

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 through Multi-Tiered Systems of Support (MTSS)
2. CJUSD students will be College and Career ready through Multi-Tiered Systems of Support (MTSS)
3. CJUSD students and families will be engaged and informed regarding the educational process and opportunities through Multi-Tiered Systems of Support (MTSS)

BOARD OF TRUSTEES REGULAR MEETING

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

Wednesday, December 18, 2019 - 6:00 p.m.

STATUS

- | | |
|---|-------------|
| I. CALL TO ORDER & ROLL CALL - 5:45 p.m. | |
| II. ANNOUNCEMENT OF ITEMS TO BE DISCUSSED IN CLOSED SESSION | |
| 1. Student Expulsions/Readmissions (G.C. §54962) | |
| III. PUBLIC COMMENTS REGARDING ITEMS TO BE DISCUSSED IN CLOSED SESSION | |
| IV. CLOSED SESSION - 5:45 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. STUDENT BOARD REPRESENTATIVE REPORTS (3 minutes each) | Info |
| 1. Center High School - Jazmine Saheed | |
| 2. McClellan High School - Alyssa Divens | |
| X. 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.

XI. COMMITTEE UPDATES (8 minutes each)		Info
Facilities & Op.	1. Facilities Update - Craig Deason	
XII. COMMENTS FROM THE AUDIENCE REGARDING ITEMS NOT ON THE AGENDA		Public Comments Invited
<p><i>Anyone may address the Board regarding any item that is within the Board's subject matter jurisdiction. However, the Board <u>may not</u> 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.</i></p>		
XIII. BOARD / SUPERINTENDENT REPORTS (10 minutes)		Info
XIV. CONSENT AGENDA (5 minutes)		Action
<p><i>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.</i></p>		
Governance	1. Approve Adoption of Minutes from November 20, 2019 Regular Meeting	
Personnel	2. Approve Classified Personnel Transactions	
↓	3. Approve Certificated Personnel Transactions	
↓	4. Approve Classified Salary Schedule - Bringing into Legal Compliance for 2020 Hourly Minimum Wage Law	
Special Ed	5. Ratify 2019/20 Individual Service Agreements: ISA #38 Sierra School	
↓	6. Approve 2019/20 Individual Service Agreements: ISA #39, 40 Bright Start	
↓	7. Ratify MOU with Practi-Cal	
↓	8. Approve MOU with Twin Rivers Unified School District for Special Education Services	
Curr & Instr	9. Approve 2019-2020 School Plan for Student Achievement - Dudley	
↓	10. Approve 2019-2020 School Plan for Student Achievement - Oak Hill	
↓	11. Approve 2019-2020 School Plan for Student Achievement - Center HS	
↓	12. Approve Revised 2019-2020 School-wide Title One/School Plan for Student Achievement - McClellan	
↓	13. Approve Field Trip: Center HS Wrestling Team to 50th Annual PAt Lovell Holiday Wrestling Classic, Aptos, CA	
↓	14. Approve Field Trip: Center HS Dance Team to The "Dance Off" Competition, Anderson, CA	
Facilities & Op.	15. Approve Disposal of Surplus Equipment: Golf Cart Inventory Tag# 009092CNUUSD, Model # Melex 252, Serial # 194244	
↓	16. Approve Disposal of Surplus Equipment: 2003 Chevrolet G2500, VIN# 1GCGG25U431138494, License Plate # 1260569	
↓	17. Approve Amendment #5 - Capital Program Management Facility Needs Assessment and Implementation Planning Services for Modernization Projects	
↓	18. Approve First Amendment to Landowner's Development Agreement - Westpark S.V. 400, LLC (Westbrook Development); Sierra Vista - Property No. 10	
↓	19. Approve 2 Year Service Agreements Between Center Joint Unified School District and CatapultK12	
↓	20. Approve Agreement Between Center Joint Unified School District and TD Sports Group	
↓	21. Approve Agreement Between Center Joint Unified School District and SBA 2012 TC Assets, LLC	
↓	22. Approve Agreement Between Center Joint Unified School District and ServPro	
↓	23. Approve 2019-2020 Safe School and Emergency Preparedness Plan - North Country	
↓	24. Approve 2019-2020 Safe School and Emergency Preparedness Plan - McClellan	
Business	25. Approve Payroll Orders: July through November 2019	



26. Approve Supplemental Agenda (Vendor Warrants): November 2019

XV. BUSINESS ITEMS

Governance

A. Annual Organizational Meeting for Governing Board

Action

Education Code §3513 requires governing boards to conduct an annual organizational meeting. At this time, the Board will: 1) elect the Board President; 2) elect a Clerk of the Board; 3) appoint a Board Representative to the County School Boards Association; 4) establish the time, place and frequency of regular meetings of the Board.

RECESS: At this time, the President of the Board will recess the regular meeting of the Center Joint Unified Board of Trustees to convene the Organizational Meeting of the Board of Directors of the CJUSD Financing Corporation.

Business

B. First Interim Report for Fiscal Year 2019/20

Action

Lisa Coronado, Director of Fiscal Services, will present the 2019/20 First Interim Report for approval. This report is based on all known budget guidelines set forth by the Fiscal Crisis & Management Assistance Team, School Services of California and the adopted State budget. The expenditure and revenue activity covers the period of July 1, 2019 through October 31, 2019.

XVI. ADVANCE PLANNING

Info

a. Future Meeting Dates:

i. Regular Meeting: Wednesday, January 15, 2020 @ 6:00 p.m. - District Board Room - Room 503, located at Riles Middle School, 4747 PFE Road, Roseville, CA 95747

b. Suggested Agenda Items:

XVII. CONTINUATION OF CLOSED SESSION (Item IV)

Action

XVIII. 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
To: Board of Trustees
Date: December 18, 2019
From: Scott A. Loehr, Superintendent
Principal's Initials: _____

AGENDA REQUEST FOR:

Action Item X
Information Item _____
Attached Pages _____

SUBJECT: Adoption of Minutes

The minutes from the following meeting are being presented:

November 20, 2019 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, November 20, 2019

MINUTES

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

ROLL CALL - Trustees Present: Mrs. Anderson, Mr. Hunt, Mr. J'Beily, Mrs. Pope, Mr. Wilson

Administrators Present: Scott Loehr, Superintendent
Craig Deason, Assist. Supt., Operations & Facilities
Lisa Coronado, Director of Fiscal Services
David Grimes, Director of Personnel/Student Services
Mike Jordan, Director of Curriculum/Instruction/Special Ed.

ANNOUNCEMENT OF ITEMS TO BE DISCUSSED IN CLOSED SESSION

1. Conference with Labor Negotiator, (David Grimes), Re: CSEA and CUTA (G.C. §54957.6)
2. Student Expulsions/Readmissions (G.C. §54962)

PUBLIC COMMENTS REGARDING ITEMS TO BE DISCUSSED IN CLOSED SESSION - None

CLOSED SESSION - 5:30 p.m.

OPEN SESSION - CALL TO ORDER – 6:00 p.m.

FLAG SALUTE - led by Jeremy Hunt

ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION – the Board met in Closed Session and no action was taken. The following action was taken during open session:

2. Student Expulsions/Readmissions (G.C. §54962)
Student Readmission 17/18-01 – Recommendation approved.

Motion: Wilson

Vote: General Consent

Second: Pope

Student Expulsion 19/20-02 – Recommendation approved.

Motion: Wilson

Vote: General Consent

Second: Anderson

ADOPTION OF AGENDA - There was a motion to approve the adoption of the agenda as amended: pull Consent Agenda items #1 and #2 for separate consideration.

Motion: Anderson
Second: Pope

Vote: General Consent

STUDENT BOARD REPRESENTATIVE REPORTS

1. Center High School – Jesus Bucio
 - there will be a Book Drive December 2-13
 - there will be a Renaissance activity on December 13th
 - football game this Friday against Capital Christian
 - Canned Food Drive is ending this Friday
 - Fall Play will be held December 5th, 6th & 7th performing "Almost Maine"

STUDENT BOARD REPRESENTATIVE REPORTS (continued)

2. McClellan High School - Alyssa Divens was not available to report

ORGANIZATION REPORTS

1. CUTA - Venessa Mason, President, was not available to report. Mrs. Woods reported that Mrs. Mason had training today, and Ms. Ray was not available to report so she stepped in. She noted that there are so many activities happening at the sites: canned food drives, Santa Breakfast, holiday socials, drama productions, band productions, and so many other events. It is amazing of all that we do at Center JUSD for our students. She noted that at this time moral is a little low at some of our sites; some elementary sites teachers are reporting encroachment on their prep time.
2. CSEA - Marie Huggins, President, noted that she had nothing to report.

COMMITTEE UPDATES

Facilities Update - Craig Deason, Assistant Superintendent of Operations & Facilities, reported that the CHS modernization project was approved by DSA. The district will apply to OPSC next week. Then the district will stand in line for funding for that project. He noted that Mr. Jordan has a business item on the agenda, and if approved the district will be submitting the CTE grants on December 2nd. He also noted that there is no new news to report on developments.

REPORTS/PRESENTATIONS

1. **Williams Uniform Complaint Quarterly Reporting** - Mike Jordan, Director of Curriculum, Instruction & Special Education, reported that there was nothing to report.

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

BOARD/SUPERINTENDENT REPORTS

Mrs. Pope

- congratulated the CHS football team on their success; wished them luck on Friday.
- congratulated the CHS girls volleyball team on their success.
- congratulated the CHS cross country team on their success.
- thanked North Country Elementary and Spinelli Elementary on their Facebook posts. She enjoys reading and getting updates on the site activities.
- thanked Trustee J'Beily for organizing the car wash last month; it was a great success. She thank everyone that helped out from the sites.
- wished everyone a Happy Thanksgiving.

BOARD/SUPERINTENDENT REPORTS (continued)

Mrs. Anderson

- congratulated all of the sports teams for doing so well. Wished the football team well as they continue to play.
- thanked those who work the football snack bar tirelessly every week.
- wished everyone a Happy Thanksgiving, and asked them to be safe.

Mr. Wilson

- noted that he is enjoying what the football team is doing.
- noted that the Cross Country team had their end of season dinner last night.
- noted that Sierra College has ended their automotive program; Bill McNally is working with RJUSD to use the BMR facilities for training. He is hoping we can join with Bill McNally's team in this.

Mr. J'Beily

- noted that he is thrilled to see all of the people in the room tonight.
- stated "Go Cougars!"

Mr. Hunt

- stated "Go Cougars!"

Mr. Loehr

- stated "Go Cougars!" to all sports.
- gave a shout out to MCA Media Day.
- acknowledged all of our staff for working tirelessly, not just at school, but also at their homes. It's a busy time. Appreciates them working hard here and giving it all they got to support our community and our students as they move through this holiday season.
- wished everyone a great Thanksgiving.

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION

1. Approved Adoption of Minutes from October 23, 2019 Regular Meeting

Motion: Wilson
Second: Pope

Ayes: Anderson, Hunt, J'Beily, Wilson
Noes: None
Abstain: Pope

2. Approved Resolution #9/2019-20: Resolution On Board Compensation For Missed Meeting

Motion: Anderson
Second: Wilson

Ayes: Anderson, Hunt, J'Beily, Wilson
Noes: None
Abstain: Pope

CONSENT AGENDA

1. *This item was pulled for separate consideration.*
2. *This item was pulled for separate consideration.*
3. Approved Classified Personnel Transactions
4. Approved Certificated Personnel Transactions
5. Approved CUTA Stipend Adjustment: AVID Coordinator at Center High School
6. Approved CUTA Collective Bargaining Agreement: Article VII - Workday, Section D, regarding Extracurricular Supervisory Duty
7. Approved Sacramento County Office of Education Memorandum of Understanding Amendment 1 for Operation of the Community School Program

CONSENT AGENDA (continued)

8. Ratified 2019/20 Individual Service Agreements:
ISA #32, 33, 34 Easter Seals
ISA #13,14,15,16,17,18,19,20,21,22,36 Meladee McCarty
ISA #38, 39 Bright Start Therapies
9. Ratified Professional Services Agreement: Dr. Marc Lerner, M.D.
10. Ratified Agreement with Maxim Services
11. Ratified Professional Services Agreement: A Touch of Understanding
12. Approved Service Agreement with Hummble Translations LLC
13. Ratify Agreement for Language Interpretation Services with Heartland Alliance Health
14. Approved Field Trip: Oak Hill 6th Grade students to Science Camp at Alliance Redwoods Education Center
15. Ratified Professional Services Agreement: Abraham Samuel
16. Approved High School Elective Credit for Completion of the Upward Bound Summer Program at American River College During Summer 2019
17. Approved Out-of-State Travel for Conference: CADA Conference, Reno, NV - M. Allred
18. Approved Right of Entry Agreement Between Center Joint Unified School District and John Mourier, Construction, Inc.
19. Approved Resolution #10/2019-20: Resolution of Campbell Keller Agreement for Acquisition of Furniture Under Public Contract Code Section 20118
20. Approved 2-Year Service Agreement Between Center Joint Unified School District and CatapultEMS
21. Approved Agreement Between Center Joint Unified School District and Rua & Son Mechanical
22. Approved 2019-2020 Safe School and Emergency Preparedness Plan - Spinelli
23. Approved Service Agreement with The Howard E. Nyhart Company, Inc.
24. Approved Amendment 1 to CCTR-9180 of the Local Agreement for Child Development Services
25. Approved Payroll Orders: July through October 2019
26. Approved Supplemental Agenda (Vendor Warrants): October 2019

Motion: Anderson

Vote: General Consent

Second: Pope

BUSINESS ITEMS

A. APPROVED - Schedule Annual Organizational Meeting of the Board

This will be held during the December 18, 2019 meeting.

Motion: Wilson

Vote: General Consent

Second: Pope

BUSINESS ITEMS (continued)

B. APPROVED - Second Reading: Board Policies/Regulations/Exhibits

BP 1112 - Media Relations
AR 3320 - Claims and Actions Against the District
BP/AR 3551 - Food Service Operations/Cafeteria Fund
AR 4117.7/4317.7 - Employment Status Reports
BP 5123 - Promotion/Acceleration/Retention
BP/AR 5136 - Gangs
BP/AR 6142.2 - World Language Instruction
AR 6145.2 - Athletic Competition
BP/AR 6145.6 - International Exchange
E 6146.1 High School Graduation Requirements
BP/AR 6174 Education for English Learners
BP 6179 - Supplemental Instruction
BB/E 9321 - Closed Session
BB 9321.1 - Closed Session Actions and Reports

Mr. Loehr noted that 4119.24 was pulled and will be brought back at a later time. BP 6142.2 has been brought back with some edits from the last meeting.

Motion: Pope
Second: Hunt

Ayes: Anderson, Hunt, J'Beily, Pope, Wilson
Noes: None

C. APPROVED - Career Technical Education Facilities Program Cycle 6 Submission

Trustee Pope asked if we are applying for all 4 grants then see what we can get? Mr. Jordan noted that this is the plan. Mr. Loehr noted that our timeline was very short and very rigorous. He acknowledged Mr. Klatt, Mrs. Woods and the other folks for their participation in this, and Mr. Jordan for his efforts in leading this. Trustee Pope asked when we would hear. It was noted that it will probably be in March. Trustee Wilson asked if when Khushroo comes, can we fit this into that discussion? He noted that we don't want to get into something and then not be able to afford the new school. Mr. Loehr noted that they will be working with Khushroo and Janet when they come back to talk through that. This will keep our place in line but does not commit us to anything. Trustee Hunt asked if they match any funds or just general funds. Mr. Loehr noted that it could be any funds. Trustee Pope asked if this would affect our hardship money in any way. Mr. Loehr noted that the hardship monies wouldn't but how it would affect other monies is what we are asking CFW and Khushroo to look into.

Motion: Pope
Second: J'Beily

Ayes: Anderson, Hunt, J'Beily, Pope, Wilson
Noes: None

D. APPROVED - Annual and Five-Year Developer Fee Report for Fiscal Year 2018-19 and Resolution #8/2019-20: Adopting the Findings Contained in the Annual and Five-Year Developer Fee Reports for Fiscal Year 2018-19

Mr. Loehr noted that this is an annual report and now that we have money in that account we have to report.

Motion: Wilson
Second: Anderson

Vote: General Consent

ADVANCE PLANNING

- a. *Future Meeting Dates:*
 - i. *Regular Meeting: Wednesday, December 18, 2019 @ 6:00 p.m. - District Board Room - Room 503, located at Riles Middle School, 4747 PFE Road, Roseville, CA 95747*
- b. *Suggested Agenda Items: None*

ADJOURNMENT – 6:23 p.m.

Motion: Wilson
Second: Hunt

Vote: General Consent

Respectfully submitted,

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

Donald E. Wilson, Clerk
Board of Trustees

Adoption Date

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Personnel Department

Action Item X

Date: December 18, 2019

Information Item -

To: Board of Trustees

Attached Pages 1

From: David Grimes, Director of Personnel and Student Services

Subject: Classified Personnel Transactions

New Hire

Mike Eaglesen, Bus Driver

Recommendation: Approve Classified Personnel Transactions as Submitted

CONSENT AGENDA

Mike Eaglesen has been hired as a Bus Driver for the Transportation Department effective December 2, 2019.

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Personnel Department

Action Item X

Date: December 6, 2019

Information Item

To: Board of Trustees

Attached Pages 1

From: David Grimes, Director of Personnel and Student Services

Subject: Certificated Personnel Transactions

New Hire

James Magedman, Center High School

Recommendation: Approve Certificated Personnel Transactions as Submitted

CONSENT AGENDA

New Hire

James Magedman has been hired as a temporary Broadcasting Teacher, Center High School, effective January 6, 2020.

Center Unified School District

AGENDA REQUEST FOR:

Dept: Personnel

Date: December 6, 2019

Action Item X

To: Board of Trustees

From: David Grimes, Director of Personnel

Attached Pages 1

SUBJECT: BRINGING CLASSIFIED SALARY SCHEDULE INTO LEGAL COMPLIANCE FOR 2020 HOURLY MINIMUM WAGE LAW

State Law implements a minimum wage of \$13.00 per hour beginning January 1, 2020.

The existing, currently approved Classified Salary Schedule includes four Steps within two Salary Ranges (NDA and Range E) that do not meet the 2020 minimum wage requirement.

The District is presenting for your approval a Salary Schedule which has been adjusted in those four Steps in order to be in compliance with the State's 2020 Hourly Minimum Wage.

Recommendation: Approve the adjustments in the Classified Salary Schedule to comply with the State's 2020 Hourly Minimum Wage.

CONSENT AGENDA

CENTER JOINT UNIFIED SCHOOL DISTRICT
CLASSIFIED HOURLY WAGE SCHEDULE
APPENDIX B
2019-2020

	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 10	STEP 15
NDA	\$13.00	\$13.00	\$13.00	\$13.14	\$13.80	\$14.49	\$14.92	\$15.37
E	\$13.00	\$13.46	\$14.13	\$14.84	\$15.58	\$16.37	\$16.86	\$17.37
F	\$13.15	\$13.81	\$14.50	\$15.22	\$15.99	\$16.78	\$17.28	\$17.80
G	\$13.47	\$14.14	\$14.85	\$15.59	\$16.39	\$17.20	\$17.72	\$18.25
H	\$13.81	\$14.50	\$15.22	\$15.99	\$16.78	\$17.61	\$18.14	\$18.68
I	\$14.16	\$14.87	\$15.61	\$16.41	\$17.22	\$18.08	\$18.62	\$19.18
J	\$14.51	\$15.23	\$16.00	\$16.80	\$17.63	\$18.52	\$19.08	\$19.65
K	\$14.87	\$15.61	\$16.41	\$17.22	\$18.08	\$18.97	\$19.54	\$20.13
L	\$15.25	\$16.02	\$16.82	\$17.65	\$18.54	\$19.47	\$20.05	\$20.65
M	\$15.61	\$16.41	\$17.22	\$18.08	\$18.97	\$19.93	\$20.53	\$21.15
N	\$16.02	\$16.82	\$17.65	\$18.54	\$19.47	\$20.44	\$21.05	\$21.68
O	\$16.43	\$17.25	\$18.12	\$19.02	\$19.98	\$20.98	\$21.61	\$22.26
P	\$16.83	\$17.67	\$18.57	\$19.50	\$20.47	\$21.50	\$22.15	\$22.81
Q	\$17.25	\$18.12	\$19.02	\$19.98	\$20.98	\$22.03	\$22.69	\$23.37
R	\$17.70	\$18.59	\$19.52	\$20.49	\$21.52	\$22.59	\$23.27	\$23.97
S	\$18.15	\$19.06	\$20.01	\$21.01	\$22.07	\$23.18	\$23.88	\$24.60
T	\$18.61	\$19.54	\$20.51	\$21.54	\$22.61	\$23.74	\$24.45	\$25.18
U	\$19.07	\$20.02	\$21.02	\$22.08	\$23.19	\$24.35	\$25.08	\$25.83
V	\$19.55	\$20.53	\$21.56	\$22.63	\$23.76	\$24.96	\$25.71	\$26.48
W	\$20.05	\$21.05	\$22.11	\$23.22	\$24.38	\$25.61	\$26.38	\$27.17
X	\$20.55	\$21.58	\$22.66	\$23.78	\$24.98	\$26.22	\$27.01	\$27.82
Y	\$30.99	\$32.55	\$34.18	\$35.87	\$37.68	\$39.56	\$40.75	\$41.97
X1	\$22.39	\$23.51	\$24.68	\$25.91	\$27.21	\$28.57	\$29.43	\$30.31
BS2	\$35.87	\$37.68	\$39.56	\$41.54	\$43.62	\$45.80	\$47.17	\$48.59

VACATION	
1 to 3 years	12 days
4 to 8 years	15 days
9 to 12 years	18 days
13 to 19 years	20 days
20 + years	22 days

DEGREE	
MA:	\$500.00
Ed.D./Ph.D.:	\$750.00

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: SPECIAL EDUCATION

Date: November 19, 2019

Action Item X

To: Board of Trustees

Information Item

From: Mike Jordan

Attached Pages 0

Director of Curriculum, Instruction and Special Education

Initials: MJ

SUBJECT: Individual Service Agreements

Please ratify the following ISAs for CJUSD special education students to receive services at a Non-Public School.

ISA # 38-Sierra School

RECOMMENDATION:

CJUSD Board of Trustees Ratify Individual Service Agreements

AGENDA ITEM # XIV-5

CONSENT AGENDA

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: **SPECIAL EDUCATION**

Date: **Dcember 3, 2019**

Action Item X

To: **Board of Trustees**

Information Item

From: **Mike Jordan**

Attached Pages 0

Director of Curriculum, Instruction and Special Education

Initials: MAJ

SUBJECT: Individual Service Agreements

Please ratify the following ISAs for CJUSD special education students to receive services at a Non-Public School.

ISA # 39, 40-Bright Start

RECOMMENDATION:

CJUSD Board of Trustees Ratify Individual Service Agreements

AGENDA ITEM # XIV-6

CONSENT AGENDA

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: SPECIAL EDUCATION

Date: November 18, 2019

Action Item ☒

To: Board of Trustees

Information Item

From: Mike Jordan

Attached Pages 1

Director of Curriculum, Instruction and Special Education

Initials: MJS

SUBJECT: MOU

CONSULTANT'S NAME: Practi-Cal

COMPANY NAME (if applicable)

SERVICE(S) TO BE RENDERED: MOU between Practi-Cal and CJUSD - for Practi-Cal to complete the DHCS required annual CRCS report.

DATE(S) OF SERVICE: Must be completed prior to November 30, 2019

PAYMENT: \$700 TOTAL flat rate

RECOMMENDATION: CJUSD Board of Trustees Ratify MOU with Practi-Cal

AGENDA ITEM # XIV-7

CONSENT AGENDA

2019 – 2020 Cost Reimbursement and Comparison Schedule (CRCS) MOU

Center Joint Union School District

Please consider this a Memorandum of Understanding between the below signed school district and Practi-Cal, Inc. to provide preparation and consulting services related to the Department of Health Care Services Cost and Reimbursement Comparison Schedule (CRCS).

The CRCS report is required to be submitted to CDHCS no later than the current deadline as established by CDHCS (November 30th, 2019). Participants in the LEA Medi-Cal Billing Option (LBO) Program are required to annually certify, through the CRCS process, that the public funds expended to provide LBO Program services are eligible for federal financial participation. Therefore, continued enrollment in the LBO Program is contingent upon timely submission of the CRCS each fiscal year. Failure to meet this requirement may result in removal from the LBO Program.

Practi-Cal's responsibilities will be to request from the District the state required data and will process this data according to the California DHCS published guidelines. This agreement will encompass all time spent preparing, reviewing, and analyzing CRCS reports, DHCS CRCS audit reviews, and consulting regardless of Fiscal Year of submission. Practi-Cal will not be held responsible for the overpayment or underpayment outcome of the submitted CRCS report. District will maintain supporting documentation to support the information supplied to Practi-Cal.

The District is responsible for providing timely and accurate financial and personnel data as requested by Practi-Cal to complete the form on the District's behalf. District shall account for all revenues and expenditures as required by the CRCS guidelines. Unless otherwise agreed, District shall use a CRCS Data Request form provided by Practi-Cal. District agrees to forward DHCS communication in a timely manner for consideration of review and analysis. District will also provide a timely review, certification and submission of the CRCS report once completed. This includes:

- Salary and Benefits
- Program Expenditures
- Practitioner Hours and FTE's
- Contractor Costs

Practi-Cal's fee is a flat \$700 for CRCS Preparation and Submission. The term of this agreement is for Fiscal Year 2019-2020.

<p>For the District</p> <p>By: <u>Center Joint Unified</u></p> <p>Name: <u>Mike Jordan</u></p> <p>Title: <u>Director of Curr., Instruction and Special Education</u></p> <p>Date: <u>11/18/19</u></p>	<p>For Practi-Cal</p> <p>By: <u>[Signature]</u></p> <p>Date: <u>9/19/19</u></p>
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Please Sign, Scan and Email a copy of this agreement to acctg@practi-cal.com

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Special Education

Date: December 4, 2019

Action Item ☒ X

To: Board of Trustees

Information Item

From: Michael Jordan

Director of Curriculum, Instruction and Special Education

Initials: MJ

8 # Attached Pages

SUBJECT: MOU with Twin Rivers Unified School District for SpEd Services

The CJUSD would like to enter into an MOU with the Twin Rivers Unified School District (TRUSD) so that the TRUSD will provide services for special education students in a program that the CJUSD does not offer.

RECOMMENDATION: CJUSD Board of Trustees approve the MOU

CONSENT AGENDA



MEMORANDUM OF UNDERSTANDING FOR SPECIAL EDUCATION SERVICES

- PARTIES:** This Memorandum of Understanding (MOU) is entered into between the Twin Rivers Unified School District (hereinafter, "TRUSD") and CENTER JOINT UNIFIED SCHOOL DISTRICT, the DISTRICT OF RESIDENCE (hereinafter, "DOR"), collectively, the "PARTIES".
- PURPOSE:** Whereas, DOR is in need of particular Special Education support services for its own students, in grades Pre-K through Adult, which DOR is not currently equipped to provide. DOR has therefore requested, and TRUSD is amenable to providing, such required support services to DOR's student(s) at TRUSD schools. The purpose of this MOU is to define the parameters under which TRUSD will provide such services, and the roles and responsibilities of both TRUSD and DOR. The services that shall be provided pursuant to this MOU are not the result of an inter-district transfer or residency in, or legal entitlement to any services in TRUSD.
- AUTHORITY:** Whereas, the terms and provisions of this MOU are authorized under California Education Code Sec. 56205, concerning the participation of Local Educational Agencies in providing Special Education services within Special Education Local Plan Areas, and California Education Code Sec. 41851.2 concerning the transportation of Special Education students.
- TERM:** Whereas, this MOU shall be effective from **July 1, 2019** through **June 30, 2020**, which includes the **2019 Extended School Year ("ESY")**, unless terminated earlier as provided herein. TRUSD and DOR shall make a good faith effort to notify the other party prior to **MAY 1, 2020** if either party intends to seek renewal this MOU subsequent to **June 30, 2020**. However, upon receipt of such notice from a DOR, TRUSD shall determine whether or not to renew said MOU.
- SPECIAL CONDITIONS:** Whereas, DOR acknowledges and agrees that the services to be provided by TRUSD under this MOU shall be rendered on a space-available basis; and that TRUSD's first priority throughout the term of this MOU will be the provision of like services to TRUSD's own students.
- I. SCOPE OF SERVICES/ROLES AND RESPONSIBILITIES:**
- A. RESPONSIBILITIES OF DISTRICT OF RESIDENCE (DOR)**
- DOR shall remain the District of Residence for any participating students throughout the term of this MOU. TRUSD shall only act as service provider for DOR students, but shall have no other obligations or liabilities.

- Prior to enrollment of any DOR student in TRUSD, DOR shall provide TRUSD with copies of all student records for any DOR student where DOR is seeking enrollment of a DOR student in TRUSD.
- If DOR executed a settlement agreement involving a DOR student, or is in negotiations with a DOR student regarding same, DOR shall notify TRUSD prior to enrollment of a DOR student within TRUSD.
- **DOR shall be responsible for transportation to and from TRUSD sites for any DOR student attending a program within TRUSD.**
- DOR shall have a representative attend student IEP meetings for all DOR students attending a TRUSD program.
- DOR shall be responsible for any and all costs incurred by TRUSD as a result of placement of DOR's students within TRUSD, including but not limited to specialized academic instruction; para-professional/tutoring services; physical and/or occupational therapy; speech and language pathology; behavioral testing and/or therapy, and/or any other costs related to the IEP.
- DOR shall be responsible for the costs of any assessments conducted by TRUSD.
- **A preliminary estimate of costs for the types of services to be provided under this MOU is shown in Exhibit A hereto.** DOR acknowledges that these costs may increase (est. of 3%) yearly during the term of this MOU, and shall compensate/reimburse TRUSD at said higher rates, when applicable.
- DOR shall compensate/reimburse TRUSD within thirty (30) days of TRUSD's presentation to DOR of any invoices for services rendered pursuant to this MOU.

B. RESPONSIBILITIES OF TWIN RIVERS UNIFIED SCHOOL DISTRICT (TRUSD)

- Provide direct, individual and/or group instructional services per student's IEP
- Provide related services or accommodations/modifications as required by each student's IEP (including, but not limited to, specialized academic instruction, para-professional/tutoring services; physical and/or occupational therapy; speech and language pathology; behavioral testing and/or therapy) similar to those services currently provided to TRUSD students.
- Unless a student's parent and TRUSD mutually agree in writing that a triennial assessment is not necessary, TRUSD shall conduct a triennial assessment for students whose arrival date at TRUSD is within at least sixty (60) days of the student's triennial IEP due date. TRUSD shall provide copies of any triennial assessments upon completion to DOR.
- TRUSD shall not accept students from DOR if such student has: (1) an overdue IEP(s), (2) a due process complaint, OCR complaint, CDE complaint, or other litigation pending against DOR.
- Provide specialized equipment and Special Education Materials similar to those provided to TRUSD students.
- Invoice DOR quarterly for all services provided.

II. INSURANCE:

During the term of this MOU, TRUSD shall provide to DOR and DOR shall provide to TRUSD current certificates of policy in conformance with coverage required by the Sacramento County SELPA Master Agreement. TRUSD and DOR shall also provide written endorsements naming the other party as an additional insured. Any and all insurance coverage may be provided by a Joint Powers Authority or other Self-Insurance program. Coverage shall provide notice to the additional insured of any change in or limitation of coverage or cancellation of the policy no less than thirty (30) days prior to the effective date of the change, limitation or cancellation.

III. INDEMNIFICATION:

TRUSD and DOR agree to notify the other party of any claims, administrative actions, due process complaints, and/or or civil actions determined to be within the scope of this MOU within ten (10) calendar days of such determination. TRUSD and DOR further agree to cooperate in the defense of any such actions. Nothing in this MOU shall establish a standard of care for or create any legal right for any person not a party to this MOU. TRUSD shall, at the sole discretion of TRUSD, determine which legal counsel to use in connection with legal representation of any action within the scope of this MOU.

A. Civil/Tort Claims

1. Insofar as permitted by law, TRUSD shall assume the defense and hold harmless DOR and/or any of its officers, agents or employees from any liability, damages, costs, or expenses of any kind whatsoever, including attorneys' fees, which may arise by reason of the sole fault or negligence of TRUSD, its officers, agents or employees.
2. Insofar as permitted by law, DOR shall assume the defense and hold harmless TRUSD and/or any of its officers, agents or employees from any liability, damages, costs, or expenses of any kind whatsoever, including attorneys' fees, which may arise by reason of any harm to person(s) or property received or suffered by reason of the sole fault or negligence of DOR, its officers, agents or employees.
3. It is the intent of the TRUSD and DOR that where negligence or responsibility for any harm to person(s) or property is determined to have been shared between TRUSD and DOR, the principles of comparative liability shall be followed and each party shall bear the proportionate cost of any liability, damages, costs, or expenses attributable to that party. However, in any event, DOR shall contribute at least 50% toward any costs associated with such complaint, unless TRUSD and DOR agree otherwise.

B. Due Process/CDE/OCR or Other Complaints under IDEA or Section 504

1. DOR shall indemnify TRUSD for any attorney fees, costs, or expenses related to any due process complaint or other complaint arising under the IDEA ("IDEA") or Section 504 of the Rehabilitation Act of 1974 ("Section 504"), that may be filed by a student and/or his or her representatives related to any placement or services provided by TRUSD under this MOU, including, but not limited to, claims related to termination of this MOU, or related to any claim that TRUSD has any stay put obligation related to the student's attendance or placement in TRUSD.
2. TRUSD shall indemnify DOR for any attorney fees, costs, or expenses related to any due process complaint or other complaint filed by a student and/or his or her representatives under IDEA ("IDEA") or Section 504 of the Rehabilitation Act of 1974 ("Section 504"), related to any placement or services provided by TRUSD under this MOU, including, but not limited to, claims related to termination of this MOU, or related to any claim that TRUSD has any stay put obligation related to the student's attendance

or placement in TRUSD, if an investigation determines that TRUSD was fully responsible for the service violation which is the subject of the complaint.

3. It is the intent of TRUSD and DOR that where responsibility for any violation of the IDEA or Section 504 is determined to have been shared between TRUSD and DOR, the principles of comparative liability shall be followed and each party shall bear the proportionate cost of any liability, damages, costs, or expenses attributable to that party. However, in any event, DOR shall contribute at least 50% toward any costs associated with such complaint, unless TRUSD and DOR agree otherwise.

- C. The terms and conditions of Section III of this MOU shall expressly survive the termination of this MOU.

IV. TERMINATION/SUSPENSION:

- A. This MOU may be terminated without cause by either party upon thirty (30) days prior written notice to the other party. When required by law, this MOU may be immediately suspended by either party upon notice to the other party; any such suspension shall not extend the term of this MOU.
- B. Upon the effective date of termination of this MOU for any reason, DOR shall immediately make arrangements for an alternative placement and related services for any and all students being served pursuant to this MOU. DOR shall immediately, and in any event no later than the end of the school day of such notice, arrange for removal, or remove, the effected student[s] from TRUSD property upon such notice. DOR is solely, and at all times, responsible for any and all educational services to the students being served pursuant to this MOU.
- C. Student's attendance in TRUSD and any or all services that may be provided to a student by TRUSD under this MOU or any other agreement with DOR, shall not be considered a student's "Stay Put" placement. TRUSD is not a party to any agreement between DOR and an affected student's parents and/or representatives pertaining to stay put. Such agreements shall not be considered integrated into this MOU and shall in no way bind TRUSD.
- D. TRUSD can terminate this MOU immediately and without prior notice upon the occurrence of extraordinary circumstances. Extraordinary circumstances exist if TRUSD determines, in its sole discretion, that a student's continued placement or attendance in the TRUSD, will result in actual, or the risk of, physical or emotional harm to the DOR student, any other students, TRUSD staff, contracted providers, or property of TRUSD.

V. FINANCIAL OBLIGATIONS:

DOR is responsible for all costs incurred by TRUSD for provision of the services hereunder to DOR's students.

VI. NOTICES:

Any notice required to be given by the terms of this MOU shall be deemed to have been given when the same is personally delivered or sent by first class mail, postage prepaid, addressed to the respective parties as follows:

To DISTRICT: Twin Rivers Unified School District
3222 Winona Way
North Highlands, CA 95660
ATTN: Executive Director of Special Education

To DOR: Center Joint Unified School District
Special Education Department
8408 Watt Ave.
Antelope, CA 95843

VII. ENTIRE AGREEMENT:

This MOU represents the entire and integrated agreement between DISTRICT and DOR, and supersedes all prior negotiations, representations, or agreements, either written or oral, with respect to the subject matter of this MOU. This MOU may not be modified, changed, supplemented or terminated, nor may any obligations under this MOU be waived or amended, except by written instrument signed by the duly authorized representatives of DISTRICT and DOR.

VIII. SEVERABILITY:

Should any term or provision of this MOU be determined to be illegal or in conflict with any law of the State of California, the validity of the remaining portions or provisions shall not be affected thereby, and each term or provision of this MOU shall be valid and enforced as written to the full extent permitted by law, unless to do so would frustrate the intent of the Parties and the purpose of this MOU.

IX. CALIFORNIA LAW:

This MOU shall be constructed in accordance with and governed by the laws and decisions of the County of Sacramento and the State of California.

X. TIME IS OF THE ESSENCE:

Time is of the essence in the performance of the Parties' obligations under this MOU.

XI. COUNTERPARTS:

This MOU may be executed in counterparts, each of which shall be deemed an original, but all of which, together, when signed by all of the Parties hereto, shall constitute one and the same instrument. A facsimile, copy, or electronic, including PDF, signature shall be as valid as an original.

XII. NO THIRD PARTY RIGHTS:

Nothing contained in this MOU shall create a contractual relationship with, or cause of action in favor of, any third party that is not a party to this MOU against TRUSD.

XIII. REPRESENTATION OF AUTHORITY:

The undersigned hereby represent and warrant that they are authorized by the respective parties to execute this MOU.

IN WITNESS WHEREOF, DISTRICT and DOR have executed this MOU as of the date first above written.

**TWIN RIVERS UNIFIED SCHOOL DISTRICT
"DISTRICT"**

**[ENTER DOR INFORMATION HERE]
"DOR"**

**By: Kathleen Walker
Executive Director, Special Education**

Authorized Signature

Printed Name

Date

Title

Date

Date of TRUSD Board Ratification: _____

EXHIBIT A

ESTIMATED COST OF SERVICES

**TWIN RIVERS USD
EXCESS COSTS – RATE SHEET
2019-2020**

Service	Hourly Rate
Speech and Language Therapy	\$89.00
Occupational Therapy	\$100.00
Psychologist	\$100.00
Behavior Intervention (Coordinator--BCBA)	\$70.00
Assistive Technology Consult	\$105.00
OI Teacher	\$93.00
APE Teacher	\$93.00
Paraeducator Independence Facilitator (1:1)	\$18.72
Academic & Behavior Intervention Assistant	\$21.18
Speech & Language Therapy Assistant	\$26.22
Health Services Specialist - LVN	\$27.44
Health Assistant	\$20.32

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: **Dudley Elementary**

Date: **December 4, 2019**

Action Item X

To: **Center Joint Unified School District Board of Trustees**

Information Item

From: **Steve Jackson**

of Attached Pages **59**

Principal's Initials: SJ

SUBJECT:

2019-20 School Plan for Student Achievement -- Dudley Elementary

CONSENT AGENDA

RECOMMENDATION: The CJUSD Board of Trustees to Approve the 2019-20 School Plan for Student Achievement -- Dudley Elementary

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Arthur S. Dudley Elementary School	34739736032908	November 7, 2019	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students and to support an all-inclusive school culture. California Education Code 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate school plans for programs funded through the ConnApp and ESEA Program Improvement into the SPSA.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Dudley Elementary School gathers feedback from several types of surveys. Each year, parents complete a school-wide survey which has questions related to our Title I program, school connectedness, and family engagement.

Also, each year, parents, students, and staff complete a Safety Survey. This survey has questions related to feeling safe on campus, the condition of our campus, and school connectedness. The results of this survey provide help in updating the School Safety Plan.

Every other year, our 5th grade students complete the California Healthy Kids Survey. This survey covers a wide range of topics including, but not limited to, lifestyle habits, drug, alcohol, and tobacco use, and feeling safe at school.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

There are several forms of classroom observation that take place on the Dudley campus. The principal conducts both formal and informal classroom observations which provide the teacher with specific feedback. Teachers also have an opportunity for peer observations. These are scheduled throughout the year and allow each certificated teacher an opportunity to spend half a day observing peers. Finally, the Superintendent and the district Curriculum Coordinator each visit campus once per month for informal observations of classrooms.

Through these different observations, it is apparent that the district adopted curricula are being utilized and teachers are working hard to present a complete and thorough program meeting state standards. It should also be noted that observations show that teachers are attempting to implement strategies and techniques acquired through professional development.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The Title I teachers, classroom teachers and principal analyze students' CAASPP test scores and local assessments to determine areas of achievement in need of support. Low-performing students are continuously monitored and their instruction is modified through the Student Success Plan process.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The staff at Dudley Elementary analyzes the California Assessment of Student Performance and Progress, California English Language Development Test, McGraw Hill Wonders and MyMath assessments, Universal Screener, and informal assessments to determine the effectiveness of instruction and make modifications to improve student achievement.

The Title 1 staff uses Systematic Instruction in Phoneme Awareness, Phonics and Sight words (SIPPS) curriculum for students who scored "Standard Not Met" in English language arts. This curriculum determines the students' reading level and modifies instruction as the students progress through the program. For math, the Title 1 staff uses various math intervention strategies. This program assesses students before and after each objective is taught and determines future instruction based on the assessment results.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All Dudley Elementary certificated staff members have met the requirements for highly qualified staff.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All Dudley Elementary teachers are credentialed. Access to AB 466 training is not applicable.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

District-wide collaboration days, site collaboration days and staff meetings focus on student achievement as measured by the California Assessment of Student Performance and Progress (CAASPP) and district assessments. All district certificated staff analyze their class' performance for each of the content standards in English Language Arts and Mathematics. Groups share instruction strategies to address the content standards in which students showed the least success.

The California Teacher Induction program is utilized for teachers new to the profession.

A district Academic Coordinator implements ongoing professional development activities in the areas of student achievement, instructional practices and technology.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The site administrator and a district Curriculum Coordinator implements ongoing professional development activities in the areas of student achievement, instructional practices and technology. The district Curriculum Coordinator works closely with newly hired teachers.

Dudley also has a school site Curriculum Coordinator which is a position shared by two teachers. The site Curriculum Coordinator(s) provide support to all staff, but pay particular attention to teachers hired within the last two years. Along with individualized support, the site Curriculum Coordinators hold bi-weekly New Teacher Support Group meetings and attempt to address timely topics.

The district Curriculum Coordinator also does regular classroom observations and assists tenured teachers as needed. The Teacher Induction Program program is utilized for teachers new to the profession.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

District-wide and site based collaboration days focus on student achievement as measured by the California Assessment of Student Performance and Progress (CAASPP). Certificated staff analyzed their class' performance for each of the content standards in English Language Arts and Mathematics. Groups share instruction strategies to address the content standards in which students showed the least success.

At Dudley Elementary, staff meetings are periodically designated for grade level or cross-grade collaboration.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Dudley Elementary students are provided with state adopted curriculum which is aligned to content standards. Teachers collaborate with grade level peers to review the state content and district power standards and determine which lessons in the core curriculum align with these standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

A reference chart that indicates the required instructional minutes for English/language arts and mathematics is available for the teaching staff. During classroom observations, lessons are examined to ensure that all instruction is standards-based.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Dudley has instituted an English/Language Arts rotation. During this time, English learners receive instruction using the Designated English Instruction portion of the Wonders English/Language Arts curriculum.

Students designated as Long-Term English Language Learners (LTEs) receive instruction using the Inside curriculum by National Geographic. Non-English learners receive English/Language Arts instruction according to their greatest need. Topics include: blending practice, fluency building, comprehension, grammar and writing.

The Title 1 Learning Center provides intervention to first through sixth grade students who have scored Standard Not Met and Standard Nearly Met on the California Assessment of Student Performance and Progress (CAASPP) or who tested far below grade level in their reading level. Students who attend the learning center receive thirty minutes of small group instruction in reading and/or math.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

State adopted standards-based instructional materials are available for all Dudley Elementary students. English Language learners are provided with additional instruction using the Designated English Instruction portion of the Wonders English/Language Arts curriculum. Students designated as Long-Term English Language Learners (LTEs) receive instruction using the Inside curriculum by National Geographic.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

State adopted standards-based instructional materials are available for all Dudley Elementary students. Wonders is used for English/Language Arts and MyMath is used for mathematics. English learners are provided with additional instruction using Designated English Instruction portion of the Wonders English/Language Arts curriculum. Students designated as Long-Term English Language Learners (LTEs) receive instruction using the Inside curriculum by National Geographic. All state-adopted curriculum includes intervention materials and suggestions for modifications in lessons for English learners and students not meeting standards as well as for high-achieving students who need to be challenged. The intervention teachers use Wonders materials. Students practice reading fluency and comprehension using the Read Naturally program.

The Title 1 staff uses SIPPS materials to teach decoding and build reading fluency. Wonders, Harcourt Science and Studies Weekly Social Studies curriculum is used to teach reading comprehension. MyMath curriculum is used for math intervention.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

State adopted standards-based instructional materials are available for all Dudley Elementary students. English learners are provided with additional instruction using Designated English Instruction portion of the Wonders English/Language Arts curriculum. Students designated as Long-Term English Language Learners (LTELs) receive instruction using the Inside curriculum by National Geographic. All state-adopted curriculum includes intervention materials and suggestions for modifications in lessons for English learners and students not meeting standards. Students use Accelerated Reader which is a program that focuses on reading comprehension. The Title 1 Learning Center provides intervention to kindergarten through sixth grade students who have scored Standard Not Met and Standard Nearly Met on the California Assessment of Student Performance and Progress (CAASPP) or who tested far below grade level in their reading level. Students who attend the learning center receive thirty minutes of small group instruction in reading and/or math. Other services include: resource pull-out, speech and pathology services, occupational therapy, Special Day Class, Title 1 push-in support and counseling services.

Evidence-based educational practices to raise student achievement

All curriculum and materials used at Dudley Elementary are standards-based and research-based. This includes the state-adopted Wonders, MyMath curriculum as well as Accelerated Reader and Math, Read Naturally and SIPPS supplemental materials.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

In September, every teacher meets with the school's support staff and principal to discuss every student's academic, social-emotional and financial needs.

Dudley Elementary utilizes a 60 minute Intervention Block to provide academic support within the school day. 30 minutes of the block are used for Intervention Rotation which includes designated EL instruction as well as other support opportunities as determined by the needs of the particular grade level. The other 30 minutes are used for Workshop which is small group instruction within each classroom. During Workshop, Title I Instructional Specialists push-in to provide small group support.

Also, to assist under-achieving students, Dudley Elementary sets up individual Student Success Plans, defining specific areas of need, specific accommodation strategies for support, and SMART goals are set based upon the student's identified need. If the Student Success Plan is not achieving adequate success a Student Success Team meetings can be planned to determine a plan of action to increase the student's academic proficiency. Outcomes from these meetings may include, but are not limited to: Access referrals, referral to the school counselor, referral for Title 1 support, placement in the intervention class, referral to the nurse, occupational therapist screening, speech and language screening, academic and cognitive testing, etc. The Student Success Team may be comprised of an administrator, classroom teacher, resource teacher, counselor, English learner teacher and psychologist.

A school breakfast and lunch program is available for qualifying students.

Underachieving students may qualify for access to The Family Resource Center created through a California Healthy Start Grant.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Dudley Elementary has a School Site Council that meets a minimum of three times per school year. Key stakeholders are invited to participate in program planning and evaluation as part of the School Site Council via newsletters, fliers and auto-dialer messages.

Dudley Elementary's English Learner Advisory Committee is also presented with information regarding Dudley's Single Plan for Student Achievement and is asked for input regarding expenditures from categorical and general funds.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Dudley Elementary receives two categories of funds that can be used to target under-performing students. Lottery monies are used to purchase copies used for homework and class assessments. Lottery money is also used to purchase math consumable workbooks for kindergarten-second grade student, a school wide subscription to Sumdog for mathematics skill support. Sumdog is a web-based programs.

The Title 1 fund is used to target students' academic needs and emotional well-being. A learning center staff consists of a certificated teacher and three part-time aides. The staff provides small group instruction to students who are performing significantly below grade level. To support emotional well-being, and assist with students who have difficulty transitioning to school, the Title 1 fund is used for the salary of a 1.0 FTE school counselor.

We firmly believe that students who are connected and engaged with activities that are of high interest and high motivation, they will be equally motivated and engaged in learning in the core subjects. This engagement in extra-curricular activities will enable students to achieve more successfully in core academic areas. To increase school connectedness, Title I funds are used to fund stipends and supplies for extra-curricular clubs. These clubs provide a valuable function of exposing students to activities they may not regularly have experience with such as art, animae, media production, computer/technology applications, nutrition. Our vision is to expand these club offerings into the area of video production so that our students would have an introduction to skills that would be applicable to elective classes at Wilson C. Riles Middle School as well as Center High School.

Fiscal support (EPC)

Dudley Elementary receives two categories of funds that can be used to target underperforming students. Lottery monies are used to purchase consumable mathematics texts for kindergarten through second grade students, classroom supplies that students use directly, and academic planners for grades 4-6. The same fund is used to purchase unlimited copies for staff through the district's copy center.

Title I funds are used in part to pay the salary of a 1.0 FTE school counselor to increase student connectedness, and stipends for after school intervention and enrichment clubs.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The review and update of the SPSA was completed with Dudley's PTA/SSC at various meetings throughout the school year: September 20, October 19, November 14, and December 12, 2018 as well as January 11, February 11, April 12, October 24, and November 5, 2019

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.5%	0.44%	0.31%	3	3	2
African American	12.3%	13.33%	14.48%	82	90	94
Asian	7.3%	7.56%	7.7%	49	51	50
Filipino	2.7%	2.37%	2.93%	18	16	19
Hispanic/Latino	24.3%	24.30%	25.42%	162	164	165
Pacific Islander	0.8%	0.89%	1.08%	5	6	7
White	46.4%	45.33%	41.14%	310	306	267
Multiple/No Response	%	%	%			
Total Enrollment				668	675	649

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	88	104	95
Grade 1	101	72	86
Grade 2	87	110	81
Grade 3	100	97	103
Grade 4	99	94	96
Grade 5	98	96	93
Grade 6	95	102	95
Total Enrollment	668	675	649

Conclusions based on this data:

1. Dudley Elementary School is very proud of our diverse population. We believe that this provides unique educational opportunities for all of our students.
2. Although enrollment fluctuates throughout the year, enrollment at Dudley Elementary is remained consistent, around the 650 student mark.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	158	123	126	23.7%	18.2%	19.4%
Fluent English Proficient (FEP)	29	57	45	4.3%	8.4%	6.9%
Reclassified Fluent English Proficient (RFEP)		31	1	0.0%	19.6%	0.8%

Conclusions based on this data:

1. 4 years ago, we adopted an Intervention model that provides specific, designated support to students who are ELs. This model appears to be effective in supporting our ELs become more proficient in English.
2. The criteria to determine reclassification of English Learners has been shifting in the past few years as the CELDT was phased out and the ELPAC became the new assessment of English Language Proficiency.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	106	95	105	106	95	103	106	95	103	100	100	98.1
Grade 4	103	98	94	99	97	93	99	97	93	96.1	99	98.9
Grade 5	99	98	92	98	96	90	98	96	90	99	98	97.8
Grade 6	96	102	92	93	99	89	93	99	89	96.9	97.1	96.7
All Grades	404	393	383	396	387	375	396	387	375	98	98.5	97.9

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2409.	2399.	2400.	19.81	12.63	15.53	21.70	24.21	20.39	23.58	32.63	28.16	34.91	30.53	35.92
Grade 4	2450.	2450.	2432.	21.21	20.62	9.68	21.21	20.62	23.66	23.23	20.62	23.66	34.34	38.14	43.01
Grade 5	2495.	2478.	2479.	15.31	16.67	12.22	31.63	34.38	30.00	24.49	16.67	23.33	28.57	32.29	34.44
Grade 6	2520.	2521.	2498.	13.98	8.08	14.61	33.33	37.37	33.71	27.96	35.35	19.10	24.73	19.19	32.58
All Grades	N/A	N/A	N/A	17.68	14.47	13.07	26.77	29.20	26.67	24.75	26.36	23.73	30.81	29.97	36.53

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	22.64	13.68	15.53	41.51	54.74	49.51	35.85	31.58	34.95
Grade 4	17.35	19.59	11.96	57.14	48.45	56.52	25.51	31.96	31.52
Grade 5	19.39	16.67	16.67	47.96	41.67	50.00	32.65	41.67	33.33
Grade 6	19.35	16.16	19.10	48.39	52.53	42.70	32.26	31.31	38.20
All Grades	19.75	16.54	15.78	48.61	49.35	49.73	31.85	34.11	34.49

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.14	15.79	9.71	46.67	54.74	57.28	36.19	29.47	33.01
Grade 4	17.35	14.43	10.99	54.08	47.42	51.65	28.57	38.14	37.36
Grade 5	29.59	30.85	20.00	51.02	38.30	45.56	19.39	30.85	34.44
Grade 6	18.48	14.58	15.73	52.17	59.38	43.82	29.35	26.04	40.45
All Grades	20.61	18.85	13.94	50.89	50.00	49.87	28.50	31.15	36.19

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.21	11.58	13.59	67.92	64.21	72.82	18.87	24.21	13.59
Grade 4	15.31	17.53	10.87	60.20	60.82	66.30	24.49	21.65	22.83
Grade 5	14.29	14.74	11.11	63.27	55.79	60.00	22.45	29.47	28.89
Grade 6	16.13	11.11	20.22	64.52	71.72	52.81	19.35	17.17	26.97
All Grades	14.68	13.73	13.90	64.05	63.21	63.37	21.27	23.06	22.73

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.04	7.37	13.59	55.66	64.21	50.49	28.30	28.42	35.92
Grade 4	23.47	21.65	10.87	44.90	46.39	50.00	31.63	31.96	39.13
Grade 5	20.41	22.92	21.11	57.14	46.88	47.78	22.45	30.21	31.11
Grade 6	24.73	26.26	29.21	50.54	59.60	38.20	24.73	14.14	32.58
All Grades	21.01	19.64	18.45	52.15	54.26	46.79	26.84	26.10	34.76

Conclusions based on this data:

1. In the 2018-19 school year, 35.92% of third graders met or exceeded the overall ELA achievement compared to 36.84% in 2017-18. This is a decrease of 0.92%
2. In the 2018-19 school year, 32.91% of fourth graders met or exceeded the overall ELA achievement compared to 41.24% in 2017-18. This is a decrease of 8.33%
3. In the 2018-19 school year, 42.22% of fifth graders met or exceeded the overall ELA achievement compared to 51.05% in 2017-18. This is a decrease of 8.83%
In the 2018-19 school year, 48.32% of third graders met or exceeded the overall ELA achievement compared to 45.45% in 2017-18. This is an increase of 2.87%

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	106	95	105	106	93	104	106	93	104	100	97.9	99
Grade 4	103	98	94	100	98	93	100	98	93	97.1	100	98.9
Grade 5	99	98	92	99	97	90	99	97	90	100	99	97.8
Grade 6	96	102	92	95	102	90	95	102	90	99	100	97.8
All Grades	404	393	383	400	390	377	400	390	377	99	99.2	98.4

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2406.	2392.	2391.	4.72	3.23	6.73	33.96	23.66	18.27	26.42	29.03	31.73	34.91	44.09	43.27
Grade 4	2435.	2440.	2415.	7.00	6.12	1.08	22.00	22.45	17.20	36.00	33.67	41.94	35.00	37.76	39.78
Grade 5	2456.	2440.	2444.	4.04	5.15	4.44	15.15	11.34	11.11	31.31	25.77	28.89	49.49	57.73	55.56
Grade 6	2483.	2488.	2472.	8.42	10.78	15.56	16.84	15.69	13.33	30.53	31.37	27.78	44.21	42.16	43.33
All Grades	N/A	N/A	N/A	6.00	6.41	6.90	22.25	18.21	15.12	31.00	30.00	32.63	40.75	45.38	45.36

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.98	13.98	9.62	38.68	31.18	36.54	44.34	54.84	53.85
Grade 4	17.00	12.24	4.30	32.00	37.76	31.18	51.00	50.00	64.52
Grade 5	9.09	7.22	4.44	26.26	27.84	32.22	64.65	64.95	63.33
Grade 6	10.53	17.65	16.67	35.79	33.33	26.67	53.68	49.02	56.67
All Grades	13.50	12.82	8.75	33.25	32.56	31.83	53.25	54.62	59.42

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.04	13.98	10.58	55.66	44.09	45.19	28.30	41.94	44.23
Grade 4	11.00	10.20	4.30	47.00	54.08	49.46	42.00	35.71	46.24
Grade 5	9.09	7.22	4.44	42.42	40.21	42.22	48.48	52.58	53.33
Grade 6	10.53	12.75	13.33	40.00	42.16	35.56	49.47	45.10	51.11
All Grades	11.75	11.03	8.22	46.50	45.13	43.24	41.75	43.85	48.54

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.09	5.38	8.65	59.43	62.37	50.00	25.47	32.26	41.35
Grade 4	14.00	12.24	4.35	40.00	39.80	41.30	46.00	47.96	54.35
Grade 5	6.06	10.42	7.78	46.46	38.54	44.44	47.47	51.04	47.78
Grade 6	13.68	12.75	17.78	44.21	38.24	36.67	42.11	49.02	45.56
All Grades	12.25	10.28	9.57	47.75	44.47	43.35	40.00	45.24	47.07

Conclusions based on this data:

1. In the 2018-19 school year, 25.00% of third graders met or exceeded the overall Mathematics achievement compared to 26.91% in 2017-18. This is a decrease of 1.91%
2. In the 2018-19 school year, 18.28% of third graders met or exceeded the overall Mathematics achievement compared to 28.57% in 2017-18. This is a decrease of 10.29%
3. In the 2018-19 school year, 15.55% of third graders met or exceeded the overall Mathematics achievement compared to 16.49% in 2017-18. This is a decrease of 0.94%
In the 2018-19 school year, 28.89% of third graders met or exceeded the overall Mathematics achievement compared to 26.47% in 2017-18. This is a increase of 2.42%

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1428.7	1434.7	1433.2	1449.9	1417.9	1399.5	24	17
Grade 1	1467.7	1446.0	1474.1	1455.6	1460.6	1436.1	18	18
Grade 2	1512.3	1517.3	1515.8	1516.5	1508.5	1517.5	24	15
Grade 3	1498.1	1502.4	1490.0	1496.8	1505.7	1507.3	21	18
Grade 4	1523.1	1539.2	1530.4	1539.7	1515.3	1538.2	16	11
Grade 5	*	*	*	*	*	*	*	7
Grade 6	1551.5	*	1547.7	*	1554.9	*	14	6
All Grades							125	92

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	17.65	*	23.53	*	52.94	*	5.88	24	17
1	*	0.00	*	44.44	*	44.44	*	11.11	18	18
2	87.50	33.33	*	40.00	*	26.67	*	0.00	24	15
3	*	16.67	*	55.56	*	5.56	*	22.22	21	18
4	*	36.36	*	45.45	*	18.18	*	0.00	16	11
5	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	14	*
All Grades	48.00	20.65	24.80	38.04	16.80	31.52	10.40	9.78	125	92

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	29.41	*	29.41	*	35.29	*	5.88	24	17
1	*	5.56	*	50.00	*	33.33	*	11.11	18	18
2	83.33	60.00	*	33.33	*	6.67	*	0.00	24	15
3	*	38.89	*	38.89	*	5.56	*	16.67	21	18
4	*	54.55	*	36.36	*	9.09	*	0.00	16	11
5	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	14	*
All Grades	56.80	36.96	23.20	33.70	9.60	20.65	10.40	8.70	125	92

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	11.76	*	29.41	*	47.06	*	11.76	24	17
1	*	0.00	*	27.78	*	38.89	*	33.33	18	18
2	66.67	20.00	*	46.67	*	20.00	*	13.33	24	15
3	*	16.67	*	33.33	*	27.78	*	22.22	21	18
4	*	27.27	*	27.27	*	36.36	*	9.09	16	11
5	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	14	*
All Grades	34.40	13.04	27.20	31.52	18.40	32.61	20.00	22.83	125	92

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	45.83	17.65	*	64.71	*	17.65	24	17
1	72.22	38.89	*	55.56	*	5.56	18	18
2	83.33	40.00	*	60.00		0.00	24	15
3	*	22.22	66.67	66.67	*	11.11	21	18
4	*	45.45	*	45.45		9.09	16	11
5	*	*	*	*	*	*	*	*
6	*	*	*	*		*	14	*
All Grades	52.80	28.26	39.20	60.87	*	10.87	125	92

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	45.83	29.41	*	64.71	*	5.88	24	17
1	*	11.11	*	77.78		11.11	18	18
2	79.17	53.33	*	46.67	*	0.00	24	15
3	61.90	61.11	*	27.78	*	11.11	21	18
4	*	63.64	*	36.36	*	0.00	16	11
6	100.00	*		*		*	14	*
All Grades	64.80	42.39	24.00	48.91	11.20	8.70	125	92

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	50.00	94.12	*	5.88	24	17
1	*	5.56	*	61.11	*	33.33	18	18
2	66.67	13.33	*	73.33	*	13.33	24	15
3	*	16.67	66.67	55.56	*	27.78	21	18
4	*	18.18	*	63.64	*	18.18	16	11
5	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	14	*
All Grades	36.80	11.96	40.80	64.13	22.40	23.91	125	92

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	50.00	58.82	*	23.53	*	17.65	24	17
1	*	0.00	*	88.89	*	11.11	18	18
2	50.00	33.33	45.83	60.00	*	6.67	24	15
3	*	33.33	66.67	61.11	*	5.56	21	18
4	*	18.18	*	72.73	*	9.09	16	11
5	*	*	*	*	*	*	*	*
6	*	*	78.57	*		*	14	*
All Grades	39.20	26.09	46.40	61.96	14.40	11.96	125	92

Conclusions based on this data:

1. The data shows that of the 125 students assessed, 48% scored in level 4, 24.8% scored in level 3, 16.8% scored in level 2, and 10.4% scored in level 1 as reported on the Overall Language portion of the ELPAC.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
675	71.4%	18.2%	0.6%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals, or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	123	18.2%
Foster Youth	4	0.6%
Homeless	40	5.9%
Socioeconomically Disadvantaged	482	71.4%
Students with Disabilities	82	12.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	90	13.3%
American Indian	3	0.4%
Asian	51	7.6%
Filipino	16	2.4%
Hispanic	164	24.3%
Two or More Races	39	5.8%
Pacific Islander	6	0.9%
White	306	45.3%

Conclusions based on this data:

1. Dudley Elementary does have a diverse population both by ethnicity and based on the identified sub groups. We continue to look for ways to meet the needs of our learners through collaborative discussion with our stakeholders as well as professional development opportunities.
2. 71.4% of the students at Dudley Elementary qualify as socio-economically disadvantaged.
3. 18.2% of the students at Dudley Elementary qualify as English Learners.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Mathematics



Orange

English Learner Progress



No Performance Color

Academic Engagement

Chronic Absenteeism



Orange

Conditions & Climate

Suspension Rate



Green

Conclusions based on this data:

1. The English Language Arts Overall Performance indicator is orange. We continue to look for ways to support our students more effectively.
2. The Mathematics Overall Performance indicator is orange. We continue to look for ways to support our students more effectively.
3. The Chronic Absenteeism indicator is orange. Through communication with families, we are trying to reinforce the value of consistent attendance.

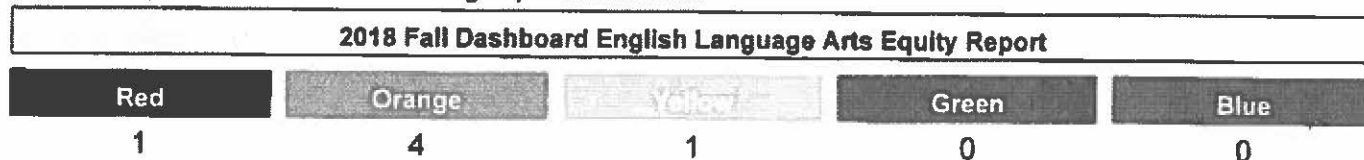
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange 18.2 points below standard Declined -4.4 points 355 students	 Orange 14 points below standard Maintained -1.9 points 104 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 67.2 points below standard Declined -31.6 points 23 students	 Orange 34.8 points below standard Declined -7 points 259 students	 Red 87.5 points below standard Maintained -1.3 points 69 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 53.6 points below standard Declined -11.1 points 42 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 7.1 points above standard Increased 19.5 points 31 students	 No Performance Color 32.8 points above standard Declined -58.3 points 12 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 22.9 points below standard Increased 7.1 points 83 students	 No Performance Color 7.3 points below standard Increased 5.9 points 20 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 Orange 16 points below standard Declined -10.9 points 161 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
60.6 points below standard Increased 7.6 points 54 students	36.4 points above standard Declined -5.6 points 50 students	20.2 points below standard Declined -5.5 points 249 students

Conclusions based on this data:

1. The subgroups of "Homeless" and "Socio-Economically Disadvantaged" showed the most significant declines.
2. The African American group showed the greatest decline while the Hispanic group showed the greatest increase.
3. The Current English Learners showed an increase of 7.6 points.

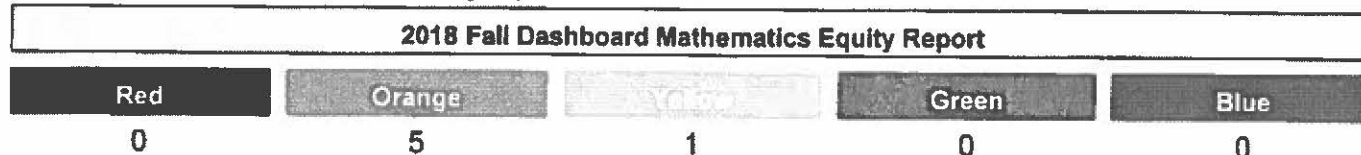
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 56.1 points below standard Declined -3.6 points 358 students	English Learners  Orange 48.5 points below standard Maintained 2.7 points 104 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Homeless  No Performance Color 101.7 points below standard Declined -9.3 points 24 students	Socioeconomically Disadvantaged  Orange 68.5 points below standard Declined -5.6 points 261 students	Students with Disabilities  Orange 116.6 points below standard Increased 14.8 points 73 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  Orange 94 points below standard Maintained -1.8 points 43 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	Asian  No Performance Color 32.9 points below standard Increased 16 points 31 students	Filipino  No Performance Color 6 points below standard Declined -37.7 points 12 students
Hispanic  Yellow 64 points below standard Increased 9.5 points 84 students	Two or More Races  No Performance Color 51.8 points below standard Maintained -0.4 points 20 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	White  Orange 49.1 points below standard Declined -11.6 points 162 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 80.5 points below standard Increased 17.9 points 54 students	Reclassified English Learners 14 points below standard Declined -8.3 points 50 students	English Only 59.4 points below standard Declined -6.1 points 252 students
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Conclusions based on this data:

1. The Socio-Economically Disadvantaged subgroup declined by 5.6 points while the Students with Disabilities subgroup increased by 14.8 points.
2. The Hispanic subgroup increased by 9.5 points and the African American subgroup maintained by only declining 1.8 points.
3. Our Current English Learners increased by 17.9 points.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
125	48%	24.8%	16.8%	10.4%

Conclusions based on this data:

1. The ratio of students in each category seems appropriate.
2. Students designated "Well Developed" progress are candidates for re-classification.

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

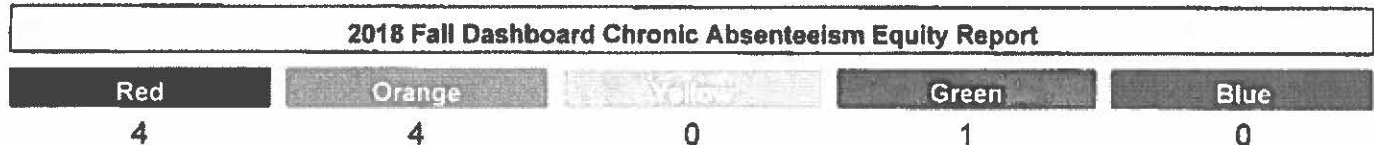
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Orange 17.6% chronically absent Increased 2.5% 731 students	English Learners  Orange 19.7% chronically absent Increased 5.9% 137 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
Homeless  Red 32.7% chronically absent Increased 2.3% 55 students	Socioeconomically Disadvantaged  Red 20.1% chronically absent Increased 2.3% 546 students	Students with Disabilities  Orange 17.6% chronically absent Maintained 0.2% 119 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  Red 21.7% chronically absent Increased 4.3% 106 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Asian  Green 7.7% chronically absent Declined 2.3% 52 students	Filipino  No Performance Color 12.5% chronically absent Increased 2.5% 16 students
Hispanic  Red 23.5% chronically absent Increased 5.1% 187 students	Two or More Races  Orange 9.3% chronically absent Increased 2% 43 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	White  Orange 15.4% chronically absent Increased 0.8% 318 students

Conclusions based on this data:

1. The Homeless and Socio-Economically Disadvantaged subgroups are above 20% chronically absent and are designated red.
2. The Hispanic and African American subgroups are above 20% chronically absent and are designated red.

School and Student Performance Data

Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report					
Red	Orange	Yellow	Green	Blue	

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year	
2017	2018

Conclusions based on this data:

1.

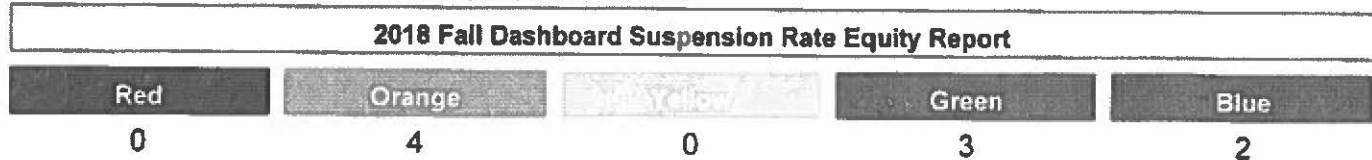
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 1.9% suspended at least once Declined -0.7% 756 students	English Learners  Green 1.4% suspended at least once Declined -0.3% 141 students	Foster Youth  No Performance Color Less than 11 Students - Data Not 6 students
Homeless  Orange 5.3% suspended at least once Increased 4% 57 students	Socioeconomically Disadvantaged  Orange 2.5% suspended at least once Increased 0.3% 561 students	Students with Disabilities  Orange 4.1% suspended at least once Increased 1.4% 122 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Orange 5.5% suspended at least once Increased 1.7% 109 students	American Indian  No Performance Color Less than 11 Students - Data 3 students	Asian  Blue 0% suspended at least once Maintained 0% 52 students	Filipino  No Performance Color 0% suspended at least once Maintained 0% 16 students
Hispanic  Green 1.5% suspended at least once Declined -2.7% 195 students	Two or More Races  Blue 0% suspended at least once Declined -2.2% 43 students	Pacific Islander  No Performance Color Less than 11 Students - Data 6 students	White  Green 1.5% suspended at least once Declined -0.5% 332 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
4.3% suspended at least once	2.6% suspended at least once	1.9% suspended at least once

Conclusions based on this data:

1. The Homeless and Students with Disabilities subgroups both had over 4% of the students suspended at least once.
2. The African American subgroup was the only group that increased the percentage of students suspended at least once.
3. The overall suspension rate has dropped from 4.3% to 1.9% over the past three years.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Center JUSD students will be challenged and supported to achieve academic success in a clean, safe environment.

Goal 1

English Language Arts: For the 2019-20 school year, we will look for each grade level to increase the percentage of students who score "standard met" or "standard exceeded" by 3% over the 2018-19 percentage as measured on the California Assessment of Student Performance and Progress (CAASPP).

Identified Need

In 2019, 39.74% of "All Students" scored Standard Met or Standard Exceeded on the CAASPP for Language Arts.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
All Students	39.74%	42.74%
Grade 3	35.92%	38.92%
Grade 4	33.34%	36.34%
Grade 5	42.22%	45.22%
Grade 6	48.32%	51.32%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1. Identify at-risk students and target their literacy needs

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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47,418	District Funded
46,038	District Funded
50,069	Title I
42,550	Title I
43,827	District Funded
60,826	Title I
19,140	District Funded
47,148	District Funded
43,827	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2. Plan and implement student success plans for at-risk student

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3. Conduct ongoing evaluations based on student outcomes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Our overall strategy is sound. We are finding challenges with interpreting the data we are collecting efficiently as well as fine tuning the accommodation strategies that we are using in our Student Success Plans.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We did not find any discrepancies between our intended strategies and the funding budgeted for them.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Next year, we will fine tune the support our Title I aides are providing in the classroom. Along with the 30 minutes they spend in each grade level, 1st-6th, we will target specific students who will receive more intensive instruction which will be delivered and monitored by the Title I aides. The actual accommodation strategy will be developed in a collaborative effort between our Title I teacher and the classroom teacher, but the delivery and data tracking will be completed by the Title I aide.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Center JUSD students will be challenged and supported to achieve academic success in a clean, safe environment

Goal 2

Mathematics: For the 2019-20 school year, we will look for each grade level to increase the percentage of students who score "standard met" or "standard exceeded" by 3% over the 2018-19 percentage as measured on the California Assessment of Student Performance and Progress (CAASPP).

Identified Need

In 2019, 22.02% of "All Students" scored Standard Met or Standard Exceeded on the CAASPP for Mathematics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Overall	22.02%	25.02%
Grade 3	25.00%	28.00%
Grade 4	18.28%	21.28%
Grade 5	15.55%	18.55%
Grade 6	28.89%	31.89%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1. Identify at-risk students and target their mathematics needs

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2. Plan and implement mathematics intervention plans for at-risk student

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3. Conduct ongoing evaluations based on student outcomes

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

4. Provide opportunities for professional development and collaboration.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

This was the first year that we implemented specific, targeted support for Mathematics through Title I. Initially, matching appropriate Intervention strategies with student needs proved a little tricky. As the year progressed, prescribing the correct support became easier. As the program matures in the second year, the Intervention provided will become more effective.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We did not find any discrepancies between our intended strategies and the funding budgeted for them.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Next year, we will fine tune the Intervention strategies that will be implemented. Also, the district will be implementing several district wide initiatives targeting our 4th and 5th grade students. There will be a three week "math boot camp" provided during the summer as well as some specific math instruction professional development in conjunction with Sacramento County Office of Education for 4th and 5th grade teachers.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Center JUSD students will be engaged in their educational process and opportunities

Goal 3

By May 2019, survey data will show a minimum of 90% of the students, parents, and staff feeling safe and engaged at school.

Identified Need

To increase the feelings of engagement and connectedness to school through a variety of activities as well as effective communication.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Safety Plan Student Survey	I Feel Like I am Part of This School . 71.7%	90% Agree
School Safety Plan Parent Survey	Parents, teachers, and community members are encouraged to participate in school activities . 88.4% Agree or Strongly Agree	90% Agree or Strongly Agree
School Safety Plan Staff Survey	I feel that I am a valued and appreciated member of the staff at this school. 85.7% Agree or Strongly Agree	90% Agree or Strongly Agree

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Classroom teachers will identify safety concerns

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Staff will be trained in Positive Behavior Intervention and Supports Tier II for August 2018 implementation. Tier III, Wrap=Around, will be fully implemented starting in August 2019.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

School-site Staff and the School Counselor will train for and implement Restorative Practices including Community Circles and Safe School Ambassadors.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

80,215

Title I

23,759

Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

On-site counseling and support is available within the school day

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

A variety of extra-curricular clubs and activities will be available to students to allow students to experience opportunities which they may not experience during core instruction. It is our belief that participation in these extra-curricular activities will engage students and motivate them to achieve at a higher level in their core academic classes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

13,000

Title I

3,000

Title I

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Dudley Elementary School is fully implementing tiers I and II of PBIS. The Intervention Team has been trained in tier III, Wrap-Around, through PCOE, and we have initiated implementation. The three tiers, working in conjunction with each other has been effective for supporting students with identified behavioral challenges.

Dudley has also been able to offer 16 before and after school clubs covering a variety of topics and allowing 230 students to participate.

Our Safe School Ambassador program was implemented by 27 students and 5 staff member. The SSA students had a positive impact on our campus.

We have also instituted a "Dudley Dragon Brigade" which is a group of 20-25 students who act as greeters to students, staff, and families as they enter our campus each morning helping our students and families to feel welcome on our campus and get their day off to a great start.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We were able to implement all activities within this goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This year we are implementing ASSIST Recess Coaches. In partnership with CJUSD, we are working with the Structured Sports Program to provide a variety of engaging recess activities, monitored by the Structured Sports coaches. These coaches keep the games engaging as well as promote our SOAR expectations so that the children can have a safe, enjoyable, activity based recess.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Center JUSD students will be engaged in and informed regarding their student's educational experience.

Goal 4

By May 2019, survey data will show a minimum of 90% of the students, parents, and staff feel "connected" at school.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Safety Plan Student Responses	"I feel that I belong at this school." 71.5% Agree	90% Agree
Safety Plan Staff Responses	"I feel that I am a valued and appreciated member of the staff at this school." 85.7% Agree	90% Agree
Safety Plan Parent Responses	"Parents, teachers, and community members are encouraged to participate in school activities." 88.3% Agree	90% Agree
PBIS Assessment School Engagement Survey- Families	Parental Involvement Mean Score 19. I attend parent/teacher conferences at my student's school 3.87 20. I am actively involved in activities at my student's school 3.3 21. I frequently volunteer to help on special projects at my student's school 2.48 Mean score for section 5 3.22	Increase Overall Mean Score to 3.5

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Highest Score Possible 4.0

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Staff will reach out to families to invite them to school events/activities

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

School Administration and Staff will utilize weekly messages to families as well as the auto-dialer and mass email notification system to make families aware of school activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

A variety of evening events will be hosted by the school including a Meet the Teacher Ice Cream Social, Grade Level Family Nights, Title I Family Nights, and Open House.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2,685

Title I Part A: Parent Involvement

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The Dudley PTA will host a variety of Family Events throughout the year including but not limited to Movie Nights, Fall Harvest Festival, Family Dance, Jog-A-Thon, and a Spring Fling.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Typically, our family events are very well attended.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The implementation of our strategies was as intended.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As Family Night events are planned, an emphasis will be placed on student performances, displaying student projects, and/or activities where students and parents work together on activities.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$523,502.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$317,246.00
Title I Part A: Parent Involvement	\$2,685.00

Subtotal of additional federal funds included for this school: \$319,931.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
District Funded	\$203,571.00

Subtotal of state or local funds included for this school: \$203,571.00

Total of federal, state, and/or local funds for this school: \$523,502.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 2 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Steve Jackson	Principal
Leah Dean	Classroom Teacher
Venessa Mason	Classroom Teacher
Kim Kelly	Other School Staff
	Parent or Community Member
Jennifer Larraburu-Branshaw	Parent or Community Member
Kylie Moore-Purdy	Parent or Community Member
Rachael Becker	Parent or Community Member
Christina Keats	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Steve Jackson

Typed Name of School Principal



Signature of School Principal

11/7/19

Date

Dr. Tabia Lee

Typed Name of SSC Chairperson



Signature of SSC Chairperson

11/7/19

Date

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **Specific, Measurable, Achievable, Realistic, and Time-bound**. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

- 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--**
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards**
 - b. use methods and instructional strategies that:**
 - i. strengthen the academic program in the school,**
 - ii. increase the amount and quality of learning time, and**
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.**
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:**
 - i. strategies to improve students' skills outside the academic subject areas;**
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;**
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;**
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and**
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.**

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

- 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;**
- 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and**
- 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.**

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fq/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fq/fo/af/>

Developed by the California Department of Education, January 2019

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: Oak Hill Elementary

Date: 12/6/2019

Action Item XX

To: CJUSD Board of Trustees

Information Item

From: Patricia Spore

Attached Pages 59

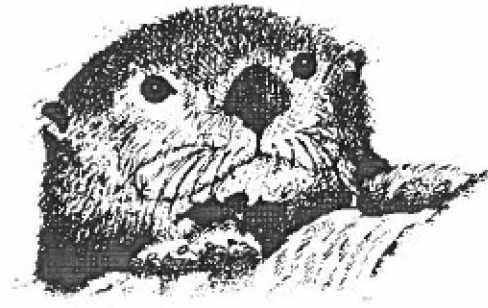
Principal's Initials: PS

**SUBJECT: OAK HILL SINGLE PLAN FOR STUDENT ACHIEVEMENT:
DECEMBER 2019 REVISION**

Each school year we are required to update our Single Plan for Student Achievement. The current revision includes updated goals to reflect current needs of the students at Oak Hill

RECOMMENDATION: Approval of Oak Hill's SPSA

OAK HILL ELEMENTARY



School Plan for Student Achievement

**Center Joint Unified School District
Antelope, CA**

Revised November, 2019

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Oak Hill Elementary	34 73973 6107734	December 5, 2019	December 18, 2019

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students and support an all-inclusive school culture. California Education Codes 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

2018-2019 Parent Needs Assessment Survey

The Parent Needs Assessment Survey was sent home via email. Only 14 parents responded. Of those, only 71% felt the rules were realistic, practical, and fair. 86% felt the rules and consequences were known and applied consistently, while 100% responded that their child understood the rules and expectations. 86% agreed or strongly agreed that their child felt safe at school, and 14% were neutral about their child feeling safe. In 2019-2020 we will try sending the survey home as well as via email to see if we get better results.

2018-2019 Safe School Survey

This year 336 students in grades 4-6 completed the Student Safe School Survey. The results show that 60% of students feel safe at school, with another 27% who were neutral about their feelings of safety. 83% of the students felt that they can be successful in school, while only 74% felt that everyone was expected to do their best at school. 44% of the students feel that school rules are fair and 63% feel that rules and consequences are applied consistently. There were 28% that were neutral about school rules being fair, and 21% who were neutral about the rules and consequences being applied consistently. Of the students who responded to the survey, 85% agreed or strongly agreed that their teacher cared about them.

2017-2018 California Healthy Kids Survey (CHKS)

Results of the 2015-2016 CHKS states that 61% of the 5th grade students feel safe at school. This is down from 69% in 2015-2016. 76% of students feel that there is an adult that cares about them at school at least most of the time.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Administration frequently implements classroom walkthrough's and our next steps consist of sharing the findings from the informal observations as a means to improve teaching and learning. In addition to administration, the district curriculum director, the Superintendent, and at times school board members visit the classrooms. Formal observations including a pre- and post conference (with reflection and written feedback) occur prior to the end of December. Formal observations are scheduled annually, every 2 years, or every 3 years depending on the tenure of the teacher. However, administration may schedule one sooner if there is a need.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

At Oak Hill, we use a variety of assessments to determine a student's needs. The following assessments are used at a variety of grade levels: CAASPP, Universal Screeners, Fluency assessments, Writing assessments, Wonders Diagnostic and unit assessments, chapter tests in reading and math, K-2 benchmark skill assessments, and Moby Max. We will continue to refine Professional Learning Communities where we analyze assessment data to address the needs identified. All assessment data is taken into consideration when developing school-wide improvement goals.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The staff at Oak Hill Elementary analyzes the CAASPP, CELDT & ELPAC, Wonder's, My Math and CPM assessments, Moby Max reports, the district writing assessment, K-2 benchmark assessments, and informal assessments to determine the effectiveness of instruction and make modifications to improve student achievement.

Consistent progress monitoring determines student movement within our Multi-Tiered System of Supports. We assess all students using universal screeners to identify students who may benefit from early intervention. Differentiated instruction and targeted intervention is delivered to small groups and individual students for 30-45 minutes per day, four days per week. Grade level Professional Learning Communities analyze data from formative and summative assessments throughout the year and use the information to adjust instructional groups to best support student needs.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All Oak Hill Elementary certificated staff members have met the requirements for highly qualified staff.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All Oak Hill Elementary teachers are credentialed.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

District-wide collaboration days, site collaboration days and staff meetings focus on student achievement as measured by the CAASPP and district assessments. All district certificated staff analyze their students' performance for each of the content standards in English Language Arts and Mathematics. Groups share instructional strategies to address the content standards in which students showed the least and most success. The Beginning Teacher Support and Assessment (BTSA) program is utilized for teachers new to the profession.

Site administration, the site leadership team, and the district Curriculum Director implement ongoing professional development activities in the areas of student achievement, instructional practices and technology.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The site administrator, the site Cadre teams, and the district Curriculum Director implement ongoing professional development activities in the areas of student achievement, instructional practices and technology. The Beginning Teacher Support and Assessment (BTSA) program is utilized for teachers new to the profession.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

District-wide and site based collaboration days focus on student achievement as measured by the CAASPP. Certificated staff analyze their student's performance for each of the content standards in English Language Arts and Mathematics. Groups share instructional strategies to address the content standards in which students showed the least and greatest success. The importance of coherence across the grade levels will continue to be a focus we address as the team engages the refinement of Professional Learning Communities.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teachers use state/district adopted curriculum in ELA and Math which is aligned to common core standards. Site level professional development has covered pacing guides, formative assessments, writing and units of study. Intervention schedules are designed to protect instruction in core curriculum. Teachers engage in collaboration during PLC's to review the standards and student progress towards the standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

A reference chart that indicates the required instructional minutes for English/language arts and mathematics is available for the teaching staff. A suggested pacing guide for ELA and Math is also available. 150 minutes per day are allotted towards the English Language Arts program and 60 minutes per day are allotted towards the math curriculum.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Oak Hill has instituted an English/Language Arts rotation. During this time, English learners receive instruction using the Designated English Instruction portion of the Wonders English/Language Arts curriculum. Non-English learners receive English/Language Arts instruction according to their greatest need. Topics include: blending practice, fluency building, comprehension, grammar and writing.

Title 1 support personnel provide intervention to students who have scored Standard Not Met and Standard Nearly Met on the California Assessment of Student Performance and Progress (CAASPP) or who tested far below grade level in their reading level. Students who have been identified as needing extra support will receive thirty minutes of small group instruction in reading and/or math from the Title 1 support personnel in either a pull out or a push in program.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

State adopted standards-based instructional materials are available for all Oak Hill students. English learners are provided with additional instruction using Wonders ELD curriculum.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Oak Hill students are taught with standards-aligned instructional materials. Grades K-6 use the Wonders ELA program and the Wonders ELD program. Students in grades K-5 use My Math while students in grade six use CPM as their math curriculum. All supplemental materials in ELA and Math are research-based and aligned to the standards. As part of our MTSS process, the district continues to evaluate other intervention programs

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

State adopted standards-based instructional materials are available for all Oak Hill students. All state-adopted curriculum includes intervention materials and suggestions for modifications in lessons for English learners and students not meeting standards as well as for high-achieving students who need to be challenged. Students have access to small group instruction in the classroom during the rotation block for 45 minutes. This allows for the teacher to pre-teach or re-teach the information. Every classroom has supplemental materials to support the curriculum. A Title 1 teacher, an ELD teacher, a RSP teacher, and instructional specialists pull-out and push-in to the classrooms to support the regular education program throughout the school day. In addition to that, CJUSD Family Resource Center offers much needed support at home by providing assistance through counseling, mental health and family health needs. Teachers create Student Success Plans to target specific student needs with related SMART goals. Comprehensive Student Study Teams are trained professionals who work together with families to develop an action plan to meet the academic and/or behavioral needs of the student.

Evidence-based educational practices to raise student achievement

- *Refinement of Professional Learning Communities focused on common assessments as it relates to student achievement.
- *Direct Instruction- integrate prior knowledge with visuals, scaffolding and clarity
- *Feedback
- *Cooperative and Collaborative learning
- *Formative Assessments and SMART Goals
- *Response to Intervention-RTI schedule with Tier II and III supports in place including ELD instruction as appropriate
- *After school intervention program in math

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

At Oak Hill we have a school English Language Advisory Committee (ELAC) and District English Language Advisory Committee (DELAC) for our parents whose students are English Language Learners. PTA meetings are held monthly inviting all teachers, parents, and stakeholders to support school events and initiatives, thus providing financial support and other resources to assist all students on campus. The CJUSD Family Resource Center supports mental health and welfare needs of all students in our district. We have translators to bridge the language barrier between our non-English speaking parents and the school.

For students who have academic/behavioral needs identified, the Strategic Measureable, Attainable, Result based, and Time Bound (SMART) goal plans are devised, reviewed and adjusted approximately every six weeks. Student Success Team meetings are held to address students with academic, social and/or emotional needs which impede their learning.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, teachers, and staff participate in planning, implementing, and evaluating school programs through School Site Council, ELAC and PTA meetings.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Oak Hill Elementary receives two categories of funds that can be used to target under-performing students. Lottery monies are used to purchase copies used for homework and class assessments.

The Title 1 funds are used to target students' academic needs and emotional well-being. The Title 1 team of a certificated teacher and 3 part-time instructional assistants provide pull-out/or push-in small group instruction to students who are performing below grade level. To support emotional well-being, and assist with students who have difficulty transitioning to school, the Title 1 fund is used for the salary of school counselor 2x/week.

English Learners have the opportunity to attend an after school homework club two days per week. There is a credentialed teacher advisor with 6 high school student tutors.

Fiscal support (EPC)

Monies are aligned with the goals outlined in the Single School Plan for Student Achievement. These monies are monitored by the School Site Council and ELAC Committee.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The School Site Council and the the English Learner Advisory Council met to review and update the SPSA. As part of our School Site Council monthly meetings, the SPSA was reviewed to ensure understanding and agreement on goals and budget.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.7%	0.64%	0.81%	6	5	6
African American	10.8%	11.05%	11.65%	88	86	86
Asian	4.2%	4.63%	4.61%	34	36	34
Filipino	2.1%	2.83%	2.71%	17	22	20
Hispanic/Latino	21.7%	21.98%	24.53%	176	171	181
Pacific Islander	0.9%	1.29%	1.36%	7	10	10
White	50.4%	47.56%	43.9%	409	370	324
Multiple/No Response	%	%	0.27%			2
Total Enrollment				812	778	738

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	130	121	124
Grade 1	125	108	87
Grade 2	95	115	102
Grade 3	104	92	106
Grade 4	114	97	100
Grade 5	126	120	94
Grade 6	118	125	125
Total Enrollment	812	778	738

Conclusions based on this data:

1. The data shows that the White, Hispanic and African American subgroups represent the majority of students enrolled at Oak Hill. In the 2017-2018 school year, the White subgroup represented 48% of the enrollment, followed by Hispanic with 22% and African American at 11%.
2. That data shows declining enrollment from year to year with 34 students declining in enrollment from 2016-17 to 2017-18.
3. Hispanic/Latino and African American populations are increasing while the white population is decreasing.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	198	154	159	24.4%	19.8%	21.5%
Fluent English Proficient (FEP)	40	82	58	4.9%	10.5%	7.9%
Reclassified Fluent English Proficient (RFEP)	0	37	10	0.0%	18.7%	6.5%

Conclusions based on this data:

1. The number of English Learners has slightly declined while the number of Fluent English Proficient student has more than doubled.
2. Changes in reclassification procedures have significantly impacted the number of students being reclassified from 2016-2017 to 2017-2018.
3. Is the RFEP number in 2016-17 an error? It is consistent with the other elementary sites within CJUSD.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	101	95	109	98	95	108	98	94	108	97	100	99.1
Grade 4	120	93	98	116	91	94	116	89	94	96.7	97.8	95.9
Grade 5	123	123	103	122	123	102	122	123	103	99.2	100	99
Grade 6	121	127	127	119	126	121	119	126	121	98.3	99.2	95.3
All Grades	465	438	437	455	435	425	455	432	426	97.8	99.3	97.3

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2421.	2418.	2436.	18.37	21.28	29.63	29.59	27.66	19.44	26.53	21.28	27.78	25.51	29.79	23.15
Grade 4	2467.	2453.	2458.	28.45	16.85	26.60	18.10	23.60	19.15	20.69	22.47	24.47	32.76	37.08	29.79
Grade 5	2506.	2496.	2494.	22.13	20.33	10.78	29.51	21.95	36.27	27.05	26.83	30.39	21.31	30.89	22.55
Grade 6	2518.	2514.	2522.	11.76	7.94	16.53	31.93	34.92	30.58	31.93	34.92	29.75	24.37	22.22	23.14
All Grades	N/A	N/A	N/A	20.22	16.20	20.71	27.25	27.31	26.59	26.59	27.08	28.24	25.93	29.40	24.47

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.31	21.28	33.33	53.06	44.68	43.52	31.63	34.04	23.15
Grade 4	26.72	16.85	25.53	48.28	52.81	47.87	25.00	30.34	26.60
Grade 5	19.67	21.14	22.55	59.84	50.41	57.84	20.49	28.46	19.61
Grade 6	19.33	17.46	22.31	50.42	53.17	42.15	30.25	29.37	35.54
All Grades	20.44	19.21	25.88	52.97	50.46	47.53	26.59	30.32	26.59

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	22.45	19.35	16.82	51.02	47.31	60.75	26.53	33.33	22.43
Grade 4	24.14	13.48	18.09	46.55	55.06	52.13	29.31	31.46	29.79
Grade 5	31.15	30.08	12.75	49.18	41.46	58.82	19.67	28.46	28.43
Grade 6	23.28	15.20	19.01	43.10	50.40	55.37	33.62	34.40	25.62
All Grades	25.44	20.00	16.75	47.35	48.14	56.84	27.21	31.86	26.42

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.33	13.83	22.22	69.39	65.96	63.89	14.29	20.21	13.89
Grade 4	20.69	10.11	19.15	60.34	78.65	63.83	18.97	11.24	17.02
Grade 5	18.03	14.63	9.80	61.48	62.60	68.63	20.49	22.76	21.57
Grade 6	10.08	10.40	14.88	73.95	72.00	66.12	15.97	17.60	19.01
All Grades	16.26	12.30	16.47	66.15	69.37	65.65	17.58	18.33	17.88

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	27.55	26.60	21.30	48.98	41.49	49.07	23.47	31.91	29.63
Grade 4	29.31	24.72	17.02	36.21	43.82	50.00	34.48	31.46	32.98
Grade 5	24.59	26.02	14.71	50.00	45.53	60.78	25.41	28.46	24.51
Grade 6	18.49	20.80	28.10	57.14	62.40	51.24	24.37	16.80	20.66
All Grades	24.84	24.36	20.71	48.13	49.19	52.71	27.03	26.45	26.59

Conclusions based on this data:

- In the 2017-2018 school year, 48.94% of third grade students met or exceeded the overall ELA achievement compared to 47.96% in 2016-2017. This is a gain of 0.98%.

In the 2017-2018 school year, 40.45% of fourth grade students met or exceeded the overall ELA achievement compared to 46.55% in 2016-2017. This is a decrease of 6.1%.

In the 2017-2018 school year, 42.28% of fifth grade students met or exceeded the overall ELA achievement compared to 51.64% in 2016-2017. This is a decrease of 9.36%.

In the 2017-2018 school year, 42.86% of sixth grade students met or exceeded the overall ELA achievement compared to 43.69% in 2016-2017. This is a decrease of 0.83%.

In the 2017-2018 school year, 43.51% of all students met or exceeded the overall ELA achievement compared to 47.47% in 2016-2017. This is a decrease of 3.96%.
- The goal set for the 2017-2018 school year was to increase the number of students who have met or exceeded the standards in ELA for grades 3-6 by 4% over the 2016-17 percentage.. This goal was not met.
- In the 2017-2018 school year, 48.94% of third grade students met or exceeded the overall ELA achievement which is greater than the State average of 48.22%

In the 2017-2018 school year, 40.45% of fourth grade students met or exceeded the overall ELA achievement which is less than the State average of 48.67%

In the 2017-2018 school year, 42.28% of fifth grade students met or exceeded the overall ELA achievement which is less than the State average of 49.43%

In the 2017-2018 school year, 42.86% of sixth grade students met or exceeded the overall ELA achievement which is less than the State average of 47.84%

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	102	95	109	100	94	108	100	94	108	98	98.9	99.1
Grade 4	120	93	98	118	91	96	118	91	96	98.3	97.8	98
Grade 5	123	123	103	122	122	103	122	122	103	99.2	99.2	100
Grade 6	122	127	127	120	127	123	120	127	123	98.4	100	96.9
All Grades	467	438	437	460	434	430	460	434	430	98.5	99.1	98.4

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2420.	2410.	2412.	13.00	8.51	9.26	28.00	28.72	32.41	24.00	31.91	24.07	35.00	30.85	34.26
Grade 4	2461.	2449.	2449.	13.56	7.69	7.29	25.42	23.08	23.96	39.83	39.56	41.67	21.19	29.67	27.08
Grade 5	2474.	2478.	2478.	15.57	18.85	6.80	9.84	10.66	20.39	30.33	29.51	33.98	44.26	40.98	38.83
Grade 6	2513.	2509.	2511.	13.33	15.75	13.82	21.67	14.17	21.14	35.00	37.01	30.08	30.00	33.07	34.96
All Grades	N/A	N/A	N/A	13.91	13.36	9.53	20.87	18.20	24.42	32.61	34.33	32.09	32.61	34.10	33.95

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26.00	20.21	19.44	35.00	43.62	38.89	39.00	36.17	41.67
Grade 4	22.03	19.78	18.75	38.14	32.97	32.29	39.83	47.25	48.96
Grade 5	18.85	20.49	10.68	22.13	22.95	33.98	59.02	56.56	55.34
Grade 6	16.67	18.90	20.33	45.83	32.28	37.40	37.50	48.82	42.28
All Grades	20.65	19.82	17.44	35.22	32.26	35.81	44.13	47.93	46.74

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	22.00	17.02	16.67	44.00	50.00	47.22	34.00	32.98	36.11
Grade 4	20.34	9.89	15.63	50.85	48.35	45.83	28.81	41.76	38.54
Grade 5	13.11	16.39	14.56	43.44	43.44	47.57	43.44	40.16	37.86
Grade 6	14.17	14.17	15.45	42.50	50.39	43.90	43.33	35.43	40.65
All Grades	17.17	14.52	15.58	45.22	47.93	46.05	37.61	37.56	38.37

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.00	13.83	19.44	51.00	57.45	50.93	31.00	28.72	29.63
Grade 4	21.19	13.19	11.46	44.92	42.86	46.88	33.90	43.96	41.67
Grade 5	9.84	12.30	7.77	44.26	44.26	54.37	45.90	43.44	37.86
Grade 6	18.33	13.39	16.26	45.83	53.54	43.09	35.83	33.07	40.65
All Grades	16.74	13.13	13.95	46.30	49.54	48.60	36.96	37.33	37.44

Conclusions based on this data:

- In the 2017-2018 school year, 37.23% of third grade students met or exceeded the overall Math achievement compared to 41% in 2016-2017. This is a decrease of 3.77%.

In the 2017-2018 school year, 30.77% of fourth grade students met or exceeded the overall Math achievement compared to 38.98% in 2016-2017. This is a decrease of 8.21%.

In the 2017-2018 school year, 29.51% of fifth grade students met or exceeded the overall Math achievement compared to 25.41% in 2016-2017. This is a gain of 4.1%.

In the 2017-2018 school year, 29.92% of sixth grade students met or exceeded the overall Math achievement compared to 35% in 2016-2017. This is a decrease of 5.08%.
- The goal set for the 2017-2018 school year was to increase the percentage of students have met or exceeded the standards in Math for grades 3-6 by 3% over the 2016-2017 percentage. This goal was met only in grade five.
- In the 2017-2018 school year, 37.23% of third grade students met or exceeded the overall Math achievement which is less than the State average of 48.22%.

In the 2017-2018 school year, 30.77% of fourth grade students met or exceeded the overall Math achievement which is less than the State average of 48.67%.

In the 2017-2018 school year, 29.51% of fifth grade students met or exceeded the overall Math achievement which is less than the State average of 49.43%.

