time" to 44% (measured by California Healthy Kids Survey and other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness) • All parents will be solicited to provide input into decision making locally and at the LEA level. • Increase parental participation of parents of unduplicated groups and specials needs students by 5%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Review effectiveness of committee (staff, parents, students) recommendations and plan next steps to increase daily attendance. Review SARB process to engage more stakeholders	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 0000/Department 740 4000-4999: Books And Supplies Supplemental and Concentration \$500
Implement recommended strategies that lessen or eliminate the barrier of after school transportation that is hindering participating in after school activities. Continue to brainstorm ways to increase student and staff involvement in extracurricular opportunities	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 0000/Department 740 4000-4999: Books And Supplies Supplemental and Concentration \$500
Establish parent education outreach relating to school topics by eliminating barriers and implementing	LEA	<input checked="" type="checkbox"/> All OR:	Resource 0000/Department 740 4000-4999: Books And Supplies Supplemental and Concentration \$500

committee (staff, parents, students) recommendations		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Continue to utilize new ways to communicate opportunities that will increase participation in school activities and in supporting roles	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 0000/Department 740 4000-4999: Books And Supplies Supplemental and Concentration \$500
Continue to reach out to EL families with TK children for enrollment in TK program. Continue to conduct annual needs assessment at DELAC. Compile and distribute meeting dates and topics for ELAC and DELAC meetings at beginning of each school year	LEA	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 0000/Department 740 4000-4999: Books And Supplies Supplemental and Concentration \$500
Increase family Homelink accounts and continue to investigate and implement alternatives to engage more parents	K-6 LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 0000/Department 740 4000-4999: Books And Supplies Supplemental and Concentration \$500

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	GOAL 1: Center JUSD students will be challenged and supported to achieve academic success in a clean, safe environment	Related State and/or Local Priorities: 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/>		
		COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>		
		Local : Specify		
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: Low Income pupils, English Learners, Foster Youth, Redesignated fluent English proficient, Special Education, GATE			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Common Core State Standards and ELD standards are being implemented in all CJUSD classrooms and measured by district and site personnel through classroom walk-throughs and observations using observation tool CAASPP metric to be determined using 2014-15 baseline data API calculation suspended, baseline established once reinstated Increase percentage of EL students meeting English proficiency and annual growth by 4% (2014-15: 65.1% meeting AMAO 1) Increase reclassification of EL students to 9% <3 students will not graduate as a result of not passing the CAHSEE Increase percentage of K-2 students achieving proficiency in ELA by 2% Increase percentage of K-2 students achieving proficiency in mathematics by 2% Teacher mis-assignment will not exceed 5% Provide 100% of students access to standards aligned 	<table border="1"> <tr> <td data-bbox="1087 618 1220 732">Actual Annual Measurable Outcomes:</td> <td data-bbox="1241 618 1963 1446"> <ul style="list-style-type: none"> Common Core State Standards and ELD standards are being implemented in all CJUSD classrooms and measured by district and site personnel through classroom walk-throughs and observations using observation tool. CAASPP Baseline from 2014-15 assessment ELA: 3rd Grade: 22% (67/304) Standards Met, 11.2% (34/304) Standards Exceeded 4th Grade: 27.4% (82/299) Standards Met, 17.4% (52/299) Standards Exceeded 5th Grade: 30.6% (87/284) Standards Met, 12.7% (36/284) Standards Exceeded 6th Grade: 33.9% (92/271) Standards Met, 7.4% (20/271) Standards Exceeded 7th Grade: 31.1% (88/283) Standards Met, 10.6% (30/283) Standards Exceeded 8th Grade: 32.6% (89/273) Standards Met, 4.8% (13/273) Standards Exceeded 11th Grade: 32.8% (102/311) Standards Met, 19.3% (60/311) Standards Exceeded MATH: 3rd Grade: 23.4% (71/304) Standards Met, 5.3% (16/304) Standards Exceeded 4th Grade: 29.9% (89/298) Standards Met, 7.7% (23/298) Standards Exceeded 5th Grade: 15.5% (44/284) Standards Met, 4.2% (12/284) Standards Exceeded </td> </tr> </table>	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> Common Core State Standards and ELD standards are being implemented in all CJUSD classrooms and measured by district and site personnel through classroom walk-throughs and observations using observation tool. CAASPP Baseline from 2014-15 assessment ELA: 3rd Grade: 22% (67/304) Standards Met, 11.2% (34/304) Standards Exceeded 4th Grade: 27.4% (82/299) Standards Met, 17.4% (52/299) Standards Exceeded 5th Grade: 30.6% (87/284) Standards Met, 12.7% (36/284) Standards Exceeded 6th Grade: 33.9% (92/271) Standards Met, 7.4% (20/271) Standards Exceeded 7th Grade: 31.1% (88/283) Standards Met, 10.6% (30/283) Standards Exceeded 8th Grade: 32.6% (89/273) Standards Met, 4.8% (13/273) Standards Exceeded 11th Grade: 32.8% (102/311) Standards Met, 19.3% (60/311) Standards Exceeded MATH: 3rd Grade: 23.4% (71/304) Standards Met, 5.3% (16/304) Standards Exceeded 4th Grade: 29.9% (89/298) Standards Met, 7.7% (23/298) Standards Exceeded 5th Grade: 15.5% (44/284) Standards Met, 4.2% (12/284) Standards Exceeded
Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> Common Core State Standards and ELD standards are being implemented in all CJUSD classrooms and measured by district and site personnel through classroom walk-throughs and observations using observation tool. CAASPP Baseline from 2014-15 assessment ELA: 3rd Grade: 22% (67/304) Standards Met, 11.2% (34/304) Standards Exceeded 4th Grade: 27.4% (82/299) Standards Met, 17.4% (52/299) Standards Exceeded 5th Grade: 30.6% (87/284) Standards Met, 12.7% (36/284) Standards Exceeded 6th Grade: 33.9% (92/271) Standards Met, 7.4% (20/271) Standards Exceeded 7th Grade: 31.1% (88/283) Standards Met, 10.6% (30/283) Standards Exceeded 8th Grade: 32.6% (89/273) Standards Met, 4.8% (13/273) Standards Exceeded 11th Grade: 32.8% (102/311) Standards Met, 19.3% (60/311) Standards Exceeded MATH: 3rd Grade: 23.4% (71/304) Standards Met, 5.3% (16/304) Standards Exceeded 4th Grade: 29.9% (89/298) Standards Met, 7.7% (23/298) Standards Exceeded 5th Grade: 15.5% (44/284) Standards Met, 4.2% (12/284) Standards Exceeded 			

materials as certified by the CJUSD Board of Trustees

- 100% of schools will pass inspection within 30 days
- Increase students served through ERMHS, increase daily attendance of students served through ERMHS by 1%, increase GPA of students served through ERMHS by 1%

6th Grade: 19.2% (52/271) Standards Met, 7.7% (21/271) Standards Exceeded
 7th Grade: 27.3% (77/282) Standards Met, 14.5% (41/282) Standards Exceeded
 8th Grade: 20.8% (57/274) Standards Met, 8% (22/274) Standards Exceeded
 11th Grade: 25.6% (77/301) Standards Met, 11.3% (34/301) Standards Exceeded

- API suspended
- 2014-15 65% EL students met English Proficiency (AMAO 1), exceeding the state target of 60.5%
- Reclassification of EL Students: 16.5% (CDE Data Quest 2015-16)
- CAHSEE not applicable
- K-2 Benchmarks

FLUENCY

Kindergarten: 56% can correctly identify 10 high frequency words

This indicates a 28% increase from Spring 2015

1st Grade: 51% are reading at a fluent rate of 60 WPM or greater

This indicates a 24% decline from Spring 2015

Second Grade: 70% are reading at a fluent rate of 95 WPM or greater

This indicates a 7% decline from Spring 2015

WRITING at grade level

Kindergarten

Focus: 85%, indicates 24% increase from Spring 2015

Organization: 78%, indicates 25% increase from Spring 2015

Grammar & Usage: 62%, indicates 16% increase from Spring 2015

Capitalization/punctuation/spelling: 59%, indicates a 11% increase from Spring 2015

1st Grade:

Focus: 83%, indicates 18% increase from Spring 2015
 Organization: 77%, indicates 15% increase from Spring 2015
 Support: 77%, indicates 17% increase from Spring 2015
 Grammar & Usage: 68%, indicates 11% increase from Spring 2015
 Capitalization/punctuation/spelling: 68%, indicates 18% increase from Spring 2015

2nd Grade:
 Focus: 74%, indicates 21% increase from Spring 2015
 Organization: 65%, indicates 10% increase from Spring 2015
 Support: 60%, indicates 16% increase from Spring 2015
 Grammar & Usage: 67%, indicates 25% increase from Spring 2015
 Capitalization/punctuation/spelling: 63%, indicates 24% increase from Spring 2015

MATH

Kindergarten: 43% have an understanding of basic facts within 5.
 This indicates a 32% increase from Spring 2015

Kindergarten: 80% have a complete understanding of counting and cardinality.
 This is a new assessment for Spring 2016

1st Grade: 36% have an understanding of basic facts within 10.
 This indicates a 22% increase from Spring 2015.

1st Grade: 40% have a complete understanding of sums and differences to 10.
 This is a new assessment for Spring 2016.

2nd Grade: 29% have an understanding of basic facts within 20.
 This indicates a 23% increase from Spring 2015.

2nd Grade: 63% have complete understanding of sums and differences to 20.
 This is a new assessment for Spring 2016.

- 2% (6 out of 201) teachers mis-assigned
- 100% of students have access to standards aligned

	3000-3999: Employee Benefits Base \$1372	grade 7-8 Teachers piloted Study Sync: 5 grade 9-12 Center HS teachers will begin to pilot English/Language Arts curriculum in the fall 2016 grade 10-12 McClellan HS teacher piloted Study Sync: 1	3000-3999: Employee Benefits Base \$1,775
Scope of LEA Service		Scope of LEA Service	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
K-12 Teachers will access choices of Professional Development to support the implementation of California Common Core State Standards	Resource 4035 5000-5999: Services And Other Operating Expenditures Title II \$76,172	K-8 teachers received Standard Overview Professional Development	Resource 4035 5000-5999: Services And Other Operating Expenditures Title II \$33,500 1000-1999: Certificated Personnel Salaries Title II \$42,058 3000-3999: Employee Benefits Title II \$5,841
Scope of LEA Service		Scope of LEA Service	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

Provide BTSA support to new teachers	Resource 4035 1000-1999: Certificated Personnel Salaries Title II \$35,000 3000-3999: Employee Benefits Title II \$4810 5800: Professional/Consulting Services And Operating Expenditures Title II \$5190	13 teachers supported through BTSA Additional unplanned expenses for SCOE contract training	Resource 4035 1000-1999: Certificated Personnel Salaries Title II \$29,000 3000-3999: Employee Benefits Title II \$4,028 County Contract 5800: Professional/Consulting Services And Operating Expenditures Title II \$27,000
Scope of Service LEA		Scope of Service LEA	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Center HS will provide support Classes; math lab, English lab, credit recovery, Summer School program	Resource 0000 1000-1999: Certificated Personnel Salaries Base \$87,638 3000-3999: Employee Benefits Base \$12,040	Math Lab offered 1 section daily, 58 minutes, serving 25 students. Foundations in English offered 1 section daily, 58 minutes, serving 25 students CARE offered 1 section, 58 minutes, serving 22 students Credit Recovery offered 1 section daily, 58 minutes, serving 138 students Summer School: TBD	Resource 0000 1000-1999: Certificated Personnel Salaries Base \$74,733 3000-3999: Employee Benefits Base \$9,441
Scope of Service 9-12 CENTER HIGH		Scope of Service 9-12 CENTER HIGH	
<input checked="" type="checkbox"/> All OR:		<input checked="" type="checkbox"/> All OR:	

_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Wilson Riles Middle School will provide support classes; Math Support Class, English Support, PAWS period during the school day and Husky Help after school	Resource 3010 1000-1999: Certificated Personnel Salaries Title I \$76,292 3000-3999: Employee Benefits Title I \$10,480	3 sections of Math Support (two 7th and one 8th) serving 56 students 1 section of 8th grade English Support serving 12 students PAWS offered 4 times a week (Tuesday - Friday), 20 minutes per day, rotating through each class in a 6 day cycle Husky Help offered 4 times a week (Tuesday - Friday), 60 minutes, average daily attendance per section is 20 students. Husky Help support All subjects (3 English sections, 7 Math, 3 Science, 2 Social Studies, 3 Special Services)	Title I 1000-1999: Certificated Personnel Salaries Title I \$37,368 3000-3999: Employee Benefits Title I \$9,441 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$50,252 3000-3999: Employee Benefits Supplemental and Concentration \$6,980
Scope of 7-8 RILES MIDDLE Service <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of 7-8 RILES MIDDLE Service <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Oak Hill Elementary will provide after school intervention for grades 1st-6th in English/Language Arts 3rd-6th in math	Resource 0000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$15,000	Oak Hill provides intervention 2days per week for 60 minutes, serving 164 students	Intervention 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$24,000

	3000-3999: Employee Benefits Supplemental and Concentration \$2,060		3000-3999: Employee Benefits Supplemental and Concentration \$3,305
Scope of Service 1-6 OAK HILL ELEMENTARY		Scope of Service 1-6 OAK HILL ELEMENTARY	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Spinelli Elementary will provide intervention for grades 1st-6th in English/Language Arts and Math. Title I push in and pull out support for grades 1st-6th in English/Language Arts and math.	Resource 3010 1000-1999: Certificated Personnel Salaries Title I \$40,266 3000-3999: Employee Benefits Title I \$5,531	Morning intervention provided 5 days a week, for 50 minutes per day, serving 14 students. Title I support provided 5 days a week, 30-65 minutes per day, serving 46 students.	Morning intervention 1000-1999: Certificated Personnel Salaries Title I \$25,512 3000-3999: Employee Benefits Title I \$3,544 Title I Support 1000-1999: Certificated Personnel Salaries Title I \$24,912 3000-3999: Employee Benefits Title I \$6,294
Scope of Service 1-6 SPINELLI ELEMENTARY		Scope of Service 1-6 SPINELLI ELEMENTARY	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
North Country will provide morning intervention for grades 1st-6th in English/Language Arts and Title I pull out for grades 1st-6th in	Resource 3010 1000-1999: Certificated Personnel Salaries Title I \$98,607 3000-3999: Employee Benefits Title	Morning intervention provided 3 days a week, for 60 minutes per day, serving 72 students.	Morning Intervention 1000-1999: Certificated Personnel Salaries Title I \$42,377 3000-3999: Employee Benefits Title I

English/Language Arts.	I \$13,550	Title I support provided 4 days a week, 30 minutes per day, serving 116 students.	\$6,112 Hourly intervention 1000-1999: Certificated Personnel Salaries Title I \$2,544 3000-3999: Employee Benefits Title I \$354 Support 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$39,722 3000-3999: Employee Benefits Supplemental and Concentration \$13,476
Scope of Service 1-6 NORTH COUNTRY ELEM		Scope of Service 1-6 NORTH COUNTRY ELEM	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Dudley will provide morning intervention for grades 2nd-6th in English/Language Arts and math, and Title I pull out for grades 1st-6th in English/Language Arts and math.	Resource 3010 1000-1999: Certificated Personnel Salaries Title I \$95,820 3000-3999: Employee Benefits Title I \$13,164	Title I support provided 5 days a week, 30 minutes per day, serving 302 students.	Title I Support 1000-1999: Certificated Personnel Salaries Title I \$83,123 3000-3999: Employee Benefits Title I \$12,783
Scope of Service K-6 DUDLEY ELEMENTARY		Scope of Service K-6 DUDLEY ELEMENTARY	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

<p>GATE opportunities</p> <ul style="list-style-type: none"> • Wilson Riles Middle School Academy • Oak Hill Elem combo GATE class 4th-5th, after school challenge activities 4th-6th • Spinelli: after school challenge activities • North Country: GATE challenge activities before and after school • Dudley: combo GATE Academy for 4th-5th 	<p>Resource 0000 1000-1999: Certificated Personnel Salaries Base \$38,000</p> <p>3000-3999: Employee Benefits Base \$5,220</p>	<p>Students Served:</p> <p>~Riles Middle: 56</p> <p>~Oak Hill: 35 in GATE/High Achiever class, 34 of 35 GATE students participate in afterschool challenge activities</p> <p>~ Spinelli Elementary: 17</p> <p>~ North Country: 14</p> <p>~ Dudley: GATE combo dissolved. 17 GATE students served in 4th-6th grade classrooms</p>	<p>Resource 0000 1000-1999: Certificated Personnel Salaries Base \$39,956</p> <p>3000-3999: Employee Benefits Base \$6,967</p>
<p>Scope of 3-8 LEA Service</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) GATE</p>		<p>Scope of 3-8 LEA Service</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) GATE</p>	
<p>Teacher collaboration: vertical between elementary middle and middle-high, horizontal between elementary sites, grade level/dept</p>	<p>Built into schedule</p>	<p>Site collaboration happened as built into school site calendar. Minimal vertical or horizontal collaboration occurred</p>	<p>No expenditures reported \$0.00</p>
<p>Scope of LEA Service</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of LEA Service</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

Provide instructional classified staff with training opportunities on Common Core State Standards	Resource 0000 (subs) 2000-2999: Classified Personnel Salaries Base \$5,000 3000-3999: Employee Benefits Base \$1,050	13 classified staff received 1 hour training on Common Core State Standards This is a one-time training that was offered and completed. Therefore, it is not moving into the 2016-17 LCAP. Cost were less than anticipated due to the small number of classified staff participating.	Training 2000-2999: Classified Personnel Salaries Base \$258 3000-3999: Employee Benefits Base \$55
Scope of LEA Service <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of LEA Service <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide academic support and intervention at all sites <ul style="list-style-type: none"> EL Tutorial class at WCR Middle School and Center High School Long Term EL support class at WCR Middle School and Center High School Long Term EL Case Manager at each elementary site to provide targeted intervention Bilingual assistants EL teacher at CHS to be given extra prep in schedule to track/monitor/support EL students, long term EL students and monitor Redesignated Fluent English Proficient Students 	Resource 0740 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$311,000 3000-3999: Employee Benefits Supplemental and Concentration \$56,000 Obj 1100 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$4,000 3000-3999: Employee Benefits Supplemental and Concentration \$551	Riles EL Tutorial: one section, serving 8 students Riles LTEL: 2 sections (one 7th, one 8th) serving 32(23 in 7th, 9 in 8th) LTEL students Long Term Case Managers @ Elementary Sites: ~Spinelli: LTEL intervention provided 50 minutes per day, 4 days per week, serving 7 students ~North Country: LTEL intervention provided 30 minutes per day, 4 days per week, serving 7 students. ~Dudley: LTEL intervention provided 30 minutes per day, 3 days per week, serving 6 students. ~Oak Hill: LTEL intervention provided 60 minutes per day, 2 days per week,	Certificated Costs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$318,280 3000-3999: Employee Benefits Supplemental and Concentration \$60,124 Bilingual Assistants 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$85,952 3000-3999: Employee Benefits Supplemental and Concentration \$36,709

		<p>serving 8 students</p> <p>Bilingual Assistants: Spinelli 1, North Country 3, Dudley 1, Oak Hill 1, Riles Middle 1, Center HS 2</p> <p>CHS EL Teacher has an extra prep to fulfill the duties outlined in the LCAP</p>	
<p>Scope of LEA Service</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of LEA Service</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Investigate level of staffing support needed at the elementary level to meet needs of EL population</p>		<p>Added 2 EL teachers at the elementary level. Each EL teacher served 2 elementary sites.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$163,128</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$22,657</p>
<p>Scope of LEA Service</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of K-6 Service</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Support transition of EL students from middle to high school with summer school session for incoming 9th grade</p>	<p>Resource 0740 1000-1999: Certificated Personnel Salaries</p>	<p>CHS provided summer school session for incoming 9th grade EL students: 3 hours per day, 3 days per week for a</p>	<p>Resource 0000 / Dept 740 1000-1999: Certificated Personnel Salaries</p>

EL students	Supplemental and Concentration \$4,000 3000-3999: Employee Benefits Supplemental and Concentration \$550	total of 4 weeks, serving 6 students	Supplemental and Concentration \$4,305 3000-3999: Employee Benefits Supplemental and Concentration \$598
Scope of 8th-9th Service		Scope of 8th-9th Service	
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Support long-term EL students with Long Term EL Support Class. EL Teacher to be given extra prep period in schedule to track/monitor/support EL students and monitor Redesignated Fluent English Proficient students	Resource 0740 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$26,390 3000-3999: Employee Benefits Supplemental \$3,630	Center High School : 1 section of EL Tutorial, serving 21 students 1 section of LTEL, serving 9 students EL Teacher given extra prep to track/monitor/support EL students	Resource 0000 / Dept 740 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$45,529 3000-3999: Employee Benefits Supplemental and Concentration \$6,324
Scope of LEA Service		Scope of 9th-12th Service	
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Americorp will provide academic support, mentoring, tutoring and counseling coordinated by Family Resource Center	Resource 0000 5800: Professional/Consulting Services And Operating Expenditures Base \$25,000	Americorp provided mentoring for 57 foster and unaccompanied youth, an increase of 24 contacts over prior year Americorps provided tutoring for 51	Resource 0000 5800: Professional/Consulting Services And Operating Expenditures Base \$25,000

		foster and unaccompanied youth, an increase of 18 contacts over prior year	
Scope of LEA Service		Scope of LEA Service	
<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Family Resource Center will provide clothing and school supplies, consultation services, mental health counseling services and coordinate appropriate services through Americorp, United Way and the Sen\$ibility Program	Resource 5630 1000-1999: Certificated Personnel Salaries Federal Funds \$20,346 3000-3999: Employee Benefits Federal Funds \$3,172 Resource 5630 4000-4999: Books And Supplies Federal Funds \$2,250 5000-5999: Services And Other Operating Expenditures Federal Funds \$1,854	The Family Resource Center provided students with the following: Backpacks for 97 students Clothing for 108 students School Supplies for 124 students Mental Health Referral for 31 students Shoes for 13 students District transport for 16 homeless students	Homeless Programs - Resource 5630 1000-1999: Certificated Personnel Salaries Federal Funds \$14,833 3000-3999: Employee Benefits Federal Funds \$3,679 4000-4999: Books And Supplies Federal Funds \$1,046 5000-5999: Services And Other Operating Expenditures Federal Funds \$4,862
Scope of LEA Service		Scope of LEA Service	
<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide academic support for Special Education Students: study skills classes, instructional assistants	Resource 6500 2000-2999: Classified Personnel Salaries \$41,386	Center High School offered 8 periods with 8 different teachers supported by 1 aide each period.	

	3000-3999: Employee Benefits \$16,140 1000-1999: Certificated Personnel Salaries \$54,049	Riles Middle School offered 3 periods with 3 different teachers supported by 1 aide each period.	
Scope of 7-12 WCR & CHS Service		Scope of 7-12 WCR & CHS Service	
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	
School Psychologists, School Counselors, and the Behavior Specialist in the Educationally-related Mental Health Services (ERMHS) Team will provide evidence-based social, emotional, and behavioral interventions to students in individual and group counseling, psychoeducational lessons in classroom settings, and consultation to staff and parents in order to enable students to reach IEP goals and access their educational programs	Resource 6512 1000-1999: Certificated Personnel Salaries \$195,363 2000-2999: Classified Personnel Salaries \$6,908 3000-3999: Employee Benefits \$29,898	62 students served	1000-1999: Certificated Personnel Salaries Special Education \$154,739 2000-2999: Classified Personnel Salaries Special Education \$65,319 3000-3999: Employee Benefits Special Education \$48,062 4000-4999: Books And Supplies Special Education \$5,038 5000-5999: Services And Other Operating Expenditures Special Education \$11,300
Scope of K-12 Service		Scope of LEA Service	
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	

Investigate district level administrative need		No staffing changes made. Continue to review staff levels and add positions accordingly.	\$0.00
Scope of LEA K-12 Service		Scope of LEA Service	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Investigate elementary administrative need		Determined need, adding 2 FTE Vice Principal positions for the 2016-17 school year	\$0.00
Scope of K-6 Service		Scope of K-6 Service	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
District will work closely with site administrators to reduce or eliminate the need for combination classes.	Resource 0000 1000-1999: Certificated Personnel Salaries \$120,000 3000-3999: Employee Benefits \$16,486	District added 2 additional certificated teachers to eliminate combination classes at the elementary level.	1000-1999: Certificated Personnel Salaries Base \$121,283 3000-3999: Employee Benefits Base \$16,845
Scope of K-6 Service		Scope of Service	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	

_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<ul style="list-style-type: none"> • Adding implementation of ELD standards to better meet the needs of EL students • Adjusted metric for reclassification of EL students from a percentage of reclassified students to a percentage of growth in reclassification. • Dudley Elementary changed the structure of their intervention program to better meet the needs of the student population. Intervention plan is detailed as an action in Goal 1 of the 2016-17 LCAP • Center HS temporarily suspended their credit recovery course using Odysseyware for the 2016-17 and 2017-18 school years. With the 8 period block and grandfathering in of graduation requirements, students can accomplish credit recovery by taking 8 classes. Odysseyware for credit recovery purposes will be reinstated 2018-19 • K-8 teachers and administrators received ELD standards overview. 9-12 teachers did not. • Teacher collaboration happened at sites, minimal vertical or horizontal collaboration occurred. • MHS identified as Title I, implementing Targetted Assistance Plan • Adding action steps into 2016-17 LCAP to guide development of Multi Tiered Systems of Support 		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	Center JUSD students will be college and career ready		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 X 6 _ 7 X 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: Low Income pupils, English Learners, Foster Youth, Redesignated fluent English proficient, Special Education		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Increase CTE offerings by adding 1 new CTE course or 1 additional section of existing CTE program • Remove barriers to increase a-g completion rate to 24% • Increase AP offerings at CHS by adding 1 section • 62% of students enrolled in AP courses will pass AP exams with a 3 or better • 39% of ELA students and 84% of math students determined prepared for college as measured by the EAP 		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> • CTE courses decrease from 14 in 2014-15 to 13 in 2015-16. Total sections remained the same at 18 • 85.66% students enrolled in a-g coursework (based upon English course), 22% completed a-g. No change from 2014-15 to 2015-16 • Number of AP sections offered remained at 15 for 2014-15 and 2015-16 • Increase in students taking AP test, from 114 in 2014-15 to 136 in 2015-16. Increase in number of tests taken from 233 in 2014-15 to 324 in 2015-16. Increase in AP passage rate, from 52.7% in 2014-15 to 63.3% in 2015-16. • 52% of ELA students and 77% of math students determined prepared for college as measured by EAP
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Increase CTE offerings by adding a new course at Center High School which consists of 2 blocked periods:	Resource 0029 1000-1999: Certificated Personnel Salaries	20 students enrolled in Geometry in Construction 20 students enrolled in Construction in	Resource 0000 Project Lead The Way 1000-1999: Certificated Personnel	

Geometry in Construction and Construction in Geometry	Base \$42,568 3000-3999: Employee Benefits Base \$6,636	Geometry	Salaries Base \$30,659 3000-3999: Employee Benefits Base \$7,515
Scope of Service 9-12 CHS		Scope of Service	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Increase participation and completion of a-g by removing barriers that restrict students from meeting a-g requirements, change graduation requirements and prepare for the transition to an 8 period block	No cost in first year	Center High School will be moving in to an 8 period A/B day block in the beginning of 2016-17. As a result, the following is occurring: graduation requirement now reflects 3 years of mathematics to coincide with a-g requirements; the 8 period block will allow students to repeat course for which they earned a grade of D or lower to raise it to the required C or higher; more course offerings in a-g approved courses allows students more of a selection to courses to complete.	No cost this year.
Scope of Service 9-12 CHS		Scope of Service	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

_ Other Subgroups: (Specify)			
Remove barriers and implement new programs relative to College & Career opportunities that feed into and support programs at CHS	Resource 0000 1000-1999: Certificated Personnel Salaries Base \$16,106 3000-3999: Employee Benefits Base \$2,510	Adding one section of Project Lead the Way, fall 2016 New elective wheel to include Art, Home Economics, and Technology, in a 12 week block, feed into similar programs at CHS Continue to provide AVID elective to feed into CHS AVID program	Resource 0000 - College & Career 1000-1999: Certificated Personnel Salaries Base \$17,838 3000-3999: Employee Benefits Base \$5,613
Scope of LEA Service <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Center HS Intervention Teachers, EL Teachers, Counseling Dept and Administration to provide purposeful and targeted outreach to increase participation in course completion of CTE offerings at Center HS	Possibly add Master Schedule in spring for 2016-17. No cost in first year.	Counselors discuss CTE option with students when they meet with them one on one each year. Flyers sent out regarding CTE offerings available to students. CTE teachers speak with students individually regarding their programs.	No cost this year.
Scope of 9-12 Service CHS <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth		Scope of Service <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient	

<input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
Provide transitional support to prepare for college & career provided through WorkAbility and Department of Rehabilitation	Resource 3410 2000-2999: Classified Personnel Salaries Federal Funds \$28,686 3000-3999: Employee Benefits Federal Funds \$8,884 Resource 6520 2000-2999: Classified Personnel Salaries Special Education \$29,705 3000-3999: Employee Benefits Special Education \$12,068	195 Center High students served through WorkAbility 33 Center High students served through Dept. of Rehabilitation	Resource 3410 - DOR 2000-2999: Classified Personnel Salaries Federal Funds \$27,194 3000-3999: Employee Benefits Federal Funds \$9,850 Resource 6520 - Workability 2000-2999: Classified Personnel Salaries Special Education \$30,577 3000-3999: Employee Benefits Special Education \$12,730
Scope of Service _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education		Scope of Service _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u>	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Making a shift from increasing sections of AP courses and CTE courses to increasing student participation in AP and CTE courses Adding partnership with American River College and Sierra College to expand post secondary CTE options for students		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	GOAL 3: Center JUSD students and families will be engaged and informed regarding the educational process and opportunities		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: English Learner, Redesignated fluent English proficient		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Maintain average daily attendance at 95% • Increase district-wide participation in clubs, activities and athletics to 33% • Increase Center HS graduation rate to 95% • Decrease CJUSD chronic absenteeism rates to 30% (32% rate 8/6/14-4/30/15) • Maintain 1% or fewer middle school drop-out rates • Decrease CJUSD High School drop out to 5% • Decrease CJUSD suspension rate to 9% • Decrease CJUSD expulsions to 18 • Maintain that 45% of secondary students feel "very safe" at school (measured by California Healthy Kids Survey and other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness) • Maintain that 42% of 5th graders feel "very safe" at school (measured by California Healthy Kids Survey and other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness) • All parents will be solicited to provide input into decision making locally and at the LEA level. • Identify agreed upon ways to measure parental participation of parents of unduplicated groups and specials needs students and establish baseline 	Actual Annual Measurable Outcomes:	<p>~District wide daily attendance rates: 94.92% (2015 P2)</p> <p>Site Attendance Rates: Center HS: 94.50% McClellan HS: 81.33% Riles MS: 95.20% Dudley Elem: 95.41% North Country Elem: 95.27% Oak Hill Elem: 95.56% Spinelli Elem: 94.92%</p> <p>~District wide student participation rates in clubs, activities, athletics: 34% (1584/4461) of K-12 students participate in clubs, activities, athletics provided by the school site. This is a districtwide increase of 4% over the 2014-15 school year.</p> <p>Site Participation Rates: Center HS: 62.4% McClellan HS: 11% Riles MS: 40% Dudley Elem: 10.9% North Country Elem: 19% Oak Hill Elem: 18% Spinelli Elem: 32.8%</p> <p>Center HS Graduation Rate: 94.3% (2013-14), increase of 0.4%</p> <p>~Chronic absenteeism rate is 12% (8/6/14 - 4/30/15)</p> <p>~ 2014-15 CJUSD Middle School drop out rate - less than 1% (3 students)</p>

~ 2015 CJUSD High School drop out rate 3.9%, a 2.2% decrease from 2014

~2015-16 CJUSD Suspensions (total incidents of suspension) August 2015 through May 2016 = 11.5%. This is a decrease of 1.4% as compared to 2014-15.

Site Suspension rates:

Center HS: 9.4%

McClellan HS: 78.5%

Wilson Riles Middle: 17.1%

Dudley Elem: 7.6%

North Country Elem: 10.5%

Oak Hill Elem: 7.8%

Spinelli Elem: 5.1%

~2015-16 CJUSD Expulsions August 2015 through May 2016 = 8 (number of incidents). This is a district wide decrease of 3 expulsions as compared to 2014-15.

~ 2015-16 Site Suspensions (# of individuals) and Expulsion (number of incidents), August 2015 through May 2016

Center HS: 120 and 5

McClellan HS: 75 and 1

Wilson Riles Middle: 110 and 1

Dudley Elem: 51 and 0

North Country Elem: 60 and 0

Oak Hill Elem: 58 and 0

Spinelli Elem: 10 and 0

~On the 2016 administration of the California Healthy Kids Survey, students in grades 7th grade at Riles Middle School and 9th and 11th grade at Center High School and all grades at McClellan High School were assessed on student connectedness.

7th grade connectedness: 47% high level, 41% moderate, 12% low

8th grade connectedness: 40% high level, 51% moderate, 9% low

11th grade connectedness: 41% high level, 46% moderate, 13% low

		<p>Oak Hill has brainstormed with PTA, SSC and ELAC parent groups. Parent recommendations have been cost prohibitive.</p> <p>Spinelli parents have been invited to give input on developing incentives to increase attendance</p> <p>North Country PTO and SSC groups are included in the discussion of increasing daily attendance. PTO has been instrumental in planning events and activities to encourage student attendance.</p>	
<p>Scope of LEA Service</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Investigate solutions to eliminate the after school transportation barrier that prevents some students from participating in after school athletics and activities.</p>	<p>Resource 0740 4000-4999: Books And Supplies Supplemental and Concentration \$1000</p>	<p>Center HS offers transportation for athletic competitions and also transports students as fans to athletic competitions during playoffs which are a long distance from campus.</p> <p>Unable to get to a solution for after school activity transportation</p>	<p>Transportation 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$5,000</p>
<p>Scope of LEA Service</p> <p><input checked="" type="checkbox"/> All</p>		<p>Scope of Service</p> <p><input checked="" type="checkbox"/> All</p>	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Establish parent education outreach relating to school topics by eliminating barriers and implementing committee (staff, parents, students) recommendations	Resource 0740 4000-4999: Books And Supplies \$500	Center HS will implement this committee in the 2016-17 school year Riles Middle Riles will coordinate with the Sacramento County Office of Education to offer Love and Logic parent classes Oak Hill Elem hold monthly Parent Information Nights to address current needs at the site Spinelli Elem parents play an integral role in School Site council. ELAC and developing and providing input on the Single School Plan for student achievement. North Country SSC parents serve as the committee to help establish communication to other parents on Leader In Me parent nights and activities. They are also given the opportunity to make suggestions for the Single Plan for Student Achievement and other school wide goals.	No cost this year.
Scope of LEA Service		Scope of Service	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Continue to discover and utilize new ways to communicate opportunities that will increase participation in school activities and in supporting roles	Resource 0740 4000-4999: Books And Supplies Supplemental and Concentration \$1000	<p>Center HS added a new phone application for both Android and iPhone platforms to better communicate and engage parents in all the happenings, issues and schedules of the school.</p> <p>McClellan HS uses School Messenger phone calls regarding attendance and academic challenges, emails a newsletter to parents on a monthly or bi-monthly basis with information about supporting their children's academic success, and upcoming and recent school events.</p> <p>Riles Middle currently uses: website, weekly video bulletin, online Activity Calendar, auto dialer, district and community publications. Riles will investigate additional social media platforms to communicate with parents and the public.</p> <p>Oak Hill Elem utilizes the school marque, auto dialer, emails and hard copy flyers to communicate opportunities to families. PTA uses social media to communicate opportunities.</p> <p>North Country Elem uses School messenger, School marquee, website which includes monthly newsletter and NoCo Facebook page</p>	Resource 0000 / Dept 740 - Communication 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,628
Scope of Service X All		Scope of Service X All	

OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Increase EL family involvement by conducting early outreach to families of children with TK children, conduct annual needs assessment at DELAC, distribute meeting dates and topics for ELAC and DELAC meetings at beginning of school year	Resource 0740 4000-4999: Books And Supplies Supplemental and Concentration \$500	Advertised TK program in local paper, through flyers and invites to families, translated into Spanish and Russian ELAC and DELAC meeting calendar distributed to EL families in the fall with paper invites and phone call invites to ELAC and DELAC meetings throughout the year Annual Needs Assessment conducted at DELAC meeting on 4/7/16	No cost this year.
Scope of Service _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Investigate alternatives to engage more parents	Resource 0740 4000-4999: Books And Supplies Supplemental and Concentration \$500	Center HS added the new phone app and continues to look for innovative ways to better communicate with parents. McClellan HS uses newsletters, email and personal phone calls	Resource 0000 / Dept 740 - Communications - Aeries 4000-4999: Books And Supplies Supplemental and Concentration \$814

		<p>Increasing parent engagement has been an ongoing discussion at Oak Hill staff meetings and PTA meetings. Students were given incentives if parents attended parent information nights.</p> <p>Dudley Elem families are encouraged to participate in monthly PTA sponsored activities and each grade level holds a month Family Night.</p> <p>North Country Elem engage more parents with SSC/PTO- Parent Lighthouse Team for Leader In Me.</p>	
<p>Scope of Service K-6 LEA</p>		<p>Scope of Service</p>	
<p><u>X</u> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><u>X</u> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Adjusted California Healthy Kids baseline to measure students who feel "very safe" and "safe" at school. 2014 reported data just included "very safe".</p> <p>Dramatic change in chronic absence rate reported from 2014-15 and 2015-16. Incorrect definition of "chronic" used in 2014-15 reporting. New baseline established using correct LCAP definition of chronic absenteeism.</p> <p>Identified Homelink as a measure of parent involvement in academic achievement, established baseline and action to increase</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$3,662,907
Using Supplemental/Concentration funds to provide support classes to all struggling students at McClellan High School, Center High School, Wilson Riles Middle School and Oak Hill Elementary. Funding for these programs is meant to help unduplicated pupils but benefits all students who are struggling academically and are in need of additional support.	
Using Supplemental/Concentration funds to engage more parents in site and district meetings where collaborative work can be done to make recommendations on how to increase daily attendance, increase student involvement in extracurricular activities, establish parent outreach, improve school to family communication to increase family participation in school activities, and to investigate and implement alternative methods to communicate with and engage more parents. Although funding is meant for unduplicated pupils, these actions benefit all students and families in our district.	

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

10.6 2	%
We offer highly qualified teachers to instruct all students in the state adopted standards, but for unduplicated English Learners at the elementary sites we offer certificated teachers dedicated to supporting English Learners make progress toward reclassification.	

Summer school is offered to all high school students strictly for credit recovery. For unduplicated long-term English Learners transitioning into 9th and 7th grades, we provide a transitional summer school program to address their language acquisition needs for a successful transition to their new school site.

Core classes are offered to all middle and high school students, but for unduplicated long-term English Learners a Long-Term EL class is provided during the school day to address the learning gaps in their language acquisition to make progress toward reclassification.

Our Family Resource Center provides clothing, school supplies, consultation services and mental health services to unduplicated pupils.

Academic intervention is available as appropriate to all Center High students, but for unduplicated pupils Center HS intervention teachers, EL teachers, counselors and site administration provide targeted outreach to increase course completion.

Transitional Kindergarten is advertised publicly and available to qualifying students within our district, but for families of unduplicated EL students currently in our schools, translated flyers about our Transitional Kindergarten program are mailed out to the homes of English Learners and posted in the local newspapers.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Funding Sources	12,876,840.0 0	15,240,653.0 0	22,573,740.0 0	8,393,902.00	18,638,548.0 0	49,606,190.0 0
	11,614,672.0 0	0.00	0.00	0.00	0.00	0.00
Base	253,140.00	12,858,440.0 0	17,200,853.0 0	2,699,267.00	16,522,499.0 0	36,422,619.0 0
Federal Funds	65,192.00	61,464.00	123,140.00	130,048.00	85,038.00	338,226.00
Special Education	41,773.00	1,036,175.00	3,410,117.00	3,452,687.00	385,753.00	7,248,557.00
Supplemental	3,630.00	0.00	0.00	0.00	0.00	0.00
Supplemental and Concentration	423,551.00	888,783.00	1,063,480.00	1,337,548.00	1,245,710.00	3,646,738.00
Title I	353,710.00	254,364.00	776,150.00	774,352.00	354,548.00	1,905,050.00
Title II	121,172.00	141,427.00	0.00	0.00	45,000.00	45,000.00

Total Expenditures by Object Type						
Object Type	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	12,876,840.0 0	15,240,653.0 0	22,573,740.0 0	8,393,902.00	18,638,548.0 0	49,606,190.0 0
1000-1999: Certificated Personnel Salaries	12,535,705.0 0	12,985,767.0 0	18,193,425.0 0	4,721,561.00	15,215,421.0 0	38,130,407.0 0
2000-2999: Classified Personnel Salaries	63,391.00	209,300.00	297,782.00	306,125.00	308,125.00	912,032.00
3000-3999: Employee Benefits	163,278.00	1,930,398.00	3,009,362.00	3,304,645.00	3,058,241.00	9,372,248.00
4000-4999: Books And Supplies	6,250.00	6,898.00	1,010,317.00	5,217.00	5,217.00	1,020,751.00
5000-5999: Services And Other Operating Expenditures	78,026.00	51,290.00	25,354.00	18,854.00	18,854.00	63,062.00
5800: Professional/Consulting Services And Operating Expenditures	30,190.00	57,000.00	37,500.00	37,500.00	32,690.00	107,690.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	All Funding Sources	12,876,840.00	15,240,653.00	22,573,740.00	8,393,902.00	18,638,548.00	49,606,190.00
1000-1999: Certificated Personnel Salaries		11,614,672.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	194,312.00	11,262,067.00	13,945,481.00	236,877.00	13,793,717.00	27,976,075.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
1000-1999: Certificated Personnel Salaries	Federal Funds	20,346.00	14,833.00	68,520.00	69,760.00	38,000.00	176,280.00
1000-1999: Certificated Personnel Salaries	Special Education	0.00	776,757.00	2,767,143.00	2,784,143.00	171,739.00	5,723,025.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	360,390.00	645,216.00	754,086.00	972,586.00	880,272.00	2,606,944.00
1000-1999: Certificated Personnel Salaries	Title I	310,985.00	215,836.00	658,195.00	658,195.00	296,693.00	1,613,083.00
1000-1999: Certificated Personnel Salaries	Title II	35,000.00	71,058.00	0.00	0.00	35,000.00	35,000.00
2000-2999: Classified Personnel Salaries	Base	5,000.00	258.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Federal Funds	28,686.00	27,194.00	15,500.00	15,500.00	16,500.00	47,500.00
2000-2999: Classified Personnel Salaries	Special Education	29,705.00	95,896.00	131,681.00	140,024.00	141,024.00	412,729.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	0.00	85,952.00	150,601.00	150,601.00	150,601.00	451,803.00
3000-3999: Employee Benefits	Base	28,828.00	1,571,115.00	2,224,872.00	2,432,890.00	2,699,282.00	7,357,044.00
3000-3999: Employee Benefits	Federal Funds	12,056.00	13,529.00	15,549.00	16,217.00	11,967.00	43,733.00
3000-3999: Employee Benefits	Special Education	12,068.00	147,184.00	495,193.00	528,520.00	72,990.00	1,096,703.00
3000-3999: Employee Benefits	Supplemental	3,630.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Supplemental and Concentration	59,161.00	150,173.00	155,793.00	210,861.00	211,337.00	577,991.00
3000-3999: Employee Benefits	Title I	42,725.00	38,528.00	117,955.00	116,157.00	57,855.00	291,967.00
3000-3999: Employee Benefits	Title II	4,810.00	9,869.00	0.00	0.00	4,810.00	4,810.00
4000-4999: Books And Supplies	Base	0.00	0.00	1,000,500.00	500.00	500.00	1,001,500.00
4000-4999: Books And Supplies	Federal Funds	2,250.00	1,046.00	1,717.00	1,717.00	1,717.00	5,151.00
4000-4999: Books And Supplies	Special Education	0.00	5,038.00	5,100.00	0.00	0.00	5,100.00
4000-4999: Books And Supplies	Supplemental and Concentration	4,000.00	814.00	3,000.00	3,000.00	3,000.00	9,000.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	0.00	2,500.00	1,500.00	1,500.00	5,500.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
5000-5999: Services And Other Operating Expenditures	Federal Funds	1,854.00	4,862.00	11,854.00	16,854.00	16,854.00	45,562.00
5000-5999: Services And Other Operating Expenditures	Special Education	0.00	11,300.00	11,000.00	0.00	0.00	11,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	0.00	1,628.00	0.00	500.00	500.00	1,000.00
5000-5999: Services And Other Operating Expenditures	Title II	76,172.00	33,500.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Base	25,000.00	25,000.00	27,500.00	27,500.00	27,500.00	82,500.00
5800: Professional/Consulting Services And Operating Expenditures	Federal Funds	0.00	0.00	10,000.00	10,000.00	0.00	20,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	0.00	5,000.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	5,190.00	27,000.00	0.00	0.00	5,190.00	5,190.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

CJUSD Glossary of acronyms and commonly used abbreviations

A-G: refers to the high school courses required for entrance to the University of California and the California State University systems

AMAO: Annual Measureable Achievement Objectives

AP: Advanced Placement

API: Academic Performance Index

BTSA: Beginning Teacher Support and Assessment

CAASPP: California Assessment of Student Performance and Progress

CAHSEE: California High School Exit Exam

CARE: Community Action for Responsive Education

CCR: California Code of Regulations

CHS: Center High School

CJUSD: Center Joint Unified School District

CSEA: California School Employee Association

CTE: Career Technical Education

CUTA: Center Unified Teacher's Association

DELAC: District English Learner Advisory Council

Dud: Arthur S. Dudley Elementary School

EL: English Learner

ELA: English/Language Arts

ELAC: English Learner Advisory Committee

ELD: English Language Development

ERMHS: Educationally Related Mental Health Services

GATE: Gifted and Talented Education

GPA: Grade Point Average

IEP: Individual Education Plan

K-12: Kindergarten through 12th grade

K-2: Kindergarten through 2nd grade

LCAP: Local Control Accountability Plan

LEA: Local Educational Agency

LTEL: Long Term English Learner

MHS: McClellan High School

NoCo: North Country Elementary School

OH: Oak Hill Elementary School

PAWS: 20 minute intervention period at Riles Middle School

R-FEP: Redesignated Fluent English Proficient

SARB: School Attendance Review Board

Spin: Cyril Spinelli Elementary School

TK: Transitional Kindergarten

WCR: Wilson C. Riles Middle School

Center Joint Unified School District

Dept./Site: Global Youth Charter School

To: Board of Trustees

Date: **June 8, 2016**

From: Doug Hughey, Principal

Principal/Administrator Initials:

AGENDA REQUEST FOR:

Action Item X

Information Item _____

Attached Pages _____

SUBJECT: 2016-2017 Local Control and Accountability Plan (LCAP) and Annual Update - Global Youth Charter School

The attached document is the Local Control and Accountability Plan (LCAP) and Annual Update for Global Youth Charter School.

RECOMMENDATION: The CJUSD Board of Trustees approve 2016-2017 Local Control and Accountability Plan (LCAP) and Annual Update for Global Youth Charter School.

Introduction:

LEA: Global Youth Charter School Contact: Scott Loehr, Superintendent, (916) 338-6409, sloehr@centerusd.org LCAP Year: 2016

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

DRAFT

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
Staff Meetings: August 2015 – May 2016 Site Meetings: 8/20, 9/10, 10/15, 11/10, 1/7, 3/7, 5/12 Coordinator Meetings: Ongoing Parent/Student Survey: November 2015	Additional technology use in classrooms for all students (chromebook lab, media lab, computer lab) Developed Schoolwide PE class for all students (starting 2016-17) Moved Jr. High classes to traditional 6-period schedule Improved Website
Annual Update Staff Meetings: Every Monday (2015-16) Site Meetings: Monthly (2015-16) Leadership Meetings: 3/10/15, 4/28/15 Draft Review/Superintendent: May 2015 and May 2016	Annual Update: Need for additional progress for stakeholder involvement Need to continue to find ways to increase enrollment Need to continue to increase electives

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schools/sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GCIAL:	Goal #1: GYCS students will be challenged and supported to achieve academic success in clean, safe environment		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	All			
Goal Applies to:	Schools:	GYCS		
	Applicable Pupil Subgroups:	Low Income Pupils, Foster Youth, Redesignated fluent English proficient		
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	Common Core Standards are being implemented in all GYCS classrooms as measured by site personnel Improve CAASPP score above 2014-5 benchmark APU calculation suspended, baseline established once reinstated Teacher mis-assignment will not exceed 9% GYCS will pass inspection within 30 days 100% of students are enrolled in a-g approved courses Provide 100% of students access to standards aligned materials as certified by the CJUSD Board of Trustees			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	7- 2 teachers will us the California State Standards in ELA, ELD, Literacy, History, Social Studies, Science and Technical Studies. 7-12 teachers will use the California Common Core State Standards in Mathematics	GYCS	X__ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Resource 0700 Object 1100 \$182,941 Object 3000 \$52,237
	Purchase 7-12 English/Language Arts Common	GYCS	X__ ALL	

Core and ELD aligned curriculum

OR:

☐ Low Income pupils ☐ English Learners
☐ Foster Youth ☐ Redesignated fluent English proficient
☐ Other Subgroups:(Specify)_____

7-12 teachers will access choices of Professional Development to support the implementation of California Common Core Standards GYCS

☒ ALL

OR:

☐ Low Income pupils ☐ English Learners
☐ Foster Youth ☐ Redesignated fluent English proficient
☐ Other Subgroups:(Specify)_____

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

Common Core Standards are being implemented in all GYCS classrooms as measured by site personnel
 Improve CAASPP score above 2014-5 benchmark

APU calculation suspended, baseline established once reinstated

Teacher mis-assignment will not exceed 8%

GYCS will pass inspection within 30 days

100% of students are enrolled in a-g approved courses

Provide 100% of students access to standards aligned materials as certified by the CJUSD Board of Trustees

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
7-12 teachers will use the California State Standards in ELA, ELD, Literacy, History, Social Studies, Science and Technical Studies. 7-12 teachers will use the California Common Core State Standards in Mathematics	GYCS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Resource 0700 Object 1100 \$182,941 Object 3000 \$52,237
Pilot Science Common Core aligned standards	GYCS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Resource 0700 Object 4300 \$1,000
7-12 teachers will access choices of Professional Development to support the implementation of California Common Core Standards	GYCS	<input checked="" type="checkbox"/> ALL	

Development to support the implementation of California Common Core Standards

OR:

☐ Low Income pupils ☐ English Learners
☐ Foster Youth ☐ Redesignated fluent English proficient
☐ Other Subgroups: (Specify) _____

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Common Core Standards are being implemented in all GYCS classrooms as measured by site personnel Improve CAASPP score above 2014-5 benchmark APU calculation suspended, baseline established once reinstated Teacher mis-assignment will not exceed 7% GYCS will pass inspection within 30 days 100% of students are enrolled in a-g approved courses Provide 100% of students access to standards aligned materials as certified by the CJUSD Board of Trustees		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
7-12 teachers will use the California State Standards in ELA, ELD, Literacy, History, Social Studies, Science and Technical Studies. 7-12 teachers will use the California Common Core State Standards in Mathematics	GYCS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Resource 0700 Object 1100 \$182,941 Object 3000 \$52,237
Review Science Common Core aligned standards	GYCS	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
7-12 teachers will access choices of Professional Development to support the implementation of California Common Core Standards	GYCS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

GCAL:	Goal #2: GYCS students will be College and Career Ready	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need : ALL		
Goal Applies to: Schools: GYCS		
Applicable Pupil Subgroups: Low Income Pupils, Foster Youth, Redesignated fluent English proficient		
LCAP Year 1: 2017-18		
Expected Annual Measurable Outcomes:	Explore CTE offerings for piloting a CTE course Increase population in post-secondary education programs Increase completion of all a-g college requirements Increase number of college survey field trips Increase the number of job shadow hours (senior project expectation)	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service
Prepare detailed 4-year plan for all students (including post-secondary plan)	GYCS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
		Budgeted Expenditures Resource 0700 Object 1300 \$21,167 Object 3000 \$3,344
Pilot new CTE course	GYCS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
		Budgeted Expenditures Resource 0700 Object 1100 \$10,920 Object 3000 \$1,725
Offer financial aid workshop for parents and students	GYCS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
		Budgeted Expenditures Resource 0700 Object 1100 \$1,000

students

OR:
☐ Low Income pupils ☐ English Learners
☐ Foster Youth ☐ Redesignated fluent English proficient
☐ Other Subgroups:(Specify)_____

0700
 Object 1100
 \$1,000
 Object 3000
 \$158

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:
 Explore CTE offerings for piloting a CTE course
 Increase population in post-secondary education programs
 Increase completion of all a-g college requirements
 Increase number of college survey field trips
 Increase the number of job shadow hours (senior project expectation)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Evaluate/Adjust new CTE offering to more effectively target GYCS students	GYCS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Resource 0700 Object 1100 \$500 Object 3000 \$79
Host a College/Career Event at GYCS	GYCS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Resource 0700 Object 1100 \$500 Object 3000 \$158 Object 4300 \$500
Participate in "Steps to Success" at ARC Participate in CSUS Application/Admission July Workshop	GYCS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Resource 0700 Object 5000 \$1,000

LCAP Year 3: 2018-19

**Expected Annual
Measurable
Outcomes:**

Explore CTE offerings for piloting a 2nd CTE course
Increase population in post-secondary education programs
Increase completion of all a-g college requirements
Increase number of college survey trips
Increase number of job shadow hours

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop a 2 nd CTE course offering	GYCS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Resource 0700 Object 1100 \$500 Object 3000 \$158
Host a College/Career Event at GYCS	GYCS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Resource 0700 Object 4300 \$500
Continue to work with ARC in "Steps for Success" and CSUS (Admission Workshops)	GYCS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Resource 0700 Object 5000 \$1,000

GCAL:	Goal #3: GYCS students and families will be engaged and informed regarding eh educational process and opportunities	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need : ALL		
Gcal Applies to: Schools: GYCS Applicable Pupil Subgroups: English Learner, Redesignated fluent English proficient		
LCAP Year 1: 2016-17		
Expected Annual Measurable Outcomes:	Establish appropriate baseline for charter school attendance Increase population with clubs, activities and athletics by 25% Decrease absenteeism rates to 24% Decrease GYCS high school drop outs to 1 or less Increase parent participation to 20%	
Actions/Services	Scope of Service	Budgeted Expenditures
Develop an intramural program during the school day to improve participation in athletics and activities	GYCS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
		Resource 0700 Object 1100 \$10,920 Object 3000 \$1,727
Improve communication with parents via "all-calls", use of marquee, monthly PTC meetings and accessibility during the school day	GYCS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
		Resource 0700 Object 4000 \$500
Develop a community service component for all students	GYCS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
		Resource 0700 Object 1100 \$1,000

			Object 3000 \$158
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	Establish appropriate baseline for charter school attendance Increase population with clubs, activities and athletics by 25% Decrease absenteeism rates to 24% Decrease GYCS high school drop outs to 1 or less Increase parent participation to 20%		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop a mobile phone database of all families attending GYC. Pilot a new real-time intervention plan by texting families the moment a student absence is discovered	GYCS	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	Resource 0700 Object 2400 \$1,000 Object 3000 \$233
Implement an intramural program during the school day (6 th period) for all students	GYCS	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	Resource 0700 Object 1100 \$10,920 Object 3000 \$1,727
Implement community service component for all students	GYCS	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	Resource 0700 Object 1100 \$1,000 Object 3000 \$158
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	Establish appropriate baseline for charter school attendance Increase population with clubs, activities and athletics by 25% Decrease absenteeism rates to 24% Decrease GYCS high school drop outs to 1 or less		

Increase parent participation to 20%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to improve upon the mobile data device to monitor student absences and communicate immediately with families	GYCS	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Resource 0700</p> <p>Object 2400 \$1,000</p> <p>Object 3000 \$233</p>
Build the intramural program up to where GYCS can re-establish competing outside of school	GYCS	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Resource 0700</p> <p>Object 1100 \$10,920</p> <p>Object 3000 \$1,727</p>
Implement a community service graduation requirement for all students	GYCS	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Resource 0700</p> <p>Object 1100 \$1,000</p> <p>Object 3000 \$158</p>

Original GOAL from prior year LCAP:	GOAL 1: Global Youth Charter School students will be challenged and supported to achieve academic success in a clean, safe environment		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: GYCS Applicable Pupil Subgroups: Low Income Pupils, Foster Youth, Redesignated fluent English proficient			
Expected Annual Measurable Outcomes:	Common Core Standards are being implemented in all GYCS classrooms as measured by site personnel <10% will not graduate as a result of not passing the CAHSEE API calculation suspended, baseline established once reinstated Teacher mis-assignment will not exceed 9% GYCS will pass inspection within 30 days 100% of students are enrolled in a-g approved courses. 13% of graduates will complete all a-g Provide 100% of students access to standards aligned materials as certified by the CJUSD Board of Trustees		Actual Annual Measurable Outcomes:	Common Core State Standards is being implemented in all GYCS classes as measured by district and site personnel 100% of senior class passed CAHSEE and will be graduating Teacher misassignment: 1class/24 classes/4.1% 100% of school passed 2015-16 inspection 100% of students were enrolled in a-g classes 100% of students had access to standards aligned material as certified by the CJUSD Board of Trustees
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
7-12 teachers will us the California State Standards in ELA, ELD, Literacy, History, Social Studies, Science and Technical Studies. 7-12 teachers will use the California Common Core State Standards in Mathematics			7-12 teachers will us the California State Standards in ELA, ELD, Literacy, History, Social Studies, Science and Technical Studies. 7-12 teachers will use the California Common Core State Standards in Mathematics	Resource 0700 Object 1100 \$182,941 Object 3000 \$52,237

Scope of service: GYCS		Scope of service: GYCS		
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Pilot English/Language Arts Common Core Provide new Chromebook Lab Create new Media Center for Yearbook, Newspaper and Video Provide support classes: Math Lab, Intervention GYCS Teacher Collaboration Provide supplemental curriculum with new Common Core texts in ELA and Social Studies		English Language Arts is implementing Common Core practices in lesson plans. However, new Common Core texts have not yet been purchased New Chromebook Lab is in full use. New Media lab is in full use Intervention class developed; Math Lab class dropped Teacher Collaboration every Monday with entire staff		Resource 0700 Object 4300 \$1,000
Scope of service: GYCS		Scope of service: GYCS		
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Increase electives to best fit the needs of the students Implement California Common Core Standards with new texts Develop on-site activities and athletics that fit the needs of our student population		

Original GOAL from prior year LCAP:	Goal #2: GYCS students will be College and Career Ready		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:		Schools: ALL Applicable Pupil Subgroups: Low Income Pupils, English Learners, Foster Youth, Redesignated English fluent		
Expected Annual Measurable Outcomes:	Explore CTE offerings for piloting a CTE course Increased participation in post-secondary education programs Increase completion of all a-g college requirements Increase number of college survey field trips	Actual Annual Measurable Outcomes:	Continuing to explore CTE options 5 students (11%) of students participated in classes at ARC 2 students (12%) of Senior class completed a-g college requirements School attended one off-campus college trip	
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Investigate CTE offerings/Evaluate resources Pilot new College Prep Seminar class Participate in outreach program with community college partner Increase concurrent enrollment in community college to 13% of graduating seniors		Continue to explore CTE options for a school with a small population Successfully started an outreach program within our own school district... serving at all the elementary schools and the junior high school Only 12% of Seniors were concurrently enrolled in a community college		
Scope of service:	GYCS	Scope of service:	GYCS	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		

Scope of service:	GYCS		Scope of service:	GYCS	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		GYCS must increase enrollment in order to offer a CTE course and foreign language in the near future GYCS will continue to bring in businesses (such as Chanda's) on campus to teach/share			

Original GOAL from prior year LCAP:	Goal #3: GYCS students and families will be engaged and informed regarding the educational process and opportunities		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to: Schools: GYCS Applicable Pupil Subgroups: English Learner, Redesignated fluent English proficient				
Expected Annual Measurable Outcomes:	Increase participation in clubs, activities and athletics to 26% Increase GYCS graduation rate to 90% Decrease GYCS chronic absenteeism rates to 24% Decrease GYCS High School dropouts to 1 or Less Decrease GYCS suspension rate to 5% Increase parent attendance and participation to 20%	Actual Annual Measurable Outcomes:	11 of the 49 High School students participated in CIF sports (22.5%) 100% of students will graduate Zero High School Dropouts One High School suspension (2%) 14% Parent participation	
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Provide incentives for attendance Increase sports offerings Host a basketball tournament Implement a GYCS intervention team Schoolwide participation in Community events Improve school website Host a community car show Include awards for perfect attendance Add a girls sport to the athletic program Expand after school club opportunities Encourage senior projects that improve school/community relations		Held rallies for academic success Implemented 6 th period Intervention class to help struggling students with school work Worked with feeder schools and neighboring community school on community service projects Seniors logged in many community service hours with local elementary schools Provided "lunch with the Principal" for perfect attendance and high gpa		

Scope of service: GYCS <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		Scope of service: GYCS <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Scope of service: GYCS <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		Scope of service: GYCS <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		GYCS will implement an intramural program during the school day to allow participation for all students. GYCS will be providing workshops, college speakers and businesses during the ALL-SCHOOL 6 th period class GYCS will be investigating ways for families to be more connected to our small school environment.	