In the 2017-2018 school year, 29.92% of sixth grade students met or exceeded the overall Math achievement which is less than the State average of 48.84%.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1436.3	1453.9	1442.4	1465.0	1421.8	1427.8	34	32
Grade 1	1493.2	1472.8	1480.4	1466.7	1505.5	1478.4	27	19
Grade 2	1528.5	1509.6	1523.6	1510.5	1532.9	1508.1	34	27
Grade 3	1529.5	1530.8	1534.0	1528.1	1524.4	1532.9	23	32
Grade 4	1530.7	1507.9	1528.1	1497.5	1532.7	1518.0	15	15
Grade 5	1525.1	1534.4	1534.7	1545.4	1515.0	1522.8	11	17
Grade 6	*	1513.4	*	1506.4	*	1519.8	*	14
All Grades							149	156

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	35.29	15.63	32.35	62.50	*	21.88	*	0.00	34	32
1	62.96	26.32	*	31.58	*	36.84	*	5.26	27	19
2	73.53	33.33	*	48.15	*	14.81		3.70	34	27
3	*	46.88	*	46.88	*	3.13	*	3.13	23	32
4	*	40.00	*	13.33	*	33.33		13.33	15	15
5	*	35.29	*	35.29	*	17.65	*	11.76	11	17
6	*	14.29	*	42.86		14.29	*	28.57	*	14
All Grades	51.01	30.77	28.86	43.59	14.09	18.59	*	7.05	149	156

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	44.12	37.50	*	43.75	*	15.63	*	3.13	34	32
1	66.67	31.58	*	31.58	*	31.58	*	5.26	27	19
2	88.24	44.44	*	51.85	*	0.00		3.70	34	27
3	73.91	62.50	*	28.13	*	9.38	*	0.00	23	32
4	73.33	40.00	*	33.33	*	13.33		13.33	15	15
5	*	58.82	*	35.29	*	0.00	*	5.88	11	17
6	*	35.71	*	28.57		7.14	*	28.57	*	14
All Grades	67.11	45.51	17.45	37.18	7.38	10.90	8.05	6.41	149	156

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	12.50	*	43.75	44.12	37.50	*	6.25	34	32
1	55.56	15.79	*	36.84	*	36.84	*	10.53	27	19
2	61.76	18.52	*	59.26	*	7.41	*	14.81	34	27
3	*	31.25	*	43.75	*	21.88	*	3.13	23	32
4	*	26.67	*	26.67	*	6.67	*	40.00	15	15
5	*	5.88	*	23.53	*	52.94	*	17.65	11	17
6	*	7.14	*	21.43	*	28.57	*	42.86	*	14
All Grades	39.60	17.95	25.50	39.74	21.48	26.92	13.42	15.38	149	156

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	67.65	34.38	*	62.50	*	3.13	34	32	
1	70.37	52.63	*	36.84	*	10.53	27	19	
2	85.29	37.04	*	59.26		3.70	34	27	
3	60.87	40.63	*	56.25		3.13	23	32	
4	*	26.67	*	40.00		33.33	15	15	
5	*	11.76	*	82.35	*	5.88	11	17	
6	*	7.14	*	64.29	*	28.57	*	14	
All Grades	66.44	32.69	30.87	57.69	*	9.62	149	156	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	38.24	40.63	38.24	53.13	*	6.25	34	32
1	*	26.32	44.44	68.42	*	5.26	27	19
2	76.47	44.44	*	51.85	*	3.70	34	27
3	82.61	71.88	*	28.13	*	0.00	23	32
4	93.33	60.00	*	26.67		13.33	15	15
5	*	88.24	*	11.76	*	0.00	11	17
6	*	50.00	*	21.43	*	28.57	*	14
All Grades	63.09	53.85	25.50	39.74	11.41	6.41	149	156

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	6.25	67.65	90.63	*	3.13	34	32
1	74.07	42.11	*	42.11	*	15.79	27	19
2	61.76	11.11	*	77.78	*	11.11	34	27
3	*	12.50	56.52	75.00	*	12.50	23	32
4	*	13.33	*	46.67	*	40.00	15	15
5	*	11.76	*	58.82	*	29.41	11	17
6	*	7.14	*	28.57	*	64.29	*	14
All Grades	39.60	14.10	42.28	66.03	18.12	19.87	149	156

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	35.29	43.75	47.06	50.00	*	6.25	34	32
1	48.15	10.53	44.44	73.68	*	15.79	27	19
2	64.71	48.15	32.35	40.74	*	11.11	34	27
3	56.52	56.25	*	40.63		3.13	23	32
4	*	20.00	*	60.00		20.00	15	15
5	*	0.00	*	94.12	*	5.88	11	17
6	*	28.57	*	50.00	*	21.43	*	14
All Grades	48.99	34.62	43.62	55.13	7.38	10.26	149	156

Conclusions based on this data:

1. 76 students out of 149 which is 51% of our ELL's are performing at Level 4 overall.
2. 43 students out of 149 which is 29% of our ELL's are performing at Level 3 overall.
3. 21 students out of 149 which is 14% of our ELL's are performing at Level 2 overall.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
778	61.4%	19.8%	0.3%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	154	19.8%
Foster Youth	2	0.3%
Homeless	32	4.1%
Socioeconomically Disadvantaged	478	61.4%
Students with Disabilities	79	10.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	86	11.1%
American Indian	5	0.6%
Asian	36	4.6%
Filipino	22	2.8%
Hispanic	171	22.0%
Two or More Races	78	10.0%
Pacific Islander	10	1.3%
White	370	47.6%






Conclusions based on this data:

1. Our student population consists of 778 students of which White (48%, 370 students), Hispanic (22%, 171 students) and African American (11%, 86 students) are the majority subgroups.
2. Of the 778 students, 19% (154 students) of our students are English Language Learners and 61% (478 students) are socio-economically disadvantaged.
3. Of the 778 students, 10% (79 students) are students with disabilities and 4% (32 students) are homeless.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Orange	Suspension Rate  Orange
Mathematics  Orange		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. English Language Arts and Mathematics are both areas of need (orange level). Students are scoring at a low level in ELA and Math. We continue to look for ways to support our students more effectively and will refine our PLC work to strengthen teaching practices and student performance ELA and Math.
2. Chronic Absenteeism is an area of need (orange level). Through communication with families during SART meetings, we are trying to reinforce the value of consistent attendance. Implementation of recognition and incentives for attendance will be refined.
3. Suspension rates are an area of need (orange level). We continue to look for ways to support our students more effectively allowing for a positive school climate for learning and addressing the needs of our students.

School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 12.8 points below standard Declined -8.5 points 405 students	English Learners  Yellow 4.8 points below standard Declined -10.1 points 121 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Homeless  No Performance Color 49.9 points below standard Declined -6.6 points 21 students	Socioeconomically Disadvantaged  Orange 26 points below standard Declined -9.3 points 257 students	Students with Disabilities  Red 84.8 points below standard Declined -11.2 points 50 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 58.1 points below standard Declined -6 points 41 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 6.2 points below standard Declined -54.1 points 17 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 6 points below standard Increased 17.1 points 88 students	 Orange 35.1 points below standard Declined -20.6 points 40 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 Yellow 0.2 points below standard Declined -10.4 points 200 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
42.9 points below standard Maintained 2.3 points 51 students	22.9 points above standard Declined -23.6 points 70 students	18.1 points below standard Declined -8.5 points 276 students

Conclusions based on this data:

- English Learners (121 students) are close to being on level (4.8 points below standard) but they declined -10.1 points. Overall, all 405 students are 12.8 points below standard and we had a decline of -8.5 points.
- White subgroup (200 students) are only 0.2 points below standard but declined -10.4 points. Hispanic subgroup (88 students) is 6 points below standard and had an increase of 17.1 points. African American (41 students) subgroup is 58.1 points below standard and declined -6 points.
- RFEP's consist of 70 students, 23.6 points ABOVE standard*

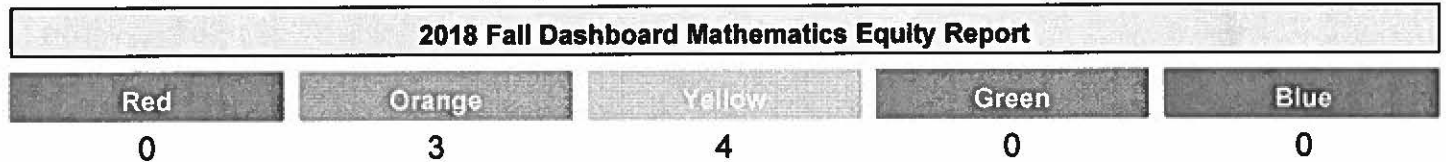
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 38 points below standard Declined -7.9 points 404 students	English Learners  Orange 33.6 points below standard Declined -8.5 points 120 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Homeless  No Performance Color 78.9 points below standard Declined -11.4 points 21 students	Socioeconomically Disadvantaged  Orange 48.6 points below standard Declined -4.7 points 256 students	Students with Disabilities  Yellow 85.2 points below standard Increased 8.6 points 50 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 76 points below standard Increased 5.7 points 41 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 55.6 points below standard Declined -57.7 points 17 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 41.6 points below standard Increased 5.9 points 89 students	 Orange 54.8 points below standard Declined -8.3 points 40 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 Yellow 21 points below standard Declined -8.3 points 198 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
61.4 points below standard Maintained 2.2 points 50 students	13.8 points below standard Declined -20 points 70 students	41 points below standard Declined -8.6 points 276 students

Conclusions based on this data:

- The White subgroup (198 students) are 21 points below standard but they declined by -8.3 points.
- Although Hispanic (41.6 points below standard, 89 students) and African American (76 points below standard, 41 students) are significantly below standard, they did have an increase in 5.7-5.9 points.
- RFEP's consist of 70 students and had the highest decline compared to any other group (-20 points) but are only 13.8 points below standard which is also the closest compared to any other group.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
149	51%	28.9%	14.1%	6%

Conclusions based on this data:

1. Almost 80% of English Learners scored at the Level 4 (Well Developed) or Level 3 (Moderately Developed) on the ELPAC..
2. About 20% of English Learners scored at the Level 2 Somewhat Developed or the Level 1 Beginning Stage on the ELPAC.
3. 51% of English Learners who scored at Level 4 (Well Developed) are candidates for re-classification.

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. NA

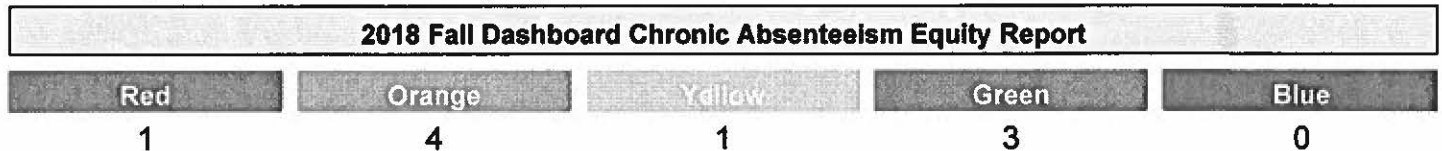
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Orange 10.6% chronically absent Maintained 0.3% 837 students	English Learners  Green 8.2% chronically absent Declined 1.8% 182 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Homeless  Red 24.4% chronically absent Increased 5.2% 45 students	Socioeconomically Disadvantaged  Yellow 12.2% chronically absent Declined 1% 542 students	Students with Disabilities  Orange 13.3% chronically absent Increased 1.1% 98 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  Orange 15% chronically absent Increased 0.6% 100 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	Asian  Green 5.1% chronically absent Declined 0.6% 39 students	Filipino  No Performance Color 4.2% chronically absent Increased 4.2% 24 students
Hispanic  Orange 15.8% chronically absent Increased 1.6% 184 students	Two or More Races  Orange 12.9% chronically absent Maintained 0.3% 85 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	White  Green 6.9% chronically absent Declined 2.1% 389 students

Conclusions based on this data:

1. We have been able to maintain the number of students who are chronically absent (10 or more absences) school-wide.
2. Chronic absences for students who are Homeless (+5.2%) and Students with Disabilities (+1.1%) have increased while the percentages decreased for English Learners (-1.8%) and Socio-economically Disadvantaged (-1 %). *Homeless population is in red and highest area of need.
3. White subgroup (Green, 6.9%) has the least percentage of students who are chronically absent along with English Learners (Green, 8.2%).

School and Student Performance Data

Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year	
2017	2018

Conclusions based on this data:

1. NA

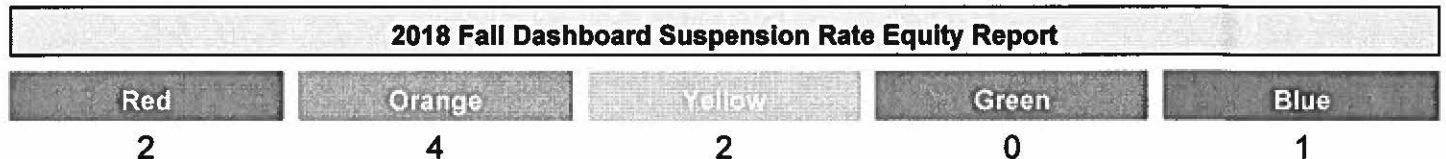
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 4.8% suspended at least once Increased 0.3% 876 students	English Learners  Yellow 1.1% suspended at least once Maintained 0.1% 189 students	Foster Youth  No Performance Color Less than 11 Students - Data Not 2 students
Homeless  Red 10.9% suspended at least once Increased 1.9% 46 students	Socioeconomically Disadvantaged  Yellow 5.4% suspended at least once Declined -0.4% 569 students	Students with Disabilities  Orange 10.1% suspended at least once Declined -2.5% 99 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 12.9% suspended at least once Declined -4.6% 101 students	 No Performance Color Less than 11 Students - Data 6 students	 Blue 0% suspended at least once Maintained 0% 39 students	 No Performance Color 0% suspended at least once Maintained 0% 24 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 5.1% suspended at least once Increased 1.1% 198 students	 Red 7.5% suspended at least once Maintained 0.2% 93 students	 No Performance Color Less than 11 Students - Data 10 students	 Orange 2.7% suspended at least once Increased 0.9% 405 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
3.7% suspended at least once	4.5% suspended at least once	4.8% suspended at least once

Conclusions based on this data:

1. The overall suspension rate has increased by 0.3% with 4.8% of 876 students being suspended at least once. Oak Hill's suspension rates continue to increase.
2. Homeless (Red, 10.9% suspended at least once) increased by 1.9% which consists of 46 students. This is our area of need for suspensions and chronic absences.
3. Although the 101 African American students decreased suspension rates by -4.6%, they have the highest percentage of suspensions at 12.9%.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

CJUSD students will be challenged and supported to achieve academic success in a clean, safe environment through Multi Tiered Systems of Support (MTSS).

Goal 1

English Language Arts: By May 2020, each grade level (1st-6th) will increase the number of students in the Green level of the Oral Reading Fluency by 3% as assessed by the Wonders Unit 4 Oral Reading Fluency Assessment.

Identified Need

2019-20 Oral Reading Fluency Data: From Universal Screeners
 Grade 1 70.4% Green 29.6% Red (76 Students knew at least 10 Sight words)
 Grade 2 57.4% Green 15.8% Yellow 27% Red (47 Students were Green)
 Grade 3 75% Green 14% Yellow 11% Red (75 Students were Green)
 Grade 4 77.6% Green 13.1% Yellow 9.3% Red (83 Students were Green)
 Grade 5 58.2% Green 19.8% Yellow 22% Red (53 Students were Green)
 Grade 6 74.2% Green 13.4% Yellow 12.4% Red (72 Students were Green)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Wonders Unit Fluency Assessments (averages)	2019-20 Oral Reading Fluency Data: From Universal Screeners	Increase the number of students in the Green level of the Oral Reading Fluency by 3% as assessed by the Wonders Unit 4 Oral Reading Fluency Assessment.
Unit 4 Fluency Assessment	Grade 1 70.4% Green 29.6% Red (76 Students knew at least 10 Sight words) Grade 2 57.4% Green 15.8% Yellow 27% Red (47 Students were Green) Grade 3 75% Green 14% Yellow 11% Red (75 Students were Green) Grade 4 77.6% Green 13.1% Yellow 9.3% Red (83 Students were Green) Grade 5 58.2% Green 19.8% Yellow 22% Red (53 Students were Green) Grade 6 74.2% Green 13.4% Yellow 12.4% Red (72 Students were Green)	Grade 1 73% Green-Yellow = 79 Students Grade 2 76% Green-Yellow = 62 Students Grade 3 92% Green-Yellow = 92 Students Grade 4 94% Green-Yellow = 101 Students Grade 5 81% Green-Yellow = 74 Students Grade 6 91% Green-Yellow = 88 Students

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

STRATEGY #1 =

Identify students who are at-risk (red) to determine their literacy needs to determine grade level SMART goals.

SPECIFIC TASKS:

Title 1 certificated teacher and instructional assistants to support grade level teams with small group interventions based on identified student needs. *\$118,732 Title 1 Funds

Administer the universal screeners within the first month of school and use a protocol during PLC's to identify areas of strength and growth within each grade level team to determine rotation (intervention) groups. Students not meeting the minimum level of proficiency will be given additional diagnostic assessments to identify specific areas of need.

Each grade level team will implement weekly Your Turn fluency passage routines in the classroom using the Wonders curriculum. Select appropriate literacy intervention strategies/materials for students based on the need using the adopted Wonders and Wonder-works curriculum.

Each grade level team will identify 10 students and monitor progress in fluency weekly allowing teachers to create SMART goals for students who are not responding to classroom or grade level rotation intervention by making significant growth (5 cwpm) in a 6 week period.

Analyze formative and summative data in a timely manner during PLC's.

Implement Academic Conferences with each grade level team 2x/year using a data analysis protocol at the end the oral reading fluency assessments (PLC work). *\$12,024 General Funds

AARP/United Way Literacy Tutors 2x/week in grades K-3 will provided 1:3 reading opportunities for the students in the yellow band on the oral reading fluency assessments.

Supplemental/Enrichment Supplies *\$15,100 General Fund, \$14,000 Lottery

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

118,732

Title I

12,024	General Fund
15,100	General Fund
14,000	Lottery: Instructional Materials

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students:

Strategy/Activity

STRATEGY #2: Provide Professional Development

SPECIFIC TASKS:

Refinement of Professional Learning Communities and the use of data analysis protocols to establish short-term and long-term grade level goals based on the identified student needs.

ELA Cadre team will provide professional learning and work sessions during school-wide collaboration.

Professional learning focused on the Universal Design for Learning (UDL) will be embedded during whole-staff professional learning throughout the school year allowing for us to build common understanding and language.

PBIS Tier 3 professional development provided by PCOE allowing us to refine MTSS. *\$2040
General Fund

PBIS Conference *\$2070 General Fund

Training focused on developing and implementing SMART goals and time allotted throughout the year to evaluate and revise them.

Illuminate training

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2040	General Fund
2070	General Fund

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

This is a new goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

CJUSD students and families will be engaged and informed throughout the educational process by way of the Multi Tiered Systems of Support (MTSS).

Goal 2

By May 2020, the number of suspensions will be reduced by 1% form 4.4% to 3.4% for All Students to increase student engagement through positive school climate.

Identified Need

2017-2018	2018-2019				
All Students	(876) (42 suspended)	4.8%	(729) (32 suspended)	4.4%	
Homeless	(46) (5 suspended)	10.9%	(30) (3 suspended)	10%	
African American	(101) (13 suspended)	12.9%	(86) (10 suspended)	11.6%	
Hispanic	(198) (10 suspended)	5.1%	(181) (9 suspended)	5.0%	
Disabled	(99) (10 suspended)	10.1%	(72) (7 suspended)	9.7%	
White	(405) (11 suspended)	2.7%	(324) (10 suspended)	3.1%	
English Learners	(189) (2 suspended)	1.1%	(159) (2 suspended)	1.3%	
Socioeconomically Disadvantaged	(569) (31 suspended)	5.4%	(538) (22 suspended)	4.1%	

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2018-2019 Suspension Rate (729) (32 suspended) 4.4%	2018-2019 Suspension Rate (729) (32 suspended) 4.4%	The suspension rate for all students will be 1% less than in 2018-2019. 3.4%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

STRATEGY #1 =

Identify students who have had suspensions in the past to plan/implement interventions to address their needs.

SPECIFIC TASKS:

- Analyze Suspension data from prior years to identify school-wide trends and patterns and to identify specific students with possible needs for interventions.
 - Assign a mentor to students who had more than 1 suspension in 2018-2019.
 - During Grade Level PLCs, discuss possible interventions for students who are showing behavioral excesses.
- * Create SMART goals for students who are not responding to Tier 1 behavior supports.
- If there is little or no progress with the SMART goal, place student on Check In-Check out Tier 2 support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4590	Lottery: Instructional Materials
10,656	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

STRATEGY #2

Staff will be provided with Professional Development that will support student at the tier 1 and tier 2 levels.

SPECIFIC TASKS:

- PBIS Tier 2 team will attend training through PCOE

* PBIS Tier 2 team will present Professional Development to the entire staff to support Tier 2 measures

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

This is a new goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

CJUSD students and families will be engaged and informed throughout the educational process by way of the Multi Tiered Systems of Support (MTSS).

Goal 3

Decrease chronic absenteeism from 10.6% to 7.6% (3%).

Identified Need

According to the 2017-18 California Dashboard, 10.6% of the 837 students enrolled at Oak Hill are chronically absent (18 or more absences). *Homeless population is the highest area of need when it comes to attendance (red).

During the 2018-19 school year, November and February were the only two months where the attendance rate was lower than 95%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Maintain the district-wide expectation of 95% attendance rate for each month	2018-19 Enrollment: 729 students August 97.05% September 97.12% October 95.74% November 94.3% December 95.19% January 95.34% February 94.03% March 95.11% April 95.68% *Attendance Incentive = 318 students May	Maintain the district-wide expectation of 95% attendance rate for each month.
Decrease chronic absenteeism from 10.6% to 7.6% (3%).	According to the 2017-18 California Dashboard, 10.6% of the 837 students enrolled at Oak Hill are chronically absent (18 or more absences). *Homeless population is the highest area of need when it comes to attendance (red).	Decrease chronic absenteeism by from 10.6% to 7.6% (3%) resulting in an increase in student connectedness at school.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

STRATEGY #1

Identify students who are chronically absent and schedule SART meetings with families along with daily individual attendance contracts for students.

SPECIFIC TASKS:

- Attendance clerk will analyze monthly attendance data with administration to identify school-wide trends and patterns, areas of strength, and areas of growth.
- Attendance incentives (*\$1500 PTA) for individual attendance contracts.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1500

Source(s)

Parent-Teacher Association (PTA)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

STRATEGY #2

Identify students who have been chronically in the past to plan/implement interventions to address their needs.

SPECIFIC TASKS:

- Analyze attendance data from prior years to identify school-wide trends and patterns and to identify specific students with possible needs for interventions.
- Assign a mentor to students who were chronically absent in 2018-2019 and who are currently at 10% or more in the 2019-2020 school year.

- During Grade Level PLCs, discuss possible interventions for students who are having attendance issues.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Studenta

Strategy/Activity

STRATEGY #3

Increase attendance using incentive programs

SPECIFIC TASKS:

- * SEL (Social-Emotional Learning) Teacher Team will identify specific incentives that will increase student interest in being at school.
- * SEL Teacher Team will present professional development to staff to implement incentives.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

STRATEGY #4

Increase the feelings of engagement and connectedness to school through a variety of extra-curricular activities.

SPECIFIC TASKS:

- Project Lead the Way (PLTW)
- STEAM Rotations *\$3500 (\$500 per grade level team) PTA

- GATE – SEVAS, Nature Bowl *Coordinator \$1110.20 Gate, Coordinator2 \$1110.20 Stipends
- Otter Outlook *Stipend (2) \$2220.40
- Tech Team Club
- Student Council *Stipend \$1110.20
- Yearbook *Stipend \$1110.20
- Garden Club *Stipend \$1110.20
- Green Berets
- Safe School Ambassadors \$3775.00 *District paid
- Grade Level Activities (3rd Grade Pioneer Day, 5th Grade Wax Museum, State Parade)
- Author Day *\$2000 PTA
- Healthy Play
- Second Step

* A Touch of Understanding (4th grade) \$1570.00 General Fund

* Too Good for Violence (3rd grade, 5th grade, 6th grade)

- Antelope News Reports (6th grade)
- Assemblies *Wild Things/B Street \$1550 PTA
- Supplemental/Enrichment Supplies *3D Printer \$5000 Lottery, WE Video License \$255 Lottery, Nature Bowl \$25 General Funds, Library Books \$2000 PTA, Little Library Books \$250 PTA, Mystery Science License \$1000 PTA, Mystery Science Supplies (\$100)((26 FTE Grade 1-6)=\$2600 PTA

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12,900	Parent-Teacher Association (PTA)
4,885.20	District Funded
8,256.20	General Fund
5,255	Lottery: Instructional Materials

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

This is a new goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

--

Goal 5

--

Identified Need

--

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$212,008.40

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$129,388.00

Subtotal of additional federal funds included for this school: \$129,388.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
District Funded	\$4,885.20
General Fund	\$39,490.20
Lottery: Instructional Materials	\$23,845.00
Parent-Teacher Association (PTA)	\$14,400.00

Subtotal of state or local funds included for this school: \$82,620.40

Total of federal, state, and/or local funds for this school: \$212,008.40

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members

Name of Members	Role
Patricia Spore	Principal
Rosina Kirkland	Classroom Teacher
Randi Phillips	Classroom Teacher
Kira Jennings	Other School Staff
Kim Kelly	Parent or Community Member
Teresa Zamarias	Parent or Community Member
Chris Oliver	Parent or Community Member
	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on Dec. 5, 2019.

Attested:

Principal, Patty Spore on Dec. 5, 2019

SSC Chairperson, Chris Oliver on Dec. 5th, 2019

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **Specific, Measurable, Achievable, Realistic, and Time-bound**. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)**
- 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--**
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards**
 - b. use methods and instructional strategies that:**
 - i. strengthen the academic program in the school,**
 - ii. increase the amount and quality of learning time, and**
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.**
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:**
 - i. strategies to improve students' skills outside the academic subject areas;**
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;**
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;**
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and**
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.**
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.**
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).**
- 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;**
 - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and**
 - 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.**

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: Center High School

Date: November 18, 2019

To: CUSD Board of Trustees

From: Jerald Ferguson

Principal's Initials JF

Action Item X

Information Item

Attached Pages 46

SUBJECT: Approval for Single Plan for Student Achievement.

Center High School has updated and revised their Single Plan for Student Achievement (SPSA) for the 2019-2020 school year. The SPSA outlines programs, funding sources, data, and goals related to student achievement.

CONSENT AGENDA

RECOMMENDATION: CJUSD Board of Trustees approves the 2019-2020 Single Plan for Student Achievement for Center High School.



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Center High School	34739733430378	November 14, 2019	TBD

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Comprehensive Support and Improvement

Targeted Support and Improvement

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students and support an all-inclusive school culture. California Education Codes 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

As part of our WASC accreditation process, parents, students, and staff were surveyed and interviewed and the accreditation committee determined that Center High School needs to (over the six years from 2013) work on (1) technology improvements; (2) professional development and collaboration opportunities; and (3) need to incorporate more electives into the master schedule. Center High School will be visited by a WASC Committee during the 2018-19 school year and the self-study conducted by the Center High School staff during the 2017-18 school year has found that the action plan to meet our needs is as follows:

- (1) Improve school culture, positive student recognition, stakeholder communication, and parent involvement;
- (2) Increase and improve instruction through professional development and collaboration opportunities such as release time for conferences, school/classroom visitations, workshops, in-district training and access to training on the data reporting system and other technological classroom resources; and
- (3) Improve student achievement through a multi-tiered system of supports (MTSS).

Center High School, as well as the Center Joint Unified School District, conduct a Safe School Survey to provide feedback for ensuring a safe learning environment as well as to provide guidance for the school safety plan.

Center High School and the Center Joint Unified School District conducted the California Healthy Kids Survey every school year.

Center High School conducted a stakeholder feedback survey in the development of our vision statement.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

School Site Administration conducts formal observations of new teachers for the first two years and teachers with permanent status at least every other year. Formal observations consist of a pre-observation meeting, observation of an agreed upon class, a post-observation meeting, and a summary evaluation at the end of the year. Additionally, Department Chairs conduct informal observations of teachers new to their departments 4 times in their first year and twice per year for the second and third years.

The results of such observations are used to indicate or determine what professional development should be implemented or continued.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers have access to and use the English Language Proficiency Assessment for California (ELPAC) results, student grade data, standardized test scores, and department benchmarks to review student performance. Based on this and other local data (student attendance, behavior) teachers and counselors make recommendations for appropriate interventions and placement. Time is given for such collaboration during department meetings and staff meetings.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Some staff have recently been trained in the use of Illuminate to track and analyze student testing data and additional training will continue to be provided. Time is given during staff meetings to meet as departments to discuss achievement results with specific areas needed for students to move forward. Departments also meet at regular times outside of staff meetings to review concerns, data, or other pertinent information.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The Center High School administration works closely with the District Personnel department to ensure that teachers hired have the appropriate credentials to certify them as highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Center High School and the Center Joint Unified School District understand the importance of professional development and support teacher selected professional training and workshops that correlate to the district's LCAP goals, the school's WASC action plans, or other site initiatives.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff meetings occur every Monday, meeting 31 times. The calendar will be developed over the summer and will focus on department meetings/collaboration, WASC committees, and professional development based on need and determined by leadership team.

Instructional walk-throughs (both administrative and teacher) will continue in the 19-20 school year. These walk-throughs are designed so that teachers and administrators at Center can observe classroom instruction, identify strengths and weaknesses, and brainstorm/research strategies that, if implemented with fidelity by all, will improve instruction and student learning as well as support teachers.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

New teachers continue to receive support from the district through the Teacher Induction program.

District funds a full time technology coordinator at Center High School to support teachers' needs and instructional technology.

The district has funded part of a teacher's position to be a Student Study Team (SST) coordinator to set-up and attend meetings that will support teachers' instruction and interventions.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

At least one staff meeting per month is allocated to department meetings in addition to departments' regular meeting times. Department chairs meet regularly as well as with the leadership team to continue to improve internal communication and ensure that the goals of the Single Plan for Student Achievement (SPSA) and WASC Action Plan are being implemented with fidelity.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teachers are using core, State and/or district-adopted curriculum as well as developing common scope and sequence for each course aligned with Common Core State Standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Center High School is currently operating under an 8 period, A/B alternating block to ensure adequate instructional minutes in core subjects. The additional time/classes allows for students failing to meet levels of proficiency in Math or English to receive additional support as recommended by the state.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Students failing to meet proficiency in English and/or math are offered placement in support classes as determined by their performance on district benchmarks, department assessments and overall achievement as indicated by grades and teacher recommendation.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All textbook adoptions are aligned with the Common Core State Standards, Next Generation Science Standards, and/or California Content Standards.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students at Center High School have access to standards-aligned materials, including intervention materials.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

English Language Development courses
Long-Term English Learner (LTEL) support classes
Student Study Teams
504 and IEP Accommodations
Special Education push-in support and instructional aides
After school tutoring
Media Communications Academy (MCA)
CTE (College/Technical Education)
Project Lead the Way
Partnerships with local Community Colleges
College and Career Center
CARE program
Success program
Get Focused, Stay Focused curriculum (Freshmen Career Seminar)
Educational Talent Search (ETS)
Upward Bound
MASCOT (Making All Student's College Opportunities Transpire)

Evidence-based educational practices to raise student achievement

At the school level 2 of 3 counselors and 1 of 3 admin speak Spanish.

Center High School continues to partner with local community colleges for dual enrollment and outreach programs.

Current programs that support under performing students and address issues of disproportionality include, but are not limited to CARE, Success, AVID, MCA, support classes, and LTEL support.

The Center High School Parent Boosters is very active in supporting teachers to secure funds that will support student achievement.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Administration at Center High School is active in recruiting school, district, and community resources to support under-achieving students. Counselors schedule one-on-one meetings with students to assist students in developing a plan for success in addition to the availability of Student Success Teams (SST's).

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Through School Site Council, parents, teachers, staff, and students participate in planning, implementing, and evaluating school programs. A Parent Advisory Council has also been established to incorporate more parental involvement and feedback.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Monies are made available to staff to pursue professional development or enrichment opportunities to support students.

Center High School's EL coordinator completes annual CELDT testing of all English Learners, works closely with counseling staff to place English Learners in appropriate classes, monitors the academic performance of English Learners, evaluates the readiness of English Learners for re-classification, and works closely with staff to provide academic supports to English Learners in content area courses.

The AVID program provides support to students, ensuring they are successful in completing course work that will make them eligible for acceptance into a 4-year university. Students receive academic support in core content areas.

Teachers serve in leadership roles to support the successful implementation of district and site initiatives aligned with the LEA and WASC plans.

Fiscal support (EPC)

Monies are aligned with the goals outlined in the Single School Plan for Student Achievement. These monies are monitored by the School Site Council and ELAC Committee.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The School Site Council for Center High meets on the last Thursday of every month on which school occurs to review and revise the School Plan for Student Achievement. The principal also collaborates with department chairs during department chair meetings on the first Tuesday of every month and has established a Parent Advisory Council that meets on the first Thursday of every

month. During Site Council meetings, feedback and input has been sought from various stakeholders such as the EL Coordinator, Support Services department chair, Media Communications Academy coordinator, College and Career coordinator, and others.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	1.1%	0.86%	0.85%	15	11	11
African American	12.9%	13.09%	13.47%	171	168	174
Asian	8.1%	7.64%	8.2%	107	98	106
Filipino	3.8%	4.05%	3.95%	51	52	51
Hispanic/Latino	24.1%	26.11%	25.7%	320	335	332
Pacific Islander	1.1%	1.09%	1.01%	15	14	13
White	45.4%	42.63%	42.49%	604	547	549
Multiple/No Response	0.1%	0.39%	0.31%	1	5	4
Total Enrollment				1,330	1,283	1,292

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 9	345	323	343
Grade 10	362	340	332
Grade 11	301	330	302
Grade 12	322	290	315
Total Enrollment	1,330	1,283	1,292

Conclusions based on this data:

1. Enrollment is trending down from year to year as well as from grade level to grade level.
2. CHS has had an overall growth in 10th, 11th, and 12th grade students since the 2015-16 school year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	100	97	105	7.5%	7.6%	8.1%
Fluent English Proficient (FEP)	343	330	331	25.8%	25.7%	25.6%
Reclassified Fluent English Proficient (RFEP)		8	9	0.0%	8.0%	9.3%

Conclusions based on this data:

1. The English Learners population is increasing.
2. The number and percentage of students that are Fluent English Proficient (FEP) is remaining similar from year to year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	291	307	297	281	301	280	278	297	283	96.6	98	94.3
All Grades	291	307	297	281	301	280	278	297	283	96.6	98	94.3

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2612	2587	2626	26.62	20.54	30.36	38.85	34.34	39.29	21.58	26.26	22.50	12.95	18.86	7.86
All Grades	N/A	N/A	N/A	26.62	20.54	30.36	38.85	34.34	39.29	21.58	26.26	22.50	12.95	18.86	7.86

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	37.41	29.39	39.13	48.56	51.01	44.20	14.03	19.59	16.67
All Grades	37.41	29.39	39.13	48.56	51.01	44.20	14.03	19.59	16.67

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	29.09	24.66	40.58	49.82	46.58	49.28	21.09	28.77	10.14
All Grades	29.09	24.66	40.58	49.82	46.58	49.28	21.09	28.77	10.14

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	29.14	18.24	27.70	58.99	67.23	64.75	11.87	14.53	7.55
All Grades	29.14	18.24	27.70	58.99	67.23	64.75	11.87	14.53	7.55

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	39.21	23.31	38.77	47.12	55.41	52.54	13.67	21.28	8.70
All Grades	39.21	23.31	38.77	47.12	55.41	52.54	13.67	21.28	8.70

Conclusions based on this data:

1. Students have been, on average, improving in many areas. One area that Center High School needs to focus on is Writing: producing clear and purposeful writing. The percentage of students not meeting standard has been increasing over the past few years.
2. 55% of students were at or exceeding standards on the overall achievement.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	291	307	297	268	292	278	258	287	282	92.1	95.1	93.6
All Grades	291	307	297	268	292	278	258	287	282	92.1	95.1	93.6

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2592	2562	2599	16.28	13.59	17.27	26.36	18.12	25.18	23.64	20.21	23.02	33.72	48.08	34.53
All Grades	N/A	N/A	N/A	16.28	13.59	17.27	26.36	18.12	25.18	23.64	20.21	23.02	33.72	48.08	34.53

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	28.68	20.91	30.22	30.62	26.48	27.34	40.70	52.61	42.45
All Grades	28.68	20.91	30.22	30.62	26.48	27.34	40.70	52.61	42.45

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	19.38	14.98	20.14	51.55	43.21	49.28	29.07	41.81	30.58
All Grades	19.38	14.98	20.14	51.55	43.21	49.28	29.07	41.81	30.58

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	19.38	15.33	18.71	51.94	50.52	55.04	28.68	34.15	26.26
All Grades	19.38	15.33	18.71	51.94	50.52	55.04	28.68	34.15	26.26

Conclusions based on this data:

1. Approximately 53% of students are continuing to perform below standard, especially in the areas of problem solving & modeling and communicating reasoning.
2. Over the past three years, the number of students testing below standard overall has been increasing.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1549.4		1554.9		1543.6		32	
Grade 10	1586.9		1600.6		1572.7		19	
Grade 11	1606.0		1605.9		1605.6		20	
Grade 12	1546.4		1560.4		1531.8		19	
All Grades							90	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	40.63		*		*		*		32	
10	68.42		*				*		19	
11	65.00		*		*		*		20	
All Grades	54.44		22.22		*		13.33		90	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	46.88		*		*		*		32	
10	84.21		*				*		19	
11	80.00		*				*		20	
12	63.16		*		*		*		19	
All Grades	65.56		17.78		*		*		90	

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	28.89		27.78		26.67		16.67		90	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	56.25		*		*		32	
10	78.95		*		*		19	
11	65.00		*		*		20	
All Grades	62.22		28.89		*		90	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	59.38		*		*		32	
10	78.95		*		*		19	
11	80.00		*				20	
12	68.42		*		*		19	
All Grades	70.00		20.00		*		90	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	34.38		*		37.50		32	
All Grades	32.22		41.11		26.67		90	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*		56.25		*		32	
11	*		60.00		*		20	
All Grades	33.33		54.44		12.22		90	

Conclusions based on this data:

1. Students at all grade levels are performing better in the Speaking Domain than other domains.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,283	62.4%	7.6%	0.2%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	97	7.6%
Foster Youth	2	0.2%
Homeless	72	5.6%
Socioeconomically Disadvantaged	800	62.4%
Students with Disabilities	196	15.3%







Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	168	13.1%
American Indian	11	0.9%
Asian	98	7.6%
Filipino	52	4.1%
Hispanic	335	26.1%
Two or More Races	53	4.1%
Pacific Islander	14	1.1%
White	547	42.6%

Conclusions based on this data:

- Center High School has higher percentages of student who happen to be African American or Two or More Races than the state average.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Graduation Rate  Green	Suspension Rate  Yellow
Mathematics  Orange		
English Learner Progress  No Performance Color		
College/Career  Orange		

Conclusions based on this data:

- Center High School's graduation rate is performing well whereas the number of students meeting the desired level of College and Career ready is less.

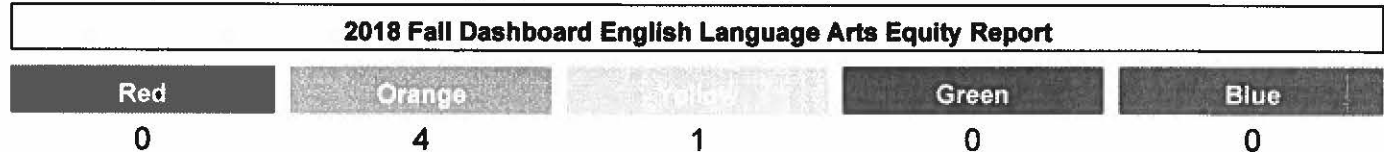
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 1.4 points above standard Declined -27.6 points 293 students	English Learners  No Performance Color 83.8 points below standard Maintained 0.4 points 31 students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 45.1 points below standard Declined -81.8 points 22 students	Socioeconomically Disadvantaged  Orange 7.3 points below standard Declined -21 points 179 students	Students with Disabilities  Orange 125.8 points below standard Increased 10.3 points 40 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American  Orange 5.3 points below standard Declined -11.6 points 44 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Asian  No Performance Color 2.8 points below standard Declined -64.9 points 23 students	Filipino  No Performance Color 58.9 points above standard Declined -40.6 points 11 students
Hispanic  Orange 18 points below standard Declined -38.1 points 79 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	White  Yellow 10.1 points above standard Declined -15.9 points 119 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner 125.8 points below standard Declined -5.7 points 19 students	Reclassified English Learners 18.9 points below standard Increased 19.5 points 12 students	English Only 2.7 points above standard Declined -20.7 points 197 students

Conclusions based on this data:

1. Students who are socioeconomically disadvantaged or have a disability are under-performing compared to their peers.
2. Students who are African American or Latino are under-performing when compared to students who are white.

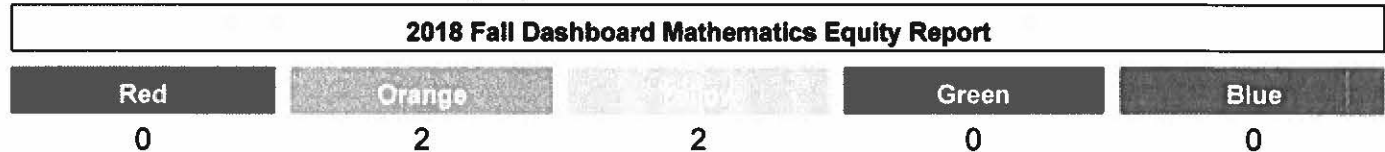
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 68.1 points below standard Declined -22.4 points 284 students	English Learners  No Performance Color 151.2 points below standard Maintained -1.5 points 30 students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 113.9 points below standard Declined -78.7 points 22 students	Socioeconomically Disadvantaged  Orange 85 points below standard Declined -19 points 173 students	Students with Disabilities  No Performance Color 203.8 points below standard Declined -5.4 points 41 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  Yellow 79.2 points below standard Increased 26.4 points 43 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Asian  No Performance Color 51.4 points below standard Declined -64.6 points 23 students	Filipino  No Performance Color 7.9 points above standard Maintained 1.5 points 11 students
Hispanic  Orange 102.9 points below standard Declined -40.7 points 75 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	White  Yellow 53.9 points below standard Declined -20.2 points 117 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 167.5 points below standard Increased 35.1 points 18 students	Reclassified English Learners 128.2 points below standard 12 students	English Only 68.3 points below standard Declined -11.9 points 193 students
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Conclusions based on this data:

1. Students who are Latino are under-performing when compared to students who are African American or white.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
90	54.4%	22.2%	10%	13.3%

Conclusions based on this data:

1. A majority of students are performing at the Well Developed level.

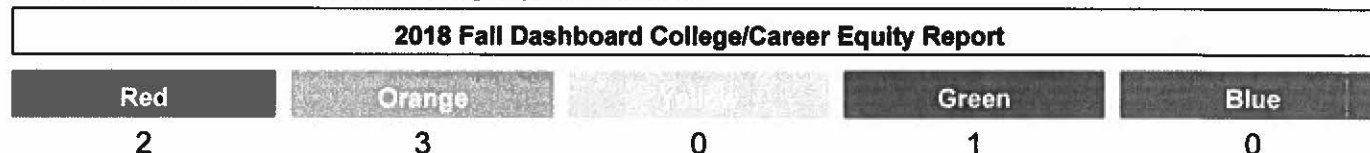
School and Student Performance Data

Academic Performance College/Career







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students  Orange 45.9% prepared Declined -6.9% 281 students	English Learners  No Performance Color 7.7% prepared Declined -37.8% 26 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Homeless  Red 29% prepared Declined -14.6% 31 students	Socioeconomically Disadvantaged  Orange 39.6% prepared Declined -8.1% 207 students	Students with Disabilities  Red 5.9% prepared Declined -5.7% 34 students

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Green 38.9% prepared Increased 15.2% 36 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 60% prepared Declined -15.9% 25 students	 No Performance Color 71.4% prepared 14 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 40% prepared Declined -10.8% 75 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Orange 47.9% prepared Declined -10.9% 117 students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
45.2% Prepared	52.8 Prepared	45.9 Prepared
29.7% Approaching Prepared	28.7 Approaching Prepared	26.3 Approaching Prepared
25.2% Not Prepared	18.5 Not Prepared	27.8 Not Prepared

Conclusions based on this data:

1. Students identified as homeless or with disabilities are under-performing in the area of College and Career ready.
2. Students who are socioeconomically disadvantaged are performing at or near the same level as all students in the area of College and Career ready.
3. Students who are African American are outperforming students who are white or Latino in the area of College and Career ready.

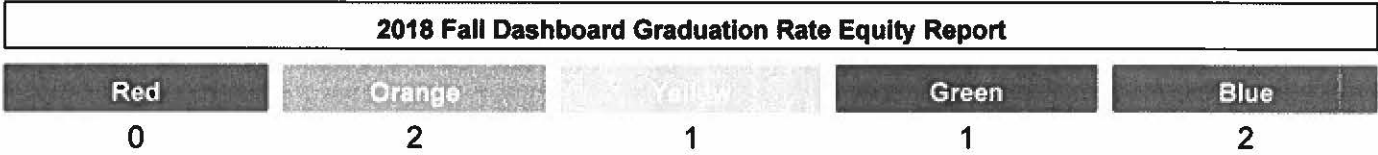
School and Student Performance Data

Academic Engagement Graduation Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
<div>All Students</div> <div>  Green </div> <div> 94% graduated </div> <div> Maintained -0.4% </div> <div> 281 students </div>	<div>English Learners</div> <div>  No Performance Color </div> <div> 84.6% graduated </div> <div> Declined -1.7% </div> <div> 26 students </div>	<div>Foster Youth</div> <div>  No Performance Color </div> <div> Less than 11 Students - Data Not Displayed for Privacy </div> <div> 2 students </div>
<div>Homeless</div> <div>  Orange </div> <div> 77.4% graduated </div> <div> Declined -12.3% </div> <div> 31 students </div>	<div>Socioeconomically Disadvantaged</div> <div>  Green </div> <div> 93.2% graduated </div> <div> Maintained -0.7% </div> <div> 207 students </div>	<div>Students with Disabilities</div> <div>  Orange </div> <div> 70.6% graduated </div> <div> Declined -8.5% </div> <div> 34 students </div>

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American  Blue 97.2% graduated Increased +2.5% 36 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Asian  No Performance Color 96% graduated Increased +2.9% 25 students	Filipino  No Performance Color 100% graduated 14 students
Hispanic  Blue 96% graduated Maintained -0.8% 75 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	White  Yellow 91.5% graduated Declined -3.7% 117 students

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year

2017	2018
94.4% graduated	94% graduated

Conclusions based on this data:

1. Students identified as homeless or as having a disability are under performing all students in graduation rates.
2. Students who are socioeconomically disadvantaged are performing at or near the same level as all students in graduation rates.
3. Students who are white are under performing students who are African American or Latino in graduation rates.









School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 14.1% suspended at least once Increased 1% 192 students	 No Performance Color 7.1% suspended at least once Increased 0.9% 14 students	 Blue 0% suspended at least once Declined -3.6% 99 students	 Green 1.9% suspended at least once Declined -2% 54 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 7.9% suspended at least once Declined -2.1% 356 students	 Orange 11.8% suspended at least once Declined -10.9% 68 students	 No Performance Color 0% suspended at least once Maintained 0% 14 students	 Green 5.6% suspended at least once Declined -3.2% 594 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
16.2% suspended at least once	9.4% suspended at least once	7% suspended at least once

Conclusions based on this data:

1. Suspension rates for all sub groups declined except for students who are African American.
2. Overall suspension rates have declined over the last three years.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

LCAP Goals Alignment:

Goal 1. Center JUSD students will be challenged and supported to achieve academic success in a clean, safe environment through Multi-Tiered Systems of Support (MTSS).

Goal 2. Through Multi-Tiered Systems of Support (MTSS) Center JUSD students will be college and career ready.

Goal 3. Center JUSD students and families will be engaged and informed throughout the educational process by way of the Multi-Tiered Systems of Support (MTSS).

Goal 1

Goal #1: By May of 2020 Center High School Math Department will research, pilot, and propose a math curriculum to be used as a Tier II intervention and be approved by the District MTSS Task Force using the Hexagon Tool.

Identified Need

This need was identified by our WASC action plan from 2018, on the California Dashboard as identified by our math levels as needs improvement (orange), and that the CJUSD MTSS Blueprint has no approved Tier II intervention for math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase percentage of students meeting academic standards in math on CAASPP.	31% of students have met or exceeded standard in math.	Increase students meeting or exceeding standard by 5%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

1.1 Math Department will receive training on Hexagon tool

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

1.2 Math Department will research intervention curriculum.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

1.3 Math Department will pilot one or more intervention programs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

1.4 Administration and Math Department Chair will present selected curriculum (Intervention program) to District MTSS Task Force to be evaluated using the Hexagon Tool.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 1. Center JUSD students will be challenged and supported to achieve academic success in a clean, safe environment through Multi-Tiered Systems of Support (MTSS).

Goal 3. Center JUSD students and families will be engaged and informed throughout the educational process by way of the Multi-Tiered Systems of Support (MTSS).

Goal 2

Goal #2: By May of 2020 Center High School administration and Leadership Team will research and propose a research-based Tier I and Tier II behavior support and intervention program that will improve school climate and culture and be approved by the District MTSS Task Force using the Hexagon Tool.

Identified Need

In addition to seeking to improve school culture, there is a need on the District MTSS Blueprint for Tier I and Tier II behavior supports and interventions at the high school, and the need was identified in the WASC Self-Study from 2018.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Improve results on the California Healthy Kids Survey such as the "meaningful participation at school"	66% of 9th graders and 57% of 11th graders do not feel that there is a time for them to have "meaningful participation at school."	Decrease percentages by 10%.
Increase parent/guardian involvement.	Minimal parent/guardian participation.	Increase opportunities for parents/guardians to volunteer and participate at CHS.
Addition of Tier I and Tier II behavior support and intervention program on the CJUSD MTSS Blueprint	Currently no approved program	Adopted program

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

2.1 Site Leadership Team will receive training on Hexagon tool.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

2.2 Site Leadership Team will research research-based Tier I and Tier II behavior support and intervention program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

2.3 Site Leadership Team will select one research-based Tier I and Tier II behavior support and intervention program and with site administration present the selected program to District MTSS Task Force to be evaluated using the Hexagon Tool.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$0.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00

Subtotal of state or local funds included for this school: \$0.00

Total of federal, state, and/or local funds for this school: \$0.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Jerald Ferguson	Principal
Danielle Stout	Classroom Teacher
Carrie Muldoon	Classroom Teacher
Sam Kloczko	Classroom Teacher
Curtis Hunter	Classroom Teacher
Sabrina Carden	Other School Staff
Vanessa Mason	Parent or Community Member
Angelina Hughes	Parent or Community Member
Donna Hale	Parent or Community Member
Tania Dhaliwal	Secondary Student
Zarina Zaki	Secondary Student
Donald Hunter	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.




Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Special Education Advisory Committee
	Other: College and Career Coordinator

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 03/28/2019.

Attested:




Principal, Jerald Ferguson on 11/14/2019

SSC Chairperson, Tania Dhaliwal on 11/14/2019

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **Specific, Measurable, Achievable, Realistic, and Time-bound**. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)**
- 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--**
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards**
 - b. use methods and instructional strategies that:**
 - i. strengthen the academic program in the school,**
 - ii. increase the amount and quality of learning time, and**
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.**
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:**
 - i. strategies to improve students' skills outside the academic subject areas;**
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;**
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;**
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and**
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.**
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.**
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).**
- 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;**
 - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and**
 - 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.**

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: McClellan High School

Date: December 6, 2019

To: CJUSD Board

From: David L. French

Action Item XX

Information Item

Attached Pages 60

Principal's Initials:

SUBJECT: McClellan High School Revised Schoolwide Title One/CSI Single Plan for Student Achievement for 2019-2020

With input from our school site council, we have developed our schoolwide Title One/CSI plan and Single Plan for Student Achievement for the 2019-2020 school year. We have revised that plan to fit changing funding uses. School Site Council approved these revised plans at a meeting December 5, 2019.

The final Schoolwide Title One/CSI plan and Single Plan for Student Achievement are attached, along with the sign-in sheet and minutes from the December 5, 2019 School Site Council meeting, and the signed roster indicating the council's approval of these plans.

Recommended action:

Please approve this plan for use of Title One/CSI funds for the 2019-2020 school year.

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
McClellan High School	34 73973 3430451		

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Comprehensive Support and Improvement

Our School Plan for Student Achievement will be focused on increasing our graduation rate,

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Our School Plan for Student Achievement will be focused on increasing our graduation rate, preparing our students for college and careers, and lowering our suspension rate. We are taking several steps to increase our graduation rate, including measures to give students more incentive to earn credits and measures to improve attendance. We are always working to prepare our students for future education and work, and we will continue this by further efforts to help our students score better on the CAASPP tests. Although our suspension rate has dropped over the last several years, we intend to reduce it even further, examining other, non-exclusionary means of dealing with inappropriate behaviors.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

We have sent surveys to parents to confirm contact information, find best ways to contact families, and to get feedback on possible activities that would generate more parental involvement. In general, parents are best contacted through email or personal phone call. They are interested in activities that allow them to visit school and eat with their children. We will administer safety surveys to staff, students, and parents during the school year.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The staff at McClellan High School is committed to continuous improvement of teaching and learning. To this end, the principal makes walk-through observations of each class at least twice each six-week grading period and provides both oral and written feedback to teachers about what is working well and what could be made better. District administrative staff also visit classrooms on a monthly basis and discuss these observations with the principal. Overall, observations bear out that many students are below grade level in their skills and do not always demonstrate successful work habits. Some students are frequently absent. Class sizes are small, usually under 20 students. Lessons present clear, standards-based objectives, and students are able to state these objectives. Teachers use combinations of direct instruction and independent, usually computer-based work to support student learning. Classes feature well-established routines and structure that minimize distraction & confusion. Students are progressing toward grade-level standards in all classes.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers are informed of state assessment results when they become available. All students are given assessments in reading and math to determine appropriate placement and to establish student needs for instruction. Teachers also use a variety of curriculum-based formal and informal assessments to determine student progress toward learning objectives. Teachers adjust instruction based on results from all these forms of assessment. Placement of students in appropriate English and math classes allows them to learn skills they lack and work toward grade-level standards. Adjusting class instruction based on formal and informal assessments allows instructors to re-teach and alter pacing to improve student learning and achievement.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Data from assessments in reading and math is used to determine appropriate placement and to establish student needs for instruction. Teachers also use data from a variety of curriculum-based formal and informal assessments to determine student progress toward learning objectives. Teachers modify instruction and adjust pacing based on data from all these forms of assessment.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at McClellan High School meet the requirements for highly qualified staff and are well-experienced in working with credit-deficient students.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers are adequately credentialed. Our English teacher has piloted and implemented a variety of board-approved programs. Our math teacher has worked with other district teachers to utilize the board-approved instructional materials available for our students. Our history and science teachers have utilized board-approved materials for their courses for many years.

All staff are encouraged to attend professional development opportunities on their own, and funding is provided from appropriate sources to reimburse staff for costs of training and travel. We have and will continue to bring in teacher coaches and mentors to support teachers in developing their expertise and repertoire of teaching skills. For our math and English testing programs, we also purchased training for the teachers administering these programs.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Teachers give input on professional development needs, and the principal develops a school plan for professional development that aligns to content standards, stated teacher needs, district goals, and student needs.

Teachers are also encouraged to pursue professional development opportunities individually, and funding is provided for the costs of these trainings.

McClellan High School certificated staff had developed and will continue to refine our process as a Professional Learning Community with the aim of improving student learning in all classes. Our PLC team will evaluate student learning and work together to refine and improve instruction, curriculum, and assessment.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

As noted above, certificated staff at McClellan are engaging in the PLC process with the aim of improving student learning. This will include staff coaching each other and the use of outside coaches. Administration shares goals and professional guidance from the district and regularly forwards articles on effective teaching practices and announcements of professional development opportunities to staff.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

McClellan High School has only one teacher per subject area, so collaboration is done across curricular areas and grade levels. Our staff laid the groundwork for a Professional Learning Community in prior years, and we are developing this structure, building our guidelines and capacity for collaboration, so that we may examine and give input to improve each other's instruction, curriculum, and assessment.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All curriculum and materials are board-approved and aligned to state standards for each subject area. Students are tested in literacy through the Achieve 3000 program, and in mathematical ability through the NWEA Measures of Academic Progress program. Results from these tests will be used to place students in support classes when appropriate, and will inform instruction. Administration regularly observes instructional practices and staff discusses instructional plans formally in our PLC structure and informally between themselves with the aim of promoting student success and achievement of grade level standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

N/A - McClellan High School has only grades 10-12.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

N/A - McClellan High School has only grades 10-12.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to appropriate, standards-based materials. Much of our curriculum is delivered online, and students can access this both at school and at home. Students are given access to text-based materials at school and are allowed to take copies home when needed.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Core and intervention course materials are aligned to state standards and use SBE-adopted materials. Courses are designed to allow students to meet grade-level state standards.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The regular program at McClellan High School is designed to help previously under-performing students reach grade-level standards and earn credits needed to meet graduation standards. Applied Math and Applied English courses are provided to help very low-skilled students (those performing 2 or more levels below grade level) achieve at appropriate grade levels in math and English. Students needing additional time to keep up with classes may be assigned to Success class, where they are given time and teacher support to complete work for their classes. Due to our small class sizes, we are able to offer more individual attention to students than they would receive in a larger, traditional high school.

Evidence-based educational practices to raise student achievement

McClellan High School teachers implement research-based practices to raise student achievement. In prior years, staff received training and coaching on High Quality First Instruction and Depth of Knowledge lesson design. With this foundation, teachers are now receiving professional development and coaching on Universal Design for Learning practices, shown by research to make learning accessible to all and to raise achievement levels for all.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

McClellan administration and staff communicate with parents regularly regarding grades, attendance, and student performance. We utilize parent volunteers, vetted through our district transportation office, for driving students to athletic and other extra-curricular events. Our counselor and staff recruit guest speakers whenever possible to address our students on a wide range of topics, from college and career planning to healthy living and thinking principles. We also invite representatives from the military branches and from local colleges and training institutions to come to campus to inform students of possible future choices.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Our school site council is comprised of classified and certificated staff, parents, and students. The council plans, implements, and evaluates use of funds through the Single Plan for Student Achievement and our Schoolwide Title One Plan.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title One funds are used to provide additional curriculum and support for students and professional development for staff to facilitate bringing all students to grade-level standards. This has included purchase and implementation of technology, purchase and implementation of curriculum to assess and support student learning, and professional development for staff. In the 2019-2020 school year, Title One funds will be used to support a Student Outreach Advisor, whose main role will be working with students who have poor attendance and with their families. Title One funds are also used to provide extra hours for our counselor to support students in meeting graduation requirements and in support of our Get Focused, Stay Focused program. This program, comprised of an elective class assigned to 11th & 12th grade students, facilitates students creating and updating a plan for the next 10 years of their lives. Lottery funds are used to purchase appropriate curriculum and instructional supplies for students. District funding provides for textbook replacement when needed. District funding also provides for a visiting resource teacher to support our few students who have an IEP. Additionally, district psychologists, behaviorists, and other personnel are available to assess and evaluate students identified as potentially needing extra intervention to reach grade-level academic and behavioral standards.

Fiscal support (EPC)

Our Title One Schoolwide Plan and Single Plan for Student Achievement describe the goals and uses of funds. Expenditure of these funds is subject to approval from our School Site Council and district governance.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

School Site Council reviews data from the Comprehensive Needs Assessment and reviews and approves the SPSA and all reviews and updates to the SPSA. This council is comprised of representatives from administration, classified and certificated staff, students, and parents. Administration invites interested school staff members to be on the SSC. Students nominate and vote on the student members on the council. Administration solicits parent members, who are then voted onto the council.

The School Site Council meets at the end of one school year to review results of the SPSA for the current year and give input on and approve the SPSA for the upcoming school year. In developing the plan, administration also consults district administration for advice and input. After the School Site Council approves the plan, it is sent to the district school board for review and final approval.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Under our 2018-19 school year budget, McClellan High School lacked the resources to hire another staff member to work exclusively with students and families regarding attendance issues. Using Title One funds made available through our CSI grant, we will hire a Student Outreach Advisor to work specifically with our students and their families to improve school attendance.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	1.3%	%	1.69%	1		1
African American	11.3%	14.08%	20.34%	9	10	12
Asian	5.0%	2.82%	5.08%	4	2	3
Filipino	%	%	%			
Hispanic/Latino	33.8%	33.80%	35.59%	27	24	21
Pacific Islander	%	%	%			
White	48.8%	45.07%	33.9%	39	32	20
Multiple/No Response	%	%	%			
Total Enrollment				80	71	59

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 10	19	9	7
Grade 11	34	30	16
Grade 12	27	32	36
Total Enrollment	80	71	59

Conclusions based on this data:

1. Our population is predominantly white and Hispanic, with a significant percentage of African American students. There is a need for staff to be supportive of these cultures.
2. Although grade sizes fluctuate, we tend to have more seniors and more juniors than we do sophomores. Students here are scheduled into classes based on needs rather than grade levels for the most part, so teachers need to be able to work with differing levels of maturity in each class.
3. Enrollment has dropped over the past 3 years, meaning class sizes have also shrunk. This has allowed us to give individual students more attention.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	2	2	1	2.5%	2.8%	1.7%
Fluent English Proficient (FEP)	8	8	7	10.0%	11.3%	11.9%
Reclassified Fluent English Proficient (RFEP)	3		0	3.6%	0	0.0%

Conclusions based on this data:

1. There are few English Learners in our population. Language needs for these students can be addressed by individualized support from teachers as needed.
2. There are a significant number of FEP and RFEP students who may need some additional support in at times. This will come from their regular classroom teachers.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	38	37	21	35	34	20	35	34	20	92.1	91.9	95.2
All Grades	38	37	21	35	34	20	35	34	20	92.1	91.9	95.2

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2493	2528	2508	0.00	8.82	5.00	17.14	20.59	20.00	31.43	38.24	35.00	51.43	32.35	40.00
All Grades	N/A	N/A	N/A	0.00	8.82	5.00	17.14	20.59	20.00	31.43	38.24	35.00	51.43	32.35	40.00

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	8.57	20.59	10.00	45.71	44.12	40.00	45.71	35.29	50.00
All Grades	8.57	20.59	10.00	45.71	44.12	40.00	45.71	35.29	50.00

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2.86	11.76	0.00	22.86	35.29	60.00	74.29	52.94	40.00
All Grades	2.86	11.76	0.00	22.86	35.29	60.00	74.29	52.94	40.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2.86	14.71	15.00	74.29	58.82	60.00	22.86	26.47	25.00
All Grades	2.86	14.71	15.00	74.29	58.82	60.00	22.86	26.47	25.00

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	5.88	15.00	37.14	55.88	35.00	62.86	38.24	50.00
All Grades	0.00	5.88	15.00	37.14	55.88	35.00	62.86	38.24	50.00

Conclusions based on this data:

1. 1. McClellan High School students perform well below the state and district averages in ELA on the CAASPP Test. Our students do perform at the same level or better than students in similar continuation settings throughout the Sacramento area. We see a compelling need to take steps to raise our students to grade-level abilities in ELA. We are taking several steps, outlined below, to support our students in reaching grade-level achievement in ELA.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	38	37	22	35	34	20	35	34	20	92.1	91.9	90.9
All Grades	38	37	22	35	34	20	35	34	20	92.1	91.9	90.9

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2459.	2461.	2441.	0.00	0.00	0.00	0.00	0.00	0.00	14.29	11.76	10.00	85.71	88.24	90.00
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	0.00	14.29	11.76	10.00	85.71	88.24	90.00

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	0.00	5.71	5.88	5.00	94.29	94.12	95.00
All Grades	0.00	0.00	0.00	5.71	5.88	5.00	94.29	94.12	95.00

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	0.00	37.14	32.35	30.00	62.86	67.65	70.00
All Grades	0.00	0.00	0.00	37.14	32.35	30.00	62.86	67.65	70.00

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	0.00	45.71	58.82	30.00	54.29	41.18	70.00
All Grades	0.00	0.00	0.00	45.71	58.82	30.00	54.29	41.18	70.00

Conclusions based on this data:

- McClellan High School students perform well below the state and district averages in math on the CAASPP Test. Our students do perform at the same level or better than students in similar continuation settings throughout the Sacramento area. We see a compelling need to take steps to raise our students to grade-level abilities in math. We are taking several steps, outlined below, to support our students in reaching grade-level achievement in math.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 11	*		*		*		*	
All Grades							*	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*								*	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*								*	

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades			*						*	

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	*						*		

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	*						*		

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades			*				*	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*						*	

Conclusions based on this data:

1. Not applicable.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
71	69.0%	2.8%	This is the percent of students whose well-being is the responsibility of a court.
<p>This is the total number of students enrolled.</p> <p>This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.</p> <p>This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.</p>			

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	2	2.8%
Homeless	12	16.9%
Socioeconomically Disadvantaged	49	69.0%
Students with Disabilities	1	1.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	14.1%
Asian	2	2.8%
Hispanic	24	33.8%
Two or More Races	3	4.2%
White	32	45.1%







Conclusions based on this data:

1. A majority of our students qualify as socioeconomically disadvantaged. We support these students and their families by offering a food bank for families in need. We also provide, free of charge, food to students on campus if they state they are hungry. At Thanksgiving and Christmas, we provide meals and gift cards to families.
2. Our population is predominantly white and Hispanic, with a significant percentage of African American students. There is a need for staff to be supportive of these cultures.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  No Performance Color	Graduation Rate  Red	Suspension Rate  Orange
Mathematics  No Performance Color		
English Learner Progress  No Performance Color		
College/Career  Red		

Conclusions based on this data:

1. Our graduation rate is low. We will take several steps, outlined below, to improve this.
2. While our suspension rate is decreased from prior years, we will continue to take steps to lower the number of suspensions.
3. Our students perform poorly on the College and Career Readiness indicator. This is in part due to a lack of capacity in our program for many of the criteria on the indicator. We will take steps to improve in the areas possible.

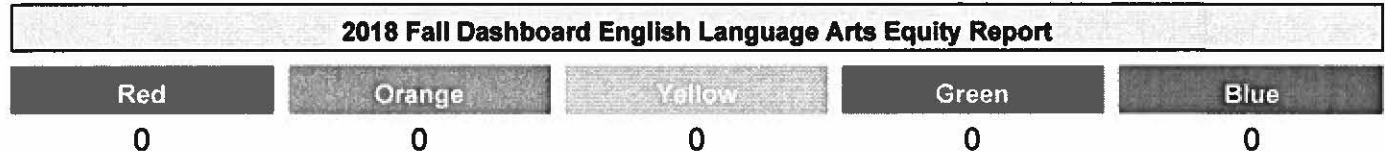
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  No Performance Color 53.1 points below standard Increased 27 points 23 students	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	Socioeconomically Disadvantaged  No Performance Color 61.6 points below standard Increased 18.7 points 20 students	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 2 students	Less than 11 Students - Data Not Displayed for Privacy 2 students	43.4 points below standard Increased 36.7 points 18 students

Conclusions based on this data:

- Although we do not show enough students tested to register on this indicator, we will continue to take actions to improve our students' performance on the ELA portion of the CAASPP test.

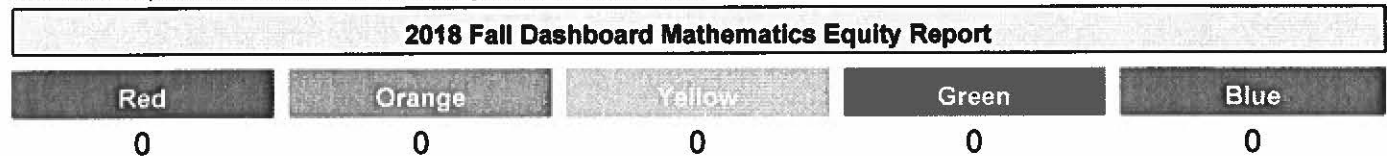
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  No Performance Color 164.7 points below standard Maintained -1.9 points 23 students	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	Socioeconomically Disadvantaged  No Performance Color 162.3 points below standard Declined -22.6 points 20 students	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 2 students	Less than 11 Students - Data Not Displayed for Privacy 2 students	160.1 points below standard Increased 8.9 points 18 students

Conclusions based on this data:

- Although we do not show enough students tested to register on this indicator, we will continue to take actions to improve our students' performance on the math portion of the CAASPP test.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage

Conclusions based on this data:

1. Not applicable

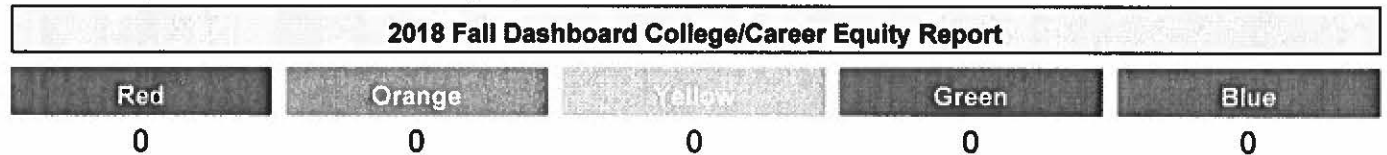
School and Student Performance Data

Academic Performance College/Career







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students  Red 0% prepared Maintained 0% 30 students	English Learners  No Performance Color 0 Students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	Socioeconomically Disadvantaged  No Performance Color 0% prepared Maintained 0% 22 students	Students with Disabilities  No Performance Color 0 Students

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color 0% prepared Maintained 0% 17 students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
Prepared	0 Prepared	0 Prepared
Approaching Prepared	6.3 Approaching Prepared	20 Approaching Prepared
Not Prepared	93.8 Not Prepared	80 Not Prepared

Conclusions based on this data:

1. Due to our program constraints, the College/Career Indicator contains only one area possible for our students to improve: CAASPP Scores. We will take several steps, outlined below, to help our students meet ELA and mathematics grade level standards, as measured on the Smarter Balanced Summative Assessments.
2. We will remain aware of changes to the College/Career Indicator and explore ways of expanding our program offerings to prepare students for success after graduation.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Not applicable. McClellan High School serves only grades 10-12.

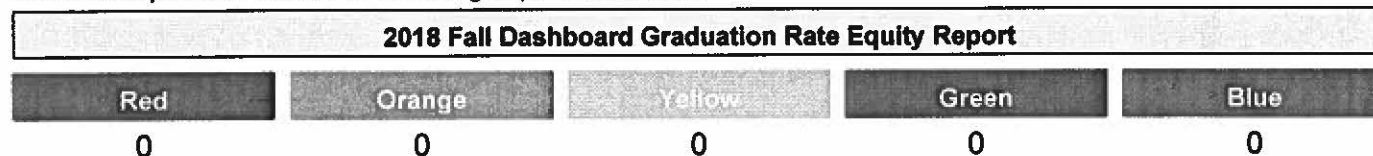
School and Student Performance Data

Academic Engagement Graduation Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Red 63.3% graduated Declined -8.5% 30 students	English Learners  No Performance Color 0 Students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	Socioeconomically Disadvantaged  No Performance Color 59.1% graduated Declined -14.8% 22 students	Students with Disabilities  No Performance Color 0 Students

2018 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	American Indian  No Performance Color 0 Students	Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students
Hispanic  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 52.9% graduated Declined -23.5% 17 students

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year	
2017	2018
71.9% graduated	63.3% graduated

Conclusions based on this data:

1. Due to our small population and individual student differences, our graduation rate fluctuates each year.
2. Our graduation rate is low, and has decreased since last year. We are taking several steps, outlined below, to improve our graduation rate.

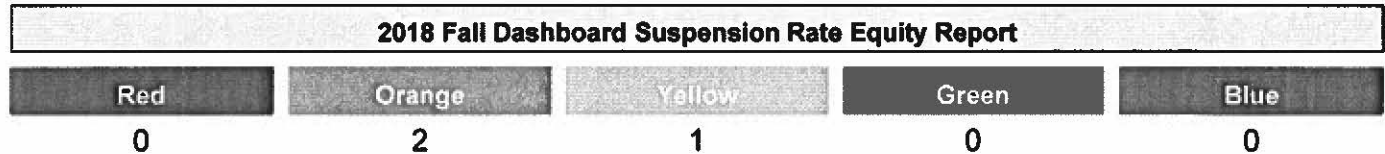
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 15.6% suspended at least once Declined -20.2% 109 students	English Learners  No Performance Color Less than 11 Students - Data Not 2 students	Foster Youth  No Performance Color Less than 11 Students - Data Not 1 students
Homeless  No Performance Color 20.8% suspended at least once Declined -17.3% 24 students	Socioeconomically Disadvantaged  Orange 13.8% suspended at least once Declined -26.3% 80 students	Students with Disabilities  No Performance Color Less than 11 Students - Data Not 5 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 31.3% suspended at least once Declined -4% 16 students	 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color Less than 11 Students - Data 4 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 7.7% suspended at least once Declined -28.9% 39 students	 No Performance Color Less than 11 Students - Data 4 students	 No Performance Color 0 Students	 Orange 20% suspended at least once Declined -12.7% 45 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
	35.8% suspended at least once	15.6% suspended at least once

Conclusions based on this data:

- Due to our small population and individual student differences, our suspension rate fluctuates each year.
- While our suspension rate is low, we will continue to explore other, non-exclusionary means to work with students whose behavior is inappropriate.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Center JUSD students will be challenged and supported to achieve academic success in a clean, safe environment through Multi-Tiered Systems of Support (MTSS).

Goal 1

English/Language Arts - For the 2019-2020 school year, we will use data from schoolwide English assessments and student grade and credit data to place students in English intervention classes designed to bring them to grade level standards in English/Language Arts. We will raise percentage of students meeting and/or exceeding grade-level Common Core English Language Arts Standards to 40%.

Identified Need

70.59% of students did not meet grade level standards in English/Language Arts, as assessed by the 2018 CAASPP test.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP results	70.59% of students are below grade level standards in English/Language Arts.	40% of students will score above grade level standards in English/Language Arts on the 2020 CAASPP test.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Enroll identified students in Applied English classes for additional instruction to bring them up to grade level standards

- English teacher will test all students with Achieve 3000 program to identify students needing additional support to bring them to grade level standards
- Students performing 2 or more levels below grade level will be enrolled in Applied English class
- Utilize appropriate English intervention strategies/materials for at-risk students
- Implement other English interventions and supports to meet at-risk students' needs

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
127,049	LCFF - Supplemental
3,295	Lottery: Instructional Materials

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Engage in professional development activities to support student achievement

- School staff are encouraged to seek out professional development opportunities related to improving student achievement.
- Principal will review these for appropriate connection with school goals before approving.
- Placer County Office of Education will provide a trainer for a one-day workshop with all staff and follow-up coaching sessions with individual teachers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6,000	Comprehensive Support and Improvement (CSI)
5,300	Comprehensive Support and Improvement (CSI)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

To make sure we have enough functioning Chromebooks for CAASPP Testing, we will purchase more for our site. This will be essential in making sure our CAASPP Testing runs smoothly this year, and in the future.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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4,000

Comprehensive Support and Improvement (CSI)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

As needed and identified, we will purchase technology and curriculum to support students achieving grade level standards in English-Language Arts.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4884.43

Source(s)

Comprehensive Support and Improvement (CSI)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Staff member will plan and coordinate CAASPP testing. Staff member will also work with students and staff to improve testing process.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1350

Source(s)

Comprehensive Support and Improvement (CSI)

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

All students were tested using the Reading Inventory assessment, which measures lexile reading levels. Students scoring more than 2 levels behind grade level were placed in one of 2 sections of

Applied English, where they completed lessons in the Achieve 3000 curriculum designed increase reading levels. This is the 3rd year of implementation of this strategy. In 2017, only 17.14% of students met grade level standards, as measured by the CAASPP test. 2018 CAASPP Results showed 29.41% of students meeting grade level standards. We anticipate this trend of growth in student achievement will continue into the 2020 school year.

All staff have attended various professional development trainings, and we have also had on-site professional development and coaching over the last 2 years. All teachers have implemented new teaching techniques and lesson strategies as a result of these trainings.

Chromebooks have a limited lifespan, and when they are too old, they no longer accept updates or run various programs, like the CAASPP Test, efficiently, or at all. Replacement is necessary to support accurate student testing.

As additional technology and curriculum needs arise, appropriate staff will research and determine the best solutions to support student learning.

Staff member organizing testing interviews students and staff regarding testing process, and then organizes schedule, trains staff, and implements strategies to increase student motivation and commitment during testing.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue this goal and these strategies as described. Our professional development focus this year will be on Universal Design for Learning. Teachers have attended workshops on this, and we will engage a UDL coach to work with teaching staff as a group and individually in the 2019-2020 school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Center JUSD students will be challenged and supported to achieve academic success in a clean, safe environment through Multi-Tiered Systems of Support (MTSS) actions and services.

Goal 2

Math - For the 2019-2020 school year, we will use data from schoolwide math assessments and student grade and credit data to place students in math intervention classes designed to bring them to grade level standards in mathematics. We will raise percentage of students meeting and/or exceeding grade-level Common Core mathematics Standards to 5%.

Identified Need

No students met grade level standards in mathematics, as assessed by the 2018 CAASPP test.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Results	No students met grade level standards in mathematics, as assessed by the 2018 CAASPP test.	5% of students will meet grade level standards in mathematics, as assessed by the 2020 CAASPP Test

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Enroll identified students in Applied Math class for additional instruction to bring them up to grade level standards

- Math teacher will use NWEA/MAP testing to identify students needing additional support to bring them to grade level standards
- Students performing 2 or more levels below grade level will be enrolled in Applied Math class
- Utilize appropriate math intervention strategies/materials for at-risk students
- Implement other math

interventions and supports to meet at-risk students' needs

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

72,209

Source(s)

LCFF - Supplemental

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Engage in professional development activities to support student achievement

- School staff are encouraged to seek out professional development opportunities related to improving student achievement.
- Principal will review these for appropriate connection with school goals before approving.
- Placer County Office of Education will provide a trainer for a one-day workshop with all staff and follow-up coaching sessions with individual teachers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

0

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Hire part-time aide for mathematics classes, 5 hours a day, 4 times a week, January through May 2020.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

7,700

Source(s)

Comprehensive Support and Improvement (CSI)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

To make sure we have enough functioning Chromebooks for CAASPP Testing, we will purchase more for our site. This will be essential in making sure our CAASPP Testing runs smoothly this year, and in the future.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

As needed and identified, we will purchase technology and curriculum to support students achieving grade level standards in mathematics.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Staff member will plan and coordinate CAASPP testing. Staff member will also work with students and staff to improve testing process.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

All students were tested using the NWEA/MAP assessment, which measures mathematics skills in multiple areas. Students scoring more than 2 levels behind grade level were placed in one of 2 sections of Applied Math, where they completed lessons in the ALEKS curriculum designed to teach and reinforce foundational math skills students lack. This is the 3rd year of implementation of this strategy. In 2017, only 17.14% of students met grade level standards, as measured by the CAASPP test. 2018 CAASPP Results showed 29.41% of students meeting grade level standards. We anticipate this trend of growth in student achievement will continue into the 2020 school year.

All staff have attended various professional development trainings, and we have also had on-site professional development and coaching over the last 2 years. All teachers have implemented new teaching techniques and lesson strategies as a result of these trainings.

Chromebooks have a limited lifespan, and when they are too old, they no longer accept updates or run various programs, like the CAASPP Test, efficiently, or at all. Replacement is necessary to support accurate student testing.

As additional technology and curriculum needs arise, appropriate staff will research and determine the best solutions to support student learning.

Staff member organizing testing interviews students and staff regarding testing process, and then organizes schedule, trains staff, and implements strategies to increase student motivation and commitment during testing.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue this goal and these strategies as described. Our professional development focus this year will be on Universal Design for Learning. Teachers have attended workshops on this, and we will engage a UDL coach to work with teaching staff as a group and individually in the 2019-2020 school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Center JUSD students will be challenged and supported to achieve academic success in a clean, safe environment through Multi-Tiered Systems of Support (MTSS) actions and services.

Goal 3

Graduation Rate: Our 2018 graduation rate was 63.3%, declined 8.5% from the 2017 graduation rate of 71.8%. Our target graduation rate for 2020 will be 75%.

Identified Need

28.2% of our 12th grade students did not graduate in 2017. 36.7% of our 12th grade students did not graduate in 2018, as measured by the California DASS graduation rate indicator.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
DASS Graduation Rate Indicator	28.2% of our 12th grade students did not graduate in 2017. 36.7% of our 12th grade students did not graduate in 2018, as measured by the California DASS graduation rate indicator.	Our target graduation rate for 2020 will be 75%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

We will designate students as seniors only when they are within 60 credits of graduation at the end of the first week of their 4th year of high school. We will reassess each trimester, so students who are within 40 credits of graduation at 2nd trimester or within 20 credits of graduation at 3rd trimester will be designated seniors. This will increase student motivation to earn senior status and will reduce the number of students designated as 12th graders who are not eligible for graduation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Economics and Government, classes reserved only for seniors, will be offered only the first and last trimester of each school year. The 3rd trimester classes will be filled with students who have not taken them yet, and students who failed the first time will be enrolled only if there is room, increasing the importance for students to pass these classes the first time.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide incentives for students to maintain good grades

- Students with grades above 70% in all classes each week are allowed to play bingo for prizes
- After each grading period ends, students with honor roll status will be recognized at an award assembly.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

600

Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Counselor (and principal, when available) will meet weekly or every 2 weeks with all 4th year students and those 3rd year students in range of early graduation to discuss progress, challenges, and plans moving forward. Counselor will also work with students to identify and resolve barriers to graduation, determine future career and education goals, and facilitate college and financial aid applications.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
38,366	LCFF - Supplemental
2,785	Comprehensive Support and Improvement (CSI)
14,585	Title I
6,145	Comprehensive Support and Improvement (CSI)
137,579	LCFF - Supplemental
887	Comprehensive Support and Improvement (CSI)

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We have provided incentive prizes and recognition for students for the past 3 years, as described above. Anecdotal accounts (student and teacher statements) say these incentives have motivated students to do well. The other strategies are new for the 2019-2020 school year. We have designated grade levels and designed our master schedule as described above. Counselor and principal have scheduled regular time each week to meet with students as noted and are recording contacts and notes from these meetings on a Google form

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

None yet

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Center JUSD students and families will be engaged in their educational process and opportunities.

Goal 4

Attendance – Students will have an average daily attendance rate of 90%. Suspension rate will decrease to 10%. Habitual truancy rate will decrease to 10%. (Habitual Truancy = 9 or more unexcused absences in the year)

Identified Need

In the 2016-2017 school year, the average daily attendance rate was 86%. 15% of students were habitually truant. 35.8% of students were suspended at least once. In the 2017-2018 school year, the average daily attendance rate was 82% 14% of students were habitually truant. 15.6% of students were suspended at least once.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance and habitual truancy data measured through our district data system. Suspension rate is measured through the DASS Suspension Rate Indicator	In the 2016-2017 school year, the average daily attendance rate was 86%. 15% of students were habitually truant. 35.8% of students were suspended at least once. In the 2017-2018 school year, the average daily attendance rate was 82% 14% of students were habitually truant. 15.6% of students were suspended at least once.	in the 2019-2020 school year, students will have an average daily attendance rate of 90%. Suspension rate will decrease to 10%. Habitual truancy rate will decrease to 10%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide incentives for students to maintain good attendance

- Students with excellent attendance each week are given rewards and entered into a raffle for additional prizes.

- After each trimester ends, students with excellent attendance will be recognized at an award assembly.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
600	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers and administration will discuss student attendance concerns on a regular basis

- Every other staff meeting (Mondays are staff meeting days) will be a student-focused meeting, where teachers will discuss student concerns with the principal and counselor.
- Action steps and persons responsible will be determined
- In addition to discussions at student-focused meetings, staff will discuss programs and methods to improve student attendance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
122,282	LCFF - Supplemental
72,209	LCFF - Supplemental
112,446	LCFF - Supplemental
125,237	LCFF - Supplemental
28,978	LCFF - Supplemental
63,554	LCFF - Supplemental

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

We will hire a Student Outreach Advisor to Improve student attendance, student behavior, and student grades by serving as a support and role model for students and families; conducting

motivational educational programs; presenting opportunities, social experiences, and career options which will broaden the student's point of view and aid in goal setting. This person will work in conjunction with other school staff toward these goals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
32,698.57	Comprehensive Support and Improvement (CSI)
0	
0	
0	
0	

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

To increase student connection to school, staff members will work with student Leadership Club to create and organize activities to engage all students and encourage academic and social-emotional success.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1350.00	Comprehensive Support and Improvement (CSI)

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Attendance awards are given out each week in classes, and several students receive raffle prizes each week for their outstanding attendance. Each grading period, we hold an assembly to

recognize students with outstanding grades and attendance. Over 50 attendance awards were given out at these assemblies in 2018-19.

Student-Focused staff meetings, where staff discussed student concerns, are held approximately every 3 weeks. Attendance concerns are among the topics discussed. Action plans to deal with poor attendance include counseling, family contact, and additional time for students to learn materials.

Leadership Club creates games and activities for students to help them connect with each other and with the school, and they take other steps to increase student morale and engagement. The Club regularly organizes lunchtime activities and creates and posts inspirational messages around campus. Individual Club members reach out to new students to make friends and introduce them to the school.

It is difficult to quantify the effects of these measures. Certainly, students appreciate the recognition and prizes. In some cases, family contact and counseling have some impact on attendance. Students who have done poorly and had attendance issues do begin attending regularly and experience more success after gaining confidence in themselves and feeling more engaged with the school and their own education. Unfortunately, there is still a group of students who do not attend school on a regular basis. These students may require a more intensive program to improve their attendance. This is the thinking behind hiring a Student Outreach Advisor.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As stated in this goal description, we will be hiring a Student Outreach Advisor to work with students and families to improve attendance and academic performance.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$18,570
Total Federal Funds Provided to the School from the LEA for CSI	\$75,000
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$992,089.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Comprehensive Support and Improvement (CSI)	\$73,100.00
Title I	\$15,785.00

Subtotal of additional federal funds included for this school: \$88,885.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
LCFF - Supplemental	\$899,909.00
Lottery: Instructional Materials	\$3,295.00

Subtotal of state or local funds included for this school: \$903,204.00

Total of federal, state, and/or local funds for this school: \$992,089.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 1 Classroom Teachers
- 2 Other School Staff
- 2 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
David L. French	Principal
Kim Baioni	Classroom Teacher
Carla Guerguy	Other School Staff
Lin Jones	Other School Staff
Zoe Siavii	Secondary Student
Diego Campbell	Secondary Student
Annette Mitchell	Parent or Community Member
Delavon Rogers	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

Other: All school staff

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, David L. French on

SSC Chairperson, David L. French on

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **Specific, Measurable, Achievable, Realistic, and Time-bound**. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)**
- 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--**
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards**
 - b. use methods and instructional strategies that:**
 - i. strengthen the academic program in the school,**
 - ii. increase the amount and quality of learning time, and**
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.**
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:**
 - i. strategies to improve students' skills outside the academic subject areas;**
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;**
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;**
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and**
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.**
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.**
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).**
- 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;**
 - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and**
 - 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.**

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).**
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to**
 - 1. Ensure that those students' difficulties are identified on a timely basis; and**
 - 2. Provide sufficient information on which to base effective assistance to those students.**
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.**
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).**
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).**

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

**School Site Council Membership
McClellan High School
2019-2020**

Date: December 5, 2019

Item: Revised SPSA/CSI-Title One Plan

Motion: DIEGO CAMPBELL

Second: ANNETTE MITCHELL

Signature below indicates approval of item above.

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.

¹ The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
David L. French <i>[Signature]</i>	X				
Kim Baioni <i>[Signature]</i>		X			
Carla Guerguy <i>[Signature]</i>			X		
Lin Jones <i>[Signature]</i>			X		
Zoe Siavii <i>[Signature]</i>					X
Diego Campbell <i>[Signature]</i>					X
Delavon Rogers <i>[Signature]</i>				X	
Annette Mitchell <i>[Signature]</i>				X	
Numbers of members of each category:	1	1	2	2	2

¹ EC Section 52852

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: Center High School

Date: December 5, 2019

Action Item ☒

To: CUSD Board of Trustees

Information Item ☐

From: Jerald Ferguson

Attached Pages 1

Principal's Initials JF

SUBJECT: Tournament for CHS wrestling team.

The CHS Wrestling Team requests approval for an overnight trip on Dec. 27, 2019 to Aptos, CA to attend a two-day tournament at Aptos High School. On the night of Dec. 27 we will stay at the Best Western Seacliff Inn at 7500 Old Dominion Ct, Aptos, CA 95003.

Chaperones to be coach Ben Klatt and coach Sam Kloczko.

Travel: We leave CHS at 6:00 am on Dec. 27 and return approx. 9:00 pm on Dec. 28. We will take a varsity team of 14 eligible wrestlers chosen from the attached roster.

Transportation will be through coaches in vehicles rented through the CUSD transportation dept. Drivers will be coach Ben Klatt and coach Sam Kloczko (both district approved drivers).

Emergency Phone #: (916) 768-4789 (Coach Klatt's cell)

RECOMMENDATION: CJUSD Board of Trustees approves the tournament trip for CHS wrestling.

CONSENT AGENDA



50TH ANNUAL PAT LOVELL HOLIDAY WRESTLING CLASSIC

December 27th-28th 2019

Friday/ Saturday

Dear Coach,

For the past 49 years, the beautiful coastal region of Santa Cruz County has hosted one of the longest running holiday wrestling tournaments in California. Once again, this tradition-rich tournament will offer elite competition through a full double elimination bracket to ensure all of your wrestlers get at least two matches.

TOURNAMENT WEBSITE: <http://patlovellassic.com> (Online Pre-Registration available)

Includes all detailed tournament information, including participating teams, tournament history, host hotel information and special team rates, etc.

FORMAT:

64-man double elimination. Don't worry, we utilize trackwrestling.com to keep things smooth: 10 Mats and 2 Gyms

WEIGH-INS:

12/27-Friday Weigh-Ins are at 9am to help support any teams that have to make a long drive.

12/28-Saturday Weigh-Ins are at typical 7am timeslot.

• Wrestling begins one hour after the last wrestler weighs-in (both days).

AWARDS:

1. **Top 8** - Champions receive trophies, wall bracket, and a CCWC T-shirt.
2. **Placers 2-8** get custom medals from the infamous Hasty Awards Co.
3. 2 OW's (Upper and Lower)
4. Quickest Fall Award
5. Pat Lovell Character Award
6. **TOP 5 TEAMS** receive trophies...and **FREE ENTRY** into next year's CCWC tourney!!!

TOP 10 REASONS ...to put this prestigious tournament on your schedule this season:

1. **ENTRY FEE ONLY \$325**, for this 2-day event. This is perhaps the lowest entry fee for any 2-day tournament in the state!
2. **SPACIOUS MULTI-MILLION DOLLAR COMPLEX.** The PAC Center at Aptos HS is only 10 years old, has an expansive lobby area for vendors, and a state-of-the-art movie theater directly across the lobby of the main gym. Unlimited parking space, and much bigger than old tourney site at Scotts Valley.
3. **MOVIE THEATER** (Inside PAC CENTER). The past two years, fans, coaches and wrestlers have enjoyed special screenings of critically acclaimed wrestling movies such as "Vision Quest", "Takedowns and Falls" and "Pinned". Many spectators seemed relieved to have the opportunity of giving their backs a rest in between rounds by taking in these fantastic portraits on high school wrestling. Once again, we'll be presenting another hit documentary on high school wrestling this year throughout the first day of competition.
4. **TOP 5 TEAMS EARN FREE ENTRY** into next year's California Coast Wrestling Classic!!! Based on last year's team scoring race, each of these teams earned **FREE** entry into this year's tourney: LAKE STEVENS (WA), PITMAN, CLOVIS, GRANADA AND LAS LOMAS
5. **SPECIAL COACHES GIFT.** Each year, every Head Coach walks away with something special (Have been CCWC Dri-Fits, Polos, Coffee Mugs, etc)
6. **HOST HOTEL** (Best Western/ Seaciff Inn...(800) 367-2003) is just one block away from Seaciff State Beach (and one mile from event site). So, if you are from an area that doesn't get to see the Pacific Ocean much, then a holiday wrestling event by the beach might be a cool way to build team camaraderie. The world-famous Santa Cruz Boardwalk & Amusement Park is only 15 minutes away as well!
7. **COACHES SOCIAL** held at host hotel immediately after the first night of competition. Complimentary appetizers and libations to all coaches.
8. Longtime tournament director, and former U.S. Greco Olympian ('64) Pat Lovell will continue to provide his 40+ years of wisdom to the tournament in an advisory capacity to ensure that this is a well-run, top-notch tournament.
9. **TWO "WILD-CARD" WRESTLERS** allowed per team! Each team has the unique opportunity to bring 2 additional non-scoring "Wild-Card" wrestlers for ANY weight class. You must identify who will be your scoring wrestlers, but every wrestler on your roster will be eligible to medal. In addition, "Wild-Card wrestlers" will be on the same side of the bracket as your starter for that weight class. They WILL be separated as far apart as possible, however.

THE ENTRY FEE IS ONLY \$325.00 per team.

Please make checks payable to: **Aptos High Wrestling.**

There will be **NO** refunds for any team that drops out of the tournament after December 10th.

All in all, our ongoing goal is filled with aggressive simplicity...and that is to not just put on your ordinary high school wrestling tournament, but to create a festive atmosphere that leaves you saying "Wow, that was quite an event!" If you have any questions please don't hesitate to contact me!

Yours through Wrestling,

KEN POLLASTRINI

Tournament Director

Cell: (831) 345-7915

E-Mail: kenpollastrini@att.net

Kacia Hudson

Co/Director

Cell: 831-227-3723

Email: kacd3@comcast.net

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: Center High School

Date: November 6, 2019

Action Item XX

To: CUSD Board of Trustees

Information Item

From: Jerald Ferguson

Attached Pages

Principal's Initials JF

SUBJECT:

Date: Friday, January 31, 2020 and Saturday, February 1, 2020

Location: Anderson High School, Anderson, CA

Hotel: Best Western, Anderson, CA

Chaperones: Sherry Edgar and two other staff members

Time: We would leave in the morning January 31st and return Saturday night February 1st.

Sherry Edgar would like to take her Dance team to The "Dance Off" competition on January 31st - February 1st at Andersons High School. The Competition provides my intermediate students an opportunity to compete with local schools and dance studios in the Anderson area and share their personal choreography. This field trip will also allow her dance students to bond and get to know each other better. The field trip will include dinner Friday evening at Mary's Pizza Shack, the dance competition, lunch at Cheesecakes Restaurant in Redding, CA and a short exploration of the Sundial Bridge. There will be about 21 students and three chaperones. They will be driving students in a SUV provided by the district.

CONSENT AGENDA

RECOMMENDATION: That Sherry Edgar and two other staff members take students to Anderson High School for the Dance off competition on January 31st and February 1st.

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: Center High School

Date: November 18, 2019

To: CUSD Board of Trustees

From: Jerald Ferguson

Principal's Initials JF

Action Item XX

Information Item _____

Attached Pages 0

SUBJECT: White golf cart Surplus.

Center High School would like to surplus the following golf cart that is no longer in use. This cart has some battery/charging issues and all 4 tires need to be repaired. We have looked into repair and it is not worth us fixing.

Golf cart (White)
Inventory tag item 009092CNUSD
Model number Melex 252
Serial number 194244

This golf cart will be offered for sale, donation or disposal following your approval. Any money collected will go to the athletic department.

RECOMMENDATION:

To allow Center High to surplus the golf cart no longer in use.

CONSENT AGENDA

XIV-15

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Facilities & Operations Department

Date: December 18, 2019

Action Item X

To: Board of Trustees

Information Item

From: Craig Deason, Asst. Superintendent

Attached Pages 0

Asst. Superintendent Initials: CD

SUBJECT: Disposal of Surplus Equipment

The Facilities & Operations Department would like to surplus the following vehicle that is no longer in use from the Maintenance Department:

2003 Chevrolet G2500, VIN #1GCGG25U431138494, license plate number 1260569.

This vehicle will be offered for sale, donation, or disposal following your approval.

RECOMMENDATION: That the Board of Trustees approves the surplus and disposal, donation, or sale of the equipment.

CONSENT AGENDA

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Facilities & Operations Department

To: Board of Trustees

Action Item X

Date: December 18, 2019

Information Item

From: Craig Deason, Assist. Supt.

Attached Pages 2

Assist. Supt. Initials: CD

SUBJECT: Amendment #5 – Capital Program Management
Facility Needs Assessment and Implementation Planning
Services for Modernization Projects

Amendment #5 extends the duration of the contract from December 31, 2019, to December 31, 2020.

See Exhibit B for Schedule of Hourly Rates.

Recommendation: That the Board of Trustees approves Amendment #5 for CPM Facility Needs Assessment and Implementation Planning Services.

CONSENT AGENDA

Contract Amendment #5

December 18, 2019

Facility Needs Assessment and Implementation Planning Services For Modernization Projects Agreement between Center Joint Unified School District, Sacramento County, California, hereinafter called the Owner or District, and Capital Program Management Inc., hereinafter called the Program Manager or PM (hereinafter collectively referred to as "Parties").

WHEREAS, the Parties entered into an Agreement ("Agreement") dated June 30, 2016 to provide Program Management Services for Facility Needs Assessment and Implementation Planning Services in connection with renovation projects in the District; and

WHEREAS, the Parties wish to amend the Agreement.

NOW, THEREFORE, the Parties hereby agree as follows:

This is an Amendment to extend the duration of the Agreement from December 31, 2019 to December 31, 2020, and to provide a schedule of hourly rates through 2020.

REVISE Article 4: DURATION OF THE PROGRAM MANAGER'S SERVICES, Paragraph A as follows:

- A. The duration of the PM's Basic Services under this Agreement shall be from June 30, 2016, through December 31, 2020.

REPLACE Exhibit B, SCHEDULE OF HOURLY RATES, with the attached

NOW, THEREFORE, the Parties agree that all other terms, conditions, exhibits, and obligations of the Agreement remain in effect throughout the term of the Agreement except for those provisions of the Agreement that are directly contradicted by this Amendment, in which event the terms of the Amendment shall control.

The covenants and conditions contained in this Amendment shall apply to and bind the Parties and the heirs, legal representatives, successors and permitted assigns of the Parties.

This Amendment is executed as of the day and year first written above.

CENTER JOINT UNIFIED SCHOOL DISTRICT:

CAPITAL PROGRAM MANAGEMENT, INC.:

By: _____

By: Mark Rosson

Mr. Mark Rosson

Its: _____

Its: Vice-President

Date: _____

Date: _____

EXHIBIT B

SCHEDULE OF HOURLY RATES

Position		Rates for 1/1/17 – 12/31/19	Rates for 1/1/20 – 12/31/20
PIC	President	\$196	\$204
	Vice President	\$196	\$204
	Principal	\$196	\$204
Planning & Program Management Practice	Program Director	\$196	\$204
	Senior Program Manager	\$184	\$191
	Program/Project Manager	\$169	\$176
	Asst. Program/Project Manager	\$143	\$149
	Program Coordinator II	\$108	\$112
	Program Coordinator I	\$91	\$95
	Senior Estimator	\$184	\$191
	Estimator	\$169	\$176
	Senior Scheduler	\$184	\$191
	Scheduler	\$169	\$176
	Clerical	\$58	\$60
Prop 39 Planning & Project Management	Senior Mechanical/Electrical Engineer	\$184	\$191
	Electrical Engineer	\$169	\$176
	Lighting/Controls/Energy Specialist	\$169	\$176
	Senior Energy Analyst	\$169	\$176
	Trainer	\$169	\$176
	Field Engineer	\$143	\$149
Budget & Accounting Practice	Director of Budget & Accounting	\$196	\$204
	Budget & Accounting Manager	\$184	\$191
	Senior Budget Analyst	\$140	\$146
	Budget Analyst	\$126	\$131
	Asst. Budget Analyst	\$98	\$102
Educational Technology Practice	Director of Educational Technology	\$196	\$204
	Senior Ed-Tech Manager	\$184	\$191
	Ed-Tech Manager	\$169	\$176
	Asst. Ed-Tech Manager	\$143	\$149
	Drafter	\$130	\$135
Contract Management	Director of Contract Management	\$196	\$204
	Senior Contract Manager	\$184	\$191
	Contract Manager	\$169	\$176
	Contract Administrator	\$143	\$149
	Assistant Contract Administrator	\$108	\$112

Center Joint Unified School District

AGENDA REQUEST FOR:	
Dept./Site: Maintenance & Operations	Action Item <u>X</u>
To: Board of Trustees	Information Item _____
Date: December 18, 2019	# Attached Pages <u>11</u>
From: Craig Deason, Asst. Superintendent	
Principal/Administrator Initials: <u>CD</u>	

<p>SUBJECT: First Amendment to Landowner's Development Agreement</p> <p>Maintenance & Operations is requesting the approval of First Amendment documents between Westpark Communities and the Center Joint Unified School District. This amendment memorialize the boundary change between the Center Joint Unified School District and the Roseville City School District/Roseville Joint Union High School District within the Westbrook property in Sierra Vista. See Exhibits A and B.</p> <p>RECOMMENDATION: The CJUSD Board of Trustees approves the First Amendment to Landowner's Development Agreement to update land transfer information.</p>
--

CONSENT AGENDA

Recording Requested by:

David. A. Soldani, Esq.
Atkinson, Andelson, Loya, Ruud & Romo
For the benefit of
Center Joint Unified School District
No fee under Government Code section 6103

When Recorded Mail to:

David A. Soldani, Esq.
Atkinson, Andelson, Loya, Ruud & Romo
10 River Park Place East, Suite 240
Fresno, CA 93720

(SPACE ABOVE THIS LINE RESERVED FOR RECORDERS USE)

**FIRST AMENDMENT TO LANDOWNER'S DEVELOPMENT
AGREEMENT**

(Westpark S.V. 400, LLC (Westbrook Development); Sierra Vista - Property No. 10)

This First Amendment to Landowner's Development Agreement ("Agreement"), dated for reference purposes as of _____, 2019 ("First Amendment"), is entered into by and between the Center Joint Unified School District ("District"), a public school district duly organized and existing under Chapter 1 of Division 3 of Title 2 of the Education Code of the State of California, and Westpark S.V. 400, LLC, a California limited liability company, WP Development Company, LLC, a California limited liability company, and Lennar Homes of California, Inc., a California corporation (collectively, "Landowner"), which are the owners of certain property approved for urban uses within the Sierra Vista Specific Plan (hereinafter referred to as the "Specific Plan"). District and Landowner are sometimes referred to individually as a "Party" and collectively as the "Parties."

Recitals

A. WHEREAS, Landowner owns land which it plans to develop as the "Westbrook Project", depicted on Exhibit "1" and more particularly described in Exhibit "2" to the Agreement; and

B. WHEREAS, the Agreement was entered into by the District and Westpark S.V. 400, LLC, on June 20, 2012, and recorded in the Official Records of Placer County, California as Instrument No. 2012-0118450-00. The Agreement is incorporated herein by reference as though fully set forth in; and

C. WHEREAS, the District and Landowner, and the authorized representatives of each entity that comprises Landowner, hereby reaffirm the terms and conditions of the Agreement and declare them to be fully enforceable and binding upon the District and Landowner, with the amendments so noted and agreed upon herein; and

D. WHEREAS, the District, the Roseville Joint Union High School District ("RJUHS"), and the Roseville City School District ("RCSD") have agreed to a territory transfer, thereby transferring certain real property from the geographic boundaries of the District to the RJUHS and to the RCSD; and

E. WHEREAS, District and Landowner desire to amend the Agreement to exclude certain real property now within the geographic boundaries of the District, with such real property thereby being located within the geographic boundaries of the RJUHS and the RCSD.

NOW, THEREFORE, in consideration of the terms and conditions set forth herein, the Parties agree as follows:

1. Real Property Transfer. The real property described in Exhibit "A" and shown in Exhibit "B" attached hereto is hereby removed from the Agreement, and is no longer subject to all of the terms and conditions as described therein.

2. Term. This First Amendment shall be effective upon execution by the Parties and remain in full force and effect until Landowner makes all of the payments contemplated under the Agreement and discharges its duties under the Agreement, as provided in Section 1 of the Agreement.