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept/Site: Business Department

Date: 06/8/16

Action Item X

To: Board of Trustees

Information Item

From: Jeanne Bess 
Director of Fiscal Services

Attached Page

SUBJECT:


**Adopted Budget
For Fiscal Year 2016/17**

**Jeanne Bess, Director of Fiscal Services is presenting
the 2016/17 Budget for approval.**

**RECOMMENDATION: To approve the 2016/17 Adopted Budget
as presented.**

Center Joint Unified School District

To: Board of Trustees
Mr. Scott Loehr, Superintendent

From: Jeanne Bess, Director of Fiscal Services 

Date: June 8, 2016

Subject: 2016/17 **Adopted** Budget Assumptions

Last week, the Preliminary Budget was presented at the June 1, 2016 Board meeting. Since then, minor changes were made to the 2016/17 budget that changed the net increase in fund balance by \$17,500. The additional budgeted expenses will support materials and training that are a part of our LCAP. No other changes are reflected in the Adopted budget as presented.

This memorandum will describe the steps taken to prepare the District's 2016/17 Preliminary Budget and multi-year projections. The steps taken are in line with the Local Control Funding Formula (LCFF) and encompass the required funds budgeted to meet the Board's plan set forth in the Local Control Accountability Plan (LCAP). The following information is for your guidance.

Budget Year - Revenues

LCFF projections begin with the calculator provided by Fiscal Crisis & Management Assistance Team (FCMAT). The base allocation represents the level of funding we would have received had we been fully funded since 2007/08 adjusted for COLA. The difference between our base allocation and what we actually received is our funding gap.

The passage of the State budget determines the amount of funding the district will receive in a given year to close that gap. For fiscal year 2016/17, the Governor has proposed and our budget built upon his May revised gap closure of 54.84%. A portion of that money was generated by a group of targeted students who are identified as foster youth, English learners, and low income. Therefore, 10.62% of the increase will be set aside as defined in the LCAP (Local Control Accountability Plan) to serve those students.

As in years past, we are funded at the greater of prior year or current year ADA whichever is greater. For fiscal year 2016/17, we will be funded by a small growth of 30 students. This represents a growth not seen in our District for several years.

EPA (Educational Protection Account) is required to be set aside for other than Administration or District office expenses. The 25% of total State allocation amounts to

\$5,689,836 and will be used to pay teacher salaries at the Center and McClellan High schools.

Federal revenues are slightly less but reflect only the proposed award for each program. If revenues are compared to estimated actuals for 2015/16 there is a decrease due to carryover dollars within the 2015/16 year that do not appear in the 2016/17 budget.

State revenues are projected to be level at this time for those programs that fall outside the LCFF. There is no COLA for these programs as the Governor's May Revised budget indicated. Those programs include Lottery, mandated costs, MCA, Workability and California Clean Energy Prop 39 to name a few. The change you see represents the one time money that we received during the 2015/16 fiscal year as well as the Educator Effectiveness one-time award that will show as carryover when the Unaudited Actuals are presented in September. Although possible for the budget year, no one-time money has been budgeted for the 2016/17 fiscal year.

Local revenues include interest, rental incomes, etc. On the restricted side, the budgeted amount includes those revenues from our local SELPA for Special Education students. This program may see a slight increase in funding. However, the overall decrease in local revenues represents the loss of any additional money owed to the District from the Microsoft settlement. All available funds have been received.

Contributions to encroaching programs include primarily special education, technology projects and the contribution to routine maintenance. There is a continued increase in contributions due to the increase cost of maintaining our programs.

Budget Year – Expenses

Salaries - Step and column adjustments were included in the initial cost calculations for all employees. Also reflected is the addition of staff to support changes for TK-3 class size reduction required to maintain funding. Classified salaries also reflect column adjustments for all employees. All vacated positions due to retirements, etc. are maintained in the budget and assumed essential for staffing.

Employee benefits (which include taxes) were built with the following rates: STRS (12.58%), PERS (13.888%), mandatory Medicare (1.45%), OASDI (6.2%), State Unemployment Insurance (0.05%), and worker's compensation (1.718%). Health & welfare costs are calculated individually.

Books & supplies budgets do not reflect any potential carryover and represent current year awards only.

Services and other expenses are represented the same as above.

There are no planned expenses for **capital outlay**.

Other outgo and indirect costs show a pass through of expected funds to deferred maintenance and adult education. The contribution to routine maintenance was increased to the required 3% of General Fund expenditures with the end of the allowable flexibility.

Multivyear Projections – Revenues

LCFF projections for the out years use FCMAT's guidelines for the out years just as was used for the budget year. The proposed amount for 2017/18 and 2018/19 is

73.96% and 41.22% respectively. ADA growth for 2017/18 is only 17.49 and held steady for 2018/19 until continued trends can be seen. A word of caution – with approximately 95% of the funding gap already being paid to districts, new money received is slowly coming to an end. Districts will soon be living on COLA's only. This by itself may not be sufficient to cover increased costs such as step and column or rising STRS and PERS taxes. In addition, Prop 30 that has provided additional funds to districts is set to expire at the end of 2018. There is a measure that will appear on the November ballot that gives voters a chance to extend the revenue flow through 2030. If passed, the effect on school districts will not be as problematic.

Federal revenues were held steady. There are no projected carryover dollars shown in this report.

State revenues were also held steady.

Local revenues were held steady for both 2017/18 and 2018/19.

Multiyear Projections – Expenses

Certificated salaries are increased year-over-year due to the increase costs associated with step and column. Other adjustments were made to add staff in 17/18 and 2018/19 to accommodate the K-3 class size requirements and possible staff to support growth. Positions that are vacated due to retirement, etc. are assumed to essential to the District and are maintained in the budget.

Classified salaries are treated the same as certificated. Step increases were included. Other adjustments include the possible increase of needed classified staff. Vacated positions are also assumed to be essential and maintained in the budget.

Employee benefits, including taxes, are figured based on the rates used for budget year 2016/17 with the exception being STRS and PERS employer contribution increases. Those increases for STRS and PERS are 14.43% and 16.6% respectively for 2017/18 and 16.28% and 18.2% for 2018/19.

Books and supplies for the out years show a slight increased to reflect the additional lottery revenue on the restricted side of the budget as a result of the growth in ADA.

Services and other operating expenses show a slight decrease in an effort to streamline the efficiency of restricted programs.

There are no planned capital outlay expenditures.

Cash Flow for Fiscal Year 2016/17

Cash flow is will always be an area of extreme importance. Elimination of State imposed deferral has helped tremendously. The EPA (Educational Protection Account) is still being awarded on a quarterly basis with the remaining allocations coming at regular intervals. As long as the revenues continue to flow at regular intervals, timing of larger expenses is eased. For the budget year, no negative cash is projected. This will continue to put off the need for temporary cash loans.

Ending Fund Balance and Reserves - A new requirement includes the disclosure of the ending fund balance available that exceeds the 3% minimum reserve level required. The reserve level can be found on the Multi-year Projection (Form MYP) Unrestricted/Restricted page. The reserve also includes funds available in Fund 17 a

special reserve fund for noncapital outlay. Total available reserves for 2016/17 total 14.36%. This total is made up of the required \$1.3 million 3% economic uncertainties reserve plus \$1.3 million in Fund 17 towards the goal set out in Board Policy 3100 for economic uncertainties. At this time, the remaining undesignated fund balance will be used for upgrades to Center High School's theater project (\$650,000), a contribution to begin funding our outstanding liability for retiree benefits (\$250,000), the purchase of the newly adopted English Language Arts/English Language Development Textbooks (\$1 million), and additional projects and purchases as designated by the Board of Trustees. The fiscal year 2017/18 reserves are 16.52% and for 2018/19 16.34% respectively. Undesignated reserves will be used to continue to fund the liability for retiree benefits, future adoption of Science curriculum and follow the guidance of BP 3100 to prepare for potential future uncertainties.

To Summarize – The budget was compiled using the LCFF and the projections set out by the Governor's May Revised State Budget and the higher out year gap closure percentages of 73.96% for 17/18 and 41.22% for 18/19. Once the State adopts its' budget, a budget revision will be brought forward to adjust for the unforeseen changes if necessary. We must keep an eye on the future ending of the gap closure revenue and the hopeful extension of Prop 30 in November. Maintaining an increased undesignated fund balance will help cushion any decrease of funding in the future. If the District continues to see a modest growth in ADA, that too will help offset the cost of additional needs. Fiscal year 2016/17 will be another good year for education.

Other Funds

Fund 09 – Charter Schools Fund

Center Joint Unified School District is the sponsoring authority for one charter school in the District. Global Youth (GY) is a seat based charter school.

Global Youth is budgeted with an expected ADA of 59 students. The Principal at Global Youth is actively working to increase ADA and reduce expenditures to maintain the solvency of the School. GY will continue to be reported in Fund 09. With the limited number of ADA, GY will need to be very strategic with their expenditures.

Fund 11 – Adult Education

This fund is operating within a consortium of other Adult Education programs with region. Funding is coming into the program that is restricted to the operation of the programs that serve Adult Education student. The program continues to be an effective asset for the District and maintains a positive balance.

Fund 12 – Child Development

Child Development is operating as a revenue/expense neutral fund. No contributions are made from the General Fund. This fund does, however, pay indirect costs to the District for the operation of the program.

Fund 13 – Nutrition Services

The Nutrition services fund is budgeted as a self-sustaining operation. Cash flow is sometimes negative due to the timing of reimbursements from the state and federal reimbursement programs. Our Federal Lunch Program continues to be the major source of revenue to the program. As a result of increasing costs in all areas of Nutrition Services, there will be a modest increase in the price of school lunches during the budget year. All expenses have been calculated to align with trends and employee contract obligations.

Fund 14 – Deferred Maintenance

The Deferred Maintenance fund is operating on very limited funds for the budget year. At this time, the State allocation is included in the LCFF program so the deferred maintenance of our facilities depends on these contributions from the general fund. The District continues to make a transfer into the fund in order to track deferred maintenance expenses separately. During the budget year, \$250,000 will be moved into the fund for this purpose.

Fund 17 – Special Reserve

The Special Reserve has a balance that is sufficient to cover the shortfall in the Developer Fee fund. The remaining balance is available to cover cash shortages that may occur or unexpected one-time expenses.

Fund 21 – Building/Bond Fund

There are no expenditures budgeted in this fund. All proceeds from the last sale of bonds have been spent. At this time, no new bond sales are anticipated. However, the fund will remain open for future needs.

Fund 25 – Developer Fee Fund

While this fund continues to be negative, Fund 17 holds the reserve to cover the shortfall until new developments that are planned within district boundaries begin to generate revenues.

Fund 35 – Schools Facilities Fund

During the 2015/16 fiscal year, money was returned to OPSC as a result of hardship dollars awarded to the District. Due to the downturn in the economy and in student enrollment, the new elementary school planned for construction was not needed. Currently, there is no activity is planned for this fund.

ANNUAL BUDGET REPORT:
July 1, 2016 Budget Adoption

Insert "X" in applicable boxes:

☒

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.

☒

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

Budget available for inspection at:

Public Hearing:

Place: 8408 Watt Avenue, Antelope 95843

Date: May 25, 2016

Place: 4747 PFE Road, Roseville 95747

Date: June 01, 2016

Time: 6:00 p.m./

Adoption Date: June 08, 2016

Signed: _____

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

Contact person for additional information on the budget reports:

Name: Jeanne Bess

Telephone: (916) 338-6302

Title: Director of Fiscal Services

E-mail: jbess@centerusd.org

Criteria and Standards Review Summary

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

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

CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.	X	
4	Local Control Funding Formula (LCFF)	Projected change in LCFF 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	

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Form CB

SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements? • If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2015-16) annual payment?		X
			X	
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)? • If yes, are they lifetime benefits? • If yes, do benefits continue beyond age 65? • If yes, are benefits funded by pay-as-you-go?		X
			X	
			X	
				X
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for: • Certificated? (Section S8A, Line 1) • Classified? (Section S8B, Line 1) • Management/supervisor/confidential? (Section S8C, Line 1)		X
				X
				X
S9	Local Control and Accountability Plan (LCAP)	• Did or will the school district's governing board adopt an LCAP or approve an update to the LCAP effective for the budget year? • Approval date for adoption of the LCAP or approval of an update to the LCAP:		X
			Jun 08, 2106	
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, Section 3: Actions, Services, and Expenditures?		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	

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ADDITIONAL FISCAL INDICATORS (continued)			No	Yes
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?		X
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

Pursuant to 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

- ☒ This school district is self-insured for workers' compensation claims through a JPA, and offers the following information:
Schools Insurance Authority

- ☐ 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 08, 2016

For additional information on this certification, please contact:

Name: Jeanne Bess

Title: Director of Fiscal Services

Telephone: (916) 338-6302

E-mail: jbess@centerusd.org

			2015-16 Estimated Actuals			2016-17 Budget			
Description	Resource Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	35,903,555.00	0.00	35,903,555.00	38,663,476.00	0.00	38,663,476.00	7.7%
2) Federal Revenue		8100-8299	6,724.00	2,838,105.00	2,844,829.00	6,724.00	2,501,260.00	2,507,984.00	-11.8%
3) Other State Revenue		8300-8599	2,633,351.00	1,181,178.82	3,814,529.82	734,568.80	782,939.00	1,517,507.80	-60.2%
4) Other Local Revenue		8600-8799	158,835.00	2,150,104.00	2,308,939.00	155,500.00	1,925,128.00	2,080,628.00	-9.9%
5) TOTAL, REVENUES			38,702,465.00	6,169,387.82	44,871,852.82	39,560,268.80	5,209,327.00	44,769,595.80	-0.2%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	15,978,870.00	4,063,500.00	20,042,370.00	16,597,891.00	3,915,933.00	20,513,824.00	2.4%
2) Classified Salaries		2000-2999	4,227,854.00	2,672,209.00	6,900,063.00	4,152,008.41	2,713,184.00	6,865,192.41	-0.5%
3) Employee Benefits		3000-3999	6,033,956.55	2,159,585.00	8,193,541.55	6,804,349.44	2,201,201.00	9,005,550.44	9.9%
4) Books and Supplies		4000-4999	1,897,382.67	1,549,884.65	3,447,267.32	1,126,845.00	858,799.00	1,985,644.00	-42.4%
5) Services and Other Operating Expenditures		5000-5999	3,391,685.83	1,801,609.35	5,193,295.18	3,356,046.00	1,401,392.00	4,757,438.00	-8.4%
6) Capital Outlay		6000-6999	4,400.00	308,070.00	312,470.00	0.00	0.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299							
		7400-7499	10,050.00	263,160.00	273,210.00	5,050.00	420,000.00	425,050.00	55.6%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(98,073.00)	45,849.00	(52,224.00)	(120,251.00)	49,508.00	(70,743.00)	35.5%
9) TOTAL, EXPENDITURES			31,446,126.05	12,863,867.00	44,309,993.05	31,921,938.85	11,560,017.00	43,481,955.85	-1.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)									
			7,256,338.95	(6,694,479.18)	561,859.77	7,638,329.95	(6,350,690.00)	1,287,639.95	129.2%
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	281,978.00	0.00	281,978.00	278,721.00	15,393.00	294,114.00	4.3%
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	(6,173,518.00)	6,173,518.00	0.00	(6,471,082.80)	6,471,083.00	0.20	New
4) TOTAL, OTHER FINANCING SOURCES/USES			(6,455,498.00)	6,173,518.00	(281,978.00)	(6,749,803.80)	6,455,690.00	(294,113.80)	4.3%



Description	Resource Codes	Object Codes	2015-16 Estimated Actuals			2016-17 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)	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			800,842.95	(520,961.18)	279,881.77	888,526.15	105,000.00	993,526.15	255.0%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	2,838,017.53	1,367,632.54	4,205,650.07	3,288,149.30	846,671.36	4,134,820.66	-1.7%
b) Audit Adjustments		9793	(350,711.18)	0.00	(350,711.18)	0.00	0.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			2,487,306.35	1,367,632.54	3,854,938.89	3,288,149.30	846,671.36	4,134,820.66	7.3%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,487,306.35	1,367,632.54	3,854,938.89	3,288,149.30	846,671.36	4,134,820.66	7.3%
2) Ending Balance, June 30 (E + F1e)			3,288,149.30	846,671.36	4,134,820.66	4,176,675.45	951,671.36	5,128,346.81	24.0%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	10,000.00	0.00	10,000.00	10,000.00	0.00	10,000.00	0.0%
Stores		9712	83,199.22	0.00	83,199.22	82,744.06	0.00	82,744.06	-0.5%
Prepaid Expenditures		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	846,671.36	846,671.36	0.00	951,671.36	951,671.36	12.4%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/unappropriated									
Reserve for Economic Uncertainties		9789	1,337,760.00	0.00	1,337,760.00	1,313,285.00	0.00	1,313,285.00	-1.8%
Unassigned/Unappropriated Amount		9790	1,857,190.08	0.00	1,857,190.08	2,770,646.39	0.00	2,770,646.39	49.2%



			2015-16 Estimated Actuals			2016-17 Budget			
Description	Resource Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
G. ASSETS									
1) Cash									
a) in County Treasury		9110	12,586,830.59	(4,144,423.00)	8,442,407.59				
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 Fund		9130	10,000.00	0.00	10,000.00				
d) with Fiscal Agent		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	(117,079.13)	13,298.21	(103,780.92)				
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	83,199.22	0.00	83,199.22				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) TOTAL, ASSETS			12,562,950.68	(4,131,124.79)	8,431,825.89				
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	2,130,719.39	1,953.34	2,132,672.73				
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			2,130,719.39	1,953.34	2,132,672.73				
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	2015-16 Estimated Actuals			2016-17 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)	
(G9 + H2) - (I6 + J2)			10,432,231.29	(4,133,078.13)	6,299,153.16				



			2015-16 Estimated Actuals			2016-17 Budget			
Description	Resource Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	23,980,100.00	0.00	23,980,100.00	26,738,420.00	0.00	26,738,420.00	11.5%
Education Protection Account State Aid - Current Year		8012	5,648,055.00	0.00	5,648,055.00	5,689,836.00	0.00	5,689,836.00	0.7%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	50,762.00	0.00	50,762.00	50,762.00	0.00	50,762.00	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	4,517,332.00	0.00	4,517,332.00	4,529,162.00	0.00	4,529,162.00	0.3%
Unsecured Roll Taxes		8042	154,202.00	0.00	154,202.00	131,608.00	0.00	131,608.00	-14.7%
Prior Years' Taxes		8043	127,462.00	0.00	127,462.00	67,427.00	0.00	67,427.00	-47.1%
Supplemental Taxes		8044	124,147.00	0.00	124,147.00	124,147.00	0.00	124,147.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	1,385,968.00	0.00	1,385,968.00	1,414,712.00	0.00	1,414,712.00	2.1%
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	699.00	0.00	699.00	699.00	0.00	699.00	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			35,988,727.00	0.00	35,988,727.00	38,746,773.00	0.00	38,746,773.00	7.7%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	(85,172.00)	0.00	(85,172.00)	(83,297.00)	0.00	(83,297.00)	-2.2%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals			2016-17 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)	
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			35,903,555.00	0.00	35,903,555.00	38,663,476.00	0.00	38,663,476.00	7.7%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	853,018.00	853,018.00	0.00	853,018.00	853,018.00	0.0%
Special Education Discretionary Grants		8182	0.00	114,388.00	114,388.00	0.00	114,136.00	114,136.00	-0.2%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	3010	8290		1,326,235.00	1,326,235.00		1,040,659.00	1,040,659.00	-21.5%
NCLB: Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
NCLB: Title II, Part A, Teacher Quality	4035	8290		121,172.00	121,172.00		118,687.00	118,687.00	-2.1%
NCLB: Title III, Immigrant Education Program	4201	8290		0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals			2016-17 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)	
NCLB: Title III, Limited English Proficient (LEP) Student Program	4203	8290		64,363.00	64,363.00		63,822.00	63,822.00	-0.8%
NCLB: Title V, Part B, Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
	3012-3020, 3030-3199, 4036-4126, 5510	8290							
Other No Child Left Behind		8290		61,000.00	61,000.00		0.00	0.00	-100.0%
Vocational and Applied Technology Education	3500-3699	8290		43,689.00	43,689.00		40,720.00	40,720.00	-6.8%
Safe and Drug Free Schools	3700-3799	8290		0.00	0.00		0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	6,724.00	254,240.00	260,964.00	6,724.00	270,218.00	276,942.00	6.1%
TOTAL, FEDERAL REVENUE			6,724.00	2,838,105.00	2,844,829.00	6,724.00	2,501,260.00	2,507,984.00	-11.8%
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	2,086,562.00	0.00	2,086,562.00	135,000.00	0.00	135,000.00	-93.5%
Lottery - Unrestricted and Instructional Materials		8560	540,240.00	134,580.00	674,820.00	594,568.80	183,024.00	777,592.80	15.2%
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%
School Based Coordination Program	7250	8590		0.00	0.00		0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		0.00	0.00		0.00	0.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690	8590		0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals			2016-17 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)	
California Clean Energy Jobs Act	6230	8590		177,214.00	177,214.00		166,810.00	166,810.00	-5.9%
Career Technical Education Incentive Grant Program	6387	8590		0.00	0.00		0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
Quality Education Investment Act	7400	8590		0.00	0.00		0.00	0.00	0.0%
Common Core State Standards Implementation	7405	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	6,549.00	869,384.82	875,933.82	5,000.00	433,105.00	438,105.00	-50.0%
TOTAL, OTHER STATE REVENUE			2,633,351.00	1,181,178.82	3,814,529.82	734,568.80	782,939.00	1,517,507.80	-60.2%

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Description	Resource Codes	Object Codes	2015-16 Estimated Actuals			2016-17 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
OTHER LOCAL REVENUE									
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	500.00	0.00	500.00	0.00	0.00	0.00	-100.0%
Leases and Rentals		8650	60,000.00	104,000.00	164,000.00	65,000.00	105,000.00	170,000.00	3.7%
Interest		8660	10,000.00	0.00	10,000.00	7,500.00	0.00	7,500.00	-25.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	16,000.00	0.00	16,000.00	18,000.00	0.00	18,000.00	12.5%
Interagency Services		8677	0.00	23,000.00	23,000.00	0.00	11,500.00	11,500.00	-50.0%
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	2015-16 Estimated Actuals			2016-17 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)	
(50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	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	11,065.00	191,709.00	202,774.00	5,000.00	1,200.00	6,200.00	-96.9%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	61,270.00	0.00	61,270.00	60,000.00	0.00	60,000.00	-2.1%
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		1,831,395.00	1,831,395.00		1,807,428.00	1,807,428.00	-1.3%
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			158,835.00	2,150,104.00	2,308,939.00	155,500.00	1,925,128.00	2,080,628.00	-9.9%
TOTAL, REVENUES			38,702,465.00	6,169,387.82	44,871,852.82	39,560,268.80	5,209,327.00	44,769,595.80	-0.2%

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			2015-16 Estimated Actuals			2016-17 Budget			
Description	Resource Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	14,115,182.00	3,256,313.00	17,371,495.00	14,563,558.00	3,133,662.00	17,697,220.00	1.9%
Certificated Pupil Support Salaries		1200	418,528.00	484,645.00	903,173.00	425,817.00	504,615.00	930,432.00	3.0%
Certificated Supervisors' and Administrators' Salaries		1300	1,301,461.00	64,309.00	1,365,770.00	1,495,952.00	42,742.00	1,538,694.00	12.7%
Other Certificated Salaries		1900	143,699.00	258,233.00	401,932.00	112,564.00	234,914.00	347,478.00	-13.5%
TOTAL, CERTIFICATED SALARIES			15,978,870.00	4,063,500.00	20,042,370.00	16,597,891.00	3,915,933.00	20,513,824.00	2.4%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	204,196.00	1,765,459.00	1,969,655.00	207,005.00	1,837,168.00	2,044,173.00	3.8%
Classified Support Salaries		2200	2,093,431.00	464,247.00	2,557,678.00	1,994,717.00	494,061.00	2,488,778.00	-2.7%
Classified Supervisors' and Administrators' Salaries		2300	294,130.00	139,642.00	433,772.00	289,461.00	139,642.00	429,103.00	-1.1%
Clerical, Technical and Office Salaries		2400	1,465,085.00	287,530.00	1,752,615.00	1,467,913.41	225,402.00	1,693,315.41	-3.4%
Other Classified Salaries		2900	171,012.00	15,331.00	186,343.00	192,912.00	16,911.00	209,823.00	12.6%
TOTAL, CLASSIFIED SALARIES			4,227,854.00	2,672,209.00	6,900,063.00	4,152,008.41	2,713,184.00	6,865,192.41	-0.5%
EMPLOYEE BENEFITS									
STRS		3101-3102	1,719,603.55	446,750.00	2,166,353.55	2,088,299.50	510,079.00	2,598,378.50	19.9%
PERS		3201-3202	495,915.00	290,440.00	786,355.00	585,501.94	353,183.00	938,684.94	19.4%
OASDI/Medicare/Alternative		3301-3302	562,573.00	256,916.00	819,489.00	566,235.00	256,304.00	822,539.00	0.4%
Health and Welfare Benefits		3401-3402	2,797,018.00	993,662.00	3,790,680.00	2,991,322.00	916,216.00	3,907,538.00	3.1%
Unemployment Insurance		3501-3502	13,130.00	3,579.00	16,709.00	10,636.00	3,514.00	14,150.00	-15.3%
Workers' Compensation		3601-3602	334,107.00	110,963.00	445,070.00	360,822.00	109,948.00	470,770.00	5.8%
OPEB, Allocated		3701-3702	17,000.00	0.00	17,000.00	19,500.00	0.00	19,500.00	14.7%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	94,610.00	57,275.00	151,885.00	182,033.00	51,957.00	233,990.00	54.1%
TOTAL, EMPLOYEE BENEFITS			6,033,956.55	2,159,585.00	8,193,541.55	6,804,349.44	2,201,201.00	9,005,550.44	9.9%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	975,000.00	3,966.00	978,966.00	75,000.00	2,135.00	77,135.00	-92.1%
Books and Other Reference Materials		4200	24,542.00	43,769.00	68,311.00	19,900.00	3,150.00	23,050.00	-66.3%
Materials and Supplies		4300	756,985.67	923,751.00	1,680,736.67	726,295.00	653,346.00	1,379,641.00	-17.9%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals			2016-17 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)	
Noncapitalized Equipment		4400	140,855.00	578,398.65	719,253.65	305,650.00	200,168.00	505,818.00	-29.7%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			1,897,382.67	1,549,884.65	3,447,267.32	1,128,845.00	858,799.00	1,985,644.00	-42.4%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	49,336.83	418,870.17	468,207.00	51,153.00	85,430.00	136,583.00	-70.8%
Dues and Memberships		5300	21,459.00	620.00	22,079.00	21,860.00	400.00	22,260.00	0.8%
Insurance		5400 - 5450	300,000.00	0.00	300,000.00	285,170.00	0.00	285,170.00	-4.9%
Operations and Housekeeping Services		5500	1,185,050.00	0.00	1,185,050.00	1,208,000.00	0.00	1,208,000.00	1.9%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	192,668.00	155,895.00	348,563.00	189,250.00	128,575.00	317,825.00	-8.8%
Transfers of Direct Costs		5710	(42,708.00)	42,708.00	0.00	(81,033.00)	81,033.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(2,950.00)	0.00	(2,950.00)	(2,000.00)	0.00	(2,000.00)	-32.2%
Professional/Consulting Services and Operating Expenditures		5800	1,519,938.00	1,182,454.18	2,702,392.18	1,517,346.00	1,105,354.00	2,622,700.00	-2.8%
Communications		5900	168,892.00	1,062.00	169,954.00	166,300.00	600.00	166,900.00	-1.8%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			3,391,685.83	1,801,809.35	5,193,295.18	3,356,046.00	1,401,392.00	4,757,438.00	-8.4%

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			2015-16 Estimated Actuals			2016-17 Budget			
Description	Resource Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	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	308,070.00	308,070.00	0.00	0.00	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	4,400.00	0.00	4,400.00	0.00	0.00	0.00	-100.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			4,400.00	308,070.00	312,470.00	0.00	0.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	5,000.00	16,000.00	21,000.00	0.00	220,000.00	220,000.00	947.6%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	247,160.00	247,160.00	0.00	200,000.00	200,000.00	-19.1%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals			2016-17 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	5,050.00	0.00	5,050.00	5,050.00	0.00	5,050.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			10,050.00	263,160.00	273,210.00	5,050.00	420,000.00	425,050.00	55.6%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(45,849.00)	45,849.00	0.00	(49,508.00)	49,508.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(52,224.00)	0.00	(52,224.00)	(70,743.00)	0.00	(70,743.00)	35.5%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(98,073.00)	45,849.00	(52,224.00)	(120,251.00)	49,508.00	(70,743.00)	35.5%
TOTAL, EXPENDITURES			31,446,126.05	12,863,867.00	44,309,993.05	31,921,938.85	11,560,017.00	43,481,955.85	-1.9%

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			2015-16 Estimated Actuals			2016-17 Budget			
Description	Resource Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	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	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	281,978.00	0.00	281,978.00	278,721.00	15,393.00	294,114.00	4.3%
(b) TOTAL, INTERFUND TRANSFERS OUT			281,978.00	0.00	281,978.00	278,721.00	15,393.00	294,114.00	4.3%
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 Sale/Lease- Purchase of Land/Buildings		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 Capital 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	2015-16 Estimated Actuals			2016-17 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
(c) 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	(6,173,518.00)	6,173,518.00	0.00	(6,471,082.80)	6,471,083.00	0.20	New
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(6,173,518.00)	6,173,518.00	0.00	(6,471,082.80)	6,471,083.00	0.20	New
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(6,455,496.00)	6,173,518.00	(281,978.00)	(6,749,803.80)	6,455,690.00	(294,113.80)	4.3%

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Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	564,534.00	529,947.00	-6.1%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	64,901.00	10,738.00	-83.5%
4) Other Local Revenue		8600-8799	700.00	3,895.00	456.4%
5) TOTAL, REVENUES			630,135.00	544,580.00	-13.6%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	383,191.00	331,317.00	-13.5%
2) Classified Salaries		2000-2999	96,131.00	59,311.00	-38.3%
3) Employee Benefits		3000-3999	149,358.00	125,700.00	-15.8%
4) Books and Supplies		4000-4999	16,149.00	3,719.00	-77.0%
5) Services and Other Operating Expenditures		5000-5999	12,070.00	1,860.00	-84.6%
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	19,488.00	38,007.00	95.0%
9) TOTAL, EXPENDITURES			676,387.00	559,914.00	-17.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(46,252.00)	(15,334.00)	-66.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	15,393.00	New
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	15,393.00	New

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(46,252.00)	59.00	-100.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	451,986.04	405,734.04	-10.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			451,986.04	405,734.04	-10.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			451,986.04	405,734.04	-10.2%
2) Ending Balance, June 30 (E + F1e)			405,734.04	405,793.04	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 Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	75,737.68	75,737.68	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	329,996.36	330,055.36	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	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	197,738.78		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	(2,047.62)		
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			195,691.16		
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	(2,429.16)		
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			(2,429.16)		
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)			198,120.32		

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
LCFF SOURCES					
Principal Apportionment					
State Aid - Current Year		8011	337,803.00	314,163.00	-7.0%
Education Protection Account State Aid - Current Year		8012	141,559.00	132,487.00	-6.4%
State Aid - Prior Years		8019	0.00	0.00	0.0%
LCFF Transfers					
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	85,172.00	83,297.00	-2.2%
Property Taxes Transfers		8097	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			564,534.00	529,947.00	-6.1%
FEDERAL REVENUE					
Maintenance and Operations		8110	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	3010	8290	0.00	0.00	0.0%
NCLB: Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.0%
NCLB: Title II, Part A, Teacher Quality	4035	8290	0.00	0.00	0.0%
NCLB: Title III, Immigrant Education Program	4201	8290	0.00	0.00	0.0%
NCLB: Title III, Limited English Proficient (LEP) Student Program	4203	8290	0.00	0.00	0.0%
NCLB: Title V, Part B, Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.0%
Other No Child Left Behind	3012-3020, 3030-3199, 4036-4126, 5510	8290	0.00	0.00	0.0%
Vocational and Applied Technology Education	3500-3699	8290	0.00	0.00	0.0%
Safe and Drug Free Schools	3700-3799	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
OTHER STATE REVENUE					
Other State Apportionments					
Special Education Master Plan Current Year	6500	8311	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	47,087.00	0.00	-100.0%
Lottery - Unrestricted and Instructional Materials		8560	9,954.00	10,738.00	7.9%
School Based Coordination Program	7250	8590	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690	8590	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.0%
Quality Education Investment Act	7400	8590	0.00	0.00	0.0%
Common Core State Standards Implementation Funds	7405	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	7,860.00	0.00	-100.0%
TOTAL, OTHER STATE REVENUE			64,901.00	10,738.00	-83.5%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	600.00	3,895.00	549.2%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	100.00	0.00	-100.0%
Tuition		8710	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.0%
Transfers of Apportionments					
Special Education SELPA Transfers From Districts or Charter Schools	6500	8791	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.0%
Other Transfers of Apportionments From Districts or Charter Schools	All Other	8791	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			700.00	3,895.00	456.4%
TOTAL, REVENUES			630,135.00	544,580.00	-13.6%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	277,355.00	225,481.00	-18.7%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	105,836.00	105,836.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			383,191.00	331,317.00	-13.5%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	34,994.00	0.00	-100.0%
Classified Support Salaries		2200	12,664.00	11,959.00	-5.6%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	48,473.00	47,352.00	-2.3%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			96,131.00	59,311.00	-38.3%
EMPLOYEE BENEFITS					
STRS		3101-3102	40,936.00	41,685.00	1.8%
PERS		3201-3202	10,520.00	8,238.00	-21.7%
OASDI/Medicare/Alternative		3301-3302	14,920.00	9,347.00	-37.4%
Health and Welfare Benefits		3401-3402	75,428.00	57,477.00	-23.8%
Unemployment Insurance		3501-3502	240.00	2,469.00	928.8%
Workers' Compensation		3601-3602	7,314.00	6,484.00	-11.3%
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			149,358.00	125,700.00	-15.8%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	5,000.00	0.00	-100.0%
Materials and Supplies		4300	11,149.00	3,719.00	-66.6%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			16,149.00	3,719.00	-77.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	8,520.00	660.00	-92.3%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	950.00	0.00	-100.0%
Professional/Consulting Services and Operating Expenditures		5800	2,600.00	1,200.00	-53.8%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			12,070.00	1,860.00	-84.6%
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%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
All Other Transfers		7281-7283	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%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	19,488.00	38,007.00	95.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			19,488.00	38,007.00	95.0%
TOTAL, EXPENDITURES			676,387.00	559,914.00	-17.2%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	15,393.00	New
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	15,393.00	New
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 Capital 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	15,393.00	New

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	19,405.00	9,876.00	-49.1%
3) Other State Revenue		8300-8599	147,818.00	103,034.00	-30.3%
4) Other Local Revenue		8600-8799	84,862.00	35,200.00	-58.5%
5) TOTAL, REVENUES			252,085.00	148,110.00	-41.2%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	96,648.00	91,522.00	-5.3%
2) Classified Salaries		2000-2999	23,273.00	22,231.00	-4.5%
3) Employee Benefits		3000-3999	36,209.00	24,928.00	-31.2%
4) Books and Supplies		4000-4999	86,450.85	34,500.00	-60.1%
5) Services and Other Operating Expenditures		5000-5999	8,984.15	3,650.00	-59.4%
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			251,565.00	176,831.00	-29.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			520.00	(28,721.00)	-5623.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	81,978.00	28,721.00	-65.0%
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			81,978.00	28,721.00	-65.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			82,498.00	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	36,388.42	118,886.42	226.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			36,388.42	118,886.42	226.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			36,388.42	118,886.42	226.7%
2) Ending Balance, June 30 (E + F1e)			118,886.42	118,886.42	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	100,002.00	100,002.00	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	18,884.42	18,884.42	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	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	94,389.72		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	(9,528.96)		
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			84,860.76		
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	(11,005.92)		
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			(11,005.92)		
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)			95,866.68		

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Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
FEDERAL REVENUE					
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
No Child Left Behind	3105, 4045	8290	0.00	0.00	0.0%
Vocational and Applied Technology Education	3500-3699	8290	0.00	0.00	0.0%
Safe and Drug Free Schools	3700-3799	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	19,405.00	9,876.00	-49.1%
TOTAL, FEDERAL REVENUE			19,405.00	9,876.00	-49.1%
OTHER STATE REVENUE					
Other State Apportionments					
All Other State Apportionments - Current Year		8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years		8319	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
Adult Education Block Grant Program	6391	8590	147,818.00	103,034.00	-30.3%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			147,818.00	103,034.00	-30.3%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
OTHER LOCAL REVENUE					
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	200.00	200.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Adult Education Fees		8671	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	84,662.00	35,000.00	-58.7%
Tuition		8710	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			84,862.00	35,200.00	-58.5%
TOTAL, REVENUES			252,085.00	148,110.00	-41.2%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	87,233.00	82,108.00	-5.9%
Certificated Pupil Support Salaries		1200	9,415.00	9,414.00	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			96,648.00	91,522.00	-5.3%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	9,479.00	7,972.00	-15.9%
Classified Support Salaries		2200	76.00	0.00	-100.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	13,108.00	13,759.00	5.0%
Other Classified Salaries		2900	610.00	500.00	-18.0%
TOTAL, CLASSIFIED SALARIES			23,273.00	22,231.00	-4.5%
EMPLOYEE BENEFITS					
STRS		3101-3102	11,723.00	11,432.00	-2.5%
PERS		3201-3202	9,088.00	3,019.00	-66.8%
OASDI/Medicare/Alternative		3301-3302	7,678.00	3,034.00	-60.5%
Health and Welfare Benefits		3401-3402	5,613.00	5,499.00	-2.0%
Unemployment Insurance		3501-3502	79.00	60.00	-24.1%
Workers' Compensation		3601-3602	2,028.00	1,884.00	-7.1%
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			36,209.00	24,928.00	-31.2%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	1,000.00	New
Materials and Supplies		4300	75,699.17	32,500.00	-57.1%
Noncapitalized Equipment		4400	10,751.68	1,000.00	-90.7%
TOTAL, BOOKS AND SUPPLIES			86,450.85	34,500.00	-60.1%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	1,700.00	500.00	-70.6%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	614.15	800.00	30.3%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	1,000.00	1,000.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	5,320.00	1,000.00	-81.2%
Communications		5900	350.00	350.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			8,984.15	3,650.00	-59.4%
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%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
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%
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%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
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			251,565.00	176,831.00	-29.7%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	81,978.00	28,721.00	-65.0%
(a) TOTAL, INTERFUND TRANSFERS IN			81,978.00	28,721.00	-65.0%
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					
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 Capital 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)					
			81,978.00	28,721.00	-65.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	278,499.00	278,499.00	0.0%
3) Other State Revenue		8300-8599	329,992.00	329,992.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL REVENUES			608,491.00	608,491.00	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	575,755.00	575,755.00	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	32,736.00	32,736.00	0.0%
9) TOTAL EXPENDITURES			608,491.00	608,491.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 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	0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00	0.0%
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 Expenditures		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	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	57,458.95		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		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			57,458.95		
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)			57,458.95		

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Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
FEDERAL REVENUE					
Child Nutrition Programs		8220	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	3010	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	278,499.00	278,499.00	0.0%
TOTAL, FEDERAL REVENUE			278,499.00	278,499.00	0.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
State Preschool	6105	8590	329,992.00	329,992.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			329,992.00	329,992.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			608,491.00	608,491.00	0.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
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%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 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	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	575,755.00	575,755.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			575,755.00	575,755.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	32,736.00	32,736.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			32,736.00	32,736.00	0.0%
TOTAL, EXPENDITURES			608,491.00	608,491.00	0.0%

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Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8911	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					
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 Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital 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	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	1,574,367.00	1,574,367.00	0.0%
3) Other State Revenue		8300-8599	125,000.00	125,000.00	0.0%
4) Other Local Revenue		8600-8799	258,550.00	306,050.00	18.4%
5) TOTAL, REVENUES			1,957,917.00	2,005,417.00	2.4%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	630,004.00	657,154.00	4.3%
3) Employee Benefits		3000-3999	292,580.00	315,762.00	7.9%
4) Books and Supplies		4000-4999	967,000.00	965,000.00	-0.2%
5) Services and Other Operating Expenditures		5000-5999	67,942.00	67,460.00	-0.7%
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			1,957,526.00	2,005,376.00	2.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			391.00	41.00	-89.5%
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	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			391.00	41.00	-89.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	46,417.64	46,808.64	0.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			46,417.64	46,808.64	0.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			46,417.64	46,808.64	0.8%
2) Ending Balance, June 30 (E + F1e)			46,808.64	46,849.64	0.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	1,000.00	0.00	-100.0%
Stores		9712	23,917.81	0.00	-100.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	21,890.83	46,849.64	114.0%
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	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	(252,981.82)		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	1,000.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	(3,931.72)		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	23,917.81		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			(231,995.73)		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	(5,823.24)		
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			(5,823.24)		
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)			(226,172.49)		

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
FEDERAL REVENUE					
Child Nutrition Programs		8220	1,574,367.00	1,574,367.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			1,574,367.00	1,574,367.00	0.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	125,000.00	125,000.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			125,000.00	125,000.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	255,000.00	303,500.00	19.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	50.00	50.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	3,500.00	2,500.00	-28.6%
TOTAL, OTHER LOCAL REVENUE			258,550.00	306,050.00	18.4%
TOTAL, REVENUES			1,957,917.00	2,005,417.00	2.4%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 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	500,363.00	510,734.00	2.1%
Classified Supervisors' and Administrators' Salaries		2300	75,024.00	75,022.00	0.0%
Clerical, Technical and Office Salaries		2400	54,617.00	71,398.00	30.7%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			630,004.00	657,154.00	4.3%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	72,167.00	91,269.00	26.5%
OASDI/Medicare/Alternative		3301-3302	46,250.00	50,284.00	8.7%
Health and Welfare Benefits		3401-3402	148,195.00	150,457.00	1.5%
Unemployment Insurance		3501-3502	333.00	335.00	0.6%
Workers' Compensation		3601-3602	10,022.00	10,907.00	8.8%
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	15,613.00	12,510.00	-19.9%
TOTAL, EMPLOYEE BENEFITS			292,580.00	315,762.00	7.9%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	102,000.00	100,000.00	-2.0%
Noncapitalized Equipment		4400	25,000.00	25,000.00	0.0%
Food		4700	840,000.00	840,000.00	0.0%
TOTAL, BOOKS AND SUPPLIES			967,000.00	965,000.00	-0.2%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	4,442.00	4,660.00	4.9%
Dues and Memberships		5300	4,000.00	4,000.00	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	28,500.00	27,500.00	-3.5%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	1,000.00	1,000.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	29,700.00	30,000.00	1.0%
Communications		5900	300.00	300.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			67,942.00	67,460.00	-0.7%
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%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			1,957,526.00	2,005,376.00	2.4%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	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					
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 Capital 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	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 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	372.00	350.00	-5.9%
5) TOTAL, REVENUES			372.00	350.00	-5.9%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	30,037.00	65,000.00	116.4%
5) Services and Other Operating Expenditures		5000-5999	170,335.00	135,350.00	-20.5%
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			200,372.00	200,350.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(200,000.00)	(200,000.00)	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	200,000.00	250,000.00	25.0%
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	250,000.00	25.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	50,000.00	New
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	9,779.22	9,779.22	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			9,779.22	9,779.22	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			9,779.22	9,779.22	0.0%
2) Ending Balance, June 30 (E + F1e)			9,779.22	59,779.22	511.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Expenditures		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	9,779.22	59,779.22	511.3%
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	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	88,445.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		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			88,445.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			88,445.00		

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
OTHER STATE REVENUE					
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	372.00	350.00	-5.9%
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			372.00	350.00	-5.9%
TOTAL, REVENUES			372.00	350.00	-5.9%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 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	20,037.00	55,000.00	174.5%
Noncapitalized Equipment		4400	10,000.00	10,000.00	0.0%
TOTAL, BOOKS AND SUPPLIES			30,037.00	65,000.00	116.4%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 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	150,335.00	125,350.00	-16.6%
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	20,000.00	10,000.00	-50.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			170,335.00	135,350.00	-20.5%
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%
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			200,372.00	200,350.00	0.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	200,000.00	250,000.00	25.0%
(a) TOTAL, INTERFUND TRANSFERS IN			200,000.00	250,000.00	25.0%
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 Capital 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)			200,000.00	250,000.00	25.0%

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Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 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	10,000.00	7,500.00	-25.0%
5) TOTAL, REVENUES			10,000.00	7,500.00	-25.0%
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)			10,000.00	7,500.00	-25.0%
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	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			10,000.00	7,500.00	-25.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,359,516.81	2,369,516.81	0.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,359,516.81	2,369,516.81	0.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,359,516.81	2,369,516.81	0.4%
2) Ending Balance, June 30 (E + F1e)			2,369,516.81	2,377,016.81	0.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Expenditures		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	1,291,008.92	1,283,508.92	-0.6%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	1,078,507.89	1,093,507.89	1.4%
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	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	2,350,388.71		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		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			2,350,388.71		
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)			2,350,388.71		

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	10,000.00	7,500.00	-25.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			10,000.00	7,500.00	-25.0%
TOTAL, REVENUES			10,000.00	7,500.00	-25.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 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	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 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	4,751.65	4,751.65	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4,751.65	4,751.65	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,751.65	4,751.65	0.0%
2) Ending Balance, June 30 (E + F1e)			4,751.65	4,751.65	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 Expenditures		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	4,751.65	4,751.65	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	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	(1,335.21)		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		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			(1,335.21)		
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)			(1,335.21)		

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 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	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 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%
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	2015-16 Estimated Actuals	2016-17 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	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%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 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	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale of Bonds		8951	0.00	0.00	0.0%
Proceeds from Sale/Lease- Purchase of Land/Buildings		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 Capital 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	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 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	10,000.00	7,500.00	-25.0%
5) TOTAL, REVENUES			10,000.00	7,500.00	-25.0%
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)			10,000.00	7,500.00	-25.0%
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	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			10,000.00	7,500.00	-25.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	(1,301,008.92)	(1,291,008.92)	-0.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			(1,301,008.92)	(1,291,008.92)	-0.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			(1,301,008.92)	(1,291,008.92)	-0.8%
2) Ending Balance, June 30 (E + F1e)			(1,291,008.92)	(1,283,508.92)	-0.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Expenditures		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	(1,291,008.92)	(1,283,508.92)	-0.6%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	(1,265,797.65)		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		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			(1,265,797.65)		
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)			(1,265,797.65)		

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 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	(2,500.00)	(2,500.00)	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	12,500.00	10,000.00	-20.0%
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			10,000.00	7,500.00	-25.0%
TOTAL, REVENUES			10,000.00	7,500.00	-25.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 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	2015-16 Estimated Actuals	2016-17 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	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%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 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%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale/Lease- Purchase of Land/Buildings		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 Capital 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	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 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	(1,056,680.00)	0.00	-100.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			(1,056,680.00)	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	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(1,056,680.00)	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	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,056,680.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,056,682.67	2.67	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,056,682.67	2.67	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,056,682.67	2.67	-100.0%
2) Ending Balance, June 30 (E + F1e)			2.67	2.67	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 Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	2.67	2.67	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	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	(4,884.66)		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		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			(4,884.66)		
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		
TOTAL, LIABILITIES			0.00		
DEFERRED INFLOWS OF RESOURCES					
Deferred Inflows of Resources		9690	0.00		
DEFERRED INFLOWS			0.00		
JND EQUITY					
Ending Fund Balance, June 30					
(G9 + H2) - (I6 + J2)			(4,884.66)		

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 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	(1,056,680.00)	0.00	-100.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			(1,056,680.00)	0.00	-100.0%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			(1,056,680.00)	0.00	-100.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 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%

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Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 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	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%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 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	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale/Lease- Purchase of Land/Buildings		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 Capital 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	2015-16 Estimated Actuals			2016-17 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)	4,248.34	4,248.92	4,284.60	4,268.60	4,268.60	4,268.60
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)	0.00	0.00	0.00	0.00	0.00	0.00
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)	0.00	0.00	0.00	0.00	0.00	0.00
4. Total, District Regular ADA (Sum of Lines A1 through A3)	4,248.34	4,248.92	4,284.60	4,268.60	4,268.60	4,268.60
5. District Funded County Program ADA						
a. County Community Schools	0.00	0.00	0.00		0.00	0.00
b. Special Education-Special Day Class	40.05	34.77	34.77	45.52	45.52	45.52
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0.00
d. Special Education Extended Year	2.03	2.03	2.03	4.32	4.32	4.32
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools, Technical, Agricultural, and Natural Resource Conservation Schools	0.00	0.00	0.00	0.00	0.00	0.00
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]	0.00	0.00	0.00	0.00	0.00	0.00
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	42.08	36.80	36.80	49.84	49.84	49.84
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	4,288.42	4,283.72	4,321.40	4,318.44	4,318.44	4,318.44
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2015-16 Estimated Actuals			2016-17 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	0.00	0.00	0.00	0.00	0.00	0.00
2. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools, Technical, Agricultural, and Natural Resource Conservation Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	0.00	0.00	0.00	0.00	0.00	0.00
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)	0.00	0.00	0.00	0.00	0.00	0.00
4. Adults in Correctional Facilities						
5. County Operations Grant ADA						
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2015-16 Estimated Actuals			2016-17 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools. Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA						
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools, Technical, Agricultural, and Natural Resource Conservation Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	0.00	0.00	0.00	0.00	0.00	0.00
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA	57.70	57.70	57.70	59.00	59.00	59.00
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
7. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools, Technical, Agricultural, and Natural Resource Conservation Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	57.70	57.70	57.70	59.00	59.00	59.00
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	57.70	57.70	57.70	59.00	59.00	59.00

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ESTIMATES THROUGH THE MONTH OF	Object	JUNE	July	August	September	October	November	December	January	February
A. BEGINNING CASH			6,391,935.84	5,786,528.84	3,613,009.84	4,306,993.84	3,633,162.84	2,996,202.84	5,066,728.84	5,854,478.84
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		1,302,712.00	1,302,712.00	3,835,758.00	2,413,299.00	2,413,299.00	3,835,758.00	2,413,299.00	2,413,299.00
Property Taxes	8020-8079					30,242.00		89,409.00	3,779,442.00	
Miscellaneous Funds	8080-8099							(41,299.00)		
Federal Revenue	8100-8299				241,310.00	241,310.00	241,310.00	241,310.00	241,310.00	241,310.00
Other State Revenue	8300-8599				133,029.00	133,027.00	133,027.00	133,027.00	133,027.00	133,027.00
Other Local Revenue	8600-8799		174,815.00	174,815.00	158,478.00	158,478.00	158,478.00	158,478.00	158,478.00	158,478.00
Interfund Transfers In	8910-8929									
All Other Financing Sources	8930-8979									
TOTAL RECEIPTS			1,477,527.00	1,477,527.00	4,368,575.00	2,976,356.00	2,946,114.00	4,416,683.00	6,725,556.00	2,946,114.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		685,860.00	1,730,268.00	1,750,654.00	1,758,585.00	1,758,585.00	839,886.00	3,217,923.00	1,759,550.00
Classified Salaries	2000-2999		424,930.00	541,305.00	544,464.00	512,129.00	512,024.00	502,130.00	632,722.00	652,263.00
Employee Benefits	3000-3999		408,297.00	815,626.00	815,626.00	815,626.00	748,618.00	440,294.00	1,376,257.00	815,626.00
Books and Supplies	4000-4999		164,220.00	164,220.00	164,220.00	164,220.00	164,220.00	164,220.00	164,220.00	164,220.00
Services	5000-5999		399,627.00	399,627.00	399,627.00	399,627.00	399,627.00	399,627.00	399,627.00	399,627.00
Capital Outlay	6000-6599									
Other Outgo	7000-7499									
Interfund Transfers Out	7600-7629								147,057.00	
All Other Financing Uses	7630-7699									
TOTAL DISBURSEMENTS			2,082,934.00	3,651,046.00	3,674,591.00	3,650,187.00	3,583,074.00	2,346,157.00	5,937,806.00	3,791,286.00
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199	10,000.00								
Accounts Receivable	9200-9299	506,432.00								
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Deferred Outflows of Resources	9490									
SUBTOTAL		516,432.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599									
Due To Other Funds	9610									
Current Loans	9640									
Unearned Revenues	9650									
Deferred Inflows of Resources	9690									
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<u>Nonoperating</u>										
Suspense Clearing	9910		0.00							
TOTAL BALANCE SHEET ITEMS		516,432.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
E. NET INCREASE/DECREASE (B - C + D)			(605,407.00)	(2,173,519.00)	693,984.00	(673,831.00)	(636,960.00)	2,070,526.00	787,750.00	(845,172.00)
F. ENDING CASH (A + E)			5,786,528.84	3,613,009.84	4,306,993.84	3,633,162.84	2,996,202.84	5,066,728.84	5,854,478.84	5,009,306.84
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF JUNE									
A. BEGINNING CASH		5,009,306.84	5,556,364.84	6,284,063.84	6,372,304.84				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	3,835,758.00	2,413,299.00	2,413,299.00	3,835,764.00			32,428,256.00	32,428,256.00
Property Taxes	8020-8079		1,584,205.00	792,102.00	42,418.00			6,317,818.00	6,317,818.00
Miscellaneous Funds	8080-8099				(41,299.00)			(82,598.00)	(82,598.00)
Federal Revenue	8100-8299	241,310.00	241,310.00	241,310.00	97,467.00	238,727.00		2,507,984.00	2,507,984.00
Other State Revenue	8300-8599	133,027.00	133,027.00	133,027.00	133,027.00	187,235.80		1,517,507.80	1,517,507.80
Other Local Revenue	8600-8799	158,478.00	158,478.00	158,478.00	158,478.00	146,218.00		2,080,628.00	2,080,628.00
Interfund Transfers In	8910-8929							0.00	0.00
All Other Financing Sources	8930-8979							0.00	0.00
TOTAL RECEIPTS		4,368,573.00	4,530,319.00	3,738,216.00	4,225,855.00	572,180.80	0.00	44,769,595.80	44,769,595.80
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	1,759,550.00	1,759,550.00	1,759,550.00	1,733,863.00			20,513,824.00	20,513,824.00
Classified Salaries	2000-2999	682,492.00	663,597.00	663,596.00	533,540.41			6,865,192.41	6,865,192.41
Employee Benefits	3000-3999	815,626.00	815,626.00	662,982.00	475,346.44			9,005,550.44	9,005,550.44
Books and Supplies	4000-4999	164,220.00	164,220.00	164,220.00	179,224.00			1,985,644.00	1,985,644.00
Services	5000-5999	399,627.00	399,627.00	399,627.00	361,541.00			4,757,438.00	4,757,438.00
Capital Outlay	6000-6599							0.00	0.00
Other Outgo	7000-7499				354,307.00			354,307.00	354,307.00
Interfund Transfers Out	7600-7629				147,057.00			294,114.00	294,114.00
All Other Financing Uses	7630-7699							0.00	0.00
TOTAL DISBURSEMENTS		3,821,515.00	3,802,620.00	3,649,975.00	3,784,878.85	0.00	0.00	43,776,069.85	43,776,069.85
D. BALANCE SHEET ITEMS									
Assets and Deferred Outflows									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299							0.00	
Due From Other Funds	9310							0.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Deferred Outflows of Resources	9490				0.00			0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599							0.00	
Due To Other Funds	9610							0.00	
Current Loans	9640							0.00	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Nonoperating									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
E. NET INCREASE/DECREASE (B - C + D)		547,058.00	727,699.00	88,241.00	440,976.15	572,180.80	0.00	993,525.95	993,525.95
F. ENDING CASH (A + E)		5,556,364.84	6,284,063.84	6,372,304.84	6,813,280.99				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								7,385,461.79	