3. Notices. All notices or other communications that may be given under this Agreement shall be in writing and shall be served personally or by certified or first-class mail, postage prepaid, return receipt requested, or sent by overnight delivery, postage prepaid, addressed as follows, or to such other address as either Party may provide the other Party in writing:

Notices to the District shall be addressed to the following address:

Center Joint Unified School District
8408 Watt Avenue
Antelope, California 95843-9116
Attn: Assistant Superintendent, Facilities and Operations

Notices to Landowner shall be addressed to the following address:

Westpark S.V. 400 LLC and WP Development Company, LLC
1420 Rocky Ridge Drive, Suite 265
Roseville, CA 95661
Attn: John Murray and Jeff Jones

Lennar Homes of California, Inc.
1420 Rocky Ridge Drive, Suite 320
Roseville, CA 95661
Attn: Larry Gualco

and shall also be copied to:

Marcus J. Lo Duca, Esq.
Law Office of Marcus J. Lo Duca, P.C.
3200 Douglas Boulevard, Suite 300
Roseville, California 95661

4. Entire Agreement, Waivers, and Amendments. This First Amendment and any written agreement entered into by the Parties with respect to the Property, incorporate all of the terms and conditions mentioned herein, or incidental hereto, and supersedes all negotiations and previous agreements between the Parties with respect to all or part of the subject matter thereof. All waivers of the provisions of this First Amendment must be in writing and signed by the appropriate authorities of the Party to be charged. Any amendment or modification to this First Amendment must be in writing and executed by District and Landowner which has not then completed development of its Property.

5. Counterparts. This First Amendment may be executed in several counterparts, each of which shall be an original and all of which shall constitute but one in the same First Amendment.

6. California Law. This First Amendment shall be governed and construed in accordance with the laws of the State of California.

7. Additional Representations of Authority.

a. Landowner represents and warrants that the individual(s) executing this First Amendment on its behalf have the legal power, right, and actual authority to bind Landowner to the terms and conditions of this First Amendment.

b. District represents and warrants that the individual executing this First Amendment on behalf of District has the legal power, right, and actual authority to bind the District to the terms and conditions of this First Amendment.

8. Severability. Should any term or provision of this First Amendment be determined to be illegal or in conflict with any law of the State of California, the validity of the remaining portions or provisions shall not be affected thereby, and each term or provision of this First Amendment shall be valid and be enforced as written to the full extent permitted by law.

9. Time. Time is of the essence of this First Amendment and of each and every term.

10. Attorney's Fees. In the event of any action or proceeding brought by either Party against the other Party under this First Amendment, the prevailing Party shall be entitled to recover its reasonable attorney's fees and costs in such action or proceeding in such amount as the court may adjudge.

11. Assignment. Landowner shall not assign this First Amendment or any right or privilege under this First Amendment without the prior written consent of District, which consent shall not be unreasonably withheld. Notwithstanding the foregoing, upon prior written

notice to the District, Landowner may assign this First Amendment to Landowner's subsequent purchaser(s) of Landowner's Property, or any portion thereof, including builders, or to any affiliate of Landowner owned or controlled by Landowner, without first obtaining District consent.

12. Third Party Beneficiaries. Nothing in this First Amendment shall be construed to confer any rights upon any party not signatory to this First Amendment.

13. Exhibits. The Exhibits attached to this First Amendment are incorporated herein by this reference and made a part hereof. Said Exhibits are identified as follows:

Exhibit "A" Legal Description of Landowner's Property Removed from the Agreement

Exhibit "B" Map of Landowner's Property Removed from the Agreement

14. Effect of Recitals. The Recitals above are deemed true and correct, are hereby incorporated into this Paragraph as though fully set forth herein, and Landowner and District acknowledge and agree that they are each bound by the same.

IN WITNESS WHEREOF, the parties hereto have caused this First Amendment to be executed by their respective duly authorized officers, as of the Effective Date.

Date: _____

CENTER JOINT UNIFIED SCHOOL DISTRICT

BY: _____
Scott Lochr
Superintendent

Date: _____

APPROVED AS TO FORM:

ATKINSON, ANDELSON, LOYA,
RUUD & ROMO

BY: _____
David A. Soldani, Esq.
Counsel for Center Joint Unified School District

LANDOWNER


WESTPARK S.V. 400, LLC, a California limited liability company

Date: 11/20/19

BY: 
Its: Manager

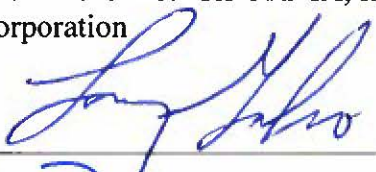
WP DEVELOPMENT COMPANY, a California limited liability company

Date: 11/20/19

BY: 
Its: Manager

LENNAR HOMES OF CALIFORNIA, INC., a California corporation

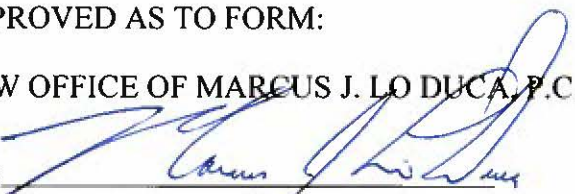
Date: 11/19/19

BY: 
Its: VICE PRESIDENT ^{1st}

Date: 11-20-19

APPROVED AS TO FORM:

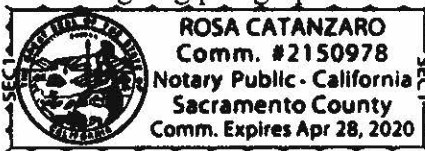
LAW OFFICE OF MARCUS J. LO DUCA, P.C.

BY: 
Marcus J. Lo Duca, Esq.
Counsel for Landowner

STATE OF CALIFORNIA)
) ss.
COUNTY OF PLACER)

On NOVEMBER 19, 2018 before me, ROSA CATANZARO, Notary Public, personally appeared LARRY GUALLO, who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.



WITNESS my hand and official seal.

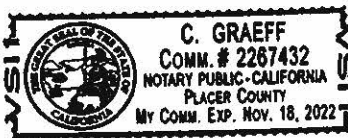
Rosa Catanzaro

(seal)

STATE OF CALIFORNIA)
) ss.
COUNTY OF Placer)

On November 20, 2019, before me, C. Graeff, Notary Public, personally appeared Jeff Jones, who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.



WITNESS my hand and official seal.

C Graeff

(seal)

Exhibit A

Legal Description of Area Removed from Agreement

EXHIBIT "A"**DESCRIPTION OF AREA REMOVED FROM CENTER JOINT UNIFIED SCHOOL DISTRICT LANDOWNER AGREEMENT (WESTBROOK)**

All that real property situated in the City of Roseville, County of Placer, State of California and located within Section 27, Township 11 North, Range 5 East, Mount Diablo Meridian also being a portion of Lots C, D and 9 through 13 of "Subdivision No. PL13-0318 Westbrook Phases 2 & 3 Large Lot Subdivision", filed for record on December 8, 2016 in Book DD of Maps, at Page 79, Placer County Records, being more particularly described as follows:

Beginning at a 5/8" rebar with plastic cap stamped "LS 4533" marking the southwest corner of the subdivision boundary for "Subdivision No. 0000147 Westpark-Phase 3 Large Lot Subdivision" filed in Book CC at Page 28 also being a point on the existing boundary between Roseville Joint Union High School District/Roseville City School District (RJUHSD/RCSD) and Center Joint Union School District (CJUSD) also being a point on the west line of said Section 26; thence from the **Point of Beginning** along said boundary line of RJUHSD/RCSD and CJUSD and said section line, South 00°34'39" East a distance of 2252.24 feet to the south line of said Lot 10; thence departing said boundary and section line, along the south line of said Lot 10, Lot 9 and Lot C and the westerly prolongation of South 89°31'55" West a distance of 741.38 feet to the centerline of Santucci Boulevard; thence along the centerline of Santucci Boulevard, North 31°34'45" West a distance of 417.49 feet to a copperweld monument in a monument well stamped "LS 7944" at the centerline intersection with Solaire Drive; thence along the centerline of Solaire Drive the following two (2) arc, course and distance:

1. North 58°25'15" East a distance of 311.15 feet to a copperweld monument in a monument well stamped "LS 7944" and a point of curvature;
2. 427.74 feet along the arc of a 1000.00 foot radius curve to the right through a central angle of 24°30'28" to a copperweld monument in a monument well stamped "LS 7944" at the centerline intersection with Daylight Drive, subtended by a chord that bears North 70°40'28" East a distance of 424.49 feet;

thence along the centerline of Daylight Drive as shown and so designated on said Final Map of Westbrook Phases 2 & 3 Large Lot Subdivision the following three (3) arc, courses and distances:

1. North 07°04'18" West a distance of 88.47 feet to a point of curvature marked with a copperweld monument in a monument well stamped "LS 7944";
2. 259.72 feet along the arc of a 2400.00 foot radius curve to the right through a central angle of 06°12'01", to a copperweld monument in a monument well stamped "LS 7944", subtended by a chord that bears North 03°58'17" West a distance of 259.59 feet; and
3. North 00°52'17" West a distance of 1247.61 feet to a copperweld monument in a monument well stamped "LS 7944" marking the centerline intersection of Pleasant Grove Boulevard and Daylight Drive;

thence along the centerline of Pleasant Grove Boulevard as shown and so designated on said Final Map of Westbrook Phases 2 & 3 Large Lot Subdivision, North 89°07'43" East a distance of 319.52 feet to the Point of Beginning.

Containing 23.181 acres of land, more or less.

.See "Exhibit B " plat to accompany description attached hereto and made a part hereof.

This legal description was prepared by me or under my supervision pursuant to Section 8729 (2) of the Professional Land Surveyors Act.



Robert M. Plank, PLS 5760

License Expiration Date: 06-30-2020

Date: 11/20/19



Description prepared by:

MACKAY & SOMPS CIVIL ENGINEERS, INC

1552 Eureka Road, Suite 100, Roseville, Ca. 95661

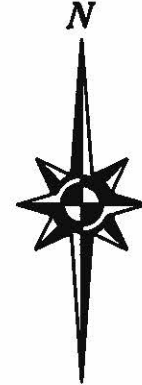
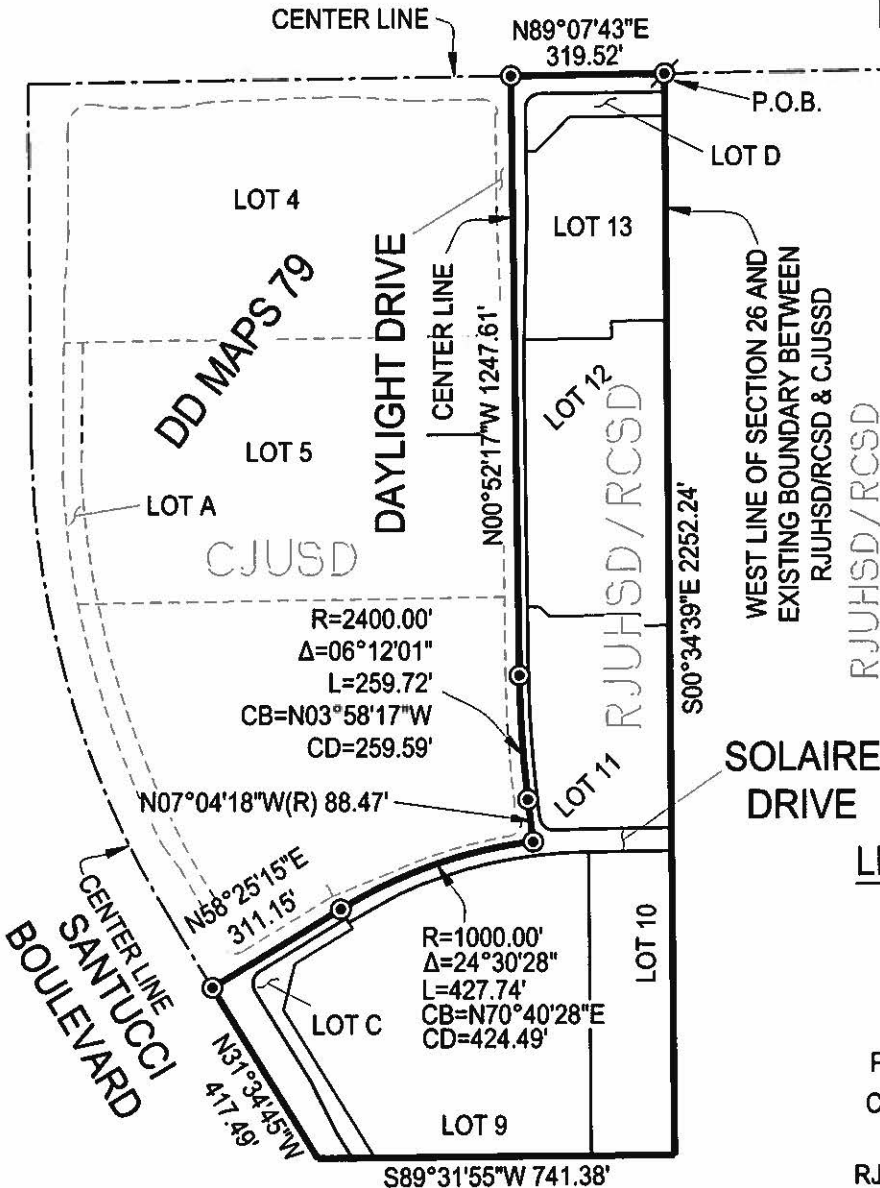
P:\18254\survey-MS\mapping\desc\SCHOOL DISTRICT BOUNDARY\RJUHSD ADDITION.DOC

Exhibit B

Plat of Area Removed from Agreement

PLEASANT GROVE BOULEVARD

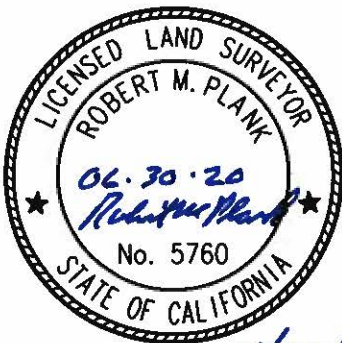
EXHIBIT "B" AREA REMOVED FROM CENTER JOINT UNIFIED SCHOOL DISTRICT LANDOWNER AGREEMENT (WESTBROOK)



LEGEND

- ⊙ 5/8" REBAR-STAMPED "LS 4533"
- ⊙ COPPERWELD MONUMENT IN MONUMENT WELL STAMPED "LS 7944"
- DIMENSION POINT
- P.O.B. POINT OF BEGINNING
- CJUSD CENTER JOINT UNIFIED SCHOOL DISTRICT
- RJUHSD/ ROSEVILLE JOINT UNION
RCSD HIGH SCHOOL DISTRICT/
ROSEVILLE CITY
SCHOOL DISTRICT

SHEET 1 OF 1



MOURIER
INVESTMENTS, LLC
2007-0076354

EXHIBIT "B" AREA REMOVED FROM CJUSD LANDOWNER AGREEMENT (WESTBROOK)

PORTION OF SECTION 27, T. 11 N., R. 5 E., M.D.M.
CITY OF ROSEVILLE

COUNTY OF PLACER

STATE OF CALIFORNIA

MACKEY & SOMPS

ENGINEERS PLANNERS SURVEYORS
1552 Eureka Road, Suite 100, Roseville, CA 95661 (916) 773-1189

IF A DISCREPANCY EXISTS BETWEEN THIS EXHIBIT AND THE ASSOCIATED DESCRIPTION, THE DESCRIPTION HOLDS. THIS EXHIBIT IS FOR GRAPHIC PURPOSES ONLY.

RMP	1"= 400'	11/15/19	18424.RVS
DRAWN BY	SCALE	DATE	JOB NO.

Center Joint Unified School District

AGENDA REQUEST FOR:	
Dept./Site: Maintenance & Operations	Action Item <u>X</u>
To: Board of Trustees	Information Item <u> </u>
Date: December 18, 2019	# Attached Pages <u>7</u>
From: Craig Deason, Asst. Superintendent	
Principal/Administrator Initials: <u>CD</u>	

SUBJECT:	2-Year Service Agreements Between Center Joint Unified School District and CatapultK12
<p>The District is requesting approval from the Board to enter into 2-Year Service Agreements with CatapultK12 for Catapult Connect, Catapult CMS (website), and the Catapult App for emergency management systems.</p> <p>2-Year Service Agreement pricing:</p> <p>Catapult Connect (2-year) is NINE THOUSAND, FOUR HUNDRED FORTY DOLLARS AND THIRTY CENTS (\$9,440.30).</p> <p>Catapult CMS/Website (2-year) is TWENTY-ONE THOUSAND, ONE HUNDRED EIGHTY AND NO CENTS (\$21,180.00).</p> <p>Catapult App (2-year) is EIGHT THOUSAND, TWO HUNDRED FORTY-ONE AND FIFTY CENTS (\$8,241.50).</p> <p>Total cost is THIRTY-EIGHT THOUSAND, EIGHT HUNDRED SIXTY-ONE AND EIGHTY CENTS (\$38,861.80).</p> <p>RECOMMENDATION: That the Board of Trustees approves the 2-Year Service Agreements with CatapultK12.</p>	

CONSENT AGENDA

Catapult Connect Quote

Parent Consent

Client: Center Joint Unified School District	Date: Nov 05, 2019
Contact: Scott Loehr	Phone: (916) 338-6400
Address: 8408 Watt Ave. Antelope, CA 95843-9116	Email: sloehr@centerusd.org
Catapult Contact: Angie Brown	Catapult Email: abrown@catapultk12.com

Connect: Year 1 (Setup + Service)	Quantity	Price	Subtotal
ONE-TIME SETUP FEES			
Connect Setup SIS Integration, Active Directory Login, Communication Team Setup	1	\$1,000.00	\$1,000.00
<input checked="" type="checkbox"/> EMS Setup Discount (If Applicable) Applicable with purchase of CatapultEMS	1	-\$500.00	-\$500.00
PRORATED SERVICE FEES (YEAR 1 ONLY)			
Prorated Year 1 Service Fee Prorated for 6-months from January 2020 - June 2020	6	\$1,061.75	\$6,370.50
<input checked="" type="checkbox"/> Multi-Product Service Discount Applicable with the purchase of 2-Catapult products	6	-\$565.07	-\$3,390.42
YEAR 1 TOTAL			\$3,480.08



Connect Year (Annual Service)	Quantity	Price	Subtotal
Connect Service Fee Includes: SIS Integration, Catapult Product Integrations for 12-months	4,319	\$2.95	\$12,741.05
<input checked="" type="checkbox"/> Multi-Product Service Discount Applicable with the purchase of 2-Catapult products	4,319	-\$1.57	-\$6,780.83

YEAR 2 TOTAL \$5,960.22

Website

Catapult CMS Quote

Client: Center Joint Unified School District	Date: Nov 05, 2019
Contact: Scott Loehr	Phone: (916) 338-6400
Address: 8408 Watt Ave. Antelope, CA 95843-9116	Email: sloehr@centerusd.org
Catapult Contact: Angie Brown	Catapult Email: abrown@catapultk12.com

CMS Year 1 (Setup + Service)	Quantity	Price	Subtotal
DISTRICT DESIGN			
<input type="radio"/> Custom	0	\$4,000.00	\$0.00
<input checked="" type="radio"/> Semi Custom Most Popular: More features & greater customization	1	\$2,000.00	\$2,000.00
<input type="radio"/> Premiere	0	\$899.00	\$0.00
Schools and Prorated Service Fees			
Schools Designs 1. Center High School 2. Wilson C. Riles Middle School 3. North Country Elementary 4. Spinelli Elementary 5. Center Preschool 6. McClellan High 7. Dudley Elementary 8. Oak Hill Elementary 9. Center Adult School	9	\$1,000.00	\$9,000.00
<input checked="" type="checkbox"/> ADA Compliant Data Migration	50	\$39.00	\$1,950.00
Multi-Site Set-up Discount	10	-\$350.00	-\$3,500.00



Prorated Service Fees

Prorated Year 1 Service Fee	5	\$990.00	\$4,950.00
Prorated for 5-months from February 2020-June 2020			

<input checked="" type="checkbox"/> Prorated Multi-Product Discount	5	-\$300.00	-\$1,500.00
<i>Applicable with the purchase of 2-Catapult products</i>			

Ask about our integrated communication suite!

- CMS: School Websites
- Connect: Parent Communication with integration into CMS websites, social media, app and attendance alerts
- App: Developed with full information integration from your CMS website to send to your parents

YEAR 1 TOTAL \$12,900.00

CMS Year (Annual Service)	Sites	Months	Price	Subtotal
CMS Website Hosting	10	12	\$99.00	\$11,880.00
CMS Software, Hosting & Technical Support for 12-months				
<input checked="" type="checkbox"/> Multi-Product Discount	10	12	-\$30.00	-\$3,600.00
<i>Applicable with the purchase of 2-Catapult products</i>				
Ask about our integrated communication suite!				
<ul style="list-style-type: none"> • CMS: School Websites • Connect: Parent Communication with integration into CMS websites, social media, app and attendance alerts • App: Developed with full information integration from your CMS website to send to your parents 				

YEAR 2 TOTAL \$8,280.00



Catapult APP Quote

*App***Client:** Center Joint Unified School District**Date:** Nov 05, 2019**Contact:** Scott Loehr**Phone:** (916) 338-6400**Address:** 8408 Watt Ave. Antelope, CA
95843-9116**Email:** sloehr@centerusd.org**Catapult Contact:** Angie Brown**Catapult Email:** abrown@catapultk12.com

App Year 1 (Setup + Service)	Quantity	Price	Subtotal
ONE-TIME SET-UP FEES			
Custom Branded App(s)	1	\$2,000.00	\$2,000.00
School(s) Included in Branded App	9	\$500.00	\$4,500.00
1. Center High School			
2. Wilson C. Riles Middle School			
3. North Country Elementary			
4. Spinelli Elementary			
5. Center Preschool			
6. McClellan High			
7. Dudley Elementary			
8. Oak Hill Elementary			
9. Center Adult School			
Multi-Site One-Time Discount	10	-\$250.00	-\$2,500.00



PRORATED SERVICE FEES (YEAR 1 ONLY)			
Prorated Year 1 District App Service Fee Prorated for 5-months from February 2020 - June 2020	5	\$99.00	\$495.00
Prorated Year 1 Site App Service Fee Prorated for 5-months from February 2020 - June 2020	5	\$180.00	\$900.00
<input checked="" type="checkbox"/> Multi-Product Service Discount <i>Applicable with the purchase of 2-Catapult products within the first 12-months of CatapultEMS service</i> Ask about our integrated communication suite! <ul style="list-style-type: none"> • CMS: School Websites • Connect: Parent Communication with integration into CMS websites, social media, app and attendance alerts • App: Developed with full information integration from your CMS website to send to your parents 	5	-\$29.50	-\$147.50

YEAR 1 TOTAL \$5,247.50



App Year 2 (Annual Service)	Sites	Months	Price	Subtotal
Year 2+ (Annual Service)				
District App Service Fee Includes integration into Catapult CMS and Catapult Connect	1	12	\$99.00	\$1,188.00
School Site App Service Fee Includes Integration into Catapult CMS and Catapult Connect	9	12	\$20.00	\$2,160.00
<input checked="" type="checkbox"/> Multi-Product Service Discount <i>Applicable with the purchase of 2-Catapult products within the first 12-months of CatapultEMS service</i>	10	12	-\$2.95	-\$354.00

YEAR 2 TOTAL \$2,994.00

Center Joint Unified School District

AGENDA REQUEST FOR:	
Dept./Site: Maintenance & Operations	Action Item <u>X</u>
To: Board of Trustees	Information Item _____
Date: December 18, 2019	# Attached Pages <u>9</u>
From: Craig Deason, Asst. Superintendent	
Principal/Administrator Initials: <u>CD</u>	

<p>SUBJECT: Agreement Between Center Joint Unified School District and TD Sports Group</p> <p>The district is requesting approval from the board to enter into an agreement with TD Sports Group to perform and complete all work required in connection with the District Office Annex Track Renovation Project.</p> <p>Contract price is TWENTY-ONE THOUSAND, SIX HUNDRED DOLLARS (\$21,600.00).</p> <p>RECOMMENDATION: That the Board of Trustees approves the agreement with TD Sports Group.</p>

CONSENT AGENDA

AGREEMENT FORM

THIS AGREEMENT ("Agreement" or "Contract"), entered into this 19th day of November, 2019 in the County of Sacramento of the State of California, by and between the Center Joint Unified School District, hereinafter called the "Owner" or the "District", and TD Sports Group, hereinafter called the "Contractor".

WITNESSETH that the Owner and the Contractor for the consideration stated herein agree as follows:

ARTICLE I - SCOPE OF WORK: See specific scope of work in Attachment B. The Contractor shall furnish all labor, materials, equipment, tools, and utility and transportation services, and perform and complete all work required in connection with DOA Track Renovation Project ("Project") in strict accordance with the Contract Documents enumerated in Article 9 below. The Contractor shall be liable to the District for any damages arising as a result of a failure to comply with that obligation, and the Contractor shall not be excused with respect to any failure to so comply by an act or omission of the Architect, Engineer, Inspector, Division of the State Architect (DSA), or representative of any of them, unless such act or omission actually prevents the Contractor from fully complying with the Contract Documents and the Contractor protests, in accordance with the Contract Documents, that the act or omission is preventing the Contractor from fully complying with the Contract Documents. Such protest shall not be effective unless reduced to writing and filed with the District office within seven (7) days of the date of occurrence of such act or omission preventing the Contractor from fully complying with the Contract Documents.

ARTICLE 2 - TIME OF COMPLETION: The Owner may give notice to proceed within ninety (90) days of the award of the bid by the Owner. Once the Contractor has received a notice to proceed, the Contractor shall reach Final Completion of the Project within SIXTY (60) calendar days from receipt of the Notice to Proceed. This shall be called Contract Time. It is expressly understood that time is of the essence.

Contractor has thoroughly studied the Project and has satisfied itself that the time period for this Project is adequate for the timely and proper completion of the Project within the Contract time.

In the event that the Owner desires to postpone giving the notice to proceed beyond this ninety (90) day period, it is expressly understood that with reasonable notice to the Contractor, giving the notice to proceed may be postponed by the Owner. It is further expressly understood by the Contractor, that the Contractor shall not be entitled to any claim of additional compensation as a result of the Owner's postponement of giving the notice to proceed.

If the Contractor believes that a postponement will cause hardship to it, the Contractor may terminate the Contract with written notice to the Owner within ten (10) days after receipt by the Contractor of the Owner's notice of postponement. It is further understood by the Contractor that in the event that the Contractor terminates the Contract as a result of postponement by the Owner, the Owner shall only be obligated to pay the Contractor for the work performed by the Contractor at the time of notification of postponement. Should the Contractor terminate the Contract as a result of a notice of postponement, the District shall have the authority to award the Contract to the next lowest responsible bidder.

ARTICLE 3 - LIQUIDATED DAMAGES: It being impracticable and infeasible to determine the amount of actual damage, it is agreed that the Contractor will pay the Owner the sum of ZERO DOLLARS (\$0) per calendar day for each and every day of delay beyond the Contract Time set forth in Article 2 of this Agreement as liquidated damages and not as a penalty or forfeiture. In the event Liquidated Damages are not paid, the Contractor further agrees that the Owner may deduct such amount thereof from any money due or that may become due the Contractor under the Contract. This Article shall not be construed as preventing the Owner from the recovery of damages (actual or other) under the Contract Documents.

ARTICLE 4 - CONTRACT PRICE:

4.1 **Contract Price.** The Owner shall pay to the Contractor as full consideration for the faithful performance of the Contract, subject to any additions or deductions as provided in the Contract Documents, the sum of not to exceed TWENTY-ONE THOUSAND, SIX HUNDRED DOLLARS (\$21,600), said sum being the total amount stipulated in the Bid Contractor submitted. Payment shall be made as set forth herein.

Should any Change Order result in an increase in the Contract Price, the cost of such Change Order shall be agreed to in advance by the Contractor and the Owner, subject to the monetary limitations set forth in Public Contract Code Section 20118.4. In the event that the Contractor proceeds with a Change in work without an agreement between the Owner and Contractor regarding the cost of a Change Order, the Contractor waives any Claim of additional compensation for such additional work.

4.2 **Warranty of Title.** The Contractor warrants title to all work. The Contractor further warrants that all work is free and clear of liens, claims, security interests, or encumbrances in favor of the Contractor, Subcontractors, material and equipment suppliers, or other persons or entities making a claim by reason of having provided labor, materials, and equipment relating to the Project. If a lien or stop notice of any nature should at any time be filed against the Project or any Owner property, by any entity which has supplied material or services at the request of the Contractor, Contractor shall promptly, on demand by Owner and at Contractor's and own expense, take any and all action necessary to cause any such lien or stop notice to be released or discharged immediately. If the Contractor fails to furnish to the Owner within five (5) calendar days after demand by the Owner, satisfactory evidence that a lien or stop notice has been so released, discharged, or secured, then Owner may discharge such indebtedness and deduct the amount required, together with any and all losses, costs, damages, and attorney's fees and expense incurred or suffered by Owner from any sum payable to Contractor under the Contract.

4.3 **Payment Applications.** On or before the fifth (5th) day of each calendar month during the progress of the work, Contractor shall submit to the Architect (or District if there is no Architect), an itemized application for payment for all work completed. Such application shall be notarized, if required, and supported by the information and documents as Architect or District requires. All payment applications shall be on forms approved by the District or Architect.

4.4 **Reasons to Withhold Payment.** The Owner may withhold payment, in whole, or in part, to such extent as may be necessary to protect the Owner from loss because of, but not limited to:

- (a) Defective work not remedied;
- (b) Stop notices served upon the Owner;
- (c) Liquidated damages assessed against the Contractor;
- (d) Damage to the Owner or other contractor;
- (e) Unsatisfactory prosecution of the work by the Contractor;
- (f) Failure of the Contractor to prosecute the work in a timely manner.
- (g) Failure to properly pay prevailing wages as defined in Labor Code section 1720, et seq.;
- (h) Failure to properly maintain or clean up the site;
- (i) Payments to indemnify, defend, or hold harmless the Owner; or
- (j) Failure to pay Subcontractors or suppliers.

4.5 **Nonconforming Work.** If Contractor defaults or neglects to carry out the work required to complete the Project or fails to perform any provision hereof, Owner may, after 48 hours' written notice to the Contractor and without prejudice to any other remedy make good such deficiencies. The Owner shall adjust the total Contract price by reducing the amount thereof by the cost of making good such deficiencies. If Owner deems it inexpedient to correct work which is damaged, defective, or not done in accordance with Contract provisions, an equitable reduction in the Contract price (of at least 150% of the estimated reasonable value of the nonconforming work) shall be made.

ARTICLE 5 - HOLD HARMLESS/ INDEMNITY: Contractor shall defend, indemnify and hold harmless Owner, Architect, Inspector, the State of California and their officers, employees, agents and independent contractors from all liabilities, claims, actions, liens, judgments, demands, damages, losses, costs or expenses of any kind arising from death, personal injury, property damage or other cause based or asserted upon any act, omission, or breach connected with or arising from the progress of work or performance of service under this Agreement or the Contract Documents. As part of this indemnity, Contractor shall protect and defend, at its own expense, Owner, Architect, Construction Manager, Inspector, the State of California and their officers, employees, agents and independent contractors from any legal action including attorney's fees or other proceeding based upon such act, omission, breach or as otherwise required by this Article.

Furthermore, Contractor agrees to and does hereby defend, indemnify and hold harmless Owner, Architect, Construction Manager, Inspector, the State of California and their officers, employees, agents and independent contractors from every claim or demand made, and every liability, loss, damage, expense or attorney's fees of any nature whatsoever, which may be incurred by reason of:

- (a) Liability for (1) death or bodily injury to persons; (2) damage or injury to, loss (including theft), or loss of use of, any property; (3) any failure or alleged failure to comply with any provision of law or the Contract Documents; or (4) any other loss, damage or expense, sustained by any person, firm or corporation or in connection with the work called for in this Agreement or the Contract Documents, except for liability resulting from the sole or active negligence, or the willful misconduct of the Owner.
- (b) Any bodily injury to or death of persons or damage to property caused by any act, omission or breach of Contractor or any person, firm or corporation employed by Contractor, either directly or by independent contract, including all damages or injury to or death of persons, loss (including theft) or loss of use of any property, sustained by any person, firm or corporation, including the Owner, arising out of or in any way connected with work covered by this

Agreement or the Contract Documents, whether said injury or damage occurs either on or off Owner property, but not for any loss, injury, death or damages caused by the sole or active negligence or willful misconduct of the Owner.

(c) Any dispute between Contractor and Contractor's subcontractors/supplies/ Sureties, including, but not limited to, any failure or alleged failure of the Contractor (or any person hired or employed directly or indirectly by the Contractor) to pay any Subcontractor or Materialman of any tier or any other person employed in connection with the work and/or filing of any stop notice or mechanic's lien claims.

Contractor, at its own expense, cost, and risk, shall defend any and all claims, actions, suits, or other proceedings that may be brought or instituted against the Owner, its officers, agents or employees, on account of or founded upon any cause, damage, or injury identified herein Article 5 and shall pay or satisfy any judgment that may be rendered against the Owner, its officers, agents or employees in any action, suit or other proceedings as a result thereof.

The Contractor's and Subcontractors' obligation to defend, indemnify and hold harmless the Owner, Architect, Inspector, the State of California and their officers, employees, agents and independent contractors hereunder shall include, without limitation, any and all claims, damages, and costs for the following: (1) any damages or injury to or death of any person, and damage or injury to, loss (including theft), or loss of use of, any property; (2) breach of any warranty, express or implied; (3) failure of the Contractor or Subcontractors to comply with any applicable governmental law, rule, regulation, or other requirement; (4) products installed in or used in connection with the Project; and (5) any claims of violation of the Americans with Disabilities Act ("ADA").

ARTICLE 6 – INSURANCE & BONDS:

6.1 Insurance Requirements. Before the commencement of the work, the Contractor shall purchase from and maintain in a company or companies lawfully authorized to do business in California with a financial rating of at least an A-VIII status as rated in the most recent edition of Best's Insurance Reports or as amended by the Supplementary General Conditions, such insurance as will protect the Owner from claims set forth below, which may arise out of or result from the Contractor's work under the Contract and for which the Contractor may be legally liable, whether such work are by the Contractor, by a Subcontractor, by anyone directly or indirectly employed by any of them, or by anyone for whose acts any of them may be liable. Any required insurance shall not contain any exclusion that applies to the type of work performed by the Contractor under the Contract Documents.

- (a) Claims for damages because of bodily injury, sickness, disease, or death of any person Owner would require indemnification and coverage for employee claim;
- (b) Claims for damages insured by usual personal injury liability coverage, which are sustained by a person as a result of an offense directly or indirectly related to employment of such person by the Contractor or by another person;
- (c) Claims for damages because of injury or destruction of tangible property, including loss of use resulting therefrom, arising from operations under the Contract Documents;
- (d) Claims for damages because of bodily injury, death of a person, or property damage arising out of the ownership, maintenance, or use of a motor vehicle, all mobile equipment, and vehicles moving under their own power and engaged in the work;
- (e) Claims involving contractual liability applicable to the Contractor's obligations under the Contract Documents, including liability assumed by and the indemnity and defense obligations of the Contractor and the Subcontractors; and
- (f) Claims involving Completed Operations, Independent Contractors' coverage, and Broad Form property damage, without any exclusions for collapse, explosion, demolition, underground coverage, and excavating. (XCU)
- (g) Claims involving sudden or accidental discharge of contaminants or pollutants.

6.2 Specific Insurance Requirements. Contractor shall take out and maintain and shall require all Subcontractors, if any, whether primary or secondary, to take out and maintain:

Comprehensive General Liability Insurance with a combined single limit per occurrence of not less than \$1,000,000.00 or Commercial General Liability Insurance which provides limits of not less than:

(a)	Per occurrence (combined single limit)	\$1,000,000.00
(b)	Project Specific Aggregate (for this Project only)	\$1,000,000.00
(c)	Products and Completed Operations (aggregate)	\$1,000,000.00
(d)	Personal and Advertising Injury Limit	\$1,000,000.00

Insurance Covering Special Hazards. The following Special hazards shall be covered by riders or riders to above mentioned public liability insurance or property damage insurance policy or policies of insurance, in amounts as follows:

(a)	Automotive and truck where operated in amounts	\$1,000,000.00
(b)	Material Hoist where used in amounts	\$1,000,000.00
(c)	Explosion, Collapse and Underground (XCU coverage)	\$1,000,000.00
(d)	Hazardous Materials	\$1,000,000.00

In addition, provide Excess Liability Insurance coverage in the amount of Two Million Dollars (\$2,000,000.00).

6.3 Subcontractor Insurance Requirements. The Contractor shall require its Subcontractors to take out and maintain public liability insurance and property damage insurance required under this Article in like amounts. A "claims made" or modified "occurrence" policy shall not satisfy the requirements of this Article without prior written approval of the Owner.

6.4 Additional Insured Endorsement Requirements. The Contractor shall name, on any policy of insurance required under Articles 6.1 and 6.2 above, the Owner, CM, Architect, Inspector, the State of California, their officers, employees, agents, volunteers and independent contractors as additional insureds. Subcontractors shall name the Contractor, the Owner, Architect, Inspector, the State of California, their officers, employees, agents, volunteers and independent contractors as additional insureds. The Additional Insured Endorsement included on all such insurance policies shall be an ISO CG 20 10 (04/13), or an ISO CG 20 38 (04/13), or their equivalent as determined by the Owner in its sole discretion, and must state that coverage is afforded the additional insured with respect to claims arising out of operations performed by or on behalf of the insured. If the additional insureds have other insurance which is applicable to the loss, such other insurance shall be on an excess or contingent basis. The insurance provided by the Contractor pursuant to 11.1 must be designated in the policy as primary to any insurance obtained by the Owner. The amount of the insurer's liability shall not be reduced by the existence of such other insurance.

6.5 Workers' Compensation Insurance. During the term of this Contract, the Contractor shall provide workers' compensation and employer's liability insurance for all of the Contractor's employees engaged in work under this Contract on or at the Site of the Project and, in case any of the Contractor's work is subcontracted, the Contractor shall require the Subcontractor to provide workers' compensation insurance for all the Subcontractor's employees engaged in work under the subcontract. Any class of employee or employees not covered by a Subcontractor's insurance shall be covered by the Contractor's insurance. In case any class of employees engaged in work under this Contract on or at the Site of the Project is not protected under the Workers' Compensation laws, the Contractor shall provide or cause a Subcontractor to provide insurance coverage for the protection of those employees not otherwise protected. The Contractor shall file with the Owner certificates of insurance. Workers' compensation limits as required by the Labor Code, but not less than \$1,000,000 and employers' liability limits of \$1,000,000 per accident for bodily injury or disease.

6.6 Automobile Liability. The Owner, Architect and Construction Manager, Inspectors, their directors, officers, employees, agents and volunteers shall be covered as additional insureds with respect to the ownership, operation, maintenance, use, loading or unloading of any auto owned, leased, hired or borrowed by the Contractor or for which the Contractor is responsible. Such insurance coverage shall be primary and non-contributory insurance as respects the Owner, Architect, Construction Manager, Project Inspector, their directors, officers, employees, agents and volunteers, or if excess, shall stand in an unbroken chain of coverage excess of the Contractor's scheduled underlying coverage. Any insurance or self-insurance maintained by the Owner, Architect, Construction Manager, Project Inspector, their directors, officers, employees, agents and volunteers shall be excess of the Contractor's insurance and shall not be called upon to contribute with it. The insurer shall agree to waive all rights of subrogation against the Owner, Architect, Construction Manager, Project Inspector, their directors, officers, employees, agents and volunteers for losses paid under the terms of the insurance policy that arise from work performed by the Contractor. Insurance Services Office Business Auto Coverage Form Number CA 0001, Code 1 (any auto) is required. Comprehensive Automobile Liability insurance to include all autos, owned, non-owned, and hired, with limits of \$1,000,000 per accident for bodily injury and property damage

6.7 Other Insurance. The Contractor shall provide all other insurance required to be maintained under applicable laws, ordinances, rules, and regulations.

6.8 Proof of Insurance. The Contractor shall not commence work nor shall it allow any Subcontractor to commence work under this Contract until all required insurance and certificates have been obtained and delivered in duplicate to the Owner for approval subject to the following requirements:

- (a) Certificates and insurance policies shall include the following clause:

"This policy and any coverage shall not be suspended, voided, non-renewed, canceled, or reduced in required limits of coverage excess or amounts of insurance or coverage until notice has been mailed via certified mail to the

Owner. Date of cancellation or reduction may not be less than thirty (30) days after the date of mailing notice."

(b) Certificates of insurance shall state in particular those insured, the extent of insurance, location and operation to which the insurance applies, the expiration date, and cancellation and reduction notices.

(c) Certificates of insurance shall clearly state that the Owner and the Architect are named as additional insureds under the policy described and that such insurance policy shall be primary to any insurance or self-insurance maintained by Owner.

(d) The Contractor and its Subcontractors shall produce a certified copy of any insurance policy required under this Section upon written request of the Owner.

6.9 Compliance. In the event of the failure of Contractor to furnish and maintain any insurance required by this Article, the Contractor shall be in default under the Contract. Compliance by Contractor with the requirement to carry insurance and furnish certificates or policies evidencing the same shall not relieve the Contractor from liability assumed under any provision of the Contract Documents, including, without limitation, the obligation to defend and indemnify the Owner and the Architect.

6.10 Waiver of Subrogation. Contractor waives (to the extent permitted by law) any right to recover against the Owner for damages to the work, any part thereof, or any and all claims arising by reason of any of the foregoing, but only to the extent that such damages and/or claims are covered by property insurance and only to the extent of such coverage (which shall exclude deductible amounts) by insurance actually carried by the Owner. The provisions of this section are intended to restrict each party to recovery against insurance carriers only to the extent of such coverage and waive fully and for the benefit of each, any rights and/or claims which might give rise to a right of subrogation in any insurance carrier. The Owner and the Contractor shall each obtain in all policies of insurance carried by either of them, a waiver by the insurance companies thereunder of all rights of recovery by way of subrogation for any damages or claims covered by the insurance.

ARTICLE 7 - PROVISIONS REQUIRED BY LAW: Each and every provision of law and clause required to be inserted in this Contract shall be deemed to be inserted herein, and this Contract shall be read and enforced as though it were included herein, and if through mistake or otherwise any such provision is not inserted or is not inserted correctly, then upon application of either party the Contract shall forthwith be physically amended to make such insertion or correction.

ARTICLE 8 - COMPONENT PARTS OF THE CONTRACT: The Contract entered into by this Agreement consists of the following Contract Documents, all of which are component parts of the Contract as if herein set out in full or attached hereto:

Contractor's Certificate Regarding Worker's Compensation
Agreement Form
Workers' Compensation/Employers Liability Endorsement
General Liability Endorsement
Automobile Liability Endorsement

All of the above named Contract Documents are intended to be complementary. Work required by one of the above named Contract Documents and not by others shall be done as if required by all.

ARTICLE 9 - PREVAILING WAGES: Wage rates for this Project shall be in accordance with the general prevailing rate of holiday and overtime work in the locality in which the work is to be performed for each craft, classification, or type of work needed to execute the Contract as determined by the Director of the Department of Industrial Relations. Copies of schedules of rates so determined by the Director of the Department of Industrial Relations are on file at the administrative office of the Owner and are also available from the Director of the Department of Industrial Relations.

The following are hereby referenced and made a part of this Agreement and Contractor stipulates to the provisions contained therein.

1. Chapter 1 of Part 7 of Division 2 of the Labor Code (Section 1720 et seq.)
2. California Code of Regulations, Title 8, Chapter 8, Subchapters 3 through 6 (Section 16000 et seq.)

ARTICLE 10 - TERMINATION OF THE CONTRACT:

10.1 Termination for Cause. The Owner may terminate the Contractor and/or this Contract for the following reasons:

- (a) Persistently or repeatedly refuses or fails to supply enough properly skilled workers or proper materials;

- (b) Persistently or repeatedly is absent, without excuse, from the job site;
- (c) Fails to make payment to Subcontractors, suppliers, materialmen, etc.;
- (d) Persistently disregards laws, ordinances, rules, regulations, or orders of a public authority having jurisdiction;
- (e) Becomes bankrupt or insolvent, including the filing of a general assignment for the benefit of creditors; or
- (e) Otherwise is in substantial breach of a provision of this Agreement.

10.2 **Notification of Termination.** When any of the above reasons set forth in Article 10.1 above exists, the Owner may, without prejudice to any other rights or remedies of the Owner and after giving the Contractor and the Contractor's surety written notice of five (5) days, terminate the Contractor and/or this Contract and may, subject to any prior rights of the surety:

- (a) Take possession of the Project and of all material, equipment, tools, and construction equipment and machinery thereon owned by the Contractor;
- (b) Accept assignment of Subcontracts. Contractor acknowledges and agrees that if the Owner (in its sole and absolute discretion) decides to takeover completion of the Project, the Contractor agrees to immediately assign all subcontracts to the Owner which the Owner has chosen to accept; and
- (c) Complete the work by any reasonable method the Owner may deem expedient, including contracting with a replacement contractor or contractors.

10.3 **Payments Withheld.** If the Owner terminates the Contract for one of the reasons stated in Article 10.1 above, the Contractor shall not be entitled to receive further payment until the work is complete. All costs associated with the termination and completion of the Project shall be the responsibility of the Contractor and/or its surety.

10.4 **Payments Upon Completion.** If the unpaid balance of the Contract Sum exceeds costs of completing the Project, including compensation for professional services and expenses made necessary thereby, such excess shall be paid to the Contractor. If such costs exceed the unpaid balance, the Contractor shall pay the difference to the Owner. This payment obligation shall survive completion of the Contract.

10.5 **Termination for Convenience.** Owner may terminate the Contract upon five (5) calendar days of written notice to the Contractor and use any reasonable method the Owner deems expedient to complete the Project, including contracting with replacement contractor or contractors, if it is found that reasons beyond the control of either the Owner or Contractor make it impossible or against the Owner's interest to complete the work. In such a case, the Contractor shall have no claims against the Owner except: (1) the actual cost for labor, materials, and services performed and completed in accordance with the Contract Documents and approved by the District as documented through timesheets, invoices, receipts, or otherwise, and (2) ten percent (10%) profit and overhead of all remaining work as determined by the Owner, and (3) five percent (5%) termination cost of the total of item (2). Contractor acknowledges and agrees that if the Owner (in its sole and absolute discretion) decides to takeover completion of the Project, the Contractor agrees to immediately assign all subcontracts to the Owner which the Owner has chosen to accept.

ARTICLE 11 – MISCELLANEOUS PROVISIONS:

11.1 **Record Audit.** In accordance with Government Code Section 8546.7 (and Davis Bacon, if applicable), records of both the Owner and the Contractor shall be subject to examination and audit for a period of five (5) years after a Final Retention Payment or the Recording of a Notice of Completion, whichever occurs first.

11.2 **Contractor's License.** The Contractor must possess throughout the Project a Class C-12 Contractor's Licenses, issued by the State of California, which must be current and in good standing.

11.3 The Contractor shall enforce strict discipline and good order among the Contractor's and Subcontractor's employees, and other persons carrying out the Contract. The Contractor shall not permit employment of unfit persons or persons not skilled in tasks assigned to them. As used in this subsection, "unfit" includes any person who the Owner concludes is improperly skilled for the task assigned to that person, who fails to comply with the requirements of this Article, or who creates safety hazards which jeopardize other persons and/or property.

11.4 Contractor shall take all steps necessary to insure that employees of Contractor or any of its subcontractors' employees do not use, consume, or work under the influence of any alcohol, tobacco or illegal drugs while on the Project. Contractor shall further prevent any of its employees or its subcontractor employees from playing any recorded music devices or radios or wearing any radio headphone devices for entertainment while working on the Project. Likewise, Contractor shall prevent its employees or subcontractor's employees from bringing any animal onto the Project. Contractor shall not violate any written school policies.

11.5 Nothing contained in this Agreement shall create a contractual relationship with or a cause of action in favor of any third party against the Owner.

11.6 The Owner and Contractor, respectively, bind themselves, their partners, officers, successors, assigns and legal representatives to the other party to this Agreement with respect to the terms of this Agreement. Contractor shall not assign this Agreement.

11.7 This Agreement shall be governed by the laws of the State of California.

11.8 This Agreement represents the entire agreement between the Owner and Contractor and supersedes all prior negotiations, representations or agreements, either written or oral. This Agreement may be amended or modified only by an agreement in writing signed by both the Owner and the Contractor

IN WITNESS WHEREOF, this Agreement has been duly executed by the above named parties, on the day and year first above written.

CENTER JOINT UNIFIED SCHOOL DISTRICT

CONTRACTOR: TD Sports Group

Typed or Printed Name

Assistant Superintendent

Title

Craig Deane

Signature

Dated: *4/19/19*

Typed or Printed Name Timothy Golden

Title Sole Member

Timothy Golden

Signature

Type or Printed Name

Title (Authorized Officers or Agents)

Signature

(CORPORATE SEAL)

**CONTRACTOR'S CERTIFICATE REGARDING
WORKERS' COMPENSATION FORM**

Labor Code Section 3700 in relevant part provides:

Every employer except the State shall secure the payment of compensation in one or more of the following ways:

1. By being insured against liability to pay compensation by one or more insurers duly authorized to write compensation insurance in this State.
2. By securing from the Director of Industrial Relations a certificate of consent to self-insure, which may be given upon furnishing proof satisfactory to the Director of Industrial Relations of ability to self-insure and to pay any compensation that may become due to employees.
3. For any county, city, city and county, municipal corporation, public Owner, public agency, or any political subdivision of the state, including each member of a pooling arrangement under a joint exercise of powers agreement (but not the state itself), by securing from the Director of Industrial Relations a certificate of consent to self-insure against workers' compensation claims, which certificate may be given upon furnishing proof satisfactory to the director of ability to administer workers' compensation claims properly, and to pay workers' compensation claims that may become due to its employees. On or before March 31, 1979, a political subdivision of the state which, on December 31, 1978, was uninsured for its liability to pay compensation, shall file a properly completed and executed application for a certificate of consent to self-insure against workers' compensation claims. The certificate shall be issued and be subject to the provisions of Section 3702.

I am aware of the provisions of Labor Code Section 3700 which require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code, and I will comply with such provision before commencing the performance of the work of this Contract.

(Signature)

(Print)

(Date)

In accordance with Article 5 (commencing at section 1860), Chapter 1, Part 7, Division 2 of the Labor Code, the above certificate must be signed and submitted with the Contractor's bid.

ATTACHMENT B:

Scope Of Work

Provide labor and equipment to expose inside and outside concrete curb around grass field, Raise seven (7) existing drainage inlets located within the grass field and finish grade and slope to match surrounding elevations. Grading, leveling and compaction of customer supplied decomposed granite (DG) within existing oval track and runout area.

Specific Exclusions unique to this proposal:

Decomposed granite
Temp fencing & facilities
Permits and fees
SWPPP

Additional Terms and conditions:

This proposal is based on a single mobilization. If the site is not ready and additional mobilizations are necessary additional charges will apply.

This bid proposal and its acceptance is subject to strikes, accidents, delays beyond our control and force majeure

Payment shall be due within thirty (30) days of completion of project

NOTE: Not responsible for any unforeseen items such as irrigation, utilities, water lines etc. Please call 811 if the area is unknown. If rocks or boulders are found and require a breaker, an additional \$400 per day change order will be added for the hydraulic breaker.

Center Joint Unified School District

AGENDA REQUEST FOR:	
Dept./Site: Maintenance & Operations	Action Item <u>X</u>
To: Board of Trustees	Information Item <u> </u>
Date: December 18, 2019	# Attached Pages <u>26</u>
From: Craig Deason, Asst. Superintendent	
Principal/Administrator Initials: <u>CD</u>	

<p>SUBJECT: Agreement between Center Joint Unified School District and SBA 2012 TC Assets, LLC</p> <p>The district is requesting approval from the board to enter into an agreement with SBA 2012 TC Assets, LLC. for the Licensee's Northwest cell tower.</p> <p>RECOMMENDATION: That the Board of Trustees approves the license agreement with SBA 2012 TC Assets, LLC.</p>

CONSENT AGENDA

COMMUNICATIONS SITE LICENSE AGREEMENT

THIS COMMUNICATIONS SITE LICENSE AGREEMENT ("Agreement") dated as of December 18, 2019 ("Effective Date"), is between SBA 2012 TC ASSETS, LLC a Delaware limited liability company, licensed to do business in California ("Licensee"), and CENTER JOINT UNIFIED SCHOOL DISTRICT, a public school district of the State of California ("District"). District and Licensee are hereinafter referred to collectively as "Parties".

RECITALS

WHEREAS, Licensee is an assignee of a Communications Site Lease Agreement between the District and Nextel of California dated February 4, 2000 which expires as of the last day of February in the year 2021 ("Original Agreement"),

WHEREAS, the Parties are interested in terminating the Original Agreement prior to its expiration date and entering into this Agreement;

WHEREAS, the Parties hereby agree that the Original Agreement is automatically terminated as of the Commencement Date of this Agreement.

NOW, THEREFORE, in consideration of the mutual covenants set forth below, the Parties hereby agree as follows:

ARTICLE I NOVATION.

1.1 The Parties, or their predecessors-in-interest entered into the Original Agreement, as defined above, for Licensee's construction and operation of a communications facility on District's Property. The Parties hereby desire to replace all terms and conditions of the Original Agreement in their entirety, with new terms and conditions as set forth in this Agreement. The Parties agree and acknowledge that the Original Agreement is in full force and effect and shall govern the relationship between the parties until the Commencement Date (as defined in Article IV , below).

1.2 As of the Commencement Date of this Agreement, the Original Agreement is hereby terminated and of no further force and effect. This Agreement supersedes and replaces the Original Agreement. The Parties acknowledge that notwithstanding the termination of the Original Agreement and the commencement of this Agreement, Licensee may make, and District may receive, rental and other payment owed pursuant to the Original Agreement.

ARTICLE II PREMISES.

2.1 *Premises.* District owns the real property legally described in Exhibit "A" commonly known as Center High School (a portion of APN: 203-060-19) ("District's Property"). Subject to the following terms and conditions, District licenses to Licensee that portion of District's Property depicted in Exhibit "B" (the "Premises").

2.2 *New Tower Ownership in District.* Under the Original Agreement, Licensee's predecessor removed an existing tower and constructed in its place on the Premises a New Tower located on the Northwest corner of District's football stadium, as depicted in the attached as Exhibit "C" ("Cellular Tower"). The Parties agree that upon the Commencement Date, Licensee shall convey title to the Cellular Tower to the District by executing the conveyance document, attached hereto as Exhibit "E" Cellular Tower Conveyance Document to be dated as of the Commencement Date of this Agreement, in AS-IS and WHERE-IS condition without covenants or warranties of any kind.

ARTICLE III PERMITTED USE.

3.1 The Premises may be used by Licensee for any lawful activity in connection with the provision of mobile/wireless communications services including, without limitation, the transmission and the reception of radio communication signals on various frequencies and the construction, maintenance and operation of related communications facilities. The specific improvements constructed, maintained and operated on the Premises by Licensee are set forth in the Site Plan Drawing set forth in Exhibit "D." The Premises may be used by Licensee for the operation of a wireless communications site.

3.2 Licensee has the right to construct, maintain and operate on the Premises radio communications facilities including, but not limited to, radio frequency transmitting and receiving equipment, batteries, utility lines, transmission lines, radio frequency transmitting and receiving antennas ("Licensee's Facilities"). In connection therewith, Licensee has the right to do all work necessary to prepare, add, maintain and alter the Premises for Licensee's communications operations and to install utility lines and transmission lines connecting antennas to transmitters and receivers. Licensee's work, including any modifications to the Premises, shall not interfere with District's use and operation of District's Property, or the use of the Premises by any other pending or pre-existing lessee or licensee of the Premises. All of Licensee's construction and installation work shall be performed at Licensee's sole cost and expense and in a good and workmanlike manner. Title to Licensee's Facilities and any equipment placed on the Premises by Licensee shall be held by Licensee. All of Licensee's Facilities shall remain the property of Licensee and are not fixtures. As requested by District, Licensee must remove Facilities, and all related improvements installed by Licensee, at its sole expense, on or before the expiration or termination of this Agreement.

3.3 District shall provide access to Licensee, Licensee's employees, agents, contractors and subcontractors to the Premises twenty-four (24) hours a day, seven (7) days a week, at no charge to Licensee, provided that such access by Licensee shall not unreasonably interfere with District's school programs and/or activities, vehicular and pedestrian ingress to and egress from the School Site on a non-exclusive basis to install and service Licensee's Facilities. Licensee, its employees, agents, contractors, and subcontractors shall coordinate such access to the Premises and School Site with District. District represents and warrants that it has full rights of ingress to and egress from the Premises, and hereby grants such rights to Licensee to the extent required to construct, maintain, install and operate Licensee's Facilities on the Premises. Licensee's exercise of such rights shall not cause undue inconvenience to District or other pending or pre-existing lessees or licensees, or adjoining land owners or tenants.

3.4 Licensee's exercise of such rights shall not cause undue interference to District, as determined in the District's sole discretion. Licensee shall comply with any check-in or notice requirements established by the District and shall require its employees, agents, contractors, and subcontractors or others under the control of the Licensee to do the same. These requirements include, but shall not be limited to, checking in at the front office of the School Site before accessing the Premises when children are present at the School Site and fingerprinting requirements set forth hereinafter, in Article XIX .

3.5 District shall maintain all existing access roadways from the nearest public roadway to the Premises in a manner sufficient to allow access. District shall be responsible for maintaining and repairing such roadways, at its sole expense, except for any damage caused by Licensee's use of such roadways. If Licensee causes any such damage, it shall promptly repair same.

3.6 Licensee shall have the right to install utilities, at Licensee's expense, and to improve the present utilities on or near the Premises (including, but not limited to the installation of emergency back-up power). Subject to District's prior written approval of the location, which approval shall not be unreasonably withheld, Licensee shall have the right to place utilities on (or to bring utilities across) District's Property in order to service the Premises and Licensee's Facilities. Licensee acknowledges that easements granted by public school districts must be in accordance with the requirements set forth in Education Code section 17556 et seq. Within thirty (30) days of receiving an invoice from the District detailing costs and expenses, Licensee agrees to reimburse District for reasonable costs or expenses, including legal fees, incurred in assisting Licensee in obtaining easements that may be requested by Licensee.

3.7 Licensee shall fully and promptly pay for all utilities furnished to the Premises for the use, operation and maintenance of Licensee's Facilities.

3.8 Upon the expiration, cancellation or termination of this Agreement, Licensee shall surrender the Premises in good condition, less ordinary wear and tear, after Licensee has removed all improvements and other modifications to the Premises made by Licensee.

3.9 *Limitations on Use.* Licensee may not erect or install any other facilities or use any other equipment of any kind not otherwise depicted on Exhibit "C" without obtaining District's prior written approval, which approval shall not be unreasonably withheld or delayed but may be conditioned. Such approval, if given, will be given only after Licensee obtains any permits or other approvals from the City and/or County of Sacramento, the Division of the State Architect ("DSA") or other public agencies, as applicable, and any other consent as specified by the District's Board of Trustees. The foregoing notwithstanding, with respect to its equipment located on the ground, Licensee may perform maintenance, modifications, repairs, upgrades, enhancements, additions to, and replacement of Licensee's Facilities within the Premises that will not substantially alter the appearance of the Licensee's Facilities without the prior written approval of District, unless such changes or modifications would otherwise require additional approvals or permit applications from the appropriate zoning or planning boards. When children are present at the School Site, Licensee and employees, agents, contractors, and subcontractors or others under the control of the Licensee, shall comply with the notice and/or check-in

requirements provided by the District, such as checking in at the front office of the School Site before accessing the Premises.

3.10 *Governmental Approvals.* To the extent that any governmental permits and approvals are required for Licensee to erect or install any other facilities or use any other equipment and/or use the Licensee's Facilities, Licensee shall obtain and maintain such permits and approvals. Licensee shall notify the District, in writing, prior to submitting plans or contacting outside agencies in regard to the construction at the Licensee's Facilities. When Licensee has obtained all required governmental permits and approvals for the erection or installation of any other facilities or use any other equipment and use of the Licensee's Facilities, Licensee shall give District written notice (the "Commencement Letter"), which shall state the date on which Licensee shall commence construction at the Licensee's Facilities. Licensee shall give the District written notice of intent to commence construction at least thirty (30) days in advance of the anticipated Commencement Date. The written notices described above shall be sent to: Assistant Superintendent, Facilities and Operations, Center Joint Unified School District, 8408 Watt Avenue, Antelope, California, 95834.

3.11 *DSA Inspector and Materials Testing.* District shall hire the DSA Inspector directly, if necessary. District shall hire any testing consultants directly, if necessary. Licensee shall be responsible for the costs associated with the District's hiring of the DSA inspector and/or any required testing consultants. District shall not incur any costs or expenses, including legal fees, in connection with hiring the DSA Inspector or any testing consultants. Licensee shall deposit the amount of DSA Inspector fees and/or testing consultant fees plus related costs with the District prior to the District hiring the DSA Inspector or testing consultant. District shall provide supporting documentation for such costs.

3.12 *DSA Close-Out and Certification.* Licensee may not use or operate the Licensee's Facilities until the project of constructing the Licensee's Facilities is closed-out and certified by DSA, if applicable. Licensee shall provide evidence of close-out and certification, in a form acceptable to the District. Such documentation shall be sent to: Assistant Superintendent, Facilities and Operations, Center Joint Unified School District, 8408 Watt Avenue, Antelope, California, 95834. If the evidence of DSA close-out and certification is acceptable to the District, the District will provide written authorization to use and operate the Licensee's Facilities. Use and/or operation of the Licensee's Facilities prior to District authorization shall be considered a breach of this Agreement.

3.13 *Inspection Report.* Licensee may not use or operate the Licensee's Facilities until Licensee has obtained a structural inspection report from an inspector approved in writing by District, and such report is acceptable to the District, in its sole and absolute discretion, if applicable. An updated structural inspection report shall be due at least ninety (90) days prior to each Renewal Term. Such documentation shall be sent to: Assistant Superintendent, Facilities and Operations, Center Joint Unified School District, 8408 Watt Avenue, Antelope, California, 95834. Failure to submit an acceptable structural inspection report shall be considered a default under this Agreement.

3.14 *Construction and Testing.* Licensee, its employees, agents, contractors, and subcontractors may, provided that such access by Licensee shall not unreasonably interfere with

District's school programs and/or activities and subject to receiving written approval from District, enter the Premises for the purpose of making necessary inspections and engineering surveys and other reasonably necessary Tests and erection or installation any additional facilities or equipment, as described above. During any Tests or construction, Licensee shall comply with the background check requirements set forth below in Article XIX and shall comply with any check-in or notice requirements set forth above in Section 3.4 by the District and shall require its employees, agents, contractors, and subcontractors or others under the control of the Licensee to do the same. Licensee shall notify District in writing of any proposed Tests or construction at least thirty (30) days in advance and will coordinate the scheduling of the same with District. Construction and testing shall not unreasonably disrupt District activities at the School Site.

ARTICLE IV TERM.

4.1 The initial term of this Agreement (the "Term") shall be for five (5) years commencing on the first day of the month following full execution of this Agreement (the "Commencement Date").

4.2 At least sixty (60) days prior to the expiration of the Term, and upon written notice to the District, Licensee may make a request to extend the Term of this Agreement for up to four (4) additional, successive terms ("Renewal Term") of five (5) years each. In the event that Licensee and District agree to extend the Terms of this Agreement, the terms and conditions for the Renewal Term shall be the same terms and conditions of this Agreement, except that the Agreement Fee shall be increased as set forth herein below. Under no circumstances will the Agreement be automatically renewed, or renewed, where the Licensee is in default of any covenant, condition or term hereof anytime during the year prior to the renewal of this Agreement.

ARTICLE V LICENSE FEE.

5.1 *Administrative Fee.* Within thirty (30) business days of the Commencement Date, Licensee shall pay to District a non-refundable administrative fee of Seven Thousand Five Hundred Dollars (\$7,500) (the "Administrative Fee"). Additionally, Licensee shall reimburse the District for the cost of legal fees expended in the negotiation and drafting of documents related to this Agreement and related documents. District will provide an invoice and backup documentation of those fees to Licensee and Licensee shall remit those fees to the District within thirty (30) days of receipt of that invoice.

5.2 Upon the Commencement Date, Licensee shall pay District, as a license fee, the sum of Two Thousand Dollars (\$2,000) ("License Fee") per month. License Fee shall be payable on the first day of each month, in advance, to District Miscellaneous. Upon the commencement of each Renewal Term, the immediately preceding annual License Fee shall be increased by District by twenty percent (20%). If Licensee's License Fee payment is not received by the fifth day of the month, Licensee shall be deemed to be in material default of this Agreement. Licensee shall pay a late payment fee pursuant to Section 5.4, below.

5.3 [Reserved]

5.4 Late Fee Payment and Termination for Non-Payment. Fees and other amounts not paid by Licensee when due under this Agreement:

A. Payments not received by District within thirty (30) days of becoming due, shall bear interest on the delinquent amount (other than late charges) at the rate of five percent (5%) per annum from the date due until the date paid; and

B. Licensee acknowledges that late payment by Licensee of fees or other amounts will cause District to incur costs not contemplated by this Agreement, the exact amount of which will be extremely difficult to ascertain. Such costs include, but are not limited to, processing and accounting charges and attorneys' fees. Accordingly, if any fees or other amounts are not received by District within thirty (30) days after such amount is due, then without any requirement for notice to Licensee, Licensee shall immediately pay to District a one-time late charge equal to five percent (5%) of each such overdue amount. The Parties agree that such late charge represents a fair and reasonable estimate of the costs the District will incur by reason of such late payment. Acceptance of such late charge by District shall in no event constitute a waiver of Licensee's default or breach with respect to such overdue amount, nor prevent the exercise of any of the other rights and remedies granted pursuant to this Agreement. In the event that a late charge is payable hereunder, whether or not collected, for three (3) consecutive installments of rent, then notwithstanding any provision of this Agreement to the contrary, rent shall, at the option of the District, become due and payable annually in advance.

C. Payment Default: If Licensee has any fees that are past due in excess of thirty (30) days, the District shall issue a written notice of intent to terminate the Agreement ("Notice of Intent") to the Licensee. If the Licensee does not remit payment in full of any outstanding balance within thirty (30) days of receipt of the Notice of Intent, the District may terminate the Agreement upon thirty (30) days' written notice ("Notice of Termination").

ARTICLE VI INTERFERENCE WITH COMMUNICATIONS.

6.1 Licensee's Facilities shall not disturb the communications configurations, equipment and frequencies which exist on District's Property on the date of this Agreement ("Pre-existing Communications") and Licensee's Facilities shall comply with all non-interference rules of the Federal Communications Commission ("FCC"). District shall not permit the use of or any activity upon any portion of District's Property in a way which interferes with the communications operations of Licensee described in Article III, above, subject to the provisions of this paragraph. In the event of such interference, Licensee shall make reasonable commercial efforts to resolve the interference directly with said companies.

6.2 *Third Party Interferences.* If District enters into any leases or license agreements with any other communications carriers for a communications facility on District's Property, District shall incorporate into such leases or license agreements commercially reasonable provisions requiring that such third party carriers shall not cause interference with Licensee's communications operations. In the event that such interference with Licensee's communications operations caused by third party carriers occurs, upon written notice from Licensee, District shall

have the responsibility to extend its best efforts to promptly effect the termination of such interference. In the event any such interference does not cease promptly, the Parties acknowledge that continuing interference will cause irreparable injury to Licensee and, therefore, Licensee shall have the right to bring action to enjoin such interference or to terminate the Agreement immediately upon notice to District. In case of such interference, whether or not Licensee initiates any legal action, in no event shall District be liable for any damages sustained by Licensee as a result of such interference. Notwithstanding the foregoing, pre-existing communications operating in the same manner as on the date of this Agreement shall not be deemed interference. District does not warrant that the existing uses of the Premises will not interfere with Licensee's use of the Premises. Licensee is solely responsible to ensure prior to the commencement of this Agreement that the referenced companies' current uses of the Premises will not interfere with Licensee's use of the Premises.

6.3 *Microwave Study.* Licensee may not use or operate the Licensee's Facilities until Licensee has obtained a microwave study report from an inspector approved by District, and such report is accepted by the District, in its sole and absolute discretion. An updated microwave study report shall be due at least ninety (90) days prior to each Renewal Term. Failure to submit an acceptable microwave study report shall be considered a default under this Agreement.

ARTICLE VII TAXES.

Licensee shall pay personal property taxes assessed against Licensee's Facilities and District shall pay when due, all real property taxes. All other taxes, fees and assessments attributable to the Premises and this Agreement shall be paid by Licensee.

ARTICLE VIII TERMINATION.

This Agreement may be terminated without further liability on thirty (30) days' prior written notice as follows:

8.1 by either party upon a default of any covenant, condition, or term hereof by the other party, which default is not cured within thirty (30) days of receipt of written notice of default, unless such default cannot reasonably be cured within such thirty (30) days and the defaulting party commences to cure within thirty (30) days and diligently pursues the cure until completed; or

8.2 by Licensee for any reason or for no reason, provided Licensee delivers written notice of termination to District prior to the Commencement Date; or

8.3 by Licensee if it does not obtain or maintain licenses, permits or other approvals necessary to the construction or operation of Licensee's Facilities; or

8.4 by Licensee if Licensee is unable to occupy or utilize the Premises due to any ruling or directive of the FCC or other governmental or regulatory agency, including, but not limited to, a take back of channels or change in frequencies; or

8.5 by Licensee if Licensee determines that the Premises are not appropriate for its operations for economic, environmental or technological reasons including, without limitation, signal strength or interference.

ARTICLE IX DESTRUCTION OF PREMISES.

If the Premises or District's Property is destroyed or damaged so as in Licensee's judgment to hinder its effective use of District's Property, Licensee may elect to terminate this Agreement as of the date of the damage or destruction by so notifying District no more than thirty (30) days following the date of damage or destruction. In such event, all rights and obligations of the Parties which do not survive the termination of this Agreement shall cease as of the date of the damage or destruction. License Fee shall be prorated through the date of Licensee's surrender of the Premises, based upon the degree of hindrance of Licensee's use caused by such damage or destruction.

ARTICLE X PROPERTY INSTALLATION AND MAINTENANCE.

10.1 *Property Installed by Licensee.* It is expressly understood and agreed that any and all improvements of whatsoever nature at any time erected or installed on the Premises by Licensee shall be and remain property of the Licensee. Upon termination or expiration of this Agreement, Licensee shall, within one hundred and eighty (180) days thereafter, remove Licensee's Facilities and all other fixtures and equipment and shall, at Licensee's sole cost, restore the Property to the condition pre-existing Licensee's original installation, reasonable wear and tear excepted. If such time for removal causes Licensee to remain on the Property after termination or expiration of this Agreement, Licensee shall pay the License Fee at the then existing monthly rate until such time as the removal of Licensee's Facilities is completed.

10.2 *Appearance of Premises and Licensee's Facilities.* Licensee, at Licensee's own cost and expense at all times during the Term and Renewal Term of this Agreement, agrees to keep and maintain, or cause to be kept and maintained, the Licensee's Facilities and all improvements erected or installed upon the Premises in a good state of appearance and repair, reasonable wear and tear excepted. Licensee shall remove graffiti and repair vandalism of any kind within a reasonable period of time, and in conformance with any applicable graffiti and vandalism abatement programs. Licensee shall routinely clean up the Premises, so that it is free of trash and debris. Licensee shall install and maintain a privacy fence around the Premises. Licensee shall respond to any District written requests or inquiries regarding the appearance of the Premises and Licensee's Facilities within one (1) business day and Licensee shall commence any corrective action within five (5) business days of notification.

10.3 *Landscaping/Hardscaping.* Licensee shall, at its own cost, provide any landscaping or hardscaping of the Licensee's Facilities on the Premises as may be required by any governmental approvals and permits.

ARTICLE XI CONDEMNATION.

11.1 If a condemning authority takes all of District's Property, or a portion, which in Licensee's opinion is sufficient to render the Premises unsuitable for Licensee's use, then this Agreement shall terminate as of the date when possession is delivered to the condemning

authority. In any condemnation proceeding, each party shall be entitled to make a claim against the condemning authority for just compensation (which for Licensee shall include the value of Licensee's Facilities, moving expenses, prepaid License Fee, business dislocation expenses, bonus value of the License and any other amounts recoverable under condemnation law). Sale of all or part of the Premises to a purchaser with the power of eminent domain in the face of the exercise of its power of eminent domain shall be treated as a taking by a condemning authority.

ARTICLE XII INSURANCE.

12.1 Licensee shall maintain the following insurance: (1) Commercial General Liability with a Two Million Dollar (\$2,000,000) combined single limit coverage per occurrence for bodily injury and property damage, and Two Million Dollars (\$2,000,000) aggregate, (2) Automobile Liability with a combined single limit of One Million Dollars (\$1,000,000) per accident, (3) Workers Compensation as required by law, and (4) Employer's Liability with limits of One Million Dollars (\$1,000,000) per occurrence.

12.2 Each party to this Agreement shall each maintain standard form property insurance ("All Risk" coverage) equal to at least ninety percent (90%) of the replacement cost covering their respective improvements, or personal property. Licensee shall name District as an additional insured with respect to the above Commercial General Liability insurance. Licensee shall provide to District a certificate of insurance evidencing the coverage required by this paragraph within thirty (30) days of the Commencement Date. District shall have the right to self-insure with respect to any of the above insurance.

12.3 All insurance required under this Agreement shall be issued as a primary policy and contain an endorsement requiring thirty (30) days written notice from the insurance company to both Parties hereto before cancellation or change in coverage, scope or amount of any policy. District, its directors, officers, agents, employees and consultants, shall be designated as additional named insureds.

12.4 District, its officers, directors, employees, representatives and volunteers, shall be included as additional insureds as their interest may appear on the required liability policies with respects to the operations and activities of the named insured at or from the premises of the Center Joint Unified School District. District's additional insured status shall:

A. be limited to bodily injury, property damage or personal and advertising injury caused, in whole or in part, by Licensee or its employees;

B. not extend to claims for punitive or exemplary damages arising out of the acts or omissions of District, its employees, agents or independent contractors or where such coverage is prohibited by law or to claims arising out of the gross negligence of District, its employees, agents or independent contractors; and,

C. not exceed Licensee's indemnification obligation under this Agreement, if any. The coverage shall contain no special limitations on the scope of protection afforded to the District, its officers, directors, employees, representatives and volunteers except as respects solely caused by the additional insureds.

12.5 Licensee shall at the time of the execution of the Agreement present to District a certificate of the insurance, showing the issuance of such insurance and the additional insured. All policies shall cover the Licensee's name and location of the Premises on the certificate. Within ten (10) days of the expiration of any such policy, a signed complete certificate of insurance, showing that such insurance coverage has been renewed or extended, shall be filed with District.

12.6 District shall have the right to review the coverage, form, and limits of insurance required under this Agreement. If, in the opinion of District, the insurance provisions in this Agreement do not provide adequate protection for District, District shall have the right to require Licensee to obtain insurance sufficient in coverage, form and limits to provide adequate protection and Licensee shall promptly comply with any such requirement. District's requirements shall not be unreasonable, but shall be adequate to protect against the kind and extent of risks which may exist at the time a change of insurance is required, or thereafter.

ARTICLE XIII ASSIGNMENT.

13.1 Licensee may assign this Agreement for the Premises at any time with District's consent which consent may not be unreasonably withheld to:

A. any of Licensee's partners or parent firms, including, but not limited to, any entity which has, directly or indirectly, a fifty-one percent (51%) or greater interest in or controlling authority of Licensee Company or in which Licensee or a Parent has a fifty-one percent (51%) or greater interest or controlling authority (an "Affiliate");

B. to a buyer of substantially all of the outstanding ownership units or assets of Licensee or any Affiliate or to any entity whose primary business is the construction and/or ownership of telecommunication towers; or

C. to any parties identified in (i) or (ii) in the following circumstances:

(i) in connection with the sale, exchange, or other transfer of Licensee's FCC authorization for the geographic area in which the Premises are located, or substantially all of Licensee's assets in the geographic area where the Premises are located; or

(ii) in connection with any financing, loan, security interest, pledge, or mortgage of Licensee's property (which security interest, pledge, mortgage, or other interest may not attach to the Premises, the Land, or any interest of District in the Premises or the Land). Any other assignment or sublicense shall require District's prior written approval, which approval shall not be unreasonably withheld, delayed, or conditioned.

13.2 Except as provided otherwise in Section 13.1, above, should District, in its discretion, provide written consent to permit Licensee to sublicense any right, benefits, liabilities, and/or obligations hereunder, any rental paid by any sublessee(s) shall be divided between the District and Licensee in the following manner: forty percent (40%) to District and sixty percent (60%) to Licensee, which forty percent (40%) shall be paid monthly by Licensee to District ("Sublicense Payment"), commencing as of the date that Licensee receives its initial rental payment from the sublessee; provided, however that Licensee shall not be required to make the

initial Sublicense Payment to District until the first day of the month that occurs thirty (30) days after Licensee receives its initial Sublicense Payment from the sublessee. Additionally, Licensee shall provide District with a copy of the sublicense agreement and provide District with a commercially reasonable document which represents that the sublessee is a person or business entity which is licensed by the FCC to operate a wireless communication business. Notwithstanding the above, the District reserves the right, in its sole and absolute discretion to license additional space within the Premises, including on the Cellular Tower, to third parties.

A. Licensee acknowledges and agrees that District's policy is to provide for co-location of communication tower facilities. Licensee further agrees that District, and not Licensee, shall retain ownership of any further license rights with respect to co-location of communication facilities on the Property outside of the Premises. Further, District shall retain the authority and absolute right to enter into a license agreement with additional mobile/wireless communications providers ("Additional Providers") to utilize the Property for its facility. The subsequent license agreement shall include a provision that Additional Providers will reimburse District for the additional costs incurred by District in constructing communications facilities utilized by Additional Providers in conjunction with the Property. District's rights in this Section are subject to Article VI Interference With Communications.

ARTICLE XIV TITLE AND QUIET ENJOYMENT.

14.1 District warrants that it has full right, power, and authority to execute this Agreement. District further warrants that Licensee shall have quiet enjoyment of the Premises during the Term of this Agreement or any Renewal Term, subject to pre-existing uses of the Premises and the other provisions of this Agreement, provided that Licensee does not have any uncured defaults of its obligations hereunder.

14.2 Licensee has the right to obtain a title report or commitment for a leasehold title policy from a title insurance company of its choice. If, in the opinion of Licensee, such title report shows any defects of title or any liens or encumbrances, which may adversely affect Licensee's use of the Premises, Licensee shall have the right to terminate this Agreement immediately upon written notice to District.

ARTICLE XV REPAIRS.

15.1 Licensee shall repair any and all damages to the Premises caused by Licensee, its employees, agents, contractors or subcontractors and Licensee's obligation to return to the Premises to their original condition upon expiration or termination of the Agreement for any reason.

ARTICLE XVI ENVIRONMENTAL.

16.1 District represents that neither District's Property nor the Premises have been used for the generation, storage, treatment or disposal of Hazardous Materials (defined below), hazardous substances or hazardous wastes. In addition, District represents that no Hazardous Materials, hazardous substances, hazardous wastes, or underground storage tanks are located, to District's knowledge, on or near District's Property or the Premises. Notwithstanding any other provision of this Agreement, Licensee relies upon the representations stated herein as a material

inducement for entering into this Agreement. Licensee represents and warrants that Licensee shall not bring on, use, generate, store, dispose, or emit on, under, above, or within the Premises in violation of any law or regulation, as may now or hereafter be in effect, and that Licensee's equipment to be used on the Premises during the Term or Renewal Term of the Agreement does not contain or emit, any Hazardous Materials, hazardous substances or hazardous wastes. District and Licensee each agree to defend, indemnify, and hold harmless the other and the other's partners, affiliates, agents and employees against any and all losses, liabilities, claims and/or costs (including reasonable attorneys' fees and costs) arising from any breach of any representation, warranty, or agreement contained in this paragraph. As used in this paragraph, "Hazardous Materials" shall mean any hazardous, toxic or dangerous substance, waste, containment, pollutant, gas or material, including, without limitation, gasoline, waste oil and other petroleum products and constituents thereof, which are now or may become regulated under any federal, state or local statute, regulation, ordinance or other law now or hereafter in effect, including, without limitation, any substance, waste or material which is now or hereafter (i) designated as a "hazardous substance" under the Federal Water Pollution Control Act and/or the Comprehensive Environmental Response, Compensation and Liability Act, (ii) designated as a hazardous waste or regulated substance pursuant to the Resource Conservation and Recovery Act, (iii) designated or listed as a hazardous material under the Hazardous Material Transportation Act, or (iv) is in any way regulated under the laws of the State of California.

ARTICLE XVII INDEMNIFICATION.

17.1 *Indemnification.* Licensee shall be responsible for, and District shall not be answerable or accountable in any manner for, any loss or expense by reason of any damage or injury to person or property, or both, arising out of the acts of Licensee, its agents, officers, employees, contractors or invitees, or resulting from Licensee's activities on the Property or Premises or from any cause whatsoever arising out of or in connection with this Agreement, except for any loss or expense for any damage or injury resulting from the gross negligence or willful misconduct of District or District's employees or agents. Licensee shall indemnify and defend District, its directors, officers, agents, employees, and invitees against, and will hold and save each of them harmless from, any and all actions, claims, liens, damages to persons or property, penalties, obligations or liabilities that may be asserted or claimed by any person, firm, association, entity, corporation, political subdivision, or other organization arising out of or in connection with Licensee's activities on the Property and Premises or this Agreement, except for any actions, claims, liens, damages, penalties, obligations or liabilities resulting from the gross negligence or willful misconduct of District or District's employees or agents. Licensee's duty to defend District shall arise immediately upon tender of any claim, of any kind, nature or form, or civil action alleging liability arising from or related to Licensee's conduct, regardless of the theory of recovery, proof of liability or adjudication or judgment thereon. In connection therewith:

A. Judgments Rendered. Licensee shall promptly pay any judgment rendered against Licensee or District covering such claims, liens, damages, penalties, obligations and liabilities arising out of or in connection with such use of and operations on the Property referred to herein and agrees to save and hold District, its employees and Board members harmless therefrom; and

B. Costs and Expenses; Attorneys' Fees. In the event District is made a party to any action or proceeding filed or prosecuted against Licensee for such damages or other claims arising out of the use of and operations on the Property and/or Premises referred to herein, Licensee agrees to pay District any and all costs and expenses incurred by them in such action or proceeding together with reasonable attorneys' fees.

C. The provisions of this Article XVII shall survive the termination or expiration of this Agreement.

ARTICLE XVIII DEFAULT AND RIGHT TO CURE.

18.1 The following will be deemed a default by Licensee and a breach of this Agreement: (i) non-payment of License Fee if such License Fee remains unpaid for more than ten (10) days after receipt of written notice from District of such failure to pay; or (ii) Licensee's failure to perform any other term or condition under this Agreement within fifteen (15) days after receipt of written notice from District specifying the failure. No such failure, however, will be deemed to exist if Licensee has commenced to cure such default within such period and provided that such efforts are prosecuted to completion with reasonable diligence. Delay in curing a default will be excused if due to causes beyond the reasonable control of Licensee. If Licensee remains in default beyond any applicable cure period, District will have the right to exercise any and all rights and remedies available to it under the law and equity.

18.2 The following will be deemed a default by District and a breach of this Agreement: District's failure to perform any term, condition or breach of warranty or covenant under this Agreement within fifteen (15) days after receipt of written notice from Licensee specifying the failure. No such failure, however, will be deemed to exist if District has commenced to cure the default within such period and provided such efforts are prosecuted to completion with reasonable diligence. Delay in curing a default will be excused if due to causes beyond the reasonable control of District. If District remains in default beyond any applicable cure period, Licensee will have the right to exercise any and all rights available to it under the law and equity, including the right to cure District's default and to deduct the costs of cure from any monies owed to District by Licensee.

ARTICLE XIX FINGERPRINTING.

Licensee hereby agrees that all of Licensee's employees, agents, contractors and subcontractors, who enter onto the Premises, Licensee's Facilities and/or District property for any reason or at any time subscribed herein, shall submit or have submitted their fingerprints, without exception, as proscribed by Education Code section 45125.1. Licensee hereby waives any right, if any, to challenge the imposition by District of said fingerprinting requirement and shall indemnify the District from any claims arising from Licensee's failure to comply with Education Code section 45125.1.

ARTICLE XX 24-HOUR AND BUSINESS HOURS CONTACTS.

Licensee designates the following individual to be available twenty-four (24) hours a day to respond to emergencies at the Premises: CENTER JOINT UNIFIED SCHOOL DISTRICT SECURITY (916) 417-2559. Licensee designates the following individual to be available during

normal business hours, defined as 7:30 a.m. to 5:30 p.m. to respond to any District inquiries or concerns at the Premises: CENTER JOINT UNIFIED SCHOOL DISTRICT SECURITY (916) 417-2559.

ARTICLE XXI LEGAL INTERPRETATION OF INSTRUMENT.

The Parties expressly understand and agree that this Agreement constitutes a license for use of the Premises, and a non-exclusive license for any associated ingress and egress to the Premises, and is neither intended by the Parties, nor shall it be legally construed to convey a leasehold, easement, or other interest in real property. Should either Party be compelled to institute arbitration, legal, or other proceedings against the other for or on account of the other Party's failure or refusal to perform or fulfill any of the covenants or conditions of this Agreement on its part to be performed or fulfilled, the Parties agree that the rules and principles applicable to licenses shall govern such actions or proceedings. This Agreement shall be governed by the laws of the State of California with venue in Sacramento County, California.

ARTICLE XXII RELOCATION RIGHT.

22.1 If District is required to make any alteration to or development of its Property by any other public agency, or by Order of any Court of competent jurisdiction, and District determines it necessary to relocate the Licensee's Facilities to comply therewith, District will have the right, subject to the following provisions of this Section, and exercisable only after providing Licensee with not less than six (6) months' prior written notice, to relocate the Licensee's Facilities, or any part thereof, to an alternate location (the "Relocation Premises") on District's Property; provided, however, that:

A. Licensee shall bear all costs associated with or arising out of such relocation (including costs associated with any required zoning approvals and other Governmental Approvals and costs for Tests of the Relocation Premises);

B. such relocation will be performed exclusively by Licensee or its agents;

C. such relocation will not unreasonably delay commencement of construction of any part of the improvements contemplated by the Parties;

D. District shall undertake all reasonable efforts, including, without limitation, exercising reasonable efforts to make available to District one or more areas in which Licensee may operate temporary communications facilities during the period of relocation, to avoid interruption of the communications service of Licensee on District's Property; and

E. any such Relocation Premises will not materially impair, or materially and adversely alter, the quality of communications service provided by Licensee on and from District's Property. District will exercise its relocation right by delivering written notice pursuant to the terms of this Agreement to Licensee. In the notice, District will identify the proposed Relocation Premises on District's property to which Licensee may relocate the Licensee's Facilities.

Upon permanent relocation of the Premises pursuant to this Section, the Parties shall execute an amendment to this Agreement which redefines the Premises and which replaces the existing Exhibits A, B, C and D with revised Exhibits.

22.2 In addition to District's other rights under this Section, at any time after the Commencement Date, District shall have the right, if reasonably necessary to accommodate any development or alteration of District's Property, upon redevelopment of the Property, to relocate Licensee's Facilities to alternate space within the Property, if available; provided however, that such relocation shall (1) be at Licensee's sole cost and expense, (2) be performed by Licensee or its agents, (3) not result in any interruption of the communications service provided by Licensee on the Property, and (4) be performed in accordance with the requirements of this Section, below. Upon relocation of Licensee's Facilities, the access and utility rights of way will be relocated as required, to operate and maintain Licensee's Facilities.

22.3 District shall exercise its relocation right under this Section by (and only by) delivering written notice (the "Notice") to Licensee. In the Notice, District shall propose an alternate site within or on the Property to which Licensee may relocate Licensee's Facilities.

A. Licensee shall have sixty (60) days from the date it receives the Notice to evaluate District's proposed relocation site, during which period Licensee shall have the right to conduct tests to determine the technological feasibility of the proposed relocation site. If Licensee fails to approve of such proposed relocation site in writing within the sixty (60) day period, Licensee shall be deemed to have disapproved such proposed relocation site. If Licensee disapproves such relocation site, then District may thereafter propose another relocation site by Notice to Licensee in the manner set forth above. Any relocation site which District and Licensee agree upon in writing shall be referred to as the "Relocation Site." Licensee shall have a period of not less than twelve (12) months after execution of a written agreement between the Parties concerning the location and dimensions of the Relocation Site to relocate Licensee's Facilities to the Relocation Site.

B. In the event of relocation, Licensee shall remove its furniture, fixtures, equipment, and other property, and such furniture, fixtures, equipment, and other property that can be used to service the Relocation Premises and shall not substantially impair the normal use and enjoyment of the original Premises by Licensee or conflict with District's purpose(s) requiring the relocation of the Premises, and Licensee shall otherwise restore the original Premises to the condition existing on the Commencement Date reasonable wear and tear, and damage caused by the elements excepted.

C. If in Licensee's reasonable judgment no suitable Relocation Premises can be found, District may not exercise its relocation right described in this Section and District may not relocate or cause the relocation of the Licensee's Facilities; provided, however, that if District is exercising its relocation right described in this Section for District to comply with then-current applicable governmental laws, rules, statutes and regulations, and in Licensee's reasonable judgment no suitable Relocation Premises can be found, Licensee shall have the right to terminate this Agreement upon written notice to District, without penalty or further obligation.

D. Nothing in this Section shall in any way limit, impair, or in any other way affect the Parties' respective rights to terminate this Agreement pursuant to the terms of this Agreement. Nothing in this Section shall in any way limit, impair, bar or in any other way affect District's right to offer relocation as an alternative to any termination of this Agreement to which District may be entitled pursuant to the terms of this Agreement. Except as otherwise provided in this Section, all other terms and conditions of this Agreement shall remain in full force and effect upon relocation of the Premises.

E. Upon relocation of Licensee's Facilities to the Relocation Site, all references to the Premises herein shall be deemed to be references to the Relocation Site. District and Licensee agree that the Relocation Site (including the access and utility right of way) may be surveyed by a licensed surveyor at the sole cost of Licensee, and such survey will then replace Exhibit "B" and become a part hereof and will control or describe the Premises. Except as expressly provided, District and Licensee hereby agree that in no event will the relocation of Licensee's Facilities or any part thereof, under Section 22.1 above, affect, alter, modify, or otherwise change any of the terms or conditions of this Agreement.

ARTICLE XXIII MISCELLANEOUS.

23.1 If any provision of the Agreement is invalid or unenforceable with respect to any party, the remainder of this Agreement or the application of such provision to persons other than those as to whom it is held invalid or unenforceable, shall not be affected and each provision of this Agreement shall be valid and enforceable to the fullest extent permitted by law.

23.2 This Agreement shall be binding on and inure to the benefit of the successors and permitted assignees of the respective Parties.

23.3 Any notice or demand required to be given herein shall be made by certified or registered mail, return receipt requested, confirmed fax, or reliable overnight mail to the address of the respective Parties set forth below:

District: Center Joint Unified School District
8408 Watt Avenue
Antelope, CA 95843
Attn: Craig Deason
Telephone: 916-338-6337

District's Payee: Center Joint Unified School District
8408 Watt Avenue
Antelope, CA 95843
Tax ID# 946002490

With a Copy to District's Legal Counsel:

Atkinson, Andelson, Loya, Ruud & Romo
Attn. Lisa Allred, Esq.
2485 Natomas Parkway, Suite 240
Sacramento, CA 95833

Licensee: SBA 2012 TC Assets, LLC
Attn: Site Administration
Re: Cell Site #: CA45228-A Cell Site Name: Elverta
8051 Congress Avenue
Boca Raton, Florida 33487

District or Licensee may from time to time designate any other address for this purpose by written notice to the other party.

23.4 This Agreement shall be governed under the laws of the State of California. Any legal proceeding by a party to enforce any provision of this Agreement shall be brought in the California Superior Court in Sacramento County or the United States Court for the Eastern District of California, as applicable, and each party consents to the jurisdiction of such courts.

23.5 The substantially prevailing party in any legal claim arising hereunder shall be entitled to its reasonable attorney's fees and court costs, including appeals, if any.

23.6 Terms and conditions of this Agreement which by their sense and context survive the termination, cancellation or expiration of this Agreement will so survive.

23.7 This Agreement constitutes the entire License and understanding between the Parties, and supersedes all offers, negotiations and other Licenses concerning the subject matter contained herein. There are no representations or understandings of any kind not set forth herein. Any amendments to this Agreement must be in writing and executed by both Parties.

23.8 The Premises are licensed in "as-is" condition and District makes no representation or warranty of any kind regarding the character of the Premises, except specifically set forth herein.

23.9 Licensee shall comply with all present and future laws, orders and regulations relating to Maximum Permissible Exposure ("MPE") and other related health issues directly applicable to its operation of Licensee's Facilities, as well as the American National Standards Institute (ANSI) standards. Without limiting the provisions of Licensee's indemnity contained herein, Licensee, on behalf of itself and its successors and assigns, shall indemnify District from and against all claims of personal injuries due to Licensee's violation of MPE to the extent such personal injuries are actually caused by Licensee's Facilities on the Premises.

23.10 The Recitals and Exhibits herein are deemed true and correct, are hereby incorporated into this Agreement as though fully set forth herein, and the Parties acknowledge and agree that they are bound by the same.

IN WITNESS WHEREOF, the Parties have executed this Agreement as of the date first above written.

LICENSOR:

**CENTER JOINT UNIFIED SCHOOL
DISTRICT, a public school district of the State
of California**

By: _____

Title: Superintendent

Date: _____

LICENSEE:

**SBA 2012 TC ASSETS, LLC, a Delaware
limited liability company**

By: _____

Title: _____

Date: _____

EXHIBIT A
LEGAL DESCRIPTION OF LICENSOR'S PROPERTY

The Property is described as follows:

APN: 203-060-19

EXHIBIT B
LEGAL DESCRIPTION OF PREMISES

Parcel A - Legal Description of Provider License Area

COMMENCING at the Southwest Corner of said Section 13, thence along the Westerly Line of Section 13, North 00°24'00" West, 3409.39 feet; thence leaving said Section Line, South 89°49'10" East, 228.89 feet, to the **POINT OF BEGINNING**, thence from said point along the following four (4) courses:

- (1) North 00°24'00" West, 35.00 feet;
- (2) thence South 89°49'10" East, 15.00 feet;
- (3) thence South 00°24'00" East, 35.00 feet;
- (4) thence North 89°49'10" West, 15.00 feet, to the **POINT OF BEGINNING**.

The described area consists of 525 square feet (0.012 acres) more or less.

Parcel B - Legal Description of Provider License Area for Pole Structure

COMMENCING at the Southwest Corner of said Section 13, thence along the Westerly Line of Section 13, North 00°24'00" West, 3385.56 feet; thence leaving said Section Line, South 89°49'10" East, 238.92 feet, to the **POINT OF BEGINNING**, thence from said point along the following four (4) courses:

- (1) North 00°24'00" West, 15.00 feet;
- (2) thence South 89°49'10" East, 15.00 feet;
- (3) thence South 00°24'00" East, 15.00 feet;
- (4) thence North 89°49'10" West, 15.00 feet, to the **POINT OF BEGINNING**.

The described area consists of 225 square feet (0.005 acres) more or less.

Parcel C - License for Ingress and Egress to Parcel A

COMMENCING at the Southwest Corner of said Section 13, thence along the Westerly Line of Section 13, North 00°24'00" West, 3371.28 feet; thence leaving said Section Line, South 89°49'10" East, 56.00 feet, to the **POINT OF BEGINNING** of a 15' wide easement for ingress and egress to Parcel A as herein described, the centerline of which bears the following three (3) courses:

- (1) South 89°49'10" East, 112.25 feet;
- (2) thence North 00°24'00" West, 55.65 feet;
- (3) thence South 89°49'10" East, 60.64 feet, to the **POINT OF ENDING**.

The described area consists of 3428 square feet (0.079 acres) more or less.

Parcel D - License for Ingress and Egress and Coaxial Cable from Parcel A to Parcel B

COMMENCING at the Southwest Corner of said Section 13, thence along the Westerly Line of Section 13, North 00°24'00" West, 3409.39 feet; thence leaving said Section Line, South 89°49'10" East, 236.39 feet, to the **POINT OF BEGINNING** of a 5' wide easement for ingress and egress and underground Coaxial Cable to and between Parcel A and B as herein described, the centerline of which bears the following three (3) courses:

- (1) South 00°24'00" East, 4.42 feet;
- (2) thence South 89°49'10" East, 9.51 feet;
- (3) thence South 00°24'00" East, 4.42 feet, to the **POINT OF ENDING**.

The described area consists of 92 square feet (0.002 acres) more or less.

EXHIBIT C CELLULAR TOWER

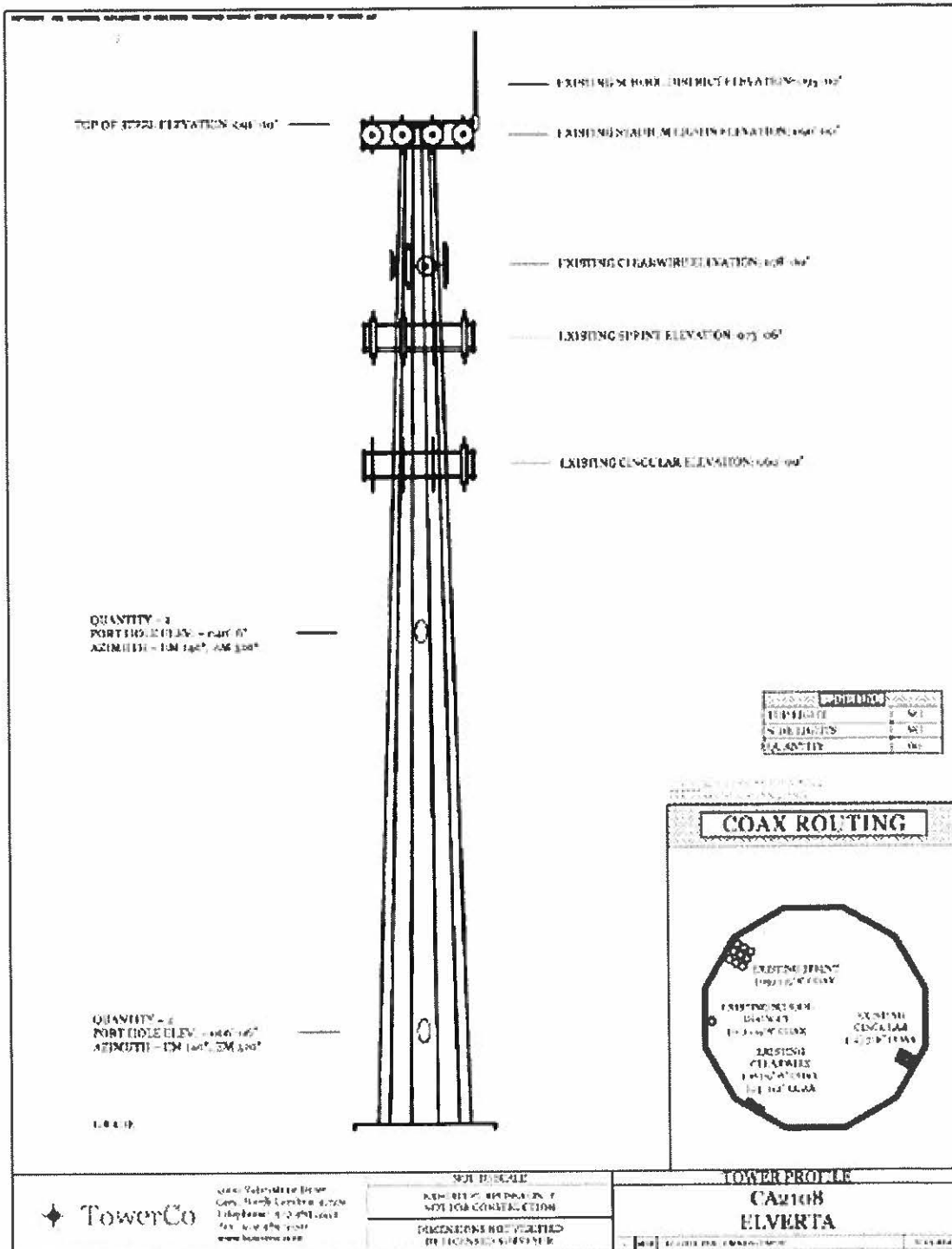


EXHIBIT D **SITE PLAN DRAWING**

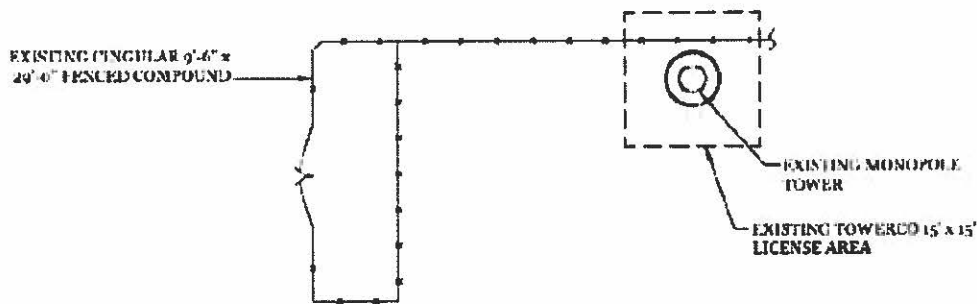
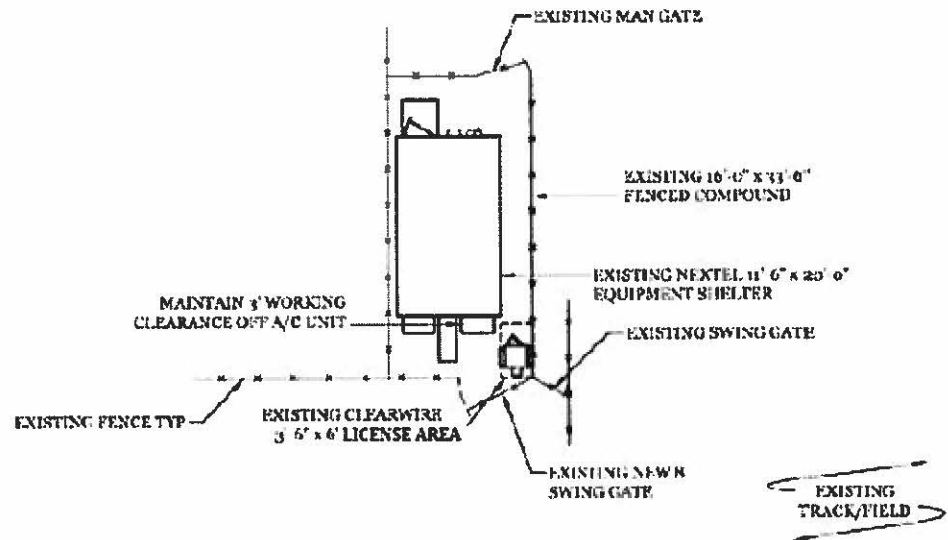


EXHIBIT E
CELLULAR TOWER CONVEYANCE DOCUMENT

THIS CELLULAR TOWER CONVEYANCE DOCUMENT ("Bill of Sale") is made and entered into as of the Effective Date of the Agreement referenced in the first Recital below ("Transfer Date"), by and between SBA 2012 TC ASSETS, LLC a Delaware limited liability company ("Seller") and CENTER JOINT UNIFIED SCHOOL DISTRICT, a public school district of the State of California ("Purchaser").