	Object		July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF JUNE										
A. BEGINNING CASH			6,813,280.99	6,375,519.99	4,217,909.99	4,853,166.99	4,192,025.99	3,739,060.99	5,350,665.99	6,331,676.99
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		1,456,981.00	1,456,981.00	3,936,528.00	2,622,566.00	2,622,566.00	3,936,518.00	2,622,566.00	2,622,566.00
Property Taxes	8020-8079					30,242.00		89,409.00	3,779,442.00	
Miscellaneous Funds	8080-8099									
Federal Revenue	8100-8299				241,310.00	241,310.00	241,310.00	241,310.00	241,310.00	241,310.00
Other State Revenue	8300-8599				111,891.00	111,891.00	111,891.00	111,891.00	111,891.00	111,891.00
Other Local Revenue	8600-8799		174,815.00	174,815.00	158,478.00	158,478.00	158,478.00	158,478.00	158,478.00	158,478.00
Interfund Transfers In	8910-8929									
All Other Financing Sources	8930-8979									
TOTAL RECEIPTS			1,631,796.00	1,631,796.00	4,448,207.00	3,164,487.00	3,134,245.00	4,537,606.00	6,913,687.00	3,134,245.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		685,860.00	1,730,268.00	1,750,654.00	1,758,585.00	1,758,585.00	1,374,354.00	3,217,923.00	1,759,550.00
Classified Salaries	2000-2999		424,930.00	558,141.00	561,299.00	566,046.00	562,530.00	552,636.00	632,722.00	652,263.00
Employee Benefits	3000-3999		400,050.00	942,280.00	942,280.00	942,280.00	707,378.00	440,294.00	1,376,257.00	942,280.00
Books and Supplies	4000-4999		167,387.00	167,387.00	167,387.00	167,387.00	167,387.00	167,387.00	167,387.00	167,387.00
Services	5000-5999		391,330.00	391,330.00	391,330.00	391,330.00	391,330.00	391,330.00	391,330.00	391,330.00
Capital Outlay	6000-6599									
Other Outgo	7000-7499									
Interfund Transfers Out	7600-7629								147,057.00	
All Other Financing Uses	7630-7699									
TOTAL DISBURSEMENTS			2,069,557.00	3,789,406.00	3,812,950.00	3,825,628.00	3,587,210.00	2,926,001.00	5,932,676.00	3,912,810.00
D. BALANCE SHEET ITEMS										
Assets and Deferred Outflows										
Cash Not In Treasury	9111-9199	10,000.00								
Accounts Receivable	9200-9299	572,180.80								
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Deferred Outflows of Resources	9490									
SUBTOTAL		582,180.80	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Liabilities and Deferred Inflows										
Accounts Payable	9500-9599									
Due To Other Funds	9610									
Current Loans	9640									
Unearned Revenues	9650									
Deferred Inflows of Resources	9690									
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Nonoperating										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		582,180.80	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
E. NET INCREASE/DECREASE (B - C + D)			(437,761.00)	(2,157,610.00)	635,257.00	(661,141.00)	(452,965.00)	1,611,605.00	981,011.00	(778,565.00)
F. ENDING CASH (A + E)			6,375,519.99	4,217,909.99	4,853,166.99	4,192,025.99	3,739,060.99	5,350,665.99	6,331,676.99	5,553,111.99
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF JUNE									
A. BEGINNING CASH		5,553,111.99	6,101,396.99	6,895,702.99	7,177,204.99				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	3,936,528.00	2,622,566.00	2,622,566.00	3,936,542.00			34,395,474.00	34,395,474.00
Property Taxes	8020-8079	43,117.00	1,584,205.00	792,102.00				6,318,517.00	6,318,517.00
Miscellaneous Funds	8080-8099				(82,965.00)			(82,965.00)	(82,965.00)
Federal Revenue	8100-8299	241,310.00	241,310.00	241,310.00	97,467.00	232,003.00		2,501,260.00	2,501,260.00
Other State Revenue	8300-8599	111,891.00	111,891.00	111,891.00	111,891.00	70,438.00		1,189,348.00	1,189,348.00
Other Local Revenue	8600-8799	158,478.00	158,478.00	158,478.00	158,478.00	146,218.00		2,080,628.00	2,080,628.00
Interfund Transfers In	8910-8929							0.00	0.00
All Other Financing Sources	8930-8979							0.00	0.00
TOTAL RECEIPTS		4,491,324.00	4,718,450.00	3,926,347.00	4,221,413.00	448,659.00	0.00	46,402,262.00	46,402,262.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	1,759,550.00	1,759,550.00	1,759,550.00	1,759,547.00			21,073,976.00	21,073,976.00
Classified Salaries	2000-2999	682,492.00	663,597.00	663,596.00	533,540.41			7,053,792.41	7,053,792.41
Employee Benefits	3000-3999	942,280.00	942,280.00	662,982.00	475,351.00			9,715,992.00	9,715,992.00
Books and Supplies	4000-4999	167,387.00	167,387.00	167,387.00	167,387.00			2,008,644.00	2,008,644.00
Services	5000-5999	391,330.00	391,330.00	391,330.00	412,308.00			4,716,938.00	4,716,938.00
Capital Outlay	6000-6599							0.00	0.00
Other Outgo	7000-7499				354,307.00			354,307.00	354,307.00
Interfund Transfers Out	7600-7629				147,057.00			294,114.00	294,114.00
All Other Financing Uses	7630-7699							0.00	0.00
TOTAL DISBURSEMENTS		3,943,039.00	3,924,144.00	3,644,845.00	3,849,497.41	0.00	0.00	45,217,763.41	45,217,763.41
D. BALANCE SHEET ITEMS									
Assets and Deferred Outflows									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299							0.00	
Due From Other Funds	9310							0.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599							0.00	
Due To Other Funds	9610							0.00	
Current Loans	9640							0.00	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Nonoperating									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
E. NET INCREASE/DECREASE (B - C + D)		548,285.00	794,306.00	281,502.00	371,915.59	448,659.00	0.00	1,184,498.59	1,184,498.59
F. ENDING CASH (A + E)		6,101,396.99	6,895,702.99	7,177,204.99	7,549,120.58				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								7,997,779.58	

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):

District's ADA Standard Percentage Level:

1A. Calculating the District's ADA Variances

DATA ENTRY: For the Third Prior Year, enter Revenue Limit ADA data in the Original Budget Funded ADA column. For the 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 Second and First Prior Years. All other data are extracted.

*Please note for FY 2013-14 estimated/unaudited actuals and 2014-15 original budget: Line C4 in Form A reflects total charter school ADA corresponding to financial data reported in funds 01, 09, and 62. Please adjust charter school ADA or explain accordingly.

Fiscal Year	Original Budget Funded ADA (Form RL, Line 5c) (Form A, Lines A4 and C4)* (Form A, Lines A4 and C4) (Form A, Lines A4 and C4)	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)* (Form A, Lines A4 and C4) (Form A, Lines A4 and C4)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2013-14)	4,432.34	4,533.24	N/A	Met
Second Prior Year (2014-15)				
District Regular	4,317.44	4,258.33		
Charter School				
Total ADA	4,317.44	4,258.33	1.4%	Not Met
First Prior Year (2015-16)				
District Regular	4,337.41	4,284.60		
Charter School		0.00		
Total ADA	4,337.41	4,284.60	1.2%	Not Met
Budget Year (2016-17)				
District Regular	4,268.60			
Charter School	0.00			
Total ADA	4,268.60			

1B. Comparison of District ADA to the Standard

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

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

Explanation:
(required if NOT met)

The District is in the first year of growth since 2007/08. Projections were affected by this unexpected increase.

- 1b. STANDARD NOT MET - Funded ADA was estimated above the standard for two or more of the previous three years. Provide reasons for the overestimate, a description of the methods and assumptions used in projecting funded ADA, and what changes will be made to improve the accuracy of projections in this area.

Explanation:
(required if NOT met)

The District is in the second year of growth.

2. CRITERION: Enrollment

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

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

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4): District's Enrollment Standard Percentage Level: **2A. Calculating the District's Enrollment Variances**

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

Fiscal Year	Budget	Enrollment CBEDS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2013-14)	4,379	4,637	N/A	Met
Second Prior Year (2014-15)				
District Regular	4,385	4,533		
Charter School				
Total Enrollment	4,385	4,533	N/A	Met
First Prior Year (2015-16)				
District Regular	4,375	4,464		
Charter School				
Total Enrollment	4,375	4,464	N/A	Met
Budget Year (2016-17)				
District Regular	4,514			
Charter School				
Total Enrollment	4,514			

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.

*Please note for Fiscal Year 2013-14 estimated/unaudited actuals: Line C4 in Form A reflects total charter school ADA corresponding to financial data reported in funds 01, 09, and 62. Please adjust charter school ADA or explain accordingly.

Fiscal Year	P-2 ADA Estimated/Unaudited Actuals (Form A, Lines A4 and C4)* (Form A, Lines A4 and C4)	Enrollment CBEDS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2013-14)	4,400	4,637	94.9%
Second Prior Year (2014-15)			
District Regular	4,212	4,533	
Charter School			
Total ADA/Enrollment	4,212	4,533	92.9%
First Prior Year (2015-16)			
District Regular	4,246	4,464	
Charter School	0		
Total ADA/Enrollment	4,246	4,464	95.1%
Historical Average Ratio:			94.3%
District's ADA to Enrollment Standard (historical average ratio plus 0.5%):			94.8%

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 (2016-17)				
District Regular	4,269	4,514		
Charter School	0			
Total ADA/Enrollment	4,269	4,514	94.6%	Met
1st Subsequent Year (2017-18)				
District Regular	4,336	4,575		
Charter School				
Total ADA/Enrollment	4,336	4,575	94.8%	Met
2nd Subsequent Year (2018-19)				
District Regular	4,336	4,583		
Charter School				
Total ADA/Enrollment	4,336	4,583	94.6%	Met

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

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

1a. STANDARD MET - Projected P-2 ADA to enrollment ratio has not exceeded the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

4. CRITERION: LCFF Revenue

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

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

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

¹Districts 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 LCFF Target amounts for the budget and two subsequent fiscal years.
Enter data in Step 1a for the two subsequent fiscal years. All other data is extracted or calculated.
Enter data for Steps 2a through 2d. All other data is calculated.

Projected LCFF Revenue

Has the District reached its LCFF target funding level?

No

If Yes, then COLA amount in Line 2b2 is used in Line 2e Total calculation.
If No, then Gap Funding in Line 2c is used in Line 2e Total calculation.

		Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
LCFF Target (Reference Only)				
	Prior Year (2015-16)	Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
Step 1 - Change in Population				
a.	ADA (Funded) (Form A, lines A6 and C4)	4,321.40	4,318.44	4,318.44
b.	Prior Year ADA (Funded)		4,321.40	4,318.44
c.	Difference (Step 1a minus Step 1b)		(2.96)	0.00
d.	Percent Change Due to Population (Step 1c divided by Step 1b)		-0.07%	0.00%
Step 2 - Change in Funding Level				
a.	Prior Year LCFF Funding	36,107,552.00	38,746,773.00	40,631,026.00
b1.	COLA percentage (if district is at target)	Not Applicable		
b2.	COLA amount (proxy for purposes of this criterion)	Not Applicable	0.00	0.00
c.	Gap Funding (if district is not at target)			
d.	Economic Recovery Target Funding (current year increment)			
e.	Total (Lines 2b2 or 2c, as applicable, plus Line 2d)	0.00	0.00	0.00
f.	Percent Change Due to Funding Level (Step 2e divided by Step 2a)	0.00%	0.00%	0.00%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2f)				
		-0.07%	0.00%	0.00%
LCFF Revenue Standard (Step 3, plus/minus 1%):		-1.07% to .93%	-1.00% to 1.00%	-1.00% to 1.00%

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 (2015-16)	Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	6,360,572.00	6,318,517.00	6,317,818.00	6,317,818.00
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 (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
Necessary Small School Standard (Gap Funding or COLA, plus Economic Recovery Target Payment, Step 2f, 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 (2015-16)	Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	35,988,727.00	38,746,773.00	40,631,026.00	41,303,072.00
District's Projected Change in LCFF Revenue:		7.66%	4.86%	1.65%
LCFF Revenue Standard:		-1.07% to .93%	-1.00% to 1.00%	-1.00% to 1.00%
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)

LCFF revenues are based on FCMAT's projections for gap closure percentages each 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.

It is likely that for many districts the 2014-15 and 2015-16 change from the historical average ratio will exceed the standard because certain revenues that were restricted prior to the LCFF are now unrestricted within the LCFF.

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

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	
Third Prior Year (2013-14)	22,710,856.81	26,151,497.48	86.8%
Second Prior Year (2014-15)	23,573,461.00	27,333,692.17	86.2%
First Prior Year (2015-16)	26,240,680.55	31,446,126.05	83.4%
	Historical Average Ratio:		85.5%
	Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
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):	82.5% to 88.5%	82.5% to 88.5%	82.5% to 88.5%

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

DATA ENTRY: If Form MYP exists, Unrestricted Salaries and Benefits, and Total Unrestricted Expenditures data for the 1st and 2nd Subsequent Years will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Budget - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	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)		
Budget Year (2016-17)	27,554,248.85	31,921,938.85	86.3%	Met
1st Subsequent Year (2017-18)	28,590,772.41	32,940,962.41	86.8%	Met
2nd Subsequent Year (2018-19)	29,820,786.41	34,170,976.41	87.3%	Met

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

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

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

Explanation:
(required if NOT met)

6. CRITERION: Other Revenues and Expenditures

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

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

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

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	-0.07%	0.00%	0.00%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	-10.07% to 9.93%	-10.00% to 10.00%	-10.00% to 10.00%
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-5.07% to 4.93%	-5.00% to 5.00%	-5.00% to 5.00%

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 (2015-16)	2,844,829.00		
Budget Year (2016-17)	2,507,984.00	-11.84%	Yes
1st Subsequent Year (2017-18)	2,501,260.00	-0.27%	No
2nd Subsequent Year (2018-19)	2,501,260.00	0.00%	No

Explanation:
(required if Yes)

Budget year revenues are based on projected awards for the Federal programs operating within the District.

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

First Prior Year (2015-16)	3,814,529.82		
Budget Year (2016-17)	1,517,507.80	-60.22%	Yes
1st Subsequent Year (2017-18)	1,189,348.00	-21.62%	Yes
2nd Subsequent Year (2018-19)	1,189,348.00	0.00%	No

Explanation:
(required if Yes)

Budget year State revenues are based on projected awards for the State programs operated within the District.

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

First Prior Year (2015-16)	2,308,939.00		
Budget Year (2016-17)	2,080,628.00	-9.89%	Yes
1st Subsequent Year (2017-18)	2,080,628.00	0.00%	No
2nd Subsequent Year (2018-19)	2,080,628.00	0.00%	No

Explanation:
(required if Yes)

Budget year local revenues are projected to match current year trends.

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

First Prior Year (2015-16)	3,447,267.32		
Budget Year (2016-17)	1,985,644.00	-42.40%	Yes
1st Subsequent Year (2017-18)	2,008,644.00	1.16%	No
2nd Subsequent Year (2018-19)	2,008,644.00	0.00%	No

Explanation:
(required if Yes)

Budget year projections do not include one-time or carryover money.

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

First Prior Year (2015-16)	5,193,295.18		
Budget Year (2016-17)	4,757,438.00	-8.39%	Yes
1st Subsequent Year (2017-18)	4,716,938.00	-0.85%	No
2nd Subsequent Year (2018-19)	4,716,938.00	0.00%	No

Explanation:
(required if Yes)

Budget year projections do not include one-time or carryover dollars.

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 (2015-16)	8,968,297.82		
Budget Year (2016-17)	6,106,119.80	-31.91%	Not Met
1st Subsequent Year (2017-18)	5,771,236.00	-5.48%	Met
2nd Subsequent Year (2018-19)	5,771,236.00	0.00%	Met
Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)			
First Prior Year (2015-16)	8,640,562.50		
Budget Year (2016-17)	6,743,082.00	-21.96%	Not Met
1st Subsequent Year (2017-18)	6,725,582.00	-0.26%	Met
2nd Subsequent Year (2018-19)	6,725,582.00	0.00%	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)	Budget year revenues are based on projected awards for the Federal programs operating within the District.
Explanation: Other State Revenue (linked from 6B if NOT met)	Budget year State revenues are based on projected awards for the State programs operated within the District.
Explanation: Other Local Revenue (linked from 6B if NOT met)	Budget year local revenues are projected to match current year trends.

- 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)	Budget year projections do not include one-time or carryover money.
Explanation: Services and Other Exps (linked from 6B if NOT met)	Budget year projections do not include one-time or carryover dollars.

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 as amended by AB 104 (Chapter 13, Statutes of 2015), effective 2015-16 and 2016-17 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

NOTE: AB 104 (Chapter 13, Statutes of 2015) requires the district to deposit into the account, for the 2015-16 and 2016-17 fiscal years, a minimum amount that is the lesser of 3% of the total general fund expenditures and other financing uses for that fiscal year or the amount that the district deposited into the account for the 2014-15 fiscal year.

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 and 6500-6540, objects 7211-7213 and 7221-7223)

2. **Ongoing and Major Maintenance/Restricted Maintenance Account**

- a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999)
b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)
c. Net Budgeted Expenditures and Other Financing Uses

43,776,069.85	3% of Total Current Year General Fund Expenditures and Other Financing Uses (Line 2c times 3%)	Amount Deposited ¹ for 2014-15 Fiscal Year	Required Minimum Contribution/ Lesser of Current Year or 2014-15 Fiscal Year
43,776,069.85	1,313,282.10	810,000.00	810,000.00

Budgeted Contribution ¹
to the Ongoing and Major
Maintenance Account

Status

- d. OMMA/RMA Contribution

1,285,100.00	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 reserves¹ as a percentage of total expenditures and other financing uses² in two out of three prior fiscal years.

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

DATA ENTRY: All data are extracted or calculated.

	Third Prior Year (2013-14)	Second Prior Year (2014-15)	First Prior Year (2015-16)
1. District's Available Reserve Amounts (resources 0000-1999)			
a. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	1,295,500.00	1,141,000.00	1,337,760.00
b. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	569,393.09	1,665,382.73	1,857,190.08
c. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	0.00	0.00
d. Available Reserves (Lines 1a through 1c)	1,864,893.09	2,806,382.73	3,194,950.08
2. Expenditures and Other Financing Uses			
a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	36,501,512.45	37,991,391.40	44,591,971.05
b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223)			0.00
c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	36,501,512.45	37,991,391.40	44,591,971.05
3. District's Available Reserve Percentage (Line 1d divided by Line 2c)	5.1%	7.4%	7.2%
District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	1.7%	2.5%	2.4%

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

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

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000-7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2013-14)	(1,242,728.85)	26,323,545.48	4.7%	Not Met
Second Prior Year (2014-15)	937,344.22	27,528,716.22	N/A	Met
First Prior Year (2015-16)	800,842.95	31,728,104.05	N/A	Met
Budget Year (2016-17) (Information only)	888,526.15	32,200,659.85		

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)

During fiscal year 2013/14, the District was still in declining enrollment, deficits, and was purposely using carryover (one-time) dollars to maintain staff rather than go through lay-offs. Since the State ended deficit payments on apportionments, net changes in the unrestricted have not declined.

9. CRITERION: Fund Balance

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

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

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

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

District's Fund Balance Standard Percentage Level:

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

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

Fiscal Year	Unrestricted General Fund Beginning Balance ² (Form 01, Line F1e, Unrestricted Column)		Beginning Fund Balance Variance Level (If overestimated, else N/A)	Status
	Original Budget	Estimated/Unaudited Actuals		
Third Prior Year (2013-14)	2,818,886.40	3,143,402.16	N/A	Met
Second Prior Year (2014-15)	1,919,947.80	1,900,673.31	1.0%	Met
First Prior Year (2015-16)	1,295,775.74	2,487,306.35	N/A	Met
Budget Year (2016-17) (Information only)	3,288,149.30			

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

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

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

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

Explanation:
(required if NOT met)

10. CRITERION: Reserves

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

DATA ENTRY: Budget Year data are extracted. Enter district regular ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA	
5% or \$66,000 (greater of)	0	to 300
4% or \$66,000 (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 Reserve for Economic Uncertainties and the 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 (Education Code Section 42238), 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 (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
District Estimated P-2 ADA (Form A, Line A4):	4,269	4,286	4,286
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):

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

No

- Special Education Pass-through Funds
(Fund 10, resources 3300-3499 and 6500-6540,
objects 7211-7213 and 7221-7223)

Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
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 (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	43,776,069.85	45,217,763.41	46,881,554.41
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)	0.00	0.00	0.00
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	43,776,069.85	45,217,763.41	46,881,554.41
4. Reserve Standard Percentage Level	3%	3%	3%
5. Reserve Standard - by Percent (Line B3 times Line B4)	1,313,282.10	1,356,532.90	1,406,446.63
6. Reserve Standard - by Amount (\$66,000 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)	1,313,282.10	1,356,532.90	1,406,446.63

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 (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
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)	1,313,285.00	1,357,250.00	1,407,150.00
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	2,770,646.39	3,911,179.98	4,054,033.57
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)	1,283,508.92	1,283,508.92	1,283,508.92
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	0.00	0.00
8. District's Budgeted Reserve Amount (Lines C1 thru C7)	5,367,440.31	6,551,938.90	6,744,692.49
9. District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	12.26%	14.49%	14.39%
District's Reserve Standard (Section 10B, Line 7):	1,313,282.10	1,356,532.90	1,406,446.63
Status:	Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

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

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

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

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

S1. Contingent Liabilities

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

No

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

S2. Use of One-time Revenues for Ongoing Expenditures

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

No

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

S3. Use of Ongoing Revenues for One-time Expenditures

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

No

- 1b. If Yes, identify the expenditures:

S4. Contingent Revenues

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

No

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

S5. Contributions

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

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

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

District's Contributions and Transfers Standard:

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

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

DATA ENTRY: For Contributions, enter data in the Projection column for the 1st and 2nd Subsequent Years. Contributions for the First Prior Year and Budget Year will be extracted. For Transfers In and Transfers Out, enter data in the First Prior Year. If Form MYP exists, the data will be extracted for the Budget Year, and 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data in the Budget Year, 1st and 2nd subsequent Years. Click the appropriate button for item 1d; all other data will be 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 (2015-16)	(6,173,518.00)			
Budget Year (2016-17)	(6,471,082.80)	297,564.80	4.8%	Met
1st Subsequent Year (2017-18)	(7,121,143.00)	650,060.20	10.0%	Met
2nd Subsequent Year (2018-19)	(7,554,920.00)	433,777.00	6.1%	Met
1b. Transfers In, General Fund *				
First Prior Year (2015-16)	0.00			
Budget Year (2016-17)	0.00	0.00	0.0%	Met
1st Subsequent Year (2017-18)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2018-19)	0.00	0.00	0.0%	Met
1c. Transfers Out, General Fund *				
First Prior Year (2015-16)	281,978.00			
Budget Year (2016-17)	294,114.00	12,136.00	4.3%	Met
1st Subsequent Year (2017-18)	294,114.00	0.00	0.0%	Met
2nd Subsequent Year (2018-19)	294,114.00	0.00	0.0%	Met

1d. Impact of Capital Projects

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

No

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

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

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

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

Explanation:
(required if NOT met)

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

Explanation:
(required if NOT met)

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

Explanation:
(required if NOT met)

--

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

Project Information:
(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments¹ and their annual required payments for the budget year and two subsequent fiscal years.

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

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

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

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

1. Does your district have long-term (multiyear) commitments?
(If No, skip item 2 and Sections S6B and S6C)

Yes

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

Type of Commitment	# of Years Remaining	Funding Sources (Revenues)	SACS Fund and Object Codes Used For Debt Service (Expenditures)	Principal Balance as of July 1, 2016
Capital Leases				
Certificates of Participation				
General Obligation Bonds		Capital Appreciation Bonds		36,102,568
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences	TBD	Fund 01/Resource 0000/Object 8xxx		95,013

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

TOTAL:				36,197,581

Type of Commitment (continued)	Prior Year (2015-16) Annual Payment (P & I)	Budget Year (2016-17) Annual Payment (P & I)	1st Subsequent Year (2017-18) Annual Payment (P & I)	2nd Subsequent Year (2018-19) Annual Payment (P & I)
Capital Leases				
Certificates of Participation				
General Obligation Bonds	1,394,292	1,394,292	1,394,292	1,394,292
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences	TBD	TBD	TBD	TBD

Other Long-term Commitments (continued):

Total Annual Payments:	1,394,292	1,394,292	1,394,292	1,394,292
Has total annual payment increased over prior year (2015-16)?	No	No	No	No

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

DATA ENTRY: Enter an explanation if Yes.

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

Explanation:
(required if Yes
to increase in total
annual payments)

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

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

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

No

2.

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

Explanation:
(required if Yes)

S7. Unfunded Liabilities

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the annual required contribution; 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:

Employees who have been with the District 20 years or more and are age 55 or older are eligible for retiree benefits. The benefits include employee only coverage for medical, dental, and vision for 5 years or until age 65 whichever comes first.

3. a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method?

Pay-as-you-go

- b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or governmental fund

Self-Insurance Fund

Governmental Fund

0

0

4. OPEB Liabilities

- a. OPEB actuarial accrued liability (AAL)

- b. OPEB unfunded actuarial accrued liability (UAAL)

- c. Are AAL and UAAL based on the district's estimate or an actuarial valuation?

- d. If based on an actuarial valuation, indicate the date of the OPEB valuation

8,495,149.00

8,495,149.00

Actuarial

August 2015

5. OPEB Contributions

- a. OPEB annual required contribution (ARC) per actuarial valuation or Alternative Measurement Method

- b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)

- c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)

- d. Number of retirees receiving OPEB benefits

Budget Year
(2016-17)

1st Subsequent Year
(2017-18)

2nd Subsequent Year
(2018-19)

1,123,156.00	1,145,619.00	1,168,531.00
19,500.00	30,000.00	35,000.00
150,000.00	185,000.00	210,000.00
45	48	50

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

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

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

No

2. Describe each self-insurance program operated by the district, including details for each such as level of risk retained, funding approach, basis for valuation (district's estimate or actuarial), and date of the valuation:

3. Self-Insurance Liabilities

- a. Accrued liability for self-insurance programs
b. Unfunded liability for self-insurance programs

4. Self-Insurance Contributions

- a. Required contribution (funding) for self-insurance programs
b. Amount contributed (funded) for self-insurance programs

Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)

122

S8. Status of Labor Agreements

Analyze the status of 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) (2015-16)	Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
Number of certificated (non-management) full-time-equivalent (FTE) positions	228.5	230.0	232.0	234.0

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.

Negotiations for 2016/17 will begin in August 2016

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
(2016-17)

1st Subsequent Year
(2017-18)

2nd Subsequent Year
(2018-19)

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

195,323

7. Amount included for any tentative salary schedule increases

Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
0	0	0

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

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

Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
Yes	Yes	Yes
2,594,771	2,698,562	2,806,504
62.0%	62.0%	62.0%
4.0%	4.0%	4.0%

Certificated (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?
If Yes, amount of new costs included in the budget and MYPs
If Yes, explain the nature of the new costs:

No		
----	--	--

N/A

Certificated (Non-management) Step and Column Adjustments

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

Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
Yes	Yes	Yes
356,152	356,152	356,152
0.0%	0.0%	0.0%

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

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

Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
No	No	No
No	No	No

Certificated (Non-management) - Other

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

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

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

	Prior Year (2nd Interim) (2015-16)	Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
Number of classified (non-management) FTE positions	196.0	196.0	196.0	196.0

Classified (Non-management) Salary and Benefit Negotiations

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

No

If Yes, and the corresponding public disclosure documents
have been filed with the COE, complete questions 2 and 3.If Yes, and the corresponding public disclosure documents
have not been filed with the COE, complete questions 2-5.

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

Negotiations will begin for the 2016/17 fiscal year in August 2016.

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
(2016-17)1st Subsequent Year
(2017-18)2nd Subsequent Year
(2018-19)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:

N/A

Negotiations Not Settled

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

62,265

7. Amount included for any tentative salary schedule increases

Budget Year
(2016-17)1st Subsequent Year
(2017-18)2nd Subsequent Year
(2018-19)

0

0

0

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

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

Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
Yes	Yes	Yes
1,312,767	1,365,277	1,419,888
62.0%	62.0%	62.0%
4.0%	4.0%	4.0%

Classified (Non-management) Prior Year Settlements

- Are any new costs from prior year settlements included in the budget?
If Yes, amount of new costs included in the budget and MYPs
If Yes, explain the nature of the new costs:

No		
----	--	--

Classified (Non-management) Step and Column Adjustments

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

Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
Yes	Yes	Yes
77,840	77,840	77,840
0.0%	0.0%	0.0%

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

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

Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
No	No	No
Yes	Yes	Yes

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) (2015-16)	Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
Number of management, supervisor, and confidential FTE positions	25.0	27.0	27.0	27.0

**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.

Management and confidential will meet and discuss salary and benefits in August 2016 for that fiscal year.

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

Negotiations Settled

2. Salary settlement:

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

Total cost of salary settlement

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

Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)

Negotiations Not Settled

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

20,254

4. Amount included for any tentative salary schedule increases

Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
0	0	0

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

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

Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
Yes	Yes	Yes
285,808	297,241	309,130
62.0%	62.0%	62.0%
0.0%	4.0%	4.0%

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

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

Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
Yes	Yes	Yes
0	0	0
0.0%	0.0%	0.0%

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

- Are costs of other benefits included in the budget and MYPs?
- Total cost of other benefits
- Percent change in cost of other benefits over prior year

Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
Yes	Yes	Yes
14,472	14,472	14,472
0.0%	0.0%	0.0%

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 approve an update to the LCAP effective for the budget year?

Yes

2. Approval date for adoption of the LCAP or approval of an update to the LCAP.

Jun 08, 2106

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, Section 3: Actions, Services and Expenditures?

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?

Yes

- 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)

No

- A4. Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?

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?

Yes

- A8. Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education)

No

- A9. Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?

No

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

Comments:
(optional)

End of School District Budget Criteria and Standards Review

Description	Object Codes	2016-17 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2017-18 Projection (C)	% Change (Cols. E-C/C) (D)	2018-19 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	38,663,476.00	5.09%	40,631,026.00	1.65%	41,303,072.00
2. Federal Revenues	8100-8299	6,724.00	-100.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	734,568.80	0.58%	738,799.00	0.00%	738,799.00
4. Other Local Revenues	8600-8799	155,500.00	0.00%	155,500.00	0.00%	155,500.00
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	(6,471,082.80)	10.05%	(7,121,143.00)	6.09%	(7,554,920.00)
6. Total (Sum lines A1 thru A5c)		33,089,186.00	3.97%	34,404,182.00	0.69%	34,642,451.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				16,597,891.00		17,086,813.00
b. Step & Column Adjustment				284,922.00		284,922.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				204,000.00		204,000.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	16,597,891.00	2.95%	17,086,813.00	2.86%	17,575,735.00
2. Classified Salaries						
a. Base Salaries				4,152,008.41		4,200,268.41
b. Step & Column Adjustment				48,260.00		48,260.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	4,152,008.41	1.16%	4,200,268.41	1.15%	4,248,528.41
3. Employee Benefits	3000-3999	6,804,349.44	7.34%	7,303,691.00	9.49%	7,996,523.00
4. Books and Supplies	4000-4999	1,126,845.00	-1.33%	1,111,845.00	0.00%	1,111,845.00
5. Services and Other Operating Expenditures	5000-5999	3,356,046.00	-0.07%	3,353,546.00	0.00%	3,353,546.00
6. Capital Outlay	6000-6999	0.00	0.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	5,050.00	0.00%	5,050.00	0.00%	5,050.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(120,251.00)	0.00%	(120,251.00)	0.00%	(120,251.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	278,721.00	0.00%	278,721.00	0.00%	278,721.00
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)		32,200,659.85	3.16%	33,219,683.41	3.70%	34,449,697.41
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		888,526.15		1,184,498.59		192,753.59
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		3,288,149.30		4,176,675.45		5,361,174.04
2. Ending Fund Balance (Sum lines C and D1)		4,176,675.45		5,361,174.04		5,553,927.63
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	92,744.06		92,744.06		92,744.06
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	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,313,285.00		1,357,250.00		1,407,150.00
2. Unassigned/Unappropriated	9790	2,770,646.39		3,911,179.98		4,054,033.57
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		4,176,675.45		5,361,174.04		5,553,927.63

Description	Object Codes	2016-17 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2017-18 Projection (C)	% Change (Cols. E-C/C) (D)	2018-19 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,313,285.00		1,357,250.00		1,407,150.00
c. Unassigned/Unappropriated	9790	2,770,646.39		3,911,179.98		4,054,033.57
(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	1,283,508.92		1,283,508.92		1,283,508.92
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790			0.00		0.00
3. Total Available Reserves (Sum lines E1a thru E2c)		5,367,440.31		6,551,938.90		6,744,692.49
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.						
Please see summary of assumptions memo.						

Description	Object Codes	2016-17 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2017-18 Projection (C)	% Change (Cols. E-C/C) (D)	2018-19 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	2,501,260.00	0.00%	2,501,260.00	0.00%	2,501,260.00
3. Other State Revenues	8300-8599	782,939.00	-42.45%	450,549.00	0.00%	450,549.00
4. Other Local Revenues	8600-8799	1,925,128.00	0.00%	1,925,128.00	0.00%	1,925,128.00
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	6,471,083.00	10.05%	7,121,143.00	6.09%	7,554,920.00
6. Total (Sum lines A1 thru A5c)		11,680,410.00	2.72%	11,998,080.00	3.62%	12,431,857.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				3,915,933.00		3,987,163.00
b. Step & Column Adjustment				71,230.00		71,230.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	3,915,933.00	1.82%	3,987,163.00	1.79%	4,058,393.00
2. Classified Salaries						
a. Base Salaries				2,713,184.00		2,853,524.00
b. Step & Column Adjustment				29,580.00		29,580.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				110,760.00		110,760.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	2,713,184.00	5.17%	2,853,524.00	4.92%	2,993,864.00
3. Employee Benefits	3000-3999	2,201,201.00	9.59%	2,412,301.00	9.21%	2,634,508.00
4. Books and Supplies	4000-4999	858,799.00	4.42%	896,799.00	0.00%	896,799.00
5. Services and Other Operating Expenditures	5000-5999	1,401,392.00	-2.71%	1,363,392.00	0.00%	1,363,392.00
6. Capital Outlay	6000-6999	0.00	0.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	420,000.00	0.00%	420,000.00	0.00%	420,000.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	49,508.00	0.00%	49,508.00	0.00%	49,508.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	15,393.00	0.00%	15,393.00	0.00%	15,393.00
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)		11,575,410.00	3.65%	11,998,080.00	3.62%	12,431,857.00
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)		105,000.00		0.00		0.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		846,671.36		951,671.36		951,671.36
2. Ending Fund Balance (Sum lines C and D1)		951,671.36		951,671.36		951,671.36
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	951,671.36		951,671.36		951,671.36
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)		951,671.36		951,671.36		951,671.36

Description	Object Codes	2016-17 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2017-18 Projection (C)	% Change (Cols. E-C/C) (D)	2018-19 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.						
Please see summary of assumptions memo.						

Description	Object Codes	2016-17 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2017-18 Projection (C)	% Change (Cols. E-C/C) (D)	2018-19 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	38,663,476.00	5.09%	40,631,026.00	1.65%	41,303,072.00
2. Federal Revenues	8100-8299	2,507,984.00	-0.27%	2,501,260.00	0.00%	2,501,260.00
3. Other State Revenues	8300-8599	1,517,507.80	-21.62%	1,189,348.00	0.00%	1,189,348.00
4. Other Local Revenues	8600-8799	2,080,628.00	0.00%	2,080,628.00	0.00%	2,080,628.00
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	0.20	-100.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		44,769,596.00	3.65%	46,402,262.00	1.45%	47,074,308.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				20,513,824.00		21,073,976.00
b. Step & Column Adjustment				356,152.00		356,152.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				204,000.00		204,000.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	20,513,824.00	2.73%	21,073,976.00	2.66%	21,634,128.00
2. Classified Salaries						
a. Base Salaries				6,865,192.41		7,053,792.41
b. Step & Column Adjustment				77,840.00		77,840.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				110,760.00		110,760.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	6,865,192.41	2.75%	7,053,792.41	2.67%	7,242,392.41
3. Employee Benefits	3000-3999	9,005,550.44	7.89%	9,715,992.00	9.42%	10,631,031.00
4. Books and Supplies	4000-4999	1,985,644.00	1.16%	2,008,644.00	0.00%	2,008,644.00
5. Services and Other Operating Expenditures	5000-5999	4,757,438.00	-0.85%	4,716,938.00	0.00%	4,716,938.00
6. Capital Outlay	6000-6999	0.00	0.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	425,050.00	0.00%	425,050.00	0.00%	425,050.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(70,743.00)	0.00%	(70,743.00)	0.00%	(70,743.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	294,114.00	0.00%	294,114.00	0.00%	294,114.00
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)		43,776,069.85	3.29%	45,217,763.41	3.68%	46,881,554.41
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)		993,526.15		1,184,498.59		192,753.59
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		4,134,820.66		5,128,346.81		6,312,845.40
2. Ending Fund Balance (Sum lines C and D1)		5,128,346.81		6,312,845.40		6,505,598.99
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	92,744.06		92,744.06		92,744.06
b. Restricted	9740	951,671.36		951,671.36		951,671.36
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,313,285.00		1,357,250.00		1,407,150.00
2. Unassigned/Unappropriated	9790	2,770,646.39		3,911,179.98		4,054,033.57
f. Total Components of Ending Fund Balance						
(Line D3f must agree with line D2)		5,128,346.81		6,312,845.40		6,505,598.99

Description	Object Codes	2016-17 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2017-18 Projection (C)	% Change (Cols. E-C/C) (D)	2018-19 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,313,285.00		1,357,250.00		1,407,150.00
c. Unassigned/Unappropriated	9790	2,770,646.39		3,911,179.98		4,054,033.57
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	1,283,508.92		1,283,508.92		1,283,508.92
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		5,367,440.31		6,551,938.90		6,744,692.49
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		12.26%		14.49%		14.39%
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?	No					
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 and 6500-6540, 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, Line A4; enter projections)		4,268.60		4,335.93		4,335.93
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		43,776,069.85		45,217,763.41		46,881,554.41
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)		43,776,069.85		45,217,763.41		46,881,554.41
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)		1,313,282.10		1,356,532.90		1,406,446.63
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)		1,313,282.10		1,356,532.90		1,406,446.63
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

**LCFF Calculator Universal Assumptions
Center Joint Unified (73973) - 16/17 Budget**

LEA: Center Joint Unified
District

73973 5 digit District code or 7 digit School code (from the CDS code)
Yes Did the CDS code exist in 2012-13? (for calculation of EPA only)
2013-14 First LCFF certification year (clears prior years on the Calculator tab)

Projection Title: 16/17 Budget

Projection Date: 05/31/16

Annual COLA

(prefilled as calculated by the Department of Finance, DOF)

LCFF Gap Closed Percentage

(prefilled as calculated by the Department of Finance, DOF)

LCFF Gap Closed Percentage - May Revis

(prefilled as calculated by the Department of Finance, DOF)

Statewide 90th percentile rate

(used in Economic Recovery Target, ERT, calculation only)

EPA Entitlement as % of statewide adjusted Revenue Limit

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Annual COLA	1.57%	0.85%	1.02%	0.00%	1.11%	2.42%	2.67%		
LCFF Gap Closed Percentage	12.00169574%	30.16016166%	52.20%	54.84%	73.96%	41.22%	75.16%		
LCFF Gap Closed Percentage - May Revis	11.75%	28.06%	53.08%	49.08%	45.34%	6.15%	34.21%		
Statewide 90th percentile rate	\$ 12,921.15								
EPA Entitlement as % of statewide adjusted Revenue Limit	21.5165%	21.12293943%	26.76692016%	25.9474%	25.0000%	23.0000%	11.0000%	0.0000%	0.0000%

PER ADA FUNDING LEVELS (calculated at TARGET)

Base Grants

Grades TK-3	\$	6,952	\$	7,011	\$	7,083	\$	7,083	\$	7,162	\$	7,335	\$	7,531	\$	7,531
Grades 4-6	\$	7,056	\$	7,116	\$	7,189	\$	7,189	\$	7,269	\$	7,445	\$	7,644	\$	7,644
Grades 7-8	\$	7,268	\$	7,328	\$	7,403	\$	7,403	\$	7,485	\$	7,666	\$	7,871	\$	7,871
Grades 9-12	\$	8,419	\$	8,491	\$	8,578	\$	8,578	\$	8,673	\$	8,883	\$	9,120	\$	9,120

Grade Span Adjustment

Grades TK-3	\$	724	\$	729	\$	737	\$	737	\$	745	\$	763	\$	783	\$	783
Grades 9-12	\$	219	\$	221	\$	223	\$	223	\$	225	\$	231	\$	237	\$	237

Supplemental Grant

		20.00%		20.00%		20.00%		20.00%		20.00%		20.00%		20.00%		20.00%
Grades TK-3	\$	1,535	\$	1,548	\$	1,564	\$	1,564	\$	1,581	\$	1,620	\$	1,663	\$	1,663
Grades 4-6	\$	1,411	\$	1,423	\$	1,438	\$	1,438	\$	1,454	\$	1,489	\$	1,529	\$	1,529
Grades 7-8	\$	1,453	\$	1,466	\$	1,481	\$	1,481	\$	1,497	\$	1,533	\$	1,574	\$	1,574
Grades 9-12	\$	1,728	\$	1,742	\$	1,760	\$	1,760	\$	1,780	\$	1,823	\$	1,871	\$	1,871

Concentration Grant (>65% population)

		50.00%		50.00%		50.00%		50.00%		50.00%		50.00%		50.00%		50.00%
Grades TK-3	\$	3,838	\$	3,870	\$	3,910	\$	3,910	\$	3,954	\$	4,049	\$	4,157	\$	4,157
Grades 4-6	\$	3,528	\$	3,558	\$	3,595	\$	3,595	\$	3,635	\$	3,723	\$	3,822	\$	3,822
Grades 7-8	\$	3,633	\$	3,664	\$	3,702	\$	3,702	\$	3,743	\$	3,833	\$	3,936	\$	3,936
Grades 9-12	\$	4,319	\$	4,356	\$	4,401	\$	4,401	\$	4,449	\$	4,557	\$	4,679	\$	4,679

NECESSARY SMALL SCHOOL SELECTION (# applicable)

NSS #1	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS #2	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS #3	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS #4	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS #5	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF

Created by: Jeanne Bess

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STATE FUNDING INCORPORATED INTO LCFF
Center Joint Unified (73973) - 16/17 Budget

5/31/16

2012-13 REVENUE LIMIT DATA

Line	CDE Exhibit		Annual Certific.	Adjustments	12-13 RL DATA
School District per ADA Calculations					
2012-13 ADA for Rates					
A-1	2012-13 Adj DI RL /ADA Rate	Revenue Limit ADA (Excl NSS)	4,498.35		4,498.35
A-2	2012-13 Adj DI RL /ADA Rate	Charter School Block Grant Offset ADA	-		-
A-3	2012-13 Adj DI RL /ADA Rate	Necessary Small School ADA	-		-
A-4	2012-13 Adj DI RL /ADA Rate	Total District ADA (A-1 + A-2 + A-3)	4,498.35	-	4,498.35
2012-13 Revenue Limit Data Elements					
B-1	2012-13 Adj DI RL /ADA Rate	Base Revenue Limit per ADA (excl Add-ons)	\$ 6,693.46		\$ 6,693.46
B-2	2012-13 Adj DI RL /ADA Rate	Meals/BTSA/Adj Add-on per ADA (AB851)	\$ 14.29		\$ 14.29
B-3	2012-13 Adj DI RL /ADA Rate	Total Undef. BRL/ADA and AB951 Adj (B-1 + B-2)	\$ 6,707.75	\$ -	\$ 6,707.75
2012-13 Other Revenue Limit Funding and Adjustments (subject to deficit)					
B-4	2012-13 Adj DI RL /ADA Rate	Special Revenue Limit Adjustments	\$ -		\$ -
B-5	2012-13 Adj DI RL /ADA Rate	Center for Advance Research and Technology	\$ -		\$ -
B-6	2012-13 Adj DI RL /ADA Rate	All Charter District Revenue Limit Adjustment	\$ -		\$ -
B-7	2012-13 Adj DI RL /ADA Rate	Total Other RL Fdg & Adj (B-4 + B-5 + B-6)	\$ -	\$ -	\$ -
2012-13 Other Revenue Limit Funding and Adjustments (not subject to deficit)					
B-8	2012-13 Adj DI RL /ADA Rate	Unemployment Insurance	\$ 298,573		\$ 298,573
B-9	2012-13 Adj DI RL /ADA Rate	PERS Safety Adjustment	\$ -		\$ -
B-10	2012-13 Adj DI RL /ADA Rate	SFUSD PERS Adjustment	\$ -		\$ -
B-11	2012-13 Adj DI RL /ADA Rate	PERS Adjustment	\$ 44,563		\$ 44,563
B-12	2012-13 Adj DI RL /ADA Rate	Total Other RL Fdg & Adj (Sum of B8-B10 - B11)	\$ 254,010	\$ -	\$ 254,010
B-13	2012-13 Adj DI RL /ADA Rate	Deficit Factor	0.77728	-	0.77728
Calculated Rates per ADA					
C-1	2012-13 Adj DI RL /ADA Rate	Rate 1: Floor BRL Rate per ADA Deficited BRL per ADA (B-3 * B-13)	\$ 5,213.80		\$ 5,213.80
C-2	2012-13 Adj DI RL /ADA Rate	Rate 2: Floor Other BRL per ADA Other RL per ADA (((B-7 * B-13) + B-12)/A-4)	\$ 56.47		\$ 56.47
C-3	2012-13 Adj DI RL /ADA Rate	Rate 3: Minimum State Aid Funding per ADA Adjusted RL per ADA for Min. State Aid ((((A-1 - A-2) * B-3) + B-7) * B-13) + B-12) / A-4)	\$ 5,270.27		\$ 5,270.27
B-11	School District LCFF Transition Calculation	Prior Year Cumulative Gap Rate (manual entry ONLY for school districts without certified CDE principal apportionment exhibits)	\$ -		\$ -
Necessary Small School Data					
G-4	N/A Sch District Revenue Limit	Necessary Small School Add-on Amount Allowance for Necessary Small School (deficited)	\$ 305.60		\$ 305.60
			\$ -		\$ -
Historical information for School Districts in existence in 2012-13:					
E-1	Sch District Revenue Limit	Total Revenue Limit	\$ 23,707,507		\$ 23,707,507
E-2	Sch District Revenue Limit	Local Revenue	\$ 4,299,885		\$ 4,299,885
E-3	Sch District Revenue Limit	Charter Sch Gen Purpose BG Offset	\$ -		\$ -

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STATE FUNDING INCORPORATED INTO LCFF
Center Joint Unified (73973) - 16/17 Budget

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State Aid for Revenue Limit

19,407,622

2012-13 CHARTER SCHOOL DATA

Charter School per ADA calculations

2012-13 Elements

B-1	Charter School LCFF Transition Calculation	2012-13 General Purpose Funding	\$ -		\$ -
B-2	Charter School LCFF Transition Calculation	2012-13 Funded ADA	\$ -		-

2012-13 Calculated Floor Rates

B-3	Charter School LCFF Transition Calculation	Base Floor Rate per ADA (B-1 / B-2)	\$ -	\$ -	\$ -
B-7	Charter School LCFF Transition Calculation	Categorical Program Entitlement Rate per ADA	\$ -		\$ -
B-9	Charter School LCFF Transition Calculation	Base Floor Rate per ADA - New Charter	\$ -		\$ -

Other Calculated Rates per ADA

B-11	Charter School LCFF Transition Calculation	Prior Year Cumulative Gap Rate (manual entry ONLY for school districts without certified CDE principal apportionment exhibits)	\$ -		\$ -
N/A	N/A	Minimum State Funding per ADA (B-1 / B-2)	\$ -	\$ -	\$ -

Historical Information for Charter Schools in existence in 2012-13

B-5 EHS	Charter Block Grant (COE, EHS & SBC)	Adjusted Total			
B-3 COE		In Lieu of Property Taxes	-		-
E-5	Charter Block Grant (Unified)	Adjusted Total In Lieu of Property Taxes	-		-

State Aid for Charter General Purpose Block Grant

-

BASIC AID DISTRICTS FAIR SHARE

8.92%

	CDE Schedule Re-Certified		
	June 2013	2011-12 Fair Share taken in 2012-13	\$ -
	2013-14 Exhibit: 2012-13 Cat Program Entitle.		
A-50	Subsumed into LCFF	2012-13 Fair Share (2013-14 only)	\$ -
	2012-13 Cat Program Entitl.	Adjusted 2012-13 Fair Share (2014-15 through full statewide implementation)	
A-51	Subsumed into LCFF	[E.C. 42238.03(a)(2)(B)]	-

CATEGORICAL FUNDING REPEALED WITH LCFF

2012-13

Exhibit	Title	Deficited
2012-13 Categorical Programs Entitlements Subsumed into LCFF (2015-16 P-1 Certification)		
A-1	Remedial Program	86,833
A-2	Retained and Recommended for Retention	3,581
A-3	Low STAR Score and At Risk of Retention	24,686
A-4	Core Academic Program	83,392
A-5	Regional Occupational Centers/Programs	-
A-6	County Offices of Education Fiscal Oversight	-
A-7	Middle and High School Counseling	165,741
A-8	Pupil Transportation	270,028
A-8	Pupil Transportation - AB 104 adjustment	-
A-9	Small District/COE Bus Replacement	-
A-10	Gifted and Talented Education	38,259
A-11	Economic Impact Aid	555,201

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STATE FUNDING INCORPORATED INTO LCFF
Center Joint Unified (73973) - 16/17 Budget

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A-12	Math and Reading Professional Development	22,046
A-13	Math and Reading Professional Development - English Learners	19,039
A-14	Administrator Training Program	-
A-15	Adult Education	81,978
A-16	Education Technology - California Technology Assistance Project	-
A-17	Education Technology - Statewide Education Technology Services	-
A-18	Deferred Maintenance	193,221
A-19	Instructional Materials Fund Realignment Program	296,997
A-20	Community Day School Additional Funding	-
A-21	Bilingual Teacher Training	-
A-22	Peer Assistance and Review	20,649
A-23	Reader Services for Blind Teachers	-
A-24	National Board Certification for Teachers	-
A-25	California School Age Families Education	-
A-26	California High School Exit Exam Intensive Instruction	49,123
A-27	Teacher Dismissal Apportionments	-
A-28	Community Based English Tutoring	17,906
A-29	School Safety and Violence Prevention	69,551
A-30	Class Size Reduction Grade 9	127,409
A-31	International Baccalaureate Diploma Program	-
A-32	Advance Placement Fee Reimbursement	-
A-33	Pupil Retention Block Grant	134,936
A-34	Teacher Credentialing Block Grant	-
A-35	Teacher Credentialing Block Grant Regional Support	-
A-36	Professional Development Block Grant	146,822
A-37	Targeted Instructional Improvement Block Grant	231,213
A-38	School and Library Improvement Block Grant	316,915
A-39	School Safety Competitive Block Grant	-
A-40	School Safety Competitive Block Grant (Prov 1)	-
A-41	Physical Education Teacher Incentive Program	-
A-42	Arts and Music Block Grant	76,258
A-43	Williams County Oversight	-
A-44	Valenzuela County Oversight	-
A-45	Certificated Staff Mentoring	-
A-46	Child Oral Health Assessments	2,518
A-47	Standards for Preparation and Licensing of Teachers	-
A-48	Community Day School Additional Funding for Mandatory Expelled Pupils	-
A-49	Class Size Reduction Grades K - 3	659,736
A-53	Charter School Categorical Block Grant	-
A-54	Charter School In-Lieu of Economic Impact Aid	-
A-55	New Charter Supplemental Categorical Block Grant	-
A-8	Pupil Transportation (Manual Adjustment)	
A-9	Small District/COE Bus Replacement (Manual Adjustment)	
A-37	Targeted Instructional Improvement Block Grant (Manual Adjustment)	
	OTHER MANUAL ADJUSTMENTS TO PRE-FILL AMOUNTS	

Total Categorical Program Funding incorporated into LCFF
Total Categorical Program Funding before Section 12.42 reduction
Categorical funding per ADA incorporated into ERT

3,694,038

TOTAL STATE AID

TOTAL ENTITLEMENT (RL/BG + CATEGORICALS LESS FAIR SHARE)

TOTAL ENTITLEMENT PER ADA

District	Charter
23,101,660	-
27,401,545	-
6,091	

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SCHOOL DISTRICT DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF

Center Joint Unified (73973) - 16/17 Budget

5/31/16

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
COLA	1.57%	0.85%	1.02%	0.00%	1.11%	2.42%	2.67%	0.00%
GAP Funding rate	12.00%	30.16%	52.20%	54.84%	73.96%	41.22%	75.16%	0.00%
Estimated Property Taxes (with RDA)	4,820,033	5,262,807	6,317,818	6,317,818	6,317,818	6,317,818	6,317,818	6,317,818
Less In-Lieu transfer	\$ (114,741)	\$ (87,787)	\$ (83,872)	\$ (83,297)	\$ (82,965)	\$ (82,965)	\$ (82,965)	\$ (82,965)
Total Local Revenue	\$ 4,705,292	\$ 5,175,020	\$ 6,233,946	\$ 6,234,521	\$ 6,234,853	\$ 6,234,853	\$ 6,234,853	\$ 6,234,853
Statewide 90th percentile rate	\$ 12,921.15	---	---	---	---	---	---	---

UNDUPLICATED PUPIL PERCENTAGE

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
District Enrollment	4,485	4,425	4,464	4,514	4,514	4,514	4,514	4,514
COE Enrollment	41	41	41	41	41	41	41	41
Total Enrollment	4,526	4,466	4,505	4,555	4,555	4,555	4,555	4,555
District Unduplicated Pupil Count	2,895	2,801	2,875	2,907	2,907	2,907	2,907	2,907
COE Unduplicated Pupil Count	22	24	24	24	24	24	24	24
Total Unduplicated Pupil Count	2,917	2,825	2,899	2,931	2,931	2,931	2,931	2,931
	1-yr percentage	2-yr percentage	3-yr percentage	3-yr rolling percentage	3-yr rolling percentage	3-yr rolling percentage	3-yr rolling percentage	3-yr rolling percentage
Single Year Unduplicated Pupil Percentage	64.45%	63.26%	64.35%	64.35%	64.35%	64.35%	64.35%	64.35%
Unduplicated Pupil Percentage (%)	64.45%	63.86%	64.02%	63.99%	64.35%	64.35%	64.35%	64.35%

AVERAGE DAILY ATTENDANCE (ADA)

Enter ADA. Calculator will use greater of total current or prior year ADA. For Unified Districts that received Charter School General Purpose BG offset: enter ONLY the District's ADA, not the Charter School's ADA.