RECITALS

WHEREAS, Seller and Purchaser are parties to that certain Communications Site License Agreement ("Agreement"), dated the 18th day of December, 2019 ("Effective Date");

WHEREAS, Seller owns the real property commonly known as Center High School (a portion of APN: 203-060-19) ("Real Property");

WHEREAS, Seller operates a communication facility on a portion of the Real Property ("Premises");

WHEREAS, Seller agrees to convey and/or assign all of its right, title, claim and interest in and to the Cellular Tower (as defined herein), to Purchaser as of the Transfer Date.

NOW THEREFORE, in consideration of the mutual covenants contained in this Bill of Sale, and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, Seller and Purchaser hereby agree as follows:

1. **RECITALS.** The recitals set forth above are incorporated herein and made a part hereof and are true and correct.
2. **SALE OF Cellular Tower.** Seller hereby irrevocably and absolutely conveys, sells, transfers and delivers to Purchaser, for itself and for its successors and assigns, one Cellular Tower as defined in Section 2.2 of the Agreement with lights located on the Real Property to the extent deemed personally owned by Seller and located on the Real Property (collectively, "Cellular Tower").

NOTWITHSTANDING ANYTHING TO THE CONTRARY, TO THE FULLEST EXTENT PERMITTED BY LAW, THE CELLULAR TOWER IS BEING TRANSFERRED IN AN "AS-IS" AND "WHERE-IS" CONDITION AND "WITH ALL FAULTS" AND SPECIFICALLY AND EXPRESSLY WITHOUT ANY WARRANTIES, REPRESENTATIONS OR GUARANTEES, EITHER EXPRESS OR IMPLIED, OF ANY KIND, NATURE OR TYPE WHATSOEVER FROM OR ON BEHALF OF SELLER, INCLUDING WITHOUT LIMITATION, ANY IMPLIED WARRANTIES OF HABITABILITY, MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE, ALL OF WHICH ARE HEREBY DISCLAIMED BY SELLER.

3. [reserved]

4. ATTORNEYS FEES AND COSTS. In the event of any litigation or arbitration arising out of this Bill of Sale, the prevailing party will be entitled to recover all expenses and costs incurred in connection therewith, including reasonable attorneys' fees and costs at both trial and appellate levels.

5. BINDING EFFECT. This Bill of Sale will be binding upon, and will inure to the benefit of the parties herein, their heirs, executors, administrators, successors-in-interest and assigns.

6. GOVERNING LAW. This Bill of Sale will be governed by and construed and enforced in accordance with the internal laws of the State in which the Real Property is located without regard to principles of conflicts of laws.

7. COUNTERPARTS. This Bill of Sale may be executed in two or more counterparts, each of which will be deemed an original, but all of which together will constitute one and the same instrument.

[EXECUTION PAGES FOLLOW]

IN WITNESS WHEREOF, Seller and Purchaser have executed this Bill of Sale as of the day and year written above.

WITNESSES:

Print Name: _____

Print Name: _____

STATE OF FLORIDA
COUNTY OF PALM BEACH

SELLER:

SBA 2012 TC ASSETS, LLC a Delaware limited liability company

By: _____

Name: _____

Title: _____

The foregoing instrument was acknowledged before me this _____, 2019, by _____ the _____ of SBA 2012 TC Assets, LLC, a Delaware limited liability company, on behalf of the company, who is personally known to me.

[NOTARY SEAL]

Notary Public

Print Name: _____

My Commission Expires: _____

IN WITNESS WHEREOF, Seller and Purchaser have executed this Bill of Sale as of the day and year written above.

WITNESSES:

PURCHASER:

**CENTER JOINT UNIFIED SCHOOL
DISTRICT, a public school district of the State of
California**

Print Name: _____

By: _____
Name: _____
Title: _____

Print Name: _____

State of California)

County of _____)

On _____ before me, _____ (insert name and title of the officer) personally appeared _____, who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

Signature _____

(Seal)

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Maintenance & Operations **Action Item** X

To: Board of Trustees **Information Item**

Date: December 18, 2019 **# Attached Pages** 23

From: Craig Deason, Asst. Superintendent

Principal/Administrator Initials: CD

SUBJECT: Agreement Between Center Joint Unified School District and Servpro

The district is requesting approval from the board to enter into an agreement with Servpro to perform and complete all work required in connection with North Country Siding Replacement Project.

Contract price is TWENTY-SEVEN THOUSAND, FIVE HUNDRED FORTY-SIX DOLLARS AND FIFTY-ONE CENTS (\$27,546.51).

RECOMMENDATION: That the Board of Trustees approves the agreement with Servpro.

CONCEPT

AGREEMENT FORM

THIS AGREEMENT ("Agreement" or "Contract"), entered into this 18th day of December, 2019 in the County of Sacramento of the State of California, by and between the Center Joint Unified School District, hereinafter called the "Owner" or the "District", and Servpro, hereinafter called the "Contractor".

WITNESSETH that the Owner and the Contractor for the consideration stated herein agree as follows:

ARTICLE 1 - SCOPE OF WORK: The Contractor shall furnish all labor, materials, equipment, tools, and utility and transportation services, and perform and complete all work required in connection with North Country Siding Replacement Project ("Project") in strict accordance with the Contract Documents enumerated in Article 8 below. The Contractor shall be liable to the District for any damages arising as a result of a failure to comply with that obligation, and the Contractor shall not be excused with respect to any failure to so comply by an act or omission of the Architect, Engineer, Inspector, Division of the State Architect (DSA), or representative of any of them, unless such act or omission actually prevents the Contractor from fully complying with the Contract Documents and the Contractor protests, in accordance with the Contract Documents, that the act or omission is preventing the Contractor from fully complying with the Contract Documents. Such protest shall not be effective unless reduced to writing and filed with the District office within seven (7) days of the date of occurrence of such act or omission preventing the Contractor from fully complying with the Contract Documents.

ARTICLE 2 - TIME OF COMPLETION: The Owner may give notice to proceed within ninety (90) days of the award of the bid by the Owner. Once the Contractor has received a notice to proceed, the Contractor shall reach Final Completion of the Project within thirty (30) calendar days from receipt of the Notice to Proceed. This shall be called Contract Time. It is expressly understood that time is of the essence.

Contractor has thoroughly studied the Project and has satisfied itself that the time period for this Project is adequate for the timely and proper completion of the Project within the Contract time.

In the event that the Owner desires to postpone giving the notice to proceed beyond this ninety (90) day period, it is expressly understood that with reasonable notice to the Contractor, giving the notice to proceed may be postponed by the Owner. It is further expressly understood by the Contractor, that the Contractor shall not be entitled to any claim of additional compensation as a result of the Owner's postponement of giving the notice to proceed.

If the Contractor believes that a postponement will cause hardship to it, the Contractor may terminate the Contract with written notice to the Owner within ten (10) days after receipt by the Contractor of the Owner's notice of postponement. It is further understood by the Contractor that in the event that the Contractor terminates the Contract as a result of postponement by the Owner, the Owner shall only be obligated to pay the Contractor for the work performed by the Contractor at the time of notification of postponement. Should the Contractor terminate the Contract as a result of a notice of postponement, the District shall have the authority to award the Contract to the next lowest responsible bidder.

ARTICLE 3 - LIQUIDATED DAMAGES: It being impracticable and infeasible to determine the amount of actual damage, it is agreed that the Contractor will pay the Owner the sum of zero Dollars (\$0) per calendar day for each and every day of delay beyond the Contract Time set forth in Article 2 of this Agreement as liquidated damages and not as a penalty or forfeiture. In the event Liquidated Damages are not paid, the Contractor further agrees that the Owner may deduct such amount thereof from any money due or that may become due the Contractor under the Contract. This Article shall not be construed as preventing the Owner from the recovery of damages (actual or other) under the Contract Documents.

ARTICLE 4 - CONTRACT PRICE:

4.1 **Contract Price.** The Owner shall pay to the Contractor as full consideration for the faithful performance of the Contract, subject to any additions or deductions as provided in the Contract Documents, the sum of TWENTY-SEVEN THOUSAND, FIVE HUNDRED FORTY-SIX DOLLARS AND FIFTY-ONE CENTS (\$27,546.51), said sum being the total amount stipulated in the Bid Contractor submitted. Payment shall be made as set forth herein.

Should any Change Order result in an increase in the Contract Price, the cost of such Change Order shall be agreed to in advance by the Contractor and the Owner, subject to the monetary limitations set forth in Public Contract Code Section 20118.4. In the event that the Contractor proceeds with a Change in work without an agreement between the Owner and Contractor regarding the cost of a Change Order, the Contractor waives any Claim of additional compensation for such additional work.

4.2 **Warranty of Title.** The Contractor warrants title to all work. The Contractor further warrants that all work is free and clear of liens, claims, security interests, or encumbrances in favor of the Contractor, Subcontractors, material and

equipment suppliers, or other persons or entities making a claim by reason of having provided labor, materials, and equipment relating to the Project. If a lien or stop notice of any nature should at any time be filed against the Project or any Owner property, by any entity which has supplied material or services at the request of the Contractor, Contractor shall promptly, on demand by Owner and at Contractor's and own expense, take any and all action necessary to cause any such lien or stop notice to be released or discharged immediately. If the Contractor fails to furnish to the Owner within five (5) calendar days after demand by the Owner, satisfactory evidence that a lien or stop notice has been so released, discharged, or secured, then Owner may discharge such indebtedness and deduct the amount required, together with any and all losses, costs, damages, and attorney's fees and expense incurred or suffered by Owner from any sum payable to Contractor under the Contract.

4.3 Payment Applications. On or before the fifth (5th) day of each calendar month during the progress of the work, Contractor shall submit to the Architect (or District if there is no Architect), an itemized application for payment for all work completed. Such application shall be notarized, if required, and supported by the information and documents as Architect or District requires. All payment applications shall be on forms approved by the District or Architect.

4.4 Reasons to Withhold Payment. The Owner may withhold payment, in whole, or in part, to such extent as may be necessary to protect the Owner from loss because of, but not limited to:

- (a) Defective work not remedied;
- (b) Stop notices served upon the Owner;
- (c) Liquidated damages assessed against the Contractor;
- (d) Damage to the Owner or other contractor;
- (e) Unsatisfactory prosecution of the work by the Contractor;
- (f) Failure of the Contractor to prosecute the work in a timely manner.
- (g) Failure to properly pay prevailing wages as defined in Labor Code section 1720, et seq.;
- (h) Failure to properly maintain or clean up the site;
- (i) Payments to indemnify, defend, or hold harmless the Owner; or
- (j) Failure to pay Subcontractors or suppliers.

4.5 Nonconforming Work. If Contractor defaults or neglects to carry out the work required to complete the Project or fails to perform any provision hereof, Owner may, after 48 hours' written notice to the Contractor and without prejudice to any other remedy make good such deficiencies. The Owner shall adjust the total Contract price by reducing the amount thereof by the cost of making good such deficiencies. If Owner deems it inexpedient to correct work which is damaged, defective, or not done in accordance with Contract provisions, an equitable reduction in the Contract price (of at least 150% of the estimated reasonable value of the nonconforming work) shall be made.

ARTICLE 5 - HOLD HARMLESS/ INDEMNITY: Contractor shall defend, indemnify and hold harmless Owner, Architect, Inspector, the State of California and their officers, employees, agents and independent contractors from all liabilities, claims, actions, liens, judgments, demands, damages, losses, costs or expenses of any kind arising from death, personal injury, property damage or other cause based or asserted upon any act, omission, or breach connected with or arising from the progress of work or performance of service under this Agreement or the Contract Documents. As part of this indemnity, Contractor shall protect and defend, at its own expense, Owner, Architect, Construction Manager, Inspector, the State of California and their officers, employees, agents and independent contractors from any legal action including attorney's fees or other proceeding based upon such act, omission, breach or as otherwise required by this Article.

Furthermore, Contractor agrees to and does hereby defend, indemnify and hold harmless Owner, Architect, Construction Manager, Inspector, the State of California and their officers, employees, agents and independent contractors from every claim or demand made, and every liability, loss, damage, expense or attorney's fees of any nature whatsoever, which may be incurred by reason of:

- (a) Liability for (1) death or bodily injury to persons; (2) damage or injury to, loss (including theft), or loss of use of, any property; (3) any failure or alleged failure to comply with any provision of law or the Contract Documents; or (4) any other loss, damage or expense, sustained by any person, firm or corporation or in connection with the work called for in this Agreement or the Contract Documents, except for liability resulting from the sole or active negligence, or the willful misconduct of the Owner.
- (b) Any bodily injury to or death of persons or damage to property caused by any act, omission or breach of Contractor or any person, firm or corporation employed by Contractor, either directly or by independent contract, including all damages or injury to or death of persons, loss (including theft) or loss of use of any property, sustained by any person, firm or corporation, including the Owner, arising out of or in any way connected with work covered by this Agreement or the Contract Documents, whether said injury or damage occurs either on or off Owner property, but not for any loss, injury, death or damages caused by the sole or active negligence or willful misconduct of the Owner.

(c) Any dispute between Contractor and Contractor's subcontractors/supplies/ Sureties, including, but not limited to, any failure or alleged failure of the Contractor (or any person hired or employed directly or indirectly by the Contractor) to pay any Subcontractor or Materialman of any tier or any other person employed in connection with the work and/or filing of any stop notice or mechanic's lien claims.

Contractor, at its own expense, cost, and risk, shall defend any and all claims, actions, suits, or other proceedings that may be brought or instituted against the Owner, its officers, agents or employees, on account of or founded upon any cause, damage, or injury identified herein Article 5 and shall pay or satisfy any judgment that may be rendered against the Owner, its officers, agents or employees in any action, suit or other proceedings as a result thereof.

The Contractor's and Subcontractors' obligation to defend, indemnify and hold harmless the Owner, Architect, Inspector, the State of California and their officers, employees, agents and independent contractors hereunder shall include, without limitation, any and all claims, damages, and costs for the following: (1) any damages or injury to or death of any person, and damage or injury to, loss (including theft), or loss of use of, any property; (2) breach of any warranty, express or implied; (3) failure of the Contractor or Subcontractors to comply with any applicable governmental law, rule, regulation, or other requirement; (4) products installed in or used in connection with the Project; and (5) any claims of violation of the Americans with Disabilities Act ("ADA").

ARTICLE 6 – INSURANCE & BONDS:

6.1 **Insurance Requirements.** Before the commencement of the work, the Contractor shall purchase from and maintain in a company or companies lawfully authorized to do business in California with a financial rating of at least an A-VIII status as rated in the most recent edition of Best's Insurance Reports or as amended by the Supplementary General Conditions, such insurance as will protect the Owner from claims set forth below, which may arise out of or result from the Contractor's work under the Contract and for which the Contractor may be legally liable, whether such work are by the Contractor, by a Subcontractor, by anyone directly or indirectly employed by any of them, or by anyone for whose acts any of them may be liable. Any required insurance shall not contain any exclusion that applies to the type of work performed by the Contractor under the Contract Documents.

- (a) Claims for damages because of bodily injury, sickness, disease, or death of any person Owner would require indemnification and coverage for employee claim;
- (b) Claims for damages insured by usual personal injury liability coverage, which are sustained by a person as a result of an offense directly or indirectly related to employment of such person by the Contractor or by another person;
- (c) Claims for damages because of injury or destruction of tangible property, including loss of use resulting therefrom, arising from operations under the Contract Documents;
- (d) Claims for damages because of bodily injury, death of a person, or property damage arising out of the ownership, maintenance, or use of a motor vehicle, all mobile equipment, and vehicles moving under their own power and engaged in the work;
- (e) Claims involving contractual liability applicable to the Contractor's obligations under the Contract Documents, including liability assumed by and the indemnity and defense obligations of the Contractor and the Subcontractors; and
- (f) Claims involving Completed Operations, Independent Contractors' coverage, and Broad Form property damage, without any exclusions for collapse, explosion, demolition, underground coverage, and excavating. (XCU)
- (g) Claims involving sudden or accidental discharge of contaminants or pollutants.

6.2 **Specific Insurance Requirements.** Contractor shall take out and maintain and shall require all Subcontractors, if any, whether primary or secondary, to take out and maintain:

Comprehensive General Liability Insurance with a combined single limit per occurrence of not less than \$1,000,000.00 or Commercial General Liability Insurance which provides limits of not less than:

(a) Per occurrence (combined single limit)	\$1,000,000.00
(b) Project Specific Aggregate (for this Project only)	\$1,000,000.00
(c) Products and Completed Operations (aggregate)	\$1,000,000.00
(d) Personal and Advertising Injury Limit	\$1,000,000.00

Insurance Covering Special Hazards. The following Special hazards shall be covered by riders or riders to above mentioned public liability insurance or property damage insurance policy or policies of insurance, in amounts as follows:

(a)	Automotive and truck where operated in amounts	\$1,000,000.00
(b)	Material Hoist where used in amounts	\$1,000,000.00
(c)	Explosion, Collapse and Underground (XCU coverage)	\$1,000,000.00
(d)	Hazardous Materials	\$1,000,000.00

6.3 Subcontractor Insurance Requirements. The Contractor shall require its Subcontractors to take out and maintain public liability insurance and property damage insurance required under this Article in like amounts. A "claims made" or modified "occurrence" policy shall not satisfy the requirements of this Article without prior written approval of the Owner.

6.4 Additional Insured Endorsement Requirements. The Contractor shall name, on any policy of insurance required under Articles 6.1 and 6.2 above, the Owner, CM, Architect, Inspector, the State of California, their officers, employees, agents, volunteers and independent contractors as additional insureds. Subcontractors shall name the Contractor, the Owner, Architect, Inspector, the State of California, their officers, employees, agents, volunteers and independent contractors as additional insureds. The Additional Insured Endorsement included on all such insurance policies shall be an ISO CG 20 10 (04/13), or an ISO CG 20 38 (04/13), or their equivalent as determined by the Owner in its sole discretion, and must state that coverage is afforded the additional insured with respect to claims arising out of operations performed by or on behalf of the insured. If the additional insureds have other insurance which is applicable to the loss, such other insurance shall be on an excess or contingent basis. The insurance provided by the Contractor pursuant to 11.1 must be designated in the policy as primary to any insurance obtained by the Owner. The amount of the insurer's liability shall not be reduced by the existence of such other insurance.

6.5 Workers' Compensation Insurance. During the term of this Contract, the Contractor shall provide workers' compensation and employer's liability insurance for all of the Contractor's employees engaged in work under this Contract on or at the Site of the Project and, in case any of the Contractor's work is subcontracted, the Contractor shall require the Subcontractor to provide workers' compensation insurance for all the Subcontractor's employees engaged in work under the subcontract. Any class of employee or employees not covered by a Subcontractor's insurance shall be covered by the Contractor's insurance. In case any class of employees engaged in work under this Contract on or at the Site of the Project is not protected under the Workers' Compensation laws, the Contractor shall provide or cause a Subcontractor to provide insurance coverage for the protection of those employees not otherwise protected. The Contractor shall file with the Owner certificates of insurance. Workers' compensation limits as required by the Labor Code, but not less than \$1,000,000 and employers' liability limits of \$1,000,000 per accident for bodily injury or disease.

6.6 Automobile Liability. The Owner, Architect and Construction Manager, Inspectors, their directors, officers, employees, agents and volunteers shall be covered as additional insureds with respect to the ownership, operation, maintenance, use, loading or unloading of any auto owned, leased, hired or borrowed by the Contractor or for which the Contractor is responsible. Such insurance coverage shall be primary and non-contributory insurance as respects the Owner, Architect, Construction Manager, Project Inspector, their directors, officers, employees, agents and volunteers, or if excess, shall stand in an unbroken chain of coverage excess of the Contractor's scheduled underlying coverage. Any insurance or self-insurance maintained by the Owner, Architect, Construction Manager, Project Inspector, their directors, officers, employees, agents and volunteers shall be excess of the Contractor's insurance and shall not be called upon to contribute with it. The insurer shall agree to waive all rights of subrogation against the Owner, Architect, Construction Manager, Project Inspector, their directors, officers, employees, agents and volunteers for losses paid under the terms of the insurance policy that arise from work performed by the Contractor. Insurance Services Office Business Auto Coverage Form Number CA 0001, Code 1 (any auto) is required. Comprehensive Automobile Liability insurance to include all autos, owned, non-owned, and hired, with limits of \$1,000,000 per accident for bodily injury and property damage

6.7 Other Insurance. The Contractor shall provide all other insurance required to be maintained under applicable laws, ordinances, rules, and regulations.

6.8 Proof of Insurance. The Contractor shall not commence work nor shall it allow any Subcontractor to commence work under this Contract until all required insurance and certificates have been obtained and delivered in duplicate to the Owner for approval subject to the following requirements:

- (a) Certificates and insurance policies shall include the following clause:

"This policy and any coverage shall not be suspended, voided, non-renewed, canceled, or reduced in required limits of liability or amounts of insurance or coverage until notice has been mailed via certified mail to the Owner. Date of cancellation or reduction may not be less than thirty (30) days after the date of mailing notice."
- (b) Certificates of insurance shall state in particular those insured, the extent of insurance, location and operation to which the insurance applies, the expiration date, and cancellation and reduction notices.

(c) Certificates of insurance shall clearly state that the Owner and the Architect are named as additional insureds under the policy described and that such insurance policy shall be primary to any insurance or self-insurance maintained by Owner.

(d) The Contractor and its Subcontractors shall produce a certified copy of any insurance policy required under this Section upon written request of the Owner.

6.9 **Compliance.** In the event of the failure of Contractor to furnish and maintain any insurance required by this Article, the Contractor shall be in default under the Contract. Compliance by Contractor with the requirement to carry insurance and furnish certificates or policies evidencing the same shall not relieve the Contractor from liability assumed under any provision of the Contract Documents, including, without limitation, the obligation to defend and indemnify the Owner and the Architect.

6.10 **Waiver of Subrogation.** Contractor waives (to the extent permitted by law) any right to recover against the Owner for damages to the work, any part thereof, or any and all claims arising by reason of any of the foregoing, but only to the extent that such damages and/or claims are covered by property insurance and only to the extent of such coverage (which shall exclude deductible amounts) by insurance actually carried by the Owner. The provisions of this section are intended to restrict each party to recovery against insurance carriers only to the extent of such coverage and waive fully and for the benefit of each, any rights and/or claims which might give rise to a right of subrogation in any insurance carrier. The Owner and the Contractor shall each obtain in all policies of insurance carried by either of them, a waiver by the insurance companies thereunder of all rights of recovery by way of subrogation for any damages or claims covered by the insurance.

6.11 **Performance and Payment Bond Requirements.** Prior to commencing any portion of the work, the Contractor shall furnish separate payment and performance bonds for its portion of the work which shall cover 100% faithful performance of and payment of all obligations arising under the Contract Documents and/or guaranteeing the payment in full of all claims for labor performed and materials supplied for the work. All bonds shall be provided by a corporate surety authorized and admitted to transact business in California as sureties. To the extent, if any, that the Contract Price is increased in accordance with the Contract Documents, the Contractor shall, upon request of the Owner, cause the amount of the bonds to be increased accordingly and shall promptly deliver satisfactory evidence of such increase to the Owner. To the extent available, the bonds shall further provide that no change or alteration of the Contract Documents (including, without limitation, an increase in the Contract Price, as referred to above), extensions of time, or modifications of the time, terms, or conditions of payment to the Contractor will release the surety. If the Contractor fails to furnish the required bonds, the Owner may terminate the Contract for cause. Only bonds executed by admitted Surety insurers as defined in Code of Civil Procedure § 995.120 shall be accepted. Surety must be a California-admitted surety and listed by the U.S. Treasury with a bonding capacity in excess of the Project cost. If a California-admitted surety insurer issuing bonds does not meet these requirements, the insurer will be considered qualified if it is in conformance with § 995.660 of the California Code of Civil Procedure and proof of such is provided to the Owner.

ARTICLE 7 - PROVISIONS REQUIRED BY LAW: Each and every provision of law and clause required to be inserted in this Contract shall be deemed to be inserted herein, and this Contract shall be read and enforced as though it were included herein, and if through mistake or otherwise any such provision is not inserted or is not inserted correctly, then upon application of either party the Contract shall forthwith be physically amended to make such insertion or correction.

ARTICLE 8 - COMPONENT PARTS OF THE CONTRACT: The Contract entered into by this Agreement consists of the following Contract Documents, all of which are component parts of the Contract as if herein set out in full or attached hereto:

- Non-Collusion Declaration
- Contractor's Certificate Regarding Worker's Compensation
- Agreement Form
- Payment Bond
- Performance Bond
- Guarantee
- Workers' Compensation/Employers Liability Endorsement
- General Liability Endorsement
- Automobile Liability Endorsement
- Supplementary and Special Conditions (if any)
- Attachment A - Scope

All of the above named Contract Documents are intended to be complementary. Work required by one of the above named Contract Documents and not by others shall be done as if required by all.

ARTICLE 9 - PREVAILING WAGES: Wage rates for this Project shall be in accordance with the general prevailing rate of holiday and overtime work in the locality in which the work is to be performed for each craft, classification, or type of

work needed to execute the Contract as determined by the Director of the Department of Industrial Relations. Copies of schedules of rates so determined by the Director of the Department of Industrial Relations are on file at the administrative office of the Owner and are also available from the Director of the Department of Industrial Relations.

The following are hereby referenced and made a part of this Agreement and Contractor stipulates to the provisions contained therein.

1. Chapter 1 of Part 7 of Division 2 of the Labor Code (Section 1720 et seq.)
2. California Code of Regulations, Title 8, Chapter 8, Subchapters 3 through 6 (Section 16000 et seq.)

ARTICLE 10 – TERMINATION OF THE CONTRACT:

10.1 Termination for Cause. The Owner may terminate the Contractor and/or this Contract for the following reasons:

- (a) Persistently or repeatedly refuses or fails to supply enough properly skilled workers or proper materials;
- (b) Persistently or repeatedly is absent, without excuse, from the job site;
- (c) Fails to make payment to Subcontractors, suppliers, materialmen, etc.;
- (d) Persistently disregards laws, ordinances, rules, regulations, or orders of a public authority having jurisdiction;
- (e) Becomes bankrupt or insolvent, including the filing of a general assignment for the benefit of creditors; or
- (e) Otherwise is in substantial breach of a provision of this Agreement.

10.2 Notification of Termination. When any of the above reasons set forth in Article 10.1 above exists, the Owner may, without prejudice to any other rights or remedies of the Owner and after giving the Contractor and the Contractor's surety written notice of five (5) days, terminate the Contractor and/or this Contract and may, subject to any prior rights of the surety:

- (a) Take possession of the Project and of all material, equipment, tools, and construction equipment and machinery thereon owned by the Contractor;
- (b) Accept assignment of Subcontracts. Contractor acknowledges and agrees that if the Owner (in its sole and absolute discretion) decides to takeover completion of the Project, the Contractor agrees to immediately assign all subcontracts to the Owner which the Owner has chosen to accept; and
- (c) Complete the work by any reasonable method the Owner may deem expedient, including contracting with a replacement contractor or contractors.

10.3 Payments Withheld. If the Owner terminates the Contract for one of the reasons stated in Article 10.1 above, the Contractor shall not be entitled to receive further payment until the work is complete. All costs associated with the termination and completion of the Project shall be the responsibility of the Contractor and/or its surety.

10.4 Payments Upon Completion. If the unpaid balance of the Contract Sum exceeds costs of completing the Project, including compensation for professional services and expenses made necessary thereby, such excess shall be paid to the Contractor. If such costs exceed the unpaid balance, the Contractor shall pay the difference to the Owner. This payment obligation shall survive completion of the Contract.

10.5 Termination for Convenience. Owner may terminate the Contract upon five (5) calendar days of written notice to the Contractor and use any reasonable method the Owner deems expedient to complete the Project, including contracting with replacement contractor or contractors, if it is found that reasons beyond the control of either the Owner or Contractor make it impossible or against the Owner's interest to complete the work. In such a case, the Contractor shall have no claims against the Owner except: (1) the actual cost for labor, materials, and services performed and completed in accordance with the Contract Documents and approved by the District as documented through timesheets, invoices, receipts, or otherwise, and (2) ten percent (10%) profit and overhead of all remaining work as determined by the Owner, and (3) five percent (5%) termination cost of the total of item (2). Contractor acknowledges and agrees that if the Owner (in its sole and absolute discretion) decides to takeover completion of the Project, the Contractor agrees to immediately assign all subcontracts to the Owner which the Owner has chosen to accept.

ARTICLE 11 – MISCELLANEOUS PROVISIONS:

11.1 Record Audit. In accordance with Government Code Section 8546.7 (and Davis Bacon, if applicable), records of both the Owner and the Contractor shall be subject to examination and audit for a period of five (5) years after a Final Retention Payment or the Recording of a Notice of Completion, whichever occurs first.

11.2 **Contractor's License.** The Contractor must possess throughout the Project a Class B Contractor's License, issued by the State of California, which must be current and in good standing.

11.3 The Contractor shall enforce strict discipline and good order among the Contractor's and Subcontractor's employees, and other persons carrying out the Contract. The Contractor shall not permit employment of unfit persons or persons not skilled in tasks assigned to them. As used in this subsection, "unfit" includes any person who the Owner concludes is improperly skilled for the task assigned to that person, who fails to comply with the requirements of this Article, or who creates safety hazards which jeopardize other persons and/or property.

11.4 Contractor shall take all steps necessary to insure that employees of Contractor or any of its subcontractors' employees do not use, consume, or work under the influence of any alcohol, tobacco or illegal drugs while on the Project. Contractor shall further prevent any of its employees or its subcontractor employees from playing any recorded music devices or radios or wearing any radio headphone devices for entertainment while working on the Project. Likewise, Contractor shall prevent its employees or subcontractor's employees from bringing any animal onto the Project. Contractor shall not violate any written school policies.

11.5 Nothing contained in this Agreement shall create a contractual relationship with or a cause of action in favor of any third party against the Owner.

11.6 The Owner and Contractor, respectively, bind themselves, their partners, officers, successors, assigns and legal representatives to the other party to this Agreement with respect to the terms of this Agreement. Contractor shall not assign this Agreement.

11.7 This Agreement shall be governed by the laws of the State of California.

11.8 This Agreement represents the entire agreement between the Owner and Contractor and supersedes all prior negotiations, representations or agreements, either written or oral. This Agreement may be amended or modified only by an agreement in writing signed by both the Owner and the Contractor

IN WITNESS WHEREOF, this Agreement has been duly executed by the above named parties, on the day and year first above written.

Center Joint Unified School District

CONTRACTOR: Servpro

Typed or Printed Name

Typed or Printed Name

Title:

Title:

Signature

Signature

Dated: _____

Type or Printed Name

Title (Authorized Officers or Agents)

Signature

(CORPORATE SEAL)

**CONTRACTOR'S CERTIFICATE REGARDING
WORKERS' COMPENSATION FORM**

Labor Code Section 3700 in relevant part provides:

Every employer except the State shall secure the payment of compensation in one or more of the following ways:

1. By being insured against liability to pay compensation by one or more insurers duly authorized to write compensation insurance in this State.
2. By securing from the Director of Industrial Relations a certificate of consent to self-insure, which may be given upon furnishing proof satisfactory to the Director of Industrial Relations of ability to self-insure and to pay any compensation that may become due to employees.
3. For any county, city, city and county, municipal corporation, public Owner, public agency, or any political subdivision of the state, including each member of a pooling arrangement under a joint exercise of powers agreement (but not the state itself), by securing from the Director of Industrial Relations a certificate of consent to self-insure against workers' compensation claims, which certificate may be given upon furnishing proof satisfactory to the director of ability to administer workers' compensation claims properly, and to pay workers' compensation claims that may become due to its employees. On or before March 31, 1979, a political subdivision of the state which, on December 31, 1978, was uninsured for its liability to pay compensation, shall file a properly completed and executed application for a certificate of consent to self-insure against workers' compensation claims. The certificate shall be issued and be subject to the provisions of Section 3702.

I am aware of the provisions of Labor Code Section 3700 which require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code, and I will comply with such provision before commencing the performance of the work of this Contract.

(Signature)

(Print)

(Date)

In accordance with Article 5 (commencing at section 1860), Chapter 1, Part 7, Division 2 of the Labor Code, the above certificate must be signed and submitted with the Contractor's bid.

NON-COLLUSION DECLARATION

The undersigned declares:

I am the _____ [Title] of _____ [Name of Company], the party making the foregoing bid.

The bid is not made in the interest of, or on behalf of, any undisclosed person, partnership, company, association, organization, or corporation. The bid is genuine and not collusive or sham. The bidder has not directly or indirectly induced or solicited any other bidder to put in a false or sham bid. The bidder has not directly or indirectly colluded, conspired, connived, or agreed with any bidder or anyone else to put in a sham bid, or to refrain from bidding. The bidder has not in any manner, directly or indirectly, sought by agreement, communication, or conference with anyone to fix the bid price of the bidder or any other bidder, or to fix any overhead, profit, or cost element of the bid price, or of that of any other bidder. All statements contained in the bid are true. The bidder has not, directly or indirectly, submitted his or her bid price or any breakdown thereof, or the contents thereof, or divulged information or data relative thereto, to any corporation, partnership, company, association, organization, bid depository, or to any member or agent thereof, to effectuate a collusive or sham bid, and has not paid, and will not pay, any person or entity for such purpose.

Any person executing this declaration on behalf of a bidder that is a corporation, partnership, joint venture, limited liability company, limited liability partnership, or any other entity, hereby represents that he or she has full power to execute, and does execute, this declaration on behalf of the bidder.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct and that this declaration is executed on _____ [Date], at _____ [City], _____ [State].

Signed: _____

Typed Name: _____

PAYMENT BOND

(CALIFORNIA PUBLIC WORK)

KNOW ALL MEN BY THESE PRESENTS:

THAT WHEREAS, the CENTER JOINT UNIFIED SCHOOL DISTRICT (sometimes referred to hereinafter as "Obligee") has awarded to _____ (hereinafter designated as the "Principal" or "Contractor"), an agreement for the work described as follows: _____ (hereinafter referred to as the "Public Work"); and

WHEREAS, said Contractor is required to furnish a bond in connection with said Contract, and pursuant to California Civil Code Section 9550;

NOW, THEREFORE, We, _____, the undersigned Contractor, as Principal; and _____, a corporation organized and existing under the laws of the State of _____, and duly authorized to transact business under the laws of the State of California, as Surety, are held and firmly bound unto the CENTER JOINT UNIFIED SCHOOL DISTRICT and to any and all persons, companies, or corporations entitled by law to file stop notices under California Civil Code Section 9100, or any person, company, or corporation entitled to make a claim on this bond, in the sum of _____ Dollars (\$ _____), such sum being not less than one hundred percent (100%) of the total amount payable by said Obligee under the terms of said Contract, for which payment will and truly to be made, we bind ourselves, our heirs, executors and administrators, successors and assigns, jointly and severally, firmly by these presents.

THE CONDITION OF THIS OBLIGATION IS SUCH that if said Principal, its heirs, executors, administrators, successors, or assigns, or subcontractor, shall fail to pay any person or persons named in Civil Code Section 9100; or fail to pay for any materials, provisions, or other supplies, used in, upon, for, or about the performance of the work contracted to be done, or for any work or labor thereon of any kind, or for amounts due under the Unemployment Insurance Code, with respect to work or labor thereon of any kind; or shall fail to deduct, withhold, and pay over to the Employment Development Department, any amounts required to be deducted, withheld, and paid over by Unemployment Insurance Code Section 13020 with respect to work and labor thereon of any kind, then said Surety will pay for the same, in an amount not exceeding the amount herein above set forth, and in the event suit is brought upon this bond, also will pay such reasonable attorneys' fees as shall be fixed by the court, awarded and taxed as provided in California Civil Code Section 9550 et seq.

This bond shall inure to the benefit of any person named in Civil Code Section 9100 giving such person or his/her assigns a right of action in any suit brought upon this bond.

It is further stipulated and agreed that the Surety of this bond shall not be exonerated or released from the obligation of the bond by any change, extension of time for performance, addition, alteration or modification in, to, or of any contract, Plans, or specifications, or agreement pertaining or relating to any scheme or work of improvement herein above described; or pertaining or relating to the furnishing of labor, materials, or equipment therefor; nor by any change or modification of any terms of payment or extension of time for payment pertaining or relating to any scheme or work of improvement herein above described; nor by any rescission or attempted rescission of the contract, agreement or bond; nor by any conditions precedent or subsequent in the bond attempting to limit the right of recovery of claimants otherwise entitled to recover under any such contract or agreement or under the bond; nor by any fraud practiced by any person other than the claimant seeking to recover on the bond; and that this bond be construed most strongly against the Surety and in favor of all persons for whose benefit such bond is given; and under no circumstances shall the Surety be released from liability to those for whose benefit such bond has been given, by reason of any breach of contract between the Obligee and the Contractor or on the part of any obligee named in such bond; that the sole condition of recovery shall be that the claimant is a person described in California Civil Code Section 9100, and who has not been paid the full amount of his or her claim; and that the Surety does hereby waive notice of any such change, extension of time, addition, alteration or modification herein mentioned.

IN WITNESS WHEREOF this instrument has been duly executed by the Principal and Surety above named, on the _____ day of _____, 20__.

PRINCIPAL/CONTRACTOR:

By:

SURETY:

By:

Attorney-in-Fact

IMPORTANT: THIS IS A REQUIRED FORM.

Surety companies executing bonds must possess a certificate of authority from the California Insurance Commissioner authorizing them to write surety insurance defined in California Insurance Code Section 105, and if the work or project is financed, in whole or in part, with federal, grant or loan funds, Surety's name must also appear on the Treasury Department's most current list (Circular 570 as amended).

Any claims under this bond may be addressed to:
(Name and Address of Surety)

(Name and Address of agent or representative for
service for service of process in California)

Telephone:

Telephone:

STATE OF CALIFORNIA)
) ss.
COUNTY OF)

On _____ before me, _____, a Notary Public in and for said State, personally appeared _____, who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument as the Attorney-in-Fact of the _____ (Surety) and acknowledged to me that he/she/they subscribed the name of the _____ (Surety) thereto and his own name as Attorney-in-Fact on the executed instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

(SEAL)

Notary Public in and for said State

Commission expires:

NOTE: A copy of the power-of-attorney to local representatives of the bonding company must be attached hereto.

PERFORMANCE BOND
(CALIFORNIA PUBLIC WORK)

KNOW ALL MEN BY THESE PRESENTS:

THAT WHEREAS, the CENTER JOINT UNIFIED SCHOOL DISTRICT (sometimes referred to hereinafter as "Obligee") has awarded to _____ (hereinafter designated as the "Principal" or "Contractor"), an agreement for the work described as follows: _____ (hereinafter referred to as the "Public Work"); and

WHEREAS, the work to be performed by the Contractor is more particularly set forth in that certain contract for said Public Work dated _____, (hereinafter referred to as the "Contract"), which Contract is incorporated herein by this reference; and

WHEREAS, the Contractor is required by said Contract to perform the terms thereof and to provide a bond both for the performance and guaranty thereof.

NOW, THEREFORE, we, _____, the undersigned Contractor, as Principal, and _____, a corporation organized and existing under the laws of the State of _____, and duly authorized to transact business under the laws of the State of California, as Surety, are held and firmly bound unto the CENTER JOINT UNIFIED SCHOOL DISTRICT DISTRICT in the sum of _____ Dollars (\$ _____), said sum being not less than one hundred percent (100%) of the total amount payable by said Obligee under the terms of said Contract, for which amount well and truly to be made, we bind ourselves, our heirs, executors, administrators, successors, and assigns, jointly and severally, firmly by these presents.

THE CONDITION OF THIS OBLIGATION IS SUCH THAT, if the bounded Contractor, his or her heirs, executors, administrators, successors or assigns, shall in all things stand to and abide by, and well and truly keep and perform the covenants, conditions, and agreements in said Contract and any alteration thereof made as therein provided, on his or her part, to be kept and performed at the time and in the manner therein specified, and in all respects according to their intent and meaning; and shall faithfully fulfill guarantees of all materials and workmanship; and indemnify, defend and save harmless the Obligee, its officers and agents, as stipulated in said Contract, then this obligation shall become null and void; otherwise it shall be and remain in full force and effect.

The Surety, for value received, hereby stipulates and agrees that it shall not be exonerated or released from the obligation of this bond (either by total exoneration or pro tanto) by any change, extension of time, alteration in or addition to the terms of the contract or to the work to be performed there under or the specifications accompanying the same, nor by any change or modification to any terms of payment or extension of time for any payment pertaining or relating to any scheme of work of improvement under the contract. Surety also stipulates and agrees that it shall not be exonerated or

released from the obligation of this bond (either by total exoneration or pro tanto) by any overpayment or underpayment by the Obligee that is based upon estimates approved by the Architect. The Surety stipulates and agrees that none of the aforementioned changes, modifications, alterations, additions, extension of time or actions shall in any way affect its obligation on this bond, and it does hereby waive notice of any such changes, modifications, alterations, additions or extension of time to the terms of the contract, or to the work, or the specifications as well notice of any other actions that result in the foregoing.

Whenever Principal shall be, and is declared by the Obligee to be, in default under the Contract, the Surety shall promptly either remedy the default, or shall promptly take over and complete the Contract through its agents or independent contractors, subject to acceptance and approval of such agents or independent contractors by Obligee as hereinafter set forth, in accordance with its terms and conditions and to pay and perform all obligations of Principal under the Contract, including, without limitation, all obligations with respect to warranties, guarantees and the payment of liquidated damages; or, at Obligee's sole discretion and election, Surety shall obtain a bid or bids for completing the Contract in accordance with its terms and conditions, and upon determination by Obligee of the lowest responsible bidder, arrange for a contract between such bidder and the Obligee and make available as Work progresses (even though there should be a default or succession of defaults under the contract or contracts of completion arranged under this paragraph) sufficient funds to pay the cost of completion less the "balance of the Contract Price" (as hereinafter defined), and to pay and perform all obligations of Principal under the Contract, including, without limitation, all obligations with respect to warranties, guarantees and the payment of liquidated damages. The term "balance of the Contract price," as used in this paragraph, shall mean the total amount payable to Principal by the Obligee under the Contract and any modifications thereto, less the amount previously paid by the Obligee to the Principal, less any withholdings by the Obligee allowed under the Contract. Obligee shall not be required or obligated to accept a tender of a completion contractor from the Surety.

Surety expressly agrees that the Obligee may reject any agent or contractor which may be proposed by Surety in fulfillment of its obligations in the event of default by the Principal. Unless otherwise agreed by Obligee, in its sole discretion, Surety shall not utilize Principal in completing the Contract nor shall Surety accept a bid from Principal for completion of the work in the event of default by the Principal.

No final settlement between the Obligee and the Contractor shall abridge the right of any beneficiary hereunder, whose claim may be unsatisfied.

The Surety shall remain responsible and liable for all patent and latent defects that arise out of or relate to the Contractor's failure and/or inability to properly complete the Public Work as required by the Contract and the Contract Documents. The obligation of the Surety hereunder shall continue so long as any obligation of the Contractor remains.

Contractor and Surety agree that if the Obligee is required to engage the services of an attorney in connection with enforcement of the bond, Contractor and Surety shall pay Obligee's reasonable attorneys' fees incurred, with or without suit, in addition to the above sum.

In the event suit is brought upon this bond by the Obligee and judgment is recovered, the Surety shall pay all costs incurred by the Obligee in such suit, including reasonable attorneys' fees to be fixed by the Court.

IN WITNESS WHEREOF, we have hereunto set our hands and seals this _____ day of _____, 20____.

PRINCIPAL/CONTRACTOR:

By:

SURETY:

By:

Attorney-in-Fact

The rate of premium on this bond is _____ per thousand.

The total amount of premium charged: \$_____ (This must be filled in by a corporate surety).

IMPORTANT: THIS IS A REQUIRED FORM.

Surety companies executing bonds must possess a certificate of authority from the California Insurance Commissioner authorizing them to write surety insurance defined in California Insurance Code Section 105, and if the work or project is financed, in whole or in part, with federal, grant or loan funds, Surety's name must also appear on the Treasury Department's most current list (Circular 570 as amended).

Any claims under this bond may be addressed to:

(Name and Address of Surety)

(Name and Address of agent or representative for
service for service of process in California)

Telephone:

Telephone:

STATE OF CALIFORNIA)
) ss.
COUNTY OF)

On _____, before me, _____, a Notary Public in and for said State, personally appeared _____, who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument as the Attorney-in-Fact of the _____ (Surety) and acknowledged to me that he/she/they subscribed the name of the _____ (Surety) thereto and his own name as Attorney-in-Fact on the executed instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

(SEAL)

Notary Public in and for said State

Commission expires:

NOTE: A copy of the power-of-attorney to local representatives of the bonding company must be attached hereto.

GUARANTEE

Guarantee for _____, We hereby guarantee that the _____, which we have installed in _____ has been done in accordance with the Contract Documents, including without limitation, the drawings and specifications, and that the work as installed will fulfill the requirements included in the bid documents. The undersigned and its surety agrees to repair or replace any or all such work, together with any other adjacent work, which may be displaced in connection with such replacement, that may prove to be defective in workmanship or material within a period of one year from the date of the Notice of Completion of the above-mentioned structure by the Center Joint Unified School District, ordinary wear and tear and unusual abuse or neglect excepted.

In the event the undersigned or its surety fails to comply with the above-mentioned conditions within a reasonable period of time, as determined by the Owner, but not later than ten (10) days after being notified in writing by the Owner or within forty-eight (48) hours in the case of an emergency or urgent matter, the undersigned and its surety authorizes the Owner to proceed to have said defects repaired and made good at the expense of the undersigned and its surety, who will pay the costs and charges therefor upon demand. The undersigned and its surety shall be jointly and severally liable for any costs arising from the Owner's enforcement of this Guarantee.

Countersigned

(Proper Name)

(Proper Name)

By:

By:

(Signature of Subcontract or Contractor)

(Signature of General Contractor if for Subcontractor)

Representatives to be contacted for service:

Name:

Address:

Phone Number:

Attachment A

Scope Of Work

Replace siding on the side of the following 6 buildings at North Country Elementary School:

- Aspen East side
- Cottonwood East side
- Cottonwood West side
- Laurel West side
- CDC 1 South side
- CDC Preschool East side

Material to be removed and replaced listed in the attached proposal includes:

- T-111 siding
- Air/moisture barrier
- Trim where noted
- Metal Z flashing
- Paint- 2 coats

Exclusions:

Any structural damage will be repaired on a time and materials basis.



Servpro of Auburn/Rocklin, West Sacramento, and Rancho Cordova

1331 Aviation Blvd Ste.120
Lincoln, CA 95648
916-632-2250/530-885-2255
916-632-2254 FAX
office@servproauburnrocklin.com
Tax ID#83-0729267 Contractors License # 1049702

Client: North Country Elementary School
Property: 3901 Little Rock Drive
Antelope, CA 95843

Business: (916) 338-6480

Operator: SP9089

Estimator: Daniel Allen
Business: 1331 Aviation Blvd. Suite 120
Lincoln, CA 95648

Business: (916) 632-2250
E-mail: dan@servproauburnrocklin.
com

Type of Estimate: Commercial

Date Entered: 12/6/2019

Date Assigned: 12/6/2019

Price List: CASA8X_DEC19

Labor Efficiency: Restoration/Service/Remodel

Estimate: 2019-12-06-1401-1



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 Tax ID#83-0729267 Contractors License # 1049702

2019-12-06-1401-1

2019-12-06-1401-1

DESCRIPTION	QTY	REMOVE	REPLACE	TAX	O&P	TOTAL
1. Single axle dump truck - per load - including dump fees	1.00 EA	209.50	0.00	0.00	41.90	251.40
2. Payment and Performance Bonding	1.00 EA	0.00	1,125.00	0.00	225.00	1,350.00
Total: 2019-12-06-1401-1				0.00	266.90	1,601.40

Aspen East Side

DESCRIPTION	QTY	REMOVE	REPLACE	TAX	O&P	TOTAL
3. Prevailing Wage Adjustment	1.00 EA	0.00	750.00	0.00	150.00	900.00
4. R&R Siding - hardboard - sheet .563in. x 48in x 96in Primed 8in OC T 1-11 Plywood Siding	144.00 SF	0.33	3.21	14.84	104.90	629.50
5. R&R House wrap (air/moisture barrier)	144.00 SF	0.05	0.35	1.79	11.88	71.27
6. R&R 2" x 8" lumber (1.33 BF per LF)	50.00 LF	0.90	3.51	4.73	45.04	270.27
7. R&R Metal Z flashing / drip cap	36.00 LF	0.65	2.76	2.06	24.98	149.80
8. Paint the surface area - two coats	1.00 EA	0.00	400.00	0.02	80.00	480.02
Totals: Aspen East Side				23.44	416.80	2,500.86

Cottonwood East Side

DESCRIPTION	QTY	REMOVE	REPLACE	TAX	O&P	TOTAL
9. Prevailing Wage Adjustment	1.00 EA	0.00	1,245.00	0.00	249.00	1,494.00
10. R&R Siding - hardboard - sheet .563in. x 48in x 96in Primed 8in OC T 1-11 Plywood Siding	360.00 SF	0.33	3.21	37.11	262.30	1,573.81
11. R&R House wrap (air/moisture barrier)	360.00 SF	0.05	0.35	4.46	29.70	178.16
12. R&R Siding trim - 1" x 8" hardboard trim board	86.00 LF	0.36	8.77	17.86	160.62	963.66
13. R&R 2" x 8" lumber (1.33 BF per LF)	50.00 LF	0.90	3.51	4.73	45.04	270.27
14. R&R 2" x 6" lumber (1 BF per LF)	32.00 LF	0.66	3.11	2.33	24.58	147.55
15. R&R Metal Z flashing / drip cap	72.00 LF	0.65	2.76	4.13	49.92	299.57
16. Paint the surface area - two coats	1.00 EA	0.00	400.00	0.02	80.00	480.02

2019-12-06-1401-1

12/9/2019

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CONTINUED - Cottonwood East Side

DESCRIPTION	QTY	REMOVE	REPLACE	TAX	O&P	TOTAL
Totals: Cottonwood East Side				70.64	901.16	5,407.04

Cottonwood West Side

DESCRIPTION	QTY	REMOVE	REPLACE	TAX	O&P	TOTAL
17. Prevailing Wage Adjustment	1.00 EA	0.00	1,245.00	0.00	249.00	1,494.00
18. R&R Siding - hardboard - sheet .563in. x 48in x 96in Primed 8in OC T 1-11 Plywood Siding	360.00 SF	0.33	3.21	37.11	262.30	1,573.81
19. R&R House wrap (air/moisture barrier)	360.00 SF	0.05	0.35	4.46	29.70	178.16
20. R&R Siding trim - 1" x 8" hardboard trim board	86.00 LF	0.36	8.77	17.86	160.62	963.66
21. R&R 2" x 8" lumber (1.33 BF per LF)	50.00 LF	0.90	3.51	4.73	45.04	270.27
22. R&R 2" x 6" lumber (1 BF per LF)	32.00 LF	0.66	3.11	2.33	24.58	147.55
23. R&R Metal Z flashing / drip cap	72.00 LF	0.65	2.76	4.13	49.92	299.57
24. Paint the surface area - two coats	1.00 EA	0.00	400.00	0.02	80.00	480.02
Totals: Cottonwood West Side				70.64	901.16	5,407.04

Laurel West Side

DESCRIPTION	QTY	REMOVE	REPLACE	TAX	O&P	TOTAL
25. Prevailing Wage Adjustment	1.00 EA	0.00	1,850.00	0.00	370.00	2,220.00
26. R&R Siding - hardboard - sheet .563in. x 48in x 96in Primed 8in OC T 1-11 Plywood Siding	360.00 SF	0.33	3.21	37.11	262.30	1,573.81
27. R&R Trim board - 1" x 4" - installed (pine)	LF	0.43	3.33	0.00	0.00	0.00
28. R&R House wrap (air/moisture barrier)	360.00 SF	0.05	0.35	4.46	29.70	178.16
29. R&R Metal Z flashing / drip cap	40.00 LF	0.65	2.76	2.29	27.74	166.43
30. Paint the surface area - two coats	1.00 EA	0.00	900.00	0.02	180.00	1,080.02
Totals: Laurel West Side				43.88	869.74	5,218.42



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CDC 1 South Side

DESCRIPTION	QTY	REMOVE	REPLACE	TAX	O&P	TOTAL
31. 1750	1.00 EA	0.00	1,850.00	0.00	370.00	2,220.00
32. R&R Siding - hardboard - sheet .563in. x 48in x 96in Primed 8in OC T 1-11 Plywood Siding	360.00 SF	0.33	3.21	37.11	262.30	1,573.81
33. R&R House wrap (air/moisture barrier)	360.00 SF	0.05	0.35	4.46	29.70	178.16
34. R&R Trim board - 1" x 4" - installed (pine)	LF	0.43	3.33	0.00	0.00	0.00
35. R&R Metal Z flashing / drip cap	40.00 LF	0.65	2.76	2.29	27.74	166.43
36. Paint the surface area - two coats	1.00 EA	0.00	900.00	0.02	180.00	1,080.02
Totals: CDC 1 South Side				43.88	869.74	5,218.42

CDC Preschool

DESCRIPTION	QTY	REMOVE	REPLACE	TAX	O&P	TOTAL
37. Prevailing Wage Adjustment	1.00 EA	0.00	750.00	0.00	150.00	900.00
38. R&R Siding - hardboard - sheet .563in. x 48in x 96in Primed 8in OC T 1-11 Plywood Siding	110.00 SF	0.33	3.21	11.34	80.14	480.88
39. R&R House wrap (air/moisture barrier)	110.00 SF	0.05	0.35	1.36	9.08	54.44
40. R&R Trim board - 1" x 4" - installed (pine)	18.00 LF	0.43	3.33	1.66	13.86	83.20
41. R&R Metal Z flashing / drip cap	40.00 LF	0.65	2.76	2.29	27.74	166.43
42. Paint the surface area - two coats	1.00 EA	0.00	400.00	0.02	80.00	480.02
Totals: CDC Preschool				16.67	360.82	2,164.97
Line Item Totals: 2019-12-06-1401-1				269.15	4,586.32	27,518.15

Additional Charges

California Lumber Assessment Fee

Charge

23.64

Additional Charges Total

\$23.64



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Tax ID#83-0729267 Contractors License # 1049702

Summary

Line Item Total	22,662.68
California Lumber Assessment Fee	23.64
Material Sales Tax	269.15
Subtotal	22,955.47
Overhead	2,295.52
Profit	2,295.52
Replacement Cost Value	\$27,546.51
Net Claim	\$27,546.51

Daniel Allen

Center Joint Unified School District

Dept./Site: North Country

To: Board of Trustees

Date: December 2, 2019

From: Jason Farrel

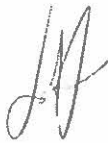
AGENDA REQUEST FOR:

Action Item: X

Information Item:

Attached Pages: 107

Principal/Administrator Initials:



SUBJECT:

2019 North Country Safe School Plan

RECOMMENDATION: The CJUSD Board of Trustees approve the 2019 Safe School Plan for North Country

CONSENT AGENDA

NORTH COUNTRY ELEMENTARY SCHOOL



Safe School

And

Emergency Preparedness Plan

**Center Joint Unified School District
Antelope, CA**

EMERGENCY PREPAREDNESS PLAN

The Emergency Response Plan has as its primary objectives:

1. To save lives and avoid injuries;
2. To safeguard school property and records;
3. To promote a fast, effective reaction to coping with emergencies;
4. To restore conditions back to normal with minimal confusion as promptly as possible.

Attaining these objectives will require clear activation procedures and responsibilities, identification of all tasks to be performed and by whom, an organized yet flexible response, and the dedication and cooperation of all.

It is vital to the continued functioning of the school, staff, and students that we are prepared to respond effectively in times of emergencies. Such preparations will also help us meet our obligations to our community.

This plan has been developed to be used in case of an emergency. All members of the faculty and other employees should:

1. familiarize themselves with this plan,
2. be prepared to activate it immediately, and
3. perform any duties to which they are assigned to make its activation effective.

Members of the faculty shall teach the Emergency Response Plan to the students. The members of each classroom shall be instructed in the evacuation plan so they can respond immediately upon receiving the necessary warning.

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- Section 8 Communications
- Section 9 Crisis Phone Directory
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Heart Attack

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APPENDIX G CHILD ABUSE REPORTING LAW

APPENDIX H CHILD ABUSE REPORTING FORM

APPENDIX I WILLIAMS UNIFORM COMPLAINT PROCEDURE

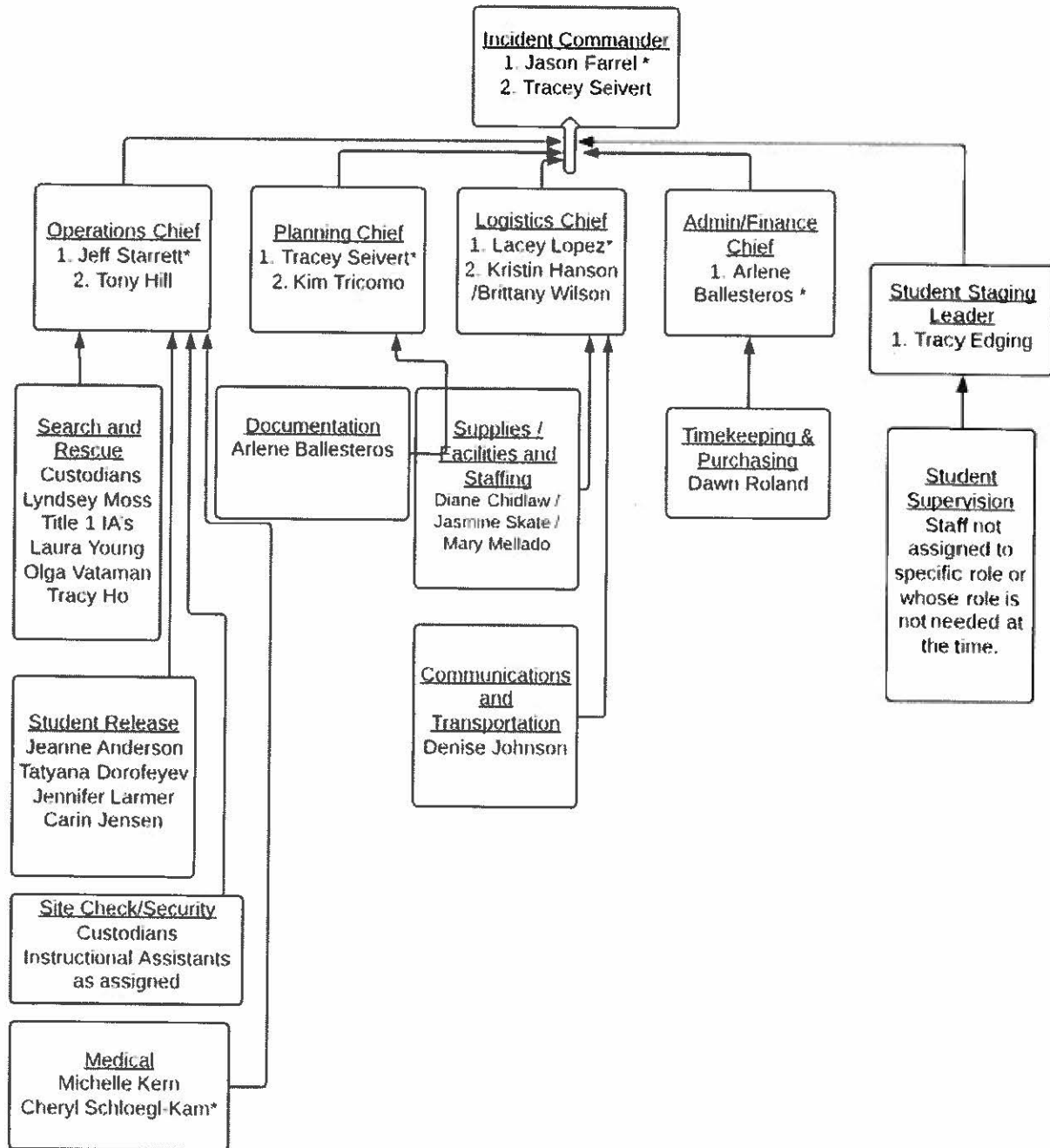
<u>APPENDIX J</u>	<u>DRESS CODE</u>
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PART 1 CRISIS MANAGEMENT

Section 1 Incident Command System

The Incident Command System (ICS) is a nationally recognized organizational structure that provides for role assignment and decision-making while planning for and reacting to critical incidents of all types. Implementing ICS will allow for all school personnel to know their area of responsibility during a crisis and to plan and practice the management of their specific role. This type of delegation limits the number of functions under any one manager, allowing each person to focus on just one or two aspects of the incident. These managers then provide information to the incident commander (principal) and help that person make informed decisions. Using this type of organizational system during a critical incident creates clear communication channels that will help limit the chaos and uncertainty associated with emergency incidents. Plans can be made, policy established, and training conducted well in advance of any emergency incident. This type of forward thinking will be needed during a critical incident and is a key component to a school being properly prepared.

North Country Elementary School Incident Command System



* ICS Radio

For Incident Commander, Operations Chief, Planning Chief, and Logistics Chief, the first person listed is the primary individual, the second person listed is a backup. Only the primary individual should report to the Incident Command Post.

Incident Command Descriptions

Incident Commander: The Incident Commander is the overall leader during an emergency incident. This person is normally the principal or assistant principal of the school. The Incident Commander makes decisions based on the information and suggestions being provided from the Liaison and ICS Section Chiefs.

Assume Command

Establish the Command Post

Conduct briefings of the Command Staff

Identify level of threat by assessing situation

Set specific objectives and direct development of incident action plans

Direct protective actions to stabilize the school

Activate and oversee ICS functions

Establish Unified Command with responding agencies

Update EOC as situation evolves

Approve information to send to the EOC for media briefings

Set objectives for resumption of normal activities

Maintain an activity log (scribe) and oversee action reports

Admin/Finance Chief

The scribe stays with the Incident Commander at all times. The scribe will maintain a written record of the incident including actions taken, actions reported to the Incident Commander, time, names, dates, etc.

Keep an envelope or box for all receipts and overtime cards

Provide a cost-accounting update for the IC as requested

Maintain an activity log (scribe) and write after-action report

Check attendance for that day for both students and adults

Documentation: This person will collect, evaluate and document information about the development of the incidents and the status of resources.

Logistics Chief: Report to Command Post (immediately or upon handing off students)

The Logistics Chief manages the team and reports directly to the Command Post. This team is responsible for obtaining any needed resources, communication, food and water, and transportation.

Transportation - works with the district Transportation Department to coordinate the arrival of buses and the loading of students onto the proper bus. Responsibilities for this person include: arranging for buses, supervising loading and moving of buses, and arranging alternative forms of transportation as needed. The Operations Chief will direct the team to move students off campus, if necessary.

Participate in briefing sessions, helping to identify required resources and personnel or advising of their availability

Provide equipment, supplies, personnel, busses/cars as required by Operations

Establish and maintain communications (radios, bullhorns, etc.)

Stage resources (or Team Leaders) so they are readily available

Coordinate and re-assign staff to other teams as needed by Operations

Maintain a visible chart of available resources as a reference for Ops and the IC Team

Provide food and water as needed (and available) for staff and students

Off-Site Evacuation Coordinator- organizes the off-site evacuation location during an emergency situation. This includes planning the movement of the students to the location and assisting with accounting of the students once they are moved. Many aspects of this assignment involve planning for the use of a location and planning the evacuation route to

safely move the students. When organizing an evacuation, consider the special needs students and plan for how those students will be moved and what assistance will be required. Maintain an activity log (scribe) and write after-action report

Operations Chief: The Operations Chief manages the members of the Operations Team. The Chief reports directly to the Command Post. This group, referred to as the "Doers", performs the "hands on" response.

Immediately report to Command Post

Supervise and direct the activities of all groups assigned to Operations through the Team Leaders

Identify alternate staging areas as needed (to IC and Logistics)

Identify alternate resource requirements (to IC and Logistics)

Deploy resources/Keep in contact with S & R and Medical

Implement roll call protocol based on Staff List/NoCo building map

Make changes as necessary to action plan based upon reports from group leaders and Planning Chief

Update IC and IC Team with status reports

Maintain an activity log (scribe) and write after-action report

Planning Chief: The Planning Intelligence Chief will report directly to the Incident Commander and may stay with the Incident Commander throughout the crisis. This team will gather information to assist with medium/long-range planning related to the ongoing incident and school recovery issues. They will arrange for recovery/aftermath resources so that there is no gap between the end of the incident and necessary support/ services.

Report to Command Post (immediately or upon handing off students)

Collect EOC forms and develop a briefing on incident size and scope for IC Team.

With Ops, gather incident information and updates from team leaders.

Send and supervise runners, if needed, to gather incident information

Share information needed for decision making with IC Team

Prepare estimates of incident escalation or de-escalation for IC Team

Situation Analysis- will provide ongoing analysis of situation and resources status - *What if...*

Report safety conditions that may cause danger

Staffing Assignment- use available personnel to assist with carrying out the core functions associated with an incident. Any teacher not assigned students during an incident and any school personnel arriving at the incident should report directly to this person. Working closely with the Incident Supervisor, the person will direct staff to the areas that need assistance. Those responsible for organizing the various areas will coordinate with this person in requesting manpower during the incident. This person will keep a roster of assignments and manpower needs and make requests of administrative offices when needed.

Maintain an activity log (scribe) and write after-action report

Communications- will work to ensure that a communication system is in place (phones, walkie-talkies, etc). Will communicate crisis progress or changes within the site and with District Office.

Medical Team: Members of this team will take roll with their own class, send in their EOC form, and then ask a supervising teacher to watch their students. They will then report directly to the Team Leader in a predetermined First Aid Staging Area and organize first aid supplies. The medical area should provide privacy for the injured and easy access for cars used to transport people with major injuries.

If necessary, Medical Team members will take medical supplies and report to classrooms where injuries are being reported by Search and Rescue. They will stay in communication with Operations Chief via radio.

The Medical Team will use the First Aid and START to provide treatment and continue to prioritize injuries. Students with minor injuries can be walked to the medical area for first aid treatment. The Medical Team will determine if a student needs to be transported to the hospital. Written records must be kept of any students who are to be transported. If a transported student's name is not known, use a cell phone to take a photo of that student and document where he/she was transported to. Also, get the name of the ambulance company and the badge # of the ambulance personnel.

Search and Rescue: This team is responsible to "sweep" the bathrooms, hallways, and other areas for students, visitors, and staff. This team may need to search for unaccounted for people. Emergency responders will perform any major rescue efforts if necessary. Members will take roll with their own class, send in their EOC form, and then ask a supervising teacher to watch their students. Search and Rescue Team members should report to their Team Leader in a predetermined location. It may be near (but not in) the Command Post or by the Student Staging Area. The Operations Chief will direct the Team Leader as to the location of the missing or injured. Room by room searches are not conducted by Search and Rescue until after they have gone to all the rooms with known problems and then only if it is deemed safe to do so. As Search and Rescue teams (2 each for safety) proceed, they should check back in with the Team Leader to report progress and/or need for additional help. The Team Leader reports progress/needs to the Operations Chief.

Site Check/Security Team: Members of this team will take roll with their own class, send in their EOC form, and then ask a supervising teacher to watch their students. The Team Leader will report to the Operations Chief and then, if it is safe, send the team to check on utilities, etc. The Site Check/Security Team will notify the utility companies of a break or suspected break in utilities. The team will then proceed to the entrances where public safety and/or parents may arrive and help direct people to the Command Post or Student Reunification Areas. If neighbors arrive, the team should direct them to help support Traffic Control.

A violent crime or other situation near a school may require that the school staff take steps to quickly secure the school from outside intruders. This will involve developing specific assignments for school personnel during such an emergency and creating a check system to make sure the school is secure. This person would then act as a liaison with the agency handling the local event.

Student Staging Leader/Student Release *a.k.a. Parent Reunion Coordinator:* This team will supervise the release of students. They will document the persons picking up students. They must record the time, signature, and where they will be taking the student. Pictures of each child with the adult picking them up may be useful. Members will take roll with their own class, send in their EOC form, and wait to be called up. Before parents begin arriving, the Team Leader will begin setting up the Reunification Center, with support if needed, in a predetermined location. They will gather information regarding attendance from the Admin/Finance Team. When parents begin arriving, the Team Leader will call up the rest of the team and notify the Operations Chief. As more parents arrive, more teachers and classified staff will be assigned to this staging area. Students will be reassigned to other Supervising Teachers. If evacuating the site, before leaving the school grounds, the Student Release Team will post a notice on the front door informing

parents where to pick up their children. If the front door is no longer there, the notice will be placed on the flagpole.

Student Supervision Team: This team supervises all students unless otherwise assigned. Other teachers who have designated responsibilities that take them away from their class will be reporting to a member of the Student Supervision Team before they leave their class in his care. This team will be working closely with the Student Release Team to make sure that students do not leave until their parent or adult has signed them out from the release area.

Supplies/Facilities: This person will locate and provide facilities, equipment, supplies and materials as needed.

Timekeeping & Purchasing: This person will maintain accurate records of staff hours and of purchases. Report to Command Post if directed to do so; otherwise, maintain finance duties as described. Provide a cost-accounting update for the IC as requested. Keep an envelope or box for all receipts and overtime cards.

Section 2 Staging Areas

Indoor Command Post:

1. Front Office
2. Sequoia 1

Outdoor Command Post:

1. Picnic bench area
2. Outside of Laurel 1 (Basketball courts)

Triage Area: Multi-purpose Room

Parent Reunification Area: History Center gate on Brown Otter

Bus Staging Area: In front of school office

Media Staging Area: West parking lot near apartment buildings

Off-Site Evacuation Location:

Directions:

Section 3 Lockdown Procedures

The school lockdown procedure serves many functions during an emergency situation:

- **When a lockdown is initiated, the majority of students and teachers will be taken away from the threat.**
- **The dangerous situation can be isolated from much of the school.**
- **Accounting for students can accurately take place in each classroom.**
- Depending on the situation, an organized evacuation can take place away from the dangerous area.

In addition to an onsite emergency, lockdown procedures can be modified for use during a local incident in which the school population is not in direct danger. A local incident might be a sheriff or fire event nearby or an injury on school grounds that requires limiting student movement in the area.

When a lockdown is announced, several steps should take place. Teachers/Staff need to make sure all outside doors are locked, blinds are drawn and lights turned off. If students/staff are outside, staff needs to help direct students in their vicinity to the nearest building and get students and themselves safely inside. Call the office immediately to warn them of incident. In the event that a staff member and students are clear out in the field, the staff member must make the decision whether or not it is safer to lead students off campus. In this case, proceed to . . . (See page 12). Upon arrival, call NoCo with names of students in your care. Immediate notification of intruder should be made to the 911, fully explaining what is known at that time. The bells must be held and instructions to ignore the fire alarm should be given.

When ordering a lockdown, the duck and cover alarm may sound, or the following announcement will be given: “CODE RED LOCKDOWN”, which will identify a real event.

A. Classes in progress (not during lunch)

- a. Ignore any fire alarms. Assume duck and cover position. Build barrier if **CODE RED** signal is given.

B. Class enroute in progress

- a. Direct class to nearest building. Ignore any fire alarms.

C. Lunch is in session

- a. Duck and cover signal will be initiated. Students in the cafeteria will follow the instructions of the faculty in the cafeteria. All doors should be locked. (If custodian is not available to do this, someone needs to get a key in office) Check door on the stage. Students on the playground follow procedures to get inside.

Staff members should check restrooms and other areas where students may be found and guide students who are outside into classrooms. If students are found and are not close to their classroom, students should go into the closest occupied classroom. Then, teachers should stay in a locked room and notify the office of your location. Roll of all students in the room must be taken. Ignore any fire alarms.

During a lockdown, special attention should be given to the areas of the school where numerous students are gathered in an unsecured environment, such as computer labs or empty classrooms. Arrangements should be made so that students are moved to a secure room when possible. If not possible, barricade the doors with tables, desks and chairs.

When a teacher with a class hears one of the lockdown signals, he or she should follow these directions:

1. Lock the classroom door immediately. Use duct tape in emergency bucket to secure door arm if you cannot lock door or for double protection.
2. Keep all students sitting on the floor, away from the door and windows.
3. Use caution and discretion in allowing students entry into the classroom.
4. Advise the students that there is some type of emergency but you don't know what it is.
5. Take attendance and prepare a list of missing students and extra students in the room. Prepare to take this list with you when you are directed to leave the classroom.
6. If there is a phone in your classroom, do not use the telephone to call out. Lines must be kept open, unless there is an emergency situation in the classroom.
7. Ignore any fire alarm activation. The school will not be evacuated using this method.
8. Project a calm attitude to maintain student behavior.
9. When or if students are moved out of the classroom, assist them in moving as quietly and quickly as possible.
10. Remain in the room until a member of the Crisis Management Team comes to the room with directions, or a sheriff arrives with directions.

Teachers should be aware of the emotional response some students may have to a lockdown situation. For example, teachers could prepare for frightened students vomiting, by keeping plastic bags and cleaning supplies available in the classroom. Another idea is to keep a supply of gum, mints, or hard candy in each room to help relax students.

Depending on the grade level, students will ask many questions that teachers will not be able to answer. Being familiar with the lockdown procedures and the role of the ICS will provide a better understanding of what is taking place and what can be expected.

As a lockdown is taking place, the Incident Command Team should ensure that several functions are taking place. Depending on the situation, the school may need to be completely secured from the inside. This will require specific individuals being assigned to lock any open doors. Notifications will continue to be made to school administration and possibly the sheriff department if the sheriff has not arrived on the scene. Any known injuries should also be reported to the administration, who will relay that information to the sheriff.

Communication via school radio is permissible as long as the incident does not involve an explosive device or a suspect in possession of a radio or scanner. The sheriff liaison member of the Incident Command Team should be prepared to gather all known information and respond to the first arriving sheriff personnel and brief them on the situation.

Once a lockdown has been started, wait for the sheriff department to arrive before arranging for evacuation of the school. This will allow for a more secure environment during the evacuation and assist the sheriff if a tactical operation is necessary.

Special areas of concern:

Special attention should be paid to the playground area of each school. Teachers must be able to hear the lockdown announcement and an alternate lockdown location must be identified. This location can be indoors or outdoors, if students can be safely hidden on the playground. In either case the lockdown location must be determined during initial crisis planning and the information should be clearly communicated to all staff members.

Section 4 Evacuation Procedures

General Evacuation

Evacuation decisions are very incident-specific. If the release occurs slowly, or if there is a fire that cannot be controlled within a short time, then evacuation may be the sensible option. Evacuation during incidents involving the airborne release of chemicals is sometimes necessary. If a general evacuation is ordered, the school population will be sent home, to the off site evacuation location, or to another location. Students are evacuated by walking or on school busses. If the school has been evacuated, the response personnel will need to decide when it is safe to return. They will need to verify data collected by the monitoring crews and consider the advice of the health officials concerned.

Evacuation of School Grounds

In the event the school cannot be occupied following an evacuation, it may be necessary to evacuate the school grounds. We will evacuate to the off-site evacuation location.

The principal will call the Superintendent. Before leaving the school grounds, the Student Release Team will post a notice on the front door informing parents where to pick up their children. If the front door is no longer there, the notice will be placed on the flagpole.

During evacuation, the students will walk quickly, quietly, and in single file. If the busses are available, students will board the bus to [Table 1](#). When releasing students to the care of parents or other adults, refer to the section entitled, "Release of Students to Parents".

School Evacuation Instructions

Exit the Building

- Go to the designated assembly area.
- Immediately upon hearing the fire alarm signal or instructions to "leave the building" over the intercom, students, faculty and others in the building shall evacuate the building via prearranged evacuation route quickly, quietly and in single file. The last person out of the room shall pull the door closed, but will not lock it. All will proceed to the designated assembly area.

Teachers

- Take class lists, red/green cards (folders) and student emergency information.
- Make special provisions to assist handicapped students.
- Exit the building through assigned exit or nearest unblocked exit.
- Lead the class out of the building to pre-designated area at least 500 feet from the building. Area must be free from hazards such as overhead power lines, gas lines and motor vehicle traffic.
- Take roll and report any missing students (by name) to the Student Supervision Leader at pre-designated location away from the building.
- Necessary first aid should be performed.

Students

In homeroom class

- Leave all personal items in classroom.
- Follow their teacher and exit in a quiet and orderly manner.

NOT in homeroom

- Leave all personal items in classroom.
- Exit with their supervisor, or if alone, exit the nearest unblocked exit.
- Remain with the class with which they exited until it is deemed safe for the student to return to his/her regular class.

At recess / break

- During recess, students should go to their assembly area.
- Students should go to the assembly area of the next class on their schedule.

Staff Not Assigned To Classrooms

- Will follow as directed in the Incident Command System.
- Assist as directed by the principal or designee.

Principal or Designee

- Report any missing persons to emergency response personnel.
- If building is determined to be safe to re-enter:
 - Determine WHEN it is safe to re-enter
 - Notify teachers by all clear signal or runner. **DO NOT USE FIRE ALARM SIGNAL** for re-entry.
- If building is unsafe to re-enter, evacuate the school site, using predetermined plan.
Instruct teachers to:
 - Release students to responsible adults using predetermined procedure.
 - Students will exit school grounds to the blacktop/field either to board busses or walk to Spinelli Elementary.

Evacuation of Students with Disabilities

Students with sensory, developmental, cognitive and mobility disabilities will have evacuation protocol in place that meets the requirements of their Individualized Education Plan, their Health Plan and/or Americans with Disabilities Act requirements. During an evacuation:

- A pre-designated staff member will assist with the evacuation.
- The staff member will describe the situation and actions to be taken in advance of beginning the evacuation procedures.
- The staff member will use facial expressions and hand gestures as clues when describing the procedures.
- The staff member will give one direction at a time during the evacuation.
- The student will never be left unattended.

Exit Route

An emergency exit route will be posted in the classroom beside the door. All who use this room should be familiar with the fire evacuation route as it applies to that room. When you have a substitute, make sure they are aware of where this map is located and that the roll sheet and student emergency information must be taken with them during the drill.

Section 5 Student Release Procedures

(Updated 2/28/2019)

Early Dismissal

The ultimate responsibility for the student's safety from the school to home in cases of emergency lies with the parent or guardian. Parents should work through community emergency preparedness groups to make preparations for the safety of their own children.

If an emergency occurs during the school day, and it is believed advisable to dismiss school, students will be provided shelter and supervision at the school as long as deemed reasonable by the principal.

The school will proceed on the basis that there will be no bus transportation or telephone communication. School will not be dismissed early unless school authorities have been assured by local emergency authorities that routes are safe for student use.

Follow the "Release of Students to Parents" plan.

Release of Students to Parents

Each teacher will have a copy of the student emergency information. The adults listed on this card will be the only adults the students will be released to. Have the individual circle their name and sign on the form.

Any other adult showing up may stay with the student, but he/she will not be permitted to leave with them. This student emergency information will be updated every other month. It is to remain with the teacher during any building evacuation exercise, including a fire drill.

Teachers must stay with the students until all their students are picked up and/or the principal or his/her replacement approves of their leaving.

STUDENT RELEASE FORM

2018-2019

North Country Elementary School
Emergency Student Listin

Page 1
2/28/2019

Section 6 School Partnerships

Off Site Partnership

Directions:

Section 7 Resources

Information regarding specific health concerns and personal phone numbers is available in the office.

Section 8 Communications

It is likely that the public address system will be operational in most emergencies during which inside-the-building announcements need to be made. If it's not, communication will be made via e-mail or messenger(s) from the office to each teacher.

Communication between the custodial staff and the office staff will be by radio. All Staff members have access to two-way radios.

Telephone Communication

1. The school telephones may NOT be used by ANY person for outgoing calls of any kind during an emergency, except when authorized by the principal.
2. Appropriate authorities will be notified including 911, Twin Rivers Police Department, and the Superintendent.

Section 9 Crisis Phone Directory

- Sheriff/Fire Department: 911
- Twin Rivers Police Department: (916) 566-2777
- Poison Control Center, UCD Medical Center:(916) 734-3692
- Citizens Utilities (Water): (916) 568-4200
- SMUD (Electricity): (916) 456-7683
- PG&E (Gas): (916) 743-5000
- Superintendent's Office: (916) 338-6409
- Maintenance, Operations, Transportation (MOT):
 - Craig Deason, Assistant Superintendent: (916) 338-6337
 - Karen Matre, Assistant Superintendent's Secretary: (916) 338-6337
 - Angela Espinoza, Staff Secretary: (916) 338-6417
- Child Protective Services (CPS): (916) 875-5437
- Spinelli Elementary School: (916) 338-6490
- Dudley Elementary School: (916) 338-6470
- Oak Hill Elementary School: (916) 338-6460
- North Country Elementary School: (916) 338-6480
- Wilson C. Riles Middle School: (916) 787-8100
- Center High School: (916) 338-6420
- McClellan High School: (916) 338-6445

Section 10 Letters Home



Established 1858

8408 Watt Avenue □ Antelope, CA 95843-9116
(916) 338-6413 □ Fax (916) 338-6322

BOARD OF TRUSTEES

*Nancy Anderson
Jeremy Hunt
Kelly Kelley
Delrae M. Pope
Donald E. Wilson*

SUPERINTENDENT

Scott A. Loehr

Dear Parents:

Please review the following information regarding school and parent responsibilities for emergency school closure. Please help us to be efficient and helpful in caring for your child.

We have developed an emergency preparedness plan that outlines a variety of situations including fire, bomb threat, earthquake and the possibility of evacuation due to an unforeseen emergency. We would like parents to be advised as to what to expect while their children are in school. The following procedures will be implemented in case of an emergency:

1. In case of a fire alarm, students will be evacuated from the building. In the event of an **actual** fire that requires evacuation, students will be evacuated to **Antelope High School**. If possible, notification will be sent to parents through the automatic dialing system; otherwise, parents will be informed by school officials during or after the evacuation.
2. If an emergency evacuation occurs before parents can be reached, a notice will be left on the front door informing parents where to find their children. Only parents or adults listed on the emergency information cards will be permitted to pick up students. Please make sure the information on the emergency card includes everyone you would permit to pick up your child. Bused students will only be returned home during regular times and only if it is deemed safe.
3. If there is an earthquake, students will be kept in classrooms until quaking stops. Students will then be evacuated from the building. If there is too much damage to use the school as shelter, see number 1.
4. Floods, power outages, severe storms or any other disaster will normally result in students being held at school in regular classes until the usual departure time or sent home as in number 2.
5. Parents should discuss the above information with their children and assure them that school personnel will care for them just as they do each day, until they can be reunited with parents.

As the new school year starts we would like to remind you that this is a good time to go over the following information with your children:

1. Practice and review emergency plans, family meeting places and emergency telephone numbers regularly with your children.
2. Each year make your child's teacher aware of his/her health or physical needs that would require special action or supplies during an emergency. Make sure the office has a supply of vital medication on hand.
3. Make sure your student's information card has the name, address, and phone number of anyone you want to pick up your child during an emergency. Students will NOT be released to ANYONE not listed on this card.
4. Make sure your child is familiar with the people he/she may leave with and that they know that it is OK to leave with them in the event of an emergency. This may include a family code word.
5. Be aware that you may not be able to get to your child in the event of a large-scale emergency if you work a great distance from your child's school. Be aware that the person picking up your child may have them for several hours or even days.

Sincerely,

A handwritten signature in cursive script, appearing to read "L. Paul", written in black ink.

Principal

"Respecting our traditions, while embracing new ideas"



Established 1858

8408 Watt Avenue □ Antelope, CA 95843-9116
(916) 338-6413 □ Fax (916) 338-6322

BOARD OF TRUSTEES

Nancy Anderson
Jeremy Hunt
Kelly Kelley
Delrae M. Pope
Donald E. Wilson

SUPERINTENDENT

Scott A. Loehr

Dear Parents:

As part of our disaster preparedness program we ask that each child's family prepare a snack-pack to be kept at school. In the event of major disaster which might delay you from picking up your children from school, this pack will provide a source of nourishment and comfort. Please involve your children in putting together this pack and share a short explanation of its potential use. Have your child bring the bag to his/her classroom the first week of school.

In a heavy-duty 1-gallon ZIP-LOCK bag, place the items listed below:

- (1) can of fruit drink (*no pouches, no boxes because they leak*)
- (1) bottle of water
- (3) small non-perishable snack packages – please choose commercially vacuum-packed items such as beef jerky, a granola bar, a fruit roll-up, cheese and crackers or a small pull-top *can* of fruit with a plastic spoon
- (1) small packet of wet wipes
- (1) note of reassurance and a small picture, as these may be a source of comfort in the event of an emergency and extended separation

Please do not send items that need to be refrigerated. Items that are perishable or need to be refrigerated will be sent back home with the student.

Please make sure the bag is marked clearly with your child's name, grade, teacher and room. Packs will be returned to students at the end of the school year.

Having these supplies on-site will better enable us to care for the students in an actual emergency, and they will also be a source of comfort to them. Your child will not be permitted to take something from the kit if s/he forgets a snack or wants a drink. The kits are for true emergencies only.

If you have any questions about this program, please contact the school office. Thank you for your cooperation in this very important matter.

Sincerely,

Principal

"Respecting our traditions, while embracing new ideas"

**While the above letter is available, the site provides for snacks and water to be included in each classroom's emergency kit.*

Section 11 Aftermath

Counseling

The need for a proactive counseling program cannot be overlooked.

Many dangerous situations can be avoided with early intervention by trained professionals.

Available resources should be identified and used on a regular basis when the first sign of depression, anger, or other alarming changes in a student is observed. During a crisis, the CMT member responsible for counseling must quickly organize a counseling program to help students, parents, faculty, and the community heal from the incident. Counselors at the affected school may handle some incidents, while other incidents could easily require the cooperation of many services. Identifying resources within the school system, county, and community should be planned and well organized before a crisis occurs.

Section 12 Training and Updating

Drills

The principal shall hold fire drills monthly and intruder alert and earthquake drills each trimester to ensure that all students, faculty members, and others are sufficiently familiar with such drills that they can be activated and accomplished quickly and efficiently. These drills shall be held at both regular and inopportune times to take care of almost any situation. Everyone in the building, including other employees, all office workers, all lunch workers, all custodial staff, and visitors must obey the instructions in the room or area they occupy when the alarm is sounded. Drills will also be carried out for quick evacuation of the multi-purpose room. The school secretary will be responsible to notify Sacramento Fire Department and Twin Rivers Police Department as necessary.

Once yearly, a full scale disaster drill will be held to give the staff an opportunity to fully implement the Incident Command System.

Training

The staff has participated in the following trainings:

- Arson Prevention (every other year – odd years)
- Bloodborne Pathogens for School Employees (every other year – even years)
- Code Red Lockdown Training (annually)
- NIMS/ICS video (discuss components annually, even years, every other year)
- Mandated Child Abuse Reporter Training (annually)
- Triage Training (every other year – odd years)
- CPR Training (voluntary training)

* The Power Point Presentations on the Schools Insurance Authority website can be used in lieu of their videos. In either case, sign in sheets must be used.

PART 2 CRISIS READINESS

Section 1 Activity in the Vicinity

Upon notification of a dangerous situation near the school, several steps should be taken to protect the school population from the incident.

- Obtain as much information about the incident as you can. Twin Rivers Police Department will be able to provide an overview of the incident. Call (916)566-2777.
- Convene a meeting of the Incident Command Team and discuss the situation and/or recommendations from the sheriff or fire department.
- Bring classes being conducted in trailers into the school.
- Secure the school building, if necessary.
- Coordinate with team members and faculty to ensure all doors are secured and post lookouts inside the school who can alert you to approaching danger.
- Notify the Center Joint Unified School District's (CJUSD) Office.
- Assign law enforcement and fire liaison member of Incident Command Team to monitor the situation and provide updates as needed.
- Prepare for possible lockdown or evacuation depending on the situations. Follow law enforcement or fire guidance.
- If law enforcement or fire have not resolved the situation by dismissal time, plans will need to be made to alter or delay dismissal of students and transportation should be contacted with information.
- Informational letter for parents should be developed in conjunction with district office and law enforcement or fire officials.

Section 2 After Hours Crisis Procedures

Train custodians on what role they should take during after-hours events. Ensure that custodians have access to the Twin Rivers' Police Department phone number at all times. Also, ensure that custodians carry a phone so they may be communicated with if a crisis occurs.

An After Hours cover page has been provided with the CJUSD "Facilities Use Agreement." This document asks the facility user to meet with the site administrator to discuss the location of the safety plan and to review the "Crisis Management" and "Crisis Readiness" sections of the plan. In addition, facility users must indicate with their signature that they have received and read the CJUSD Emergency Procedures poster, which is posted in all rooms at all sites. Outside facility users must have their copy of the Emergency Procedures with them at all times when using district facilities.

Section 3 Bomb Threat

Because an explosive device can be controlled electronically, school radio usage should not take place inside the school during a bomb threat since radio waves could detonate the device accidentally. Radio usage can resume 300 feet away from the building, allowing for communication from the evacuation staging area.

Bomb Threat Procedures

I. Office Personnel

- a. If the threat is made by any means other than telephone, immediately notify an administrator.
- b. If the threat is made by telephone, the person receiving the call is to do the following:
 - i. Mentally form a picture of the caller. Is the caller male or female? Juvenile or an adult? Does the voice sound familiar? If so, who? As soon as possible, indicate your impressions on the Bomb Threat Form.
 - ii. Ask the caller three questions, in this order:
 1. When is the bomb going to explode? (The caller may or may not respond to this question. If the threat is real, chances are he/she will say something. If the caller just hangs up without any comment to your questions, the chances are great that it is a prank call.)
 2. Where is the bomb located? What kind of bomb is it? (If the caller responds to these questions, he/she will probably lie, but it will keep the caller talking and give you more time to identify him/her.)
 3. Why are you doing this? Where are you now? (The caller's answer to these questions will give you a clue as to whether or not it is a real threat. If he says he wants money, or is representing some group or organization, the chances that it is a real threat are increased. In no event suggest a reason to him by asking something like, "Do you want money?" Let the caller provide the reason.)
 - iii. Note the time the call was received and immediately notify the principal or designee.
- c. Call the Sacramento County Sheriff (911) and ask for a sheriff's unit to be dispatched to the school.

II. Administration

Make a judgment as to the validity of the threat, and react in the following manner whether or not you believe this to be a prank:

- a. Notify teachers to evacuate their rooms by announcing "code red" followed by the fire drill signal. All students should be at least 500 ft. away from the building.
- b. Wait for the sheriff's unit to arrive. Assist the officers as needed.
- c. Provide a designated employee(s) to assist law enforcement in search of suspicious objects on school grounds.
- d. Administrator must determine if students will need to evacuate the school grounds if no suspicious item is found.
- e. Maintenance, Operations, & Transportation will be called to provide busses for students, if necessary.

III. Teachers

- a. Upon receiving the notice to evacuate for a "code red", have your students assemble outside your classroom in an orderly manner and wait for you.

- b. Check your room before you leave for anything out of the ordinary. Take a 360-degree sweep from eye level to floor and if you see anything suspicious, report it to an administrator.
- c. Keep your group together and walk with them to the field. Take your roll sheet and emergency information and call roll when you get there. Get your group together in an orderly manner and stay with them. You will probably be there for awhile, so take your time with these tasks and make sure students obey you perfectly.
- d. When you hear the all clear signal (announcement over the intercom or on the bullhorn) return to your classroom in an orderly manner.
- e. Do not let the students know that we have a bomb threat. Treat this as a routine "fire drill."

IV. Custodians, Cooks, and other Classified Employees

- a. Check your work areas. Do a 360 degree visual check of your room(s) as described under "Teachers" above.
- b. Assist Administration as needed.

BOMB THREAT FORM

RECEIVING A BOMB THREAT

INSTRUCTIONS:

Be calm and courteous; LISTEN! Do not interrupt the caller. Quietly attract the attention of someone nearby, indicating to them the nature of the call. Complete this form as soon as the caller hangs up and the school administration has been notified.

Exact time of call: _____

Exact words of caller:

Questions to Ask

1. When is the bomb going to explode? _____
2. Where is the bomb? _____
3. What does it look like? _____
4. What kind of bomb is it? _____
5. What will cause it to detonate? _____
6. Did you place the bomb? _____
7. Why? _____
8. Where are you calling from? _____
9. What is your address? _____
10. What is your name? _____

Caller's Voice (Circle):

Calm	Disguised	Nasal	Angry	Broken
Stutter	Slow	Sincere	Lisp	Rapid
Giggling	Deep	Crying	Squeaky	Excited
Stressed	Accent	Loud	Slurred	Normal

Voice Description (Circle):

Male	Female	
Calm	Nervous	
Young	Old	Middle-Aged
Rough	Refined	

Accent: Yes No Describe _____

Speech Impediment: Yes No Describe _____

Unusual Phrases _____

Recognize Voice? If so, who do you think it was? _____

Background Noises (Circle):

Music TV
Traffic Running Motor (type) _____
Horns Whistles Bells
Machinery Aircraft Tape Recorder Other _____

Additional Information:

A. Did the caller indicate knowledge of the facility? If so, how? In what ways? _____

B. What line did the call come in on? _____

C. Is the number listed? Private number? Whose? _____

D. Person Receiving Call _____

E. Telephone number the call was received at _____

F. Date _____

G. Report call immediately to: _____
(Refer to bomb incident plan)

Signature _____ Date _____

THREATENING PHONE CALL FORM

Time call was received _____ Time caller hung up _____

Try to get another person on the line and record the conversation. Exact words of person: _____

Questions to ask if not already covered by caller's statement (record exact words)

1. What is your name? _____
2. What are you going to do? _____
3. What will prevent you from doing that? _____
4. Why are you doing this? _____

5. When are you doing this? _____
6. Where is the device right now? _____
7. What kind of device or material is it? _____
8. What does it look like? _____

Person receiving the call

Person monitoring the call

Department _____
Dept Phone No. _____
Home Address _____
Date: _____

Department _____
Dept. Phone No. _____
Home Address _____

Section 4 Bus Accident

The definition of a bus accident is: A motor vehicle accident resulting in property damage in excess of one thousand dollars (\$1,000), or personal injury, on public or private property, and involving a school bus, youth bus, school pupil activity bus, or general public paratransit vehicle transporting a pupil.

- CHP will respond to every bus accident with students on board. No students and adults are able to leave the scene without CHP approval.
- All students participate in bus evacuation drills every October to review procedures in the event of an accident.
- In the event of a serious bus accident involving injuries:
 - Call 911 and inform your principal and the CJUSD office 916-338-6409. After hours contact your principal.
 - Evacuate the bus, and move a safe distance away. Take all student emergency information with you.
 - Triage injured passengers using START triage procedures.
 - CHP will want student and adult roster and seat locations.

Field Trip Preparedness for Staff Members

- School buses are required to carry a first aid kit. Make sure it is in the bus.
- Teachers who participate in a large number of field trips should be encouraged to train in CPR and first aid procedures.
- Always take a complete roster and emergency cards of students on a field trip.
- Maintain a complete list of teachers' and chaperones' home phone numbers, emergency contacts.
- Develop an emergency phone number directory for field trips. Directory should contain emergency phone numbers for the school system and main phone numbers to the school and administrative offices.
- Bus drivers review safety and evacuation procedures at the beginning of each field trip before departure.

Section 5 Chemicals/Biohazard/Gas Odor

All chemicals in the building are to be identified and stored according to district policy and procedures. Safety data sheets from vendors shall be on file and available for all chemicals in the office for quick reference. All personnel involved with chemicals in any manner are to be trained in their proper use.

The fire department shall be informed by the principal once each year of all chemicals used in the building and where they are stored. In the event of a hazardous material accident in the building, the principal (or designee) will decide if and how the building will be evacuated. If any accident should occur, the fire department, Center Joint Unified School District Superintendent, and Sacramento County Health Department should be notified.

Responders will decide whether to order people to remain indoors (shelter-in-place), rescue individuals from the area, or order a general evacuation. The "remain indoors" option will be considered when the hazards are too great to risk exposure of evacuees. Rescuing people from the hazardous area may involve supplying protective equipment for evacuees to ensure their safety. A general evacuation requires a significant amount of lead-time, which may not be available.

In order for the "in-place-shelter procedure" to be effective, the affected population must be advised to follow the guidelines listed below:

- An announcement will come over the PA system telling you that the "in-place-shelter procedure" is in effect.
- Close all doors to the outside and close and lock all windows. (Windows seal better when locked.) Seal gaps under doorways and windows with wet towels, and those around doorways and windows with duct tape (or similar thick tape) and sheets of plastic (pre cut and labeled before the incident). Have students assigned to specific tasks ahead of time.
- Ventilation systems should be turned off.
- Turn off all heating systems and air-conditioners.
- Seal any gaps around window type air-conditioners, exhaust fan grills, exhaust fans, and range vents, etc. with tape and plastic sheeting, wax paper, or aluminum wrap.
- Close as many internal doors as possible.
- If an outdoor explosion is possible, close drapes, curtains, and shades over windows. Avoid windows to prevent potential injury from flying glass.
- If you suspect that the gas or vapor has entered the structure you are in, hold a wet cloth over your nose and mouth.
- Tune in to the Emergency Alert System on the radio or television for information concerning the hazardous materials incident and in-place-sheltering.

Section 6 Death/Suicide

Definition - Death or suicide of a student, staff member or significant person close to the school where students and/or staff are affected.

Principal or designee shall:

1. Call 911.
2. Contact Superintendent.
3. Notify immediate family - parent or guardian.
4. Identify key staff members at site to disseminate information at site level.
5. Communicate behavioral expectations to staff regarding:
 - Confidentiality issues
 - Providing factual information
 - Available resources
6. Send home written information to parents on facts of incident and any follow-up services available.
7. Consult with psychologist or county office of education staff for intervention strategies including specific activities that can be used in the classroom.

If the incident causes a major disruption to school activities, evacuation may be necessary and will be determined by law enforcement, principal or designee.

Section 7 Earthquake

During the Quake

Keep these points in mind in the event of an earthquake:

1. If an earthquake occurs, keep calm. Don't run or panic. If you take proper precautions, the chances are you will not be hurt.
2. Remain where you are. If you are outdoors, stay outdoors. If you are indoors, stay indoors. During earthquakes, most injuries occur as people are entering or leaving buildings (from falling walls, electrical wires, etc).
3. The teacher will give the "drop and cover signal" if the bell system is not operable.
4. Everyone will get under his/her desk and cover his/her head. If a desk, table or bench (best choice) is not available, sit or stand against an inside wall or in an inside doorway. Stay away from the windows, outside walls, and outside doors.
5. If you are outside, stay away from the building, electrical wires, poles, or anything else that might shake loose and fall. Look for open space and stay low.

After the Quake

For your own safety and that of others, you should carefully do the following:

1. About two minutes after the shaking stops, the fire bell will sound. If we have lost power, the teacher will give the command to evacuate the building.
2. Use the "Building Evacuation" plan.
3. Use extreme caution in entering or working in buildings that may have been damaged or weakened by the disaster.
4. Stay away from fallen or damaged electrical wires, which may still be dangerous.
5. The custodian will check for leaking gas pipes. Do this by smell only - don't use matches or candles. If you smell gas:
 - Open all windows and doors.
 - Turn off the main gas valve at the meter.
 - Leave the building immediately.
 - Notify the gas company, police, and fire departments.
 - Don't re-enter the building until it is safe.
6. The principal will confer with the Superintendent about evacuation of the school. If necessary, follow the "Evacuation of School Grounds" policy. Do not evacuate to another building unless it has received an inspection by a qualified person.

Re-entry of Building

Follow the procedures of the re-entry instructions (after "Building Evacuation") except: the building should be inspected by a qualified person who has been trained in Building Analysis. This person will perform an inspection on structural soundness, electrical wiring, water distribution, oil, gas, and other fuel systems, and boiler and heating systems.

A damaged structure will be occupied only after authorization by the responsible local agency. Building supervisors will be notified of the corrective actions to be taken to return building to use.

Section 8 Fire/Explosion

Fire

1. In the event of a natural gas fire, sound alarm and then turn off main gas valves. If the fire is small, use the fire extinguisher AFTER the gas is turned off.
2. In the event of an electrical fire, sound alarm and then turn off the electricity. Do not use water or water-acid extinguishers on electrical supported fires. Only small fires should be fought with an extinguisher.
3. The person locating the fire will sound the alarm.
4. Follow the "Building Evacuation" instructions.
5. The principal will notify the superintendent's office.
6. The office staff will notify the utility companies of a break or a suspected break in utilities.
7. Keep access road open for emergency vehicles.
8. All staff will be responsible to peek in the door of the classroom on either side and make sure they were informed of the fire.
9. The custodian is responsible for checking exits daily to make sure they are functional. All exits should be obvious, maintained and clear of obstructions.

Lunchrooms and Kitchens

1. Emergency preparedness to control fire in school kitchen areas:
 - Have automatic extinguishers over deep fryers and grills.
 - Have fire extinguishers for all types of fires in proper location.
 - Make sure that all of the kitchen personnel know where the extinguishers are located and how to operate them.
 - Make sure that the kitchen personnel know which exit to take in case of fire.

Whether it's a real fire or a drill, try to evacuate the building in less than two minutes.

Fire Drill Procedures

The secretary will call the fire department to inform them it is a drill. The principal or designee shall sound the alarm.