Enter Regular ADA by grade span. Enter 'Ungraded' ADA EITHER by grade span OR on the Ungraded rows

ADA	ADA to use:	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Grades TK-3	B-1	1,356.19	1,338.91	1,308.83	1,276.64	1,285.95	1,290.95	1,290.95	1,290.95	1,290.95
Grades 4-6	B-2	1,000.08	990.23	978.73	1,017.13	1,021.04	1,028.53	1,028.53	1,028.53	1,028.53
Grades 7-8	B-3	665.49	637.78	660.88	631.69	638.77	638.77	638.77	638.77	638.77
Grades 9-12	B-4	1,358.13	1,291.41	1,263.50	1,313.12	1,322.84	1,327.84	1,327.84	1,327.84	1,327.84
Ungraded (enter here OR in spans above)										

NPS, NPS-LCI, CDS:

TK-3	E-1	1.08	2.14	2.14	2.14	2.14	2.14	2.14	2.14
4-6	E-2	1.77	1.66	1.66	1.66	1.66	1.66	1.66	1.66
7-8	E-3	0.41	1.49	1.49	1.49	1.49	1.49	1.49	1.49
9-12	E-4	9.93	6.79	6.79	6.79	6.79	6.79	6.79	6.79

COE operated (Community School, Special Ed):

TK-3	E-6 & E-11	8.42	3.90	4.83	4.83	4.83	4.83	4.83	4.83
4-6	E-7 & E-12	4.42	9.14	5.88	5.88	5.88	5.88	5.88	5.88
7-8	E-8 & E-13	10.30	9.08	10.87	10.87	10.87	10.87	10.87	10.87
9-12	E-9 & E-14	14.99	15.82	16.18	16.18	16.18	16.18	16.18	16.18

TOTAL		4,309.65	4,261.96	4,288.42	4,318.44	4,335.93	4,335.93	4,335.93	4,335.93
RATIO: District ADA to Enrollment		0.95	0.95	0.95	0.95	0.95	0.95	0.95	0.95
RATIO: Combined ADA to Enrollment		0.95	0.95	0.95	0.95	0.95	0.95	0.95	0.95

CHARTER ADA ADJUSTMENT

ADA transfer: Student from District to Charter (cross fiscal year)	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-

ADA transfer: Student from Charter to District (cross fiscal year)

Grades TK-3	A-11	-	-	-	-	-	-	-
Grades 4-6	A-12	-	-	-	-	-	-	-
Grades 7-8	A-13	-	-	-	-	-	-	-
Grades 9-12	A-14	-	-	-	-	-	-	-

Difference (if diff. < 0, no adj. to PY ADA)

LCFF ADA

Calculator will use greater of total current or prior year ADA where appropriate

Grade Span	2012-13 P2	2013-14 P2	Funded NSS ADA	NPS, CDS, & COE operated	Distributed (Ungraded)	Total
Grades TK-3	1,356.19	1,338.91	-	9.50	-	1,365.69
Grades 4-6	1,000.08	990.23	-	6.19	-	1,006.27
Grades 7-8	665.49	637.78	-	10.71	-	676.20
Grades 9-12	1,358.13	1,291.41	-	24.92	-	1,383.05
Ungraded	-	-	-	-	-	-
SUBTOTAL	4,379.89	4,258.33				
		(121.56)				
Declining or increasing ADA		Decline				
NSS	-	-				

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SCHOOL DISTRICT DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF

Center Joint Unified (73973) - 16/17 Budget

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TOTAL ADA	4,379.89	4,258.33	-	51.32	-	4,431.21
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2014-15					
Grade Span	2013-14 P2	2014-15 P2	Funded NSS ADA	NPS, CDS, & COE operated	Total
Grades TK-3	1,338.91	1,308.83	-	6.04	1,344.95
Grades 4-6	990.23	978.73	-	10.80	1,001.03
Grades 7-8	637.78	660.88	-	10.57	648.35
Grades 9-12	1,291.41	1,263.50	-	22.61	1,314.02
SUBTOTAL	4,258.33	4,211.94			

(46.39)

Declining or Increasing ADA		Decline			
NSS	-	-	-	-	-
TOTAL ADA	4,258.33	4,211.94	-	50.02	4,308.35

2015-16					
Grade Span	2014-15 P2	2015-16 P2	Funded NSS ADA	NPS, CDS, & COE operated	Total
Grades TK-3	1,308.83	1,276.64	-	6.97	1,283.61
Grades 4-6	978.73	1,017.13	-	7.54	1,024.67
Grades 7-8	660.88	631.69	-	12.36	644.05
Grades 9-12	1,263.50	1,313.12	-	22.97	1,336.09
SUBTOTAL	4,211.94	4,238.58			

26.64

Declining or Increasing ADA		Increase			
NSS	-	-	-	-	-
TOTAL ADA	4,211.94	4,238.58	-	49.84	4,288.42

2016-17					
Grade Span	2015-16 P2	2016-17 P2	Funded NSS ADA	NPS, CDS, & COE operated	Total
Grades TK-3	1,276.64	1,285.95	-	6.97	1,292.92
Grades 4-6	1,017.13	1,021.04	-	7.54	1,028.58
Grades 7-8	631.69	638.77	-	12.36	651.13
Grades 9-12	1,313.12	1,322.84	-	22.97	1,345.81
SUBTOTAL	4,238.58	4,268.60			

30.02

Declining or Increasing ADA		Increase			
NSS	-	-	-	-	-
TOTAL ADA	4,238.58	4,268.60	-	49.84	4,318.44

2017-18					
Grade Span	2016-17 P2	2017-18 P2	Funded NSS ADA	NPS, CDS, & COE operated	Total
Grades TK-3	1,285.95	1,290.95	-	6.97	1,297.92
Grades 4-6	1,021.04	1,028.53	-	7.54	1,036.07
Grades 7-8	638.77	638.77	-	12.36	651.13
Grades 9-12	1,322.84	1,327.84	-	22.97	1,350.81
SUBTOTAL	4,268.60	4,286.09			

17.49

Declining or Increasing ADA		Increase			
NSS	-	-	-	-	-
TOTAL ADA	4,268.60	4,286.09	-	49.84	4,335.93

2018-19					
Grade Span	2017-18 P2	2018-19 P2	Funded NSS ADA	NPS, CDS, & COE operated	Total
Grades TK-3	1,290.95	1,290.95	-	6.97	1,297.92
Grades 4-6	1,028.53	1,028.53	-	7.54	1,036.07
Grades 7-8	638.77	638.77	-	12.36	651.13
Grades 9-12	1,327.84	1,327.84	-	22.97	1,350.81
SUBTOTAL	4,286.09	4,286.09			

Declining or Increasing ADA		No Change			
NSS	-	-	-	-	-
TOTAL ADA	4,286.09	4,286.09	-	49.84	4,335.93

2019-20					
Grade Span	2018-19 P2	2019-20 P2	Funded NSS ADA	NPS, CDS, & COE operated	Total
Grades TK-3	1,290.95	1,290.95	-	6.97	1,297.92
Grades 4-6	1,028.53	1,028.53	-	7.54	1,036.07
Grades 7-8	638.77	638.77	-	12.36	651.13
Grades 9-12	1,327.84	1,327.84	-	22.97	1,350.81
SUBTOTAL	4,286.09	4,286.09			

Declining or Increasing ADA		No Change			
NSS	-	-	-	-	-
TOTAL ADA	4,286.09	4,286.09	-	49.84	4,335.93

SCHOOL DISTRICT DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF

Center Joint Unified (73973) - 16/17 Budget

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Grade Span	2020-21		Funded NSS ADA	NPS, CDS, & COE operated	Total
	2019-20 P2	2020-21 P2			
Grades TK-3	1,290.95	1,290.95	-	6.97	1,297.92
Grades 4-6	1,028.53	1,028.53	-	7.54	1,036.07
Grades 7-8	638.77	638.77	-	12.36	651.13
Grades 9-12	1,327.84	1,327.84	-	22.97	1,350.81
SUBTOTAL	4,286.09	4,286.09	-		
Declining or Increasing ADA		No Change			
NSS	-	-			
TOTAL ADA	4,286.09	4,286.09	-	49.84	4,335.93

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Charter School Data Elements required to calculate the LCFF							
Center Joint Unified (73973) - 16/17 Budget							
							5/31/16
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
COLA	1.57%	0.85%	1.02%	0.00%	1.11%	2.42%	0.00%
GAP Funding rate	12.00%	30.16%	52.20%	54.84%	73.96%	41.22%	0.00%
In-Lieu of Property Tax	146,831	112,940	83,872	82,966	82,966	82,966	82,966
Statewide 90th percentile rate	12,921	---	---	---	---	---	---
UNDULICATED PUPIL PERCENTAGE							
Charter School:	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Enrollment	152	108	59	59	59	59	59
Unduplicated Pupil Count	90	63	40	40	40	40	40
	1-yr percentage	2-yr percentage	3-yr percentage	3-yr rolling percentage	3-yr rolling percentage	3-yr rolling percentage	3-yr rolling percentage
Single Year Unduplicated Pupil Percentage	59.21%	58.33%	67.80%	67.80%	67.80%	67.80%	67.80%
Unduplicated Pupil Percentage (%)	59.21%	58.85%	60.50%	63.27%	67.80%	67.80%	67.80%
Concentration Grant Funding Limitation: District of Physical Location							
Enter the unduplicated pupil percentage for the district that the charter school is physically located in. If the charter school is located in more than one district, enter the information for the district that yields the highest unduplicated pupil percentage. Beginning in 2014-15, include the authorizing agency automatically in the list of physical locations.							
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Unduplicated Pupil Percentage (%)	63.50%	63.29%	67.80%	67.80%	67.80%	67.80%	67.80%
Unduplicated Pupil Percentage: Supplemental Grant	59.21%	58.85%	60.50%	63.27%	67.80%	67.80%	67.80%
Unduplicated Pupil Percentage: Concentration Grant	59.21%	58.85%	60.50%	63.27%	67.80%	67.80%	67.80%
AVERAGE DAILY ATTENDANCE (ADA)							
Enter P2 Data - Note Charter School ADA is always funded on Current Year							
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Grades TK-3	-	-	-	-	-	-	-
Grades 4-6	3.22	-	-	-	-	-	-
Grades 7-8	42.79	24.55	14.14	14.14	14.14	14.14	14.14
Grades 9-12	95.31	73.15	43.56	43.56	43.56	43.56	43.56
SUBTOTAL ADA	141.32	97.70	57.70	57.70	57.70	57.70	57.70
RATIO: ADA to Enrollment	0.93	0.90	0.98	0.98	0.98	0.98	0.98

**School District Data Elements required to calculate the LCFF
for 2013-14 through 2015-16**

Center Joint Unified (73973) - 16/17 Budget

5/31/16

TK-3 Class Size Average - Adequate Progress Determination

Notes: If the district is operating under a collectively bargained alternative, leave this tab blank. Progress in 2013-14 may be determined by a separate local formula.

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Target class size		24.00	24.00	24.00	24.00	24.00	24.00	24.00	24.00
GAP funding rate selection		May Revise	May Revise	May Revise	May Revise	May Revise	May Revise	May Revise	May Revise
Current		12.00%	30.16%	52.20%	54.84%	73.96%	41.22%	75.16%	0.00%
May Revise		11.75%	28.06%	53.08%	49.08%	45.34%	6.15%	34.21%	0.00%
MADE ADEQUATE PROGRESS?		YES	YES	YES	YES	YES	YES	YES	YES

1 TK-3 Class Size - Progress toward target

Dudley									
Average Class Size	30.56	29.5	27.25	24.5	24	24	24	24	24
Prior year target		30.56	30.00	28.50	26.00	25.00	24.50	24.50	24.50
Distance to target		6.56	6.00	4.50	2.00	1.00	0.50	0.50	0.50
Required progress		0.77	1.68	2.39	0.98	0.45	0.03	0.17	0.00
Max Class Size to make progress		30.00	28.50	26.00	25.00	24.50	24.50	24.50	24.50
MADE ADEQUATE PROGRESS?		YES	YES	YES	YES	YES	YES	YES	YES

2 TK-3 Class Size - Progress toward target

North Country									
Average Class Size	31.67	27	24	24	24	24	24	24	24
Prior year target		31.67	31.00	29.00	26.50	25.50	25.00	25.00	24.50
Distance to target		7.67	7.00	5.00	2.50	1.50	1.00	1.00	0.50
Required progress		0.90	1.96	2.65	1.23	0.68	0.06	0.34	0.00
Max Class Size to make progress		31.00	29.00	26.50	25.50	25.00	25.00	24.50	24.50
MADE ADEQUATE PROGRESS?		YES	YES	YES	YES	YES	YES	YES	YES

3 TK-3 Class Size - Progress toward target

Oak Hill									
Average Class Size	31.09	29	26.5	24	24	24	24	24	24
Prior year target		31.09	30.50	28.50	26.00	25.00	24.50	24.50	24.50
Distance to target		7.09	6.50	4.50	2.00	1.00	0.50	0.50	0.50
Required progress		0.83	1.82	2.39	0.98	0.45	0.03	0.17	0.00
Max Class Size to make progress		30.50	28.50	26.00	25.00	24.50	24.50	24.50	24.50
MADE ADEQUATE PROGRESS?		YES	YES	YES	YES	YES	YES	YES	YES

4 TK-3 Class Size - Progress toward target

Spinelli									
Average Class Size	28.36	25	24.5	24	24	24	24	24	24
Prior year target		28.36	28.00	27.00	25.50	25.00	24.50	24.50	24.50
Distance to target		4.36	4.00	3.00	1.50	1.00	0.50	0.50	0.50
Required progress		0.51	1.12	1.59	0.74	0.45	0.03	0.17	0.00
Max Class Size to make progress		28.00	27.00	25.50	25.00	24.50	24.50	24.50	24.50
MADE ADEQUATE PROGRESS?		YES	YES	YES	YES	YES	YES	YES	YES

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Enter RDA revenues included in Property Taxes as listed on the District MYP Data tab

For an authorizing district, in-lieu of property tax is calculated on the lesser of property taxes per ADA or the LCFF funding per ADA

1. Property taxes per ADA x Charter ADA
- 2a. Adjusted base revenue per ADA x Charter ADA (charter school is funded at Target in prior year)
- 2b. Proportion of charter transition revenues x Charter ADA (charter school is NOT funded at Target in prior year)
- For any district with students in county programs x Charter ADA (charter school is NOT funded at Target in prior year)
1. Property taxes per ADA x District of Residence ADA
- 2a. Adjusted base revenue per ADA x District of Residence ADA (charter school is funded at Target in prior year)
- 2b. Proportion of charter transition revenues x District of Residence ADA (charter school is NOT funded at Target in prior year)

2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Local Property Taxes	\$ 4,820,033	\$ 5,262,807	\$ 6,317,818	\$ 6,317,818	\$ 6,317,818	\$ 6,317,818	\$ 6,317,818
Less: RDA incl. in Prop. Taxes	\$ 114	\$ 349	\$ 349	\$ 349	\$ 349	\$ 349	\$ 349
Local Property Taxes less RDA	\$ 4,819,919	\$ 5,262,458	\$ 6,317,469	\$ 6,317,469	\$ 6,317,469	\$ 6,317,469	\$ 6,317,469
District LCFF ADA	4,431.21	4,308.35	4,288.42	4,318.44	4,335.93	4,335.93	4,335.93
Total Charter LCFF ADA	108.06	73.09	57.70	57.70	57.70	57.70	57.70
Total LCFF ADA	4,539.27	4,381.44	4,346.12	4,376.14	4,393.63	4,393.63	4,393.63
Property Taxes per ADA	\$ 1,061.83	\$ 1,201.08	\$ 1,453.59	\$ 1,463.62	\$ 1,437.87	\$ 1,437.87	\$ 1,437.87
Total funded by Property Taxes per ADA	\$ 114,741	\$ 87,787	\$ 83,872	\$ 83,297	\$ 82,965	\$ 82,965	\$ 82,965
0 Certified In-Lieu Taxes							
0 Alternative Calculation Tool							
District In-Lieu of Property Tax Transfer	\$ 114,741	\$ 87,787	\$ 83,872	\$ 83,297	\$ 82,965	\$ 82,965	\$ 82,965
1. Property Taxes per ADA x Charter ADA	\$ 114,741	\$ 87,787	\$ 83,872	\$ 83,297	\$ 82,965	\$ 82,965	\$ 82,965
ADA	\$ 108.06	\$ 73.09	\$ 57.70	\$ 57.70	\$ 57.70	\$ 57.70	\$ 57.70
2. LCFF funding per ADA x Charter ADA - OR - County Program - OR - County-wide Charter Schools	\$ 114,741	\$ 87,787	\$ 83,872	\$ 83,297	\$ 82,965	\$ 82,965	\$ 82,965
a. Charter is funded at Target in prior year							
Grades K-3							
Grades 4-6							
Grades 7-8							
Grades 9-12							
In-Lieu of Property Tax limit at Target	\$	\$	\$	\$	\$	\$	\$
b. Charter is NOT funded at Target in prior year							
Target Base + GSA							
Total Target Grant							
Ratio of Base to Total Target	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Floor + CT Gap							
Charter ADA (from all districts)							
Floor + CT Gap per ADA							
ADA for students residing in the District							
Floor + CT Gap for District of Residence	108.06	73.09	57.70	57.70	57.70	57.70	57.70
In-Lieu of Property Tax limit during Transition							

Center Joint Unified (73973) - 16/17 Budget						v17.1b
LOCAL CONTROL FUNDING FORMULA						2013-14
CALCULATE LCFF TARGET						
Unduplicated as % of Enrollment			64.45%	COLA 1.570%	64.45%	2013-14
	ADA	Base	Gr Span	Supp	Concen	TARGET
Grades TK-3	1,365.69	6,952	724	989	363	12,329,623
Grades 4-6	1,006.27	7,056		910	333	8,350,949
Grades 7-8	676.20	7,266		937	343	5,778,742
Grades 9-12	1,383.05	8,419	219	1,113	408	14,051,212
Subtract NSS						
NSS Allowance						
TOTAL BASE	4,431.21	33,151,685	1,291,648	4,439,745	1,627,447	40,510,525
Targeted Instructional Improvement Block Grant						231,213
Home-to-School Transportation						270,028
Small School District Bus Replacement Program						
LOCAL CONTROL FUNDING FORMULA (LCFF) TARGET						41,011,766
ECONOMIC RECOVERY TARGET PAYMENT						1/8
CALCULATE LCFF FLOOR						
			12-13	13-14		
			Rate	ADA		
Current year Funded ADA times Base per ADA			5,213.80	4,431.21		23,103,443
Current year Funded ADA times Other RL per ADA			56.47	4,431.21		250,230
Necessary Small School Allowance at 12-13 rates						
2012-13 Categoricals						3,694,038
2012-13 Categorical Program Entitlement Rate per ADA * cy ADA						
Less Fair Share Reduction						
Non-CDE certified New Charter: District PY rate * CY ADA						
Beginning in 2014-15, prior year LCFF gap funding per ADA * cy ADA						
LOCAL CONTROL FUNDING FORMULA (LCFF) FLOOR						27,047,711
CALCULATE LCFF PHASE-IN ENTITLEMENT						
						2013/14
LOCAL CONTROL FUNDING FORMULA TARGET						41,011,766
LOCAL CONTROL FUNDING FORMULA FLOOR						27,047,711
Applied Funding Formula: Floor or Target						FLOOR
LCFF Need (LCFF Target less LCFF Floor, if positive)						13,964,055
Current Year Gap Funding						12.00%
ECONOMIC RECOVERY PAYMENT						1,675,923
LCFF Entitlement before Minimum State Aid provision						28,723,634
CALCULATE STATE AID						
Transition Entitlement						28,723,634
Local Revenue (including RDA)						(4,705,292)
Gross State Aid						24,018,342
CALCULATE MINIMUM STATE AID						
	2012/13	12-13 Rate	13-14 ADA			N/A
2012-13 RL/Charter Gen BG adjusted for ADA	23,707,507	5,270.27	4,431.21			23,353,673
2012-13 NSS Allowance (deficit)						
Less Current Year Property Taxes/in Lieu	(4,299,885)					(4,705,292)
Subtotal State Aid for Historical RL/Charter General BG	19,407,622					18,648,381
Categorical funding from 2012-13	3,694,038					3,694,038
Charter Categorical Block Grant adjusted for ADA						
Minimum State Aid Guarantee	23,101,660					22,342,419
CHARTER SCHOOL MINIMUM STATE AID OFFSET (effective 2014-15)						
Local Control Funding Formula Floor plus Funded Gap						
Minimum State Aid plus Property Taxes including RDA						
Offset						
Minimum State Aid Prior to Offset						
Total Minimum State Aid with Offset						
TOTAL STATE AID						24,018,342
Additional State Aid (Additional SA)						
LCFF Phase-In Entitlement (before COE transfer, Choice & Charter Supplemental)						28,723,634
CHANGE OVER PRIOR YEAR						4.82%
LCFF Entitlement PER ADA						6,091
PER ADA CHANGE OVER PRIOR YEAR						6.41%
LCFF SOURCES INCLUDING EXCESS TAXES						
	2012-13	Increase				2013-14
State Aid	23,101,660	3.97%	916,682			24,018,342
Property Taxes net of in-lieu	4,299,885	9.43%	405,407			4,705,292
Charter in-Lieu Taxes		0.00%				
LCFF pre COE, Choice, Supp	27,401,545	4.82%	1,322,089			28,723,634

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Center Joint Unified (7397)						v17.1b
LOCAL CONTROL FUNDING						2014-15
CALCULATE LCFF TARGET						
Unduplicated as % of Enrollment	2 yr average		63.86%	COLA 0.850%	63.86%	2014-15
	ADA	Base	Gr Span	Supp	Concen	TARGET
Grades TK-3	1,344.95	7,011	729	989	343	12,200,626
Grades 4-6	1,001.03	7,116		909	315	8,348,685
Grades 7-8	648.35	7,328		936	325	5,568,395
Grades 9-12	1,314.02	8,491	221	1,113	386	13,416,983
Subtract NSS	-	-	-	-	-	-
NSS Allowance	-	-	-	-	-	-
TOTAL BASE	4,308.35	32,461,226	1,270,867	4,308,264	1,494,331	39,534,688
Targeted Instructional Improv						231,213
Home-to-School Transportati						270,028
Small School District Bus Repl						-
LOCAL CONTROL FUNDING FC						40,035,929
ECONOMIC RECOVERY TARGET						1/4
CALCULATE LCFF FLOOR						
Current year Funded ADA tim				12-13 Rate	14-15 ADA	
Current year Funded ADA tim				5,213.80	4,308.35	22,462,875
Necessary Small School Allow				56.47	4,308.35	243,293
2012-13 Categoricals						3,694,038
2012-13 Categorical Program						-
Less Fair Share Reduction						-
Non-CDE certified New Charte						-
Beginning in 2014-15, prior ye				\$ 378.21	4,308.35	1,629,461
LOCAL CONTROL FUNDING FC						28,029,667
CALCULATE LCFF PHASE-IN EN						2014/15
LOCAL CONTROL FUNDING FC						40,035,929
LOCAL CONTROL FUNDING FC						28,029,667
Applied Funding Formula: Flo						FLOOR
LCFF Need (LCFF Target less LCFF A						12,006,262
Current Year Gap Funding					30.16%	3,621,108
ECONOMIC RECOVERY PAYME						-
LCFF Entitlement before Min						31,650,775
CALCULATE STATE AID						
Transition Entitlement						31,650,775
Local Revenue (including RDA)						(5,175,020)
Gross State Aid						26,475,755
CALCULATE MINIMUM STATE						
2012-13 RL/Charter Gen BG a			12-13 Rate	14-15 ADA		N/A
2012-13 NSS Allowance (defic			5,270.27	4,308.35		22,706,168
Less Current Year Property Ta						-
Subtotal State Aid for Historic						(5,175,020)
Categorical funding from 201						17,531,148
Charter Categorical Block Gra						3,694,038
Minimum State Aid Guarante						-
						21,225,186
CHARTER SCHOOL MINIMUM						
Local Control Funding Formul						-
Minimum State Aid plus Prop						-
Offset						-
Minimum State Aid Prior to O						-
Total Minimum State Aid with						-
TOTAL STATE AID						26,475,755
Additional State Aid (Additio						-
LCFF Phase-In Entitlement (be						31,650,775
CHANGE OVER PRIOR YEAR			10.19%	2,927,141		
LCFF Entitlement PER ADA						7,346
PER ADA CHANGE OVER PRIOR			13.33%	864		
LCFF SOURCES INCLUDING EX						
			Increase			2014-15
State Aid	10.23%	2,457,413				26,475,755
Property Taxes net of in-lieu	9.98%	469,728				5,175,020
Charter in-Lieu Taxes	0.00%	-				-
LCFF pre COE, Choice, Supp	10.19%	2,927,141				31,650,775

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Center Joint Unified (7397)						v17.1b
LOCAL CONTROL FUNDING						2015-16
CALCULATE LCFF TARGET						
Unduplicated as % of Enrollment	3 yr average		64.02%	COLA 64.02%	1.020%	2015-16
	ADA	Base	Gr Span	Supp	Concen	TARGET
Grades TK-3	1,283.61	7,083	737	1,001	353	11,775,780
Grades 4-6	1,024.67	7,189		920	324	8,641,763
Grades 7-8	644.05	7,403		948	334	5,593,417
Grades 9-12	1,336.09	8,578	223	1,127	397	13,794,869
Subtract NSS						
NSS Allowance						
TOTAL BASE	4,288.42	32,687,045	1,243,969	4,344,527	1,530,289	39,805,830
Targeted Instructional Improv						231,213
Home-to-School Transportat						270,028
Small School District Bus Repl						
LOCAL CONTROL FUNDING FO						40,307,071
ECONOMIC RECOVERY TARGET					3/8	-
CALCULATE LCFF FLOOR						
				12-13 Rate	15-16 ADA	
Current year Funded ADA time				5,213.80	4,288.42	22,358,964
Current year Funded ADA time				56.47	4,288.42	242,167
Necessary Small School Allow:						
2012-13 Categoricals						3,694,038
2012-13 Categorical Program I						
Less Fair Share Reduction						
Non-CDE certified New Charte						
Beginning in 2014-15, prior y				\$ 1,218.70	4,288.42	5,226,297
LOCAL CONTROL FUNDING FO						31,521,466
CALCULATE LCFF PHASE-IN EN						2015/16
LOCAL CONTROL FUNDING FO						40,307,071
LOCAL CONTROL FUNDING FO						31,521,466
Applied Funding Formula: Flo						FLOOR
LCFF Need (LCFF Target less LCFF F						8,785,605
Current Year Gap Funding					52.20%	4,586,086
ECONOMIC RECOVERY PAYME						
LCFF Entitlement before Mini						36,107,552
CALCULATE STATE AID						
Transition Entitlement						36,107,552
Local Revenue (including RDA)						(6,233,946)
Gross State Aid						29,873,606
CALCULATE MINIMUM STATE						
			12-13 Rate	15-16 ADA		N/A
2012-13 RL/Charter Gen BG at			5,270.27	4,288.42		22,601,131
2012-13 NSS Allowance (defic						(6,233,946)
Less Current Year Property Ta						16,367,185
Subtotal State Aid for Historic						3,694,038
Categorical funding from 2012						
Charter Categorical Block Gra						
Minimum State Aid Guarantee						20,061,223
CHARTER SCHOOL MINIMUM						
Local Control Funding Formul						
Minimum State Aid plus Prop						
Offset						
Minimum State Aid Prior to OI						
Total Minimum State Aid with						
TOTAL STATE AID						29,873,606
Additional State Aid (Additio						
LCFF Phase-In Entitlement (be						36,107,552
CHANGE OVER PRIOR YEAR			14.08%	4,456,777		
LCFF Entitlement PER ADA						8,420
PER ADA CHANGE OVER PRIOR			14.62%	1,074		
LCFF SOURCES INCLUDING EXI						
				Increase		2015-16
State Aid			12.83%	3,397,851		29,873,606
Property Taxes net of in-lieu			20.46%	1,058,926		6,233,946
Charter in-Lieu Taxes			0.00%			
LCFF pre COE, Choice, Supp			14.08%	4,456,777		36,107,552

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Center Joint Unified (7397)							v17.1b
LOCAL CONTROL FUNDING							2016-17
CALCULATE LCFF TARGET							
Unduplicated as % of Enrollment	3 yr average			63.99%	COLA 63.99%	0.000%	2016-17
	ADA	Base	Gr Span	Supp	Concen	TARGET	
Grades TK-3	1,292.92	7,083	737	1,001	352	11,859,066	
Grades 4-6	1,028.58	7,189		920	323	8,673,186	
Grades 7-8	651.13	7,403		947	333	5,653,893	
Grades 9-12	1,345.81	8,578	223	1,126	396	13,892,739	
Subtract NSS							
NSS Allowance							
TOTAL BASE	4,318.44	32,916,887	1,252,998	4,373,062	1,535,936	40,078,883	
Targeted Instructional Improvement						231,213	
Home-to-School Transportation						270,028	
Small School District Bus Replacement							
LOCAL CONTROL FUNDING FLOOR						40,580,124	
ECONOMIC RECOVERY TARGET							1/2
CALCULATE LCFF FLOOR							
				12-13 Rate	16-17 ADA		
Current year Funded ADA time				5,213.80	4,318.44	22,515,482	
Current year Funded ADA time				56.47	4,318.44	243,862	
Necessary Small School Allowance							
2012-13 Categoricals						3,694,038	
2012-13 Categorical Program							
Less Fair Share Reduction							
Non-CDE certified New Charter							
Beginning in 2014-15, prior years				\$ 2,288.11	4,318.44	9,881,066	
LOCAL CONTROL FUNDING FLOOR						36,334,448	
CALCULATE LCFF PHASE-IN ENTITLEMENT							2016-17
LOCAL CONTROL FUNDING FLOOR						40,580,124	
LOCAL CONTROL FUNDING FLOOR						36,334,448	
Applied Funding Formula: Floor						FLOOR	
LCFF Need (LCFF Target less LCFF Floor)						4,245,676	
Current Year Gap Funding					54.84%	2,328,329	
ECONOMIC RECOVERY PAYMENT							
LCFF Entitlement before Minimum						38,662,777	
CALCULATE STATE AID							
Transition Entitlement						38,662,777	
Local Revenue (including RDA)						(6,234,521)	
Gross State Aid						32,428,256	
CALCULATE MINIMUM STATE AID							
			12-13 Rate	16-17 ADA		N/A	
2012-13 RL/Charter Gen BG and			5,270.27	4,318.44		22,759,345	
2012-13 NSS Allowance (deficit)						(6,234,521)	
Less Current Year Property Tax						16,524,824	
Subtotal State Aid for Historic						3,694,038	
Categorical funding from 2012							
Charter Categorical Block Grant							
Minimum State Aid Guarantee						20,218,862	
CHARTER SCHOOL MINIMUM							
Local Control Funding Formula							
Minimum State Aid plus Property							
Offset							
Minimum State Aid Prior to Offset							
Total Minimum State Aid with							
TOTAL STATE AID						32,428,256	
Additional State Aid (Additional)							
LCFF Phase-In Entitlement (before)						38,662,777	
CHANGE OVER PRIOR YEAR			7.08%	2,555,225			
LCFF Entitlement PER ADA						8,953	
PER ADA CHANGE OVER PRIOR			6.33%	533			
LCFF SOURCES INCLUDING EX							
				Increase		2016-17	
State Aid			8.55%	2,554,650		32,428,256	
Property Taxes net of in-lieu			0.01%	575		6,234,521	
Charter in-Lieu Taxes			0.00%				
LCFF pre COE, Choice, Supp			7.08%	2,555,225		38,662,777	