1. When the signal is sounded, the teaching staff will proceed to the evacuation assembly area (blacktop/field) with their classes. Staff not assigned a regular class of children will report to the same area to render any needed assistance to teachers.
2. Once each month, all teachers will instruct their classes in the correct procedures and behaviors to utilize during fire drills.
3. Once each month, a fire drill will be conducted by the school staff.
4. Students stand facing away from the building in silent lines.
5. Supervising staff will take roll. The whereabouts of all students should be known.
6. Any student in attendance at school but not with class or in a special class should be reported immediately to the Student Supervision Leader.

Fire Extinguishers

Fire extinguishers are placed in strategic locations as recommended by the fire department. Faculty members and other staff personnel shall be instructed in the use of the fire extinguisher.

All extinguishers, unless stated, are dry chemical types which are needed to put out type A, B, and C fires which include wood, textiles, gasoline, oil, greases, and electrical fires. In discharging a fire extinguisher, it should be held upright while the pin is pulled. The lever is then pressed while aiming at the base of the fire.

Fire Extinguisher Inspections

The district maintenance department will be responsible for checking for possible building code violations and making sure all fire extinguishers are checked yearly for the following:

1. Check gauge for full charge. Report discharge or overcharge reading immediately to control office.
2. Check seal for breakage.
3. Check hose for cracks, leaks, tears, etc.
4. Check casing for leaks or breakage.

Custodians check fire extinguishers monthly and log that they are functioning properly.

Section 9 Flood

When there is a flood at the school site

- Notify parents via radio and television.
- Notify bus drivers for an early/late dismissal.
- The custodian or site security team will shut off water to prevent contaminated water from entering the school supply.
- The custodian or site security team will shut off electricity to prevent electrical shock.
- If school is a designated emergency shelter and time permits, check all supplies and provisions prior to emergency operations.

After the danger is over

Beware of contaminated food, water, broken gas lines, and wet electrical equipment. Resume classes only after a qualified person has done a building assessment (see returning to building under earthquake.)

Minor Flooding

If the school experiences minor flooding (one or a few classrooms), the class(es) affected will evacuate to another part of the building (principal will decide where to go). Classes will continue. The principal will notify the superintendent and they will jointly decide what to do next.

Section 10 Gas Odor

If odors are detected outside the building, it is not necessary to evacuate the building. Call the police and fire non-emergency number to report the smell (874-5115). Call the district office.

If the odor is detected inside a school building, convene the crisis management team and evacuate the building immediately.

- Call 9-1-1
- Arrange to have the students moved to an off-site evacuation location
- The incident command system member responsible for student accounting begins the process of tracking all students
- Make sure the critical incident response kits leave the school with the students

Section 11 Hostage Situation

Intruder or Hostage Situation

Organized or unorganized terrorists would usually find themselves in one or two places within the school building. Either they would penetrate into the administration office, or they would infiltrate a classroom. The administration and staff have only two "weapons" in which to combat the situation: time and specific procedures. The school staff should not attempt to disarm terrorists.

The procedures for the following situations are as follows:

Intruder Enters the Classroom

1. The teacher will try to make contact with the office via intercom phone.
2. If the teacher cannot get to the communication system, he/she should attempt to send a note out the door with a student. Do not take a chance if there is any doubt that the child will be seen exiting. If one is able to leave, he/she should crawl past any windows so as not to be seen.
3. Any teacher receiving the note from a student or other adult should immediately lock all doors, inform the office, and close the blinds.
4. If there is another teacher, adult, or student who can safely make a call, call the office at 338-6480 or the administrator at 916-773-4641. The office's number and instructions on how to reach the office should be posted by your phone for a substitute or parent.
5. Institute Run, Hide, Fight strategies.
6. The office personnel upon receiving a "help" signal will verbally call for a lock down over the intercom. Teachers will immediately lock all outside doors including workroom doors and close the blinds. Students should assume the duck and cover position under their desks.
7. Office will immediately dial 911 and contact the superintendent.
8. No one will evacuate the building unless instructed to do so by the principal or uniformed police officer.
9. Remain in your room until an "all clear" signal is given.
10. Any student finding himself or herself en route to a classroom from the bathroom, office, library, or another classroom needs to go to the nearest classroom or building. If the door is locked, he/she is to knock and loudly announce one's self.

Intruder Enters the Office

1. If the administrators, secretary, office assistants, or any other staff members are able to phone out of the school without bringing harm to themselves, they will call 911.
2. The principal or secretary will notify the Superintendent, if possible.
3. Follow Run, Hide, Fight procedures: Run to the nearest safe location. Hide in a safe location and remain quiet until the incident is over. Fight the intruder in self defence as a last resort

Intruder Appears on Campus During Recess

1. The teacher on yard duty who first notices an armed individual (gun, knife, or other dangerous weapon) on campus will signal other adults on the playground with four short blasts on a whistle. An adult will send a student to the closest classroom door to enter and ask the teacher inside to inform the office immediately.
2. The office will announce the intruder alert. All students and teachers in classrooms will react accordingly by assuming the duck and cover position.
3. Students on the playground hearing the Duck and Cover signal will look for the nearest teacher and follow instructions. Students need to be aware that four short whistle blasts

designate a problem. If the intruder has a weapon but is not firing, teachers should exit students as quickly as possible via one of the escape routes in that particular duty area. We

4. Teachers will go in the opposite direction of the intruder.
5. If an intruder arrives on the playground and starts firing shots, students and teachers should run away from the intruder to the nearest classroom or safe location to hide.
6. Teachers will need to keep an eye on the intruder at all times to determine what to do next. This type of a situation is unpredictable and unfortunately cannot be covered with predetermined procedures. The main concern is to get as many students as possible off the playground and into a safe building.

Section 12 Hostile Visitor

Domestic or Civil Disturbance

It should be noted that the normal school routine serves to reduce the threat of civil disturbance within the school. The classroom unit keeps students in small groups where each student is more easily known and can be held responsible for his/her actions. Outsiders are generally recognized and the potential for problems can be reduced if the integrity of the individual classroom unit can be maintained.

To reduce the potential for problems, these steps are standard procedure:

1. All teachers are to be at their lines directly after the final recess bell.
2. Teachers are expected to attend assemblies and sit with their classes.
3. Teachers and administrators are available if the need for control should arise before and after school.
4. The administration is aware of substitutes in the building and teachers in adjoining classrooms are available to assist substitutes in controlling students if the need should arise. Each substitute is provided with lesson plans by the teacher who is absent, whether by direct communication or previously prepared plans. A red emergency folder should also be clearly visible in the classroom including a roll sheet, EOC form, site map with emergency areas listed, triage instructions, student release form and both red and green cards.
5. All staff and students are asked to report the presence of any outsider they see to the administration.

In addition to the above listed procedures, teachers and administrators should be keenly aware of the general morale of the students. An atmosphere in which students feel free to approach teachers and discuss problems is encouraged so that a close working relationship with all the different groups in the school can be achieved.

It is important to be aware of community problems, which could possibly set the stage for civil disturbance. The PTO and School Site Council organizations can be helpful in determining problems and offering assistance. A liaison with law enforcement agencies must also be maintained.

Procedure to Deal with Civil Disturbances

Violent Person:

Teachers are to be notified by intercom to close and lock classrooms until the situation is cleared by the administration and/or police. The "duck and cover" drill will be initiated. Students located in outside areas shall be moved to the nearest classroom as quickly as possible. While contact is made with law enforcement, one person (determined by the administration) may attempt to establish rapport with the person, otherwise do not confront this person; contact the office immediately. The office will call 911. Administrators will inform the Superintendent.

If it is a parent with a restraining order planning to take his/her child, allow him/her to do so if it appears that it may be dangerous to intervene. Get a description of the subject, license number, make and model of car and direction of travel. If there are any records on this person in the school office have them ready for law enforcement. See further information under the heading, "Kidnapping/Attempted Kidnapping."

Mob:

If the persons involved are from outside the school, the same procedure as used with a violent person should be implemented. If students are involved, the administration will determine the need for police assistance. If advance warning is received, steps will be taken to try to prevent the incident. In the absence of law enforcement, the administration will do whatever it believes necessary to alleviate the problem. The administration will make a written report of the entire incident.

Unidentified Person(s) Taking Control:

If an unidentified voice gives orders over the intercom threatening or calling a general assembly or asking for individuals, teachers are to close and lock their classroom doors. If an unidentified person comes to the room, he/she is to be asked for office clearance. Pick up the phone and contact the office if the person refuses to leave.

Section 13 Kidnapping/Attempted Kidnapping

Definition: The physical capture or attempted physical capture of a student or staff member against their will.

1. Principal or designee will contact the Sacramento Sheriff (911).
2. Principal or designee will contact the Superintendent and report the situation.
3. Principal or designee will contact the parent or guardian of the kidnapping victim.
4. Principal or designee will inform the teachers of the situation and give further instructions regarding child safety.
5. Principal or designee will inform secretary on how to respond to phone calls regarding the incident.

Section 14 Medical Emergency

Our school shall be prepared to provide basic first aid while summoning necessary emergency assistance. A list of qualified persons who have had First Aid and CPR training should be maintained by the principal. This list must be updated and distributed to the staff annually.

An emergency card will be filed in the office for each student with emergency numbers to call in case of an accident, injury, or illness. Parents will always be notified as soon as possible of any reportable accident, injury, or illness.

Any reportable accident or injury incurred on school property or during a school activity off campus will be reported, using the appropriate online form, to the office of the principal no later than 24 hours from the occurrence.

The general emergency number 9-1-1 will be explained each year to all school personnel, and this number will be readily visible on all telephones.

A first aid kit shall be maintained in the office and rotated. A Red Cross first aid booklet is provided with each kit. First aid procedures will follow the current American Red Cross First Aid Manual.

Although some staff members are trained in basic first aid and CPR procedures, they are not to be considered medical experts. The first aid kits are to be used only in cases of emergency.

First Aid Stations

A first aid station is always maintained in the nurse's office. In the event of a large scale emergency that requires an evacuation, a medical station will be set up by the Medical Team in a predetermined location. If evacuation is not necessary, the nurse's station and/or the multi-purpose room will be used.

Rescue

With a non-critical or less serious injury, move the victim to the nurse's office.

With a serious or critical injury, do the following:

1. Evaluate the situation. Unless the victim is in further danger, do not move him/her.
2. Be sure the victim is breathing.
3. Control serious breathing.
4. Send a runner to notify the office.
5. Treat for shock.
6. Keep comfortable and try to maintain normal body temperature.

With non-critical illness or injury, do the following:

1. Administer first aid.
2. Notify parents for their information and action. If parents cannot be contacted, notify other adults on the emergency card.
3. If no one can be contacted, lie the student down in the nurse's office or send the student back to class if the injury doesn't warrant the need to keep a close watch on the student.
4. Keep a record of time of injury, what first aid was administered and at what time.

With critical illness or injury, do the following:

1. Administer first aid to the extent possible.

2. Call 9-1-1 if the situation is life threatening or if the child is in need of immediate medical intervention.
3. Notify parents for their action and information.
4. Keep a record of time of injury, what first aid was administered and at what time.
5. Notify the superintendent's office.
6. Complete appropriate injury, illness, or insurance report promptly.
7. Keep a record of which students were sent to the hospital.

FIRST AID INSTRUCTIONS

Abdominal Pain	Eyes
Artificial Respiration	Fainting
Bleeding	Fracture
Internal Bleeding	Frostbite
Bone Injuries	Head Injury
Breathing	Heart Attack
Rescue Breathing	Nosebleeds
Burns	Pandemic Flu Plan
Choking (Heimlich Maneuver)	Poisoning
Convulsions or Seizures	Puncture Wounds
Diabetics	Seizure
Dog Bites	Shock
Ears	Sunstroke
Electric Shock	Wounds

Abdominal Pain

Abdominal pain may be due to food poisoning, appendicitis, hernia, ulcer, gallstones, or kidney stones. The symptoms are so similar that medical assistance should be obtained if the pains continue for several hours.

Artificial Respiration

1. Steps for mouth to mouth artificial respiration:
 - Clear airway
 - Tilt head back (unless possible neck injury - use jaw thrust)
 - Pinch nostrils
 - Seal mouth and blow
 - Watch for chest to rise
 - Listen for air to escape from mouth
 - Watch for chest to fall
 - Repeat: 12-16 times per minute in adults; 16-20 times per minute in children.
2. If victim's tongue obstructs airway:
 - Tilt the head
 - Jut the jaw forward
3. If facial injuries make it impossible to use mouth to mouth method then use the manual method.
 - Use mouth to nose if airtight seal is impossible over the victim's mouth.
 - Small child - cover both mouth and nose.
4. Continue artificial respiration until victim begins to breathe for him/herself or until help arrives.

5. Carbon Monoxide Poisoning or Asphyxiation (due to lack of oxygen): Check for breathing difficulties and give artificial respiration.

Bleeding

1. Apply direct pressure on the wound.
2. Elevate the wounded area if an arm or leg is bleeding.
3. Apply pressure on the supplying artery of the arm or leg if steps 1 and 2 do not stop bleeding.
4. Only as a last resort (if they will die without this), apply a tourniquet to stop the bleeding. Once applied, a tourniquet must be loosened or removed only by a doctor.

*Internal bleeding – Treat for shock

Bone Injuries

1. Dislocations: fingers, thumb, shoulder
Keep the part quiet. Immobilize shoulder with arm sling.
2. Fractures:
 - Signs of a closed fracture:
 1. Swelling
 2. Tenderness to touch
 3. Deformity
 4. Discoloration
 - Treatment (closed fracture - no bleeding or broken skin at wound)
 1. Keep broken bone ends from moving
 2. Keep adjacent joints from moving
 3. Treat for shock
 - Treatment (open fracture - broken bone and broken skin)
 1. Do not move protruding bone end
 2. If bleeding, control bleeding by direct pressure on the wound
 3. Treat the same as closed fracture after bleeding is controlled.
3. Sprains (injury to soft tissue around a joint)
 - Always immobilize
 - Elevate joint
 - Apply cold packs during first half hour
 - Treat the same as closed fractures
 - X-ray may be necessary

Breathing - Unconscious Person

Breathing is the most critical thing we must do to stay alive. A primary cause of death is lack of air!

Be careful approaching an unconscious person. He or she may be in contact with electrical current. If this is the case, turn off the electricity before you touch the victim.

There are hundreds of possible causes of unconsciousness; the first thing you must check for is breathing.

1. Try to awaken the person by firmly tapping him or her on the shoulder and shouting, "Are you alright?"
2. If there is no response, check for signs of breathing.
 - a. Be sure the victim is lying flat on the back. If you have to roll the victim over, move the entire body at one time.

- b. Loosen tight clothing around neck and chest.
- 3. Open the airway:
 - a. If there are no signs of head or neck injuries, tilt the head back and lift the chin to move the tongue away from the back of the throat.
 - b. Place your ear close to the victim's mouth; listen and feel for breathing.
 - c. If you can't see, hear, or feel any signs of breathing, you must begin breathing for the victim.
 - d. Begin rescue breathing immediately. Have someone else summon professional help.

Rescue Breathing:

1. Giving mouth-to-mouth rescue breathing to an adult:
 - a. Put your hand on the victim's forehead, pinching the nose shut with your fingers. Your other hand is lifting the victim's chin to maintain an open airway.
 - b. Place your mouth over the victim's, making a tight seal.
 - c. Breathe slowly and gently into the victim until you see the chest rise. Give 2 breaths, each lasting about 1½ seconds. Pause between breaths to let the airflow out. Watch the victim's chest rise each time you give a breath to make sure air is going in.
 - d. Check for a pulse after giving these 2 initial, slow breaths. If you feel a pulse but the victim is still not breathing, give one breath about every 5 seconds. After 10 to 12 breaths, re-check pulse to make sure the heart is still beating.
 - e. Repeat the cycle every 5 seconds, 10-12 breaths per minute, rechecking the pulse after each cycle. Continue rescue breathing until one of the following happens:
 - i. The victim begins to breathe without your help
 - ii. The victim has no pulse (begin CPR).
 - iii. Another trained rescuer takes over for you.
 - iv. You are too tired to go on.
2. Giving mouth-to-mouth rescue breathing to infants and small children:
 - a. A small child's head should be tilted back gently to avoid injury. With head tilted back, pinch the nose shut. Lift the chin and check for breathing as you would for an adult. Give 2 slow breaths until the chest rises.
 - b. Check for a pulse.
 - c. Give 1 slow breath about every 3 seconds. Do this for approximately 1 minute, or 20 breaths.
 - d. Recheck the pulse and for breathing.
 - e. Call 911 if you have not already done so. Continue rescue breathing as long as a pulse is present and the child is not breathing.
 - f. Continue rescue breathing until one of the following occurs:
 - i. The child begins to breathe on his/her own.
 - ii. The child has no pulse (begin CPR).
 - iii. Another trained rescuer takes over for you.
 - iv. You are too tired to go on.

Burns

1. Degrees:
 - Skin red (1st degree)
 - Blisters develop (2nd degree). Never break open blisters.
 - Deep tissue damage (3rd degree)
2. First Aid for thermal burns (1st and 2nd degree burns) to exclude air:
 - Submerge in cold water
 - Apply a cold pack

- Cover with a thick dressing or plastic. (Do not use plastic on face.)
 - After using cold water or ice pack, cover the burned area with a thick, dry, sterile dressing and bandage firmly to exclude air.
3. First Aid for 3rd degree burns:
 - Apply a thick, dry sterile dressing and bandage to keep out air.
 - If large area, wrap with a clean sheet or towel.
 - Keep burned hands and feet elevated and get medical help immediately.
 - Treat the same as shock victim, giving fluids as indicated; warmth necessary.
 4. First Aid for chemical burns
 - Wash chemical away with water.
 5. Acid burn to the eye (also alkali burns)
 - Wash eye thoroughly with a solution of baking soda (1 teaspoon per 8-ounce glass of water) or plain water for 5 minutes.
 - If victim is lying down, turn head to side. Hold the lid open and pour from inner corner outward. Make sure chemical isn't washed out onto the skin.
 - Have victim close the eye, place eye pad over lid, bandage and get medical help.

Choking (Heimlich Maneuver)

If the air passage is blocked by food or other foreign material, remove it with your finger if possible. Be careful not to force it deeper into the throat. If the person is coughing, he is getting some air. But if the passage is completely blocked, he can't breathe or speak; immediately do the following:

- Stand behind a slumped-over victim; wrap your arms around his waist below the diaphragm.
- Grasp your wrist with your other hand.
- Place your fist against the victim's abdomen, slightly above the navel and below the rib cage.
- Press your fist strongly and quickly in and slightly up into his abdomen.

If the victim is on his back:

- Kneel, facing him, astride his hips.
- With one of your hands on top of the other, place the heel of the bottom hand on the victim's abdomen slightly above the navel and below the rib cage.
- Press the heel of your hand forcefully into the abdomen with a quick upward thrust. If necessary, repeat several times.

Convulsions or Seizures

1. Symptoms

- Jerking movements
- Muscular rigidity
- Blue about the lips
- May drool
- High fever

These seizures are seldom dangerous, but they are frightening.

2. Causes

- Head injuries
- Severe infections
- Epilepsy

3. Treatment

- Prevent patient from hurting himself

- Loosen tight clothing
- Do not restrain
- If breathing stops, apply mouth to mouth resuscitation
- Do not give liquids nor put patient in warm water
- When the seizure is over, treat as for shock keeping patient warm

Prompt medical help is needed if the patient does not have a history of convulsive disorders.

Diabetics

Diabetics may lose consciousness when they have too little or too much insulin. Unless you are thoroughly familiar with how to proceed with treatment, it is better to seek medical help rather than to attempt first aid. Be aware of all students with diabetes on site.

Dog/Animal Bites

1. It is extremely important that the dog/animal be identified if the person bitten is to avoid rabies shots. Secure the animal, if possible without danger to yourself, with a leash, rope or in an enclosed area. If the animal cannot be contained, attempt to remember as much as possible about the animal's description so that animal control can make a thorough search of the area.
2. Attend to the wound by washing the area with water and soap for five minutes and bandage if possible. Inform parents and refer to the family physician.
3. Notify animal control center. Give description of the animal and name and address of the victim.
4. Complete the Report of Student Accident Form.
5. Notify the school nurse so that information can be recorded in the pupil's health folder.

Ears

Foreign objects usually require medical assistance. Insects may be removed by using warm mineral or olive oil. When the head is tilted, the insect and oil usually drain out.

Electric Shock

1. Do not touch the victim if he is still in contact with the electricity.
2. Turn off the main switch or pull the plug.
3. Be aware of the possibility of breathing emergency.

Eyes

Contact a physician immediately if the foreign substance is metallic or abrasive. Particles can often be washed out with water or removed with the corner of a clean handkerchief.

Fainting

1. Fainting is due to a temporary decrease of blood and oxygen to the brain. It may be preceded by paleness, sweating, dizziness, disturbance of vision and nausea.
2. Place the victim in a reclining position and treat for shock. If a victim feels faint, have him sit and place his head between his knees.

Fracture

Bone Fracture (unless in imminent danger, do not move the individual)

Closed Fracture: The signs of a closed fracture are swelling, tenderness, deformity, and discoloration. When there is a fracture (or suspected fracture):

1. Keep the injured person calm

2. Do not permit the victim to walk about.
3. Notify parent.
4. Splint fractures to prevent further injury if the victim must be transported by someone other than emergency medical personnel.
5. Call for emergency help for leg, back, neck, or hip injuries, or if parent is unable to take the child for medical care.

Compound Fracture: Your objectives are to prevent shock, further injury, or infection in compound fractures (where skin has been broken).

1. Keep the injured person calm and cover him only enough to keep him from losing body heat.
2. Do not try to push the broken bone back into place if it is sticking out of the skin.
3. Do not try to straighten out a fracture or put it back into place.
4. Do not permit the victim to walk about.
5. Notify parent.
6. Splint fractures to prevent further injury if the victim must be transported by someone other than emergency medical personnel.
7. Call for emergency help for legs, back, neck, severe bleeding, hip injuries, or if parent is unable to take the child for medical care.

Frostbite

1. The frostbitten area will be slightly reddened with a tingling sensation of pain. The skin becomes grayish-yellow, glossy and feels numb. Blisters eventually appear.
2. Re-warm the area by quickly submerging it in warm water (start with 98 degrees and gradually warm to 102-103 degrees). Don't rub the area nor break the blisters.

Head Injury

1. Symptoms
 - May or may not be unconscious
 - Unconsciousness may be delayed one-half hour or more
 - Bleeding from mouth, nose or ear
 - Paralysis of one or more extremities
 - Difference in size of pupils of the eyes
2. First Aid for Head Injuries:
 - No stimulants or fluids
 - Don't raise his feet; keep the victim FLAT
 - Observe carefully for stopped breathing or blocked airway
 - Get medical help immediately
 - When transported, gently lay flat
 - Position head to side so secretions may drool from corner of mouth
 - Loosen clothing at neck

Heart Attack

Diseases and Conditions

By Mayo Clinic Staff

- Chest discomfort or pain. This discomfort or pain can feel like a tight ache, pressure, fullness or squeezing in your chest lasting more than a few minutes. This discomfort may come and go.

- Upper body pain. Pain or discomfort may spread beyond your chest to your shoulders, arms, back, neck, teeth or jaw. You may have upper body pain with no chest discomfort.
- Stomach pain. Pain may extend downward into your abdominal area and may feel like heartburn.
- Shortness of breath. You may pant for breath or try to take in deep breaths. This often occurs before you develop chest discomfort, or you may not experience any chest discomfort.
- Anxiety. You may feel a sense of doom or feel as if you're having a panic attack for no apparent reason.
- Lightheadedness. In addition to chest pressure, you may feel dizzy or feel like you might pass out.
- Sweating. You may suddenly break into a sweat with cold, clammy skin.
- Nausea and vomiting. You may feel sick to your stomach or vomit.
- Heart palpitations. You may feel as if your heart is skipping beats, or you may just be very aware that your heart is beating.

Heart attack symptoms can vary widely. For instance, you may have only minor chest discomfort while someone else has excruciating pain.

One thing applies to everyone, though: If you suspect you're having a heart attack, call 911 or your local emergency medical services number. Place 2-3 baby aspirin under the tongue.

If you don't have access to emergency medical services, have someone drive you to the nearest hospital. Drive yourself only as a last resort, if there are absolutely no other options.

Movies and TV often portray heart attacks as dramatic, chest-clutching events. But, heart attacks often begin with subtle symptoms — such as discomfort that may not even be described as pain.

It can be tempting to try to downplay your symptoms or brush them off as indigestion or anxiety. But don't "tough out" heart attack symptoms for more than five minutes. Call 911 or other emergency medical services for help.

Women may have all, none, many or a few of the typical heart attack symptoms. While some type of pain, pressure or discomfort in the chest is still a common symptom of a heart attack in women, many women have heart attack symptoms without chest pain, such as:

- Pain in the neck, back, shoulders or jaw
- Shortness of breath
- Abdominal pain or "heartburn"
- Pain in one or both arms
- Nausea or vomiting
- Dizziness or fainting
- Unusual or unexplained fatigue, possibly for days

Older adults and people with diabetes may have no or very mild symptoms of a heart attack, so it's especially important not to dismiss heart attack symptoms in people with diabetes and older adults even if they don't seem serious.

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<http://www.mayoclinic.org/diseases-conditions/heart-attack/in-depth/heart-attack-symptoms/art-20047744>

AED Steps

Automated external defibrillators can help save lives during sudden cardiac arrest. However, even after training, remembering the steps to use an AED the right way can be difficult. In order to help keep your skills sharp, we've created a quick step-by-step guide that you can print up and place on your refrigerator, in your car, in your bag or at your desk. This way, you can review the AED steps anytime, at your convenience, and keep them fresh in your memory.

Before Using the AED

These AED steps should be used when caring for a non-breathing child aged 8 or older who weighs more than 55 pounds, or an adult.

After checking the scene and ensuring that the person needs help, you should ask a bystander to call 911 for help, then:

1. Turn on the AED and follow the visual and/or audio prompts.
2. Open the person's shirt and wipe his or her bare chest dry. If the person is wearing any medication patches, you should use a gloved (if possible) hand to remove the patches before wiping the person's chest.
3. Attach the AED pads, and plug in the connector (if necessary).
4. Make sure no one is, including you, is touching the person. Tell everyone to "stand clear."
5. Push the "analyze" button (if necessary) and allow the AED to analyze the person's heart rhythm.

6. If the AED recommends that you deliver a shock to the person, make sure that no one, including you, is touching the person – and tell everyone to "stand clear." Once clear, press the "shock" button.
7. Begin CPR after delivering the shock. Or, if no shock is advised, begin CPR. Perform 2 minutes (about 5 cycles) of CPR and continue to follow the AED's prompts. If you notice obvious signs of life, discontinue CPR and monitor breathing for any changes in condition.

To see the steps to use an AED performed, watch our video [Using an AED](#). Or, for online, in person and blended training courses, visit our [AED training page](#).

Norovirus

Norovirus is highly contagious and persistent. There's no vaccine to prevent it, but there are some things you can do to lower the risk of transmission.

- Wash your hands after using the toilet, changing a diaper, or caring for a sick person. Use soap and running water for at least 20 seconds. If you don't have access to soap and water, use an alcohol-based hand sanitizer.
- When caring for a sick person, wear gloves and use plastic bags to dispose of soiled materials or diapers. Use disinfectant or a chlorine bleach solution on contaminated surfaces. Handle contaminated clothes carefully and launder them right away.
- Don't consume food or beverages prepared by a sick person.
- Wash your hands before preparing or eating food.
- Wash all produce before cutting into or eating it.
- Don't eat raw or undercooked seafood.
- If you're sick, stay home. This is especially important if you work in food service, healthcare, or education. Sick children shouldn't attend school, day care, or other activities.
- Put off travel plans until you're fully recovered.

Norovirus virus can still be spread for up to two weeks after symptoms subside. Because there are many different strains of the virus, having it once doesn't protect you from getting it again.

Nosebleeds

Nosebleeds can be controlled by grasping the nose firmly between the fingers and holding it for 5-10 minutes. Ice packs will also help control bleeding. Nosebleeds are usually minor, but if bleeding can't be controlled, medical help is needed. Maintain pressure on nose until a doctor is present.

Pandemic Flu Plan

Seasonal Flu:

- Caused by influenza viruses that are closely related to viruses that have previously circulated; most people will have some immunity to it.
- Symptoms include fever, cough, runny nose and muscle pain.
- Complications such as pneumonia are most common in the very young and very old and may result in death.

- Vaccine is produced each season to protect people from the three influenza strains predicted to be most likely to cause illness.

Mild to Moderate Pandemic:

- Caused by new influenza virus that has not previously circulated and can be easily spread.
- It is likely that most people will have no immunity to the new virus; it will likely cause illness in high numbers of people and more severe illness and deaths than seasonal influenza.
- Symptoms are similar to seasonal flu, but may be more severe and have more serious complications.
- Healthy adults may be at increased risk for serious complications.

Severe Pandemic:

- A severe strain causes more severe illness, results in a greater loss of life and has a greater impact on society.
- Workplace absenteeism could reach up to 40% due to people being ill themselves or caring for family members.

Measures to limit the spread of flu:

- Promote hand-washing/use of antibacterial wipes, cough hygiene via modeling by school staff.
- Cover nose and mouth with a tissue or upper arm if a tissue is not available
- Dispose of used tissues in a waste basket and wash hands after coughing, sneezing or blowing nose.
- Use warm water and soap or alcohol-based sanitizers to clean hands.
- Wash hands before eating or touching eyes, nose or mouth.
- Encourage vaccination of staff and students for whom the flu vaccine is recommended.
- Persons developing symptoms at school should be sent home as soon as possible and instructed not to return until well.

Social distancing:

In a pandemic, the risk of getting the flu is greatest when one has close contact with an infected person. Social distancing measures may include standing three feet apart when communicating, canceling outdoor recess, and monitoring hand washing after bathroom use and after sneezing/coughing/blowing nose. Wipe phones with antibacterial wipes after each use. Limit use of headphones, keyboards and any other shared items in the classroom – wipe with antibacterial wipes after each use.

Use a bacterial spray (such as Lysol) in the classroom twice daily.

Open windows if weather permits while room is occupied or when students leave the room for lunch. Consider possible school closure for a short amount of time early in the course of a community outbreak.

Consult www.pandemicflu.gov for new and updated information.

Poisoning

1. In all oral poisoning, give liquids to dilute the poison.
2. Procedures for handling specific oral poisoning cases should be reviewed by teachers of classes in areas where poisoning may take place.

Puncture Wounds (knife and gunshot)

A puncture wound may be caused by a pointed object such as a nail, piece of glass, or knife that pierces the skin. Gunshot wounds are also considered to be puncture wounds. Generally, puncture wounds do not bleed a lot and are therefore susceptible to infection. Severe bleeding can result if the penetrating object damages internal organs or major blood vessels.

If an object is impaled in a wound, DO NOT REMOVE IT.

- Place several dressings around the object to keep it from moving.
- Bandage the dressings in place around the wound.
- Call 911 and contact parents.

A puncture wound to the chest can range from minor to life threatening. A sucking chest wound is one in which the rib cage has been penetrated and you can hear a sucking sound every time the victim takes a breath.

- Without proper care, the victim's condition will quickly worsen.
- Cover the wound with a dressing that does not allow air to pass through it.
- A plastic bag, latex glove, or plastic wrap taped over the wound will help keep air circulating through the lungs.
- Give additional care as needed. Watch for shock.
- Call 911 and contact parents.

Seizure

An alarming sight, a person experiencing a seizure may exhibit limbs jerking violently, eyes that roll upward, and breath that becomes heavy with dribbling or even frothing at the mouth. Breathing may stop in some seizures, or the victim may bite his or her tongue so severely that it blocks the airway. Do not attempt to force anything into the victim's mouth. You may cause injury to the victim or yourself.

1. During a seizure:
 - a. There is little you can do to stop a seizure.
 - b. Call for help.
 - c. Let the seizure run its course.
 - d. Help the victim to lie down and keep from falling to avoid injury.
 - e. Do not use force.
 - f. Loosen restrictive clothing.
 - g. Do not try to restrain a seizure victim.
 - h. Cushion the victim's head using folded clothing or a small pillow.
 - i. If a seizure lasts 10 minutes in a known epileptic, or 5 minutes in a person with no seizure history, call 911.
2. After a seizure:
 - a. Check to see if the victim is breathing. If not, immediately begin rescue breathing.
 - b. Check to see if the victim is wearing a MEDIC ALERT or similar bracelet. It describes emergency medical requirements.
 - c. Check to see if the victim has any burns around the mouth. This would indicate poison.
3. The victim of a seizure may be conscious but confused and not talking when the intense movement stops. Stay with the victim and be certain that breathing continues. When the victim is able to move, get medical attention.

After the seizure is over, the pupil can be taken to the office to lie down until the dazed phase is over and parents are notified. The student should be attended to continuously until fully recovered.

Very rarely a condition called "status epilepticus" occurs in which one seizure follows another for a long period of time. This is a medical emergency; call 911.

Shock

1. Shock is likely to develop in any serious injury or illness. Shock may be serious enough to cause death even though the injury itself may not be fatal. Four important symptoms of shock are:
 - Pale, cold, moist skin
 - Weak and/or rapid pulse
 - Rapid breathing
 - Altered consciousness
2. The symptoms of shock may appear immediately or may be delayed for an hour or more. Give shock care to all seriously injured persons:
 - Have the victim lie down.
 - Control any external bleeding.
 - Help the victim maintain body temperature, cover to avoid chilling.
 - Reassure the victim.
 - Elevate legs about 12 inches unless you suspect head, neck, or back injuries or broken bones involving hips or legs.
 - Do not provide anything to eat or drink.
 - Call 911.
 - Call parents.

Sunstroke

1. A person with sunstroke will have nausea, weakness, headache, cramps, pounding pulse, high blood pressure and high temperatures (up to 106 degrees.) The armpits are dry; skin flushed initially but later turns ashen or purplish. Delirium or coma is common.
2. Medical help is crucial. While waiting for medical aid, reduce temperature with a cold bath, sponging with alcohol or water, until the temperature is down. Hospitalization should be immediate.

Wounds

An abrasion is a wound caused by scraping off the outer layer of skin. An abrasion is usually superficial with little bleeding but infection can occur unless the wound is cleaned with soap and water. Wash away from the wound.

An incision is a cut caused by a sharp object such as a knife, razor blade, or piece of glass. Bleeding is a serious problem. Medical help is often necessary in case the wound must be sewn.

A laceration is a tear or jagged, irregular wound caused by a hard object such as a rock, machine tool, bicycle or automobile. Animal bites are also lacerations. Surrounding tissue is damaged and bleeding may be profuse. A minor laceration can be cleaned with soap and water, but if the bleeding is severe, a pressure dressing may be needed. If the laceration is caused by an animal, medical help is required for testing and treatment of the animal.

A puncture wound is caused by deep penetration of a sharp object such as a pencil, nail, ice pick, bullet, spear or arrow. There may be little surface bleeding, but severe internal bleeding can result. A puncture wound is difficult to cleanse and may require a tetanus shot to guard against infection.

Section 15 Missing Student

Maintaining strict visitor control procedures and enforcing the requirement for employees to wear identification badges will help control unwanted and dangerous access to the school. Penal Code section 626 will help control access by outsiders to the school.

Access into Building

- All doors are to be locked during the school day, with the exception of the main entrance.
- Signs must be posted on all doors directing visitors to report to the main office.

Student Accountability

- Elementary and middle school students shall not be left alone unsupervised anywhere in the building or on school grounds during the school day.

Photo Identification Badges

- All personnel who work in or regularly visit schools in the course of business should wear, or have on their person an assigned identification badge. This regulation includes full and part-time staff, food services personnel, and bus drivers/attendants.
- Badges must be worn in a manner that makes them readily visible.

Visitor Badges and Log In

- Schools must issue numbered visitor badges that include the name of the school and the current school year.
- School staff must be aware of visitor badge procedures and their responsibility in reporting violations.

In a missing child incident, assign a member of the Incident Command Team to organize a search of the school. Call Twin Rivers Police and the parents and alert the superintendent. Record the name and contact number of person reporting the child missing. If the case involves abduction, begin gathering witness information for law enforcement. Confirm child attended school that day. Assign a staff member to begin checking last known location of the child.

1. Begin gathering information on the child, including:
 - a. Description, including height, weight, skin color, eye color, clothing, backpack, etc.
 - b. Obtain photo, if available.
 - c. Home address, phone number, parents' contact numbers
 - d. Class schedule, special activities
 - e. Bus or walking route information
2. Contact custodial parents.
3. Convene crisis management team.
4. Begin recording events.
5. If incident is happening during the school day, consider holding the bells until the matter is either resolved or school has been completely searched for the student.
6. Notify the Center Unified District Office.

7. Obtain information on possible witnesses, friends, and the last person to see student.
8. If incident occurred while a student was on the way home, contact bus driver, safety patrol, crossing guard.
9. Double check circumstances. Could child have ridden the wrong bus or walked home? Did someone pick-up the child? Is the child at another activity?
10. Assist law enforcement's department with investigation.
11. Arrange for counseling of students as needed.

At any point during these steps, if the child is found, inform everyone who has been notified of the incident that the child is no longer missing.

Section 16 Public Demonstration

Most groups will give advance warning of a planned protest. When the warning comes:

- Identify a spokesperson for the group.
- Obtain information on when, why, how many.
- Contact the Center Unified District Office. The District Office should contact the sheriff and advise them of the situation.
- Notify faculty of the planned demonstration.
- Develop an information letter to parents.
- Continually work with the Office of Community Relations on any statements or contact with the demonstrating group.
- If demonstration occurs, curtail class changes to limit confusion.
- Do not allow students to be interviewed by media or join in demonstration.
- Assign CMT members to act as liaison with police, media, and demonstrating group.
- Direct one staff member to handle all incoming calls.
- Prepare to establish areas where demonstrators can set up without affecting the operation of the school.
- Notify transportation of demonstration and any possible impact buses may encounter arriving at or departing from the school.

Section 17 School Site as Mass Care and Welfare Shelter

The American National Red Cross ("Red Cross"), a not-for-profit corporation chartered by the United States Congress, provides services to individuals, families and communities when disaster strikes. The disaster relief activities of the Red Cross are made possible by the American public, as the organization is supported by private donations and facility owners who permit their buildings to be used as a temporary refuge for disaster victims.

The governing board of any school district shall grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare.

1. Use of Facility: Upon request, and if feasible, the Center Joint Unified School District (CJUSD) will permit the Red Cross to use the Facility on a temporary basis as an emergency public shelter.
2. Shelter Management: The Red Cross will have primary responsibility for the operation of the shelter and will designate a Red Cross official, the Shelter Manager, to manage the sheltering activities. CJUSD will designate a Facility Coordinator to coordinate with the Shelter Manager regarding the use of the Facility by the Red Cross.
3. Condition of Facility: The Facility Coordinator and Shelter Manager (or designee) will jointly conduct a pre-occupancy survey of the Facility before it is turned over to the Red Cross. They will record any existing damage or conditions. The Facility Coordinator will identify and secure all equipment that the Red Cross should not use while sheltering in the Facility. The Red Cross will exercise reasonable care while using the Facility as a shelter and will make no modifications to the Facility without the express written approval of CJUSD.
4. Food Services: Upon request by the Red Cross, and if such resources exist and are available, CJUSD will make the food service resources of the Facility, including food, supplies, equipment and food service workers, available to feed the shelter occupants. The Facility Coordinator will designate a Food Service Manager to coordinate the provision of meals at the direction of, and in cooperation with, the Shelter Manager. The Food Service Manager will establish a feeding schedule, determine food service inventory and needs, and supervise meal planning and preparation. The Food Service Manager and Shelter Manager will jointly conduct a pre-occupancy inventory of the food and food service supplies in the Facility before it is turned over to the Red Cross.
5. Custodial Services: Upon request by the Red Cross, and if such resources exist and are available, CJUSD will make its custodial resources, including supplies and custodial workers, available to provide cleaning and sanitation services at the shelter. The Facility Coordinator will designate a Facility Custodian to coordinate the provision of cleaning and sanitation services at the direction of, and in cooperation with, the Shelter Manager.
6. Security: In coordination with the Facility Coordinator; the Shelter Manager, as he or she deems necessary and appropriate, will coordinate with law enforcement regarding any public safety issues at the Shelter.

7. Signage and Publicity: The Red Cross may post signs identifying the shelter as a Red Cross shelter in locations approved by the Facility Coordinator and will remove such signs when the shelter is closed. CJUSD will not issue press releases or other publicity concerning the shelter without the express written consent of the Shelter Manager. CJUSD will refer all media questions about the shelter to the Shelter Manager.
8. Closing the Shelter: The Red Cross will notify the CJUSD or Facility Coordinator of the closing date for the shelter. Before the Red Cross vacates the Facility, the Shelter Manager and Facility Coordinator will jointly conduct a post-occupancy survey to record any damage or conditions. The Shelter Manager and Facility Coordinator or Food Service Manager will conduct a post-occupancy inventory of the food and supplies used during the shelter operation.
9. Reimbursement: The Red Cross will reimburse the Owner for the following:
 - a. Damage to the Facility or other property of Owner, reasonable wear and tear excepted, resulting from the operations of the Red Cross. The Red Cross is not responsible for storm damage or other damage caused by the disaster.
 - b. Reasonable costs associated with custodial and food service personnel which would not have been incurred but for the Red Cross's use of the Facility for sheltering.

Reasonable, actual, out-of-pocket operational costs to the extent that such costs would not have been incurred but for the Red Cross's use of the Premises.

Section 18 Severe Weather

If severe weather conditions develop or occur during the night or at a time when school is not in session, a decision on closing the school will be made before 7:00 a.m. If a decision is made to close school, the news media will be notified and asked to announce the closure prior to 9:00 a.m. The emergency phone tree will be used to notify staff members.

If severe weather conditions develop while school is in session, the Emergency Coordinator will monitor the latest developments via radio and keep in contact with the principal. The principal will keep in contact with the superintendent's office.

If it is decided to close school, the following action will be taken:

1. The superintendent will notify radio stations and ask that a closure announcement be made which would specify the time students are to be released.
2. The principal will announce the closure to the faculty and students.
3. Staff members will be used to expeditiously evacuate the building.
4. Procedures outlined in the "Early Dismissal" plan will be followed.

Section 19 Shooting/Stabbing

Assess the situation

- Is the suspect in the school?
- Has weapon been found and/or secured?
- Has suspect been identified?

In most cases, initiate lockdown procedures to isolate students from danger or send students to a secure area.

Provide information in announcement about incident and outline expectations of the teachers and staff.

Disable the bell system, if possible.

Once the situation has been assessed:

- Provide first aid to the injured.
- Call 911 requesting police and medical aid to injured parties.
- Notify the Center Unified District Office.
- Provide full information about what has occurred and what is known at this time.
 - o If the suspect is still in the school, attempt to identify his or her location and begin planning for evacuation once police arrive.
 - o If suspect has left, secure all exterior doors to prevent re-entry.
- Explain what steps the school has taken (lockdown).
- Identify command post for police to respond.
- Isolate and separate any witnesses. Instruct witnesses to write statement of events while awaiting police.
- Gather crisis management team in command post.
- Initiate the Incident Command System.
- Gather information and emergency cards on anyone involved in the incident.
- Organize evacuation to an off-site location, if necessary, or prepare to continue with classes. Keep crime scene secure.
- Prepare written statements for telephone callers and media in cooperation with the sheriff and the District Office.
- Prepare letter for students to take home in cooperation with the sheriff and the Office of Community Relations.
- Arrange for crisis counseling immediately and during subsequent days.
- Provide liaison for family members of any injured students.
- Continue to provide informational updates to students, family, and faculty during the next few days to squelch rumors.

Section 20 Campus Visitor Procedures

We are proud of the educational program being carried out at North Country School. It is our pleasure to have any parent who wishes to visit the classroom do so.

1. This is a closed campus. All persons, upon arrival, must report to the office to sign in and obtain a visitor's badge.
2. All visitors are **required** to make an appointment with the teacher prior to their arrival on campus to protect classroom instructional minutes.
3. Visitors must return to the office and sign out before leaving campus.
4. To respect the learning environment of all students, no siblings are allowed on campus or field trips.

Volunteers are especially welcome (See [Volunteer Information Form](#)). We encourage you to become part of our distinguished group of parents who do a variety of things around the school for the betterment of our students and our school.

Section 21 Healthy Kids Survey Information

School Violence, Victimization, and Safety

Table A7.1

Perceived Safety at or Outside of School

	Grade 5 %
Do you feel safe at school?	
No, never	6
Yes, some of the time	26
Yes, most of the time	41
Yes, all of the time	26
Do you feel safe on your way to and from school?	
No, never	6
Yes, some of the time	21
Yes, most of the time	18
Yes, all of the time	56

Question ES A.56, 57: Do you feel safe at school?... Do you feel safe on your way to and from school?

Note: Cells are empty if there are less than 10 respondents.

Table A7.2

Frequency of Being Harassed on School Property

	Grade 5 %
Been hit or pushed	
No, never	53
Yes, some of the time	42
Yes, most of the time	3
Yes, all of the time	3
Mean rumors spread about you	
No, never	39
Yes, some of the time	28
Yes, most of the time	11
Yes, all of the time	22
Been called bad names or mean jokes made about you	
No, never	31
Yes, some of the time	42
Yes, most of the time	19
Yes, all of the time	8

Question ES A.50, 51, 53: Do other kids hit or push you at school when they are not just playing around?... Do other kids at school spread mean rumors or lies about you?... Do other kids at school call you bad names or make mean jokes about you?

Notes: Cells are empty if there are less than 10 respondents.

Table A7.3***Frequency of Harassing on School Property, Past Year***

	Grade 5 %
Have hit or pushed other kids	
0 times	53
1 time	21
2 times	21
3 or more times	6
Have said mean things about other students or called them bad names	
0 times	51
1 time	20
2 times	11
3 or more times	17
Have spread mean rumors about other kids	
0 times	77
1 time	17
2 times	3
3 or more times	3

Question ES A.47-49: During the past year, how many times have you hit or pushed other kids at school when you were not playing around?... During the past year, how many times have you spread mean rumors or lies about other kids at school?... During the past year, how many times at school have you said mean things about other students or called them bad names?

Notes: Cells are empty if there are less than 10 respondents.

Table A7.4***Weapons (Gun or Knife) on School Property, Past Year***

	Grade 5 %
Brought a gun or knife to school	
No	94
Yes	6
Saw another kid with a gun or knife at school	
No	78
Yes	22

Question ES A.52, 54: During the past year, did you ever bring a gun or knife to school?... During the past year, have you ever seen another kid with a gun or knife at school?

Notes: Cells are empty if there are less than 10 respondents.

Table A7.5***School Responses to Bullying***

	Grade 5 %
Teachers and other grown-ups make it clear that bullying is not allowed.	
No, never	3
Yes, some of the time	14
Yes, most of the time	11
Yes, all of the time	72
If you tell a teacher that you've been bullied, the teacher will do something to help.	
No, never	14
Yes, some of the time	11
Yes, most of the time	27
Yes, all of the time	49
Students at your school try to stop bullying when they see it happening.	
No, never	16
Yes, some of the time	38
Yes, most of the time	27
Yes, all of the time	19

Question ES A.36-38: Do the teachers and other grown-ups make it clear that bullying is not allowed?... If you tell a teacher that you've been bullied, will the teacher do something to help?... Do students at your school try to stop bullying when they see it happening?

Notes: Cells are empty if there are less than 10 respondents.

Table A7.6***Frequency of Being Home Alone***




	Grade 5 %
No, never	53
Yes, some of the time	31
Yes, most of the time	6
Yes, all of the time	11

Question ES A.55: Are you home alone after school?

Note: Cells are empty if there are less than 10 respondents.

North Country



THEIR VOWLES	Classroom	Cafeteria	Playground	Restroom	Walkway	Library
 Pride	<ul style="list-style-type: none"> Be a good listener and Begin with the End in Mind Always give your best effort Be an active participant Arrive on time Remove hats & hoods indoors 	<ul style="list-style-type: none"> Clean up after yourself So at your class table and wait to be dismissed Get all things needed the first time through the line Remove hats & hoods indoors Know your lunch number 	<ul style="list-style-type: none"> Be a problem solver: Roe-Sham-Bo Be kind to everyone Take care of yourself Resolve your own conflicts-Think Win Win 	<ul style="list-style-type: none"> Return to class promptly Clean up after yourself Maintain personal space 	<ul style="list-style-type: none"> Return to class promptly Be respectful of classrooms working Keep the walkways clean Be respectful of student's adaptive equipment 	<ul style="list-style-type: none"> Be a good listener Always give your best effort Stay on task Remove hats & hoods indoors
 Attitude	<ul style="list-style-type: none"> Put first things first Respect differences-Smorgize Follow directions Wait to be called on Treat others the way you want to be treated Seek First To Understand, Then To Be Understood 	<ul style="list-style-type: none"> Use a peaceful inside voice Use good table manners Say "Please" and "Thank You" 	<ul style="list-style-type: none"> Use positive and appropriate language Invite others to join in Read rules before a game 	<ul style="list-style-type: none"> Respect the privacy of others Use a quiet voice 	<ul style="list-style-type: none"> Walk quietly so others can continue learning Smile and be courteous to people you meet in the walkway 	<ul style="list-style-type: none"> Respect differences Follow directions Treat books with care
 Wise Choices	<ul style="list-style-type: none"> Be prepared Be a Leader Be honest Stay on task Respect other's things Be Proactive 	<ul style="list-style-type: none"> Make healthy choices- Sharpen the saw Use time to eat wisely NO sharing food Don't be wasteful No food on the playground 	<ul style="list-style-type: none"> Hands on knees, Squat or Stand & FIST, 21, when the bell rings Use restroom and fountains during recess Food is to be eaten at the snack tables Move off the equipment, hold equipment, and step out of bumper ball areas 	<ul style="list-style-type: none"> Clean up after yourself Use water and supplies appropriately Get in and get out quickly 	<ul style="list-style-type: none"> Take care of yourself Move quietly Walk 	<ul style="list-style-type: none"> Be prepared Be honest Respect other's things Report any damage you find in a book Use an indoor voice
 Safety	<ul style="list-style-type: none"> Maintain personal space Use materials appropriately Walk Cell phones off and in backpacks 8:55-3:30 p.m. 	<ul style="list-style-type: none"> Walk on the black line Place all trash in the proper cans Stay seated until dismissed No wandering around 	<ul style="list-style-type: none"> NO toys on campus Use equipment appropriately Stay in approved areas Keep hands & feet to yourself Walk to line after whistle Report problems and injuries to the nearest adult 	<ul style="list-style-type: none"> No food inside Keep hands, feet, and other objects to yourself Wash hands with soap & water No playing with water, soap, or supplies Report problems to the nearest adult 	<ul style="list-style-type: none"> Keep hands to yourself Maintain personal space Walk at all times 	<ul style="list-style-type: none"> Maintain personal space Use materials appropriately Walk to and from the library

Printable Version

Section 23 Emergency Behavior Escalation Plan

(August 2019)

Before implementing the emergency plan:

- A. Exhaust classroom management system
- B. If it doesn't work, implement ProAct de-escalation techniques: i.e. "I" statements, breaks, offer snacks; or follow BIP if applicable.
- C. In case that doesn't work move to the Emergency Plan

EMERGENCY PLAN:

1. The teacher will call the for administrative assistance. If both Principal and Vice Principal are off-site, office staff will contact Admin Designee(AD) and then proceed to the AD's room. (Alternate 1 or Alternate 2 if AD is not available.) An office staff member (librarian if office staff is unavailable) will supervise TIC's students until the TIC returns.
 - a. Teacher in Charge: Lacey Lopez
 - b. Alternate 1: Jeff Starrett
 - c. Alternate 2: Diane Chidlaw
2. Admin or TIC will proceed to the emergency.
⇒ **Office personnel will contact Amy Roenspie**
3. If safe, the class will evacuate to the library, or if available, Willow 3.
4. The teacher will remain in the doorway a safe distance from the student in crisis with eyes on.
5. Once Admin, Admin designee, or Site Pro-ACT trainer (Amy Roenspie) arrives, they will become the captain and make the decisions.
6. Site Admin will ascertain who has been ProAct trained. There need be at least 3 adults who are ProAct trained if the student in crisis continues to escalate. All de-escalation strategies will be tried before any restraints are considered.
⇒ **Admin or Admin Designee will determine who will contact parent / caregiver to notify of incident.**
7. All adults will write a witness report and submit those to the Site Administrator.
8. The site Administrator will review the reports and create a Site Behavior Emergency Report. A copy of this report will be kept at the school site and one copy will be emailed to Mike Jordan at the district office.
⇒ **Admin or Admin Designee will determine who will contact parent / caregiver and provide follow up details .**
9. On the next business day, all adults who were witnesses / involved will debrief with the Site Administrator and Site Pro-ACT trainer (Amy Roenspie).

PART 3 SITE ACTION PLAN

Section 1 District and Site Mission Statements

Center Joint Unified School District Mission Statement

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.

North Country Mission Statement

Our mission is to empower learners and inspire leaders in a safe and nurturing community.

North Country Vision Statement

To achieve our mission, North Country Staff will:

- Set & follow clear expectations for student behaviors and procedures
- Encourage staff, parent, and community teamwork
- Consistently teach and practice the 7 Habits
- Establish attainable short and long-term goals & celebrate successes

Collective commitments are the values and habits that a faculty puts into action on behalf of our students. They are directly aligned with our school's mission and vision. These collective commitments were agreed upon as a staff through consensus, with an overwhelming majority of support.

- We will consistently teach Leader in Me strategies to reinforce positive student interactions
- We will be positive, contributing members of our collaborative teams
- We will foster an attitude of mutual respect amongst every member of the staff
- We will support students in the use of Leadership Notebooks to create, track, and adjust goals as necessary throughout the year
- We will utilize District Pacing Guides to plan instruction and assessment of student learning
- We will initiate small and whole group instruction based on students' needs
- We will be given opportunities to engage in professional development to enhance our skills
- We will utilize a variety of instructional strategies to promote success for all students
- We will identify & teach age/grade level specific technology skills needed for the 21st century

Section 2 Description of School Climate

People and Programs:

Create a “caring and connected” school climate.

North Country has a Multi-Tiered System of Supports in place which provides all learners access to all programs and supports offered, if appropriate and beneficial to the learner.

Objective 1: Creating a caring school climate – Staff Collaboration

We are in our eighth year as a Leadership School. We have implemented The Seven Habits of Highly Effective People as life skills for developing leadership in students. These principles are meant to guide students' personal choices and relationships. Our students will display a sense of pride in belonging to a school with high academic standards while experiencing responsibilities and opportunities as leaders.

Related Activities:

Engage- Mentor and Model the 7 Habits

- Build team structures that allow the entire staff (teaching and non-teaching) to collaborate in building a culture of leadership
- Staff led professional development staff to share best practices for integrating the 7 Habits into the curriculum
- Model 7 Habits language in all school communications
- Display leadership tools in classrooms and incorporate into lessons
- Move on to key concepts to help students understand the true meaning of each principle
- Use music, art and technology to reinforce individual worth and leadership
- Establish classroom mission statements encouraging student input
- Post 7 Habits leadership quotes and other leadership displays throughout the school
- Establish school wide leadership roles for which students must apply

Objective 2: Meaningful Student Participation/Connectedness

Provide students with meaningful leadership roles and responsibilities

Related Activities:

Make leadership an obvious part of class, school and family events

- Celebrate as students meet their goals; involve students in the planning of celebrations. Celebration page in every leadership notebook
- Provide students with meaningful leadership roles and responsibilities
- Support students in designing and leading school wide initiatives and projects
- Maintain high standards for behavior, decrease student referrals which contributes to a safer, more caring environment
- Ensure that all students have an opportunity to participate in a leadership role
- Meet with Student Lighthouse Team monthly to plan and support community service projects and school wide activities

Student Recognition

- Instant, monthly, and trimester awards to celebrate student achievement
- End of trimester Awards Assemblies are held during each grading period and for special events
 - Students are recognized and awarded certificates and ribbons for academics, citizenship and perfect attendance
 - Student recognition during Spirit Day
- DOJO points used schoolwide to recognize positive student behaviors. Incentives for students and classes can be earned.
- North Country cash awarded to students to spend at NoCo Store once weekly

Leadership strategies are implemented along with expected positive behavior as outlined on the schoolwide Behavior Matrix

- Seven Habits are posted in all classrooms and throughout the school
- Sexual Harassment Policy defined to 4th-6th graders via video presentation approved by the district
- Seven Habits principles embedded within the curriculum which includes ethical issues, focusing on priorities and building relationships with others
- WIGS (Wildly Important Goals) have been set by administrators, classroom teachers and individual students
- Behavior Matrix outlines expectations for behavior in all areas of the school

Student clubs and activities help students to realize their leadership potential and may help to improve grades by providing students with activities that interest them and give them a feeling of belonging

- Video Production Club
- After school G.A.T.E. program
- TLC Timberwolf Learning Club grades 1-6
- Schoolwide leadership roles
- Student Lighthouse Team
- EL Homework Club
- 4th/5th Grade Mathematician Crew Club

School-wide events, programs and assistance for students

- STEAM Rotation (Weekly on Thursday and Friday)
- Great Kindness Challenge
- TLC Timberwolf Learning Club grades 1-6
- Red Ribbon Week promotes anti-drug campaign and promotes healthy lifestyles. Each day carries a different theme encouraging student participation
- Assemblies to heighten student awareness on ecological issues, moral character, music, arts or health
- Welcoming PE interns from Sac State University to work with students

Provide students with a sense of fairness and understanding that all are respected equally

- Positive reinforcement is practiced in all classrooms with accommodations and modifications tailored to individual students

- Consistent school-wide discipline policy- Teachers reinforce daily
- Restorative practices to address interpersonal conflicts
- Greet students each day with eye contact and use student's first name to establish a positive connection with school and teacher
- Integrate/model empathy, compassion and fairness throughout the instructional day

Objective 3: Parent/Student Communication

Help parents, students and community to understand the 7 Habits language and value of a leadership model. Include parents in school wide activities. Combine with PTO whenever possible.

Related Activities:

Events

- Family Science Night
- Family Reading Night
- Fall festival
- Monthly PTO meetings
- North Country student store
- Scholastic book fairs
- Penguin Patch – participation in Santa's Breakfast
- Participation in school-wide events
- Student assemblies
- STEAM Showcase & Leadership Day
- Father/Daughter Dance
- Mother/Son Event
- Community outreach (Kids Can food drive, Pennies for Patients)

Communication methods to keep parents aware of school news and activities

- Sunday Snapshot email
- Social Media: Instagram, Facebook, Twitter
- Remind text messages
- North Country website featuring school calendar and teacher e-mail
- Thursday folders
- Title I parent informational night to explain the program and what is available for students in all grade levels
- Parent information handbook available on school website. Parent handbook includes school-wide discipline plan.
- Automatic dialing/email system to inform parents about occurring events (minimum days, special events)
- PTO meets once each month
- SSC (School Site Council) meets each month.
- ELAC (English Language Advisory Council meets three times each year (translators provided)
- Back to School Meet and Greet
- Steam Showcase/Leadership Day

- Teachers will contact parents via phone or email to keep for updates on student progress and/or behavior.
- Report cards each trimester
- Behavior Support Plan/chart if applicable
- Each day, parents of absent students are called
- Telephone reminders of minimum days, holidays and special events
- Student-Led Parent Teacher conferences are held twice each year
- Student recognition awards
- Encourage long term volunteers (United Way)

Section 3 School Climate Goals

Objective 1: Creating a caring school climate

An action plan for people and programs reflecting the school's social environment

Related Activities:

Goal Setting/Leadership Notebooks

- School-wide Wildly Important Goals which drive the goal creation to classrooms and individual students
 - All classes develop a classroom goal-aligned to school goals
 - All students will develop an academic goal-aligned to classroom goals
- All students will develop a personal goal
- All students will understand and model the Seven Habits of Highly Effective People
- All students will realize their leadership potential with help from adults on campus
- Display goals and track progress in public areas of the school
- Put a process in place that ensure leadership is successfully at the forefront of all building initiatives
- Collect evidence of staff, student, family and community engagement in the leadership initiative
- Develop ideas and strategies that sustain the momentum of the leadership culture

School-wide events, programs and assistance for students

- Lexia Core 5 Reading
- Red Ribbon Week promotes anti-drug campaign and promotes healthy lifestyles. Each day carries a different theme encouraging student participation
- Assemblies to heighten student awareness on ecological issues, moral character, music, arts or health
- Great Kindness Challenge
- Student Lighthouse Team plans community service events
- Positive reinforcement is practiced schoolwide using Classroom Dojo points. Monthly parties to celebrate the class with the most points for positive behavior.
- Differentiated support for all students
- Consistent school-wide discipline policy
- Student recognition awards
- Multi-Tiered Systems of Support (MTSS) including:
 - Student Success Plan
 - SST (Student Study Team) meetings are scheduled for students with concerns. Teachers or parents may request a SST.
 - Coordination with Resource teacher, classroom teacher, parent, psychologist, speech therapist, administrator and student for students with special needs
 - Behavior Support Plans/Charts if appropriate
 - Title I TLC – Learning Lab and before school program for students needing supplemental instruction in English Language Arts and math
 - Small group differentiated instruction
- Varied clubs and activities to cover student interests

Character Education

- The Leader in Me and The Seven Habits of Highly Effective People
- Students are encouraged to apply the habits when out on the playground and collaborating in the classroom, in all aspects of their lives.
- Schools with character education programs have reported gains in reading and math scores
- Maintains high standards for behavior, decreases student referrals and contributes to a safer, more caring environment
- Plan in place to increase understanding by putting key concepts in place
- Classroom/school greeters
- Second Step lessons

Integrated Curriculum and Instruction

- Refer to concepts from the 7 Habits appropriately during lessons
- Use literature to teach and reinforce the habits
- Display and share lesson objectives with students
- Use classroom assignments and projects to reflect a clear understanding of The Seven Habits content
- Allow staff opportunities to share instructional strategies
- Implementation of Baldrige Leadership tools
- Alignment of "Leader In Me" and Common Core Standards

Section 4 Description of Physical Environment

Create a physical environment that communicates respect for learning and for individuals.

North Country Elementary is located in Antelope at the north end of Sacramento County. The campus experiences mild to moderate vandalism during evening hours, however, the frequency of occurrences has lessened within the past year. The immediate area around the school includes single family dwellings, duplexes and apartments.

The school site encompasses 10 acres. There are two sets of classroom buildings facing the south parking lot with three nature areas and walkway in between the buildings. This cannot be seen from the street. Also, the office, which is connected to the multi-purpose room and library, faces the parking lot.

Four sets of relocatable classroom buildings (twelve in all) are positioned on the west side, facing each other and away from the parking lot. These buildings are fenced off after hours. The playground is grass and asphalt and includes goal posts, two baseball diamonds, basketball and volleyball courts and running lanes. North Country is an open campus, not enclosed by gates.

During the school day, staff members and administrators provide campus supervision. The entire playground is easily seen if standing on the asphalt anywhere near the playground structure. A Twin Rivers police officer is available if needed.

It shall be the practice of North Country Elementary and Center Joint Unified to remove all graffiti from school property before pupils arrive to begin their school day. Other acts of vandalism are promptly addressed.

Maintenance of School Buildings/Classrooms

The school's physical facility is well maintained and generally looks neat and clean. The school was most recently painted in 2016. District personnel periodically examine the school's physical facility and help eliminate obstacles to school safety. Additionally, health and fire department inspectors contribute to school safety. The grounds are monitored for safety and appearance by the administration, custodians and individual classroom teachers. The students take pride in the appearance of the school.

Internal Security Procedures

North Country has established procedures in the following areas: Emergency preparedness, suspension, school discipline rules and procedures, and an adopted school-wide dress code. Pupils may be suspended, transferred to another school, or recommended for expulsion for certain acts. For specific student violations, a mandatory expulsion recommendation shall be submitted by the administration of North Country.

The site administrators contribute to a positive school climate, promote positive pupil behavior and help reduce inappropriate conduct. The principal/designee uses available district and other appropriate records to inform teachers of each pupil identified under E.C. 49079.

The Twin Rivers Police Department is consulted to help maintain and promote a safe and orderly school environment. North Country employees comply with all legal mandates, regulations and reporting requirements for all instances of suspected child abuse.

If appropriate, additional internal security procedures affecting the integrity of the school facility include classroom intercoms and an emergency bell system.

Community involvement is encouraged to help increase school safety using the WE TIP hotline to report suspected vandalism, drug use or other illegal activity. Bars have been installed on two computer labs to

Inventory System – Engraved ID, Security Storage

All school-site equipment bar code sticker adhered to its surface. These items are inventoried annually and there is an established accountability system. Office and classroom supplies are secured.

Section 5 Physical Environment Goals

The Physical Environment

An action plan for places reflecting the school's physical environment including crisis response procedures and policies relating to student safety

The following objectives were developed as a result of feedback from students, staff and parents on our Safe School Survey

Objective 1: Student Safety relating to Emergency Procedures

As a result of the following policies and procedures, the safety of all students is of utmost importance and shall receive an approval rating of 90% or higher on parent and student surveys.

1. Related Activities
 - a. Drills for fire and intruder on campus are held monthly
 - b. Specific emergency procedures are listed in this handbook and is distributed to all staff members with copies in the office available to parents and law enforcement
 - i. The plan is updated yearly and approved by SSC and The Board of Trustees
 - ii. The plan is reviewed by the staff at least once a year
 - iii. The District's Safety Committee meets periodically to make review recommendations which is then shared with staff members at North Country
2. Safety information is included in the parent handbook given out at the beginning of the year and posted on North Country's website
 - a. The staff is instructed to implement a lock down if there is any doubt regarding an unknown person on campus
 - b. All adults must sign in the office before going to classrooms or any other building or outdoor area on campus
 - c. Classrooms remain locked during the school day
 - d. Posters are prominently displayed in windows with a warning that parents and neighbors have been given the number to the WE TIP Hotline to report suspicious activity or vandalism
 - e. Graffiti, broken windows and any other damage found in the morning is reported immediately to the district's maintenance office
 - f. It is taught and reinforced that students are to report any dangerous object including broken glass, a weapon, lighters, matches, etc. to an adult immediately and not to touch that object
 - g. The District's Volunteer Policy requires fingerprint clearance, TB check and Megan's Law database check
 - h. The District shares a partnership with Twin Rivers Police Dept. Officers check in regularly and are available on an as-needed basis
3. Threat Assessment Training
 - a. Administrators and school psychologist have been trained in Targeted Threat Assessment. Team meets to discuss potential threats and creates a plan to address them. SRO is part of the school and district Threat Assessment teams.

Objective 2: Student Safety within the daily routine

As a result of the following programs and procedures, at least 95% of all surveyed students will report that they feel secure and safe while at school

1. Related Activities

- a. Staff members communicate with students on a personal level
- b. Character Education Program – The Leader In Me is integrated throughout the curriculum which includes the concept of “carrying your own weather”, filling others’ buckets and determining what is and what is not in one’s circle of control
- c. Red Ribbon Week and other assemblies carry a “Be Proactive” theme with specific emphasis on proactive behavior, respecting others and expanding your circle of influence
- d. Freeze bell will prompt a “cool down, calm down” frame of mind as students stop, then walk toward classroom lines
- e. Students experience an assembly twice a year relating to appropriate behavior, lunchroom procedures, dangerous objects, proper attire, conflict management skills and emergency drills
- f. Sexual Harassment information for students in grades 4-6
- g. Teachers, instructional assistants and other school personnel provide campus supervision. Students are instructed that they may seek help from any adult on campus. All adults use seven habits language

Objective 3: Student Health

The following procedures and policies are in place to supplement the health of the students and staff. Additionally, as a result of the District Health and Wellness policy, students will experience new and existing opportunities on campus. At least 90% of our parents will indicate their awareness relating to the health and welfare of students on the parent survey.

1. Related Activities

- a. A salad bar is offered each day during lunch
- b. Healthy snacks are encouraged
- c. Cardio activities are included during PE and Sac State PE interns are requested each year
- d. Fifth grade takes part in an annual PE assessment
- e. Hearing and Vision screenings are scheduled through the District's nurse and may be requested by a teacher, parent or SST member
- f. Resources for vision, medical and dental are available through the District nurse or through the district's Healthy Start program
- g. Notification of contagious disease (or lice) is facilitated by the District's nurse or health assistant
- h. All adults working with students must have been screened for TB
- i. Students sent home for lice must be screened by District health personnel before returning to class
- j. District health personnel review student shot records annually
- k. Dental screening for all students through district's Healthy Start program
- l. Frequent hand washing or anti-bacterial wipes are used in classrooms as frequently as possible
- m. A variety of resources provided by the Family Resource Center



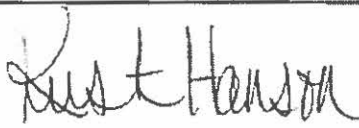

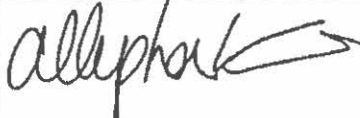
- n. Mental health referral available through ERMS

Section 6 Signature Sheet

North Country School's Safe School Plan was developed in accordance with SB 187 and Safe Schools. A Planning Guide for Action, published by the Department of Education. Student, parent and teacher surveys were taken into account to determine areas of greatest need. The document includes the school's personal, physical, social and cultural environment, which serves as an effective prevention plan based on parent and student surveys. Also taken into consideration are temporary restraining orders, school-generated child abuse reports, custody orders prohibiting parents from contact with a child at school, harassment complaints filed by students and staff, suspension logs and accident reports. Additionally, the District's discrimination and harassment policy, hate crime reporting procedures and the Uniform Complaint Policy are included.

A detailed crisis response plan based on the California Standardized Emergency Management System (SEMS) is included. This model was designed to centralize, organize, and coordinate emergency response among district organizations and public agencies. Specific first aid treatment is categorized in alphabetical order.

The following committee members revised and approved this comprehensive school plan:

Member	Title	Signature
<u>Jason Farrel</u>	Principal	
<u>Tracey Seivert</u>	Assistant Principal	
<u>Kristin Hanson</u>	Teacher	
<u>Brittany Wilson</u>	Teacher	
<u>Allysha King</u>	SSC Parent	

APPENDIX A**STAFF LIST****North Country School Staff List**

Jason Farrel, Principal
Tracey Seivert, Assistant Principal
Diane Chidlaw, Title 1 Coordinator

Day, Lori	AM Kdg	Pine 2	Ballesteros, Arlene	Secretary
Donnelly, Elizabeth	AM Kdg	Pine 2	Edging, Tracy	Office Assist
Lopez, Lacey	PM Kdg	Pine 1	Treadwell, Michael	Lead Custodian
Martin, Jolyn	PM Kdg	Cypress 4	Drummond, Duane	Custodian
Wallace, Jannell	Transitional	Pine 1	Roland, Dawn	Library Tech
			Bennefeld, Michael	Computer Tech
Grey, Penny	1st	Maple 2		
Jackson, LoAnne	1st	Maple 1	Bernardi, Patricia	SDC - I/S PH
Johnson, Denise	1st	Sequoia 1	Brown, Shannon	SDC - I/S PH
Ybarra, Ruben	1st	Maple 3	Crow, Roxana	SDC - I/S PH
			Dorofeyev, Tatyana	Bilingual Aide
Anderson, Jeanne	2nd	Oak 3	Dorsey, Tanya	SDC - I/S PH
Hanson, Kristin	2nd	Oak 1	Harris-Knott, Niesha	SDC - I/S PH
Johnson, Alissa	2nd	Cypress 1	Judd, Syndey	SDC - I/S PH
Larmer, Jennifer	2nd	Oak 2	Kern, Michelle	SDC - I/S PH
Wilson, Brittany	2nd	Oak 1	King, Seth	SDC - I/S PH
			Leonard, Kelly	SDC - I/S PH
Kennedy, Jim	3rd	Willow 1	Moss, Lyndsey	RSP - I/S
Richwine, Doreen	3rd	Willow 2	Pickett, Gianna	SDC - I/S PH
Smith, Melody	3rd	Sequoia 2	Pirtle, Lisa	SDC - I/S PH
			Sage, Maria	SDC - I/S PH
Brady-Kennedy, Kiara	4th	Cypress 2	Snow, Samantha	SDC - I/S PH
Catson, Jessica	4th	Cypress 3	Strilets, Tatiana	SDC - I/S PH
Smith, Jolinda	4th	Cypres 1	Vataman, Olga	SDC - I/S PH
Herrera, Steven	5th	Laurel 1	Cosio, Tina	I/A Title 1
Hill, Tony	5th	Cottonwood 3	Gunther, Terri	I/A Title 1
Tricomo, Kim	5th	Cedar 2	Hinnenkamp, Evangeline	I/A Title 1
			Plummer, Tamara	I/A Title 1
Hare, Trish	6th	Aspen 3	Sutter, Suzanne	I/A Title 1
Starrett, Jeff	6th	Aspen 2		
Sockwell, Andrea	6th	Cottonwood 2	Brackett, Amby	Kitchen
			Jones, Regina	Kitchen
Shepard, Dawn	SDC	Cypress 5	Mellado, Mary	Kitchen
Smith, Monica	SDC	Cottonwood 1	Skate, Jasmine	Kitchen Manager

Gray, Ryan	Psychologist	Birch 2	Elliott, Elizabeth	Noon Duty
Ho, Tracy	Speech	Birch 3	Collick, Gertie	Noon Duty
Jensen, Carin	ELD	Laurel 3	Impson, Sara	Noon Duty
Schloegl-Kam, Cheryl	RSP	Cedar 3	Ismerio, Bianca	Noon Duty
Young, Laura	Speech	Birch 1	Phay, Phally	Noon Duty
			Riddles, Tiffany	Noon Duty
			Smith, Theresa	Noon Duty

APPENDIX B STAFF CLASSROOM TELEPHONE NUMBERS

TEACHER/STAFF	EXT	BLDG	
Anderson, Jeanne	214	OAK 3	2nd
Ballesteros, Arlene	481	HEMLOCK	Secretary
Brady-Kennedy, Kiara	208	CYPRESS 2	4th
Catson, Jessica	209	CYPRESS 3	4th
Chidlaw, Diane	525	SPRUCE	Title 1
Day, Lori	212	PINE 2	AM Kindergarten
Donnelly, Elizabeth	210	CYPRESS 4	PM Kindergarten
Edging, Tracy	482	HEMLOCK	Office Asst.
Farrel, Jason	485	HEMLOCK	Principal
Gray, Ryan	522	BIRCH 2	Psych
Hanson, Kristin (WilHan)	216	OAK 1	2nd
Hare, Trish	126	ASPEN 3	6th
Herrera, Steven	134	LAUREL 2	5th
Hill, Tony	129	COTTONWOOD 3	5th
Ho, Tracy	523	BIRCH 3	Speech/Lang.
Jackson, LoAnne	218	MAPLE 2	1st
Jensen, Carin	135	LAUREL 3	ELD
Tricomo, Kim	131	CEDAR 2	5th
Johnson, Denise	219	MAPLE 1	1st
Kennedy, Jim	204	WILLOW 1	3rd
Kitchen	489	HEMLOCK	
Larmer, Jennifer	215	OAK 2	2nd
Lopez, Lacey	213	PINE 1	AM Kindergarten
Martin, Jolyn	203	SEQUOIA 3	1st
Nurse	103	HEMLOCK	
OT	124	ASPEN 1	
Richwine, Doreen	205	WILLOW 2	3rd
Rittenhouse, Penny	212	PINE 2	PM Kindergarten
Roland, Dawn	106	HEMLOCK	Librarian
Schloegl-Kam, Cheryl	132	CEDAR 3	RSP
Seivert, Tracey	486	HEMLOCK	Assistant Principal

Shepard, Dawn	211	CYPRESS 5	SDC
Smith, Jolinda	207	CYPRESS 1	4th
Smith, Melody	202	SEQUOIA 2	3rd
Smith, Monica	127	COTTONWOOD 1	SpEd/Inclusion
Sockwell, Andrea	128	COTTONWOOD 2	6th
Starrett, Jeff	125	ASPEN 2	6th

Title 1	525	SPRUCE	
Title 1	524	BIRCH 4	
Title 1 Reading Lab	133	LAUREL 1	
Johnson, Alissa	201	SEQUOIA 1	2nd
Vataman, Olga	135	LAUREL 3	Speech/Lang.
Wallace, Jannell	213	PINE 1	TK
Wilson, Brittany (WilHan)	216	OAK 1	2nd
Ybarra, Ruben	217	MAPLE 3	1st
Young, Laura	521	BIRCH 1	Speech/Lang.
	206	WILLOW 3	
Misc.			
Collaboratory	109	LIBRARY	
Cypress Work Room	222	CYPRESS	
IEP/SST Meeting Room	105	HEMLOCK	
Maple Work Room	224	MAPLE	
Media / Science Lab	130	CEDAR 1	
Oak Work Room	223	OAK	
Sequoia Work Room	220	SEQUOIA	
Staff Lounge	104	HEMLOCK	
Student Phone	116	HEMLOCK	
Willow Work Room	221	WILLOW	
CDC	332-5185		
Twin Rivers Police	916-566-2777		
OFFICE	481 or 482		
ALL CALL (Emergencies)	8 # 0		

**NORTH COUNTRY
EMERGENCY SHUT OFFS**

APPENDIX D EMERGENCY EVACUATION ROUTES

APPENDIX E OFF CAMPUS EVACUATION MAP

EOC Message Form

Student/Staff Accountability

DATE: _____ TIME: _____
 TEACHER: _____
 ROOM #: _____
 COMPLETED BY: _____

of Students enrolled in this class

of Students marked absent in this class

Please list students marked absent by name:

of Students unaccounted for* in this class

* You didn't mark them absent and they are not with your class at this time.

Please list students unaccounted for by name:

Are there any adult staff from this room unaccounted for?

If so, please list by name (include staff staying behind with injured):

RESOURCES NEEDED (Circle all that apply)
 Ambulance Utilities Other:

Injuries

Tally and insert in the grid below. If none, enter "0".

	NUMBER
FATALITIES	<input type="text"/>

Names:

MAJOR INJURIES	<input type="text"/>
-----------------------	----------------------

Unable to treat in site. I.e. airway & breathing difficulties, cardiac arrest, uncontrolled or suspected severe bleeding, severe head injuries, severe medical problems, open chest or abdominal wounds, severe shock.

Names:

MODERATE INJURIES	<input type="text"/>
--------------------------	----------------------

Burns, major multiple fractures, back injuries with or without spinal cord damage

Names:

MINOR INJURIES	<input type="text"/>
-----------------------	----------------------

First Aid attention only

PROPERTY DAMAGE

Major Damage: Building collapse, building leaning, major ground movement causing cracks in ground

Moderate Damage: Falling hazards present, toxic/chemical spill, broken gas line, fallen power line

Minor Damage: Dislodged HVAC ducts, light fixtures, suspended ceiling grid, broken windows

CIRCLE ONE

MAJOR

MODERATE

MINOR

Transmit data 30 – 45 seconds. After transmission, wait for EOC's request to elaborate.

APPENDIX G CHILD ABUSE REPORTING LAW

California Child Abuse and Neglect Reporting

The first child abuse reporting law in California was enacted in 1963. That early law mandated only physicians to report physical abuse.

Over the years, numerous amendments have expanded the definition of reportable child abuse and the persons required to report it.

It is important for mandated reporters to keep updated on periodic amendments to the law. Your local Child Abuse Prevention Council or county welfare department has current reporting law information. Also visit www.leginfo.ca.gov for updated information on the law and any other code section referenced in this material.

The California Child Abuse and Neglect Reporting Law is currently found in **Penal Code (P.C.) Sections 11164 - 11174.3**. The following is only a partial description of the law. Mandated reporters should become familiar with the detailed requirements as they are set forth in the Penal Code.

Who Are Mandated Reporters?

P.C. 11165.7 defines "mandated reporters" as any of the following:

- 1) A teacher.
- 2) An instructional aide.
- 3) A teacher's aide or a teacher's assistant employed by any public or private school.
- 4) A classified employee of any public school.
- 5) An administrative officer or supervisor of child welfare and attendance, or a certificated pupil personnel employee of any public or private school.
- 6) An administrator of a public or private day camp.
- 7) An administrator or employee of a public or private youth center, youth recreation program, or youth organization.
- 8) An administrator or employee of a public or private organization whose duties require direct contact and supervision of children.
- 9) Any employee of a county office of education or the California Department of Education, whose duties bring the employee into contact with children on a regular basis.
- 10) A licensee, an administrator, or an employee of a licensed community care or child day care facility.
- 11) A Head Start program teacher.
- 12) A licensing worker or licensing evaluator employed by a licensing agency as defined in P.C. 11165.11.
- 13) A public assistance worker.
- 14) An employee of a child care institution including, but not limited to, foster parents, group home personnel, and personnel of residential care facilities.
- 15) A social worker, probation officer, or parole officer.
- 16) An employee of a school district police or security department.

- 17) Any person who is an administrator or presenter of, or a counselor in, a child abuse prevention program in any public or private school.
- 18) A district attorney investigator, inspector, or local child support agency caseworker unless the investigator, inspector, or caseworker is working with an attorney appointed pursuant to Section 317 of the Welfare and Institutions Code to represent a minor.
- 19) A peace officer, as defined in Chapter 4.5 (commencing with Section 830) of Title 3 of Part 2 of the Penal Code, who is not otherwise described in P.C. 11165.7.
- 20) A firefighter, **except for volunteer firefighters**.
- 21) A physician, surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, optometrist, marriage, family and child counselor, clinical social worker, or any other person who is currently licensed under Division 2 (commencing with Section 500) of the Business and Professions Code.
- 22) Any emergency medical technician I or II, paramedic, or other person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code.
- 23) A psychological assistant registered pursuant to Section 2913 of the Business and Professions Code.
- 24) A marriage, family and child therapist trainee, as defined in subdivision (c) of Section 4980.03 of the Business and Professions Code.
- 25) An unlicensed marriage, family, and child therapist intern registered under Section 4980.44 of the Business and Professions Code.
- 26) A state or county public health employee who treats a minor for venereal disease or any other condition.
- 27) A coroner.
- 28) A medical examiner, or any other person who performs autopsies.
- 29) A commercial film and photographic print processor, as specified in subdivision (e) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "commercial film and photographic print processor" means any person who develops exposed photographic film into negatives, slides, or prints, or who makes prints from negatives or slides, for compensation. The term includes any employee of such a person; it does not include a person who develops film or makes prints for a public agency.
- 30) A child visitation monitor. For purposes of the California Child Abuse Reporting Law, "child visitation monitor" means any person who, for financial compensation, acts as monitor of a visit between a child and any other person when the monitoring of that visit has been ordered by a court of law.
- 31) An animal control officer or humane society officer. For purposes of the California Child Abuse Reporting Law, the following terms have the following meanings: (A) "Animal control officer" means any person employed by a city, county, or city and county for the purpose of enforcing animal control laws and regulations. (B) "Humane society officer" means any person appointed or employed by a public or private entity as a humane officer who is qualified pursuant to Section 14502 or 14503 of the Corporations Code.
- 32) A clergy member, as specified in subdivision (d) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "clergy member" means a priest, minister, rabbi, religious practitioner, or similar functionary of a church, temple, or recognized denomination or organization.
- 33) Any custodian of records of a clergy member, as specified in P.C. 11165.7 and subdivision (d) of Section 11166.
- 34) Any employee of any police department, county sheriff's department, county probation department, or county welfare department.

- 35) An employee or volunteer of a Court Appointed Special Advocate program, as defined in Rule 1424 of the Rules of the Court.
- 36) A custodial officer as defined in Section 831.5 of the Penal Code.
- 37) Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institutions Code.

Note: Unless otherwise stated, **volunteers are not mandated reporters.**

Why Must You Report?

The primary intent of the reporting law is to protect an abused child from further abuse. Protecting the identified child may also provide the opportunity to protect other children. It is equally important to provide help for the parents. Parents may be unable to ask for help directly, and child abuse may be their way of calling attention to family problems. The report of abuse may be a catalyst for bringing about change in the home environment, which in turn may help to lower the risk of abuse in the home.

What Do You Have To Report?

Under the law, when the victim is a child (a person under the age of 18) and the perpetrator is any person (including a child), the following types of abuse must be reported by all legally mandated reporters:

- a. A physical injury inflicted by other than accidental means upon a child. **(P.C. 11165.6)** Note that child abuse *does not* include a "mutual affray" between minors. It also *does not* include an injury caused by "reasonable and necessary force used by a peace officer acting within the course and scope of his or her employment." **(P.C. 11165.6)**
- b. Sexual abuse of a child, including both sexual assault and sexual exploitation. "Sexual assault" includes sex acts with a child, lewd or lascivious acts with a child, and intentional masturbation in the presence of a child. "Sexual exploitation" includes preparing, selling, or distributing pornographic materials involving children; employing a minor to perform in pornography; and employing or coercing a child to engage in prostitution. **(P.C. 11165.1)**
- c. Willful harming or injuring of a child or the endangering of the person or health of a child, including inflicting or permitting unjustifiable physical pain or mental suffering. **(P.C. 11165.3)**

Note: Any mandated reporter **may** report any child who is suffering serious emotional damage or is at substantial risk of suffering serious emotional damage. **(P.C. 11166.05)**

- d. Willful infliction of cruel or inhuman corporal punishment or injury resulting in a traumatic condition. **(P.C. 11165.4)**
- e. Neglect of a child, whether "severe" or "general," by a person responsible for the child's welfare. The term "neglect" includes both acts or omissions harming or threatening to harm the child's health or welfare. **(P.C. 11165.2)**

When Do You Have To Report?

Child abuse must be reported when a mandated reporter, "in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect." **(P.C. 11166 (a))**

"Reasonable suspicion" occurs when "it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect." **(P.C. 11166)**

(a)(1)) Although wordy, the intent of this definition is clear: if you suspect that abuse has occurred, make a report.

You must make a report immediately (or as soon as practicably possible) by telephone and you must prepare and send, fax or electronically transmit a written report within 36 hours of receiving the information regarding the incident. **(P.C. 11166 (a))** Written reports must be submitted on Department of Justice form (SS 8572), which can be downloaded from the California Attorney General's Website at www.ag.ca.
gov (click on Child Protection Program; click on forms; click on SS 8572). The mandated reporter may include with the report any nonprivileged documentary evidence he or she possesses related to the incident.

To Whom Must You Report?

The report must be made to any police department or sheriff's department (not including a school district police or security department), county probation department, if designated by the county to receive mandated reports, or county welfare department. **(P.C. 11165.9)**

Any mandated reporter who knows or reasonably suspects that the home or institution in which the child resides is unsuitable for the child because of abuse or neglect shall inform the agency about the unsuitability of the home at the same time he or she reports the abuse or neglect. **(P.C. 11166 (f))**

When two or more persons who are required to report jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, a single person from the group may make the report. Any group member who knows that the report was not made, however, shall make the report. **(P.C. 11166 (h))**

Immunity

Mandated reporters have immunity from criminal and civil liability for any report required or authorized under the Child Abuse Reporting Law. This immunity applies even though the knowledge or reasonable suspicion of abuse was acquired outside his or her professional capacity or outside the scope of his or her employment. **(P.C. 11172 (a))** And if a mandated reporter is sued for making a report, he or she may be able to receive compensation for legal fees incurred in defending against the action. **(P.C. 11172 (c))**

Any person who makes a report of child abuse, even though he or she is not a mandated reporter, has immunity unless the report is proven to be false and it is proven that the person either knew the report was false or made it with reckless disregard of its truth or falsity. **(P.C. 11172 (a))**

Additional Safeguards for Mandated Reporters

No supervisor or administrator may impede or inhibit a mandated reporter's reporting duties or subject the reporting person to any sanction for making a report. **(P.C. 11166 (i)(1))**

Any supervisor or administrator who violates the above cited code section is guilty of a misdemeanor punishable by a fine not to exceed one thousand dollars (\$1,000), by not more than six months in a county jail, or by both a fine and imprisonment. **(P.C. 11166.01(a))** If however, death or great bodily injury happens to the child as a result of the abuse, the supervisor or administrator who impeded or inhibited the report is guilty of a misdemeanor punishable by not more than one year in a county jail, by a fine

not to exceed five thousand dollars (\$5,000), or by both. **(P.C. 11166.01(b))**

The mandated reporter's identity is confidential and may only be disclosed to specified persons and agencies. **(P.C. 11167 (d)(1))**

Mandated reporters and others acting at their direction are not liable civilly or criminally for photographing the victim and including the photograph with their report. **(P.C. 11172 (a))**

A clergy member who acquires knowledge or a reasonable suspicion of child abuse during a penitential communication is not mandated to report the abuse. For purposes of the Child Abuse Reporting Law, "penitential communication" means communication, intended to be in confidence, including, but not limited to, a sacramental confession made to a clergy member. **(P.C. 11166 (d)(1))**

Liability for Failure to Make A Required Report

A mandated reporter who fails to make a required report of child abuse is guilty of a misdemeanor punishable by up to six months in jail or by a \$1,000 fine or by both a fine and imprisonment. **(P.C. 11166 (c))** If however, death or great bodily injury happens to the child as a result of the abuse, the mandated reporter is guilty of a misdemeanor punishable by not more than one year in a county jail, by a fine not to exceed five thousand dollars (\$5,000), or by both. **(P.C. 11166.01 (b))** He or she may also be found civilly liable for damages, especially if the child-victim or another child is further victimized because of the failure to report. (*Landeros v. Flood* (1976) 17 Cal.3d 399.)

If a mandated reporter conceals his or her failure to report abuse or "severe" neglect, the failure to report is a continuing offense until the failure is discovered by an agency specified in Section 11165.9. **(P.C. 11166 (c))** Because it is a continuing offense, the statute of limitations does not start to run until the failure to report is discovered.

Responsibilities of Agencies Employing Mandated Reporters

On and after January 1, 1985, persons entering employment which makes them mandated reporters must sign statements, provided and retained by their employers, informing them that they are mandated reporters and advising them of their reporting responsibilities and of their confidentiality rights. **(P.C. 11166.5 (a))**

On and after January 1, 1993, any person who acts as a child visitation monitor, prior to engaging in monitoring the first visit in a case, shall sign a statement provided and retained by the court which ordered the monitor's presence to the effect that he or she has knowledge of the provisions of the Child Abuse Reporting Law and will comply with them. **(P.C. 11166.5 (a))**

Employers are strongly encouraged to provide their employees who are mandated reporters with training in the duties imposed by the Child Abuse Reporting Law. Training in the duties imposed by the reporting law shall include training in child abuse identification and reporting. Whether or not employers provide their employees with training, they shall provide their employees who are mandated reporters with

the statement required in subdivision (a) of Section 11166.5. **(P.C. 11165.7 (c))** The absence of training shall not excuse a mandated reporter from the duties imposed by the reporting law. **(P.C. 11165.7 (e))**

EXCEPTION: Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institution Code shall not

be required to make a child abuse report unless that person has received training, or instructional material in the appropriate language, on the duties imposed by the Child Abuse Reporting Law, including identifying and reporting abuse and neglect. **(P.C. 11166.5 (e))**

Feedback to Mandated Reporters

After the investigation is completed or the matter reaches a final disposition, the investigating agency is obligated to inform the mandated reporter of the results of the investigation and any action the agency is taking with regards to the child or family. **(P.C. 11170 (b)(2))**

Changes in the law for 2007 are underlined. Please note that the California Child Abuse Reporting Law may have changed since the printing of this material. This material has been reprinted to assist mandated reporters in determining their reporting responsibilities. It is not intended to be and should not be considered legal advice. In the event there are questions about reporting responsibilities in a specific case, the advice of legal counsel should be sought.

A special thank you to Delta Dental of California for their work in developing the original material.

For additional information on child abuse prevention, you may contact:

Crime and Violence Prevention Center
California Attorney General's Office
1300 I St., Suite 1120 (916) 324-7863
www.safestate.orgwww.safestate.org

APPENDIX H

CHILD ABUSE REPORTING FORM

SUSPECTED CHILD ABUSE REPORT

To Be Completed by Reporting Party
Pursuant to Penal Code Section 11166

A. CASE IDENTIFICATION	TO BE COMPLETED BY INVESTIGATING CPA
	VICTIM NAME
	REPORT NO./CASE NAME
DATE OF REPORT	

B. REPORTING PARTY	NAME/TITLE																						
	ADDRESS																						
C. REPORT SENT TO	PHONE ()				DATE OF REPORT				SIGNATURE														
	<input type="checkbox"/> POLICE DEPARTMENT <input type="checkbox"/> SHERIFF'S OFFICE <input type="checkbox"/> COUNTY WELFARE <input type="checkbox"/> COUNTY PROBATION																						
D. INVOLVED PARTIES	AGENCY						ADDRESS																
	OFFICIAL CONTACTED						PHONE ()				DATE/TIME												
E. INCIDENT INFORMATION	NAME (LAST, FIRST, MIDDLE)						ADDRESS				BIRTHDATE		SEX		RACE								
	PRESENT LOCATION OF CHILD												PHONE ()										
	NAME		BIRTHDATE		SEX		RACE		NAME		BIRTHDATE		SEX		RACE								
	1								4														
	2								5														
	3								6														
F. INVOLVED PARTIES	NAME (LAST, FIRST, MIDDLE)						BIRTHDATE		SEX		RACE		NAME (LAST, FIRST, MIDDLE)				BIRTHDATE		SEX		RACE		
	ADDRESS						ADDRESS																
	HOME PHONE ()				BUSINESS PHONE ()				HOME PHONE ()				BUSINESS PHONE ()										
G. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET OR OTHER FORM AND CHECK THIS BOX <input type="checkbox"/>																						
	1 DATE/TIME OF INCIDENT				PLACE OF INCIDENT				(CHECK ONE) <input type="checkbox"/> OCCURRED <input type="checkbox"/> OBSERVED														
	IF CHILD WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE																						
	<input type="checkbox"/> FAMILY DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> SMALL FAMILY HOME <input type="checkbox"/> GROUP HOME OR INSTITUTION																						
	2 TYPE OF ABUSE (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL ASSAULT <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER																						
	3 NARRATIVE DESCRIPTION:																						
4 SUMMARIZE WHAT THE ABUSED CHILD OR PERSON ACCOMPANYING THE CHILD SAID HAPPENED:																							
5 EXPLAIN KNOWN HISTORY OF SIMILAR INCIDENT(S) FOR THIS CHILD:																							

CS 8572 (Rev. 1/01)

INSTRUCTIONS AND DISTRIBUTION ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). A CPA is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS-8583 if (1) an active investigation has been conducted and (2) the incident is **not** unfounded.

Police or Sheriff-WHITE Copy, County Welfare or Probation-BLUE Copy, District Attorney-GREEN Copy, Reporting Party-YELLOW Copy

On line:

<http://www.dhhs.saccounty.net/CPS/Pages/Emergency-Response/GI-Suspected-Child-Abuse-Report.aspx>

APPENDIX I WILLIAMS UNIFORM COMPLAINT PROCEDURE

Center Joint Unified School District
• 8408 Watt Avenue, Antelope, CA 95843 • 916-338-6320 • 916-338-6329
Williams Complaints Classroom Notice

Notice to Parents, Guardians, Pupils, and Teachers Complaint Rights

Pursuant to California *Education Code* Section 35186, you are hereby notified that:

1. There should be sufficient textbooks and instructional materials. That means each pupil, including English learners, must have a textbook or instructional materials, or both, to use in class and to take home.
2. School facilities must be clean, safe, and maintained in good repair.
3. There should be no teacher vacancies or mis assignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners if present.

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

4. Pupils, including English Learners, who have not passed one or both parts of the high school exit examination by the end of the 12th grade are to be provided the opportunities to receive intensive instruction and services for up to two consecutive academic years after the completion of grade 12.
5. A complaint form may be obtained at the school office, district office, or downloaded from the school's Web site at www.centerusd.org. You may also download a copy of the California Department of Education complaint form from the following Web site: <http://www.cde.ca.gov/re/cp/uc>.

August 2013

COMPLAINT FORM: WILLIAMS UNIFORM COMPLAINT PROCEDURES

Education Code 35186 creates a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, teacher vacancy or misassignment, or the provision of intensive instruction and services to pupils who did not pass one or both parts of the high school exit examination by the end of grade 12. The complaint and response are public documents as provided by law. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the contact information below.

Response requested? Yes No

Contact Information:

Name:

Address:

Phone Number: Day: Evening:

E-mail address, if any:

Location of the problem that is the subject of this complaint:

School:

Course title/grade level and teacher name:

Room number/name of room/location of facility:

Date problem was observed: _ _

Only the following issues may be the subject of this complaint process. If you wish to complain about an issue not specified below, please use the appropriate district complaint procedure.

Specific issue(s) of the complaint: (Please check all that apply. A complaint may contain more than one allegation.)

APPENDIX J DRESS CODE

It is the mission of the School District not only to provide academic education but also to provide a positive learning environment. Research has shown that student dress and appearance affect student academic achievement and behavior. This School Dress Policy is intended to help protect the health and welfare of the individual student and complies with the provision of the safe and violence-free school initiative.

1. Commercial lettering or printing will be allowed on clothing as long as it is acceptable for school attire. Crude or vulgar printing, pictures or graphics inferring or depicting drugs or alcoholic beverages, or those that are sexually suggestive are not acceptable. Symbols that are degrading, offensive or gang related, are not permitted.
2. All clothing shall be within the bounds of decency and good taste. Garments shall be sufficient to conceal undergarments at all times. Bare midriffs, low-cut revealing tops, spaghetti straps – (straps less than 1 ½' wide), tank tops, athletic jerseys and see through or fish-net type shirts, are not considered appropriate school dress.
3. Shorts are permitted in hot weather as long as they are hemmed and at least mid-thigh length. Cut-offs are not permitted. All pants must be worn with the beltline at the waist.
4. Shoes worn to school should be sturdy enough to permit safe play at recess and/or physical education activities. Flip-Flops, clogs, backless shoes, sandals with no toe protection, heelies (shoes with skates extended) and high heels are inappropriate and considered unsafe.
5. Hats are to be worn outside only and with the bill facing forward. Bandanas are not allowed in any fashion including on the head, around neck, wrist or tied at the waist or knee.
6. Straps and suspenders must be fastened and worn over the shoulders at all times.

Reference Education Code Chapter 325 SB 1269
Center Unified School District BP 5132.1

APPENDIX K SUSPENDABLE OFFENSES

Center Joint Unified School District Discipline Policies

Grounds for Suspension or Expulsion; Legislative Intent: California Education Code 48900 and Center Unified School District Board Policy 5144 (a) allow the superintendent or site administrator to suspend or recommend for expulsion a student for any violation of the following rules while on school grounds, going to or coming from school, during the lunch period whether on or off campus, or during, or while going to, or coming from a school sponsored activity. Suspension of up to 5 days or a recommendation for expulsion may occur when the conduct is of an extreme nature.

- 1 *48900(a-1): Caused, Attempted, or Threatened Physical Injury (S)
- 2 *48900(a-2): Use of Force or Violence (S)
- 3 *48900(b): Weapons (S)
- 4 *48900(c): Drugs or Alcohol, Possession/Use of (S)
- 5 *48900(d): Drugs or Alcohol, Sale of (S)
- 6 *48900(e): Robbery/Extortion (S)
- 7 *48900(f): School Property Damage (S)
- 8 *48900(g): Property Theft (S)
- 9 *48900(h): Tobacco, Possession/Use(S)
- 10 *48900(i): Language, Obscene/Profanity (S)
- 11 *48900(j): Drugs, Paraphernalia (S)
- 12 *48900(k): Disrupted School Activities / Defiance of Authority(S) (Gr. 9-12)
- 13 *48900(l): Stolen Property, Possession of (S)
- 14 *48900(m): Firearm, Imitation (S)
- 15 *48900(n): Sexual Assault (S)
- 16 *48900(o): Harassment, Witness (S)
- 17 *48900(p): Soma, Selling of (S)
- 18 *48900(q): Hazing (S)
- 19 *48900(r): Bullying/Harassment (S)
- 20 *48900(t): Aids or Abets Physical Injury(S)
- 21 *48900.2: Sexual Harassment (S)(E)
- 22 *48900.3: Hate Violence (S)(E)
- 23 *48900.4: Harassment, threats, intimidation (S)(E)
- 24 *48900.7(a): Terroristic threats against school officials or property (S)(E)
- 25 *48900.7(b): Terroristic Threat (S)(E)
- 50 *48915(a-1): Caused Serious Physical injury (S)(E)
- 51 *48915(a-2): Possession of Knife or other Dangerous Object (S)(E)
- 52 *48915(a-3): Possession of any Controlled Substance (S)(E)
- 53 *48915(a-4): Robbery/Extortion (S)(E)
- 54 *48915(a-5): Assault or Battery on a School Employee (S)(E)
- 55 *48915(c-1): Firearm; Possessing, Selling or Furnishing (E)**
- 56 *48915(c-2): Brandishing a Knife (E)**
- 57 *48915(c-3): Sales of Controlled Substance (E)**
- 58 *48915(c-4a): Sexual Assault(E)**
- 59 *48915(c-4b): Sexual Battery (E)**
- 60 *48915(c-5): Possession of an Explosive (E)**

**Center Joint Unified School District
Previous Suspension/Expulsion Notification**

Dated: _____

To: _____
Teacher's Name

From: _____

Re: _____
Student Name

Pursuant to Legislative Bill AB 29 and ED Code 49079, this notice is to inform you that our office has received a copy of the above named student's cumulative file. The cumulative file includes previous suspension or expulsion information during the previous three school years.

You have a right to view this information. You may check out the cumulative file from the office at your convenience. Please sign this notice indicating that you have been made aware of the prior suspensions/expulsions and of your right to view the cumulative folder. Then, return the form to my office as soon as possible.

Signature: _____

Date: _____

On an Aeries class roster a student with an asterisk (*) next to his/her name indicates the student has received assertive discipline.

APPENDIX M HATE MOTIVATED BEHAVIOR

The Governing Board affirms the right of every student to be protected from hate-motivated behavior. It is the intent of the Board to promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. Behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, religious beliefs or practices shall not be tolerated.

In order to create a safe learning environment for all students, the Governing Board desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, religious beliefs or practices.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of district and community resources.

The district shall provide age appropriate instruction to help promote an understanding of and respect for human rights, diversity and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

The Superintendent or designee shall ensure that staff receive training on recognizing hate-motivated behavior and on strategies to help respond appropriately to such behavior.

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Principal. Upon receiving such a complaint, the Principal shall immediately investigate the complaint in accordance with school level complaint process/grievance procedures as described in AR 5145.7-Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy and administrative regulation.

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Principal, Superintendent or designee and/or law enforcement, as appropriate.

As necessary, the district shall provide counseling, guidance and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

Non Discrimination/Harassment

District programs and activities shall be free from discrimination, including harassment, with respect to a student's actual or perceived sex, gender, ethnic group identification, race, national origin, religion, color, physical or mental disability, age or sexual orientation.

The Governing Board shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision. The district may provide male and female students with separate shower rooms and sexual health and HIV/AIDS prevention classes in order to protect student modesty.

The Board prohibits intimidation or harassment of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to student conduct which may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

Students who harass other students shall be subject to appropriate discipline, up to and including counseling, suspension and/or expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

The Board hereby designates the following position as Coordinator for non discrimination to handle complaints regarding discrimination and inquiries regarding the district's nondiscrimination policies:

Director of Personnel
8408 Watt Avenue
Antelope, California 95843
(916) 338-6413

Any student who feels that he/she is being harassed should immediately contact the Coordinator for non discrimination, the principal or any other staff member. Any student who observes an incident of harassment should report the harassment to a school employee, whether or not the victim files a complaint.

Employees who become aware of an act of harassment shall immediately report the incident to the Coordinator for non discrimination. Upon receiving a complaint of discrimination or harassment, the Coordinator shall immediately investigate the complaint in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment. Where the Coordinator finds that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim.

The Coordinator shall also advise the victim of any other remedies that may be available. The Coordinator shall file a report with the Superintendent or designee and refer the matter to law enforcement where required.

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: McClellan High School

Date: December 6, 2019

To: CJUSD Board

From: David L. French

Action Item XX

Information Item

Attached Pages 109

Principal's Initials:



SUBJECT: McClellan High School Safety Plan for 2019-2020

With input from our school site council, we have developed our Safety Plan for the 2019-2020 school year and then revised it to fit the new template. School Site Council approved these plans at a meeting on December 5, 2019.

The final Safety Plan is attached, along with the sign-in sheet and minutes from the December 5, 2019 School Site Council meeting, and the signed roster indicating the council's approval of these plans.

Recommended action:

Please approve this plan for the 2019-2020 school year.

McClellan High School



Safe School

And

Emergency Preparedness Plan

**Center Joint Unified School District
Antelope, CA**

Revised November, 2019

EMERGENCY PREPAREDNESS PLAN

The Emergency Response Plan has as its primary objectives:

1. To save lives and avoid injuries;
2. To safeguard school property and records;
3. To promote a fast, effective reaction to coping with emergencies;
4. To restore conditions back to normal with minimal confusion as promptly as possible.

Attaining these objectives will require clear activation procedures and responsibilities, identification of all tasks to be performed and by whom, an organized yet flexible response, and the dedication and cooperation of all.

It is vital to the continued functioning of the school, staff, and students that we are prepared to respond effectively in times of emergencies. Such preparations will also help us meet our obligations to our community.

This plan has been developed to be used in case of an emergency. All members of the faculty and other employees should:

1. familiarize themselves with this plan,
2. be prepared to activate it immediately, and
3. perform any duties to which they are assigned to make its activation effective.

Members of the faculty shall teach the Emergency Response Plan to the students. The members of each classroom shall be instructed in the evacuation plan so they can respond immediately upon receiving the necessary warning.

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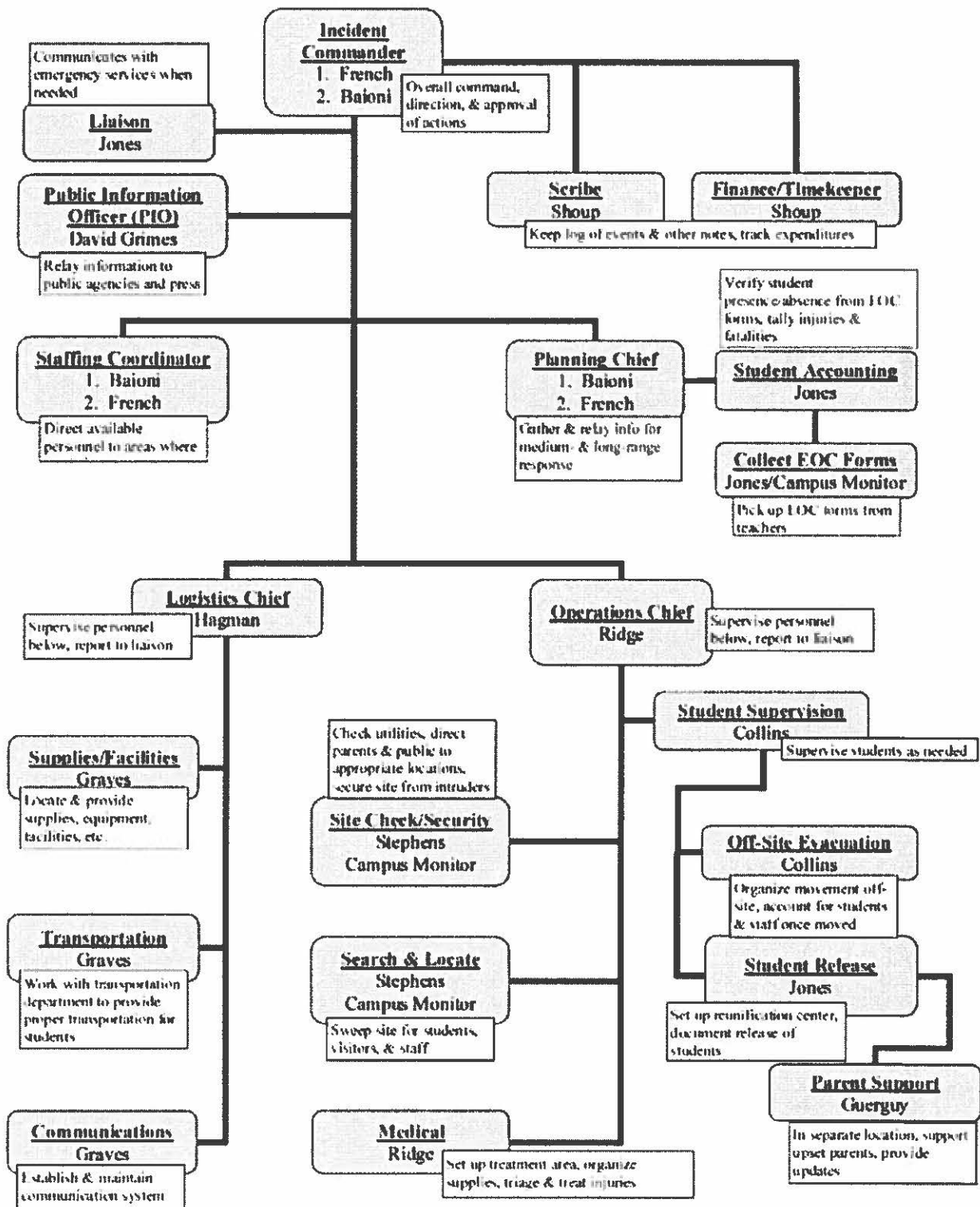
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PART 1 CRISIS MANAGEMENT

Section 1 Incident Command System

The Incident Command System (ICS) is a nationally recognized organizational structure that provides for role assignment and decision-making while planning for and reacting to critical incidents of all types. Implementing ICS will allow for all school personnel to know their area of responsibility during a crisis and to plan and practice the management of their specific role. This type of delegation limits the number of functions under any one manager, allowing each person to focus on just one or two aspects of the incident. These managers then provide information to the incident commander (principal) and help that person make informed decisions. Using this type of organizational system during a critical incident creates clear communication channels that will help limit the chaos and uncertainty associated with emergency incidents. Plans can be made, policy established, and training conducted well in advance of any emergency incident. This type of forward thinking will be needed during a critical incident and is a key component to a school being properly prepared.

McClellan High School - Incident Command System



* ICS Radio

Incident Command Descriptions

Incident Commander: The Incident Commander is the overall leader during an emergency incident. This person is normally the principal or assistant principal of the school. The Incident Commander makes decisions based on the information and suggestions being provided from the Liaison and ICS Section Chiefs.

Assume Command

Establish the Command Post

Conduct briefings of the Command Staff

Identify level of threat by assessing situation

Set specific objectives and direct development of incident action plans

Direct protective actions to stabilize the school

Activate and oversee ICS functions

Establish Unified Command with responding agencies

Update EOC as situation evolves

Approve information to send to the EOC for media briefings

Set objectives for resumption of normal activities

Maintain an activity log (scribe) and oversee action reports

Admin/Finance Chief

The scribe stays with the Incident Commander at all times. The scribe will maintain a written record of the incident including actions taken, actions reported to the Incident Commander, time, names, dates, etc.

Keep an envelope or box for all receipts and overtime cards

Provide a cost-accounting update for the IC as requested

Maintain an activity log (scribe) and write after-action report

Check attendance for that day for both students and adults

Documentation: This person will collect, evaluate and document information about the development of the incidents and the status of resources.

Logistics Chief: Report to Command Post (immediately or upon handing off students)

The Logistics Chief manages the team and reports directly to the Command Post. This team is responsible for obtaining any needed resource, communication, food and water, and transportation.

Transportation - works with the district Transportation Department to coordinate the arrival of buses and the loading of students onto the proper bus. Responsibilities for this person include: arranging for buses, supervising loading and moving of buses, and arranging alternative forms of transportation as needed. The Operations Chief will direct the team to move students off campus, if necessary.

Participate in briefing sessions, helping to identify required resources and personnel or advising of their availability

Provide equipment, supplies, personnel, busses/cars as required by Operations

Establish and maintain communications (radios, bullhorns, etc.)

Stage resources (or Team Leaders) so they are readily available

Coordinate and re-assign staff to other teams as needed by Operations

Maintain a visible chart of available resources as a reference for Ops and the IC Team

Provide food and water as needed (and available) for staff and students

Off-Site Evacuation Coordinator- organizes the off-site evacuation location during an emergency situation. This includes planning the movement of the students to the location and assisting with accounting of the students once they are moved. Many aspects of this assignment involve planning for the use of a location and planning the evacuation route to safely move the students. When organizing an evacuation, consider the special needs students and plan for how those students will be moved and what assistance will be required. Maintain an activity log (scribe) and write after-action report

Operations Chief: The Operations Chief manages the members of the Operations Team. The Chief reports directly to the Command Post. This group, referred to as the "Doers", performs the "hands on" response.

Immediately report to Command Post

Supervise and direct activities of all groups assigned to Operations through the Team Leaders

Identify alternate staging areas as needed (to IC and Logistics)

Identify alternate resource requirements (to IC and Logistics)

Deploy resources/Keep in contact with S & R and Medical

Implement roll call protocol based on Staff List/NoCo building map

Make changes as necessary to action plan based upon reports from group leaders and

Planning Chief

Update IC and IC Team with status reports

Maintain an activity log (scribe) and write after-action report

Planning Chief: The Planning Intelligence Chief will report directly to the Incident Commander and may stay with the Incident Commander throughout the crisis. This team will gather information to assist with medium/long-range planning related to the ongoing incident and school recovery issues. They will arrange for recovery/aftermath resources so that there is no gap between the end of the incident and necessary support/ services.

Report to Command Post (immediately or upon handing off students)

Collect EOC forms and develop a briefing on incident size and scope for IC Team.

With Ops, gather incident information and updates from team leaders.

Send and supervise runners, if needed, to gather incident information

Share information needed for decision making with IC Team

Prepare estimates of incident escalation or de-escalation for IC Team

Situation Analysis- will provide ongoing analysis of situation and resources status - *What if...*

Report safety conditions that may cause danger

Staffing Assignment- use available personnel to assist with carrying out the core functions associated with an incident. Any teacher not assigned students during an incident and any school personnel arriving at the incident should directly report to this person. Working closely with the Incident Supervisor, the person will direct staff to the areas that need assistance. Those responsible for organizing the various areas will coordinate with this person in requesting manpower during the incident. This person will keep a roster of assignments and manpower needs and make requests of administrative offices when needed.

Maintain an activity log (scribe) and write after-action report

Communications- will work to ensure that a communication system is in place (phones, walkie-talkies, etc). Will communicate crisis progress or changes within the site and with District Office.

Medical Team: Members of this team will take roll with their own class, send in their EOC form, and then ask a supervising teacher to watch their students. They will then report directly to the Team Leader in a predetermined First Aid Staging Area and organize first aid supplies. The medical area should provide privacy for the injured and easy access for cars used to transport people with major injuries.

If necessary, Medical Team members will take medical supplies and report to classrooms where injuries are being reported by Search and Rescue. They will stay in communication with Operations Chief via radio.

The Medical Team will use the First Aid and START to provide treatment and continue to prioritize injuries. Students with minor injuries can be walked to the medical area for first aid treatment. The Medical Team will determine if a student needs to be transported to the hospital. Written records must be kept of any students who are to be transported. If a transported student's name is not known, use a cell phone to take a photo of that student and document where he/she was transported to. Also, get the name of the ambulance company and the badge # of the ambulance personnel.

Search and Rescue: This team is responsible to "sweep" the bathrooms, hallways, and other areas for students, visitors, and staff. This team may need to search for unaccounted for people. Emergency responders will perform any major rescue efforts if necessary. Members will take roll with their own class, send in their EOC form, and then ask a supervising teacher to watch their students. Search and Rescue Team members should report to their Team Leader in a predetermined location. It may be near (but not in) the Command Post or by the Student Staging Area. The Operations Chief will direct the Team Leader as to the location of the missing or injured. Room by room searches are not conducted by Search and Rescue until after they have gone to all the rooms with known problems and then only if it is deemed safe to do so. As Search and Rescue teams (2 each for safety) proceed, they should check back in with the Team Leader to report progress and/or need for additional help. The Team Leader reports progress/needs to the Operations Chief.

Site Check/Security Team: Members of this team will take roll with their own class, send in their EOC form, and then ask a supervising teacher to watch their students. The Team Leader will report to the Operations Chief and then, if it is safe, send the team to check on utilities, etc. The Site Check/Security Team will notify the utility companies of a break or suspected break in utilities. The team will then proceed to the entrances where public safety and/or parents may arrive and help direct people to the Command Post or Student Reunification Areas. If neighbors arrive, the team should direct them to help support Traffic Control.

A violent crime or other situation near a school may require that the school staff take steps to quickly secure the school from outside intruders. This will involve developing specific assignments for school personnel during such an emergency and creating a check system to make sure the school is secure. This person would then act as a liaison with the agency handling the local event.

Student Staging Leader/Student Release a.k.a. Parent Reunion Coordinator: This team will supervise the release of students. They will document the persons picking up students. They must record the time, signature, and where they will be taking the student. Pictures of each child with the adult picking them up may be useful. Members will take roll with their own class, send

in their EOC form, and wait to be called up. Before parents begin arriving, the Team Leader will begin setting up the Reunification Center, with support if needed, in a predetermined location. They will gather information regarding attendance from the Admin/Finance Team. When parents begin arriving, the Team Leader will call up the rest of the team and notify the Operations Chief. As more parents arrive, more teachers and classified staff will be assigned to this staging area. Students will be reassigned to other Supervising Teachers. If evacuating the site, before leaving the school grounds, the Student Release Team will post a notice on the front door informing parents where to pick up their children. If the front door is no longer there, the notice will be placed on the flagpole.

Student Supervision Team: This team supervises all students unless otherwise assigned. Other teachers who have designated responsibilities that take them away from their class will be reporting to a member of the Student Supervision Team before they leave their class in his care. This team will be working closely with the Student Release Team to make sure that students do not leave until their parent or adult has signed them out from the release area.

Supplies/Facilities: This person will locate and provide facilities, equipment, supplies and materials as needed.

Timekeeping & Purchasing: This person will maintain accurate records of staff hours and of purchases. Report to Command Post if directed to do so; otherwise, maintain finance duties as described. Provide a cost-accounting update for the IC as requested. Keep an envelope or box for all receipts and overtime cards.

Section 2 Staging Areas

Indoor Command Post:

1. Main Office
2. Room #7

Outdoor Command Post:

1. Picnic tables outside McCauley Gymnasium
2. Lower parking lot near weight room

Triage Area:

1. McCauley Gymnasium
2. Middle parking lot

Parent Reunification Area: North parking lot

Bus Staging Area: North parking lot

Media Staging Area: South parking lot

Off-Site Evacuation Location: (See appendix D for maps)

Section 3 Lockdown Procedures

The school lockdown procedure serves many functions during an emergency situation:

- **When a lockdown is initiated, the majority of students and teachers will be taken away from the threat.**
- **The dangerous situation can be isolated from much of the school.**
- **Accounting for students can accurately take place in each classroom.**
- **Depending on the situation, an organized evacuation can take place away from the dangerous area.**

In addition to an onsite emergency, lockdown procedures can be modified for use during a local incident in which the school population is not in direct danger. A local incident might be a sheriff or fire event nearby or an injury on school grounds that requires limiting student movement in the area.

When a lockdown is announced, several steps should take place. Teachers/Staff need to make sure all outside doors are locked, blinds are drawn and lights turned off. If students/staff are outside, staff needs to help direct students in their vicinity to the nearest building and get students and themselves safely inside. Call the office immediately to warn them of incident. In the event that a staff member and students are clear out in the field, the staff member must make the decision whether or not it is safer to lead students off campus. In this case, proceed to Off Site Evacuation Location. (See page 11). Upon arrival, call school office with names of students in your care.

Immediate notification of intruder should be made to the 911, fully explaining what is known at that time. The bells must be held and instructions to ignore the fire alarm should be given.

When ordering a lockdown, the duck and cover alarm may sound, or the following announcement will be given: “CODE RED LOCKDOWN”, which will identify a real event.

A. Classes in progress (not during lunch)

- a. **Ignore any fire alarms. Assume duck and cover position. Build barrier if CODE RED signal is given.**

B. Class enroute in progress

- a. **Direct class to nearest building. Ignore any fire alarms.**

C. Lunch is in session

- a. **Duck and cover signal will be initiated. Students in the cafeteria will follow the instructions of the faculty in the cafeteria. All doors should be locked. (If custodian is not available to do this, someone needs to get a key in office) Check door on the stage. Students on the playground follow procedures to get inside.**
- b.

Staff members should check restrooms and other areas where students may be found and guide students who are outside into classrooms. If students are found and are not close to their classroom, students should go into the closest occupied classroom. Then, teachers should stay in a locked room and notify the office of your location. Roll of all students in room must be taken. Ignore any fire alarms.

During a lockdown, special attention should be given to the areas of the school where numerous students are gathered in an unsecured environment, such as computer labs or empty classrooms. Arrangements should be made so that students are moved to a secure room when possible. If not possible, barricade the doors with tables, desks and chairs.

When a teacher with a class hears one of the lockdown signals, he or she should follow these directions:

- 1. Lock the classroom door immediately. Use duct tape in emergency bucket to secure door arm if you cannot lock door or for double protection.**
- 2. Keep all students sitting on the floor, away from the door and windows.**
- 3. Use caution and discretion in allowing students entry into the classroom.**
- 4. Advise the students that there is some type of emergency but you don't know what it is.**
- 5. Take attendance and prepare a list of missing students and extra students in the room. Prepare to take this list with you when you are directed to leave the classroom.**
- 6. If there is a phone in your classroom, do not use the telephone to call out. Lines must be kept open, unless there is an emergency situation in the classroom.**
- 7. Ignore any fire alarm activation. The school will not be evacuated using this method.**
- 8. Project a calm attitude to maintain student behavior.**
- 9. When or if students are moved out of the classroom, assist them in moving as quietly and quickly as possible.**
- 10. Remain in the room until a member of the Crisis Management Team comes to the room with directions, or a sheriff arrives with directions.**

Teachers should be aware of the emotional response some students may have to a lockdown situation. For example, teachers could prepare for frightened students vomiting, by keeping plastic bags and cleaning supplies available in the classroom. Another idea is to keep a supply of gum, mints, or hard candy in each room to help relax students.

Depending on the grade level, students will ask many questions that teachers will not be able to answer. Being familiar with the lockdown procedures and the role of the ICS will provide a better understanding of what is taking place and what can be expected.

As a lockdown is taking place, the Incident Command Team should ensure that several functions are taking place. Depending on the situation, the school may need to be completely secured from the inside. This will require specific individuals being assigned to lock any open doors. Notifications will continue to be made to school administration and possibly the sheriff department if the sheriff has not arrived on the scene. Any known injuries should also be reported to the administration, who will relay that information to the sheriff.

Communication via school radio is permissible as long as the incident does not involve an explosive device or a suspect in possession of a radio or scanner. The sheriff liaison member of the Incident Command Team should be prepared to gather all known information and respond to the first arriving sheriff personnel and brief them on the situation.

Once a lockdown has been started, wait for the sheriff department to arrive before arranging for evacuation of the school. This will allow for a more secure environment during the evacuation and assist the sheriff if a tactical operation is necessary.

Special areas of concern:

Special attention should be paid to the playground area of each school. Teachers must be able to hear the lockdown announcement and an alternate lockdown location must be identified. This location can be indoors or outdoors, if students can be safely hidden on the playground. In either case the lockdown location must be determined during initial crisis planning and the information should be clearly communicated to all staff members.

Section 4 Evacuation Procedures

General Evacuation

Evacuation decisions are very incident-specific. If the release occurs slowly, or if there is a fire that cannot be controlled within a short time, then evacuation may be the sensible option. Evacuation during incidents involving the airborne release of chemicals is sometimes necessary. If a general evacuation is ordered, the school population will be sent home, to the off site evacuation location, or to another location. Students are evacuated by walking or on school busses. If the school has been evacuated, the response personnel will need to decide when it is safe to return. They will need to verify data collected by the monitoring crews and consider the advice of the health officials concerned.

Evacuation of School Grounds

In the event the school cannot be occupied following an evacuation, it may be necessary to evacuate the school grounds. We will evacuate to the off site evacuation location.

The principal will call the Superintendent. Before leaving the school grounds, the Student Release Team will post a notice on the front door informing parents where to pick up their children. If the front door is no longer there, the notice will be placed on the flagpole.

During evacuation, the students will walk quickly, quietly, and in single file. If busses are available, students will board the bus to {insert location}. When releasing students to the care of parents or other adults, refer to the section entitled, "Release of Students to Parents".

School Evacuation Instructions

Exit the Building

- Go to the designated assembly area.
- Immediately upon hearing the fire alarm signal or instructions to "leave the building" over the intercom, students, faculty and others in the building shall evacuate the building via prearranged evacuation route quickly, quietly and in single file. The last person out of the room shall pull the door closed, but will not lock it. All will proceed to the designated assembly area.

Teachers

- Take class lists, red/green cards (folders) and student emergency information.
- Make special provisions to assist handicapped students.
- Exit the building through assigned exit or nearest unblocked exit.
- Lead the class out of the building to pre-designated area at least 500 feet from building. Area must be free from hazards such as overhead power lines, gas lines and motor vehicle traffic.
- Take roll and report any missing students (by name) to the Student Supervision Leader at pre-designated location away from building.
- Necessary first aid should be performed.

Students

In homeroom class

- Leave all personal items in classroom.
- Follow their teacher and exit in a quiet and orderly manner.

NOT in homeroom

- Leave all personal items in classroom.
- Exit with their supervisor, or if alone, exit the nearest unblocked exit.
- Remain with the class with which they exited until it is deemed safe for the student to return to his/her regular class.

At recess / break

- During recess, students should go to their assembly area.
- Students should go to the assembly area of the next class on their schedule.

Staff Not Assigned To Classrooms

- Will follow as directed in the Incident Command System.
- Assist as directed by principal or designee.

Principal or Designee

- Report any missing persons to emergency response personnel.
- If building is determined to be safe to re-enter:
 - Determine WHEN it is safe to re-enter
 - Notify teachers by all clear signal or runner. DO NOT USE FIRE ALARM SIGNAL for re-entry.
- If building is unsafe to re-enter, evacuate the school site, using predetermined plan.
Instruct teachers to:
 - Release students to responsible adults using predetermined procedure.
 - Students will exit school grounds to the blacktop/field either to board busses or to walk to {insert location}.

Evacuation of Students with Disabilities

Students with sensory, developmental, cognitive and mobility disabilities will have evacuation protocol in place that meets the requirements of their Individualized Education Plan, their Health Plan and/or Americans with Disabilities Act requirements. During an evacuation:

- A pre-designated staff member will assist with the evacuation.
- The staff member will describe the situation and actions to be taken in advance of beginning the evacuation procedures.
- The staff member will use facial expressions and hand gestures as clues when describing the procedures.
- The staff member will give one direction at a time during the evacuation.
- The student will never be left unattended.

Exit Route

An emergency exit route will be posted in the classroom beside the door. All who use this room should be familiar with the fire evacuation route as it applies to that room. When you have a substitute, make sure they are aware of where this map is located and that the roll sheet and student emergency information must be taken with them during the drill.

Section 5 Student Release Procedures

Early Dismissal

The ultimate responsibility for the student's safety from the school to home in cases of emergency lies with the parent or guardian. Parents should work through community emergency preparedness groups to make preparations for the safety of their own children.

If an emergency occurs during the school day, and it is believed advisable to dismiss school, students will be provided shelter and supervision at the school as long as deemed reasonable by the principal.

The school will proceed on the basis that there will be no bus transportation or telephone communication. School will not be dismissed early unless school authorities have been assured by local emergency authorities that routes are safe for student use.

Follow the "Release of Students to Parents" plan.

Release of Students to Parents

Each teacher will have a copy of the student emergency information and a list of students on a clipboard. The adults listed on this card will be the only adults the students will be released to. Any other adult showing up may stay with the student, but he/she will not be permitted to leave with them. This clipboard is to remain with the teacher during any building evacuation exercise including a fire drill.

Prior to the approved adult taking the student, a release form must be filled out and signed.
(See student release form.)

Teachers must stay with the students until all their students are picked up and/or the principal or his/her replacement approves of their leaving.

STUDENT RELEASE FORM

Student's Name _____

Date _____ Time _____

Teacher _____

Room # _____ Grade _____

PERSON CHECKING OUT STUDENT:

Signature _____

IF NOT PARENT/GUARDIAN, PLEASE PRINT THE FOLLOWING INFORMATION:

Name _____

Address _____

Phone # _____

STUDENTS UNACCOUNTED FOR

Teacher's Name _____ Grade _____ Room _____

Students unaccounted for:

Section 6 School Partnerships

Off Site Partnership

Off Site Partnerships (See appendix D for maps)

1. Cooper High School
2. Cooper Middle School
3. Cooper Elementary School
4. Cooper Junior High School
5. Cooper Senior High School

Cooper High School is located in the Cooper District, which is the largest of the four districts in the Cooper County. The school is located in the Cooper District, which is the largest of the four districts in the Cooper County. The school is located in the Cooper District, which is the largest of the four districts in the Cooper County.

2. Cooper High School
3. Cooper Middle School
4. Cooper Elementary School
5. Cooper Junior High School
6. Cooper Senior High School

Cooper High School is located in the Cooper District, which is the largest of the four districts in the Cooper County. The school is located in the Cooper District, which is the largest of the four districts in the Cooper County. The school is located in the Cooper District, which is the largest of the four districts in the Cooper County.

Section 7 Resources

	Phone #	Room/Ext #	Health Concerns	Special Skills
High School Teachers				
Baioni, Kim				
Collins, Chris				
Graves, William				
Hagman, Aaron				
Ridge, Tim				
Preschool Teachers				
Chris Berger				
Pat Stayton				
Karina Dominguez				
Office Personnel				
French, David				
Guerguy, Carla				
Jones, Lin				
Shoup, Teri				
Preschool Aides				
Kathaleen Morgan				
Debby Sabella				
Amy Branton				
Kitchen Personnel				
Kari Knutson				
Campus Monitor				
TBA				
Custodian				
Dennis Stephens				

Information regarding specific health concerns and personal phone numbers is available in the office.

Section 8 Communications

It is likely that the public address system will be operational in most emergencies during which inside-the-building announcements need to be made. If it's not, communication will be made via e-mail or messenger(s) from the office to each teacher.

Communication between the custodial staff and the office staff will be by radio. All Staff members have access to two-way radios.

Telephone Communication

1. The school telephones may NOT be used by ANY person for outgoing calls of any kind during an emergency, except when authorized by the principal.
2. Appropriate authorities will be notified including 911, Twin Rivers Police Department, and the Superintendent.

Section 9 Crisis Phone Directory

- Sheriff/Fire Department: 911
- Twin Rivers Police Department: (916) 566-2777
- Poison Control Center, UCD Medical Center:(916) 734-3692
- Citizens Utilities (Water): (916) 568-4200
- SMUD (Electricity): (916) 456-7683
- PG&E (Gas): (916) 743-5000
- Superintendent's Office: (916) 338-6409
- Maintenance, Operations, Transportation (MOT):
 - Craig Deason, Assistant Superintendent: (916) 338-6337
 - Karen Matre, Assistant Superintendent's Secretary: (916) 338-6337
 - Angela Espinoza, Staff Secretary: (916) 338-6417
- Child Protective Services (CPS): (916) 875-5437
- Spinelli Elementary School: (916) 338-6490
- Dudley Elementary School: (916) 338-6470
- Oak Hill Elementary School: (916) 338-6460
- North Country Elementary School: (916) 338-6480
- Wilson C. Riles Middle School: (916) 787-8100
- Center High School: (916) 338-6420
- McClellan High School: (916) 338-6440

Section 10 Letters Home



Established 1858

8408 Watt Avenue □ Antelope, CA 95843-9116
(916) 338-6413 □ Fax (916) 338-6322

BOARD OF TRUSTEES

*Nancy Anderson
Jeremy Hunt
Kelly Kelley
Delrae M. Pope
Donald E. Wilson*

SUPERINTENDENT

Scott A. Loehr

Dear Parents:

Please review the following information regarding school and parent responsibilities for emergency school closure. Please help us to be efficient and helpful in caring for your child.

We have developed an emergency preparedness plan that outlines a variety of situations including fire, bomb threat, earthquake and the possibility of evacuation due to an unforeseen emergency. We would like parents to be advised as to what to expect while their children are in school. The following procedures will be implemented in case of an emergency:

1. In case of a fire alarm, students will be evacuated from the building. In the event of an actual fire that requires evacuation, students will be evacuated to the off-site location indicated in Part 1 Section 2: Staging Areas section of this document.
2. If possible, notification will be sent to parents through the automatic dialing system; otherwise, parents will be informed by school officials during or after the evacuation.
3. If an emergency evacuation occurs before parents can be reached, a notice will be left on the front door informing parents where to find their children. Only parents or adults listed on the emergency information cards will be permitted to pick up students. Please make sure the information on the emergency card includes everyone you would permit to pick up your child. Bused students will only be returned home during regular times and only if it is deemed safe.
4. If there is an earthquake, students will be kept in classrooms until quaking stops. Students will then be evacuated from the building. If there is too much damage to use the school as shelter, see number 1.
5. Floods, power outages, severe storms or any other disaster will normally result in students being held at school in regular classes until the usual departure time or sent home as in number 2.
5. Parents should discuss the above information with their children and assure them that school personnel will care for them just as they do each day, until they can be reunited with parents.

As the new school year starts we would like to remind you that this is a good time to go over the following information with your children:

1. Practice and review emergency plans, family meeting places and emergency telephone numbers regularly with your children.
2. Each year make your child's teacher aware of his/her health or physical needs that would require special action or supplies during an emergency. Make sure the office has a supply of vital medication on hand.
3. Make sure your student's information card has the name, address, and phone number of anyone you want to pick up your child during an emergency. Students will NOT be released to ANYONE not listed on this card.
4. Make sure your child is familiar with the people he/she may leave with and that they know that it is OK to leave with them in the event of an emergency. This may include a family code word.
5. Be aware that you may not be able to get to your child in the event of a large-scale emergency if you work a great distance from your child's school. Be aware that the person picking up your child may have them for several hours or even days.

Sincerely,

A handwritten signature in black ink, appearing to read 'DLF', is positioned below the word 'Sincerely,'.

David L. French
Principal, McClellan High School

"Respecting our traditions, while embracing new ideas"



Established 1858

8408 Watt Avenue □ Antelope, CA 95843-9116
(916) 338-6413 □ Fax (916) 338-6322

BOARD OF TRUSTEES

Nancy Anderson
Jeremy Hunt
Kelly Kelley
Delrae M. Pope
Donald E. Wilson

SUPERINTENDENT

Scott A. Loehr

(Note: this letter not sent, as our emergency supplies are already supplied)

Dear Parents:

As part of our disaster preparedness program we ask that each child's family prepare a snack-pack to be kept at school. In the event of major disaster which might delay you from picking up your children from school, this pack will provide a source of nourishment and comfort. Please involve your children in putting together this pack and share a short explanation of its potential use. Have your child bring the bag to his/her classroom the first week of school.

In a heavy-duty 1-gallon ZIP-LOCK bag, place the items listed below:

- (1) can of fruit drink (*no pouches, no boxes because they leak*)
- (1) bottle of water
- (3) small non-perishable snack packages – please choose commercially vacuum-packed items such as beef jerky, a granola bar, a fruit roll-up, cheese and crackers or a small pull-top can of fruit with a plastic spoon
- (1) small packet of wet wipes
- (1) note of reassurance and a small picture, as these may be a source of comfort in the event of an emergency and extended separation

Please do not send items that need to be refrigerated. Items that are perishable or need to be refrigerated will be sent back home with the student.

Please make sure the bag is marked clearly with your child's name, grade, teacher and room. Packs will be returned to students at the end of the school year.

Having these supplies on-site will better enable us to care for the students in an actual emergency, and they will also be a source of comfort to them. Your child will not be permitted to take something from the kit if s/he forgets a snack or wants a drink. The kits are for true emergencies only.

If you have any questions about this program, please contact the school office. Thank you for your cooperation in this very important matter.

Sincerely,

"Respecting our traditions, while embracing new ideas"

Section 11 Aftermath

Counseling

The need for a proactive counseling program cannot be overlooked.

Many dangerous situations can be avoided with early intervention by trained professionals. Available resources should be identified and used on a regular basis when the first sign of depression, anger, or other alarming changes in a student is observed. During a crisis, the CMT member responsible for counseling must quickly organize a counseling program to help students, parents, faculty, and the community heal from the incident. Counselors at the affected school may handle some incidents, while other incidents could easily require the cooperation of many services. Identifying resources within the school system, county, and community should be planned and well organized before a crisis occurs.

Section 12 Training and Updating

Drills

The principal shall hold fire drills monthly and intruder alert and earthquake drills each trimester to ensure that all students, faculty members, and others are sufficiently familiar with such drills that they can be activated and accomplished quickly and efficiently. These drills shall be held at both regular and inopportune times to take care of almost any situation. Everyone in the building, including other employees, all office workers, all lunch workers, all custodial staff, and visitors must obey the instructions in the room or area they occupy when the alarm is sounded. Drills will also be carried out for quick evacuation of the multi-purpose room. The school secretary will be responsible to notify Sacramento Fire Department and Twin Rivers Police Department as necessary.

Once yearly, a full scale disaster drill will be held to give the staff an opportunity to fully implement the Incident Command System.

Training

The staff has participated in the following trainings:

- Arson Prevention (every other year – odd years - 12-2-19)
- Bloodborne Pathogens for School Employees (every other year – even years)
- Code Red Lockdown Training (annually - 10-21-19)
- CPR Training
- NIMS/ICS video (discuss components annually, can watch video every other year)
Mandated Child Abuse Reporter Training (annually - By 8-30-19)
- Triage Training (every other year – even years)
- Automated External Defibrillator (AED) Training (annually - 12-2-19)

* The Power Point Presentations on the Schools Insurance Authority website can be used in lieu of their videos. In either case, sign in sheets must be used.

PART 2 CRISIS READINESS

Section 1 Activity in the Vicinity

Upon notification of a dangerous situation near the school, several steps should be taken to protect the school population from the incident.

- Obtain as much information about the incident as you can. Twin Rivers Police Department will be able to provide an overview of the incident. Call (916) 566-2777.
- Convene a meeting of the Incident Command Team and discuss the situation and/or recommendations from the sheriff or fire department.
- Bring classes being conducted in trailers into the school.
- Secure the school building, if necessary.
- Coordinate with team members and faculty to ensure all doors are secured and post lookouts inside the school who can alert you to approaching danger.
- Notify the Center Joint Unified School District's (CJUSD) Office.
- Assign law enforcement and fire liaison member of Incident Command Team to monitor situation and provide updates as needed.
- Prepare for possible lockdown or evacuation depending on the situations. Follow law enforcement or fire guidance.
- If law enforcement or fire have not resolved the situation by dismissal time, plans will need to be made to alter or delay dismissal of students and transportation should be contacted with information.
- Informational letter for parents should be developed in conjunction with district office and law enforcement or fire officials.

Section 2 After Hours Crisis Procedures

Train custodians on what role they should take during after-hours events. Ensure that custodians have access to the Twin Rivers' Police Department phone number at all times. Also, ensure that custodians carry a phone so they may be communicated with if a crisis occurs.

An After Hours cover page has been provided with the CJUSD "Facilities Use Agreement." This document asks the facility user to meet with the site administrator to discuss the location of the safety plan and to review the "Crisis Management" and "Crisis Readiness" sections of the plan. In addition, facility users must indicate with their signature that they have received and read the CJUSD Emergency Procedures poster, which is posted in all rooms at all sites. Outside facility users must have their copy of the Emergency Procedures with them at all times when using district facilities.

Section 3 Bomb Threat

Because an explosive device can be controlled electronically, school radio usage should not take place inside the school during a bomb threat since radio waves could detonate the device accidentally. Radio usage can resume 300 feet away from the building, allowing for communication from the evacuation staging area.

Bomb Threat Procedures

I. Office Personnel

- a. If the threat is made by any means other than telephone, immediately notify an administrator.
- b. If the threat is made by telephone, the person receiving the call is to do the following:
 - i. Mentally form a picture of the caller - is the caller male or female? Juvenile or an adult? Does the voice sound familiar? If so, who? As soon as possible, indicate your impressions on the Bomb Threat Form.
 - ii. Ask the caller three questions, in this order:
 1. When is the bomb going to explode? (The caller may or may not respond to this question. If the threat is real, chances are he/she will say something. If the caller just hangs up without any comment to your questions, the chances are great that it is a prank call.)
 2. Where is the bomb located? What kind of bomb is it? (If the caller responds to these questions, he/she will probably lie, but it will keep the caller talking and give you more time to identify him/her.)
 3. Why are you doing this? Where are you now? (The caller's answer to these questions will give you a clue as to whether or not it is a real threat. If he says he wants money, or is representing some group or organization, the chances that it is a real threat are increased. In no event suggest a reason to him by asking something like, "Do you want money?" Let the caller provide the reason.)
 - iii. Note the time the call was received and immediately notify the principal or designee.
- c. Call the Sacramento County Sheriff (911) and ask for a sheriff's unit to be dispatched to the school.

II. Administration

Make a judgment as to the validity of the threat, and react in the following manner whether or not you believe this to be a prank:

- a. Notify teachers to evacuate their rooms by announcing "code red" followed by the fire drill signal. All students should be at least 500 ft. away from the building.
- b. Wait for the sheriff's unit to arrive. Assist the officers as needed.
- c. Provide a designated employee(s) to assist law enforcement in search of suspicious objects on school grounds.
- d. Administrator must determine if students will need to evacuate the school grounds if no suspicious item is found.
- e. Maintenance, Operations, & Transportation will be called to provide busses for students, if necessary.

III. Teachers

- a. Upon receiving the notice to evacuate for a "code red", have your students assemble outside your classroom in an orderly manner and wait for you.

- b. Check your room, before you leave, for anything out of the ordinary. Take a 360-degree sweep from eye level to floor and if you see anything suspicious, report it to an administrator.
 - c. Keep your group together and walk with them to the field. Take your roll sheet and emergency information and call roll when you get there. Get your group together in an orderly manner and stay with them. You will probably be there for awhile, so take your time with these tasks and make sure students obey you perfectly.
 - d. When you hear the all clear signal (announcement over the intercom or on the bullhorn) return to your classroom in an orderly manner.
 - e. Do not let the students know that we have a bomb threat. Treat this as a routine "fire drill."
- IV. Custodians, Cooks, and other Classified Employees
- a. Check your work areas. Do a 360 degree visual check of your room(s) as described under "Teachers" above.
 - b. Assist Administration as needed.

BOMB THREAT FORM

RECEIVING A BOMB THREAT

INSTRUCTIONS:

Be calm and courteous: LISTEN! Do not interrupt the caller. Quietly attract the attention of someone nearby, indicating to them the nature of the call. Complete this form as soon as the caller hangs up and the school administration has been notified.

Exact time of call: _____

Exact words of caller:

Questions to Ask

1. When is the bomb going to explode? _____
2. Where is the bomb? _____
3. What does it look like? _____
4. What kind of bomb is it? _____
5. What will cause it to detonate? _____
6. Did you place the bomb? _____
7. Why? _____
8. Where are you calling from? _____
9. What is your address? _____
10. What is your name? _____

Caller's Voice (Circle):

Calm	Disguised	Nasal	Angry	Broken
Stutter	Slow	Sincere	Lisp	Rapid
Giggling	Deep	Crying	Squeaky	Excited
Stressed	Accent	Loud	Slurred	Normal

Voice Description (Circle):

Male	Female	
Calm	Nervous	
Young	Old	Middle-Aged
Rough	Refined	

Accent: Yes No Describe _____

Speech Impediment: Yes No Describe _____

Unusual Phrases _____

Recognize Voice? If so, who do you think it was? _____

Background Noises (Circle):

Music TV
Traffic Running Motor (type) _____
Horns Whistles Bells
Machinery Aircraft Tape Recorder Other _____

Additional Information:

- A. Did the caller indicate knowledge of the facility? If so, how? In what ways? _____

- B. What line did the call come in on? _____
- C. Is the number listed? Private number? Whose?

- D. Person Receiving Call _____
- E. Telephone number the call was received at _____
- F. Date _____
- G. Report call immediately to: _____
(Refer to bomb incident plan)

Signature _____ Date _____

THREATENING PHONE CALL FORM

Time call was received _____ Time caller hung up _____

Try to get another person on the line and record the conversation. Exact words of person: _____

Questions to ask if not already covered by caller's statement (record exact words)

1. What is your name? _____
2. What are you going to do? _____
3. What will prevent you from doing that? _____
4. Why are you doing this? _____

5. When are you doing this? _____
6. Where is the device right now? _____
7. What kind of device or material is it? _____
8. What does it look like? _____

Person receiving the call

Person monitoring the call

Department _____

Department _____

Dept Phone No. _____

Dept. Phone No. _____

Home Address _____

Home Address _____

Date: _____

Section 4 Bus Accident

The definition of a bus accident is: A motor vehicle accident resulting in property damage in excess of one thousand dollars (\$1,000), or personal injury, on public or private property, and involving a school bus, youth bus, school pupil activity bus, or general public paratransit vehicle transporting a pupil.

- CHP will respond to every bus accident with students on board. No students and adults are able to leave the scene without CHP approval.
- All students participate in bus evacuation drills every October to review procedures in the event of an accident.
- In the event of a serious bus accident involving injuries:
 - Call 911 and inform your principal and the CJUSD office 916-338-6409. After hours contact your principal.
 - Evacuate the bus, and move a safe distance away. Take all student emergency information with you.
 - Triage injured passengers using START triage procedures.
 - CHP will want student and adult roster and seat locations.

Field Trip Preparedness for Staff Members

- School buses are required to carry a first aid kit. Make sure it is in the bus.
- Teachers who participate in a large number of field trips should be encouraged to train in CPR and first aid procedures.
- Always take a complete roster and emergency cards of students on a field trip.
- Maintain a complete list of teachers' and chaperones' home phone numbers, emergency contacts.
- Develop an emergency phone number directory for field trips. Directory should contain emergency phone numbers for the school system and main phone numbers to the school and administrative offices.
- Bus drivers review safety and evacuation procedures at the beginning of each field trip before departure.

Section 5 Chemicals/Biohazard/Gas Odor

All chemicals in the building are to be identified and stored according to district policy and procedures. Safety data sheets from vendors shall be on file and available for all chemicals in the office for quick reference. All personnel involved with chemicals in any manner are to be trained in their proper use.

The fire department shall be informed by the principal once each year of all chemicals used in the building and where they are stored. In the event of a hazardous material accident in the building, the principal (or designee) will decide if and how the building will be evacuated. If any accident should occur, the fire department, Center Joint Unified School District Superintendent, and Sacramento County Health Department should be notified.

Responders will decide whether to order people to remain indoors (shelter-in-place), rescue individuals from the area, or order a general evacuation. The "remain indoors" option will be considered when the hazards are too great to risk exposure of evacuees. Rescuing people from the hazardous area may involve supplying protective equipment for evacuees to ensure their safety. A general evacuation requires a significant amount of lead-time, which may not be available.

In order for the "in-place-shelter procedure" to be effective, the affected population must be advised to follow the guidelines listed below:

- An announcement will come over the PA system telling you that the "in-place-shelter procedure" is in effect.
- Close all doors to the outside and close and lock all windows. (Windows seal better when locked.) Seal gaps under doorways and windows with wet towels, and those around doorways and windows with duct tape (or similar thick tape) and sheets of plastic (pre cut and labeled before the incident). Have students assigned to specific tasks ahead of time.
- Ventilation systems should be turned off.
- Turn off all heating systems and air-conditioners.
- Seal any gaps around window type air-conditioners, exhaust fan grills, exhaust fans, and range vents, etc. with tape and plastic sheeting, wax paper, or aluminum wrap.
- Close as many internal doors as possible.
- If an outdoor explosion is possible, close drapes, curtains, and shades over windows. Avoid windows to prevent potential injury from flying glass.
- If you suspect that the gas or vapor has entered the structure you are in, hold a wet cloth over your nose and mouth.
- Tune in to the Emergency Alert System on the radio or television for information concerning the hazardous materials incident and in-place-sheltering.

Section 6 Death/Suicide

Definition - Death or suicide of a student, staff member or significant person close to the school where students and/or staff are affected.

Principal or designee shall:

- 1. Call 911.**
- 2. Contact Superintendent.**
- 3. Notify immediate family - parent or guardian.**
- 4. Identify key staff members at site to disseminate information at site level.**
- 5. Communicate behavioral expectations to staff regarding:**
 - Confidentiality issues**
 - Providing factual information**
 - Available resources**
- 6. Send home written information to parents on facts of incident and any follow-up services available.**
- 7. Consult with psychologist or county office of education staff for intervention strategies including specific activities that can be used in the classroom.**

If the incident causes a major disruption to school activities, evacuation may be necessary and will be determined by law enforcement, principal or designee.

Section 7 Earthquake

During the Quake

Keep these points in mind in the event of an earthquake:

1. If an earthquake occurs, keep calm. Don't run or panic. If you take proper precautions, the chances are you will not be hurt.
2. Remain where you are. If you are outdoors, stay outdoors. If you are indoors, stay indoors. During earthquakes, most injuries occur as people are entering or leaving buildings (from falling walls, electrical wires, etc).
3. The teacher will give the "drop and cover signal" if the bell system is not operable.
4. Everyone will get under his/her desk and cover his/her head. If a desk, table or bench (best choice) is not available, sit or stand against an inside wall or in an inside doorway. Stay away from the windows, outside walls, and outside doors.
5. If you are outside, stay away from the building, electrical wires, poles, or anything else that might shake loose and fall. Look for open space and stay low.

After the Quake

For your own safety and that of others, you should carefully do the following:

1. About two minutes after the shaking stops, the fire bell will sound. If we have lost power, the teacher will give the command to evacuate the building.
2. Use the "Building Evacuation" plan.
3. Use extreme caution in entering or working in buildings that may have been damaged or weakened by the disaster.
4. Stay away from fallen or damaged electrical wires, which may still be dangerous.
5. The custodian will check for leaking gas pipes. Do this by smell only - don't use matches or candles. If you smell gas:
 - Open all windows and doors.
 - Turn off the main gas valve at the meter.
 - Leave the building immediately.
 - Notify the gas company, police, and fire departments.
 - Don't re-enter the building until it is safe.
6. The principal will confer with the Superintendent about evacuation of the school. If necessary, follow the "Evacuation of School Grounds" policy. Do not evacuate to another building unless it has received an inspection by a qualified person.

Re-entry of Building

Follow the procedures of the re-entry instructions (after "Building Evacuation") except: the building should be inspected by a qualified person who has been trained in Building Analysis. This person will perform an inspection on structural soundness, electrical wiring, water distribution, oil, gas, and other fuel systems, and boiler and heating systems.

A damaged structure will be occupied only after authorization by the responsible local agency. Building supervisors will be notified of the corrective actions to be taken to return building to use.

Section 8 Fire/Explosion

Fire

1. In the event of a natural gas fire, sound alarm and then turn off main gas valves. If the fire is small, use the fire extinguisher AFTER the gas is turned off.
2. In the event of an electrical fire, sound alarm and then turn off electricity. Do not use water or water-acid extinguishers on electrical supported fires. Only small fires should be fought with an extinguisher.
3. The person locating the fire will sound the school alarm.
4. Follow the "Building Evacuation" instructions.
5. The principal will notify the superintendent's office.
6. The office staff will notify the utility companies of a break or a suspected break in utilities.
7. Keep access road open for emergency vehicles.
8. All staff will be responsible to peek in the door of classroom on either side and make sure they were informed of the fire.
9. The custodian is responsible for checking exits daily to make sure they are functional. All exits should be obvious, maintained and clear of obstructions.

Lunchrooms and Kitchens

1. Emergency preparedness to control fire in school kitchen areas:
 - Have automatic extinguishers over deep fryers and grills.
 - Have fire extinguishers for all types of fires in proper location.
 - Make sure that all of the kitchen personnel know where the extinguishers are located and how to operate them.
 - Make sure that the kitchen personnel know which exit to take in case of fire.

Whether it's a real fire or a drill, try to evacuate the building in fewer than two minutes.

Fire Drill Procedures

The secretary will call the fire department to inform them it is a drill. The principal or designee shall sound the alarm.

1. When the signal is sounded, the teaching staff will proceed to the evacuation assembly area (blacktop/field) with their classes. Staff not assigned a regular class of children will report to the same area to render any needed assistance to teachers.
2. Once each month, all teachers will instruct their classes in the correct procedures and behaviors to utilize during fire drills.
3. Once each month, a fire drill will be conducted by the school staff.
4. Students stand facing away from the building in silent lines.
5. Supervising staff will take roll. The whereabouts of all students should be known.
6. Any student in attendance at school but not with class or in a special class should be reported immediately to the Student Supervision Leader.

Fire Extinguishers

Fire extinguishers are placed in strategic locations as recommended by the fire department. Faculty members and other staff personnel shall be instructed in the use of the fire extinguisher.

All extinguishers, unless stated, are dry chemical types which are needed to put out type A, B, and C fires which include wood, textiles, gasoline, oil, greases, and electrical fires. In discharging a fire extinguisher, it should be held upright while the pin is pulled. The lever is then pressed while aiming at the base of the fire.

Fire Extinguisher Inspections

The district maintenance department will be responsible for checking for possible building code violations and making sure all fire extinguishers are checked yearly for the following:

1. Check gauge for full charge. Report discharge or overcharge reading immediately to control office.
2. Check seal for breakage.
3. Check hose for crack, leaks, tears, etc.
4. Check casing for leaks or breakage.

Custodians check fire extinguishers monthly and log that they are functioning properly.

Section 9 Flood

When there is a flood at the school site

- Notify parents via radio and television.
- Notify bus drivers for an early/late dismissal.
- The custodian or site security team will shut off water to prevent contaminated water from entering the school supply.
- The custodian or site security team will shut off electricity to prevent electrical shock.
- If school is a designated emergency shelter and time permits, check all supplies and provisions prior to emergency operations.

After the danger is over

Beware of contaminated food, water, broken gas lines, and wet electrical equipment. Resume classes only after a qualified person has done a building assessment (see returning to building under earthquake.)

Minor Flooding

If the school experiences minor flooding (one or a few classrooms), the class(es) affected will evacuate to another part of the building (principal will decide where to go). Classes will continue. The principal will notify the superintendent and they will jointly decide what to do next.

Section 10 Gas Odor

If odors are detected outside the building, it is not necessary to evacuate the building. Call the police and fire non-emergency number to report the smell (874-5115). Call the district office.

If the odor is detected inside a school building, convene the crisis management team and evacuate the building immediately.

- Call 9-1-1
- Arrange to have the students moved to an off-site evacuation location
- The incident command system member responsible for student accounting begins the process of tracking all students
- Make sure the critical incident response kits leave the school with the students

Section 11 Hostage Situation

Intruder or Hostage Situation

Organized or unorganized terrorists would usually find themselves in one or two places within the school building. Either they would penetrate into the administration office, or they would infiltrate a classroom. The administration and staff have only two "weapons" in which to combat the situation: time and specific procedures. The school staff should not attempt to disarm terrorists.

The procedures for the following situations are as follows:

Intruder Enters the Classroom

1. The teacher will try to make contact with the office via intercom phone.
2. If the teacher cannot get to the communication system, he/she should attempt to send a note out the door with a student. Do not take a chance if there is any doubt that the child will be seen exiting. If one is able to leave, he/she should crawl past any windows so as not to be seen.
3. Any teacher receiving the note from a student or other adult should immediately lock all doors, inform the office, and close the blinds.
4. If there is another teacher, adult, or student who can safely make a call, call the office at {insert phone number} or the administrator at {insert phone number}.
5. The office's number and instruction on how to reach the office should be posted by your phone for a substitute or parent.
6. Institute Run, Hide, Fight strategies.
7. The office personnel upon receiving a "help" signal will verbally call for a lock down over the intercom. Teachers will immediately lock all outside doors including workroom doors and close the blinds. Students should assume the duck and cover position under their desks.
8. Office will immediately dial 911 and contact the superintendent.
9. No one will evacuate the building unless instructed to do so by the principal or uniformed police officer.
10. Remain in your room until an "all clear" signal is given.
11. Any student finding himself or herself en route to a classroom from the bathroom, office, library, or another classroom needs to go to the nearest classroom or building. If the door is locked, he/she is to knock and loudly announce one's self.

Intruder Enters the Office

1. If the administrators, secretary, office assistants, or any other staff members are able to phone out of the school without bringing harm to themselves, they will call 911.
2. The principal or secretary will notify the Superintendent, if possible.
3. Follow Run, Hide, Fight procedures: Run to the nearest safe location. Hide in a safe location and remain quiet until the incident is over. Fight the intruder in self defence as a last resort

Intruder Appears on Campus During Recess

1. The teacher on yard duty who first notices an armed individual (gun, knife, or other dangerous weapon) on campus will signal other adults on the playground with four short blasts on a whistle. An adult will send a student to the closest classroom door to enter and ask the teacher inside to inform the office immediately.
2. The office will announce the intruder alert. All students and teachers in classrooms will react accordingly by assuming the duck and cover position.

3. Students on the playground hearing the Duck and Cover signal will look for the nearest teacher and follow instructions. Students need to be aware that four short whistle blasts designate a problem. If the intruder has a weapon but is not firing, teachers should exit students as quickly as possible via one of the escape routes in that particular duty area. We
4. Teachers will go in the opposite direction of the intruder.
5. If an intruder arrives on the playground and starts firing shots, students and teachers should run away from the intruder to the nearest classroom or safe location to hide.
6. Teachers will need to keep an eye on the intruder at all times to determine what to do next. This type of a situation is unpredictable and unfortunately cannot be covered with predetermined procedures. The main concern is to get as many students as possible off the playground and into a safe building.

Section 12 Hostile Visitor

Domestic or Civil Disturbance

It should be noted that the normal school routine serves to reduce the threat of civil disturbance within the school. The classroom unit keeps students in small groups where each student is more easily known and can be held responsible for his/her actions. Outsiders are generally recognized and the potential for problems can be reduced if the integrity of the individual classroom unit can be maintained.

To reduce the potential for problems, these steps are standard procedure:

1. All teachers are to be at their lines directly after the final recess bell.
2. Teachers are expected to attend assemblies and sit with their classes.
3. Teachers and administrators are available if the need for control should arise before and after school.
4. The administration is aware of substitutes in the building and teachers in adjoining classrooms are available to assist substitutes in controlling students if the need should arise. Each substitute is provided with lesson plans by the teacher who is absent, whether by direct communication or previously prepared plans. A red emergency folder should also be clearly visible in the classroom including a roll sheet, EOC form, site map with emergency areas listed, triage instructions, student release form and both red and green cards.
5. All staff and students are asked to report the presence of any outsider they see to the administration.

In addition to the above listed procedures, teachers and administrators should be keenly aware of the general morale of the students. An atmosphere in which students feel free to approach teachers and discuss problems is encouraged so that a close working relationship with all the different groups in the school can be achieved.

It is important to be aware of community problems, which could possibly set the stage for civil disturbance. The PTO and School Site Council organizations can be helpful in determining problems and offering assistance. A liaison with law enforcement agencies must also be maintained.

Procedure to Deal with Civil Disturbances

Violent Person:

Teachers are to be notified by intercom to close and lock classrooms until the situation is cleared by the administration and/or police. The "duck and cover" drill will be initiated. Students located in outside areas shall be moved to the nearest classroom as quickly as possible. While contact is made with law enforcement, one person (determined by the administration) may attempt to establish rapport with the person, otherwise do not confront this person; contact the office immediately. The office will call 911. Administrators will inform the Superintendent.

If it is a parent with a restraining order planning to take his/her child, allow him/her to do so if it appears that it may be dangerous to intervene. Get a description of the subject, license number, make and model of car and direction of travel. If there are any records on this person in the school office have them ready for law enforcement. See further information under the heading, "Kidnapping/Attempted Kidnapping."

Mob:

If the persons involved are from outside the school, the same procedure as used with a violent person should be implemented. If students are involved, the administration will determine the need for police assistance. If advance warning is received, steps will be taken to try to prevent the incident. In the absence of law enforcement, the administration will do whatever it believes necessary to alleviate the problem. The administration will make a written report of the entire incident.

Unidentified Person(s) Taking Control:

If an unidentified voice gives orders over the intercom threatening or calling a general assembly or asking for individuals, teachers are to close and lock their classroom doors. If an unidentified person comes to the room, he/she is to be asked for office clearance. Pick up the phone and contact the office if the person refuses to leave.

Section 13 Kidnapping/Attempted Kidnapping

Definition: The physical capture or attempted physical capture of a student or staff member against their will.

1. Principal or designee will contact the Sacramento Sheriff (911).
2. Principal or designee will contact the Superintendent and report the situation.
3. Principal or designee will contact the parent or guardian of the kidnapping victim.
4. Principal or designee will inform the teachers of the situation and give further instructions regarding child safety.
5. Principal or designee will inform secretary on how to respond to phone calls regarding the incident.

Section 14 Medical Emergency

Our school shall be prepared to provide basic first aid while summoning necessary emergency assistance. A list of qualified persons who have had First Aid and CPR training should be maintained by the principal. This list must be updated and distributed to the staff annually.

An emergency card will be filed in the office for each student with emergency numbers to call in case of an accident, injury, or illness. Parents will always be notified as soon as possible of any reportable accident, injury, or illness.

Any reportable accident or injury incurred on school property or during a school activity off campus will be reported, using the appropriate online form, to the office of the principal no later than 24 hours from the occurrence.

The general emergency number 9-1-1 will be explained each year to all school personnel, and this number will be readily visible on all telephones.

A first aid kit shall be maintained in the office and rotated. A Red Cross first aid booklet is provided with each kit. First aid procedures will follow the current American Red Cross First Aid Manual.

Although some staff members are trained in basic first aid and CPR procedures, they are not to be considered medical experts. The first aid kits are to be used only in cases of emergency.

First Aid Stations

A first aid station is always maintained in the nurse's office. In the event of a large scale emergency that requires an evacuation, a medical station will be set up by the Medical Team in a pre-determined location. If evacuation is not necessary, the nurse's station and/or the multi-purpose room will be used.

Rescue

With a non-critical or less serious injury, move the victim to the nurse's office.

With a serious or critical injury, do the following:

1. Evaluate the situation. Unless the victim is in further danger, do not move him/her.
2. Be sure the victim is breathing.
3. Control serious breathing.
4. Send a runner to notify the office.
5. Treat for shock.
6. Keep comfortable and try to maintain normal body temperature.

With non-critical illness or injury, do the following:

1. Administer first aid.
2. Notify parents for their information and action. If parents cannot be contacted, notify other adults on the emergency card.
3. If no one can be contacted, lie the student down in the nurse's office or send the student back to class if the injury doesn't warrant the need to keep a close watch on the student.
4. Keep a record of time of injury, what first aid was administered and at what time.

With critical illness or injury, do the following:

1. Administer first aid to the extent possible.
2. Call 9-1-1 if the situation is life threatening or if the child is in need of immediate medical intervention.
3. Notify parents for their action and information.
4. Keep a record of time of injury, what first aid was administered and at what time.
5. Notify the superintendent's office.
6. Complete appropriate injury, illness, or insurance report promptly.
7. Keep a record of which students were sent to the hospital.

FIRST AID INSTRUCTIONS

Abdominal Pain	Eyes
Artificial Respiration	Fainting
Bleeding	Fracture
Internal Bleeding	Frostbite
Bone Injuries	Head Injury
Breathing	Heart Attack
Rescue Breathing	Nosebleeds
Burns	Pandemic Flu Plan
Choking (Heimlich Maneuver)	Poisoning
Convulsions or Seizures	Puncture Wounds
Diabetics	Seizure
Dog Bites	Shock
Ears	Sunstroke
Electric Shock	Wounds

Abdominal Pain

Abdominal pain may be due to food poisoning, appendicitis, hernia, ulcer, gallstones, or kidney stones. The symptoms are so similar that medical assistance should be obtained if the pains continue for several hours.

Artificial Respiration

1. Steps for mouth to mouth artificial respiration:
 - Clear airway
 - Tilt head back (unless possible neck injury - use jaw thrust)
 - Pinch nostrils
 - Seal mouth and blow
 - Watch for chest to rise
 - Listen for air to escape from mouth
 - Watch for chest to fall
 - Repeat: 12-16 times per minute in adults; 16-20 times per minute in children.
2. If victim's tongue obstructs airway:
 - Tilt the head
 - Jut the jaw forward
3. If facial injuries make it impossible to use mouth to mouth method then use the manual method.
 - Use mouth to nose if airtight seal is impossible over victim's mouth.
 - Small child - cover both mouth and nose.
4. Continue artificial respiration until victim begins to breathe for him/herself or until help arrives.

5. Carbon Monoxide Poisoning or Asphyxiation (due to lack of oxygen): Check for breathing difficulties and give artificial respiration.

Bleeding

1. Apply direct pressure on the wound.
2. Elevate the wounded area if an arm or leg is bleeding.
3. Apply pressure on the supplying artery of the arm or leg if steps 1 and 2 do not stop bleeding.
4. Only as a last resort (if they will die without this), apply a tourniquet to stop the bleeding. Once applied, a tourniquet must be loosened or removed only by a doctor.

*Internal bleeding – Treat for shock

Bone Injuries

1. Dislocations: fingers, thumb, shoulder
Keep the part quiet. Immobilize shoulder with arm sling.
2. Fractures:
 - Signs of a closed fracture:
 1. Swelling
 2. Tenderness to touch
 3. Deformity
 4. Discoloration
 - Treatment (closed fracture - no bleeding or broken skin at wound)
 1. Keep broken bone ends from moving
 2. Keep adjacent joints from moving
 3. Treat for shock
 - Treatment (open fracture - broken bone and broken skin)
 1. Do not move protruding bone end
 2. If bleeding, control bleeding by direct pressure on wound
 3. Treat the same as closed fracture after bleeding is controlled.
3. Sprains (injury to soft tissue around a joint)
 - Always immobilize
 - Elevate joint
 - Apply cold packs during first half hour
 - Treat the same as closed fractures
 - X-ray may be necessary

Breathing - Unconscious Person

Breathing is the most critical thing we must do to stay alive. A primary cause of death is lack of air!

Be careful approaching an unconscious person. He or she may be in contact with electrical current. If this is the case, turn off the electricity before you touch the victim.

There are hundreds of possible causes of unconsciousness; the first thing you must check for is breathing.

1. Try to awaken the person by firmly tapping him or her on the shoulder and shouting, "Are you alright?"
2. If there is no response, check for signs of breathing.
 - a. Be sure the victim is lying flat on the back. If you have to roll the victim over, move the entire body at one time.

- b. Loosen tight clothing around neck and chest.
- 3. Open the airway:
 - a. If there are no signs of head or neck injuries, tilt the head back and lift the chin to move the tongue away from the back of the throat.
 - b. Place your ear close to the victim's mouth; listen and feel for breathing.
 - c. If you can't see, hear, or feel any signs of breathing, you must begin breathing for the victim.
 - d. Begin rescue breathing immediately. Have someone else summon professional help.

Rescue Breathing:

1. Giving mouth-to-mouth rescue breathing to an adult:
 - a. Put your hand on the victim's forehead, pinching the nose shut with your fingers. Your other hand is lifting the victim's chin to maintain an open airway.
 - b. Place your mouth over the victim's, making a tight seal.
 - c. Breathe slowly and gently into the victim until you see the chest rise. Give 2 breaths, each lasting about 1½ seconds. Pause between breaths to let the airflow out. Watch the victim's chest rise each time you give a breath to make sure air is going in.
 - d. Check for a pulse after giving these 2 initial, slow breaths. If you feel a pulse but the victim is still not breathing, give one breath about every 5 seconds. After 10 to 12 breaths, re-check pulse to make sure the heart is still beating.
 - e. Repeat the cycle every 5 seconds, 10-12 breaths per minute, rechecking the pulse after each cycle. Continue rescue breathing until one of the following happens:
 - i. The victim begins to breathe without your help
 - ii. The victim has no pulse (begin CPR).
 - iii. Another trained rescuer takes over for you.
 - iv. You are too tired to go on.
2. Giving mouth-to-mouth rescue breathing to infants and small children:
 - a. A small child's head should be tilted back gently to avoid injury. With head tilted back, pinch the nose shut. Lift the chin and check for breathing as you would for an adult. Give 2 slow breaths until the chest rises.
 - b. Check for a pulse.
 - c. Give 1 slow breath about every 3 seconds. Do this for approximately 1 minute, or 20 breaths.
 - d. Recheck the pulse and for breathing.
 - e. Call 911 if you have not already done so. Continue rescue breathing as long as a pulse is present and the child is not breathing.
 - f. Continue rescue breathing until one of the following occurs:
 - i. The child begins to breathe on his/her own.
 - ii. The child has no pulse (begin CPR).
 - iii. Another trained rescuer takes over for you.
 - iv. You are too tired to go on.

Burns

1. Degrees:
 - Skin red (1st degree)
 - Blisters develop (2nd degree). Never break open blisters.
 - Deep tissue damage (3rd degree)
2. First Aid for thermal burns (1st and 2nd degree burns) to exclude air:
 - Submerge in cold water

- Apply a cold pack
 - Cover with a thick dressing or plastic. (Do not use plastic on face.)
 - After using cold water or ice pack, cover burned area with a thick, dry, sterile dressing and bandage firmly to exclude air.
3. First Aid for 3rd degree burns:
- Apply a thick, dry sterile dressing and bandage to keep out air.
 - If large area, wrap with a clean sheet or towel.
 - Keep burned hands and feet elevated and get medical help immediately.
 - Treat the same as shock victim, giving fluids as indicated; warmth necessary.
4. First Aid for chemical burns
- Wash chemical away with water.
5. Acid burn to the eye (also alkali burns)
- Wash eye thoroughly with a solution of baking soda (1 teaspoon per 8-ounce glass of water) or plain water for 5 minutes.
 - If victim is lying down, turn head to side. Hold the lid open and pour from inner corner outward. Make sure chemical isn't washed out onto the skin.
 - Have victim close the eye, place eye pad over lid, bandage and get medical help.

Choking (Heimlich Maneuver)

If the air passage is blocked by food or other foreign material, remove it with your finger if possible. Be careful not to force it deeper into the throat. If the person is coughing, he is getting some air. But if the passage is completely blocked, he can't breathe or speak; immediately do the following:

- Stand behind a slumped-over victim; wrap your arms around his waist below the diaphragm.
- Grasp your wrist with your other hand.
- Place your fist against the victim's abdomen, slightly above the navel and below the rib cage.
- Press your fist strongly and quickly in and slightly up into his abdomen.

If the victim is on his back:

- Kneel, facing him, astride his hips.
- With one of your hands on top of the other, place the heel of the bottom hand on the victim's abdomen slightly above the navel and below the rib cage.
- Press the heel of your hand forcefully into the abdomen with a quick, upward thrust. If necessary, repeat several times.

Convulsions or Seizures

1. Symptoms

- Jerking movements
- Muscular rigidity
- Blue about the lips
- May drool
- High fever

These seizures are seldom dangerous, but they are frightening.

2. Causes

- Head injuries
- Severe infections
- Epilepsy

3. Treatment

- Prevent patient from hurting himself
- Loosen tight clothing
- Do not restrain
- If breathing stops, apply mouth to mouth resuscitation
- Do not give liquids nor put patient in warm water
- When the seizure is over, treat as for shock keeping patient warm

Prompt medical help is needed if the patient does not have a history of convulsive disorders.

CPR - Cardiopulmonary Resuscitation

Before Giving CPR

1. Check the scene and the person. Make sure the scene is safe, then tap the person on the shoulder and shout "Are you OK?" to ensure that the person needs help.
2. Call 911 for assistance. If it's evident that the person needs help, call (or ask a bystander to call) 911, then send someone to get an AED. (If an AED is unavailable, or a there is no bystander to access it, stay with the victim, call 911 and begin administering assistance.)
3. Open the airway. With the person lying on his or her back, tilt the head back slightly to lift the chin.
4. Check for breathing. Listen carefully, for no more than 10 seconds, for sounds of breathing. (Occasional gasping sounds do not equate to breathing.) If there is no breathing begin CPR.

Red Cross CPR Steps

5. Push hard, push fast. Place your hands, one on top of the other, in the middle of the chest. Use your body weight to help you administer compressions that are at least 2 inches deep and delivered at a rate of at least 100 compressions per minute.
6. Deliver rescue breaths. With the person's head tilted back slightly and the chin lifted, pinch the nose shut and place your mouth over the person's mouth to make a complete seal. Blow into the person's mouth to make the chest rise. Deliver two rescue breaths, then continue compressions.

Note: If the chest does not rise with the initial rescue breath, re-tilt the head before delivering the second breath. If the chest doesn't rise with the second breath, the person may be choking. After each subsequent set of 30 chest compressions, and before attempting breaths, look for an object and, if seen, remove it.

7. Continue CPR steps. Keep performing cycles of chest compressions and breathing until the person exhibits signs of life, such as breathing, an AED becomes available, or EMS or a trained medical responder arrives on scene.

Diabetics

Diabetics may lose consciousness when they have too little or too much insulin. Unless you are thoroughly familiar with how to proceed with treatment, it is better to seek medical help rather than to attempt first aid. Be aware of all students with diabetes on site.

Dog/Animal Bites

1. It is extremely important that the dog/animal be identified if the person bitten is to avoid rabies shots. Secure the animal, if possible without danger to yourself, with a leash, rope or in an enclosed area. If the animal cannot be contained, attempt to remember as much as possible about the animal's description so that animal control can make a thorough search of the area.
2. Attend to the wound by washing the area with water and soap for five minutes and bandage if possible. Inform parents and refer to the family physician.

3. Notify animal control center. Give description of the animal and name and address of the victim.
4. Complete the Report of Student Accident Form.
5. Notify school nurse so that information can be recorded in the pupil's health folder.

Ears

Foreign objects usually require medical assistance. Insects may be removed by using warm mineral or olive oil. When the head is tilted, the insect and oil usually drain out.

Electric Shock

1. Do not touch the victim if he is still in contact with the electricity.
2. Turn off the main switch or pull plug.
3. Be aware of the possibility of breathing emergency.

Eyes

Contact a physician immediately if the foreign substance is metallic or abrasive. Particles can often be washed out with water or removed with the corner of a clean handkerchief.

Fainting

1. Fainting is due to a temporary decrease of blood and oxygen to the brain. It may be preceded by paleness, sweating, dizziness, disturbance of vision and nausea.
2. Place the victim in a reclining position and treat as for shock. If a victim feels faint, have him sit and place his head between his knees.

Fracture

Bone Fracture (unless in imminent danger, do not move the individual)

Closed Fracture: The signs of a closed fracture are swelling, tenderness, deformity, and discoloration. When there is a fracture (or suspected fracture):

1. Keep the injured person calm
2. Do not permit the victim to walk about.
3. Notify parent.
4. Splint fractures to prevent further injury if the victim must be transported by someone other than emergency medical personnel.
5. Call for emergency help for leg, back, neck, or hip injuries, or if parent is unable to take child for medical care.

Compound Fracture: Your objectives are to prevent shock, further injury, or infection in compound fractures (where skin has been broken).

1. Keep the injured person calm and cover him only enough to keep him from losing body heat.
2. Do not try to push the broken bone back into place if it is sticking out of the skin.
3. Do not try to straighten out a fracture or put it back into place.
4. Do not permit the victim to walk about.
5. Notify parent.
6. Splint fractures to prevent further injury if the victim must be transported by someone other than emergency medical personnel.
7. Call for emergency help for legs, back, neck, severe bleeding, hip injuries, or if parent is unable to take the child for medical care.

Frostbite

1. The frostbitten area will be slightly reddened with a tingling sensation of pain. The skin becomes grayish-yellow, glossy and feels numb. Blisters eventually appear.
2. Re-warm the area by quickly submerging it in warm water (start with 98 degrees and gradually warm to 102-103 degrees). Don't rub the area nor break the blisters.

Head Injury

1. Symptoms
 - May or may not be unconscious
 - Unconsciousness may be delayed one-half hour or more
 - Bleeding from mouth, nose or ear
 - Paralysis of one or more extremities
 - Difference in size of pupils of the eyes
2. First Aid for Head Injuries:
 - No stimulants or fluids
 - Don't raise his feet; keep the victim FLAT
 - Observe carefully for stopped breathing or blocked airway
 - Get medical help immediately
 - When transported, gently lay flat
 - Position head to side so secretions may drool from corner of mouth
 - Loosen clothing at neck

Heart Attack

Diseases and Conditions

Symptoms:

- Chest discomfort or pain. This discomfort or pain can feel like a tight ache, pressure, fullness or squeezing in your chest lasting more than a few minutes. This discomfort may come and go.
- Upper body pain. Pain or discomfort may spread beyond your chest to your shoulders, arms, back, neck, teeth or jaw. You may have upper body pain with no chest discomfort.
- Stomach pain. Pain may extend downward into your abdominal area and may feel like heartburn.
- Shortness of breath. You may pant for breath or try to take in deep breaths. This often occurs before you develop chest discomfort, or you may not experience any chest discomfort.
- Anxiety. You may feel a sense of doom or feel as if you're having a panic attack for no apparent reason.
- Lightheadedness. In addition to chest pressure, you may feel dizzy or feel like you might pass out.
- Sweating. You may suddenly break into a sweat with cold, clammy skin.
- Nausea and vomiting. You may feel sick to your stomach or vomit.
- Heart palpitations. You may feel as if your heart is skipping beats, or you may just be very aware that your heart is beating.

Heart attack symptoms can vary widely. For instance, you may have only minor chest discomfort while someone else has excruciating pain.

One thing applies to everyone, though: If you suspect you're having a heart attack, call 911 or your local emergency medical services number. Place 2-3 baby aspirin under the tongue.

If you don't have access to emergency medical services, have someone drive you to the nearest hospital. Drive yourself only as a last resort, if there are absolutely no other options.

Movies and TV often portray heart attacks as dramatic, chest-clutching events. But, heart attacks often begin with subtle symptoms — such as discomfort that may not even be described as pain.

It can be tempting to try to downplay your symptoms or brush them off as indigestion or anxiety. But don't "tough out" heart attack symptoms for more than five minutes. Call 911 or other emergency medical services for help.

Women may have all, none, many or a few of the typical heart attack symptoms. While some type of pain, pressure or discomfort in the chest is still a common symptom of a heart attack in women, many women have heart attack symptoms without chest pain, such as:

- Pain in the neck, back, shoulders or jaw
- Shortness of breath
- Abdominal pain or "heartburn"
- Pain in one or both arms
- Nausea or vomiting
- Dizziness or fainting
- Unusual or unexplained fatigue, possibly for days

Older adults and people with diabetes may have no or very mild symptoms of a heart attack, so it's especially important not to dismiss heart attack symptoms in people with diabetes and older adults even if they don't seem serious.

June 03, 2017

Original article:

<http://www.mayoclinic.org/diseases-conditions/heart-attack/in-depth/heart-attack-symptoms/art-20047744>

AED Steps

Automated external defibrillators can help save lives during sudden cardiac arrest. However, even after training, remembering the steps to use an AED the right way can be difficult. In order to help keep your skills sharp, we've created a quick step-by-step guide that you can print up and place on your refrigerator, in your car, in your bag or at your desk. This way, you can review the AED steps anytime, at your convenience, and keep them fresh in your memory.

Before Using the AED

These AED steps should be used when caring for a non-breathing child aged 8 or older who weighs more than 55 pounds, or an adult.

After checking the scene and ensuring that the person needs help, you should ask a bystander to call 911 for help, then:

1. Turn on the AED and follow the visual and/or audio prompts.
2. Open the person's shirt and wipe his or her bare chest dry. If the person is wearing any medication patches, you should use a gloved (if possible) hand to remove the patches before wiping the person's chest.

3. Attach the AED pads, and plug in the connector (if necessary).
4. Make sure no one is, including you, is touching the person. Tell everyone to "stand clear."
5. Push the "analyze" button (if necessary) and allow the AED to analyze the person's heart rhythm.
6. If the AED recommends that you deliver a shock to the person, make sure that no one, including you, is touching the person – and tell everyone to "stand clear." Once clear, press the "shock" button.
7. Begin CPR after delivering the shock. Or, if no shock is advised, begin CPR. Perform 2 minutes (about 5 cycles) of CPR and continue to follow the AED's prompts. If you notice obvious signs of life, discontinue CPR and monitor breathing for any changes in condition.

To see the steps to use an AED performed, watch our video [Using an AED](#). Or, for online, in person and blended training courses, visit our [AED training page](#).

Norovirus

Norovirus is highly contagious and persistent. There's no vaccine to prevent it, but there are some things you can do to lower the risk of transmission.

- Wash your hands after using the toilet, changing a diaper, or caring for a sick person. Use soap and running water for at least 20 seconds. If you don't have access to soap and water, use an alcohol-based hand sanitizer.
- When caring for a sick person, wear gloves and use plastic bags to dispose of soiled materials or diapers. Use disinfectant or a chlorine bleach solution on contaminated surfaces. Handle contaminated clothes carefully and launder them right away.
- Don't consume food or beverages prepared by a sick person.
- Wash your hands before preparing or eating food.
- Wash all produce before cutting into or eating it.
- Don't eat raw or undercooked seafood.
- If you're sick, stay home. This is especially important if you work in food service, healthcare, or education. Sick children shouldn't attend school, day care, or other activities.
- Put off travel plans until you're fully recovered.

Norovirus virus can still be spread for up to two weeks after symptoms subside. Because there are many different strains of the virus, having it once doesn't protect you from getting it again.

Nosebleeds

Nosebleeds can be controlled by grasping the nose firmly between the fingers and holding it for 5-10 minutes. Ice packs will also help control bleeding. Nosebleeds are usually minor, but if bleeding can't be controlled, medical help is needed. Maintain pressure on nose until a doctor is present.

Pandemic Flu Plan

Seasonal Flu:

- Caused by influenza viruses that are closely related to viruses that have previously circulated; most people will have some immunity to it.
- Symptoms include fever, cough, runny nose and muscle pain.
- Complications such as pneumonia are most common in the very young and very old and may result in death.
- Vaccine is produced each season to protect people from the three influenza strains predicted to be most likely to cause illness.

Mild to Moderate Pandemic:

- Caused by new influenza virus that has not previously circulated and can be easily spread.
- It is likely most people will have no immunity to the new virus; it will likely cause illness in high numbers of people and more severe illness and deaths than seasonal influenza.
- Symptoms are similar to seasonal flu, but may be more severe and have more serious complications.
- Healthy adults may be at increased risk for serious complications.

Severe Pandemic:

- A severe strain causes more severe illness, results in a greater loss of life and has a greater impact on society.
- Workplace absenteeism could reach up to 40% due to people being ill themselves or caring for family members.

Measures to limit the spread of flu:

- Promote hand-washing/use of antibacterial wipes, cough hygiene via modeling by school staff.
- Cover nose and mouth with a tissue or upper arm if a tissue is not available
- Dispose of used tissue in a waste basket and wash hands after coughing, sneezing or blowing nose.
- Use warm water and soap or alcohol-based sanitizers to clean hands.
- Wash hands before eating or touching eyes, nose or mouth.
- Encourage vaccination of staff and students for whom the flu vaccine is recommended.
- Persons developing symptoms at school should be sent home as soon as possible and instructed not to return until well.

Social distancing:

In a pandemic, the risk of getting the flu is greatest when one has close contact with an infected person. Social distancing measures may include:

- Modify, postpone, or cancel large school events.
- Increase space between people at school to at least 3 feet, as much as possible.
- Cancel outdoor recess,
- Open windows if weather permits or run continuous fan on HVAC system while room is occupied or when students leave the room for lunch.
- Consider possible school closure for a short amount of time early in the course of a community outbreak.
- Coordination with Sacramento County Public Health at their request.

Poisoning

1. In all oral poisoning, give liquids to dilute the poison.
2. Procedures for handling specific oral poisoning cases should be reviewed by teachers of classes in areas where poisoning may take place.

Puncture Wounds (knife and gunshot)

A puncture wound may be caused by a pointed object such as a nail, piece of glass, or knife that pierces the skin. Gunshot wounds are also considered to be puncture wounds. Generally, puncture wounds do not bleed a lot and are therefore susceptible to infection. Severe bleeding can result if the penetrating object damages internal organs or major blood vessels.

If an object is impaled in a wound, DO NOT REMOVE IT.

- Place several dressings around the object to keep it from moving.
- Bandage the dressings in place around the wound.
- Call 911 and contact parents.

A puncture wound to the chest can range from minor to life threatening. A sucking chest wound is one in which the rib cage has been penetrated and you can hear a sucking sound every time the victim takes a breath.

- Without proper care, the victim's condition will quickly worsen.
- Cover the wound with a dressing that does not allow air to pass through it.
- A plastic bag, latex glove, or plastic wrap taped over the wound will help keep air circulating through the lungs.
- Give additional care as needed. Watch for shock.
- Call 911 and contact parents.

Seizure

An alarming sight, a person experiencing a seizure may exhibit limbs jerking violently, eyes that roll upward, and breath that becomes heavy with dribbling or even frothing at the mouth. Breathing may stop in some seizures, or the victim may bite his or her tongue so severely that it blocks the airway. Do not attempt to force anything into the victim's mouth. You may cause injury to the victim or yourself.

1. During a seizure:
 - a. There is little you can do to stop a seizure.
 - b. Call for help.
 - c. Let the seizure run its course.
 - d. Help the victim to lie down and keep from falling to avoid injury.
 - e. Do not use force.
 - f. Loosen restrictive clothing.
 - g. Do not try to restrain a seizure victim.
 - h. Cushion the victim's head using folded clothing or a small pillow.
 - i. If a seizure lasts 10 minutes in a known epileptic, or 5 minutes in a person with no seizure history, call 911.
2. After a seizure:
 - a. Check to see if the victim is breathing. If not, immediately begin rescue breathing.
 - b. Check to see if the victim is wearing a MEDIC ALERT or similar bracelet. It describes emergency medical requirements.
 - c. Check to see if the victim has any burns around the mouth. This would indicate poison.

3. The victim of a seizure may be conscious but confused and not talking when the intense movement stops. Stay with the victim and be certain that breathing continues. When the victim is able to move, get medical attention.

After the seizure is over, the pupil can be taken to the office to lie down until the dazed phase is over and parents are notified. The student should be attended to continuously until fully recovered.

Very rarely a condition called "status epilepticus" occurs in which one seizure follows another for a long period of time. This is a medical emergency; call 911.

Shock

1. Shock is likely to develop in any serious injury or illness. Shock may be serious enough to cause death even though the injury itself may not be fatal. Four important symptoms of shock are:
 - Pale, cold, moist skin
 - Weak and/or rapid pulse
 - Rapid breathing
 - Altered consciousness
2. The symptoms of shock may appear immediately or may be delayed for an hour or more. Give shock care to all seriously injured persons:
 - Have the victim lie down.
 - Control any external bleeding.
 - Help the victim maintain body temperature, cover to avoid chilling.
 - Reassure the victim.
 - Elevate legs about 12 inches unless you suspect head, neck, or back injuries or broken bones involving hips or legs.
 - Do not provide anything to eat or drink.
 - Call 911.
 - Call parents.

Sunstroke

1. A person with sunstroke will have nausea, weakness, headache, cramps, pounding pulse, high blood pressure and high temperatures (up to 106 degrees.) The armpits are dry; skin flushed initially but later turns ashen or purplish. Delirium or coma is common.
2. Medical help is crucial. While waiting for medical aid, reduce temperature with a cold bath, sponging with alcohol or water, until the temperature is down. Hospitalization should be immediate.

Wounds

An abrasion is a wound caused by scraping off the outer layer of skin. An abrasion is usually superficial with little bleeding but infection can occur unless the wound is cleaned with soap and water. Wash away from the wound.

An incision is a cut caused by a sharp object such as a knife, razor blade, or piece of glass. Bleeding is a serious problem. Medical help is often necessary in case the wound must be sewn.

A laceration is a tear or jagged, irregular wound caused by a hard object such as a rock, machine tool, bicycle or automobile. Animal bites are also lacerations. Surrounding tissue is

damaged and bleeding may be profuse. A minor laceration can be cleaned with soap and water, but if the bleeding is severe, a pressure dressing may be needed. If the laceration is caused by an animal, medical help is required for testing and treatment of the animal.

A puncture wound is caused by deep penetration of a sharp object such as a pencil, nail, ice pick, bullet, spear or arrow. There may be little surface bleeding, but severe internal bleeding can result. A puncture wound is difficult to cleanse and may require a tetanus shot to guard against infection.

Section 15 Missing Student

Maintaining strict visitor control procedures and enforcing the requirement for employees to wear identification badges will help control unwanted and dangerous access to the school. Penal Code section 626 will help control access by outsiders to the school.

Access into Building

- **All doors are to be locked during the school day, with the exception of the main entrance.**
- **Signs must be posted on all doors directing visitors to report to the main office.**

Student Accountability

- Elementary and middle school students shall not be left alone unsupervised anywhere in the building or on school grounds during the school day.

Photo Identification Badges

- All personnel who work in or regularly visit schools in the course of business should wear, or have on their person an assigned identification badge. This regulation includes full and part-time staff, food services personnel, and bus drivers/attendants.
- Badges must be worn in a manner that makes them readily visible.

Visitor Badges and Log In

- Schools must issue numbered visitor badges that include the name of the school and the current school year.
- School staff must be aware of visitor badge procedures and their responsibility in reporting violations.

In a missing child incident, assign a member of the Incident Command Team to organize a search of the school. Call Twin Rivers Police and the parents and alert the superintendent. Record the name and contact number of person reporting the child missing. If the case involves abduction, begin gathering witness information for law enforcement. Confirm child attended school that day. Assign staff member to begin checking last known location of the child.

1. Begin gathering information on the child, including:
 - a. Description, including height, weight, skin color, eye color, clothing, backpack, etc.
 - b. Obtain photo, if available.
 - c. Home address, phone number, parents' contact numbers
 - d. Class schedule, special activities
 - e. Bus or walking route information

2. Contact custodial parents.
3. Convene crisis management team.
4. Begin recording events.
5. If incident is happening during the school day, consider holding the bells until the matter is either resolved or school has been completely searched for the student.
6. Notify the Center Joint Unified District Office.
7. Obtain information on possible witnesses, friends, and last person to see student.
8. If incident occurred while student was on the way home, contact bus driver, safety patrol, crossing guard.
9. Double check circumstances. Could child have ridden the wrong bus or walked home? Did someone pick-up the child? Is the child at another activity?
10. Assist law enforcement's department with investigation.
11. Arrange for counseling of students as needed.

At any point during these steps, if the child is found, inform everyone who has been notified of the incident that the child is no longer missing.

Section 16 Public Demonstration

Most groups will give advance warning of a planned protest. When the warning comes:

- Identify a spokesperson for the group.
- Obtain information on when, why, how many.
- Contact the Center Joint Unified District Office. The District Office should contact the sheriff and advise them of the situation.
- Notify faculty of the planned demonstration.
- Develop an information letter to parents.
- Continually work with the Office of Community Relations on any statements or contact with the demonstrating group.
- If demonstration occurs, curtail class changes to limit confusion.
- Do not allow students to be interviewed by media or join in demonstration.
- Assign CMT members to act as liaison with police, media, and the demonstrating group.
- Direct one staff member to handle all incoming calls.
- Prepare to establish areas where demonstrators can set up without affecting the operation of the school.
- Notify transportation of demonstration and any possible impact buses may encounter arriving at or departing from the school.

Section 17 School Site as Mass Care and Welfare Shelter

The American National Red Cross ("Red Cross"), a not-for-profit corporation chartered by the United States Congress, provides services to individuals, families and communities when disaster strikes. The disaster relief activities of the Red Cross are made possible by the American public, as the organization is supported by private donations and facility owners who permit their buildings to be used as a temporary refuge for disaster victims.

The governing board of any school district shall grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare.

1. Use of Facility:

Upon request, and if feasible, the Center Joint Unified School District (CJUSD) will permit the Red Cross to use the Facility on a temporary basis as an emergency public shelter.

2. Shelter Management:

The Red Cross will have primary responsibility for the operation of the shelter and will designate a Red Cross official, the Shelter Manager, to manage the sheltering activities. CJUSD will designate a Facility Coordinator to coordinate with the Shelter Manager regarding the use of the Facility by the Red Cross.

3. Condition of Facility:

The Facility Coordinator and Shelter Manager (or designee) will jointly conduct a pre-occupancy survey of the Facility before it is turned over to the Red Cross. They will record any existing damage or conditions. The Facility Coordinator will identify and secure all equipment that the Red Cross should not use while sheltering in the Facility. The Red Cross will exercise reasonable care while using the Facility as a shelter and will make no modifications to the Facility without the express written approval of CJUSD.

4. Food Services:

Upon request by the Red Cross, and if such resources exist and are available, CJUSD will make the food service resources of the Facility, including food, supplies, equipment and food service workers, available to feed the shelter occupants. The Facility Coordinator will designate a Food Service Manager to coordinate the provision of meals at the direction of, and in cooperation with, the Shelter Manager. The Food Service Manager will establish a feeding schedule, determine food service inventory and needs, and supervise meal planning and preparation. The Food Service Manager and Shelter Manager will jointly conduct a pre-occupancy inventory of the food and food service supplies in the Facility before it is turned over to the Red Cross.

5. Custodial Services:

Upon request by the Red Cross, and if such resources exist and are available, CJUSD will make its custodial resources, including supplies and custodial workers, available to provide cleaning and sanitation services at the shelter. The Facility Coordinator will designate a Facility Custodian to coordinate the provision of cleaning and sanitation services at the direction of, and in cooperation with, the Shelter Manager.

6. Security:

In coordination with the Facility Coordinator; the Shelter Manager, as he or she deems necessary and appropriate, will coordinate with law enforcement regarding any public safety issues at the Shelter.

7. Signage and Publicity:

The Red Cross may post signs identifying the shelter as a Red Cross shelter in locations approved by the Facility Coordinator and will remove such signs when the shelter is closed. CJUSD will not issue press releases or other publicity concerning the shelter without the express written consent of the Shelter Manager. CJUSD will refer all media questions about the shelter to the Shelter Manager.

8. Closing the Shelter:

The Red Cross will notify the CJUSD or Facility Coordinator of the closing date for the shelter. Before the Red Cross vacates the Facility, the Shelter Manager and Facility Coordinator will jointly conduct a post-occupancy survey to record any damage or conditions. The Shelter Manager and Facility Coordinator or Food Service Manager will conduct a post-occupancy inventory of the food and supplies used during the shelter operation.

9. Reimbursement:

The Red Cross will reimburse the Owner for the following:

- a. *Damage to the Facility or other property of Owner, reasonable wear and tear excepted, resulting from the operations of the Red Cross. The Red Cross is not responsible for storm damage or other damage caused by the disaster.*
- b. *Reasonable costs associated with custodial and food service personnel which would not have been incurred but for the Red Cross's use of the Facility for sheltering.*

Reasonable, actual, out-of-pocket operational costs to the extent that such costs would not have been incurred but for the Red Cross's use of the Premises.

Section 18 Severe Weather

If severe weather conditions develop or occur during the night or at a time when school is not in session, a decision on closing the school will be made before 7:00 a.m. If a decision is made to close school, news media will be notified and asked to announce the closure prior to 9:00 a.m. The emergency phone tree will be used to notify staff members.

If severe weather conditions develop while school is in session, the Emergency Coordinator will monitor the latest developments via radio and keep in contact with the principal. The principal will keep in contact with the superintendent's office.

If it is decided to close school, the following action will be taken:

1. The superintendent will notify radio stations and ask that a closure announcement be made which would specify the time students are to be released.
2. The principal will announce the closure to the faculty and students.
3. Staff members will be used to expeditiously evacuate the building.
4. Procedures outlined in the "Early Dismissal" plan will be followed.

Section 19 Shooting/Stabbing

Assess the situation

- Is the suspect in the school?
- Has weapon been found and/or secured?
- Has suspect been identified?

In most cases, initiate lockdown procedures to isolate students from danger or send students to a secure area.

Provide information in announcement about incident and outline expectations of the teachers and staff.

Disable the bell system, if possible.

Once the situation has been assessed:

- Provide first aid to the injured.
- Call 911 requesting police and medical aid to injured parties.
- Notify the Center Joint Unified District Office.
- Provide full information about what has occurred and what is known at this time.
 - If the suspect is still in the school, attempt to identify his or her location and begin planning for evacuation once police arrive.
 - If suspect has left, secure all exterior doors to prevent re-entry.
- Explain what steps the school has taken (lockdown).
- Identify command post for police to respond.
- Isolate and separate any witnesses. Instruct witnesses to write statement of events while awaiting police.
- Gather crisis management team in command post.
- Initiate the Incident Command System.
- Gather information and emergency cards on anyone involved in the incident.
- Organize evacuation to an off-site location, if necessary, or prepare to continue with classes. Keep crime scene secure.
- Prepare written statements for telephone callers and media in cooperation with the sheriff and the District Office.
- Prepare letter for students to take home in cooperation with sheriff and the Office of Community Relations.
- Arrange for crisis counseling immediately and during subsequent days.
- Provide liaison for family members of any injured students.
- Continue to provide informational updates to students, family, and faculty during next few days to squelch rumors.

Section 20 Campus Visitor Procedures

All visitors to the McClellan campus are required to report to the office. If a visitor is going to be on the areas of the campus where students are, they are required to wear a visitor pass or be escorted by school staff to their intended location.

Section 21 Healthy Kids Survey Information
2017-2018 - McClellan High School

Student Survey	
School Engagement and Supports	%
School connectedness	29
Academic motivation	23
Chronic truancy (2X per month or more)	11
Caring adult relationships	46
High expectations	52
Meaningful participation	5
Facilities upkeep	38
School Safety and Substance Use	
School perceived as safe or very safe	67
Experienced any harassment or bullying	28
Had mean rumors or lies spread about you	35
Been afraid of being beaten up	4
Been in a physical fight	7
Seen a weapon on campus	11
Been drunk or "high" on drugs at school ever	34
Mental and Physical Health	
Current alcohol or drug use	52
Current binge drinking	22
Very drunk or "high" 7 or more times	60
Current cigarette smoking	11
Current electronic cigarette use	18
Experienced chronic sadness/hopelessness	63
Considered suicide	30
Perceived Safety at School	
Very safe	30
Safe	37
Neither safe nor unsafe	28
Unsafe	2
Very unsafe	2

Staff Survey	
Student Learning Environment	%
Is a supportive and inviting place for students to learn	67
Sets high standards for academic performance for all	17
Believe every student can be a success	50
Encourages opportunities for students to decide things	0
Career pathways opportunities	17
Is welcoming and facilitates parent involvement	50
Staff Working Environment	
is a supportive and inviting place for staff to work	50
Promotes trust and collegiality among staff	67
Promotes personnel participation in decision making	17
Safety	
Is a safe place for staff	40
is a safe place for students	50
Has sufficient resources to create a safe campus	*
Student Discipline and Support	
Handles discipline problems fairly	17
Provides adequate counseling and support services	33
Emphasizes helping students with social, emotional, behavioral problems	*
Positive Relationships	
Really care about every student	33
Fosters an appreciation of student diversity and respect for each other	33
Has moderate/severe problem with harassment/bullying	0
Student Behavior	
Students are motivated to learn	0
Cutting classes or being truant moderate/severe problem	33
Alcohol and drug use moderate/severe problem	50
Safe Place for Students	
Strongly agree	50
Agree	50
Disagree	0
Strongly disagree	0
Safe Place for Staff	
Strongly agree	40
Agree	60
Disagree	0
Strongly disagree	0
* Less than 5 respondents.	

Section 22 School Rules

Basic Campus Policies

Care of School Property

Students have a responsibility to respect the property of others. Students and their parents shall be liable for the total cost of damage, loss, or misuse of school property, including school property loaned to students. This responsibility applies in the matter of books, supplies, and equipment of all kinds, as well as vandalism and damage to building, grounds or equipment. Board Policy 5131.5

Closed Campus

Every school in the Center Joint Unified School maintains a closed campus policy.

McClellan High School students are not allowed to loiter around, disrupt or interfere with staff, classes, or activities, or act inappropriately on other campuses at any time.

McClellan High School students are not permitted to leave campus during the regular school day unless given permission to do so by a parent or guardian. Any student leaving campus during school hours must sign out in the office and then sign back in upon his/her return to campus. Students may not leave campus during lunch and then return for afternoon classes. Students leaving campus during school hours without checking out of the office will be marked truant. Students will be considered "off campus" if they go anywhere past the office during school hours.

Consequences for disobeying the closed campus policy will be determined by the administrator based on the incident, student behavior, and previous issues.

Weekly Bulletin

A bulletin will be read to students during second period. A bulletin is posted in the office.

Early Dismissal

When students need to leave the campus early, they must sign out in the office and:

1. A parent/guardian may send a note or call the school to dismiss the student.
2. A parent/guardian may sign the student out in the office in person.
3. Students who are 18 years old may sign themselves out.

Early Out Days

There are numerous early out days throughout the school year. On most early out days, school ends at the start of lunch (11:47 a.m.). Lunch is still served in the cafeteria for interested students. Please refer to the calendar on pages 8-12 for specific dates.

Parking

1. Bicycles must be parked and locked in the bicycle rack provided.
2. Scooters, skateboards, and skates must be stored with a staff member during normal school hours.
3. Police may require helmets to be worn when riding bicycles, skateboards, scooters, etc.
4. All motor vehicles brought to school by students must be parked in the designated student parking area.
5. The school DOES NOT accept responsibility for theft or damage to vehicles parked in the school parking area.
6. No vehicles may be moved during the student's scheduled day except by special permission from the office.
7. No students are permitted in the parking area during the school day except by special permission from the office.
8. All motor vehicles brought to school must be properly registered with the office.
9. All motor vehicles must display a McClellan High School parking permit.
10. Safe driving procedures must be followed in the student parking area at all times.
11. Failure to report hitting or damaging another vehicle on school property to school administration will result in the loss of parking privileges and a report to the appropriate law enforcement agency.

Printed Materials

Administrative approval is required for the distribution of printed materials and posting of any notices on campus.

Restrooms

Students should use the restrooms during passing periods. If a student needs to use the restroom during class time, he/she must get the teacher's permission and then sign out in the classroom and carry a hall pass.

Student Services

Nursing services are available through the main office. If you are ill or injured, report to the office. The nurse will be called immediately if needed. Students are screened for vision, hearing, scoliosis, and immunization assessment. Psychological services and Special Education services are also available to all students in the Center Unified School District.

Twin Rivers Police and Sacramento Sheriff School Visitations

Center Joint Unified School District contracts with Twin Rivers Police Department to provide campus police services for all of our district campuses. Police and Sheriff's deputies may visit campus any time, may question and/or search students and/or their belongings, and may bring narcotics-sniffing dogs at any time.

Video and Recording on Campus

McClellan High School is watched continually by multiple security cameras, monitored by district staff and law enforcement.

Recording of any other sort, anywhere on campus, is prohibited without permission of administration. (*California Education Code 51512, California Penal Code 632*)

Visitors

Students may not have visitors on campus during school hours unless it is pre-arranged with the principal and the visit is for educational purposes.

Work Permits

Students under 18 years of age who work are required by law to have work permits. Students who are working must attend regularly, have satisfactory academic progress (2.0 GPA or better), and satisfactory behavior to keep their work permits.

Behavior

Academic Dishonesty

Cheating

Doing one's own work is characteristic of a good citizen. Cheating on tests/quizzes or graded material of any kind will not be tolerated at this school. Students who cheat, or use the work of others as their own will lose the credit for the work and be required to redo the work or an alternate assignment as designed by the instructor. Repeated offenses of this nature will result in loss of credit for the course. Parents will be notified by the instructor of any infractions of this nature.

Plagiarism

According to the *MLA Style Manual and Guide to Scholarly Publishing*, "using another person's ideas or expressions in your writing without acknowledging the source constitutes plagiarism....to plagiarize is to give the impression that you wrote or thought something that you in fact borrowed from someone." Furthermore, the manual regards all of the following actions as plagiarism unless credit is given to the original sources:

- repeating the exact words or phrases of another person
- paraphrasing or rewording someone else's thoughts
- using someone else's argument or line of reasoning

Students who plagiarize, or use the work of others as their own will lose the credit for the work and be required to redo the work or an alternate assignment as designed by the instructor. Repeated offenses of this nature will result in loss of credit for the course. Parents will be notified by the instructor of any infractions of this nature.

Profanity

Use of profanity and/or racial, sexual, and/or other slurs is not allowed at anytime, anywhere on campus. Students who choose to disregard this policy will receive teacher consequences and/or be referred to the office for administrative consequences.

Public Displays of Affection

Students are expected to act appropriately. This includes appropriate physical contact between students. Holding hands, brief hugs, and similar actions are allowed. Long embraces, kissing, and touching intimately are examples of inappropriate behavior. Students who choose to conduct themselves in an inappropriate way will receive a warning. If behavior continues, the students involved will be referred to the office for further disciplinary action that could include calls to parents and suspension from school.