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Center Joint Unified (7397)						v17.1b
LOCAL CONTROL FUNDING						2017-18
CALCULATE LCFF TARGET						
Unduplicated as % of Enrollm	3 yr average			COLA	1.110%	
	64.35%			64.35%	2017-18	
	ADA	Base	Gr Span	Supp	Concen	TARGET
Grades TK-3	1,297.92	7,162	745	1,018	370	12,063,236
Grades 4-6	1,036.07	7,269		936	340	8,852,541
Grades 7-8	651.13	7,485		963	350	5,728,800
Grades 9-12	1,350.81	8,673	225	1,145	416	14,128,330
Subtract NSS						-
NSS Allowance						-
TOTAL BASE	4,335.93	33,416,179	1,270,882	4,464,225	1,621,620	40,772,906
Targeted Instructional Improv						231,213
Home-to-School Transportati						270,028
Small School District Bus Repl						-
LOCAL CONTROL FUNDING FC						41,274,147
ECONOMIC RECOVERY TARGET						5/8 -
CALCULATE LCFF FLOOR						
				12-13 Rate	17-18 ADA	
Current year Funded ADA tim				5,213.80	4,335.93	22,606,672
Current year Funded ADA tim				56.47	4,335.93	244,850
Necessary Small School Allow						-
2012-13 Categoricals						3,694,038
2012-13 Categorical Program						-
Less Fair Share Reduction						-
Non-CDE certified New Charte						-
Beginning in 2014-15, prior y				\$ 2,827.27	4,335.93	12,258,845
LOCAL CONTROL FUNDING FC						38,804,405
CALCULATE LCFF PHASE-IN ENTITLEMENT						2017-18
LOCAL CONTROL FUNDING FC						41,274,147
LOCAL CONTROL FUNDING FC						38,804,405
Applied Funding Formula: Flo						FLOOR
LCFF Need (LCFF Target less LCFF						2,469,742
Current Year Gap Funding					73.96%	1,826,621
ECONOMIC RECOVERY PAYM						-
LCFF Entitlement before Min						40,631,026
CALCULATE STATE AID						
Transition Entitlement						40,631,026
Local Revenue (including RDA)						(6,234,853)
Gross State Aid						34,396,173
CALCULATE MINIMUM STATE AID						
				12-13 Rate	17-18 ADA	N/A
2012-13 RL/Charter Gen BG a				5,270.27	4,335.93	22,851,522
2012-13 NSS Allowance (defic						-
Less Current Year Property Ta						(6,234,853)
Subtotal State Aid for Histori						16,616,669
Categorical funding from 201						3,694,038
Charter Categorical Block Gra						-
Minimum State Aid Guarante						20,310,707
CHARTER SCHOOL MINIMUM						-
Local Control Funding Formul						-
Minimum State Aid plus Prop						-
Offset						-
Minimum State Aid Prior to C						-
Total Minimum State Aid with						-
TOTAL STATE AID						34,396,173
Additional State Aid (Additio						-
LCFF Phase-In Entitlement (be						40,631,026
CHANGE OVER PRIOR YEAR				5.09%	1,968,249	
LCFF Entitlement PER ADA						9,371
PER ADA CHANGE OVER PRIOR				4.67%	418	
LCFF SOURCES INCLUDING EXCESS						
				Increase		2017-18
State Aid	6.07%			1,967,917		34,396,173
Property Taxes net of in-lieu	0.01%			332		6,234,853
Charter in-Lieu Taxes	0.00%			-		-
LCFF pre CDE, Choice, Supp	5.09%			1,968,249		40,631,026

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Center Joint Unified (7397)						v17.1b
LOCAL CONTROL FUNDING						2018-19
CALCULATE LCFF TARGET						
Unduplicated as % of Enrollment	3 yr average			64.35%	COLA 2.420%	2018-19
	ADA	Base	Gr Span	Supp	Concen	TARGET
Grades TK-3	1,297.92	7,335	763	1,042	379	12,354,633
Grades 4-6	1,036.07	7,445		958	348	9,066,882
Grades 7-8	651.13	7,666		987	358	5,867,332
Grades 9-12	1,350.81	8,883	231	1,173	426	14,471,297
Subtract NSS						
NSS Allowance						
TOTAL BASE	4,335.93	34,224,592	1,302,350	4,572,318	1,660,885	41,760,145
Targeted Instructional Improvement						231,213
Home-to-School Transportation						270,028
Small School District Bus Replacement						
LOCAL CONTROL FUNDING FLOOR						42,261,386
ECONOMIC RECOVERY TARGET						3/4 -
CALCULATE LCFF FLOOR						
				12-13 Rate	18-19 ADA	
Current year Funded ADA time				5,213.80	4,335.93	22,606,672
Current year Funded ADA time				56.47	4,335.93	244,850
Necessary Small School Allowance						
2012-13 Categoricals						3,694,038
2012-13 Categorical Program						
Less Fair Share Reduction						
Non-CDE certified New Charter						
Beginning in 2014-15, prior years				\$ 3,248.55	4,335.93	14,085,485
LOCAL CONTROL FUNDING FLOOR						40,631,045
CALCULATE LCFF PHASE-IN ENTITLEMENT						2018-19
LOCAL CONTROL FUNDING FLOOR						42,261,386
LOCAL CONTROL FUNDING FLOOR						40,631,045
Applied Funding Formula: Floor						FLOOR
LCFF Need (LCFF Target less LCFF Floor)						1,630,341
Current Year Gap Funding					41.22%	672,027
ECONOMIC RECOVERY PAYMENT						
LCFF Entitlement before Minimum State Aid						41,303,072
CALCULATE STATE AID						
Transition Entitlement						41,303,072
Local Revenue (including RDA)						(6,234,853)
Gross State Aid						35,068,219
CALCULATE MINIMUM STATE AID						
			12-13 Rate	18-19 ADA		N/A
2012-13 RL/Charter Gen BG and			5,270.27	4,335.93		22,851,522
2012-13 NSS Allowance (deficit)						
Less Current Year Property Tax						(6,234,853)
Subtotal State Aid for Historical						16,616,669
Categorical funding from 2012-13						3,694,038
Charter Categorical Block Grant						
Minimum State Aid Guarantee						20,310,707
CHARTER SCHOOL MINIMUM STATE AID						
Local Control Funding Formula						
Minimum State Aid plus Property Tax						
Offset						
Minimum State Aid Prior to Offset						
Total Minimum State Aid with Offset						
TOTAL STATE AID						35,068,219
Additional State Aid (Additional Revenue)						
LCFF Phase-in Entitlement (before State Aid)						41,303,072
CHANGE OVER PRIOR YEAR			1.65%	672,045		
LCFF Entitlement PER ADA						9,526
PER ADA CHANGE OVER PRIOR YEAR			1.65%	155		
LCFF SOURCES INCLUDING EXCESS REVENUE						
				Increase		2018-19
State Aid			1.95%	672,046		35,068,219
Property Taxes net of in-lieu			0.00%			6,234,853
Charter in-Lieu Taxes			0.00%			
LCFF pre COE, Choice, Supplemental			1.65%	672,046		41,303,072

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Center Joint Unified (7397)						v17.1b
LOCAL CONTROL FUNDING						2019-20
CALCULATE LCFF TARGET						
Unduplicated as % of Enrollment	3 yr average			64.35%	COLA 2.670%	2019-20
	ADA	Base	Gr Span	Supp	Concen	TARGET
Grades TK-3	1,297.92	7,531	783	1,070	389	12,684,171
Grades 4-6	1,036.07	7,644		984	357	9,309,234
Grades 7-8	651.13	7,871		1,013	368	6,024,233
Grades 9-12	1,350.81	9,120	237	1,204	437	14,857,135
Subtract NSS	-	-	-	-	-	-
NSS Allowance	-	-	-	-	-	-
TOTAL BASE	4,335.93	35,138,786	1,336,413	4,694,358	1,705,216	42,874,773
Targeted Instructional Improv						231,213
Home-to-School Transportati						270,028
Small School District Bus Repl						-
LOCAL CONTROL FUNDING FO						43,376,014
ECONOMIC RECOVERY TARGET						7/8
CALCULATE LCFF FLOOR						
				12-13 Rate	19-20 ADA	
Current year Funded ADA tim				5,213.80	4,335.93	22,606,672
Current year Funded ADA tim				56.47	4,335.93	244,850
Necessary Small School Allow						-
2012-13 Categoricals						3,694,038
2012-13 Categorical Program				-	-	-
Less Fair Share Reduction				-	-	-
Non-COE certified New Charte				-	-	-
Beginning in 2014-15, prior ye				\$ 3,403.54	4,335.93	14,757,511
LOCAL CONTROL FUNDING FO						41,303,071
CALCULATE LCFF PHASE-IN ENTITLEMENT						2019-20
LOCAL CONTROL FUNDING FO						43,376,014
LOCAL CONTROL FUNDING FO						41,303,071
Applied Funding Formula: Flo						FLOOR
LCFF Need (LCFF Target less LCFF						2,072,943
Current Year Gap Funding					75.16%	1,558,024
ECONOMIC RECOVERY PAYME						-
LCFF Entitlement before Min						42,861,095
CALCULATE STATE AID						
Transition Entitlement						42,861,095
Local Revenue (including RDA)						(6,234,853)
Gross State Aid						36,626,242
CALCULATE MINIMUM STATE AID						
			12-13 Rate	19-20 ADA		N/A
2012-13 RL/Charter Gen BG a			5,270.27	4,335.93		22,851,522
2012-13 NSS Allowance (defic						(6,234,853)
Less Current Year Property Ta						16,616,669
Subtotal State Aid for Historic						3,694,038
Categorical funding from 201						-
Charter Categorical Block Gra						20,310,707
Minimum State Aid Guarante						-
CHARTER SCHOOL MINIMUM						
Local Control Funding Formul						-
Minimum State Aid plus Prop						-
Offset						-
Minimum State Aid Prior to O						-
Total Minimim State Aid with						-
TOTAL STATE AID						36,626,242
Additional State Aid (Additio						-
LCFF Phase-In Entitlement (be						42,861,095
CHANGE OVER PRIOR YEAR			3.77%	1,558,023		
LCFF Entitlement PER ADA						9,885
PER ADA CHANGE OVER PRIOR			3.77%	359		
LCFF SOURCES INCLUDING EXCESS						
				Increase		2019-20
State Aid			4.44%	1,558,023		36,626,242
Property Taxes net of in-lieu			0.00%	-		6,234,853
Charter in-Lieu Taxes			0.00%	-		-
LCFF pre COE, Choice, Supp			3.77%	1,558,023		42,861,095

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Center Joint Unified (7397)						v17.1b
LOCAL CONTROL FUNDING						2020-21
CALCULATE LCFF TARGET						
Unduplicated as % of Enrollment	3 yr average			64.35%	COLA 0.000%	2020-21
	ADA	Base	Gr Span	Supp	Concen	TARGET
Grades TK-3	1,297.92	7,531	783	1,070	389	12,684,171
Grades 4-6	1,036.07	7,644		984	357	9,309,234
Grades 7-8	651.13	7,871		1,013	368	6,024,233
Grades 9-12	1,350.81	9,120	237	1,204	437	14,857,135
Subtract NSS						
NSS Allowance						
TOTAL BASE	4,335.93	35,138,786	1,336,413	4,694,358	1,705,216	42,874,773
Targeted Instructional Improvement						231,213
Home-to-School Transportation						270,028
Small School District Bus Replacement						
LOCAL CONTROL FUNDING FLOOR						43,376,014
ECONOMIC RECOVERY TARGET					100%	-
CALCULATE LCFF FLOOR						
				12-13 Rate	20-21 ADA	
Current year Funded ADA time				5,213.80	4,335.93	22,606,672
Current year Funded ADA time				56.47	4,335.93	244,850
Necessary Small School Allowance						-
2012-13 Categoricals						3,694,038
2012-13 Categorical Program						-
Less Fair Share Reduction						-
Non-CDE certified New Charter						-
Beginning in 2014-15, prior year				\$ 3,762.87	4,335.93	16,315,541
LOCAL CONTROL FUNDING FLOOR						42,861,101
CALCULATE LCFF PHASE-IN ENTITLEMENT						2020-21
LOCAL CONTROL FUNDING FLOOR						43,376,014
LOCAL CONTROL FUNDING FLOOR						42,861,101
Applied Funding Formula: Floor						FLOOR
LCFF Need (LCFF Target less LCFF Floor)						514,913
Current Year Gap Funding					0.00%	-
ECONOMIC RECOVERY PAYMENT						-
LCFF Entitlement before Minimum						42,861,101
CALCULATE STATE AID						
Transition Entitlement						42,861,101
Local Revenue (including RDA)						(6,234,853)
Gross State Aid						36,626,248
CALCULATE MINIMUM STATE AID						
			12-13 Rate	20-21 ADA		N/A
2012-13 RL/Charter Gen BG and			5,270.27	4,335.93		22,851,522
2012-13 NSS Allowance (deficit)						
Less Current Year Property Tax						(6,234,853)
Subtotal State Aid for Historic						16,616,669
Categorical funding from 2012						3,694,038
Charter Categorical Block Grant						-
Minimum State Aid Guarantee						20,310,707
CHARTER SCHOOL MINIMUM						
Local Control Funding Formula						-
Minimum State Aid plus Property						-
Offset						-
Minimum State Aid Prior to COE						-
Total Minimum State Aid with						-
TOTAL STATE AID						36,626,248
Additional State Aid (Additional						-
LCFF Phase-In Entitlement (before						42,861,101
CHANGE OVER PRIOR YEAR			0.00%	6		
LCFF Entitlement PER ADA						9,885
PER ADA CHANGE OVER PRIOR			0.00%	-		
LCFF SOURCES INCLUDING EX						
				Increase		2020-21
State Aid			0.00%	6		36,626,248
Property Taxes net of in-lieu			0.00%	-		6,234,853
Charter in-Lieu Taxes			0.00%	-		-
LCFF pre COE, Choice, Supp			0.00%	6		42,861,101

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Center Joint Unified (73973) - 16/17 Budget

5/31/16

PROPOSITION 30 - EDUCATION PROTECTION ACCOUNT

EPA Entitlement as % of statewide adjusted Revenue Limit	21.5165%	21.1229%	26.7669%	25.9474%	25.0000%	23.0000%	11.0000%	0.0000%	0.0000%
Education Protection Account (EPA)	<i>Certified*</i> 2012-13	<i>Certified*</i> 2013-14	<i>Certified*</i> 2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Calculation of EPA Entitlement									
Adjusted Total Revenue Limit				22,601,131	22,759,344	22,851,522	22,851,522	22,851,522	22,851,522
Current Year Adjusted NSS Allowance				-	-	-	-	-	-
(A) Total: Adj. Rev. Limit or General Purpose Funding in LCFF Floor	23,315,411	22,688,249	22,601,131	22,759,344	22,851,522	22,851,522	22,851,522	22,851,522	22,851,522
(B) Property Taxes/In-Lieu	4,969,250	4,930,132	6,233,946	6,234,521	6,234,853	6,234,853	6,234,853	6,234,853	6,234,853
(C) ADA Used for EPA Minimum	4,423.95	4,305	4,288.42	4,318.44	4,335.93	4,335.93	-	-	-
(D) Gross State Aid for Purposes of EPA (A - B; if < 0, then 0)	18,346,161	17,758,117	16,367,185	16,524,823	16,616,669	16,616,669	16,616,669	16,616,669	16,616,669
(E) Proportionate Share* (A * %)	4,903,621	6,049,524	5,864,396	5,689,836	5,255,850	2,513,667	-	-	-
(F) Minimum EPA (C x \$200)	884,790	860,990	857,684	863,688	867,186	867,186	-	-	-
(G) Adjusted EPA Proportionate Share (Reduced for Amounts in Excess of State Aid, lesser of D or E.)	4,903,621	6,049,524	5,864,396	5,689,836	5,255,850	2,513,667	-	-	-
(H) P-2 Entitlement: (Greater of F or G)	5,056,421	4,903,621	6,049,524	5,864,396	5,689,836	5,255,850	2,513,667	-	-
(I) PY Adjustment: Change in Entitlement from P-2 to Annual	44,606	29,361	28,218	-	-	-	-	-	-
Adjusted EPA Allocation (used to calculate LCFF Revenue)	5,101,027	4,932,982	6,077,742	5,864,396	5,689,836	5,255,850	2,513,667	-	-
(J) P2 Entitlement Net of PY Adjustment	5,056,421	4,948,227	6,078,885	5,892,614	5,689,836	5,255,850	2,513,667	-	-
Calculation of Net State Aid before Minimum State Aid									
Phase-In Entitlement	23,707,507	28,723,634	31,650,775	36,107,552	38,662,777	40,631,026	41,303,072	42,861,095	42,861,101
Less Property Taxes/In-Lieu	4,299,885	4,705,292	5,175,020	6,233,946	6,234,521	6,234,853	6,234,853	6,234,853	6,234,853
Gross State Aid	19,407,622	24,018,342	26,475,755	29,873,606	32,428,256	34,396,173	35,068,219	36,626,242	36,626,248
Less EPA Allocation	5,101,027	4,932,982	6,077,742	5,864,396	5,689,836	5,255,850	2,513,667	-	-
Net State Aid	14,306,595	19,085,360	20,398,013	24,009,209	26,738,420	29,140,323	32,554,551	36,626,242	36,626,248
Minimum State Aid									
Adjusted Total Revenue Limit	23,707,507	23,353,673	22,706,168	22,601,131	22,759,345	22,851,522	22,851,522	22,851,522	22,851,522
2012-13 Deficited NSS Allowance	-	-	-	-	-	-	-	-	-
Less Property Taxes/In-Lieu	4,299,885	4,705,292	5,175,020	6,233,946	6,234,521	6,234,853	6,234,853	6,234,853	6,234,853
Less EPA Allocation	5,101,027	4,932,982	6,077,742	5,864,396	5,689,836	5,255,850	2,513,667	-	-
Revenue Limit Minimum State Aid	14,306,595	13,715,399	11,453,406	10,502,789	10,834,988	11,360,819	14,103,002	16,616,669	16,616,669
Categorical Minimum State Aid	3,694,038	3,694,038	3,694,038	3,694,038	3,694,038	3,694,038	3,694,038	3,694,038	3,694,038
Minimum State Aid Guarantee	18,000,633	17,409,437	15,147,444	14,196,827	14,529,026	15,054,857	17,797,040	20,310,707	20,310,707
Charter School Minimum State Aid Offset (effective 2014-15)	-	-	-	-	-	-	-	-	-
LCFF State Aid	18,000,633	19,085,360	20,398,013	24,009,209	26,738,420	29,140,323	32,554,551	36,626,242	36,626,248
EPA in Excess to LCFF Funding	-	-	-	-	-	-	-	-	-

*EPA proportionate share is based on the adjusted revenue limit in the Floor calculation

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5/31/2016 9:53 AM

EPA

LCFF Calculator v17.1b
released May 13, 2016

Center Joint Unified (73973) - 16/17 Budget

5/31/2016

Minimum Proportionality Percentage (MPP):
Summary Supplemental & Concentration Grant

	2016-17	2017-18**	2018-19**	2019-20**	2020-21**
1. LCFF Target Supplemental & Concentration Grant Funding <i>from Calculator tab</i>	5,908,998	6,085,845	6,233,203	6,399,574	6,399,574
2. Prior Year (estimated) Expenditures for Unduplicated Pupils above what was spent on services for all pupils	935,368				
Prior Year EIA expenditures 2014-15 py exp (2013-14 exp) must >= 2012-13 EIA exp					
3. Difference [1] less [2]	4,973,630	6,085,845	6,233,203	6,399,574	6,399,574
4. Estimated Additional Supplemental & Concentration Grant Funding [3] * GAP funding rate	2,727,539	4,501,091	2,569,326	4,809,920	-
GAP funding rate	54.84%	73.96%	41.22%	75.16%	0.00%
5. Estimated Supplemental and Concentration Grant Funding [2] plus [4] (unless [3]<0 then [1]) LCAP Section 3, Part A	3,662,907	4,501,091	2,569,326	4,809,920	-
6. Base Funding LCFF Phase-In Entitlement less [5], excludes Targeted Instructional Improvement & Transportation	34,498,629	35,628,694	38,232,505	37,549,934	42,359,860
LCFF Phase-In Entitlement	38,662,777	40,631,026	41,303,072	42,861,095	42,861,101
7/8. Minimum Proportionality Percentage* [5] / [6] LCAP Section 3, Part B	10.62%	12.63%	6.72%	12.81%	0.00%

*percentage by which services for unduplicated students must be increased or improved over services provided for all students in the LCAP year.
If Step 3a <=0, then calculate the minimum proportionality percentage at Estimated Supplemental & Concentration Grant Funding, step 5.

**Regulations only require an LEA to demonstrate how it is meeting the proportionality percentage in the LCAP year, not across all three years.

SUMMARY SUPPLEMENTAL & CONCENTRATION GRANT & MPP

	2016-17	2017-18	2018-19	2019-20	2020-21
Current year estimated supplemental and concentration grant funding in the LCAP year	\$ 3,662,907	\$ 4,501,091	\$ 2,569,326	\$ 4,809,920	\$ -
Current year Minimum Proportionality Percentage (MPP)	10.62%	12.63%	6.72%	12.81%	0.00%

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LCFF Calculator Universal Assumptions Center Joint Unified (73973) - 16/17 Budget										
Summary of Funding										
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21		
Target	\$ 41,011,766	\$ 40,035,929	\$ 40,307,071	\$ 40,580,124	\$ 41,274,147	\$ 42,261,386	\$ 43,376,014	\$ 43,376,014		
Floor	27,047,711	28,029,667	31,521,466	36,334,448	38,804,495	40,631,045	41,303,071	42,861,191		
Applied Formula: Target or Floor	FLOOR	FLOOR	FLOOR	FLOOR	FLOOR	FLOOR	FLOOR	FLOOR		
Remaining Need after Gap (informational only)	12,288,132	8,385,154	4,199,519	1,917,347	643,121	958,314	514,919	514,913		
Current Year Gap Funding	1,675,923	3,621,108	4,586,086	2,328,329	1,826,621	672,027	1,558,024	-		
Economic Recovery Target	-	-	-	-	-	-	-	-		
Additional State Aid	-	-	-	-	-	-	-	-		
Total Phase-In Entitlement	\$ 28,723,634	\$ 31,650,775	\$ 36,107,552	\$ 38,662,777	\$ 40,631,026	\$ 41,303,072	\$ 42,861,095	\$ 42,861,101		
Components of LCFF By Object Code										
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	
8011 - State Aid	\$ 14,306,595	\$ 19,085,360	\$ 20,398,013	\$ 24,009,209	\$ 26,738,420	\$ 29,140,323	\$ 32,554,551	\$ 36,626,242	\$ 36,626,248	
8011 - Fair Share	-	-	-	-	-	-	-	-	-	
8311 & 8590 - Categoricals	3,694,038	-	-	-	-	-	-	-	-	
EPA (for LCFF Calculation purposes)	5,101,027	4,932,982	6,077,742	5,864,396	5,689,836	5,255,850	2,513,667	-	-	
Local Revenue Sources:										
8021 to 8089 - Property Taxes	-	4,820,033	5,262,807	6,317,818	6,317,818	6,317,818	6,317,818	6,317,818	6,317,818	
8098 - In-Lieu of Property Taxes	-	(114,741)	(87,787)	(83,872)	(83,297)	(82,965)	(82,965)	(82,965)	(82,965)	
Property Taxes net of in-lieu	4,299,885	4,705,292	5,175,020	6,233,946	6,234,521	6,234,853	6,234,853	6,234,853	6,234,853	
TOTAL FUNDING	\$ 27,401,545	\$ 28,723,634	\$ 31,650,775	\$ 36,107,552	\$ 38,662,777	\$ 40,631,026	\$ 41,303,072	\$ 42,861,095	\$ 42,861,101	
Less: Excess Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Less: EPA in Excess to LCFF Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Phase-In Entitlement	\$ 28,723,634	\$ 31,650,775	\$ 36,107,552	\$ 38,662,777	\$ 40,631,026	\$ 41,303,072	\$ 42,861,095	\$ 42,861,101		
8012 - EPA Receipts (for budget & cashflow)	\$ 5,056,421	\$ 4,948,227	\$ 6,078,885	\$ 5,892,614	\$ 5,689,836	\$ 5,255,850	\$ 2,513,667	\$ -	\$ -	
Summary of Student Population										
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21		
Unduplicated Pupil Population										
Agency Unduplicated Pupil Count	2,895.00	2,801.00	2,875.00	2,907.00	2,907.00	2,907.00	2,907.00	2,907.00		
COE Unduplicated Pupil Count	22.00	24.00	24.00	24.00	24.00	24.00	24.00	24.00		
Total Unduplicated pupil Count	2,917.00	2,825.00	2,899.00	2,931.00	2,931.00	2,931.00	2,931.00	2,931.00		
Rolling %, Supplemental Grant	64.4500%	63.8600%	64.0200%	63.9900%	64.3500%	64.3500%	64.3500%	64.3500%		
Rolling %, Concentration Grant	64.4500%	63.8600%	64.0200%	63.9900%	64.3500%	64.3500%	64.3500%	64.3500%		
FUNDED ADA										
Adjusted Base Grant ADA	Prior Year	Prior Year	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year		
Grades TK-3	1,365.69	1,344.95	1,283.61	1,292.92	1,297.92	1,297.92	1,297.92	1,297.92		
Grades 4-6	1,006.27	1,001.03	1,024.67	1,028.58	1,036.07	1,036.07	1,036.07	1,036.07		
Grades 7-8	676.20	648.35	644.05	651.13	651.13	651.13	651.13	651.13		
Grades 9-12	1,383.05	1,314.02	1,336.09	1,345.81	1,350.81	1,350.81	1,350.81	1,350.81		
Total Adjusted Base Grant ADA	4,431.21	4,308.35	4,288.42	4,318.44	4,335.93	4,335.93	4,335.93	4,335.93		
Necessary Small School ADA	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year		
Grades TK-3	-	-	-	-	-	-	-	-		
Grades 4-6	-	-	-	-	-	-	-	-		
Grades 7-8	-	-	-	-	-	-	-	-		
Grades 9-12	-	-	-	-	-	-	-	-		
Total Necessary Small School ADA	-	-	-	-	-	-	-	-		
Total Funded ADA	4431.21	4308.35	4288.42	4318.44	4335.93	4335.93	4335.93	4335.93		
ACTUAL ADA (Current Year Only)										
Grades TK-3	1,348.41	1,314.87	1,283.61	1,292.92	1,297.92	1,297.92	1,297.92	1,297.92		
Grades 4-6	996.42	989.53	1,024.67	1,028.58	1,036.07	1,036.07	1,036.07	1,036.07		
Grades 7-8	648.49	671.45	644.05	651.13	651.13	651.13	651.13	651.13		
Grades 9-12	1,316.33	1,286.11	1,336.09	1,345.81	1,350.81	1,350.81	1,350.81	1,350.81		
Total Actual ADA	4,309.65	4,261.96	4,288.42	4,318.44	4,335.93	4,335.93	4,335.93	4,335.93		
Funded Difference (Funded ADA less Actual ADA)	121.56	46.39	-	-	-	-	-	-		
Minimum Proportionality Percentage (MPP)										
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21		
Current year estimated supplemental and concentration grant funding in the LCAP year	\$ 1,750,072	\$ 3,066,654	\$ 3,662,907	\$ 4,501,091	\$ 2,569,326	\$ 4,809,920	\$ -	\$ -		
Current year Minimum Proportionality Percentage (MPP)	5.95%	9.42%	10.62%	12.63%	6.72%	12.81%	0.00%			

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Center Joint Unified School District

AGENDA REQUEST FOR:**Dept./Site: Operations & Facilities**

Action Item X

To: Board of Trustees

Information Item _____

Date: June 8, 2016

Attached Pages _____

From: Craig Deason, Assistant Superintendent

Principal/Administrator Initials: CD

SUBJECT: Resolution # 20/2015-16: Resolution of the Board of Trustees of Center Joint Unified School District Authorizing the Issuance and Sale of its General Obligation Refunding Bonds, Series 2016 in an Aggregate Principal Amount Not to Exceed \$30,000,000, including Bonds Subject to the Compounding of Interest, and Approving Certain Other Matters Relating to the Bonds

RECOMMENDATION: The Center Joint Unified School District Board of Trustees approve Resolution # 20/2015-16: Resolution of the Board of Trustees of Center Joint Unified School District Authorizing the Issuance and Sale of its General Obligation Refunding Bonds, Series 2016 in an Aggregate Principal Amount Not to Exceed \$30,000,000, including Bonds Subject to the Compounding of Interest, and Approving Certain Other Matters Relating to the Bonds.

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Operations & Facilities

Action Item X

To: Board of Trustees

Information Item _____

Date: June 8, 2016

Attached Pages _____

From: Craig Deason, Assistant Superintendent

Principal/Administrator Initials: CD

SUBJECT: Resolution # 21/2015-16: Resolution of the Board of Trustees of Center Joint Unified School District Authorizing the Issuance and Sale of its General Obligation Bonds, Election of 1991, Series 2016E in an Aggregate Principal Amount Not to Exceed \$5,000,000, including Bonds Subject to the Compounding of Interest, and Approving Certain Other Matters Relating to the Bonds

RECOMMENDATION: The Center Joint Unified School District Board of Trustees approve Resolution # 21/2015-16: Resolution of the Board of Trustees of Center Joint Unified School District Authorizing the Issuance and Sale of its General Obligation Bonds, Election of 1991, Series 2016E in an Aggregate Principal Amount Not to Exceed \$5,000,000, including Bonds Subject to the Compounding of Interest, and Approving Certain Other Matters Relating to the Bonds.