Sexual Harassment

Center Joint Unified School District does not tolerate sexual harassment of any student or any district employee. Any such harassment should be reported immediately to the principal or designee. Each complaint will be investigated promptly and resolved discreetly. Those found guilty of sexual harassment are subject to disciplinary action.

Pursuant to law, unwelcome sexual advances, request for sexual favors, and other verbal, visual, or physical conduct of a sexual nature constitute sexual harassment when:

1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status, or progress.
2. Submission to or rejection of the conduct by an individual is used as the basis for academic or employment decisions affecting the individual.
3. The conduct has the purpose or effect of having a negative impact on the individual's academic or work performance, or of creating an intimidating, hostile, or offensive educational or work environment.
4. Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the school.

Other types of conduct which are prohibited in the district and which may constitute sexual harassment include:

1. Unwelcome sexual flirtations or propositions.
2. Verbal abuse of a sexual nature.
3. Graphic verbal comments about an individual's body.
4. Sexually degrading words used to describe an individual.
5. Display of sexually suggestive objects or pictures in the education environment.
6. Any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

Bullying Prevention & Intervention

The Governing Board recognizes the harmful effect of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any students.

No student or group of students shall through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

Prevention

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

The district may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

The Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being bullied. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School Staff who witness or become aware of suspected bullying shall immediately intervene to stop the incident and take steps to ensure student safety when it is safe to do so. (Education code 234.1)

As appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

Complaints and Investigation

Students or others may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Forms to report suspected bullying can also be obtained from the school district website, the school site website, and from the school site office.

Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5131.2

When a student is reported to be engaging in bullying off campus, the Superintendent or designee shall determine if the incident(s) impact school activity, school attendance, or targeted students' educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. If images are pornographic in nature, these images should be shown to parents or law enforcement only.

If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations.

Electronic Devices Policy

Students may possess or use on school campus personal electronic signaling devices including, but not limited to, cellular/digital telephones, as well as other mobile communications devices including, but not limited to, digital media players, portable game consoles, cameras, digital scanners, laptop computers, and tablets, *provided that such devices do not disrupt the educational program or school activity and are not used for illegal, unethical, or vulgar activities such as cheating or looking at profane or pornographic material.*

State law and education code and CJUSD board policy allow teachers to set the policies for phone/device use in their classes, and teachers and staff members may determine if a student is using a phone or other device disruptively or inappropriately on campus. If a disruption occurs or a student uses any mobile communications device for inappropriate activities, a school employee shall direct the student to put away or turn off the device and/or shall confiscate it. If the school employee finds it necessary to confiscate the device, he/she shall return it at the end of the class period or school day.

If a student's phone use is consistently distracting him/her from classroom activities, staff and administration may contact parents and arrange for that student to leave the phone in the office each morning and pick it up after the school day is over.

If a student refuses to give an electronic device to a staff member requesting it, the student will be subject to further disciplinary action from the administration.

All electronic devices may be searchable in the course of any investigation, with law enforcement or otherwise, when video, pictures, written documents, texts, or chats are involved. McClellan High School staff will not conduct investigations involving lost or stolen electronic devices.

Recording of any sort (audio or visual) is not permitted anywhere on campus without permission of administration. (California Ed Code Section 51512, California Penal Code Section 632)

No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to health-related purposes. (Education Code 48901.5)

Referral & Discipline Process

All students will be expected to abide by classroom and school-wide behavior expectations. When student behavior is inappropriate and requires disciplinary action, the teacher or a staff member involved will fill out a referral. The staff member will also contact the student's parent or guardian.

The principal or administrative designee will review the referral and will interview the student, and may interview staff members and other students in the course of investigating the incident. Students who receive referrals will be allowed to explain their actions and ask any relevant questions, and may be asked to write their side of the incident when they arrive in the office.

If it is determined that a student has broken a school or district rule and/or has violated California Education Code or Penal Code, the student will be subject to discipline as deemed appropriate by the principal or designee.

The school may discipline students for violations that occur

1. While the student is on school grounds
2. While the student is going to or coming from school
3. During lunch period, on or off campus
4. During, going to, or coming from a school-sponsored activity

Students may also be disciplined for actions that affect their own or others' school attendance, performance, or grades.

Disciplinary consequences may include counsel and advice, warning, detention, suspension from one to 5 days, and/or expulsion. Other consequences may also apply, such as restitution for stolen or damaged property, community service, referral to law enforcement, etc. Disciplinary consequences for repeated offenses may be progressively more severe, as deemed appropriate by administration.

When a student is disciplined, the principal or designee will contact the student's parent or guardian and inform them of the disciplinary action.

This is a basic overview of the disciplinary process. For a more complete description of school policies regarding discipline, please refer to CJUSD Board Policy.

Section 23 Behavior Escalation Plan

Emergency Behavior Escalation Plan

August 2019

Use the primary plan. If it doesn't work move to the Tier 2 plan and/or (BIP). In case that doesn't work move to the Emergency Plan:

EMERGENCY PLAN:

1. The teacher will call the office for administrative assistance. If the Principal is off-site, office staff will contact Teacher in Charge (TIC) by radio and then go directly to TIC room. An office staff member will supervise TIC's students until the TIC returns.
 - a. Teacher in Charge: Aaron Hagman
 - b. Alternate Teacher in Charge: Tim Ridge
2. Admin or TIC will proceed to the emergency.
3. If safe, Admin/TIC will evacuate the class to a nearby class and leave students under supervision of that teacher.
4. The teacher in room with emergency will remain in the doorway a safe distance from the student in crisis with eyes on.
5. Once Admin, Admin designee arrives, they will become the captain and make the decisions.
6. Site Admin will ascertain who has been ProAct trained. There need be at least 3 adults who are ProAct trained if the student in crisis continues to escalate. All de-escalation strategies will be tried before any restraints are considered.
7. All adults will write a witness report and submit those to the Site Administrator.
8. The Site Administrator will review the reports and create a Site Behavior Emergency Report. A copy of this report will be kept at the school site and one copy will be emailed to Mike Jordan at the district office.
9. On the next business day, all adults who were witnesses / involved will debrief with the Site Administrator and district Pro-ACT trainer, if available.

PART 3 SITE ACTION PLAN

Section 1 District and Site Mission Statements

Center Joint Unified School District Mission Statement

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.

School Mission Statement

McClellan High School Mission Statement

McClellan students will achieve academic and personal success and become responsible, productive citizens. They will develop knowledge and skills that will prepare them for success in a variety of post-graduation options and in their adult lives.

Motto: Developing integrity, responsibility, and respect - for now and for the future.

Vision: The staff of McClellan High School commits to the following vision for our school and ourselves:

- We will develop and maintain a safe, nurturing family environment, supporting our diverse population of staff and students.
- We will build positive connections with students to help them achieve independence and success academically, socially, physically, and emotionally.
- We will provide challenging, engaging academic courses based on current standards and focused on student learning.
- We will provide a variety of extracurricular opportunities, facilitating student connection to school and student growth.
- We will direct students to a broad variety of post-graduation options, and we will equip them with the knowledge and skills they need to achieve success.
- We will be highly qualified in our positions, continuously learning and improving our skills.

Section 2 People and Programs:

Create a “caring and connected” school climate.

Description of School Climate

McClellan High School is a continuation high school, primarily serving students in grades ten through twelve who have become credit-deficient in the comprehensive high school setting. Because we have a student population of approximately 100, our staff is able to know each student by his or her name. We provide an opportunity for students to be successful in a “family” setting where teachers and staff are able to know and interact positively with every student. Students receive a standards-based curriculum presented by dedicated staff, and ongoing evaluation of student progress allows teachers to address individual student needs and gaps in learning. In addition to fostering academic success, McClellan staff works with students to help them develop personal qualities of integrity, responsibility, and respect. We model these characteristics, and we teach and encourage their growth in our students.

McClellan has one principal, five teachers, one counselor, two secretaries, a custodian and a campus monitor. The principal leads the staff in collaborative decision-making regarding school policies and procedures. The principal leads the teaching staff in overall academic direction to match with district goals and philosophies, but the teachers are respected as authorities in their curricular areas and are given freedom to develop the scope and sequence of the classes they teach. The counselor works with students to ensure they are on track for graduation, and also supports students in dealing with personal challenges. All staff build relationships with students to foster their success academically and personally.

Many of our students have experienced personal obstacles. Some are foster and homeless youth, many are in the lower socio-economic categories, and a large number of our students have family turmoil or other struggles outside the school arena. Thus, we strive to create a safe, family atmosphere of genuine care for every student. We work to make school a stable place where students are respected and loved, but are also challenged to grow and succeed. Students are taught that there are three simple steps to success:

1. Respond to failure with thoughtful change
2. Work hard
3. Refuse to give up

Our parents and community members are respected partners. Parents are given access to student grades, and multiple means are used to communicate with and involve parents. Staff are expected to keep grades updated weekly and to return communications within 24 hours.

In addition to the continuation high school program at McClellan, the district Independent Study program is based here. Students from upper elementary grades through high school meet with the independent study teacher once a week or more to go over lessons and receive one-on-one instruction to supplement the courses they take online using the Edgenuity program. We also offer book-and-paper independent study for students unable to access the online courses.

There is also an inclusion preschool housed at the McClellan site, comprised of two combined programs. One program is designed to accommodate special needs preschool-age children, offering teachers and aides trained in supporting children who qualify for special education. The other program is for typically-developing children, and offers a low-cost preschool for parents who can volunteer to help in the classroom. Combining these two populations provides

behavioral models for the special needs children while giving the typically-developing children opportunities to learn about diverse peers. The preschool has three teaching staff, instructional aides to match the needs of the students with IEPs, and a varying number of parents. Approximately 30 children attend the preschool.

Section 3 School Climate Goals

The School Climate

An action plan for people and programs reflecting the school's social environment

- Objective #1:

At least 70% of the students will earn a cumulative GPA of 2.00 or higher by the end of each trimester.

Activities:

- Teachers will note students below 70% each week on a D/F sheet.
- Students who earn an F in any class will be cut from 6 to 4 classes for at least one grading period, until they earn back full enrollment by passing all classes in a grading period.
- Three times a grading period, the schedule will include an hour-long study hall for students to make up missing work and bring grades up to 70% or better. Students already achieving at this level will be invited to the gym for a movie & refreshments.
- Students failing classes may be scheduled into an extra support class.
- Students failing classes may be placed on a Check-In-Check-Out program monitored by the principal.
- Twice a grading period, Monday staff meetings will be focused on student concerns and recognition where teachers, the counselor, and principal will discuss student concerns and students to be commended. For concerns, action steps and persons responsible will be determined. For commendation, teachers will fill out recognition certificates.
- Students achieving honor roll will be recognized at the end of each trimester.

- Objective #2:

Attendance – Students will have an average daily attendance rate of 90%. Suspension rate will decrease from prior years. Habitual truancy rate will decrease from prior years.

Activities:

- Staff will monitor attendance records in Aeries
- Staff will print & mail truancy letters to parents/guardians
- Principal will conduct SART meetings with students who are habitually truant
- After each grading period ends, students with perfect attendance will be recognized at an honor roll assembly.
- Twice a grading period, Monday staff meetings will be focused on student concerns and recognition where teachers, the counselor, and principal will discuss student concerns and students to be commended. For concerns, action steps and persons responsible will be determined. For commendation, teachers will fill out recognition certificates.

- Objective #3:

Students and parents will be informed and engaged in their children's school and their children's grades and attendance.

Activities:

- Students and/or parents will be given a Homelink letter. Students will be directed in how to establish an account and log in.
- Teachers will encourage and may require students to access grades online and have parents sign printed grade reports.
- Automated phone calls will go home for a variety of reasons:
 - School announcements
 - Students earning less than 70% in a class
 - Students absent without excuse
- A school newsletter will be emailed periodically, containing articles about school activities, success ideas, and upcoming events.
- Staff will also keep current McClellan's website.

Section 4 Place

Create a physical environment that communicates respect for learning and for individuals.

Description of Physical Environment

The School's Location & Physical Environment

McClellan High School is located in the northern region of Antelope at the North end of Sacramento County. The immediate area around the school includes single family dwellings and vacant land.

Description of School Grounds

The school site encompasses approximately 10 acres. The campus is made up of mainly permanent structures and one re-locatable. The office faces the parking lot which is across the walkway from the multi-purpose room. The re-locatable houses the schools weight room which is at the south end of our campus. These buildings are fenced off after hours. There is a grass field that includes a baseball backstop and a memorial grove with benches, and there is an asphalt area that includes basketball courts. McClellan High School is fenced around its perimeter, with one ungated entry in front of the office. The rest of the gates around campus are closed during the day. Three preschool rooms have doors that open toward the main (north) parking lot. These are not fenced or gated.

During the school day, staff members and administrators provide campus supervision. The entire blacktop is easily seen if standing outside facing west. A safe schools officer is available if needed. McClellan has one campus monitor from 7:30 am until 2:30 pm.

Maintenance of School Buildings/Classrooms

McClellan is an older site; the original facilities were built in 1960. Buildings have been re-purposed and refitted with plumbing, wiring, and HVAC systems as needed to keep facilities up to date. The grounds are monitored for safety and appearance by the administration, custodians and individual classroom teachers. District maintenance and grounds keeping and the custodian perform maintenance, cleaning, and repairs to keep the site in good condition. It is the practice of McClellan High School and Center Joint Unified to remove all graffiti from school property before pupils arrive to begin their school day. Other acts of vandalism are promptly addressed. Additionally, health and fire department inspectors contribute to school safety.

Internal Security Procedures

McClellan High School has established procedures in the following areas: Emergency preparedness, suspension, school discipline rules and procedures, and an adopted school-wide dress code.

Pupils may be suspended or recommended for expulsion for certain acts. For specific student violations, a mandatory expulsion recommendation shall be submitted by the administration of McClellan High School.

Site administration and staff contribute to a positive school climate, promote positive pupil behavior and help reduce inappropriate conduct. The principal/designee uses available district and other appropriate records to inform teachers of each pupil identified under E.C. 49079.

Law enforcement is contacted and consulted to help maintain and to promote a safe and orderly school environment. McClellan High School employees comply with all legal mandates, regulations and reporting requirements for all instances of suspected child abuse.

If appropriate, additional internal security procedures affecting the integrity of the school facility include classroom intercoms, walkie-talkies, and an emergency bell system.

Community involvement is encouraged to help increase school safety using the WE TIP hotline to report suspected vandalism, drug use or other illegal activity.

An outdoor surveillance system consisting of multiple cameras has been installed to deter vandalism and/or apprehend vandals.

Inventory System – Engraved ID, Security Storage

Most school-site equipment has a metal ID tag or a bar code sticker adhered to its surface. These items are inventoried annually and there is an established accountability system. Office and classroom supplies are secured.

Section 5 Physical Environment Goals

The Physical Environment

An action plan for places reflecting the school's physical environment including crisis response procedures and policies relating to student safety

The following objectives were developed as the result of feedback from students, staff and parents on our Safe School Survey

Objective #1: The physical environment of McClellan High School will be free of hazards.

Related Activities:

- To ensure a safe physical environment, all staff will observe the school facility during their duties each day and report any concerns observed immediately to the principal, school secretary, or custodian. The school secretary will submit work orders to address these issues. Dangerous or hazardous conditions will be dealt with immediately.

Objective #2: Staff will understand the Safety Plan procedures and their role in the Incident Command System.

Related Activities:

- Staff training in safety measures and procedures will occur during staff meetings.
- All staff and students will take part in safety drills each month.
- Staff will practice various aspects of safety procedures in drills each month.
- At least once a year, staff and students will participate in a district-wide safety drill, following a scenario involving multiple safety procedures.

Objective #3: The campus will be evaluated for security concerns.

- Administration and staff will conduct a site vulnerability assessment each year take appropriate action to address areas where safety and security can be improved.

Section 6 Signature Sheet

McClellan High School's Safe School Plan was developed in accordance with SB 187 and Safe Schools, A Planning Guide for Action, published by the Department of Education. Student, parent and teacher surveys were taken into account to determine areas of greatest need. The document includes the school's personal, physical, social and cultural environment, which serves as an effective prevention plan based on parent and student surveys. Also taken into consideration are temporary restraining orders, school-generated child abuse reports, custody orders prohibiting parents from contact with a child at school, harassment complaints filed by students and staff, suspension logs and accident reports. Additionally, the District's discrimination and harassment policy, hate crime reporting procedures and the Uniform Complaint Policy are included.

A detailed crisis response plan based on the California Standardized Emergency Management System (SEMS) is included. This model was designed to centralize, organize, and coordinate emergency response among district organizations and public agencies. Specific first aid treatment is categorized in alphabetical order.

The following committee members revised and approved this comprehensive school plan:

Member	Title	Signature
David L. French	Principal	
Kim Baioni	Teacher	
Carla Guerguy	Teacher	
Lin Jones	Staff Member	
Annette Mitchell	Parent/Community Member	
Delavon Rogers	Parent/Community Member	
Zoe Siavii	Student	
Diego Campbell	Student	

**School Site Council Membership
McClellan High School
2019-2020**

Date: December 5, 2019

Item: Revised Safety Plan

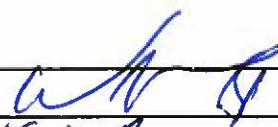

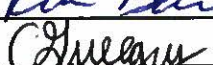



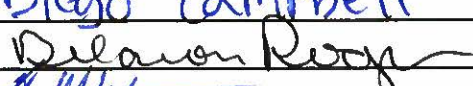
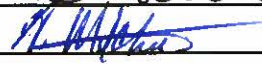
Motion: Diego Campbell

Second: Annette Mitchell

Signature below indicates approval of item above.

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.

¹ The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
David L. French 	X				
Kim Baioni 		X			
Carla Guerguy 			X		
Lin Jones 			X		
Zoe Siavii 					X
Diego Campbell 					X
Delavon Rogers 				X	
Annette Mitchell 				X	
Numbers of members of each category:	1	1	2	2	2

¹ EC Section 52852

APPENDIX A STAFF LIST

	Phone #	Room/Ext #	Health Concerns	Special Skills
High School Teachers				
Baioni, Kim				
Collins, Chris				
Graves, William				
Hagman, Aaron				
Ridge, Tim				
Preschool Teachers				
Chris Berger				
Pat Stayton				
Karina Dominguez				
Office Personnel				
French, David				
Guerguy, Carla				
Jones, Lin				
Shoup, Teri				
Preschool Aides				
Kathaleen Morgan				
Debby Sabella				
Amy Branton				
Kitchen Personnel				
Kari Knutson				
Campus Monitor				
TBA				
Custodian				
Dennis Stephens				

APPENDIX B**STAFF CLASSROOM TELEPHONE NUMBERS**

	Phone #	Room/Ext #	Health Concerns	Special Skills
High School Teachers				
Baioni, Kim				
Collins, Chris				
Graves, William				
Hagman, Aaron				
Ridge, Tim				
Preschool Teachers				
Chris Berger				
Pat Stayton				
Karina Dominguez				
Office Personnel				
French, David				
Guerguy, Carla				
Jones, Lin				
Shoup, Teri				
Preschool Aides				
Kathaleen Morgan				
Debby Sabella				
Amy Branton				
Kitchen Personnel				
Kari Knutson				
Campus Monitor				
TBA				
Custodian				
Dennis Stephens				

APPENDIX C SHUT-OFF

EMERGENCY EVACUATION ROUTES

Blacktop Area

APPENDIX E OFF CAMPUS EVACUATION MAP

EOC Message Form

Student/Staff Accountability

Injuries

DATE: _____ TIME: _____

TEACHER: _____

ROOM #: _____

COMPLETED BY: _____

of Students enrolled in this class

of Students marked absent in this class

Please list students marked absent by name:

of Students unaccounted for in this class

* You didn't mark them absent and they are not with your class at this time.

Please list students unaccounted for by name:

Are there any adult staff from this room unaccounted for?

If so, please list by name (include staff staying behind with injured):

RESOURCES NEEDED (Circle all that apply)
Ambulance Utilities Other:

Tally and insert in the grid below. If none, enter "0".

FATALITIES

NUMBER

Names:

MAJOR INJURIES

Unable to treat in site, i.e. airway & breathing difficulties, cardiac arrest, uncontrolled or suspected severe bleeding, severe head injuries, severe medical problems, open chest or abdominal wounds, severe shock.

Names:

MODERATE INJURIES

Burns, major multiple fractures, back injuries with or without spinal cord damage.

Names:

MINOR INJURIES

First Aid attention only

PROPERTY DAMAGE

Major Damage: Building collapse, building burning, major ground movement causing cracks in ground

CIRCLE ONE
MAJOR

Moderate Damage: Falling hazards present, toxic/chemical spill, broken gas line, fallen power line

MODERATE

Minor Damage: Disabled HVAC ducts, light fixtures, suspended ceiling grid, broken windows

MINOR

Transmit data 30 – 45 seconds. After transmission, wait for EOC's request to elaborate.

APPENDIX G CHILD ABUSE REPORTING LAW

California Child Abuse and Neglect Reporting

The first child abuse reporting law in California was enacted in 1963. That early law mandated only physicians to report physical abuse.

Over the years, numerous amendments have expanded the definition of reportable child abuse and the persons required to report it.

It is important for mandated reporters to keep updated on periodic amendments to the law. Your local Child Abuse Prevention Council or county welfare department has current reporting law information. Also visit www.leginfo.ca.gov for updated information on the law and any other code section referenced in this material.

The California Child Abuse and Neglect Reporting Law is currently found in **Penal Code (P.C.) Sections 11164 - 11174.3**. The following is only a partial description of the law. Mandated reporters should become familiar with the detailed requirements as they are set forth in the Penal Code.

Who Are Mandated Reporters?

P.C. 11165.7 defines "mandated reporters" as any of the following:

- 1) A teacher.
- 2) An instructional aide.
- 3) A teacher's aide or a teacher's assistant employed by any public or private school.
- 4) A classified employee of any public school.
- 5) An administrative officer or supervisor of child welfare and attendance, or a certificated pupil personnel employee of any public or private school.
- 6) An administrator of a public or private day camp.
- 7) An administrator or employee of a public or private youth center, youth recreation program, or youth organization.
- 8) An administrator or employee of a public or private organization whose duties require direct contact and supervision of children.
- 9) Any employee of a county office of education or the California Department of Education, whose duties bring the employee into contact with children on a regular basis.
- 10) A licensee, an administrator, or an employee of a licensed community care or child day care facility.
- 11) A Head Start program teacher.
- 12) A licensing worker or licensing evaluator employed by a licensing agency as defined in P.C. 11165.11.
- 13) A public assistance worker.
- 14) An employee of a child care institution including, but not limited to, foster parents, group home personnel, and personnel of residential care facilities.
- 15) A social worker, probation officer, or parole officer.
- 16) An employee of a school district police or security department.

- 17) Any person who is an administrator or presenter of, or a counselor in, a child abuse prevention program in any public or private school.
- 18) A district attorney investigator, inspector, or local child support agency caseworker unless the investigator, inspector, or caseworker is working with an attorney appointed pursuant to Section 317 of the Welfare and Institutions Code to represent a minor.
- 19) A peace officer, as defined in Chapter 4.5 (commencing with Section 830) of Title 3 of Part 2 of the Penal Code, who is not otherwise described in P.C. 11165.7.
- 20) A firefighter, ***except for volunteer firefighters.***
- 21) A physician, surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, optometrist, marriage, family and child counselor, clinical social worker, or any other person who is currently licensed under Division 2 (commencing with Section 500) of the Business and Professions Code.
- 22) Any emergency medical technician I or II, paramedic, or other person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code.
- 23) A psychological assistant registered pursuant to Section 2913 of the Business and Professions Code.
- 24) A marriage, family and child therapist trainee, as defined in subdivision (c) of Section 4980.03 of the Business and Professions Code.
- 25) An unlicensed marriage, family, and child therapist intern registered under Section 4980.44 of the Business and Professions Code.
- 26) A state or county public health employee who treats a minor for venereal disease or any other condition.
- 27) A coroner.
- 28) A medical examiner, or any other person who performs autopsies.
- 29) A commercial film and photographic print processor, as specified in subdivision (e) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "commercial film and photographic print processor" means any person who develops exposed photographic film into negatives, slides, or prints, or who makes prints from negatives or slides, for compensation. The term includes any employee of such a person; it does not include a person who develops film or makes prints for a public agency.
- 30) A child visitation monitor. For purposes of the California Child Abuse Reporting Law, "child visitation monitor" means any person who, for financial compensation, acts as monitor of a visit between a child and any other person when the monitoring of that visit has been ordered by a court of law.
- 31) An animal control officer or humane society officer. For purposes of the California Child Abuse Reporting Law, the following terms have the following meanings: (A) "Animal control officer" means any person employed by a city, county, or city and county for the purpose of enforcing animal control laws and regulations. (B) "Humane society officer" means any person appointed or employed by a public or private entity as a humane officer who is qualified pursuant to Section 14502 or 14503 of the Corporations Code.
- 32) A clergy member, as specified in subdivision (d) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "clergy member" means a priest, minister, rabbi, religious practitioner, or similar functionary of a church, temple, or recognized denomination or organization.
- 33) Any custodian of records of a clergy member, as specified in P.C. 11165.7 and subdivision (d) of Section 11166.
- 34) Any employee of any police department, county sheriff's department, county probation department, or county welfare department.

- 35) An employee or volunteer of a Court Appointed Special Advocate program, as defined in Rule 1424 of the Rules of the Court.
- 36) A custodial officer as defined in Section 831.5 of the Penal Code.
- 37) Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institutions Code.

Note: Unless otherwise stated, **volunteers are not mandated reporters.**

Why Must You Report?

The primary intent of the reporting law is to protect an abused child from further abuse. Protecting the identified child may also provide the opportunity to protect other children. It is equally important to provide help for the parents. Parents may be unable to ask for help directly, and child abuse may be their way of calling attention to family problems. The report of abuse may be a catalyst for bringing about change in the home environment, which in turn may help to lower the risk of abuse in the home.

What Do You Have To Report?

Under the law, when the victim is a child (a person under the age of 18) and the perpetrator is any person (including a child), the following types of abuse must be reported by all legally mandated reporters:

- a. A physical injury inflicted by other than accidental means upon a child. (P.C. 11165.6) Note that child abuse *does not* include a "mutual affray" between minors. It also *does not* include an injury caused by "reasonable and necessary force used by a peace officer acting within the course and scope of his or her employment." (P.C. 11165.6)
- b. Sexual abuse of a child, including both sexual assault and sexual exploitation. "Sexual assault" includes sex acts with a child, lewd or lascivious acts with a child, and intentional masturbation in the presence of a child. "Sexual exploitation" includes preparing, selling, or distributing pornographic materials involving children; employing a minor to perform in pornography; and employing or coercing a child to engage in prostitution. (P.C. 11165.1)
- c. Willful harming or injuring of a child or the endangering of the person or health of a child, including inflicting or permitting unjustifiable physical pain or mental suffering. (P.C. 11165.3)

Note: Any mandated reporter **may** report any child who is suffering serious emotional damage or is at substantial risk of suffering serious emotional damage. (P.C. 11166.05)

- d. Willful infliction of cruel or inhuman corporal punishment or injury resulting in a traumatic condition. (P.C. 11165.4)
- e. Neglect of a child, whether "severe" or "general," by a person responsible for the child's welfare. The term "neglect" includes both acts or omissions harming or threatening to harm the child's health or welfare. (P.C. 11165.2)

When Do You Have To Report?

Child abuse must be reported when a mandated reporter, "in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect." (P.C. 11166 (a))

"Reasonable suspicion" occurs when "it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect." (P.C. 11166

(a)(1)) Although wordy, the intent of this definition is clear: if you suspect that abuse has occurred, make a report.

You must make a report immediately (or as soon as practicably possible) by telephone and you must prepare and send, fax or electronically transmit a written report within 36 hours of receiving the information regarding the incident. **(P.C. 11166 (a))** Written reports must be submitted on Department of Justice form (SS 8572), which can be downloaded from the California Attorney General's Website at www.ag.ca.

gov (click on Child Protection Program; click on forms; click on SS 8572). The mandated reporter may include with the report any nonprivileged documentary evidence he or she possesses related to the incident.

To Whom Must You Report?

The report must be made to any police department or sheriff's department (not including a school district police or security department), county probation department, if designated by the county to receive mandated reports, or county welfare department. **(P.C. 11165.9)**

Any mandated reporter who knows or reasonably suspects that the home or institution in which the child resides is unsuitable for the child because of abuse or neglect shall inform the agency about the unsuitability of the home at the same time he or she reports the abuse or neglect. **(P.C. 11166 (f))**

When two or more persons who are required to report jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, a single person from the group may make the report. Any group member who knows that the report was not made, however, shall make the report. **(P.C. 11166 (h))**

Immunity

Mandated reporters have immunity from criminal and civil liability for any report required or authorized under the Child Abuse Reporting Law. This immunity applies even though the knowledge or reasonable suspicion of abuse was acquired outside his or her professional capacity or outside the scope of his or her employment. **(P.C. 11172 (a))** And if a mandated reporter is sued for making a report, he or she may be able to receive compensation for legal fees incurred in defending against the action. **(P.C. 11172 (c))**

Any person who makes a report of child abuse, even though he or she is not a mandated reporter, has immunity unless the report is proven to be false and it is proven that the person either knew the report was false or made it with reckless disregard of its truth or falsity. **(P.C. 11172 (a))**

Additional Safeguards for Mandated Reporters

No supervisor or administrator may impede or inhibit a mandated reporter's reporting duties or subject the reporting person to any sanction for making a report. **(P.C. 11166 (i)(1))**

Any supervisor or administrator who violates the above cited code section is guilty of a misdemeanor punishable by a fine not to exceed one thousand dollars (\$1,000), by not more than six months in a county jail, or by both a fine and imprisonment. **(P.C. 11166.01(a))** If however, death or great bodily injury happens to the child as a result of the abuse, the supervisor or administrator who impeded or inhibited the report is guilty of a misdemeanor punishable by not more than one year in a county jail, by a fine

not to exceed five thousand dollars (\$5,000), or by both. **(P.C. 11166.01(b))**

The mandated reporter's identity is confidential and may only be disclosed to specified persons and agencies. **(P.C. 11167 (d)(1))**

Mandated reporters and others acting at their direction are not liable civilly or criminally for photographing the victim and including the photograph with their report. **(P.C. 11172 (a))**

A clergy member who acquires knowledge or a reasonable suspicion of child abuse during a penitential communication is not mandated to report the abuse. For purposes of the Child Abuse Reporting Law, "penitential communication" means communication, intended to be in confidence, including, but not limited to, a sacramental confession made to a clergy member. **(P.C. 11166 (d)(1))**

Liability for Failure to Make A Required Report

A mandated reporter who fails to make a required report of child abuse is guilty of a misdemeanor punishable by up to six months in jail or by a \$1,000 fine or by both a fine and imprisonment. **(P.C. 11166 (c))** If however, death or great bodily injury happens to the child as a result of the abuse, the mandated reporter is guilty of a misdemeanor punishable by not more than one year in a county jail, by a fine not to exceed five thousand dollars (\$5,000), or by both. **(P.C. 11166.01 (b))** He or she may also be found civilly liable for damages, especially if the child-victim or another child is further victimized because of the failure to report. (*Landeros v. Flood* (1976) 17 Cal.3d 399.)

If a mandated reporter conceals his or her failure to report abuse or "severe" neglect, the failure to report is a continuing offense until the failure is discovered by an agency specified in Section 11165.9. **(P.C. 11166 (c))** Because it is a continuing offense, the statute of limitations does not start to run until the failure to report is discovered.

Responsibilities of Agencies Employing Mandated Reporters

On and after January 1, 1985, persons entering employment which makes them mandated reporters must sign statements, provided and retained by their employers, informing them that they are mandated reporters and advising them of their reporting responsibilities and of their confidentiality rights. **(P.C. 11166.5 (a))**

On and after January 1, 1993, any person who acts as a child visitation monitor, prior to engaging in monitoring the first visit in a case, shall sign a statement provided and retained by the court which ordered the monitor's presence to the effect that he or she has knowledge of the provisions of the Child Abuse Reporting Law and will comply with them. **(P.C. 11166.5 (a))**

Employers are strongly encouraged to provide their employees who are mandated reporters with training in the duties imposed by the Child Abuse Reporting Law. Training in the duties imposed by the reporting law shall include training in child abuse identification and reporting. Whether or not employers provide their employees with training, they shall provide their employees who are mandated reporters with the statement required in subdivision (a) of Section 11166.5. **(P.C. 11165.7 (c))** The absence of training shall not excuse a mandated reporter from the duties imposed by the reporting law. **(P.C. 11165.7 (e))**

EXCEPTION: Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institution Code shall not

be required to make a child abuse report unless that person has received training, or instructional material in the appropriate language, on the duties imposed by the Child Abuse Reporting Law, including identifying and reporting abuse and neglect. (P.C. 11166.5 (e))

Feedback to Mandated Reporters

After the investigation is completed or the matter reaches a final disposition, the investigating agency is obligated to inform the mandated reporter of the results of the investigation and any action the agency is taking with regards to the child or family. (P.C. 11170 (b)(2))

Changes in the law for 2007 are underlined. Please note that the California Child Abuse Reporting Law may have changed since the printing of this material. This material has been reprinted to assist mandated reporters in determining their reporting responsibilities. It is not intended to be and should not be considered legal advice. In the event there are questions about reporting responsibilities in a specific case, the advice of legal counsel should be sought.

A special thank you to Delta Dental of California for their work in developing the original material.

For additional information on child abuse prevention, you may contact:

Crime and Violence Prevention Center
California Attorney General's Office
1300 I St., Suite 1120 (916) 324-7863
www.safestate.orgwww.safestate.org

SUSPECTED CHILD ABUSE REPORT

To Be Completed by Reporting Party
Pursuant to Penal Code Section 11166

A. CASE IDENTIFICATION	TO BE COMPLETED BY INVESTIGATING CPA
	VICTIM NAME: _____
	REPORT NO./CASE NAME: _____
DATE OF REPORT: _____	

B. REPORTING PARTY	NAME/TITLE _____			
	ADDRESS _____			
C. REPORT SENT TO	PHONE () _____	DATE OF REPORT _____	SIGNATURE _____	
	<input type="checkbox"/> POLICE DEPARTMENT <input type="checkbox"/> SHERIFF'S OFFICE <input type="checkbox"/> COUNTY WELFARE <input type="checkbox"/> COUNTY PROBATION			
D. INVOLVED PARTIES	AGENCY _____		ADDRESS _____	
	OFFICIAL CONTACTED _____		PHONE () _____	DATE/TIME _____
	NAME (LAST, FIRST, MIDDLE) _____		ADDRESS _____	BIRTHDATE _____ SEX _____ RACE _____
	PRESENT LOCATION OF CHILD _____		PHONE () _____	
SIBLINGS	NAME _____ BIRTHDATE _____ SEX _____ RACE _____		NAME _____ BIRTHDATE _____ SEX _____ RACE _____	
	1. _____		4. _____	
	2. _____		5. _____	
	3. _____		6. _____	
	NAME (LAST, FIRST, MIDDLE) _____ BIRTHDATE _____ SEX _____ RACE _____		NAME (LAST, FIRST, MIDDLE) _____ BIRTHDATE _____ SEX _____ RACE _____	
	ADDRESS _____		ADDRESS _____	
PARENTS	HOME PHONE () _____	BUSINESS PHONE () _____	HOME PHONE () _____	BUSINESS PHONE () _____
	IF NECESSARY, ATTACH EXTRA SHEET OR OTHER FORM AND CHECK THIS BOX. <input type="checkbox"/>			
E. INCIDENT INFORMATION	1. DATE/TIME OF INCIDENT _____		PLACE OF INCIDENT (CHECK ONE) <input type="checkbox"/> OCCURRED <input type="checkbox"/> OBSERVED	
	IF CHILD WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE:			
	<input type="checkbox"/> FAMILY DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> SMALL FAMILY HOME <input type="checkbox"/> GROUP HOME OR INSTITUTION			
	2. TYPE OF ABUSE (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL ASSAULT <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER			
	3. NARRATIVE DESCRIPTION: _____			
4. SUMMARIZE WHAT THE ABUSED CHILD OR PERSON ACCOMPANYING THE CHILD SAID HAPPENED: _____				
5. EXPLAIN KNOWN HISTORY OF SIMILAR INCIDENT(S) FOR THIS CHILD: _____				

SS 8583 (Rev. 1/83)

INSTRUCTIONS AND DISTRIBUTION ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). A CPA is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS-8583 if (1) an active investigation has been conducted and (2) the incident is **not** unfounded.

Police or Sheriff-WHITE Copy; County Welfare or Probation-BLUE Copy; District Attorney-GREEN Copy; Reporting Party-YELLOW Copy

On line:

<http://www.dhhs.saccounty.net/CPS/Pages/Emergency-Response/GI-Suspected-Child-Abuse-Report.aspx>

APPENDIX I WILLIAMS UNIFORM COMPLAINT PROCEDURE

Center Joint Unified School District
• 8408 Watt Avenue, Antelope, CA 95843 • 916-338-6320 • 916-338-6329
Williams Complaints Classroom Notice

Notice to Parents, Guardians, Pupils, and Teachers Complaint Rights

Pursuant to California *Education Code* Section 35186, you are hereby notified that:

1. There should be sufficient textbooks and instructional materials. That means each pupil, including English learners, must have a textbook or instructional materials, or both, to use in class and to take home.
2. School facilities must be clean, safe, and maintained in good repair.
3. There should be no teacher vacancies or mis assignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners if present.

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

4. Pupils, including English Learners, who have not passed one or both parts of the high school exit examination by the end of the 12th grade are to be provided the opportunities to receive intensive instruction and services for up to two consecutive academic years after the completion of grade 12.
5. A complaint form may be obtained at the school office, district office, or downloaded from the school's Web site at www.centerusd.org. You may also download a copy of the California Department of Education complaint form from the following Web site: <http://www.cde.ca.gov/re/cp/uc>.

August 2013

COMPLAINT FORM: WILLIAMS UNIFORM COMPLAINT PROCEDURES

Education Code (EC) Section 35186 created a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment. The complaint and response are public documents as provided by statute. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the following contact information.

Response requested: Yes No

Name (Optional): _____ Mailing Address (Optional): _____ Phone

Number Day (Optional): _____ Evening (Optional): _____

Issue of complaint (please check all that apply):

1. Textbooks and Instructional Materials

- ☐ A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state-adopted or district-adopted textbooks or other required instructional materials to use in class.
- ☐ A pupil does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each pupil.
- ☐ Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
- ☐ A pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

2. Facility Conditions

- ☐ A condition poses an urgent or emergency threat to the health or safety of students or staff, including: gas leaks, nonfunctioning heating, ventilation, fire sprinklers or air-conditioning systems, electrical power failure, major sewer line stoppage, major pest or vermin infestation, broken windows or exterior doors or gates that will not lock and that pose a security risk, abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff, structural damage creating a hazardous or uninhabitable condition, and any other emergency conditions the school district determines appropriate.
- ☐ A school restroom has not been maintained or cleaned regularly, is not fully operational and has not been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers.
- ☐ The school has not kept all restrooms open during school hours when pupils are not in classes, and has not kept a sufficient number of restrooms open during school hours when pupils are in classes.

3. Teacher Vacancy or Misassignment

- ☐ Teacher vacancy - A semester begins and a teacher vacancy exists. (A teacher vacancy is a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.)
- ☐ Teacher misassignment - A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner pupils in the class.
- ☐ Teacher misassignment - A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

4. High School Exit Examination (For school districts who receive intensive instruction funds)

- ☐ Pupils who have not passed the high school exit exam by the end of 12th grade were not provided the opportunity to receive intensive instruction and services pursuant to Education Code 37254 (d) (4) and (5) after the completion of grade 12.

Date of Problem: _____

Location of Problem (School Name, Address, and Room Number or Location): _____

Course or Grade Level and Teacher Name: _____

Please describe the issue of your complaint in detail. You may attach additional pages if necessary to fully describe the situation. _____

Please file this complaint at the following location:

David Grimes, Director of Personnel/Student Services

8408 Watt Avenue, Antelope, CA 95843

APPENDIX J DRESS CODE

Student Appearance/Dress Code

The CUSD Board of Trustees and McClellan staff believe proper dress and grooming is part of a positive educational experience. School should be a place of learning and preparation for a successful future. Students are expected to attend school in clean, neat clothing.

Following a dress code policy at school should be seen as preparation for successful habits in the workforce. At all times, student attire should be suitable for employment in the community.

While there is a certain amount of subjectivity in applying any dress code, it should be noted that the decisions of the administration shall be final in dress code matters.

All students shall abide by the following:

1. Shoes must be worn at all times. Shoes must have a sufficiently hard sole to be safe. Soft-soled or cloth-soled shoes (such as house slippers) are not permitted.
2. Hats may be worn as long as they follow other dress code rules. Hoods, doo rags, or similar may not be worn anywhere on campus at any time. Hats cannot be worn indoors.
3. Clothing, jewelry, and personal items (backpacks, purses, key chains, water bottles, etc.) shall be free of writing, pictures, or any other insignia which are crude, vulgar, profane, or sexually suggestive, which bear drug, alcohol, or tobacco advertising or references, which depict weapons, or which advocate violence or racial, ethnic, or religious prejudice. Images of characters violating school rules are also prohibited.
4. Clothes shall be sufficient to conceal undergarments at all times. Shirts must cover the entire torso, including the chest, back, and midriff. Skirts or shorts shorter than mid-thigh are prohibited. Holes/openings showing skin above the middle of the thigh are prohibited.
5. Tattoos, brands, and other body marks need to be appropriate, following all dress code rules. Inappropriate tattoos would include those that contain profanity, gang references, or are considered to be outside the bounds of decency, safety, and good taste. If a tattoo is deemed inappropriate by the administration, the student will be required to cover the tattoo before entering school campus and keep it covered while at school.
6. No gang symbols or references will be worn, written on student belongings and/or displayed in any manner. The school board has given school staff the authority to request that any clothing or accessory that may have a gang connotation be removed or not worn. Students displaying gang-related behavior, as determined by the administration, will be subject to more stringent dress code restrictions.
7. Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

Consequences:

Students not in compliance with dress code will be sent to the office to change into clothes provided by the school when available, or they may call home and wait for someone to bring them appropriate clothing. Students will be kept in office until they are dressed appropriately or until the school day ends. Class periods missed will count as unexcused absences.

APPENDIX K SUSPENDABLE OFFENSES

Center Joint Unified School District Discipline Policies

Grounds for Suspension or Expulsion; Legislative Intent: California Education Code 48900 and Center Unified School District Board Policy 5144 (a) allow the superintendent or site administrator to suspend or recommend for expulsion a student for any violation of the following rules while on school grounds, going to or coming from school, during the lunch period whether on or off the campus, or during, or while going to, or coming from a school sponsored activity. Suspension of up to 5 days or a recommendation for expulsion may occur when the conduct is of an extreme nature.

- 1 *48900(a-1): Caused, Attempted, or Threatened Physical Injury (S)
- 2 *48900(a-2): Use of Force or Violence (S)
- 3 *48900(b): Weapons (S)
- 4 *48900(c): Drugs or Alcohol, Possession/Use of (S)
- 5 *48900(d): Drugs or Alcohol, Sale of (S)
- 6 *48900(e): Robbery/Extortion (S)
- 7 *48900(f): School Property Damage (S)
- 8 *48900(g): Property Theft (S)
- 9 *48900(h): Tobacco, Possession/Use(S)
- 10 *48900(i): Language, Obscene/Profanity (S)
- 11 *48900(j): Drugs, Paraphernalia (S)
- 12 *48900(k): Disrupted School Activities / Defiance of Authority(S)
- 13 *48900(l): Stolen Property, Possession of (S)
- 14 *48900(m): Firearm, Imitation (S)
- 15 *48900(n): Sexual Assault (S)
- 16 *48900(o): Harassment, Witness (S)
- 17 *48900(p): Soma, Selling of (S)
- 18 *48900(q): Hazing (S)
- 19 *48900(r): Bullying/Harassment (S)
- 20 *48900(t): Aids or Abets Physical Injury(S)
- 21 *48900.2: Sexual Harassment (S)(E)
- 22 *48900.3: Hate Violence (S)(E)
- 23 *48900.4: Harassment, threats, intimidation (S)(E)
- 24 *48900.7(a): Terroristic threats against school officials or property (S)(E)
- 25 *48900.7(b): Terroristic Threat (S)(E)
- 50 *48915(a-1): Caused Serious Physical injury (S)(E)
- 51 *48915(a-2): Possession of Knife or other Dangerous Object (S)(E)
- 52 *48915(a-3): Possession of any Controlled Substance (S)(E)
- 53 *48915(a-4): Robbery/Extortion (S)(E)
- 54 *48915(a-5): Assault or Battery on a School Employee (S)(E)
- 55 *48915(c-1): Firearm; Possessing, Selling or Furnishing (E)**
- 56 *48915(c-2): Brandishing a Knife (E)**
- 57 *48915(c-3): Sales of Controlled Substance (E)**
- 58 *48915(c-4a): Sexual Assault(E)**
- 59 *48915(c-4b): Sexual Battery (E)**
- 60 *48915(c-5): Possession of an Explosive (E)**

**Center Joint Unified School District
Previous Suspension/Expulsion Notification**

Dated: _____

To: _____
Teacher's Name

From: _____

Re: _____
Student Name

Pursuant to Legislative Bill AB 29 and ED Code 49079, this notice is to inform you that our office has received a copy of the above named student's cumulative file. The cumulative file includes previous suspension or expulsion information during the previous three school years.

You have a right to view this information. You may check out the cumulative file from the office at your convenience. Please sign this notice indicating that you have been made aware of the prior suspensions/expulsions and of your right to view the cumulative folder. Then, return the form to my office as soon as possible.

Signature: _____

Date: _____

APPENDIX M HATE MOTIVATED BEHAVIOR

The Governing Board affirms the right of every student to be protected from hate-motivated behavior. It is the intent of the Board to promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. Behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, religious beliefs or practices shall not be tolerated.

In order to create a safe learning environment for all students, the Governing Board desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, religious beliefs or practices.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of district and community resources.

The district shall provide age appropriate instruction to help promote an understanding of and respect for human rights, diversity and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

The Superintendent or designee shall ensure that staff receive training on recognizing hate-motivated behavior and on strategies to help respond appropriately to such behavior.

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Principal. Upon receiving such a complaint, the Principal shall immediately investigate the complaint in accordance with school level complaint process/grievance procedures as described in AR 5145.7-Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy and administrative regulation.

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Principal, Superintendent or designee and/or law enforcement, as appropriate.

As necessary, the district shall provide counseling, guidance and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

Non Discrimination/Harassment

District programs and activities shall be free from discrimination, including harassment, with respect to a student's actual or perceived sex, gender, ethnic group identification, race, national origin, religion, color, physical or mental disability, age or sexual orientation.

The Governing Board shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision. The district may provide male and female students with separate shower rooms and sexual health and HIV/AIDS prevention classes in order to protect student modesty.

The Board prohibits intimidation or harassment of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to student conduct which may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

Students who harass other students shall be subject to appropriate discipline, up to and including counseling, suspension and/or expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

The Board hereby designates the following position as Coordinator for non discrimination to handle complaints regarding discrimination and inquiries regarding the district's nondiscrimination policies:

Director of Personnel
8408 Watt Avenue
Antelope, California 95843
(916) 338-6413

Any student who feels that he/she is being harassed should immediately contact the Coordinator for non discrimination, the principal or any other staff member. Any student who observes an incident of harassment should report the harassment to a school employee, whether or not the victim files a complaint.

Employees who become aware of an act of harassment shall immediately report the incident to the Coordinator for non discrimination. Upon receiving a complaint of discrimination or harassment, the Coordinator shall immediately investigate the complaint in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment. Where the Coordinator finds that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim.

The Coordinator shall also advise the victim of any other remedies that may be available. The Coordinator shall file a report with the Superintendent or designee and refer the matter to law enforcement where required.

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept. /Site: Business Department

Date: 12/4/2019

Action Item

To: Board of Trustees

Information Item

From: Lisa Coronado

Attached Page1

SUBJECT:

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

**The Governing board is asked to approve the attached payroll
Orders for July 2019 through November 2019.**

**RECOMMENDATION: That the CJUSD Board of Trustees approve the
District Payroll Orders for July 2019 through November 2019.**

CONSENT AGENDA

DISTRICT PAYROLL-SUMMARIZED FOR FISCAL YEAR ENDING JUNE 30,2020
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	REGULAR	VARIABLE	SPECIAL	TOTAL PAYROLL	#OF TRANSACTIONS
JULY	\$ 998,917.58	\$ 27,760.12		\$ 1,026,677.70	508
AUG	\$ 2,766,840.07	\$ 95,022.80		\$ 2,861,862.87	818
SEPT	\$ 2,746,586.98	\$ 117,904.64		\$ 2,864,491.62	881
OCT	\$ 2,741,711.59	\$ 107,508.86		\$ 2,849,220.45	826
NOV	\$ 2,741,686.22	\$ 156,549.33		\$ 2,898,235.55	881
DEC				\$ -	
2-Jan				\$ -	
JAN				\$ -	
FEB				\$ -	
MARCH				\$ -	
APRIL				\$ -	
MAY				\$ -	
JUNE				\$ -	
SPECIAL				\$ -	

\$ 11,995,742.44	\$ 504,745.75	\$ -	\$ 12,500,488.19	3914
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Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Business Department

Date: November, 2019

Action Item

To: Board of Trustees

Information Item

From: Lisa Coronado

Attached Pages 51

SUBJECT: Supplemental Agenda – Commercial Warrant Registers

**November 7, 2019, \$202,746.82, November 14, 2019, \$347,935.24
November 21, 2019, \$347,935.24**

The commercial warrant payments to vendor's total

\$ 1,158,188.02

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

CONSENT AGENDA

XIV-26

Batch status: A All

From batch: 0022

To batch: 0022

Include Revolving Cash: Y

Include Address: N

Include Object Desc: N

Include Vendor TIN: N

Include Audit Date and Time in Sort: N

081 CENTER UNIFIED SCHOOL DISTRICT J25098
11-07-19

ACCOUNTS PAYABLE PRELIST
BATCH: 0022 11-7-19
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Reg Reference	Date	Description	FD RESO P	OBJE SIT	GOAL FUNC RES DEP T9MPS	Liq Amt	Net	Amount

019053/00	A TOUCH OF UNDERSTANDING INC							
1279 PO-201245	11/07/2019	19-20-051	1	01-0000-0-5800-240-1110-1000-011-000	NN F	675.00	675.00	
TOTAL PAYMENT AMOUNT						675.00 *		675.00
011248/00	AED SUPERSTORE							
1182 PO-201157	11/07/2019	1509642	1	01-0000-0-4300-101-0000-7150-002-000	NN F	188.56	188.56	
TOTAL PAYMENT AMOUNT						188.56 *		188.56
010669/00	ALHAMBRA & SIERRA SPRINGS							
332 PO-200318	11/07/2019	663302014871405	1	01-0000-0-5600-103-0000-7200-019-000	NN P	20.97	20.97	
332 PO-200318	11/07/2019	663302014871405	2	01-0000-0-4300-103-0000-7200-019-000	NN P	73.42	73.42	
TOTAL PAYMENT AMOUNT						94.39 *		94.39
021763/00	ALL STAR RENTS							
231 PO-200216	11/07/2019	888175-10	1	01-0000-0-5600-106-0000-8110-007-000	NN P	124.57	124.57	
TOTAL PAYMENT AMOUNT						124.57 *		124.57
013913/00	ASSIST TEAM LLC							
852 PO-200829	11/07/2019	#3	1	01-7510-0-5800-103-1110-1000-019-131	NY P	7,128.00	7,128.00	
1000 PO-200995	11/07/2019	#3 NC	1	01-7510-0-5800-103-1110-1000-019-131	NY P	7,128.00	7,128.00	
TOTAL PAYMENT AMOUNT						14,256.00 *		14,256.00
010400/00	AT&T							
75 PO-200066	11/07/2019	81008413	1	01-0000-0-5930-106-0000-8110-007-000	NN F	74.34	9.34	
TOTAL PAYMENT AMOUNT						9.34 *		9.34
019504/00	B & H PHOTO-VIDEO							
972 PO-200929	11/07/2019	162818121	1	01-0000-0-4300-115-0000-7700-021-000	NN F	219.77	219.77	
1201 PO-201167	11/07/2019	163533881	1	01-0000-0-4300-115-0000-7700-021-000	NN F	177.55	177.55	
TOTAL PAYMENT AMOUNT						397.32 *		397.32

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ACCOUNTS PAYABLE PRELIST
BATCH: 0022 11-7-19
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	Liq Amt	Net Amount			

019624/00	B & H VIDEO							
743 PO-200711	11/07/2019	163415450	1 01-0000-0-4300-234-1110-1000-008-000 NN F	378.55	377.38			
1063 PO-201063	11/07/2019	163393873	1 01-6500-0-4300-102-5001-3120-019-000 NN F	5.65	5.65			
1154 PO-201123	11/07/2019	163430540	1 01-3182-0-4300-475-3200-1000-015-130 NN F	105.60	105.60			
1042 PO-201141	11/07/2019	163536105	1 01-6500-0-4400-102-5001-3120-019-000 NN F	1,074.27	1,069.28			
TOTAL PAYMENT AMOUNT				1,557.91 *	1,557.91			
022501/00	BABIKOVA, INNA							
1216 PO-201211	11/07/2019	REIMB ORDER	1 01-0000-0-4300-472-1385-1000-014-000 NN F	35.54	35.54			
1253 PO-201235	11/07/2019	reimb Russian videos	1 01-0000-0-4300-472-1385-1000-014-000 NN F	65.16	65.16			
TOTAL PAYMENT AMOUNT				100.70 *	100.70			
021669/00	BAIONI, RON							
1295 PO-201250	11/07/2019	mileage	1 01-0740-0-5210-475-3200-2700-015-106 NN F	22.62	22.62			
TOTAL PAYMENT AMOUNT				22.62 *	22.62			
022347/00	BLAISDELLS BUSINESS PRODUCTS							
1190 PO-201162	11/07/2019	1434643-0	1 01-6512-0-4300-102-5001-3110-019-122 NN P	55.07	55.07			
1190 PO-201162	11/07/2019	1434643-1	1 01-6512-0-4300-102-5001-3110-019-122 NN F	1.56	1.56			
TOTAL PAYMENT AMOUNT				56.63 *	56.63			
016216/00	BORASI, CHRIS							
1240 PO-201209	11/07/2019	reimb pizza	1 01-0000-0-4300-371-0000-2700-012-000 NN F	102.54	102.54			
TOTAL PAYMENT AMOUNT				102.54 *	102.54			
010150/00	BURKETTS OFFICE SUPPLIES							
1137 PO-201099	11/07/2019	1412514-0	1 01-0000-0-4300-101-0000-7150-002-000 NN F	119.24	104.32			
TOTAL PAYMENT AMOUNT				104.32 *	104.32			
021045/00	CALDWELL FLORES WINTERS INC							
109 PO-200101	11/07/2019	#5	1 01-0000-0-5800-101-1110-1000-002-995 NN P	12,500.00	12,500.00			
TOTAL PAYMENT AMOUNT				12,500.00 *	12,500.00			

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ACCOUNTS PAYABLE PRELIST
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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef					
Req Reference	Date	Description	FD	RESO	P	OBJE	SIT	GOAL	FUNC	RES	DEP	T9MPS	Liq Amt	Net Amount

021289/00	CAPITAL METRO AREA AVID													
967	PO-200944	11/07/2019	201033	1	01-3010-0-5200-371-1110-1000-012-205	NN	F						1,100.00	1,100.00
TOTAL PAYMENT AMOUNT													1,100.00 *	1,100.00
016082/00	CARMAZZI GLOBAL SOLUTIONS													
313	PO-200312	11/07/2019	29848	1	01-0740-0-5800-103-4760-1000-019-304	NN	P						210.00	210.00
313	PO-200312	11/07/2019	29846	1	01-0740-0-5800-103-4760-1000-019-304	NN	P						210.00	210.00
313	PO-200312	11/07/2019	29847	1	01-0740-0-5800-103-4760-1000-019-304	NN	P						315.00	315.00
TOTAL PAYMENT AMOUNT													735.00 *	735.00
020305/00	CDW GOVERNMENT INC.													
1140	PO-201110	11/07/2019	VLZ5581	1	01-0000-0-4400-101-0000-7150-002-000	NN	F						580.70	580.70
TOTAL PAYMENT AMOUNT													580.70 *	580.70
016644/00	CHAUVIN, CHUCK													
1242	PO-201230	11/07/2019	mileage	1	01-0076-0-5230-472-1110-4200-014-000	NN	F						100.57	100.57
TOTAL PAYMENT AMOUNT													100.57 *	100.57
010275/00	CI SOLUTIONS													
876	PO-200833	11/07/2019	0105991	1	01-0740-0-5800-112-0000-3600-022-302	NN	F						1,203.06	1,163.06
TOTAL PAYMENT AMOUNT													1,163.06 *	1,163.06
013928/00	CINTAS LOCATION 622													
135	PO-200122	11/07/2019	4033819091	1	01-0000-0-5800-111-0000-8200-007-000	NN	P						27.71	27.71
135	PO-200122	11/07/2019	4033819153	1	01-0000-0-5800-111-0000-8200-007-000	NN	P						6.12	6.12
135	PO-200122	11/07/2019	4033819186	1	01-0000-0-5800-111-0000-8200-007-000	NN	P						11.20	11.20
135	PO-200122	11/07/2019	4033819187	1	01-0000-0-5800-111-0000-8200-007-000	NN	P						65.31	65.31
135	PO-200122	11/07/2019	4033819216	1	01-0000-0-5800-111-0000-8200-007-000	NN	P						58.06	58.06
135	PO-200122	11/07/2019	4033819219	1	01-0000-0-5800-111-0000-8200-007-000	NN	P						24.28	24.28
135	PO-200122	11/07/2019	4033819220	1	01-0000-0-5800-111-0000-8200-007-000	NN	P						25.73	25.73
135	PO-200122	11/07/2019	4033819403	1	01-0000-0-5800-111-0000-8200-007-000	NN	P						9.99	9.99
TOTAL PAYMENT AMOUNT													228.40 *	228.40

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	FD RESO	P OBJE	SIT GOAL	FUNC RES	DEP T9MPS	Liq Amt	Net Amount
018180/00	CITRUS HEIGHTS SAW & MOWER								
48	PO-200038	11/07/2019	492449	1	01-0000-0-4300-106-0000-8110-007-000	NN	P	15.28	15.28
48	PO-200038	11/07/2019	492846	1	01-0000-0-4300-106-0000-8110-007-000	NN	P	431.74	431.74
TOTAL PAYMENT AMOUNT								447.02 *	447.02
021464/00	CMI EDUCATION INSTITUTE INC								
1167	PO-201151	11/07/2019	1850107	1	01-6500-0-4300-102-5001-3120-019-000	NN	F	143.62	143.97
TOTAL PAYMENT AMOUNT								143.97 *	143.97
014570/00	CODESTERS INC								
1222	PO-201192	11/07/2019	inv-18611	1	01-3010-0-5800-371-1110-1000-012-108	NN	F	969.75	900.00
TOTAL PAYMENT AMOUNT								900.00 *	900.00
017023/00	CROWE LLP								
1291	PO-201240	11/07/2019	745-2283413	1	01-0000-0-5800-105-0000-7190-005-000	NN	F	16,000.00	16,000.00
TOTAL PAYMENT AMOUNT								16,000.00 *	16,000.00
021477/00	CUMMINGS, CATHY								
1210	PO-201204	11/07/2019	TRAVEL EXPENSE	1	01-6387-0-5200-472-1110-1000-019-201	NN	F	325.07	325.07
TOTAL PAYMENT AMOUNT								325.07 *	325.07
015573/00	DEPARTMENT OF MOTOR VEHICLES								
1272	PO-201239	11/05/2019	replace stolen plate	1	01-0000-0-5800-106-0000-8110-007-000	NN	F	22.00	22.00
TOTAL PAYMENT AMOUNT								22.00 *	22.00
010336/00	ECOTECH PEST MANAGEMENT INC								
73	PO-200064	11/07/2019	32847	1	01-0000-0-5500-106-0000-8110-007-000	NN	P	712.00	712.00
TOTAL PAYMENT AMOUNT								712.00 *	712.00

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	FD RESO	P OBJE	SIT GOAL	FUNC RES	DEP T9MPS	Liq Amt	Net Amount

019662/00 FARREL, JASON

1262 PO-201224	11/07/2019	REIMB AIR COMPRESSOR	1	01-0000-0-4300-236-1110-1000-009-000	NN F			86.70	86.70
TOTAL PAYMENT AMOUNT								86.70 *	86.70

020212/00 FLINT REHABILITATION DEVICES

1176 PO-201188	11/07/2019	FRDI1340	1	01-6500-0-4300-102-5750-1110-019-000	NY F			639.28	639.28
1176 PO-201188	11/07/2019	FRDI1340	2	01-6500-0-4400-102-5750-1110-019-000	NY F			749.25	749.25
TOTAL PAYMENT AMOUNT								1,388.53 *	1,388.53

011601/00 GRIMES, PAMELA

105 PO-200093	11/07/2019	SEPTEMBER	1	01-0740-0-5210-104-0000-3140-019-128	NN P			54.86	54.86
TOTAL PAYMENT AMOUNT								54.86 *	54.86

017002/00 HOME DEPOT CREDIT SERVICES

590 PO-200573	11/07/2019	60356322649033119	1	01-6387-0-4300-472-1110-1000-019-201	NN P			1,375.15	1,375.15
TOTAL PAYMENT AMOUNT								1,375.15 *	1,375.15

017603/00 HUNT, CAROL

113 PO-200105	11/07/2019	OCT MILEAGE	1	01-0000-0-5210-101-0000-7150-002-000	NN P			8.24	8.24
TOTAL PAYMENT AMOUNT								8.24 *	8.24

018990/00 INTERSTATE BATTERIES

92 PO-200083	11/07/2019	130020552	1	01-0740-0-4300-112-0000-3600-022-302	NN P			557.10	557.10
TOTAL PAYMENT AMOUNT								557.10 *	557.10

018343/00 JBEILY, TAMI

104 PO-200092	11/07/2019	OCT 24 MILEAGE	1	01-0000-0-5210-103-0000-2110-019-000	NN P			19.80	19.80
TOTAL PAYMENT AMOUNT								19.80 *	19.80

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef					
Req Reference	Date	Description	FD	RESO	P	OBJE	SIT	GOAL	FUNC	RES	DEP	T9MPS	Liq Amt	Net Amount
010728/00	JOHNSTONE SUPPLY OF SACRAMENTO													
553 PO-200517	11/07/2019	27-S2416773.001	1	01-8150-0-4300-106-0000-8110-007-000	NN	P							39.10	39.10
553 PO-200517	11/07/2019	27-S2423850.001	1	01-8150-0-4300-106-0000-8110-007-000	NN	P							87.37	87.37
TOTAL PAYMENT AMOUNT													126.47 *	126.47
019798/00	KENT, ALLISON													
1239 PO-201208	11/07/2019	reimb snacks	1	01-0000-0-4300-371-0000-2700-012-000	NN	F							94.11	94.11
TOTAL PAYMENT AMOUNT													94.11 *	94.11
020783/00	KIMBALL MIDWEST													
1111 PO-201079	11/07/2019	7429923	1	01-0740-0-4300-112-0000-3600-022-302	NN	P							205.24	205.24
1111 PO-201079	11/07/2019	7487990	1	01-0740-0-4300-112-0000-3600-022-302	NN	M							-16.40	-16.40
1111 PO-201079	11/07/2019	7487991	1	01-0740-0-4300-112-0000-3600-022-302	NN	M							-14.40	-14.40
TOTAL PAYMENT AMOUNT													174.44 *	174.44
017899/00	LAWSON, BECKY													
103 PO-200091	11/07/2019	OCT MILEAGE	1	01-0000-0-5210-103-0000-2110-019-000	N	P							52.20	52.20
TOTAL PAYMENT AMOUNT													52.20 *	52.20
022406/00	MAXIM HEALTHCARE SERVICES INC													
631 PO-200632	11/07/2019	6893810262	1	01-6500-0-5800-102-5750-1180-019-000	NN	P							2,063.00	2,063.00
631 PO-200632	11/07/2019	6910600262	1	01-6500-0-5800-102-5750-1180-019-000	NN	P							2,734.00	2,734.00
636 PO-200634	11/07/2019	6893810262	1	01-0740-0-5800-104-0000-3140-019-128	NN	P							3,025.00	3,025.00
636 PO-200634	11/07/2019	6910600262	1	01-0740-0-5800-104-0000-3140-019-128	NN	F							52,973.50	2,685.00
TOTAL PAYMENT AMOUNT													10,507.00 *	10,507.00
019087/00	MCCARTY, MELADEE													
639 PO-200647	11/07/2019	OCTOBER	1	01-6500-0-5800-102-5750-1180-019-000	NY	P							1,700.00	1,700.00
TOTAL PAYMENT AMOUNT													1,700.00 *	1,700.00
011294/00	MEDCARE MEDICAL CENTER													
366 PO-200356	11/07/2019	60163242481	1	01-0740-0-5800-112-0000-7200-022-302	NY	P							40.00	40.00
TOTAL PAYMENT AMOUNT													40.00 *	40.00

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef					
Req Reference	Date	Description	FD	RESO	P	OBJE	SIT	GOAL	FUNC	RES	DEP	T9MPS	Liq Amt	Net Amount

016087/00 MICHAEL'S TRANSPORTATION SERV.

855 PO-200808 11/07/2019 112416

1	01-0740-0-5800-112-0000-3600-022-302	NN	P										4,050.00	4,050.00
TOTAL PAYMENT AMOUNT													4,050.00 *	4,050.00

019828/00 MIRANDA, RYAN

1229 PO-201213 11/07/2019 TRAVEL EXPENSE

1	01-5630-0-5200-601-1421-1000-017-120	NN	F										261.54	261.54
TOTAL PAYMENT AMOUNT													261.54 *	261.54

014353/00 MOBILE ONE WINDSHIELD REPAIR

90 PO-200081 11/07/2019 25398

1	01-0740-0-5800-112-0000-3600-022-302	NY	P										50.00	50.00
TOTAL PAYMENT AMOUNT													50.00 *	50.00

017558/00 OCCUPATIONAL HEALTH CENTERS OF

1177 PO-201153 11/07/2019 65535642

1	01-0000-0-5800-110-0000-7200-004-000	NN	P										52.00	52.00
TOTAL PAYMENT AMOUNT													52.00 *	52.00

017576/00 OFFICE DEPOT

1125 PO-201093 11/07/2019 391804862001
1122 PO-201100 11/07/2019 392276528001
1122 PO-201100 11/07/2019 392276529001
1122 PO-201100 11/07/2019 392276530001
1124 PO-201102 11/07/2019 392275997001
1124 PO-201102 11/07/2019 392275996001
1173 PO-201138 11/07/2019 394138406001
1143 PO-201144 11/07/2019 395602051001
1143 PO-201144 11/07/2019 395602051001
1194 PO-201165 11/07/2019 395583394001
1194 PO-201165 11/07/2019 2001,3001

1	01-0000-0-4300-234-1110-1000-008-000	NN	F										696.56	595.31
1	01-0000-0-4300-472-1600-1000-014-000	NN	P										921.81	921.81
1	01-0000-0-4300-472-1600-1000-014-000	NN	P										227.34	227.34
1	01-0000-0-4300-472-1600-1000-014-000	NN	F										39.85	39.85
1	01-3410-0-4300-472-1110-1000-014-207	NN	P										51.03	51.03
1	01-3410-0-4300-472-1110-1000-014-207	NN	F										81.33	81.33
1	01-0000-0-4300-238-0000-2700-010-000	NN	F										55.77	55.77
1	01-6300-0-4300-475-3200-1000-015-106	NN	F										70.21	71.03
2	01-0740-0-4300-475-3200-2700-015-106	NN	F										70.24	71.03
1	01-6300-0-4300-238-1110-1000-010-000	NN	F										115.22	115.22
2	01-0000-0-4300-238-1110-1000-010-000	NN	F										98.16	98.16
TOTAL PAYMENT AMOUNT													2,327.88 *	2,327.88

016333/00 PILCHER, KIELEEN

1232 PO-201215 11/07/2019 TRAVEL EXPENSE

1	01-5630-0-5200-601-1421-1000-017-120	NN	F										50.13	50.13
TOTAL PAYMENT AMOUNT													50.13 *	50.13

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef						
Req	Reference	Date	Description	FD	RESO	P	OBJE	SIT	GOAL	FUNC	RES	DEP	T9MPS	Liq Amt	Net Amount

022285/00	PLACER COUNTY OFFICE OF EDUC														
681	PO-200667	11/07/2019	AR20-00735	1	01-6500-0-5200-102-5770-1191-019-000	NN	P							250.00	250.00
TOTAL PAYMENT AMOUNT														250.00 *	250.00
014069/00	PLATT ELECTRIC SUPPLY INC														
37	PO-200050	11/07/2019	X498508	1	01-8150-0-4300-106-0000-8110-007-000	NN	P							145.10	145.10
37	PO-200050	11/07/2019	Z542913	1	01-8150-0-4300-106-0000-8110-007-000	NN	P							255.58	255.58
TOTAL PAYMENT AMOUNT														400.68 *	400.68
016507/00	POSITIVE PROMOTIONS														
1192	PO-201177	11/07/2019	06427443	1	01-3010-0-4300-601-1421-1000-017-120	NN	F							56.27	56.27
1230	PO-201214	11/07/2019	06430538	1	01-3010-0-4300-601-1421-1000-017-120	NN	F							140.95	140.95
TOTAL PAYMENT AMOUNT														197.22 *	197.22
021401/00	PRACTI-CAL INC														
381	PO-200370	11/07/2019	343823	1	01-5640-0-5800-102-0000-2700-019-000	NN	P							227.05	227.05
381	PO-200370	11/07/2019	343852	1	01-5640-0-5800-102-0000-2700-019-000	NN	P							247.12	247.12
TOTAL PAYMENT AMOUNT														474.17 *	474.17
017822/00	PRO-ED INC														
1048	PO-201052	11/07/2019	2802781	1	01-6500-0-4300-102-5770-1191-019-000	YN	F							224.01	207.90
TOTAL PAYMENT AMOUNT														207.90 *	207.90
TOTAL USE TAX AMOUNT														16.11	
016973/00	PROJECT LEAD THE WAY														
1238	PO-201207	11/07/2019	173321	1	01-0000-0-5800-371-1110-1000-012-204	NN	F							750.00	750.00
TOTAL PAYMENT AMOUNT														750.00 *	750.00
021194/00	PRUDENTIAL OVERALL SUPPLY INC														
55	PO-200041	11/07/2019	180350328	1	01-0740-0-5800-112-0000-3600-022-302	NN	P							59.21	59.21
55	PO-200041	11/07/2019	180350835	1	01-0740-0-5800-112-0000-3600-022-302	NN	P							59.21	59.21
TOTAL PAYMENT AMOUNT														118.42 *	118.42

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Req Reference	Date	Description	FD RESO P	OBJE SIT	GOAL FUNC	RES DEP	T9MPS	Liq Amt
								Net Amount
015628/00	RAMIREZ, SOLEDAD							
1251 PO-201234	11/07/2019	Reimb Lakeshore order	1	01-0000-0-4300-472-1385-1000-014-000	NN F			56.48
		TOTAL PAYMENT AMOUNT						56.48
019976/00	RAMIREZ, TRACY LAFAY							
183 PO-200192	11/07/2019	OCTOBER	1	01-6500-0-5210-102-5060-2110-019-000	NN P			40.48
		TOTAL PAYMENT AMOUNT						40.48
010627/00	RIVERVIEW INTERNATIONAL TRUCKS							
57 PO-200042	11/07/2019	11747	1	01-0740-0-4300-112-0000-3600-022-302	NN P			255.59
		TOTAL PAYMENT AMOUNT						255.59
022018/00	SACRAMENTO AUTOGLASS & MIRROR							
1265 PO-201225	11/07/2019	ISAC033147	1	01-0740-0-4300-112-0000-3600-022-302	NN P			191.71
1265 PO-201225	11/07/2019	ISAC033147	2	01-0740-0-5800-112-0000-3600-022-302	NN F			62.50
		TOTAL PAYMENT AMOUNT						254.21
021460/00	SACRAMENTO COUNTY OFFICE OF							
1116 PO-201112	11/07/2019	201161	1	01-0000-0-5800-472-0000-2700-014-000	NN F			100.00
		TOTAL PAYMENT AMOUNT						100.00
015769/00	SACRAMENTO COUNTY OFFICE OF ED							
624 PO-200603	11/07/2019	201150	1	01-0000-0-5200-234-0000-2700-008-000	NN P			50.00
672 PO-200654	11/07/2019	201150	1	01-0000-0-5200-371-0000-2700-012-000	NN P			25.00
854 PO-200850	11/07/2019	201129	1	01-0000-0-5200-234-1110-1000-008-905	NN F			700.00
		TOTAL PAYMENT AMOUNT						775.00
016337/00	SAECHAO, MUANG							
511 PO-200525	11/07/2019	SEPTEMBER	1	01-6500-0-5800-102-5750-1180-019-000	NN P			255.20
511 PO-200525	11/07/2019	OCTOBER	1	01-6500-0-5800-102-5750-1180-019-000	NN P			267.96
		TOTAL PAYMENT AMOUNT						523.16

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Req Reference	Date	Description	FD	RESO	P	OBJE	SIT	GOAL	FUNC	RES	DEP	T9MPS	Liq Amt	Net Amount

017234/00 SCHIRO, BONNIE

1249	PO-201233	11/07/2019	reimb amazon order	1	01-0000-0-4300-472-1110-1000-014-000	N	F						23.68	23.68
TOTAL PAYMENT AMOUNT													23.68 *	23.68

014786/00 SCHOOL SPECIALTY INC

399	PO-200376	11/07/2019	208123555232	1	01-0000-0-4300-236-1110-1000-009-000	NN	F						144.39	144.39
399	PO-200376	11/07/2019	208123555232	2	01-6300-0-4300-236-1110-1000-009-000	NN	F						304.56	306.50
414	PO-200385	11/07/2019	308103405204	2	01-6300-0-4300-236-1110-1000-009-000	NN	F						98.16	98.16
414	PO-200385	11/07/2019	308103405204	1	01-0000-0-4300-236-1110-1000-009-000	NN	F						235.71	235.72
TOTAL PAYMENT AMOUNT													784.77 *	784.77

010373/00 SCHOOLS INSURANCE AUTHORITY

1297	PO-201251	11/07/2019	2019ust-bz.32	1	01-0740-0-5800-112-0000-3600-022-302	NN	F						162.00	162.00
TOTAL PAYMENT AMOUNT													162.00 *	162.00

016043/00 SHELTONS UNLIMITED MECHANICAL

1292	PO-201241	11/07/2019	19-23871	1	01-8150-0-4300-106-9265-8110-007-000	NN	F						1,144.71	1,144.71
1292	PO-201241	11/20/2019	19-23871	2	01-8150-0-4400-106-9265-8110-007-000	NN	F						4,277.13	4,277.13
1292	PO-201241	11/07/2019	19-23871	3	01-8150-0-5610-106-9265-8110-007-000	NN	F						250.00	250.00
1292	PO-201241	11/07/2019	19-23871	4	01-8150-0-5800-106-9265-8110-007-000	NN	F						1,600.00	1,600.00
1289	PO-201248	11/07/2019	19-23875	1	01-8150-0-5600-106-0000-8110-007-000	NN	F						72.00	72.00
TOTAL PAYMENT AMOUNT													7,343.84 *	7,343.84

020811/00 SHRED-IT USA LLC

61	PO-200043	11/07/2019	8128376322	1	01-0000-0-5800-472-0000-2700-014-000	NN	P						39.57	39.57
TOTAL PAYMENT AMOUNT													39.57 *	39.57

019683/00 SIERRA FOOTHILLS ACADEMY

637	PO-200635	11/07/2019	OCTOBER 2019	1	01-6500-0-5800-102-5750-1180-019-000	NN	P						4,256.54	4,256.54
TOTAL PAYMENT AMOUNT													4,256.54 *	4,256.54

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Req Reference	Date	Description	FD RESO	P OBJE	SIT GOAL	FUNC RES	DEP T9MPS	Liq Amt	Net Amount

014813/00	SMITH, JANELLE								
1233	PO-201216	11/07/2019	TRAVEL EXPENSE	1	01-5630-0-5200-601-1421-1000-017-120	NN F		201.75	201.75
TOTAL PAYMENT AMOUNT								201.75 *	201.75
010263/00	SMUD								
78	PO-200069	11/07/2019	70000000347	1	01-0000-0-5510-106-0000-8110-007-000	NN P		55,655.73	55,655.73
TOTAL PAYMENT AMOUNT								55,655.73 *	55,655.73
020252/00	STAPLES BUSINESS CREDIT								
1025	PO-200988	11/07/2019	178248913-0-2	1	01-0740-0-4300-475-3200-2700-015-106	NN F		88.33	88.33
1057	PO-201027	11/07/2019	178466710-0-4	1	01-6520-0-4300-472-5770-1110-014-207	NN P		56.03	56.03
1057	PO-201027	11/07/2019	178466710-0-3	1	01-6520-0-4300-472-5770-1110-014-207	NN F		56.03	56.03
1082	PO-201074	11/07/2019	178626644-0-1	1	01-0000-0-5800-103-4760-1000-019-116	NN F		40.14	40.14
1123	PO-201101	11/07/2019	178649593-0-1	1	01-3410-0-4300-472-1110-1000-014-207	NN P		1,172.88	1,172.88
1123	PO-201101	11/07/2019	178649593-0-5	1	01-3410-0-4300-472-1110-1000-014-207	NN P		40.71	40.71
1123	PO-201101	11/07/2019	178649593-0-4	1	01-3410-0-4300-472-1110-1000-014-207	NN F		86.10	74.98
TOTAL PAYMENT AMOUNT								1,529.10 *	1,529.10
020798/00	STEPHENS, MICHELLE								
1236	PO-201203	11/07/2019	emergency	1	01-0000-0-3402-105-0000-7200-000-000	NN F		50.00	50.00
TOTAL PAYMENT AMOUNT								50.00 *	50.00
016801/00	SUNRISE ENVIRONMENTAL								
1266	PO-201226	11/07/2019	103156	1	01-0740-0-4300-112-0000-3600-022-302	NN F		255.96	255.96
TOTAL PAYMENT AMOUNT								255.96 *	255.96
010127/00	UNITED PARCEL SERVICE								
1286	PO-201246	11/07/2019	yw013439	1	01-6500-0-5920-102-5001-2700-019-000	NN P		2.23	2.23
TOTAL PAYMENT AMOUNT								2.23 *	2.23
019420/00	VIA HEART PROJECT								
1271	PO-201228	11/07/2019	2709	1	01-0000-0-5600-238-1110-1000-010-996	NN F		200.00	200.00
TOTAL PAYMENT AMOUNT								200.00 *	200.00

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	FD RESO	P OBJE	SIT GOAL	FUNC RES	DEP T9MPS	Liq Amt	Net Amount

010552/00	WAXIE SANITARY SUPPLY								
145 PO-200131	11/07/2019	78657519	1	01-0000-0-9320-000-0000-0000-000	NN P			1,019.47	1,019.47
145 PO-200131	11/07/2019	78657518	1	01-0000-0-9320-000-0000-0000-000	NN P			616.13	616.13
TOTAL PAYMENT AMOUNT				1,635.60 *					1,635.60
010116/00	WESTERN PSYCHOLOGICAL SERVICES								
1188 PO-201161	11/07/2019	WPS-293101	1	01-6500-0-4300-102-5770-1191-019-000	NN F			50.26	50.65
TOTAL PAYMENT AMOUNT				50.65 *					50.65
017410/00	WILSON, KARRI								
816 PO-200799	11/07/2019	OCTOBER	1	01-6500-0-5210-102-5770-1191-019-000	N P			5.28	5.28
TOTAL PAYMENT AMOUNT				5.28 *					5.28
022348/00	WILSON, SHERRY								
1022 PO-200987	11/07/2019	trip 2248	1	01-0740-0-5800-112-0000-3600-022-302	NN P			12.00	12.00
TOTAL PAYMENT AMOUNT				12.00 *					12.00
011017/00	WeVIDEO INC								
1195 PO-201166	11/07/2019	9201	1	01-0036-0-5800-238-1110-1000-010-113	NN F			299.00	299.00
TOTAL PAYMENT AMOUNT				299.00 *					299.00
017313/00	XEROX								
886 PO-201051	11/07/2019	098586465	1	01-6512-0-5620-102-5001-3110-019-122	NN F			473.21	56.25
TOTAL PAYMENT AMOUNT				56.25 *					56.25
TOTAL FUND PAYMENT				152,591.10 **					152,591.10
TOTAL USE TAX AMOUNT				16.11					

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef					
Req Reference	Date	Description	FD	RESO	P	OBJE	SIT	GOAL	FUNC	RES	DEP	T9MPS	Liq Amt	Net Amount

021669/00	BAIONI, RON													
1269	PO-201237	11/07/2019	mileage	1	11-6391-0-5210-600-4130-1000-015-000	NN	F						3.48	3.48
TOTAL PAYMENT AMOUNT													3.48 *	3.48
015117/00	VAN PUTTEN, KELI													
1270	PO-201238	11/07/2019	mileage	1	11-6391-0-5210-600-4130-1000-015-000	NN	F						25.75	25.75
TOTAL PAYMENT AMOUNT													25.75 *	25.75
TOTAL FUND PAYMENT													29.23 **	29.23

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Req Reference	Date	Description	FD RESO	P OBJE	SIT GOAL	FUNC RES	DEP T9MPS	Liq Amt	Net Amount

020098/00 BIG TRAY

130 PO-200118	11/05/2019	822104	1	13-5310-0-4300-108-0000-3700-020-000	NN P			96.55	96.55
TOTAL PAYMENT AMOUNT								96.55 *	96.55

010707/00 C & H SHEET METAL

1268 PO-201236	11/07/2019	376	1	13-5310-0-5600-108-0000-3700-020-000	NY F			250.00	250.00
TOTAL PAYMENT AMOUNT								250.00 *	250.00

011205/00 CULTURE SHOCK YOGURT

165 PO-200152	11/07/2019	9002	1	13-5310-0-4700-108-0000-3700-020-000	NN P			225.00	225.00
TOTAL PAYMENT AMOUNT								225.00 *	225.00

022586/00 D&P Creamery

164 PO-200151	11/07/2019	50135	1	13-5310-0-4700-108-0000-3700-020-000	NN P			1,512.20	1,512.20
164 PO-200151	11/07/2019	50130	1	13-5310-0-4700-108-0000-3700-020-000	NN P			1,053.97	1,053.97
164 PO-200151	11/07/2019	50125	1	13-5310-0-4700-108-0000-3700-020-000	NN P			1,656.36	1,656.36
164 PO-200151	11/07/2019	50120	1	13-5310-0-4700-108-0000-3700-020-000	NN P			1,704.25	1,704.25
164 PO-200151	11/07/2019	50110	1	13-5310-0-4700-108-0000-3700-020-000	NN P			1,693.95	1,693.95
164 PO-200151	11/07/2019	50105	1	13-5310-0-4700-108-0000-3700-020-000	NN P			1,929.35	1,929.35
TOTAL PAYMENT AMOUNT								9,550.08 *	9,550.08

011602/00 DANIELSEN CO., THE

146 PO-200132	11/07/2019	210469	1	13-5310-0-4700-108-0000-3700-020-000	N P			1,327.25	1,327.25
146 PO-200132	11/07/2019	210469	2	13-5310-0-4300-108-0000-3700-020-000	N P			8.00	8.00
146 PO-200132	11/07/2019	210285	1	13-5310-0-4700-108-0000-3700-020-000	N M			-51.03	-51.03
146 PO-200132	11/07/2019	211149	1	13-5310-0-4700-108-0000-3700-020-000	N P			1,969.69	1,969.69
146 PO-200132	11/07/2019	211149	2	13-5310-0-4300-108-0000-3700-020-000	N P			760.35	760.35
TOTAL PAYMENT AMOUNT								4,014.26 *	4,014.26

021080/00 GOLD STAR FOODS INC

159 PO-200149	11/07/2019	2874207	1	13-5310-0-4700-108-0000-3700-020-000	NN P			20.00	20.00
159 PO-200149	11/05/2019	2853415	1	13-5310-0-4700-108-0000-3700-020-000	NN P			246.39	246.39
159 PO-200149	11/07/2019	2862848	1	13-5310-0-4700-108-0000-3700-020-000	NN P			4,010.65	4,010.65
159 PO-200149	11/07/2019	2862855	1	13-5310-0-4700-108-0000-3700-020-000	NN P			413.77	413.77
159 PO-200149	11/07/2019	2868061	1	13-5310-0-4700-108-0000-3700-020-000	NN P			256.52	256.52
159 PO-200149	11/07/2019	2869070	1	13-5310-0-4700-108-0000-3700-020-000	NN P			46.87	46.87

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Req Reference	Date	Description	FD RESO P	OBJE SIT	GOAL FUNC RES DEP T9MPS	Liq Amt	Net Amount	

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159 PO-200149	11/07/2019	2870397	1	13-5310-0-4700-108-0000-3700-020-000	NN P	4,028.70	4,028.70	
159 PO-200149	11/07/2019	2870431	1	13-5310-0-4700-108-0000-3700-020-000	NN P	562.78	562.78	
159 PO-200149	11/07/2019	2871382	1	13-5310-0-4700-108-0000-3700-020-000	NN P	53.24	53.24	
159 PO-200149	11/07/2019	2877400	1	13-5310-0-4700-108-0000-3700-020-000	NN P	304.72	304.72	
159 PO-200149	11/07/2019	2883238	1	13-5310-0-4700-108-0000-3700-020-000	NN P	680.30	680.30	
159 PO-200149	11/07/2019	2883261	1	13-5310-0-4700-108-0000-3700-020-000	NN P	67.60	67.60	
159 PO-200149	11/07/2019	2890596	1	13-5310-0-4700-108-0000-3700-020-000	NN P	3,738.33	3,738.33	
159 PO-200149	11/07/2019	2892157	1	13-5310-0-4700-108-0000-3700-020-000	NN P	391.30	391.30	
159 PO-200149	11/07/2019	2892194	1	13-5310-0-4700-108-0000-3700-020-000	NN P	208.48	208.48	
159 PO-200149	11/07/2019	2898823	1	13-5310-0-4700-108-0000-3700-020-000	NN P	3,832.99	3,832.99	
159 PO-200149	11/07/2019	2899084	1	13-5310-0-4700-108-0000-3700-020-000	NN P	13.00	13.00	
TOTAL PAYMENT AMOUNT						18,875.64 *	18,875.64	

019867/00 PAPA MURPHY'S

928 PO-200894	11/07/2019	2009	1	13-5310-0-4700-108-0000-3700-020-000	NY P	210.00	210.00	
928 PO-200894	11/07/2019	2010	1	13-5310-0-4700-108-0000-3700-020-000	NY P	280.00	280.00	
TOTAL PAYMENT AMOUNT						490.00 *	490.00	

019993/00 PROPACIFIC FRESH

161 PO-200150	11/07/2019	60507	1	13-5310-0-4700-108-0000-3700-020-000	NN P	1,779.57	1,779.57	
161 PO-200150	11/07/2019	62230	1	13-5310-0-4700-108-0000-3700-020-000	NN P	2,586.44	2,586.44	
161 PO-200150	11/07/2019	61883	1	13-5310-0-4700-108-0000-3700-020-000	NN P	980.43	980.43	
161 PO-200150	11/07/2019	60270	1	13-5310-0-4700-108-0000-3700-020-000	NN P	5,027.95	5,027.95	
161 PO-200150	11/07/2019	61169	1	13-5310-0-4700-108-0000-3700-020-000	NN P	1,308.60	1,308.60	
161 PO-200150	11/07/2019	61188	1	13-5310-0-4700-108-0000-3700-020-000	NN P	1,731.91	1,731.91	
TOTAL PAYMENT AMOUNT						13,414.90 *	13,414.90	

021194/00 PRUDENTIAL OVERALL SUPPLY INC

168 PO-200155	11/07/2019	180350834	1	13-5310-0-5800-108-0000-3700-020-000	NN P	77.75	77.75	
TOTAL PAYMENT AMOUNT						77.75 *	77.75	

016043/00 SHELTONS UNLIMITED MECHANICAL

156 PO-200143	11/07/2019	19-NOVNUTRI	1	13-5310-0-5600-108-0000-3700-020-000	NN P	2,040.00	2,040.00	
TOTAL PAYMENT AMOUNT						2,040.00 *	2,040.00	

081 CENTER UNIFIED SCHOOL DISTRICT J25098
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ACCOUNTS PAYABLE PRELIST
BATCH: 0022 11-7-19
FUND : 13 CAFETERIA FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	FD RESO	P OBJE	SIT GOAL	FUNC RES	DEP T9MPS	Liq Amt	Net Amount

011422/00 SYSCO OF SAN FRANCISCO

148 PO-200140	11/07/2019	231535452	1	13-5310-0-4700-108-0000-3700-020-000	NN P			808.52	808.52
148 PO-200140	11/07/2019	231534423	1	13-5310-0-4700-108-0000-3700-020-000	NN M			-45.67	-45.67
148 PO-200140	11/07/2019	231535452	2	13-5310-0-4300-108-0000-3700-020-000	NN P			290.10	290.10
TOTAL PAYMENT AMOUNT								1,052.95 *	1,052.95

017313/00 XEROX

209 PO-200199	11/07/2019	098586466	1	13-5310-0-4300-108-0000-3700-020-000	NN P			39.36	39.36
TOTAL PAYMENT AMOUNT								39.36 *	39.36

TOTAL FUND	PAYMENT	50,126.49 **						50,126.49
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TOTAL BATCH PAYMENT	202,746.82 ***		0.00	202,746.82
TOTAL USE TAX AMOUNT	16.11			

TOTAL DISTRICT PAYMENT	202,746.82 ****		0.00	202,746.82
TOTAL USE TAX AMOUNT	16.11			

TOTAL FOR ALL DISTRICTS:	202,746.82 ****		0.00	202,746.82
TOTAL USE TAX AMOUNT	16.11			

Number of checks to be printed: 94, not counting voids due to stub overflows.

Batch status: A All

From batch: 0023

To batch: 0023

Include Revolving Cash: Y

Include Address: N

Include Object Desc: N

Include Vendor TIN: N

Include Audit Date and Time in Sort: N

081 CENTER UNIFIED SCHOOL DISTRICT J25199
11-14-2019

ACCOUNTS PAYABLE PRELIST
BATCH: 0023 11-14-19
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESO P	OBJE SIT	GOAL FUNC RES DEP T9MPS	Liq Amt	Net Amount	

010002/00	ALDAR ACADEMY							
1099	PO-201128	11/14/2019	OCTOBER 2019	1	01-6500-0-5800-102-5750-1180-019-000 NN P	7,414.41	7,414.41	
TOTAL PAYMENT AMOUNT					7,414.41 *		7,414.41	
010669/00	ALHAMBRA & SIERRA SPRINGS							
32	PO-200001	11/14/2019	18478244111019	2	01-0740-0-4300-601-1110-1000-017-120 NN P	26.98	26.98	
32	PO-200001	11/14/2019	18478244	1	01-0740-0-5600-601-1110-1000-017-120 NN P	5.99	5.99	
457	PO-200442	11/14/2019	4780818110619	1	01-0000-0-4300-105-0000-7200-005-000 NN P	20.99	20.99	
457	PO-200442	11/14/2019	4780818110619	2	01-0000-0-5600-105-0000-7200-005-000 NN P	6.99	6.99	
TOTAL PAYMENT AMOUNT					60.95 *		60.95	
014733/00	ALL WEST COACHLINES INC.							
1258	PO-201284	11/14/2019	73983	1	01-6387-0-5865-472-1110-1000-019-201 NN F	5,131.09	5,131.09	
1258	PO-201284	11/13/2019	74055	2	01-0000-0-5865-472-1110-1000-014-854 NN F	972.90	972.90	
TOTAL PAYMENT AMOUNT					6,103.99 *		6,103.99	
020082/00	ALLRED, MARIE							
1301	PO-201260	11/14/2019	REIMB CONF REG	1	01-3010-0-5200-371-1110-1000-012-000 NN F	225.00	225.00	
TOTAL PAYMENT AMOUNT					225.00 *		225.00	
011617/00	AMADOR STAGE LINES							
1329	PO-201296	11/14/2019	11409,11413,11501	1	01-0076-0-5865-472-1110-4200-014-302 NN F	912.40	912.40	
1329	PO-201296	11/14/2019	11409,11413,11501	2	01-0740-0-5865-112-0000-3600-022-302 NN F	1,336.72	1,336.72	
1329	PO-201296	11/13/2019	11409,11413,11501	3	01-7220-0-5865-472-1110-1000-014-209 NN F	2,109.12	2,109.12	
TOTAL PAYMENT AMOUNT					4,358.24 *		4,358.24	
016075/00	ANWAR, SHAHNAZ							
1303	PO-201261	11/14/2019	REIMB BATTERY	1	01-0000-0-4300-371-0000-2700-012-000 NN F	48.25	48.25	
TOTAL PAYMENT AMOUNT					48.25 *		48.25	
018131/00	APTOS HIGH WRESTLING							
1260	PO-201285	11/14/2019	CHS TOURN FEE	1	01-0076-0-5800-472-1110-4200-014-817 NN F	325.00	325.00	
TOTAL PAYMENT AMOUNT					325.00 *		325.00	

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	FD RESO	P OBJE	SIT GOAL	FUNC RES	DEP T9MPS	Liq Amt	Net Amount
011481/00	AT&T								
74	PO-200065	11/14/2019	9391028109						
				1	01-0000-0-5930-106-0000-8110-007-000	NN	P	7,478.69	7,478.69
								7,478.69	7,478.69
015226/00	ATI ARCHITECTS & ENGINEERS								
1193	PO-201164	11/14/2019	1502107						
				1	01-0201-0-6201-106-0000-8500-007-000	NN	F	14,688.40	1,700.00
								1,700.00	1,700.00
021604/00	ATLAS DISPOSAL INDUSTRIES								
71	PO-200062	11/14/2019	1031						
				1	01-0000-0-5525-106-0000-8110-007-000	NN	P	263.68	263.68
71	PO-200062	11/14/2019	149397						
				1	01-0000-0-5525-106-0000-8110-007-000	NN	P	620.35	620.35
71	PO-200062	11/14/2019	149398						
				1	01-0000-0-5525-106-0000-8110-007-000	NN	P	1,883.32	1,883.32
71	PO-200062	11/14/2019	149399						
				1	01-0000-0-5525-106-0000-8110-007-000	NN	P	822.09	822.09
71	PO-200062	11/14/2019	149400						
				1	01-0000-0-5525-106-0000-8110-007-000	NN	P	336.29	336.29
71	PO-200062	11/14/2019	149401						
				1	01-0000-0-5525-106-0000-8110-007-000	NN	P	299.57	299.57
71	PO-200062	11/14/2019	149402						
				1	01-0000-0-5525-106-0000-8110-007-000	NN	P	573.20	573.20
71	PO-200062	11/14/2019	149403						
				1	01-0000-0-5525-106-0000-8110-007-000	NN	P	520.56	520.56
71	PO-200062	11/14/2019	149404						
				1	01-0000-0-5525-106-0000-8110-007-000	NN	P	130.13	130.13
								5,449.19	5,449.19
019624/00	B & H VIDEO								
1131	PO-201096	11/14/2019	163416468						
				1	01-0000-0-4300-236-1110-1000-009-000	NN	F	771.49	706.62
								706.62	706.62
021669/00	BAIONI, RON								
1339	PO-201304	11/14/2019	REIMB SHIPPING						
				1	01-0000-0-5920-371-1110-1000-012-000	NN	F	47.50	47.50
1339	PO-201304	11/14/2019	REIMB MILEAGE						
				2	01-0000-0-5210-371-0000-2700-012-000	NN	F	48.72	48.72
								96.22	96.22
019177/00	BALLESTEROS, ARLENE								
1309	PO-201265	11/14/2019	REIMB -MICRO						
				1	01-0000-0-4300-236-0000-2700-009-000	NN	F	191.80	191.80
								191.80	191.80

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef					
Req Reference	Date	Description	FD	RESO	P	OBJE	SIT	GOAL	FUNC	RES	DEP	T9MPS	Liq Amt	Net Amount
015623/00	BARRIGA, MARIA I. PEREZ													
615	PO-200583	11/14/2019	OCTOBER	1	01-6500-0-5800-102-5750-1180-019-000	NN	P						170.98	170.98
TOTAL PAYMENT AMOUNT													170.98 *	170.98
014789/00	BISHO, VERNON													
1237	PO-201278	11/14/2019	REIMB SUBSCRIPTION	1	01-6387-0-5800-472-1110-1000-019-201	NN	F						399.00	399.00
TOTAL PAYMENT AMOUNT													399.00 *	399.00
022597/00	BSN SPORTS													
849	PO-200826	11/14/2019	906576866	1	01-0076-0-5800-472-1110-4200-014-805	NN	F						1,178.59	1,178.60
TOTAL PAYMENT AMOUNT													1,178.60 *	1,178.60
013988/00	BUTTES/CENTER STATE PIPE &													
24	PO-200025	11/14/2019	S011028096.001	1	01-8150-0-4300-106-0000-8110-007-000	NN	P						477.04	477.04
24	PO-200025	11/14/2019	S011033034	1	01-8150-0-4300-106-0000-8110-007-000	NN	P						306.22	306.22
24	PO-200025	11/14/2019	S011038869.001	1	01-8150-0-4300-106-0000-8110-007-000	NN	P						648.74	648.74
TOTAL PAYMENT AMOUNT													1,432.00 *	1,432.00
019750/00	CAPITAL PROGRAM MGMT INC													
	PO-191506	11/14/2019	#52	1	01-6230-0-6272-371-0000-8500-007-623	NN	P						274.75	274.75
TOTAL PAYMENT AMOUNT													274.75 *	274.75
018802/00	CASA ROBLE WRESTLING													
1257	PO-201283	11/14/2019	CHS TOURN FEE	1	01-0076-0-5800-472-1110-4200-014-817	NN	F						375.00	375.00
TOTAL PAYMENT AMOUNT													375.00 *	375.00
020305/00	CDW GOVERNMENT INC.													
1186	PO-201174	11/14/2019	VRG3785	1	01-0000-0-4300-371-0000-2700-012-000	NN	F						533.04	533.04
TOTAL PAYMENT AMOUNT													533.04 *	533.04

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Reg Reference	Date	Description	FD RESO	P OBJE	SIT GOAL	FUNC RES	DEP T9MPS	Liq Amt	Net Amount
018180/00	CITRUS HEIGHTS SAW & MOWER								
1338 PO-201300	11/14/2019	492845	1	01-0000-0-4400-106-0000-8200-007-000	NN F			1,508.50	1,508.50
TOTAL PAYMENT AMOUNT								1,508.50 *	1,508.50
021951/00	CLINE, SHERRY								
1302 PO-201294	11/14/2019	REIMB CONF REG	1	01-3010-0-5200-371-1110-1000-012-000	NN F			225.00	225.00
TOTAL PAYMENT AMOUNT								225.00 *	225.00
021813/00	CONSOLIDATED COMMUNICATIONS								
158 PO-200144	11/14/2019	916-150-1610/0	1	01-0000-0-5930-106-0000-8110-007-000	NN P			767.97	767.97
TOTAL PAYMENT AMOUNT								767.97 *	767.97
018527/00	CONTI CORPORATION								
861 PO-200830	11/14/2019	19110247	1	01-0000-0-4400-472-0000-8200-014-855	NN F			5,161.13	5,161.13
861 PO-200830	11/14/2019	19110247	2	01-0000-0-5800-472-0000-8200-014-855	NN F			380.00	380.00
TOTAL PAYMENT AMOUNT								5,461.13 *	5,461.13
018079/00	DAUBENMIRE, TRACIE								
422 PO-200425	11/14/2019	OCT MILEAGE	1	01-6500-0-5210-102-5060-2110-019-000	NN P			114.72	114.72
TOTAL PAYMENT AMOUNT								114.72 *	114.72
016897/00	DAVID GORDAN								
1315 PO-201270	11/14/2019	MILEAGE	1	01-5630-0-5800-601-1421-1000-017-120	NN F			66.74	66.74
TOTAL PAYMENT AMOUNT								66.74 *	66.74
016681/00	DEPARTMENT OF INDUSTRIAL								
1330 PO-201297	11/14/2019	1685005	1	01-8150-0-5800-106-0000-8110-007-000	NN F			225.00	225.00
TOTAL PAYMENT AMOUNT								225.00 *	225.00

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	FD RESO	P OBJE	SIT GOAL	FUNC RES	DEP T9MPS	Liq Amt	Net Amount

019943/00	DOCUMENT TRACKING SERVICES								
1284 PO-201256	11/14/2019	T-958430025	1	01-0740-0-5800-103-4760-1000-019-304	NY F			1,318.16	1,318.16
TOTAL PAYMENT AMOUNT								1,318.16 *	1,318.16
016976/00	FIELDTURF USA INC								
CL-190101	11/14/2019	663022		01-9181-0-6200-106-0000-8500-007-621	NN F			130,253.40	130,253.40
PO-192654	11/14/2019	663022	1	01-9181-0-6200-106-0000-8500-007-621	NN P			36,533.30	36,533.30
TOTAL PAYMENT AMOUNT								166,786.70 *	166,786.70
017724/00	FOOTHILL HIGH SCHOOL								
1261 PO-201286	11/14/2019	CHS-TIM BROWN	1	01-0076-0-5800-472-1110-4200-014-817	NN F			475.00	475.00
1261 PO-201286	11/14/2019	TOURNAMENT	2	01-0076-0-4300-472-1110-4200-014-000	NN F			25.00	25.00
TOTAL PAYMENT AMOUNT								500.00 *	500.00
018192/00	GREEN, KERI								
1319 PO-201301	11/14/2019	REIMB REFRIG	1	01-6500-0-4300-102-5750-1110-019-000	NN F			419.15	419.15
TOTAL PAYMENT AMOUNT								419.15 *	419.15
015498/00	HARRIS WELDING								
554 PO-200518	11/14/2019	01792385	1	01-8150-0-4300-106-0000-8110-007-000	N P			71.70	71.70
TOTAL PAYMENT AMOUNT								71.70 *	71.70
016133/00	HAWKINS OFFICIATING SERVICE								
1308 PO-201264	11/14/2019	10/1-10/31	1	01-0076-0-5800-371-1110-4200-012-000	NY F			160.00	160.00
TOTAL PAYMENT AMOUNT								160.00 *	160.00
010602/00	HI-LINE ELECTRICAL & MECH								
91 PO-200082	11/14/2019	10739621	1	01-0740-0-4300-112-0000-3600-022-302	NN P			141.85	141.85
TOTAL PAYMENT AMOUNT								141.85 *	141.85

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	FD RESO	P OBJE	SIT GOAL	FUNC RES	DEP T9MPS	Liq Amt	Net Amount
018990/00		INTERSTATE BATTERIES							
92	PO-200083	11/14/2019	130020798	1	01-0740-0-4300-112-0000-3600-022-302	NN	P	131.21	131.21
92	PO-200083	11/14/2019	130020300	1	01-0740-0-4300-112-0000-3600-022-302	NN	F	1,118.96	417.83
TOTAL PAYMENT AMOUNT								549.04 *	549.04
021789/00		JABBERGYM INC							
935	PO-200937	11/14/2019	11955	1	01-6500-0-5800-102-5750-1180-019-000	NN	P	26,961.63	26,961.63
TOTAL PAYMENT AMOUNT								26,961.63 *	26,961.63
020306/00		JW PEPPER AND SON INC							
600	PO-200629	11/14/2019	177473412	1	01-6300-0-5800-472-1110-1000-014-000	NN	P	250.97	250.97
600	PO-200629	11/14/2019	192521936	1	01-6300-0-5800-472-1110-1000-014-000	NN	P	207.22	207.22
TOTAL PAYMENT AMOUNT								458.19 *	458.19
020783/00		KIMBALL MIDWEST							
1111	PO-201079	11/14/2019	7280114	1	01-0740-0-4300-112-0000-3600-022-302	NN	P	191.32	191.32
TOTAL PAYMENT AMOUNT								191.32 *	191.32
010898/00		LIFECHANGERS INTERNATIONAL LLC							
1311	PO-201266	11/14/2019	1502	1	01-9315-0-5800-601-1110-1000-017-120	NY	F	450.00	450.00
TOTAL PAYMENT AMOUNT								450.00 *	450.00
017826/00		LINCOLN HIGH BOOSTERS							
1256	PO-201282	11/14/2019	WRESTLING TOURN	1	01-0076-0-5800-472-1110-4200-014-817	NN	F	275.00	275.00
TOTAL PAYMENT AMOUNT								275.00 *	275.00
016956/00		LRP PUBLICATIONS							
766	PO-200744	11/14/2019	4458237	1	01-0000-0-4300-472-0000-2700-014-000	YN	F	347.86	324.50
TOTAL PAYMENT AMOUNT								324.50 *	324.50
TOTAL USE TAX AMOUNT								25.15	

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	Liq Amt	Net Amount			
022406/00	MAXIM HEALTHCARE SERVICES INC							
631 PO-200632	11/14/2019	6931300262	1 01-6500-0-5800-102-5750-1180-019-000 NN P	2,671.00	2,671.00			
636 PO-200634	11/14/2019	6931300262	1 01-0740-0-5800-104-0000-3140-019-128 NN P	2,660.00	2,660.00			
TOTAL PAYMENT AMOUNT				5,331.00 *				5,331.00
019059/00	MILLENNIUM TERMITE & PEST							
72 PO-200063	11/14/2019	TR-71099	1 01-0000-0-5500-106-0000-8110-007-000 NN P	91.00	91.00			
72 PO-200063	11/14/2019	TR-72628	1 01-0000-0-5500-106-0000-8110-007-000 NN P	57.00	57.00			
72 PO-200063	11/14/2019	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
019828/00	MIRANDA, RYAN							
1312 PO-201267	11/14/2019	mileage	1 01-0740-0-5210-601-1110-1000-017-120 NN F	10.55	10.55			
TOTAL PAYMENT AMOUNT				10.55 *				10.55
019734/00	MRS. ROBIN M. HUEBNER							
1321 PO-201302	11/14/2019	REIMB PURCHASE	1 01-6500-0-5200-102-5770-1191-019-000 NN F	349.00	349.00			
TOTAL PAYMENT AMOUNT				349.00 *				349.00
014726/00	MULDOON, PATRICK							
1326 PO-201295	11/14/2019	REIMB MIC CABLES	1 01-0000-0-4300-238-1110-1000-010-000 NN F	64.60	64.60			
TOTAL PAYMENT AMOUNT				64.60 *				64.60
021173/00	NORTH STATE TIRE CO. INC							
1327 PO-201277	11/14/2019	K100563	1 01-0740-0-4300-112-0000-3600-022-302 NN P	163.38	163.38			
1331 PO-201298	11/14/2019	K100727	1 01-0740-0-4300-112-0000-3600-022-302 NN F	1,131.74	1,131.74			
1331 PO-201298	11/14/2019	K100727	2 01-0740-0-5800-112-0000-3600-022-302 NN F	157.50	157.50			
TOTAL PAYMENT AMOUNT				1,452.62 *				1,452.62
017894/00	NORTHWEST EVALUATION ASSOC							
1109 PO-201090	11/14/2019	29695	1 01-3182-0-5800-475-3200-1000-015-130 YN F	1,616.25	1,500.00			
TOTAL PAYMENT AMOUNT				1,500.00 *				1,500.00
TOTAL USE TAX AMOUNT				116.25				

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef						
Req	Reference	Date	Description	FD	RESO	P	OBJE	SIT	GOAL	FUNC	RES	DEP	T9MPS	Liq Amt	Net Amount

015787/00 O'REILLY AUTO PARTS

54	PO-200040	11/14/2019	1333147	1	01-0740-0-4300-112-0000-3600-022-302	NN	P							732.83	732.83
1212	PO-201185	11/14/2019	1333147	1	01-0000-0-4300-106-0000-8110-007-000	NN	F							188.25	188.25
TOTAL PAYMENT AMOUNT														921.08 *	921.08

017576/00 OFFICE DEPOT

1203	PO-201169	11/14/2019	395603159001	1	01-0000-0-4300-236-1110-1000-009-000	NN	P							69.34	69.34
1203	PO-201169	11/14/2019	395603159002	1	01-0000-0-4300-236-1110-1000-009-000	NN	F							11.45	12.99
1214	PO-201196	11/14/2019	396162401001,2001	1	01-0000-0-4300-103-0000-2110-019-000	NN	F							262.74	262.74
1214	PO-201196	11/14/2019	396162402001,1001	2	01-4203-0-4300-103-4760-1000-019-000	NN	F							61.81	61.90
1250	PO-201219	11/14/2019	397883635001	1	01-0076-0-4300-472-1110-4200-014-000	NN	P							37.70	37.70
1250	PO-201219	11/14/2019	397883636001	1	01-0076-0-4300-472-1110-4200-014-000	NN	F							84.36	82.20
1252	PO-201220	11/14/2019	397882548001	1	01-0000-0-4300-472-1385-1000-014-000	NN	F							123.82	123.82
TOTAL PAYMENT AMOUNT														650.69 *	650.69

016333/00 PILCHER, KIELEEN

1313	PO-201268	11/14/2019	MILEAGE	1	01-0740-0-5210-601-1110-1000-017-120	NN	F							22.91	22.91
TOTAL PAYMENT AMOUNT														22.91 *	22.91

010251/00 PLACER CO OFFICE OF EDUCATION

737	PO-200707	11/14/2019	AR20-00608	1	01-0000-0-5200-234-1110-1000-008-905	NN	F							1,425.00	1,425.00
1363	PO-201318	11/14/2019	AR20-00702	1	01-3182-0-5800-475-3200-1000-015-130	NN	F							5,300.00	5,300.00
TOTAL PAYMENT AMOUNT														6,725.00 *	6,725.00

017377/00 PLACER COUNTY OFFICE OF EDUC.

471	PO-200453	11/14/2019	AR20-00850	1	01-0000-0-5200-101-0000-7150-002-000	NN	F							350.00	350.00
1350	PO-201311	11/14/2019	CWLOC31B6747824	1	01-0000-0-5200-101-0000-7150-002-000	NN	P							125.00	125.00
1350	PO-201311	11/14/2019	CKK00QBF0063993	1	01-0000-0-5200-101-0000-7150-002-000	NN	P							125.00	125.00
1350	PO-201311	11/14/2019	CWGZZ53U1428520	1	01-0000-0-5200-101-0000-7150-002-000	NN	P							125.00	125.00
1350	PO-201311	11/14/2019	CD8FOPOV4829026	1	01-0000-0-5200-101-0000-7150-002-000	NN	P							125.00	125.00
1350	PO-201311	11/14/2019	CG8LKTJU4502770	1	01-0000-0-5200-101-0000-7150-002-000	NN	P							125.00	125.00
1350	PO-201311	11/14/2019	CF8LOV7J9039333	1	01-0000-0-5200-101-0000-7150-002-000	NN	P							125.00	125.00
1350	PO-201311	11/14/2019	CSXWAKLB3913806	1	01-0000-0-5200-101-0000-7150-002-000	NN	P							125.00	125.00
1350	PO-201311	11/14/2019	CNEMCLOB5137018	1	01-0000-0-5200-101-0000-7150-002-000	NN	F							125.00	125.00
TOTAL PAYMENT AMOUNT														1,350.00 *	1,350.00

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef					
Req Reference	Date	Description	FD	RESO	P	OBJE	SIT	GOAL	FUNC	RES	DEP	T9MPS	Liq Amt	Net Amount
014069/00	PLATT ELECTRIC SUPPLY INC													
1362 PO-201317	11/14/2019	X487715												
			1	01-0000-0-4300-111-0000-8200-007-939	NN	F							73.96	73.96
			TOTAL PAYMENT AMOUNT										73.96 *	73.96
021401/00	PRACTI-CAL INC													
381 PO-200370	11/14/2019	343908												
			1	01-5640-0-5800-102-0000-2700-019-000	NN	P							266.35	266.35
			TOTAL PAYMENT AMOUNT										266.35 *	266.35
016341/00	R & S OVERHEAD DOORS & GATES													
1324 PO-201275	11/14/2019	131773												
			1	01-0740-0-5600-112-0000-3600-022-302	NN	F							336.50	336.50
			TOTAL PAYMENT AMOUNT										336.50 *	336.50
010627/00	RIVERVIEW INTERNATIONAL TRUCKS													
57 PO-200042	11/14/2019	11945												
57 PO-200042	11/14/2019	11066												
			1	01-0740-0-4300-112-0000-3600-022-302	NN	P							13.90	13.90
			1	01-0740-0-4300-112-0000-3600-022-302	NN	P							562.98	562.98
			TOTAL PAYMENT AMOUNT										576.88 *	576.88
015769/00	SACRAMENTO COUNTY OFFICE OF ED													
868 PO-200860	11/14/2019	201215												
			1	01-0000-0-5200-103-4760-1000-019-116	NN	F							200.00	200.00
			TOTAL PAYMENT AMOUNT										200.00 *	200.00
018385/00	SCHOOL NURSE SUPPLY INC.													
1163 PO-201149	11/14/2019	0764555-IN												
			1	01-6500-0-4300-102-5750-1110-019-000	NN	F							81.98	81.98
			TOTAL PAYMENT AMOUNT										81.98 *	81.98
011500/00	SCHOOLS INSURANCE AUTHORITY													
PV-200030	11/13/2019	NOVEMBER 2019												
PV-200030	11/13/2019	NOVEMBER 2019												
PV-200030	11/13/2019	NOVEMBER 2019												
PV-200030	11/13/2019	NOVEMBER 2019												
			01-0000-0-3401-100-1110-1000-000-000	NN									28,970.31	
			01-0000-0-3402-100-1110-1000-000-000	NN									18,526.90	
			01-0000-0-3701-100-1110-1000-000-000	NN									5,882.83	
			01-0000-0-3702-100-1110-1000-000-000	NN									2,736.20	
			TOTAL PAYMENT AMOUNT										56,116.24 *	56,116.24

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	FD RESO	P OBJE	SIT GOAL	FUNC RES DEP	T9MPS	Liq Amt	Net Amount

020811/00	SHRED-IT USA LLC								
96	PO-200087	11/14/2019	8128453095	1	01-0000-0-5800-106-0000-8110-007-000	NN	P	140.97	140.97
				TOTAL PAYMENT AMOUNT				140.97 *	140.97

017265/00	SIERRA SCHOOL AT EASTERN								
938	PO-200938	11/14/2019	INV87259	1	01-6500-0-5800-102-5750-1180-019-000	NN	P	3,809.62	3,809.62
				TOTAL PAYMENT AMOUNT				3,809.62 *	3,809.62

014813/00	SMITH, JANELLE								
1314	PO-201269	11/14/2019	MILEAGE	1	01-0740-0-5210-601-1110-1000-017-120	NN	F	39.84	39.84
				TOTAL PAYMENT AMOUNT				39.84 *	39.84

018967/00	SPRINT CUSTOMER SERVICE								
80	PO-200071	11/14/2019	811116315-216	1	01-0000-0-5930-106-0000-8110-007-000	NN	P	536.82	536.82
115	PO-200107	11/14/2019	811116315-216	1	01-0000-0-5930-101-0000-7150-002-000	NN	P	56.46	56.46
199	PO-200179	11/14/2019	811116315-216	1	01-0000-0-5930-115-0000-7700-021-000	NN	P	140.91	140.91
178	PO-200184	11/14/2019	811116315-216	1	01-6387-0-5930-472-1110-1000-019-201	NN	P	40.82	40.82
180	PO-200185	11/14/2019	811116315-216	1	01-0740-0-5930-104-0000-3140-019-128	NN	P	7.64	7.64
181	PO-200186	11/14/2019	811116315-216	1	01-6500-0-5930-102-5060-2110-019-000	NN	P	40.82	40.82
1287	PO-201247	11/14/2019	811116315-216	1	01-6500-0-5930-102-5001-2700-019-000	NN	P	152.33	152.33
				TOTAL PAYMENT AMOUNT				975.80 *	975.80

018370/00	STANLEY CONVERGENT SECURITY								
84	PO-200075	11/14/2019	16961575	1	01-8150-0-5800-106-0000-8110-007-000	NN	P	207.78	207.78
				TOTAL PAYMENT AMOUNT				207.78 *	207.78

020252/00	STAPLES BUSINESS CREDIT								
1231	PO-201205	11/14/2019	178970350-0-3	1	01-3010-0-4300-601-1421-1000-017-120	NN	P	130.47	130.47
1231	PO-201205	11/14/2019	178970350-0-1	1	01-3010-0-4300-601-1421-1000-017-120	NN	F	195.74	195.74
1255	PO-201222	11/14/2019	179044263	1	01-0000-0-4300-106-0000-8110-007-000	NN	F	288.12	288.12
				TOTAL PAYMENT AMOUNT				614.33 *	614.33

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	Liq Amt	Net Amount			
020125/00	STARRETT, JEFF							
1316 PO-201271	11/14/2019	REIMB PURCHASE	1 01-0000-0-4300-236-1110-1000-009-000 NN F	27.50	27.50			
TOTAL PAYMENT AMOUNT				27.50 *	27.50			
014079/00	THYSSENKRUPP ELEVATOR CORP							
47 PO-200037	11/14/2019	3004896874	1 01-8150-0-5800-106-0000-8110-007-000 NN P	2,205.02	2,205.02			
47 PO-200037	11/14/2019	3004897172	1 01-8150-0-5800-106-0000-8110-007-000 NN P	174.00	174.00			
TOTAL PAYMENT AMOUNT				2,379.02 *	2,379.02			
021841/00	TOGO'S/BASKIN-ROBBINS							
1288 PO-201293	11/13/2019	CHS	1 01-0000-0-4300-472-1110-1000-014-854 NN F	542.90	542.90			
TOTAL PAYMENT AMOUNT				542.90 *	542.90			
011554/00	TRACTOR SUPPLY CO							
143 PO-200130	11/14/2019	6035 3012 0347 6674	1 01-0000-0-4300-111-0000-8200-007-000 NN P	173.87	173.87			
TOTAL PAYMENT AMOUNT				173.87 *	173.87			
016370/00	TWIN RIVERS UNIFIED SCH DIST							
812 PO-200777	11/14/2019	200754	1 01-0000-0-5800-105-0000-8300-005-000 NN P	11,833.33	11,833.33			
TOTAL PAYMENT AMOUNT				11,833.33 *	11,833.33			
010386/00	VALLEY HIGH SCHOOL GIRLS							
1280 PO-201289	11/14/2019	JAMBOREE- CHS	1 01-0076-0-5800-472-1110-4200-014-805 NN F	100.00	100.00			
TOTAL PAYMENT AMOUNT				100.00 *	100.00			
010542/00	WALKER, SHANDA							
1317 PO-201272	11/12/2019	MILEAGE	1 01-5630-0-5800-601-1421-1000-017-120 NN F	8.42	8.42			
TOTAL PAYMENT AMOUNT				8.42 *	8.42			

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL	FUNC RES DEP T9MPS	Liq Amt	Net Amount		

010552/00	WAXIE SANITARY SUPPLY							
145 PO-200131	11/14/2019	78691191	1 01-0000-0-9320-000-0000-0000-000-000	NN P	124.78	124.78		
TOTAL PAYMENT AMOUNT					124.78 *			124.78
016439/00	WEAVER, SANDRA							
1241 PO-201279	11/14/2019	REIMB GOLF TOURN	1 01-0076-0-5800-472-1110-4200-014-809	NN F	198.00	198.00		
1244 PO-201280	11/14/2019	REIMB GOLF TOURN	1 01-0076-0-5800-472-1110-4200-014-809	NN F	80.00	80.00		
TOTAL PAYMENT AMOUNT					278.00 *			278.00
014984/00	WHITNEY WRESTLING							
1263 PO-201287	11/14/2019	Westling toun fee,CHS	1 01-0076-0-5800-472-1110-4200-014-817	NN F	300.00	300.00		
TOTAL PAYMENT AMOUNT					300.00 *			300.00
TOTAL FUND PAYMENT					343,290.55 **			343,290.55
TOTAL USE TAX AMOUNT					141.40			

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ACCOUNTS PAYABLE PRELIST
BATCH: 0023 11-14-19
FUND : 13 CAFETERIA FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESO	P OBJE	SIT GOAL	FUNC RES	DEP T9MPS	Liq Amt
						Net Amount		
020098/00	BIG TRAY							
130 PO-200118	11/14/2019	822181	1	13-5310-0-4300-108-0000-3700-020-000	NN P			44.62
TOTAL PAYMENT AMOUNT						44.62 *		44.62
019867/00	PAPA MURPHY'S							
928 PO-200894	11/14/2019	2008	1	13-5310-0-4700-108-0000-3700-020-000	NY P			168.00
TOTAL PAYMENT AMOUNT						168.00 *		168.00
016341/00	R & S OVERHEAD DOORS & GATES							
1324 PO-201275	11/14/2019	131773	2	13-5310-0-5600-108-0000-3700-020-000	NN F			168.25
TOTAL PAYMENT AMOUNT						168.25 *		168.25
018967/00	SPRINT CUSTOMER SERVICE							
170 PO-200157	11/14/2019	811116315-216	1	13-5310-0-5930-108-0000-3700-020-000	NN F			37.12
TOTAL PAYMENT AMOUNT						40.82 *		40.82
TOTAL FUND PAYMENT						421.69 **		421.69

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FUND : 21 BUILDING FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description		FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS		Liq Amt	Net Amount	

019750/00	CAPITAL PROGRAM MGMT INC							
225 PO-200212	11/14/2019	#40		2 21-0000-0-5800-106-9175-8100-007-000 NN P		4,153.00	4,153.00	
TOTAL PAYMENT AMOUNT					4,153.00 *		4,153.00	
TOTAL FUND PAYMENT					4,153.00 **		4,153.00	

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FUND : 25 CAPITAL FACILITIES FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	FD RESO	P OBJE	SIT GOAL	FUNC RES	DEP T9MPS	Liq Amt	Net Amount

018500/00 WARREN CONSULTING ENGINEERS

271 PO-200245 11/14/2019 40396

1 25-0000-0-6200-242-0000-8500-007-000 NN P	70.00	70.00
TOTAL PAYMENT AMOUNT	70.00 *	70.00

TOTAL FUND PAYMENT	70.00 **	70.00
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TOTAL BATCH PAYMENT	347,935.24 ***	0.00	347,935.24
TOTAL USE TAX AMOUNT	141.40		

TOTAL DISTRICT PAYMENT	347,935.24 ****	0.00	347,935.24
TOTAL USE TAX AMOUNT	141.40		

TOTAL FOR ALL DISTRICTS:	347,935.24 ****	0.00	347,935.24
TOTAL USE TAX AMOUNT	141.40		

Number of checks to be printed: 82, not counting voids due to stub overflows.

Batch status: A All

From batch: 0024

To batch: 0024

Include Revolving Cash: Y

Include Address: N

Include Object Desc: N

Include Vendor TIN: N

Include Audit Date and Time in Sort: N

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	Liq Amt	Net Amount			

017475/00	ALESSIO, DIANA							
1395 PO-201364	11/21/2019	MILEAGE	1 01-0000-0-5210-110-0000-7200-004-000 NN F	36.54	36.54			
TOTAL PAYMENT AMOUNT				36.54 *				36.54
010669/00	ALHAMBRA & SIERRA SPRINGS							
15 PO-200018	11/21/2019	27045104780794	1 01-0000-0-4300-110-0000-7200-004-000 NN P	36.97	36.97			
15 PO-200018	11/21/2019	27045104780794	2 01-0000-0-5600-110-0000-7200-004-000 NN P	7.50	7.50			
81 PO-200072	11/21/2019	27053384782453	1 01-8150-0-4300-106-0000-8110-007-000 NN P	73.42	73.42			
81 PO-200072	11/21/2019	27053384782453	2 01-8150-0-5600-106-0000-8110-007-000 NN P	30.00	30.00			
82 PO-200073	11/21/2019	27047404781257	2 01-0740-0-5600-112-0000-3600-022-302 NN P	7.99	7.99			
82 PO-200073	11/21/2019	27047404781257	1 01-0740-0-4300-112-0000-3600-022-302 NN F	94.20	110.87			
385 PO-200367	11/21/2019	27050334781839	2 01-0740-0-5600-475-3200-2700-015-106 NN P	7.99	7.99			
385 PO-200367	11/21/2019	27050334781839	1 01-0740-0-4300-475-3200-2700-015-106 NN P	43.46	43.46			
TOTAL PAYMENT AMOUNT				318.20 *				318.20
021763/00	ALL STAR RENTS							
1369 PO-201340	11/21/2019	890016-10	1 01-8150-0-5610-106-0000-8110-007-000 NN F	192.22	192.22			
TOTAL PAYMENT AMOUNT				192.22 *				192.22
019210/00	ANDREWS, JULIE							
1421 PO-201392	11/21/2019	travel expense	1 01-0036-0-5200-371-1110-1000-012-113 NN F	449.06	449.06			
TOTAL PAYMENT AMOUNT				449.06 *				449.06
016075/00	ANWAR, SHAHNAZ							
1420 PO-201388	11/21/2019	TRAVEL EXPENSE	1 01-0000-0-5200-371-1110-1000-012-905 NN F	67.28	67.28			
TOTAL PAYMENT AMOUNT				67.28 *				67.28
010564/00	APPLE COMPUTER							
1275 PO-201229	11/21/2019	AB10111162	1 01-0000-0-4400-238-0000-2700-010-000 NN P	119.00	119.00			
1275 PO-201229	11/21/2019	AB10544863	1 01-0000-0-4400-238-0000-2700-010-000 NN F	2,039.85	2,030.62			
1409 PO-201366	11/21/2019	AB13631713	1 01-6500-0-5800-102-5750-1110-019-000 NN F	902.00	902.00			
TOTAL PAYMENT AMOUNT				3,051.62 *				3,051.62

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	FD RESO	P OBJE	SIT GOAL	FUNC RES DEP	T9MPS	Liq Amt	Net Amount

018533/00 ATKINSON ANDELSON LOYA RUDD

696	PO-200671	11/21/2019	581247	1	01-0000-0-5880-105-0000-7200-005-000	NE	P	12,361.14	12,361.14
TOTAL PAYMENT AMOUNT								12,361.14 *	12,361.14

020115/00 AUTONATION CHRYSLER DODGE JEEP

1377	PO-201345	11/21/2019	268530	1	01-8150-0-6500-106-0000-8110-007-000	NN	F	34,464.88	34,464.88
TOTAL PAYMENT AMOUNT								34,464.88 *	34,464.88

019504/00 B & H PHOTO-VIDEO

837	PO-200806	11/21/2019	162443124	1	01-6387-0-4300-472-1110-1000-019-201	NN	F	603.81	598.01
1293	PO-201242	11/21/2019	163835758	1	01-0000-0-4400-115-0000-7700-021-000	NN	F	1,286.52	1,286.52
1299	PO-201259	11/21/2019	163998144	1	01-0000-0-4300-238-1110-1000-010-000	NN	F	25.60	25.60
TOTAL PAYMENT AMOUNT								1,910.13 *	1,910.13

021669/00 BAIONI, RON

1358	PO-201333	11/21/2019	REIMB REPAIR	1	01-0740-0-5600-475-3200-1000-015-106	NN	F	26.26	26.26
TOTAL PAYMENT AMOUNT								26.26 *	26.26

018978/00 BARTZ, SARAH

1419	PO-201387	11/21/2019	MEMBERSHIP	1	01-0000-0-5300-371-1110-1000-012-000	NN	F	85.00	85.00
1419	PO-201387	11/21/2019	CONFERENCE	2	01-0000-0-5200-371-1110-1000-012-000	NN	F	450.00	450.00
TOTAL PAYMENT AMOUNT								535.00 *	535.00

015718/00 BASIC PACIFIC

PV-200036	11/21/2019	11-27-19	01-0000-0-3401-100-1110-1000-000-000	NN				1,694.72	
PV-200036	11/21/2019	11-27-19	01-0000-0-3402-100-1110-1000-000-000	NN				2,587.12	
PV-200036	11/21/2019	11-27-19	01-0000-0-3701-100-1110-1000-000-000	NN				398.86	
TOTAL PAYMENT AMOUNT								4,680.70 *	4,680.70

018071/00 BRADY, ASHLEY

1334	PO-201324	11/21/2019	MILEAGE	1	01-6520-0-5200-472-5770-1110-014-207	NN	F	21.34	21.34
TOTAL PAYMENT AMOUNT								21.34 *	21.34

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Req Reference	Date	Description	FD RESO	P OBJE	SIT GOAL	FUNC RES	DEP T9MPS	Liq Amt
								Net Amount
016145/00	BURGESSON, JENNY							
1394	PO-201363	11/21/2019	MILEAGE	1	01-0000-0-5210-110-0000-7200-004-000	NN	F	28.12
TOTAL PAYMENT AMOUNT								28.12
010150/00	BURKETTS OFFICE SUPPLIES							
1349	PO-201331	11/21/2019	1414603-0	1	01-0000-0-4300-472-0000-2700-014-000	NN	F	7.39
TOTAL PAYMENT AMOUNT								7.39
013988/00	BUTTES/CENTER STATE PIPE &							
24	PO-200025	11/21/2019	S011021833.001	1	01-8150-0-4300-106-0000-8110-007-000	NN	P	192.51
24	PO-200025	11/21/2019	S011052629.001	1	01-8150-0-4300-106-0000-8110-007-000	NN	P	76.51
TOTAL PAYMENT AMOUNT								269.02
010340/00	CA DEPT OF JUSTICE							
5	PO-200009	11/21/2019	413678	1	01-0000-0-5800-110-0000-7200-004-000	NN	P	768.00
TOTAL PAYMENT AMOUNT								768.00
021289/00	CAPITAL METRO AREA AVID							
635	PO-200614	11/21/2019	201268	1	01-3010-0-5200-371-1110-1000-012-205	NN	F	700.00
TOTAL PAYMENT AMOUNT								700.00
016245/00	CASELLINI, JENNIFER							
555	PO-200519	11/21/2019	#4	1	01-3010-0-5800-236-1110-1000-009-114	NY	P	350.00
TOTAL PAYMENT AMOUNT								350.00
016261/00	CEBULA RN, GAIL							
106	PO-200094	11/21/2019	OCT-MILEAGE	1	01-0740-0-5210-104-0000-3140-019-128	NN	P	48.89
TOTAL PAYMENT AMOUNT								48.89

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Req Reference	Date	Description	FD RESO	P OBJE	SIT GOAL	FUNC RES	DEP T9MPS	Liq Amt	Net Amount

016036/00	CENTER FOR HEARING HEALTH INC								
1346	PO-201329	11/21/2019	17639	1	01-0740-0-5800-104-0000-3140-019-128	NN	F	5,620.90	5,620.90
TOTAL PAYMENT AMOUNT								5,620.90 *	5,620.90
013928/00	CINTAS LOCATION 622								
135	PO-200122	11/21/2019	4034952841	1	01-0000-0-5800-111-0000-8200-007-000	NN	P	65.31	65.31
135	PO-200122	11/21/2019	4034952897	1	01-0000-0-5800-111-0000-8200-007-000	NN	P	30.71	30.71
135	PO-200122	11/21/2019	4034952929	1	01-0000-0-5800-111-0000-8200-007-000	NN	P	11.20	11.20
135	PO-200122	11/21/2019	4034952953	1	01-0000-0-5800-111-0000-8200-007-000	NN	P	6.12	6.12
135	PO-200122	11/21/2019	4034952961	1	01-0000-0-5800-111-0000-8200-007-000	NN	P	24.28	24.28
135	PO-200122	11/21/2019	4034952975	1	01-0000-0-5800-111-0000-8200-007-000	NN	P	58.06	58.06
135	PO-200122	11/21/2019	4034952989	1	01-0000-0-5800-111-0000-8200-007-000	NN	P	25.73	25.73
135	PO-200122	11/21/2019	4034953126	1	01-0000-0-5800-111-0000-8200-007-000	NN	P	9.99	9.99
TOTAL PAYMENT AMOUNT								231.40 *	231.40
018180/00	CITRUS HEIGHTS SAW & MOWER								
48	PO-200038	11/21/2019	493668	1	01-0000-0-4300-106-0000-8110-007-000	NN	P	671.38	671.38
TOTAL PAYMENT AMOUNT								671.38 *	671.38
010625/00	CULLIGAN WATER OF SACRAMENTO								
62	PO-200061	11/21/2019	1656	1	01-0740-0-5600-112-0000-3600-022-302	NN	P	41.00	41.00
62	PO-200061	11/21/2019	1532	1	01-0740-0-5600-112-0000-3600-022-302	NN	P	1.75	1.75
TOTAL PAYMENT AMOUNT								42.75 *	42.75
017662/00	DEASON, STUART								
1404	PO-201376	11/21/2019	CONFERENCE	2	01-3010-0-5200-371-1110-1000-012-000	NN	F	225.00	225.00
1404	PO-201376	11/21/2019	PURCHASE	1	01-3010-0-4300-371-1110-1000-012-108	NN	F	55.66	55.66
TOTAL PAYMENT AMOUNT								280.66 *	280.66
014222/00	E3 DIAGNOSTICS								
1351	PO-201348	11/21/2019	1294227	1	01-0740-0-5800-104-0000-3140-019-128	NN	F	630.00	630.00
TOTAL PAYMENT AMOUNT								630.00 *	630.00

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Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	Liq Amt	Net Amount			
018277/00	EASTER SEAL SOCIETY OF CA. INC							
779 PO-200772	11/21/2019	September 2019	1 01-6500-0-5800-102-5750-1180-019-000 NN P	1,440.00	1,440.00			
TOTAL PAYMENT AMOUNT			1,440.00 *		1,440.00			
018444/00	ELITE TROPHIES & AWARDS							
1323 PO-201274	11/21/2019	2731	1 01-0000-0-5800-120-0000-7110-000-000 NN F	30.03	30.03			
TOTAL PAYMENT AMOUNT			30.03 *		30.03			
015172/00	FRENCH, DAVID L.							
1357 PO-201332	11/21/2019	REIMB PURCHASE	1 01-3182-0-4300-475-3200-1000-015-130 NN F	54.92	54.92			
1407 PO-201378	11/21/2019	REIMB PURCHASE	1 01-3182-0-4300-475-3200-1000-015-130 NN F	7.08	7.08			
TOTAL PAYMENT AMOUNT			62.00 *		62.00			
021764/00	FUTURE FORD OF SACRAMENTO							
1382 PO-201354	11/21/2019	427090	1 01-0740-0-4300-112-0000-3600-022-302 NN F	72.08	72.08			
TOTAL PAYMENT AMOUNT			72.08 *		72.08			
011768/00	GIRARD EDWARDS STEVENS &							
1367 PO-201338	11/21/2019	2236	1 01-0000-0-5880-105-0000-7200-005-000 NE P	6,160.00	6,160.00			
1367 PO-201338	11/21/2019	2179	1 01-0000-0-5880-105-0000-7200-005-000 NE F	1,195.00	1,195.00			
TOTAL PAYMENT AMOUNT			7,355.00 *		7,355.00			
020514/00	GLASS WEST INC							
1410 PO-201380	11/21/2019	42105	1 01-8150-0-4300-106-0000-8110-007-000 NN F	172.24	172.24			
TOTAL PAYMENT AMOUNT			172.24 *		172.24			
011601/00	GRIMES, PAMELA							
105 PO-200093	11/21/2019	OCT-MILEAGE	1 01-0740-0-5210-104-0000-3140-019-128 NN P	54.46	54.46			
TOTAL PAYMENT AMOUNT			54.46 *		54.46			

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Req Reference	Date	Description	FD RESO	P OBJE	SIT GOAL	FUNC RES	DEP T9MPS	Liq Amt	Net Amount

017002/00	HOME DEPOT CREDIT SERVICES								
22 PO-200024	11/21/2019	6035322650410578	1	01-8150-0-4300-106-0000-8110-007-000	NN F			1,780.12	1,780.12
1178 PO-201154	11/21/2019	6035322650410578	1	01-0841-0-4300-472-0000-7150-000-000	NN F			24.91	24.91
TOTAL PAYMENT AMOUNT								1,805.03 *	1,805.03
011341/00	HUNT & SONS INC								
56 PO-200059	11/18/2019	276201	1	01-0740-0-4340-112-0000-3600-022-302	NN P			23,197.10	23,197.10
TOTAL PAYMENT AMOUNT								23,197.10 *	23,197.10
014662/00	JACKSON, STEVEN								
1373 PO-201342	11/21/2019	REIMB PURCHASE	1	01-0000-0-4300-234-1110-1000-008-000	NN F			307.41	307.41
TOTAL PAYMENT AMOUNT								307.41 *	307.41
020018/00	JBEILY, DIGOL								
1304 PO-201323	11/21/2019	REIMB DINNER	1	01-0841-0-4300-472-0000-7150-000-000	NN F			1,367.13	1,367.13
1304 PO-201323	11/21/2019	REIMB PLAQUES	2	01-0841-0-5800-472-0000-7150-000-000	NN F			433.50	433.50
TOTAL PAYMENT AMOUNT								1,800.63 *	1,800.63
018343/00	JBEILY, TAMI								
1361 PO-201335	11/21/2019	REIMB REGIST	1	01-4035-0-5200-103-1110-1000-019-103	NN F			475.00	475.00
TOTAL PAYMENT AMOUNT								475.00 *	475.00
019317/00	JENSEN, CARIN								
1397 PO-201359	11/21/2019	REIMB PURCHASE	1	01-4035-0-4300-103-1110-1000-019-100	NN F			35.96	35.96
TOTAL PAYMENT AMOUNT								35.96 *	35.96
016319/00	JOSEPH BARTON								
1370 PO-201350	11/21/2019	MILEAGE	1	01-5630-0-5800-601-1421-1000-017-120	NN F			41.00	41.00
TOTAL PAYMENT AMOUNT								41.00 *	41.00

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Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	Liq Amt	Net Amount			
010355/00	KAISER FOUNDATION HEALTH PLAN							
PV-200032	11/20/2019	DECEMBER 2019	01-0000-0-3401-100-1110-1000-000-000 NN		69,914.96			
PV-200032	11/20/2019	DECEMBER 2019	01-0000-0-3402-100-1110-1000-000-000 NN		49,051.36			
PV-200032	11/20/2019	DECEMBER 2019	01-0000-0-3701-100-1110-1000-000-000 NN		15,978.85			
PV-200032	11/20/2019	DECEMBER 2019	01-0000-0-3702-100-1110-1000-000-000 NN		5,962.00			
TOTAL PAYMENT AMOUNT				140,907.17 *	140,907.17			
010609/00	KELLY MOORE PAINT COMPANY INC							
42 PO-200035	11/21/2019	203-00000327243	1 01-8150-0-4300-106-0000-8110-007-000 NN P	464.11	464.11			
TOTAL PAYMENT AMOUNT				464.11 *	464.11			
017899/00	LAWSON, BECKY							
1360 PO-201334	11/21/2019	reimb registration	1 01-4035-0-5200-103-1110-1000-019-103 N F	475.00	475.00			
TOTAL PAYMENT AMOUNT				475.00 *	475.00			
017726/00	LOS ANGELES FREIGHTLINER							
1379 PO-201346	11/21/2019	RA410003663:01	1 01-0740-0-4300-112-0000-3600-022-302 NN F	2,850.76	2,850.76			
1379 PO-201346	11/21/2019	RA410003663:01	2 01-0740-0-5600-112-0000-3600-022-302 NN F	3,683.00	3,683.00			
TOTAL PAYMENT AMOUNT				6,533.76 *	6,533.76			
015391/00	MATHIAS, DELANNE							
1274 PO-201320	11/21/2019	REIMB PURCHASE	1 01-0000-0-4300-234-1110-1000-008-000 NN F	84.47	84.47			
TOTAL PAYMENT AMOUNT				84.47 *	84.47			
022406/00	MAXIM HEALTHCARE SERVICES INC							
631 PO-200632	11/21/2019	6949090262	1 01-6500-0-5800-102-5750-1180-019-000 NN P	3,109.00	3,109.00			
636 PO-200634	11/21/2019	6949090262	1 01-0740-0-5800-104-0000-3140-019-128 NN P	3,075.00	3,075.00			
TOTAL PAYMENT AMOUNT				6,184.00 *	6,184.00			
011294/00	MEDCARE MEDICAL CENTER							
366 PO-200356	11/21/2019	57615242481	1 01-0740-0-5800-112-0000-7200-022-302 NY P	89.00	89.00			
TOTAL PAYMENT AMOUNT				89.00 *	89.00			

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Req Reference	Date	Description	FD	RESO	P	OBJE	SIT	GOAL	FUNC	RES	DEP	T9MPS	Liq Amt	Net Amount

016087/00	MICHAEL'S TRANSPORTATION SERV.													
855	PO-200808	11/21/2019	112516	1	01-0740-0-5800-112-0000-3600-022-302	NN	P						3,047.50	3,047.50
855	PO-200808	11/21/2019	112692	1	01-0740-0-5800-112-0000-3600-022-302	NN	P						4,860.00	4,860.00
TOTAL PAYMENT AMOUNT													7,907.50 *	7,907.50
019828/00	MIRANDA, RYAN													
1393	PO-201357	11/21/2019	REIME PURCHASE	1	01-3010-0-4300-601-1421-1000-017-120	NN	F						49.71	49.71
1398	PO-201360	11/21/2019	TRAVEL EXPENSE	1	01-5630-0-5200-601-1421-1000-017-120	NN	F						353.32	353.32
TOTAL PAYMENT AMOUNT													403.03 *	403.03
010253/00	NCS PEARSON INC													
1306	PO-201263	11/21/2019	7564107	1	01-6500-0-4300-102-5770-1191-019-000	NN	F						173.24	167.55
TOTAL PAYMENT AMOUNT													167.55 *	167.55
017576/00	OFFICE DEPOT													
1254	PO-201221	11/21/2019	397881649001	1	01-0000-0-4300-106-0000-8110-007-000	NN	F						142.84	142.84
1296	PO-201244	11/21/2019	400122114001	1	01-0000-0-4300-236-1110-1000-009-000	NN	M						-41.15	-41.15
1296	PO-201244	11/21/2019	398912759001	1	01-0000-0-4300-236-1110-1000-009-000	NN	F						235.04	193.89
TOTAL PAYMENT AMOUNT													295.58 *	295.58
021491/00	OMNI CHEER													
657	PO-200642	11/21/2019	M84715	1	01-0076-0-4300-472-1110-4200-014-818	NY	F						378.17	355.10
TOTAL PAYMENT AMOUNT													355.10 *	355.10
021050/00	PACHECO, SHAWNA													
1335	PO-201325	11/21/2019	travel expense	1	01-6520-0-5200-472-5770-1110-014-207	NN	F						270.33	270.33
1336	PO-201326	11/21/2019	mileage	1	01-6520-0-5200-472-5770-1110-014-207	NN	F						35.26	35.26
1337	PO-201327	11/21/2019	mileage	1	01-3410-0-5210-472-1110-1000-014-207	NN	F						12.88	12.88
TOTAL PAYMENT AMOUNT													318.47 *	318.47
020940/00	PARSHALL, LORETTA													
1207	PO-201171	11/21/2019	TRIP 2259	1	01-0740-0-5800-112-0000-3600-007-302	NN	P						10.53	10.53
TOTAL PAYMENT AMOUNT													10.53 *	10.53

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Req Reference	Date	Description	FD RESO	P OBJE	SIT GOAL	FUNC RES	DEP T9MPS	Liq Amt	Net Amount
014663/00	PAVLOVICH, DEBORAH								
1430 PO-201391	11/21/2019	reimb er							
			1	01-6500-0-3401-234-5770-1120-000-000	NN F			50.00	50.00
TOTAL PAYMENT AMOUNT				50.00 *					50.00
011345/00	PLACER LEARNING CENTER								
932 PO-200936	11/21/2019	OCTOBER 2019							
			1	01-6500-0-5800-102-5750-1180-019-000	NN P			10,741.44	10,741.44
TOTAL PAYMENT AMOUNT				10,741.44 *					10,741.44
014069/00	PLATT ELECTRIC SUPPLY INC								
37 PO-200050	11/21/2019	Y178929							
			1	01-8150-0-4300-106-0000-8110-007-000	NN P			21.82	21.82
37 PO-200050	11/21/2019	Z543136							
			1	01-8150-0-4300-106-0000-8110-007-000	NN P			40.80	40.80
37 PO-200050	11/21/2019	X487739							
			1	01-8150-0-4300-106-0000-8110-007-000	NN P			116.97	116.97
37 PO-200050	11/21/2019	X590629							
			1	01-8150-0-4300-106-0000-8110-007-000	NN P			73.44	73.44
TOTAL PAYMENT AMOUNT				253.03 *					253.03
014974/00	PLUMMER, RENEE'								
602 PO-200579	11/21/2019	112019							
			1	01-0740-0-5800-112-0000-3600-022-302	NY P			2,650.00	2,650.00
TOTAL PAYMENT AMOUNT				2,650.00 *					2,650.00
022525/00	POST-IT LLC								
13 PO-200017	11/21/2019	SEPT 2019							
			1	01-0000-0-5800-110-0000-7200-004-000	NN P			380.00	380.00
TOTAL PAYMENT AMOUNT				380.00 *					380.00
021401/00	PRACTI-CAL INC								
381 PO-200370	11/21/2019	343946							
			1	01-5640-0-5800-102-0000-2700-019-000	NN P			182.29	182.29
TOTAL PAYMENT AMOUNT				182.29 *					182.29
021194/00	PRUDENTIAL OVERALL SUPPLY INC								
55 PO-200041	11/21/2019	180351876							
			1	01-0740-0-5800-112-0000-3600-022-302	NN P			59.21	59.21
TOTAL PAYMENT AMOUNT				59.21 *					59.21

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Req Reference	Date	Description	FD RESO	P OBJE	SIT GOAL	FUNC RES	DEP T9MPS	Liq Amt	Net Amount

010627/00	RIVERVIEW INTERNATIONAL TRUCKS								
57	PO-200042	11/21/2019	12564	1	01-0740-0-4300-112-0000-3600-022-302	NN	P	78.54	78.54
				TOTAL PAYMENT AMOUNT				78.54 *	78.54
016636/00	S.F. GIANTS/ORACLE PARK TOURS								
1365	PO-201337	11/21/2019	10102146	1	01-7220-0-5800-472-1110-1000-014-209	NY	F	1,000.00	1,000.00
				TOTAL PAYMENT AMOUNT				1,000.00 *	1,000.00
010266/00	SACRAMENTO COUNTY UTILITIES								
77	PO-200068	11/21/2019	50008418859	1	01-0000-0-5520-106-0000-8110-007-000	N	P	172.12	172.12
				TOTAL PAYMENT AMOUNT				172.12 *	172.12
017234/00	SCHIRO, BONNIE								
1348	PO-201330	11/21/2019	reimb purchase	1	01-0000-0-4300-472-1110-1000-014-000	N	F	7.53	7.53
				TOTAL PAYMENT AMOUNT				7.53 *	7.53
014558/00	SPURR								
79	PO-200070	11/21/2019	103710	1	01-0000-0-5515-106-0000-8110-007-000	NN	P	1,170.33	1,170.33
				TOTAL PAYMENT AMOUNT				1,170.33 *	1,170.33
016354/00	SUPERIOR VISION INSURANCE INC								
PV-200031	11/20/2019	DECEMBER 2019		01-0000-0-3401-100-1110-1000-000-000	NN			3,190.44	
PV-200031	11/20/2019	DECEMBER 2019		01-0000-0-3402-100-1110-1000-000-000	NN			3,251.62	
PV-200031	11/20/2019	DECEMBER 2019		01-0000-0-3701-100-1110-1000-000-000	NN			799.60	
PV-200031	11/20/2019	DECEMBER 2019		01-0000-0-3702-100-1110-1000-000-000	NN			359.82	
				TOTAL PAYMENT AMOUNT				7,601.48 *	7,601.48
019383/00	SUTTER HEALTH PLUS								
PV-200033	11/20/2019	DECEMBER 2019		01-0000-0-3401-100-1110-1000-000-000	NN			34,480.60	
PV-200033	11/20/2019	DECEMBER 2019		01-0000-0-3402-100-1110-1000-000-000	NN			24,074.88	
PV-200033	11/20/2019	DECEMBER 2019		01-0000-0-3701-100-1110-1000-000-000	NN			616.82	
				TOTAL PAYMENT AMOUNT				59,172.30 *	59,172.30

081 CENTER UNIFIED SCHOOL DISTRICT J25406
11-21-19

ACCOUNTS PAYABLE PRELIST
BATCH: 0024 11-21-19
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	Liq Amt	Net Amount			

022563/00 THERESA LUNSFORD

1401 PO-201373	11/21/2019	TRAVEL EXPENSE	1 01-0000-0-5200-371-1110-1000-012-905 NN F	69.86	69.86
TOTAL PAYMENT AMOUNT				69.86 *	69.86

010519/00 TIM'S MUSIC

1200 PO-201180	11/21/2019	371097	1 01-6300-0-4400-103-1110-1000-019-000 NN F	11,274.93	11,274.93
TOTAL PAYMENT AMOUNT				11,274.93 *	11,274.93

019246/00 TOBII DYNAVOK LLC

1285 PO-201257	11/21/2019	OMI456789OMII00057101	1 01-6500-0-4300-102-5770-1191-019-000 NN F	322.17	322.18
TOTAL PAYMENT AMOUNT				322.18 *	322.18

010170/00 TSA CONSULTING GROUP INC

PV-200037	11/21/2019	11-27-19	01-0000-0-3402-100-1110-1000-000-000 NN		300.00
TOTAL PAYMENT AMOUNT				300.00 *	300.00

010902/00 U.S. BANK

110 PO-200102	11/21/2019	4866-9145-5551-0632	1 01-0000-0-5800-101-0000-7150-002-000 NN P	9.99	9.99
594 PO-200588	11/21/2019	4866-9145-5551-0632	1 01-5630-0-5200-601-1421-1000-017-120 NN F	423.01	423.02
1073 PO-201056	11/21/2019	4866-9145-5551-0632	1 01-6387-0-5800-472-1110-1000-019-201 NN F	2,862.00	2,862.00
1136 PO-201107	11/21/2019	48669145-5551-0632	1 01-9315-0-4300-601-1110-1000-017-308 NN F	161.47	161.47
1147 PO-201116	11/21/2019	4866-9145-5551-0632	1 01-0740-0-4300-112-0000-3600-022-302 NN F	60.00	60.00
1148 PO-201118	11/21/2019	4866-9145-5551-0632	1 01-9315-0-4300-601-1110-1000-017-308 NN F	208.34	208.34
1117 PO-201129	11/21/2019	4866-9145-5551-0632	1 01-0000-0-4300-103-0000-2110-019-000 NN F	236.90	236.90
1227 PO-201202	11/21/2019	4866-9145-5551-0632	1 01-0000-0-5200-101-0000-7150-002-000 NN F	38.00	38.00
1267 PO-201227	11/21/2019	4866-9145-5551-0632	1 01-0000-0-4200-101-0000-7150-002-000 NN F	607.86	607.86
1318 PO-201254	11/21/2019	4866-9145-5551-0632	1 01-0000-0-4300-106-0000-8110-007-000 NN F	587.25	587.25
1325 PO-201276	11/21/2019	4866-9145-5551-0632	1 01-0000-0-5200-101-0000-7150-002-000 NN F	50.00	50.00
1415 PO-201383	11/21/2019	4866-9145-5551-0632	1 01-0000-0-4300-103-0000-2110-019-000 NN F	126.72	126.72
1422 PO-201389	11/21/2019	4866-9145-5551-0632	1 01-0000-0-5800-101-0000-7150-002-000 NN F	79.00	79.00
TOTAL PAYMENT AMOUNT				5,450.55 *	5,450.55

016235/00 VITALE, TRACEY

1435 PO-201396	11/21/2019	reimb registration	1 01-3010-0-5200-236-1110-1000-009-103 NN F	145.00	145.00
TOTAL PAYMENT AMOUNT				145.00 *	145.00

081 CENTER UNIFIED SCHOOL DISTRICT J25406
11-21-19

ACCOUNTS PAYABLE PRELIST
BATCH: 0024 11-21-19
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESO P	OBJE SIT	GOAL FUNC RES DEP T9MPS	Liq Amt	Net Amount	

022338/00	WARRINER, JILL							
1372 PO-201341	11/21/2019	reimb purchase	1	01-0000-0-4300-234-1110-1000-008-000	NN F	39.98	39.98	
TOTAL PAYMENT AMOUNT						39.98 *	39.98	
010552/00	WAXIE SANITARY SUPPLY							
145 PO-200131	11/21/2019	78717380	1	01-0000-0-9320-000-0000-0000-000-000	NN P	169.30	169.30	
145 PO-200131	11/21/2019	78714959	1	01-0000-0-9320-000-0000-0000-000-000	NN P	401.58	401.58	
145 PO-200131	11/21/2019	78714960	1	01-0000-0-9320-000-0000-0000-000-000	NN P	170.78	170.78	
TOTAL PAYMENT AMOUNT						741.66 *	741.66	
022221/00	WESTERN HEALTH ADVANTAGE							
PV-200034	11/20/2019	DECEMBER 2019	01-0000-0-3701-100-1110-1000-000-000	NN		3,828.96		
PV-200034	11/20/2019	DECEMBER 2019	01-0000-0-3702-100-1110-1000-000-000	NN		1,276.32		
TOTAL PAYMENT AMOUNT						5,105.28 *	5,105.28	
022221/02	WESTERN HEALTH ADVANTAGE							
PV-200035	11/20/2019	DECEMBER 2019	01-0000-0-3401-100-1110-1000-000-000	NN		44,539.06		
PV-200035	11/20/2019	DECEMBER 2019	01-0000-0-3402-100-1110-1000-000-000	NN		29,819.29		
TOTAL PAYMENT AMOUNT						74,358.35 *	74,358.35	
022268/00	WHEELER, LEAH							
683 PO-200697	11/21/2019	#2	1	01-3010-0-5800-236-1110-1000-009-103	NY P	1,000.00	1,000.00	
TOTAL PAYMENT AMOUNT						1,000.00 *	1,000.00	
020026/00	WORTHINGTON DIRECT							
1068 PO-201043	11/21/2019	INV346967CEN134	1	01-0201-0-4300-100-1110-1000-000-995	NN F	13,891.18	13,834.67	
TOTAL PAYMENT AMOUNT						13,834.67 *	13,834.67	
017313/00	XEROX							
149 PO-200134	11/21/2019	230183831	1	01-0000-0-5800-116-0000-7200-007-000	NN P	35,226.52	35,226.52	
151 PO-200136	11/21/2019	238009401	1	01-0000-0-4300-116-0000-7200-007-000	NN P	9,340.03	9,340.03	
153 PO-200137	11/21/2019	230183853	1	01-0000-0-5800-116-0000-7200-007-000	NN P	2,680.02	2,680.02	
TOTAL PAYMENT AMOUNT						47,246.57 *	47,246.57	

081 CENTER UNIFIED SCHOOL DISTRICT J25406
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ACCOUNTS PAYABLE PRELIST
BATCH: 0024 11-21-19
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description		FD RESO	P OBJE SIT GOAL FUNC RES DEP T9MPS	Liq Amt	Net Amount	

019303/00	ZONAR SYSTEMS INC							
1381	PO-201353	11/21/2019	SI436058	1	01-0740-0-5800-112-0000-3600-022-302 NN P	225.00		225.00
TOTAL PAYMENT AMOUNT						225.00 *		225.00
TOTAL FUND PAYMENT						512,438.39 **		512,438.39

081 CENTER UNIFIED SCHOOL DISTRICT J25406
11-21-19

ACCOUNTS PAYABLE PRELIST
BATCH: 0024 11-21-19
FUND : 12 CHILD DEVELOPMEN FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	FD RESO	P OBJE	SIT GOAL	FUNC RES	DEP T9MPS	Liq Amt	Net Amount

018143/00	CONTINUING DEVELOPMENT INC								
909 PO-200880	11/19/2019	5030-OCT19	2	12-6105-0-5800-100-8500-1000-005-000	NN P	46,192.39		46,192.39	
909 PO-200880	11/21/2019	5030-OCT19	1	12-5025-0-5800-100-8500-1000-005-000	NN P	25,747.16		25,747.16	
TOTAL PAYMENT AMOUNT				71,939.55	*			71,939.55	
TOTAL FUND			PAYMENT	71,939.55	**			71,939.55	

081 CENTER UNIFIED SCHOOL DISTRICT J25406
11-21-19

ACCOUNTS PAYABLE PRELIST
BATCH: 0024 11-21-19
FUND : 13 CAFETERIA FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESO P	OBJE SIT	GOAL FUNC RES DEP T9MPS	Liq Amt	Net Amount	

011205/00 CULTURE SHOCK YOGURT

165 PO-200152	11/21/2019	9063	1	13-5310-0-4700-108-0000-3700-020-000	NN P	250.00	250.00	
TOTAL PAYMENT AMOUNT						250.00 *	250.00	

011602/00 DANIELSEN CO., THE

146 PO-200132	11/21/2019	212014	1	13-5310-0-4700-108-0000-3700-020-000	N P	1,787.33	1,787.33	
146 PO-200132	11/21/2019	212014	2	13-5310-0-4300-108-0000-3700-020-000	N P	8.00	8.00	
146 PO-200132	11/21/2019	212615	2	13-5310-0-4300-108-0000-3700-020-000	N P	8.00	8.00	
146 PO-200132	11/21/2019	212615	1	13-5310-0-4700-108-0000-3700-020-000	N P	710.95	710.95	
TOTAL PAYMENT AMOUNT						2,514.28 *	2,514.28	

016670/00 FATCAT BAKERY

167 PO-200154	11/21/2019	161128	1	13-5310-0-4700-108-0000-3700-020-000	NN P	2,150.00	2,150.00	
TOTAL PAYMENT AMOUNT						2,150.00 *	2,150.00	

016279/00 P&R PAPER SUPPLY

152 PO-200141	11/21/2019	30286215-00	1	13-5310-0-4300-108-0000-3700-020-000	NN P	1,836.06	1,836.06	
152 PO-200141	11/21/2019	30288777-00	1	13-5310-0-4300-108-0000-3700-020-000	NN P	315.87	315.87	
TOTAL PAYMENT AMOUNT						2,151.93 *	2,151.93	

019867/00 PAPA MURPHY'S

928 PO-200894	11/21/2019	2014	1	13-5310-0-4700-108-0000-3700-020-000	NY P	280.00	280.00	
928 PO-200894	11/21/2019	2013	1	13-5310-0-4700-108-0000-3700-020-000	NY P	182.00	182.00	
TOTAL PAYMENT AMOUNT						462.00 *	462.00	

015276/00 PREMIER FOOD SAFETY

1405 PO-201365	11/21/2019	5338889-L.DAVIS	1	13-5310-0-5200-108-0000-3700-020-000	NN P	139.00	139.00	
1405 PO-201365	11/21/2019	5338891-R.SLATER	1	13-5310-0-5200-108-0000-3700-020-000	NN F	139.00	139.00	
1423 PO-201390	11/21/2019	#5343281	1	13-5310-0-5200-108-0000-3700-020-000	NN F	139.00	139.00	
TOTAL PAYMENT AMOUNT						417.00 *	417.00	

081 CENTER UNIFIED SCHOOL DISTRICT J25406
11-21-19

ACCOUNTS PAYABLE PRELIST
BATCH: 0024 11-21-19
FUND : 13 CAFETERIA FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	FD RESO P	OBJE SIT	GOAL FUNC	RES DEP	T9MPS	Liq Amt	Net Amount

021194/00	PRUDENTIAL OVERALL SUPPLY INC								
168 PO-200155	11/21/2019	180351875	1	13-5310-0-5800-108-0000-3700-020-000	NN P			77.75	77.75
TOTAL PAYMENT AMOUNT								77.75 *	77.75
014131/00	RUBANIK, ELENA								
1376 PO-201344	11/21/2019	refund	1	13-5310-0-8634-000-0000-0000-000-000	NN F			52.00	52.00
TOTAL PAYMENT AMOUNT								52.00 *	52.00
017334/00	SEVEN UP BOTTLING CO. OF S.F.								
166 PO-200153	11/21/2019	3585809341	1	13-5310-0-4700-108-0000-3700-020-000	NN P			465.60	465.60
TOTAL PAYMENT AMOUNT								465.60 *	465.60
011422/00	SYSKO OF SAN FRANCISCO								
148 PO-200140	11/21/2019	231540643	1	13-5310-0-4700-108-0000-3700-020-000	NN P			422.76	422.76
148 PO-200140	11/21/2019	231545155	1	13-5310-0-4700-108-0000-3700-020-000	NN P			211.36	211.36
148 PO-200140	11/21/2019	231545154	1	13-5310-0-4700-108-0000-3700-020-000	NN P			2,023.99	2,023.99
148 PO-200140	11/21/2019	231545154	2	13-5310-0-4300-108-0000-3700-020-000	NN P			365.62	365.62
148 PO-200140	11/21/2019	231554408	1	13-5310-0-4700-108-0000-3700-020-000	NN P			317.04	317.04
148 PO-200140	11/21/2019	231554407	1	13-5310-0-4700-108-0000-3700-020-000	NN P			2,441.82	2,441.82
148 PO-200140	11/21/2019	231554407	2	13-5310-0-4300-108-0000-3700-020-000	NN P			446.37	446.37
TOTAL PAYMENT AMOUNT								6,228.96 *	6,228.96
010902/00	U.S. BANK								
1413 PO-201368	11/21/2019	4866-9145-5551-0632	1	13-5310-0-5300-108-0000-3700-020-000	NN F			38.50	38.50
1414 PO-201382	11/21/2019	4866-9145-5551-0632	1	13-5310-0-5200-108-0000-3700-020-000	NN F			545.00	545.00
TOTAL PAYMENT AMOUNT								583.50 *	583.50
TOTAL FUND : PAYMENT								15,353.02 **	15,353.02

081 CENTER UNIFIED SCHOOL DISTRICT J25406
11-21-19

ACCOUNTS PAYABLE PRELIST
BATCH: 0024 11-21-19
FUND : 25 CAPITAL FACILITIES FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESO	P OBJE	SIT GOAL	FUNC RES	DEP T9MPS	Liq Amt
Net Amount								

019627/00	NACHT & LEWIS ARCHITECTS							
1133 PO-201097	11/21/2019	00002	1	25-9010-0-5800-472-0000-8500-007-629	NN P			4,875.00
1134 PO-201098	11/21/2019	00001	1	25-9010-0-5800-242-0000-8500-007-628	NN P			2,900.00
TOTAL PAYMENT AMOUNT								7,775.00 *
TOTAL FUND PAYMENT								7,775.00 **
TOTAL BATCH PAYMENT								607,505.96 ***
TOTAL DISTRICT PAYMENT								607,505.96 ****
TOTAL FOR ALL DISTRICTS:								607,505.96 ****

Number of checks to be printed: 95, not counting voids due to stub overflows.

Center Joint Unified School District

AGENDA REQUEST FOR:**Dept./Site:** Superintendent's Office**Action Item** X **To:** Board of Trustees**Information Item** **Date:** December 18, 2019**# Attached Pages** 3 **From:** Scott A. Loehr, Superintendent**Principal/Administrator Initials:** **SUBJECT: Annual Organizational Meeting for Governing Board**

Education Code §3513 requires governing boards to conduct an annual organizational meeting. At this time, the Board will:

- 1) elect the Board President;
- 2) elect a Clerk of the Board;
- 3) appoint a Board Representative to the County School Boards Association;
- 4) establish the time, place and frequency of regular meetings of the Board.

RECOMMENDATION: The Center Joint Unified School District Board of Trustees Conduct the Annual Organizational Meeting of the Board.

Sacramento


Office of Education

10474 Mather Boulevard
P.O. Box 269003
Sacramento, CA 95826-9003
(916) 228-2500

www.scoe.net

Memorandum

TO: District Superintendents

FROM: David W. Gordon, County Superintendent 

DATE: October 4, 2019

SUBJECT: ANNUAL ORGANIZATIONAL MEETING FOR GOVERNING BOARDS

Under the provisions of Education Code section 35143, your governing board is required to set an annual organizational meeting "within a 15-day period that commences with the date upon which a governing board member elected at that election takes office. Organizational meetings in years in which no such regular election for governing board members is conducted shall be held during the same 15-day period on the calendar." (Board members are seated the *first Friday* of December following the November election [Education Code § 5017])

**The 15-day period for 2019
is: December 13 – 27**

The day and time of the annual meeting are to be selected by your governing board at its regular meeting held (in November) *immediately prior to the first day of such 15-day period*, and the board shall notify the County Superintendent of Schools of the day and time selected.

Following your regular meeting held immediately prior to December 1, please complete and return the enclosed form, notifying us of the date and time of your organizational meeting.

NOTE: Education Code section 35143 requires the County Superintendent of Schools to designate the date and time for the annual organizational meeting if your Board fails to do so. Therefore, it is important that we receive this form no later than **5:00 p.m. on November 21, 2019**. If necessary, please send the form to us via fax at 916.228.2403.

After your organizational meeting has been held, please have the enclosed "Certificate of Election of Board President, Clerk, and Board Representative" (**yellow form**) completed, signed, and forwarded to this office. If you have any questions, please call Carla Miller at 916.228.2410.

Enclosures

CERTIFICATE OF ELECTION
OF
BOARD PRESIDENT, CLERK, AND BOARD REPRESENTATIVE

INSTRUCTIONS: *Please complete and forward this certificate to the County Superintendent of Schools immediately following your annual organizational meeting, which must be held between December 13 and December 27, 2019.*

It is hereby certified that at the annual organizational meeting of the governing board of the _____ District, held _____, 2019, the following officers and representatives were elected:

PRESIDENT:

Address:

CLERK:

Address:

**BOARD
REPRESENTATIVE:**

Address:

Submitted by:

Title:

Return to:

**Carla Miller
Sacramento County Office of Education
P.O. Box 269003
Sacramento, CA 95826-9003**

Education Code Section 35143

The governing board of each school district shall hold an annual **organizational meeting**. In a year in which a regular election for governing board members is conducted, the meeting shall be held on a day within a 15-day period that commences with the date upon which a governing board member elected at that election takes office.

Organizational meetings in years in which no such regular election for governing board members is conducted shall be held during the same 15-day period on the calendar. Unless otherwise provided by rule of the governing board, the day and time of the annual meeting shall be selected by the board at its regular meeting held immediately prior to the first day of such 15-day period, and the board shall notify the county superintendent of schools of the day and time selected. The clerk of the board shall, within 15 days prior to the date of the annual meeting, notify in writing all members and members-elect of the date and time selected for the meeting.

If the board fails to select a day and time for the meeting, the county superintendent of schools having jurisdiction over the district shall, prior to the first day of such 15-day period and after the regular meeting of the board held immediately prior to the first day of such 15-day period, designate the day and time of the annual meeting. The day designated shall be within the 15-day period. He shall notify in writing all members and members-elect of the date and time.

At the annual meeting the governing board of each high school district, union high school district, and joint union high school district shall organize by electing a president from its members and a clerk.

At the annual meeting each city board of education shall organize by electing a president from its members.

At the annual meeting the governing board of each other type of school district, except a community college district, shall elect one of its members clerk of the district.

As an alternative to the procedures set forth in this section, a city board of education whose members are elected in accordance with a city charter for terms of office commencing in December, may hold its annual organizational meeting required in this section between December 15 and January 14, inclusive, as provided in rules and regulations which shall be adopted by such board. At the annual meeting the city board of education shall organize by electing a president and vice president from its members who shall serve in such office during the period January 15 next to the following January 14, unless removed from such office by majority vote of all members of the city board of education.

Education Code Section 5017

Each person elected at a regular biennial governing board member election shall hold office for a term of four years commencing on the second Friday in December next succeeding his or her election. Any member of the governing board of a school district or community college district whose term has expired shall continue to discharge the duties of the office until his or her successor has qualified. The term of the successor shall begin upon the expiration of the term of his or her predecessor.

**CENTER JOINT UNIFIED SCHOOL DISTRICT
FINANCING CORPORATION**

**ORGANIZATIONAL MEETING
December 18, 2019**

A G E N D A

- 1. Call to Order**
- 2. Approval of Prior Meeting Minutes: December 19, 2018**
- 3. Appointment of New Officers**
- 4. Other Business**
- 5. Public Comments**
- 6. Adjournment**

CENTER JOINT UNIFIED SCHOOL DISTRICT FINANCING CORPORATION

ORGANIZATIONAL MEETING December 19, 2018

MINUTES

1. Call to Order

President Anderson, called a recess of the regular meeting of the Center Joint Unified Board of Trustees at 6:52 p.m., at which time the annual Organizational Meeting of the Board of Directors of the Center Joint Unified School District Financing Corporation was convened.

Roll Call: Members Present: Mrs. Nancy Anderson, Mr. Jeremy Hunt,
Mr. Milad J'Beily, Mrs. Delrae Pope,
Mr. Donald Wilson

2. Adoption of Minutes: December 13, 2017

A motion to approve the adoption of the minutes of December 13, 2017 of the Center Joint Unified Financing Corporation, was made by Trustee Pope and seconded by Trustee Hunt.

Ayes: Anderson, Hunt, Pope, Wilson

Noes: None

Abstain: J'Beily

3. Appointment of New Officers

A motion was made by Trustee Wilson, seconded by Trustee Pope, to go with the same officers as appointed for the School Board of Trustees which would place Trustee Hunt as President and Trustee Wilson as Secretary of the CJUSD Financing Corporation.

Ayes: Anderson, Hunt, J'Beily, Pope,
Wilson

Noes: None

4. Other Business - None

5. Public Comments - None

6. Adjournment – 6:53 p.m.

Motion: Wilson
Second: Hunt

Vote: General Consent

CJUSD FINANCING CORPORATION
ORGANIZATIONAL MEETING
December 19, 2018
Page 2

Nancy Anderson

Jeremy Hunt

Milad H. J'Beily

Delrae Pope

Date Adopted

Donald E. Wilson

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: Business Department

Date: December 18, 2019

Action Item X

To: CJUSD Board of Trustees

Information Item

From: Lisa Coronado *LC*
Director of Fiscal Services

Attached Pages

SUBJECT:

**First Interim Report
For Fiscal Year 2019-20**

Lisa Coronado, Director of Fiscal Services, is presenting the 2019-20 First Interim report for approval. This report is based on all known budget guidelines set forth by the Fiscal Crisis & Management Assistance Team, School Services of California and the adopted State budget. The expenditure and revenue activity covers the period of July 1, 2019 through October 31, 2019.

RECOMMENDATION: To approve the 2019-20 First Interim Report as presented.

Center Joint Unified School District
2019-20 First Interim Report and Multiyear Fiscal Projection
As of October 31, 2019
Presented December 18, 2019

Interim budget reports provide a picture of a district's financial condition during the fiscal year. The Governing Board of a school district certifies the district's financial condition to the county office of education through these reports. The First Interim Report is from July 1st through October 31st, and projects financial activity through June 30th. Illustrated below is a summary of the State budget and budget guidelines as provided by the county office of education, School Services of California, and other professional organizations. In addition, the First Interim Report contains summarized and detailed budget information, multi-year projections, and estimated cash flow reports.

Planning Factors for 2019-20 and MYPs

Description	2019-20	2020-21	2021-22
Statutory COLA	3.26%	3.00%	2.80%
STRS Employer Statutory Rates	17.10%	18.40%	18.10%
PERS Employer Projected Rates	19.721%	22.70%	24.60%
Lottery – Unrestricted per ADA	\$153.00	\$153.00	\$153.00
Lottery – Prop. 20 per ADA	\$54.00	\$54.00	\$54.00
Mandated Block Grant for Districts – K-8 per ADA	\$32.18	\$33.15	\$34.08
Mandated Block Grant for Districts – 9-12 per ADA	\$61.94	\$63.80	\$65.59
Routine Restricted Maintenance Account	Minimum of 3% of GF expenditures		
Minimum Wage (Increases January 1)	\$13	\$14	\$15

Pension Contribution Rates

The 2019-20 state budget included some pension relief for public education employers; specifically, a \$3.15 billion non-Prop. 98 general fund payment on behalf of employers to CalSTRS and the CalPERS Schools Pool. Of this amount, an estimated \$850 million will buy down the employer contribution rates in 2019-20 and 2020-21.

The remaining \$2.3 billion will be paid toward the employers' long-term unfunded liability for both systems. Overall, this payment is expected to save employers \$6.1 billion over the next three decades, with an estimated reduction in the out-year contributions.

Special Education

The enacted state budget includes the statutory COLA of 3.26%, which results in a 2019-20 statewide target rate of \$557.27 per ADA (an increase of \$17.59 per ADA). The official statewide average program specialist/regionalized services rate for 2019-20 is \$16.49.

The budget includes up to an additional ongoing \$152.6 million to increase funding for the low-funded SELPAs to the 2019-20 AB 602 statewide target rate of \$557.27 per ADA.

There is also \$492.7 million in one-time funding to provide special education early intervention preschool grants to LEAs serving children between the ages of 3 and 5 years, inclusive, with individualized education programs, except those enrolled in kindergarten or transitional kindergarten. Funding will be allocated to the school district of residence based on the December 2018 eligible pupil count. Districts will not be required to apply for these funds. The amount of funding per eligible pupil is estimated to be approximately \$9,010 and will be unrestricted.

Although these funds were calculated on the basis of special education preschool counts, their expenditures are not restricted to those same students or for special education related services. There should be no impact to an LEA's maintenance of effort if funds are used for existing special education related services or for non-special education expenditures charged to a specific goal (to avoid any increase in special education's share of the program cost report undistributed support cost allocation). The allocation of this funding in the state budget will increase the state maintenance of effort so this increased funding will continue to be allocated for special education; however, the allocation method may change. Therefore, this funding must be considered one-time for 2019-20.

In addition, for special education funding to be computed for 2020-21, the enacted state budget requires the inclusion of statutory changes in the 2020-21 Budget Act designed to improve the academic outcome of individuals with exceptional needs, which may include, but are not limited to the following:

- An examination of the role of SELPAs in delivering special education services, including increasing accountability and incorporation into the statewide system of support.
- Expansion of inclusive practices to ensure every individual with exceptional needs has access to learn in the least restrictive environment.
- Opportunities for LEAs to receive state and regional support to address disproportionality of special education identification, placement, and discipline, as applicable, and ensure equitable access to services for individuals with exceptional needs.
- A review of existing funding allocations for special education.

Classified School Employees Summer Assistance Program

The State Budget allocates \$36 million in one-time Prop. 98 general fund for an additional year of funding for this program, which offers a state match for classified employee savings used to provide income during summer months. It also amends trailer bill language to allow funds to be available over a three- year period.

Reserves/Reserve Cap

County offices continue to reinforce the need for reserves in excess of the minimum reserve for economic uncertainty. The required reserve for economic uncertainty represents only a few weeks of payroll for most districts. The Government Finance Officers Association recommends reserves, at minimum, equal to two months of average general fund operating expenditures, or about 17%.

Prudent reserves afford districts and their governing boards time to thoughtfully identify and implement budget adjustments over time. Inadequate reserves force districts to react quickly, often causing significant disruption to student programs and employees.

2019-20 Center Joint Unified School District Primary Budget Components

- Average Daily Attendance (ADA) is estimated at 4117.62.
 - The projected increase over 2018-19 means the District will be funded on current year ADA.
- The District's estimated unduplicated pupil percentage for supplemental & concentration funding is estimated to be 66.86%.
- Except as illustrated under Contributions to Restricted Programs, all federal and state restricted categorical programs are self-funded.

General Fund Revenue Components

The District receives funding for its general operations from various sources. A summary of the major funding sources is illustrated below:

Description	Unrestricted	Restricted	Combined
LCFF Sources	\$43,008,625	\$0	\$43,008,625
Federal Revenues	\$0	\$3,419,779	\$3,419,779
Other State Revenues	\$792,226	\$2,913,698	\$3,705,924
Other Local Revenues	\$419,062	\$1,206,937	\$1,625,999
TOTAL	\$44,219,913	\$7,540,414	\$51,760,327

Education Protection Account

As approved by the voters on November 6, 2012, The Schools and Local Public Safety Protection Act of 2012 (Proposition 30) temporarily increased the State's sales tax rate and the personal income tax rates for taxpayers in high tax brackets.

The creation of Proposition 30 provides that a portion of K-14 general purpose funds must be utilized for instructional purposes. Revenues generated from Proposition 30 are deposited into an account called the Education Protection Account (EPA). The District will receive funds from the EPA based on its proportionate share of statewide general purpose funds. A corresponding reduction is made to its state aid funds.

K-14 local agencies have the sole authority to determine how the funds received from the EPA are spent, but with these provisions:

- The spending plan must be approved by the governing board during a public meeting

- EPA funds cannot be used for the salaries or benefits of administrators or any other administrative costs (as determined through the account code structure)
- Each year, the local agency must publish on its website an accounting of how much money was received from the EPA and how the funds were expended

Further, the annual financial audit includes verification that the EPA funds were used as specified by Proposition 30. If EPA funds are not expended in accordance with the requirements of Proposition 30, civil or criminal penalties could be incurred.

Illustrated below is how the District's EPA funds are appropriated for 2019-20. The amounts will be revised throughout the year based on information received from the state. The certificated salary and benefit budgets will also be adjusted to expend most EPA funds by the end of the fiscal year.

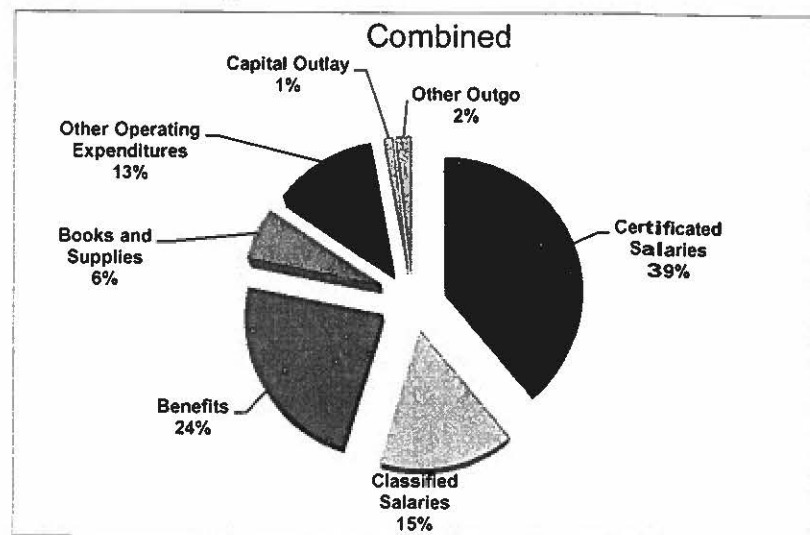
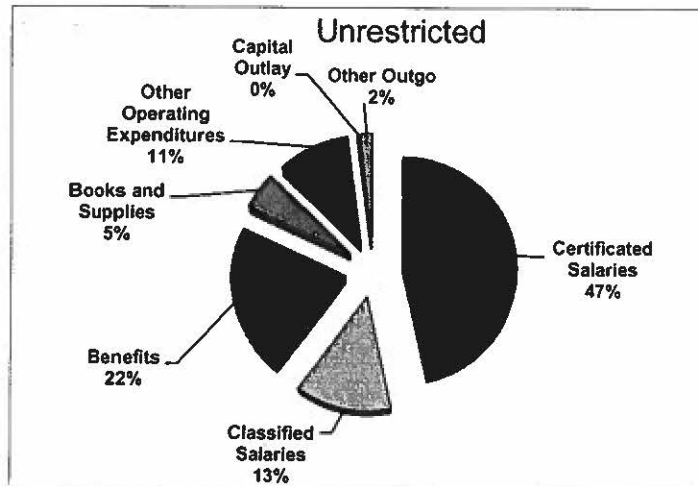
Education Protection Account (EPA) Budget 2019-20 Fiscal Year	
Description	Amount
BEGINNING BALANCE	\$74,135
BUDGETED EPA REVENUES:	
<i>Estimated EPA Funds</i>	\$6,620,469
BUDGETED EPA EXPENDITURES:	
<i>Certificated Instructional Salaries</i>	\$4,751,650
<i>Certificated Instructional Benefits</i>	\$1,514,221
TOTAL	\$6,265,871
ENDING BALANCE	\$428,733

General Fund Operating Expenditure Components

The General Fund is used for the majority of the functions within the District. As illustrated below, this year, salaries and benefits comprise of approximately 82% of the District's unrestricted budget, and approximately 78% of the total General Fund budget. It should be noted that one-time expenditures lower the percentage of the budget allocated for salaries and benefits.

Description	Unrestricted	Combined
Certificated Salaries	\$17,254,505	\$21,555,227
Classified Salaries	\$4,961,743	\$8,451,034
Benefits (Payroll Taxes and Health & Welfare Contributions)	\$8,106,852	\$13,062,480
Books and Supplies	\$2,013,330	\$3,485,928
Other Operating Expenditures	\$3,927,511	\$6,923,371
Capital Outlay	\$94,588	\$617,891
Other Outgo	\$642,000	\$979,680
TOTAL	\$37,000,529	\$55,075,611

Following is a graphical representation of expenditures by percentage:



General Fund Contributions to Restricted Programs

The following contributions and transfers of unrestricted resources to restricted programs are necessary as required by law and to cover restricted program expenditures in excess of revenue:

Description	Amount
Special Education - Instruction	\$7,322,763
Restricted Maintenance Account	\$1,648,926
TOTAL CONTRIBUTIONS	\$8,971,689

General Fund Ending Fund Balance Components

The District's 2019-20 Unrestricted General Fund projects a total operating deficit of (\$1,348,579) resulting in an estimated ending fund balance of \$5,334,817. The components of the District's fund balance are as follows: revolving cash & other nonspendables - \$30,521; assigned - \$2,861,936; economic uncertainty - \$1,649,290; and unassigned/unappropriated - \$793,070.

General Fund Budget Variances of 10% or More
(When comparing Adopted Budget to First Interim Report)

At Budget Adoption, \$3,392,874 was set assigned for Assigned expenditures. As of October 31, \$646,711 of that amount was added to the budget for curriculum adoption and program restructuring.

Revenue

- Federal
 - Increased revenue for Title I and III due to accounting for unearned revenue (carryover) totals \$227,215.
 - Special Education IDEA allocation from SCOE was increased in the amount of \$25,567.
 - The ESSA CSI allocation increased by \$119,905.
 - The increased revenue estimate for Medi-Cal reimbursements is \$40,000.

Expenditures

- All categories of the expenditure budget increased to reflect the unearned revenue or carryover from Title I, ESSA CSI, Title II, Title II, CTEIG, Routine Maintenance, Classified Employees Professional Development Grant, and site budgets.
- Salaries and Benefits
 - Certificated Pupil Support Salaries decreased due to the reduction of one school psychologist position.
 - Changes occurred in cash-in-lieu payouts.
 - The State gave relief for STRS and PERS which was not included in the budget, but is included in this First Interim report.
The District is working with SCOE to remap Health and Welfare benefit payments and OPEB liability tracking in our financial software system. Most Benefit budget codes are affected. The budget has remain the same when totaled, but budget codes have changed temporarily.
- Books and supplies
 - \$338,894 has been expended on newly adopted science curriculum.
 - \$51,020 has been expended on 21st century classrooms.
 - A handicap accessible portable stage was purchased for \$37,784.
 - Chromebooks were purchased from for approximately \$160,000.
 - Increases totaling \$295,264 were added for Title I, Title III, Low-Performing Block Grant, and MediCal carryover.
 - Routine Restricted Maintenance carryover totaled \$211,647.
 - Most of the \$268,370 in site and department carryover funds are placed in this category.
 - \$271,742 was added for Lottery carryover. Literature supplemental curriculum was purchased for Wilson C. Riles using \$16,255 of their Lottery funds.
 - The remaining changes were due to site and department transfers.

- Services
 - \$590,803 of carryover and required funding has been added to the Routine Maintenance budget in the Services category, mostly in the Rentals, Leases, Repairs subcategory.
 - Approximately \$100,000 of Title I funds were moved from over-budgeted Salaries and Benefits to Travel and Conferences.
 - An increased ESSA CSI allocation of \$40,700 was placed in the Travel and Conferences budget.
 - The Low-Performing Student Block Grant was established with \$144,750 placed in the Services budget.
 - CSBA Fees increased by nearly \$3,000.
 - \$9,120 was paid for an AVID membership.
 - \$106,800 was added to the budget for professional development related to the adopted science curriculum.
 - \$150,000 has been budgeted for district program restructuring.
 - Site and department carryover and budget transfers account for the remainder Services adjustments.
- Capital Outlay
 - \$50,000 of Routine Maintenance carryover was placed in the equipment replacement budget.
 - North Country portable close out costs of \$56,250 were added to the General Fund budget.
 - The CHS Athletics Equipment budget was reduced by \$5,800 through a site budget transfer.
 - \$20,000 of General Fund carryover was added to this category.
 - \$423,303 was added to Resource 9181 Cell Tower from that resource's ending fund balance. The fund was used for Center High stadium and field upgrades.
- Other Outgo
 - Increase of indirect costs to reflect unearned revenue from Title I, II, and III and the carryover from the Routine Maintenance Account, Low-Performing Students Grant, and Classified Professional Development Grant.
- Interfund Transfers
 - 2018-19 interest from Fund 17 was transferred to Fund 20. Direct transfers between these funds are not allowed and must pass through Fund 01.

Other Post-Employment Benefits (OPEB)

The District is currently investigating the possible restructuring of OPEB expenditures. Currently, the District finances OPEB on a pay-as-you-go method fully funded by the District's Unrestricted General Fund. The District may continue to fund OPEB on a pay-as-you-go basis, but allocate these costs to all activities in proportion to total salaries in all activities. In this way, all programs (Title I, Nutrition Services, etc.) absorb a share of the costs. The District is also investigating a change to this pay-as-you-go method to make OPEB contributions based on an actuarial valuation method. With this method, amortization of past unfunded liability may be charged to all activities,

to the extent that the amount charged is not unduly burdensome to the program(s). The District will provide an update to the possible change at Second Interim.

2018-19 Interest from Fund 17 in the amount of \$53,908 has been transferred to Fund 20 at the Board's direction. The District's CalPERS California Employers' Retiree Benefit Trust (CERBT) has a balance of \$289,940.15 as of 11/19/2019. The trust is an investment tool so the balance can fluctuate. As of 10/31, \$603,214 is being held in Fund 20.

Cash Flow

The District is anticipating having positive monthly cash balances during the 2019-20 school year.

Fund Summaries

Illustrated below is a summary of each fund's balance and corresponding change.

	FUND	2019-20 Beginning Balance	Est. Net Change	2019-20 Ending Balance
1	GENERAL (UNRESTRICTED & RESTRICTED)	\$8,696,479	(\$3,159,903)	\$5,536,576
9	CHARTER FUND	\$123,916	(\$2,165)	\$121,751
11	ADULT EDUCATION	\$119,684	(\$79,328)	\$40,356
12	CHILD DEVELOPMENT FUND	\$39,079	\$0	\$39,079
13	CAFETERIA FUND	\$40,563	\$0	\$40,563
14	DEFERRED MAINTENANCE	\$15,703	(\$15,703)	\$0
17	SPECIAL RESERVE	\$2,438,191	(\$35,908)	\$2,402,283
20	SPECIAL RESERVE FUND FOR OPEB	\$549,176	\$55,908	\$605,084
21	BUILDING FUND (BOND)	\$78,585	(\$78,585)	\$0
25	CAPITAL FACILITIES	\$648,362	\$958,250	\$1,606,612
35	COUNTY SCHOOLS FACILITIES FUND	\$4,200	\$45	\$4,245
	TOTAL	\$12,753,937	(\$2,357,389)	\$10,396,548

Fund 9: The Charter Fund has a balance which includes restricted funds that should be paid back to the State.

Fund 11: Greater than 10% changes: Carried over funds were placed in the budget for Books and Supplies. Budget was moved from Services to adjust Salary budgets.

Fund 13: Greater than 10% changes: The budget for cell phones was increased.

Fund 12: Child care services are provided by Continuing Development Inc. (CDI). The full contract for CDI is encumbered in the budget. The revenue and expenditure budgets for the contract balance to \$0.

Fund 14: The Deferred Maintenance Fund has been spent down to \$0. No contributions will be made to this fund.

Fund 17: Fund 17 is being held for future costs associated with building a new school. Interest from Fund 17 is contributed to Fund 20 per the Board's recommendation.

Fund 20: Due to deficit spending, no contribution is planned from Fund 01. Interest from Fund 17 will be transferred to Fund 20.

Fund 21: The carried over balance from 2018-19 has been spent down to a \$0 balance.

Fund 25: New housing developments are bringing in developer fee revenue which is legally required to be used for the construction of school facilities necessitated by student population increases resulting from the developments.

Fund 35: Interest is the only revenue earned. No expenditures will be made.

Multiyear Projection

Revenue Assumptions:

Due to anticipated housing growth, the District anticipates enrollment to begin increasing in out years. Revenue is based on the assumption that funded ADA will equal 4117.62 in 2019-20, 4147.68 in 2020-21, and 4173.34 in 2021-22. This increase estimate was calculated using 25% of the expected student generation rate determined during CJUSD's developer fee study.

Federal revenue is expected to remain relatively constant for subsequent years. Because Federal Revenue is considered earned when spent, and the District is working on spending down Federal Revenue reserves in excess of 15%, it will appear as though Federal Revenue will decline from this year to next.

Restricted State Revenue related to the Career Technical Education Incentive Grant (CTEIG) has been reduced in subsequent years since this grant must be expended by the end of 2019-20.

Indirect Costs from CTEIG, Classified Professional Development Block Grant, Low-Performing Students Block Grant, School Improvement Funding, and Title I/II/III carryover are eliminated in out years.

Expenditure Assumptions:

Salary increases reflect step and column movement. Future retirements are not factored into salary projections.

Supplies, services, and capital outlay are expected to decrease for subsequent years due to the ending of CTEIG, Classified Professional Development Block Grant, Low-Performing Students Block Grant, School Improvement Funding, and the spending down of carried over funds.

Two Academic Coordinator and one Student Outreach Advisor positions are temporary one-year positions. The salary adjustments shown in year 2020-21 of the Restricted Multiyear Projection reflect the removal of those positions.

Estimated Ending Fund Balances:

During 2019-20, the Unrestricted General Fund is currently projected to have a deficit of nearly \$1.35 million resulting in an ending unrestricted General Fund balance of approximately \$5.33 million. The decrease in restricted ending fund balances is due to expending the carryover for

grants where revenue was received in the prior year and expenditures were made in the current year.

During 2020-21, the District estimates that the unrestricted General Fund is projected to have a deficit of \$331,776 resulting in an unrestricted ending General Fund balance of approximately \$5.00 million.

During 2021-22, the District estimates that the unrestricted General Fund is projected to have a surplus of \$371,748 resulting in an unrestricted ending General Fund balance of approximately \$5.37 million.

In accordance with the disclosure requirements of Senate Bill 858, amounts over the State mandated reserve of three percent of total general fund outgo are reserved for the following activities:

Fund 01 Unrestricted			
Description	2019-20	2020-21	2021-22
Curriculum Adoption		\$1,500,000	
Additional 1.5% Reserve		\$790,007	\$801,976
Amount Disclosed per SB 858 Requirements	\$0	\$2,290,007	\$801,976
Add: Nonspendable Reserves	\$30,521	\$30,521	\$30,521
Add: State Reserve for Economic Uncertainty (REU) - 3%	\$1,649,290	\$1,580,014	\$1,603,952
Add: Restricted Fund Balance	\$0	\$0	\$0
Add: Assigned (see above "Amount Disclosed" for out years)	\$2,861,936		\$0
Add: Unallocated	\$793,070	\$1,102,499	\$2,938,340
<i>Estimated Ending Fund Balance</i>	<i>\$5,334,817</i>	<i>\$5,003,041</i>	<i>\$5,374,789</i>

Conclusion:

The multi-year projection supports that the District will be able to meet its financial obligations for the current and subsequent years. Therefore, the Center Joint Unified School District certifies that its financial condition is positive.

2019-20 First Interim
General Fund
Unrestricted (Resources 0000-1999)
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
A. REVENUES								
1) LCFF Sources		8010-8099	42,977,312.00	42,977,312.00	9,710,295.47	43,008,625.00	31,313.00	0.1%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	792,226.00	792,226.00	34,851.70	792,226.00	0.00	0.0%
4) Other Local Revenue		8600-8799	405,940.00	405,940.00	138,039.41	419,062.00	13,122.00	3.2%
5) TOTAL, REVENUES			44,175,478.00	44,175,478.00	9,883,186.58	44,219,913.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	17,367,521.00	17,367,521.00	5,292,907.34	17,254,505.00	113,016.00	0.7%
2) Classified Salaries		2000-2999	4,948,956.00	4,948,956.00	1,514,982.30	4,961,743.00	(12,787.00)	-0.3%
3) Employee Benefits		3000-3999	8,002,323.00	8,002,323.00	2,347,894.43	8,106,852.00	(104,529.00)	-1.3%
4) Books and Supplies		4000-4999	1,331,184.00	1,331,184.00	723,920.75	2,013,329.87	(682,145.87)	-51.2%
5) Services and Other Operating Expenditures		5000-5999	3,599,278.00	3,599,278.00	1,245,105.93	3,927,511.00	(328,233.00)	-9.1%
6) Capital Outlay		6000-6999	24,138.00	24,138.00	8,936.60	94,588.00	(70,450.00)	-291.9%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	642,000.00	642,000.00	133,413.00	642,000.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(333,139.00)	(333,139.00)	0.00	(402,561.00)	69,422.00	-20.8%
9) TOTAL, EXPENDITURES			35,582,261.00	35,582,261.00	11,267,160.35	36,597,967.87		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)								
			8,593,217.00	8,593,217.00	(1,383,973.77)	7,621,945.13		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	56,073.00	56,073.00	56,073.00	New
b) Transfers Out		7600-7629	1,000.00	1,000.00	53,908.00	54,908.00	(53,908.00)	-5390.8%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(9,090,908.00)	(9,090,908.00)	0.00	(8,971,689.21)	119,218.79	-1.3%
4) TOTAL, OTHER FINANCING SOURCES/USES			(9,091,908.00)	(9,091,908.00)	2,165.00	(8,970,524.21)		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)								
			(498,691.00)	(498,691.00)	(1,381,808.77)	(1,348,579.08)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	6,683,396.28	6,683,396.28		6,683,396.28	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,683,396.28	6,683,396.28		6,683,396.28		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,683,396.28	6,683,396.28		6,683,396.28		
2) Ending Balance, June 30 (E + F1e)			6,184,705.28	6,184,705.28		5,334,817.20		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	10,000.00	10,000.00		10,000.00		
Stores		9712	61,004.29	61,004.29		20,521.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	1,523,399.47	1,523,399.47		2,881,936.47		
Curriculum Adoption	0000	9780	898,285.00					
Curriculum Adoption	0000	9780		898,285.00				
Supplemental/Concentration Funds	0000	9780				954,249.00		
Curriculum Adoption	0000	9780				554,309.00		
K12 Program Restructuring	0000	9780				100,000.00		
Additional 1.5% Reserve	0000	9780				824,645.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	1,545,157.00	1,545,157.00		1,649,290.00		
Unassigned/Unappropriated Amount		9790	3,045,144.52	3,045,144.52		793,069.73		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	28,528,223.00	28,528,223.00	7,867,182.00	27,463,161.00	(1,065,062.00)	-3.7%
Education Protection Account State Aid - Current Year		8012	6,197,752.00	6,197,752.00	1,717,513.00	6,620,469.00	422,717.00	6.8%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions								
Homeowners' Exemptions		8021	49,856.00	49,856.00	0.00	50,429.00	573.00	1.1%
Timber Yield Tax		8022	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	0.0%
County & District Taxes								
Secured Roll Taxes		8041	5,439,637.00	5,439,637.00	85,699.02	5,913,096.00	473,459.00	8.7%
Unsecured Roll Taxes		8042	154,176.00	154,176.00	39,661.34	160,227.00	6,051.00	3.9%
Prior Years' Taxes		8043	28,065.00	28,065.00	104.56	27,931.00	(134.00)	-0.5%
Supplemental Taxes		8044	320,197.00	320,197.00	0.00	382,548.00	62,351.00	19.5%
Education Revenue Augmentation Fund (ERAF)		8045	2,259,406.00	2,259,406.00	0.00	2,390,560.00	131,154.00	5.8%
Community Redevelopment Funds (SB 617/699/1992)		8047	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	0.0%
Miscellaneous Funds (EC 41604)								
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	135.55	136.00	136.00	New
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	68.00	68.00	New
Subtotal, LCFF Sources			42,977,312.00	42,977,312.00	9,710,295.47	43,008,625.00	31,313.00	0.1%
LCFF Transfers								
Unrestricted LCFF								
Transfers - Current Year	0000	8091	0.00	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	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			42,977,312.00	42,977,312.00	9,710,295.47	43,008,625.00	31,313.00	0.1%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00		
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00		
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00		
Donated Food Commodities		8221	0.00	0.00	0.00	0.00		
Forest Reserve Funds		8260	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	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	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		
Title I, Part A, Basic	3010	8290						
Title I, Part D, Local Delinquent Programs	3025	8290						
Title II, Part A, Supporting Effective Instruction	4035	8290						

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Title III, Part A, Immigrant Student Program	4201	8290						
Title III, Part A, English Learner Program	4203	8290						
Public Charter Schools Grant Program (PCSGP)	4610	8290						
	3020, 3040, 3041, 3045, 3060, 3061, 3110, 3150, 3155, 3177, 3180, 3181, 3182, 3185, 4050, 4123, 4124, 4126, 4127, 4128, 5510,							
Other NCLB / Every Student Succeeds Act	5630	8290						
Career and Technical Education	3500-3599	8290						
All Other Federal Revenue	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER STATE REVENUE								
Other State Apportionments								
ROC/P Entitlement Prior Years	6360	8319						
Special Education Master Plan Current Year	6500	8311						
Prior Years	6500	8319						
All Other State Apportionments - Current Year	All Other	8311	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	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00		
Mandated Costs Reimbursements		8550	168,007.00	168,007.00	0.00	168,007.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	609,936.00	609,936.00	34,246.70	609,936.00	0.00	0.0%
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00		
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00		
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590						
Charter School Facility Grant	6030	8590						
Career Technical Education Incentive Grant Program	6387	8590						
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590						
California Clean Energy Jobs Act	6230	8590						
Specialized Secondary	7370	8590						
American Indian Early Childhood Education	7210	8590						
Quality Education Investment Act	7400	8590						
All Other State Revenue	All Other	8590	14,283.00	14,283.00	605.00	14,283.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			792,226.00	792,226.00	34,851.70	792,226.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (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		
Unsecured Roll		8616	0.00	0.00	0.00	0.00		
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00		
Supplemental Taxes		8618	0.00	0.00	0.00	0.00		
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds								
Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00		
Penalties and Interest from Delinquent Non-LCFF Taxes								
		8629	0.00	0.00	0.00	0.00		
Sales								
Sale of Equipment/Supplies		8631	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	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	500.00	500.00	0.00	500.00	0.00	0.0%
Leases and Rentals		8650	75,000.00	75,000.00	29,756.00	80,000.00	5,000.00	6.7%
Interest		8660	95,400.00	95,400.00	2,069.87	95,400.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	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	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	20,000.00	20,000.00	9,960.40	20,000.00	0.00	0.0%
Interagency Services		8677	525.00	525.00	0.00	525.00	0.00	0.0%
Mitigation/Developer Fees		8681	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	0.0%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustment		8691	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		
All Other Local Revenue		8699	154,515.00	154,515.00	46,188.48	162,637.00	8,122.00	5.3%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	60,000.00	60,000.00	50,064.66	60,000.00	0.00	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791						
From County Offices	6500	8792						
From JPAs	6500	8793						
ROC/P Transfers								
From Districts or Charter Schools	6360	8791						
From County Offices	6360	8792						
From JPAs	6360	8793						
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	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	0.0%
From JPAs	All Other	8793	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	0.0%
TOTAL, OTHER LOCAL REVENUE			405,940.00	405,940.00	138,039.41	419,062.00	13,122.00	3.2%
TOTAL, REVENUES			44,175,478.00	44,175,478.00	9,883,186.58	44,219,913.00	44,435.00	0.1%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Certificated Teachers' Salaries		1100	15,072,649.00	15,072,649.00	4,511,987.34	14,934,285.00	138,364.00	0.9%
Certificated Pupil Support Salaries		1200	539,827.00	539,827.00	190,050.12	565,185.00	(25,358.00)	-4.7%
Certificated Supervisors' and Administrators' Salaries		1300	1,617,297.00	1,617,297.00	544,761.40	1,617,287.00	10.00	0.0%
Other Certificated Salaries		1900	137,748.00	137,748.00	46,108.48	137,748.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			17,367,521.00	17,367,521.00	5,292,907.34	17,254,505.00	113,016.00	0.7%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	214,316.00	214,316.00	56,556.51	228,843.00	(14,527.00)	-6.8%
Classified Support Salaries		2200	2,332,960.00	2,332,960.00	694,665.16	2,353,004.00	(20,044.00)	-0.9%
Classified Supervisors' and Administrators' Salaries		2300	361,439.00	361,439.00	120,858.46	354,744.00	6,695.00	1.9%
Clerical, Technical and Office Salaries		2400	1,694,999.00	1,694,999.00	577,575.08	1,708,834.00	(13,835.00)	-0.8%
Other Classified Salaries		2900	345,242.00	345,242.00	65,327.09	316,318.00	28,924.00	8.4%
TOTAL, CLASSIFIED SALARIES			4,948,956.00	4,948,956.00	1,514,982.30	4,961,743.00	(12,787.00)	-0.3%
EMPLOYEE BENEFITS								
STRS		3101-3102	2,983,601.00	2,983,601.00	619,514.79	2,574,438.00	409,163.00	13.7%
PERS		3201-3202	951,838.00	951,838.00	169,342.43	824,721.00	127,117.00	13.4%
OASDI/Medicare/Alternative		3301-3302	595,810.00	595,810.00	101,905.01	514,201.00	81,609.00	13.7%
Health and Welfare Benefits		3401-3402	2,821,902.00	2,821,902.00	1,176,386.48	3,518,833.00	(696,931.00)	-24.7%
Unemployment Insurance		3501-3502	10,933.00	10,933.00	4,883.65	11,216.00	(283.00)	-2.6%
Workers' Compensation		3601-3602	369,448.00	369,448.00	204,369.12	512,253.00	(142,805.00)	-38.7%
OPEB, Allocated		3701-3702	226,741.00	226,741.00	54,940.82	96,000.00	130,741.00	57.7%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	42,050.00	42,050.00	16,552.13	55,190.00	(13,140.00)	-31.2%
TOTAL, EMPLOYEE BENEFITS			8,002,323.00	8,002,323.00	2,347,894.43	8,106,852.00	(104,529.00)	-1.3%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	52,670.00	52,670.00	158,811.19	185,471.00	(132,801.00)	-252.1%
Books and Other Reference Materials		4200	19,328.00	19,328.00	2,131.79	19,448.00	(120.00)	-0.6%
Materials and Supplies		4300	828,149.00	828,149.00	492,348.04	1,360,496.87	(532,347.87)	-64.3%
Noncapitalized Equipment		4400	431,037.00	431,037.00	70,629.73	447,914.00	(16,877.00)	-3.9%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			1,331,184.00	1,331,184.00	723,920.75	2,013,329.87	(682,145.87)	-51.2%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	90,011.00	90,011.00	24,007.87	128,869.00	(38,858.00)	-43.2%
Dues and Memberships		5300	22,698.00	22,698.00	24,159.00	31,749.00	(9,051.00)	-39.9%
Insurance		5400-5450	285,170.00	285,170.00	157,977.50	285,170.00	0.00	0.0%
Operations and Housekeeping Services		5500	1,190,000.00	1,190,000.00	335,441.08	1,190,000.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	83,023.00	83,023.00	13,510.91	70,698.00	12,325.00	14.8%
Transfers of Direct Costs		5710	(46,191.00)	(46,191.00)	0.00	(50,891.00)	4,700.00	-10.2%
Transfers of Direct Costs - Interfund		5750	(1,500.00)	(1,500.00)	0.00	(1,500.00)	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	1,846,744.00	1,846,744.00	649,478.36	2,143,021.00	(296,277.00)	-16.0%
Communications		5900	129,323.00	129,323.00	40,531.21	130,395.00	(1,072.00)	-0.8%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			3,599,278.00	3,599,278.00	1,245,105.93	3,927,511.00	(328,233.00)	-9.1%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
CAPITAL OUTLAY								
Land		6100	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	0.0%
Buildings and Improvements of Buildings		6200	10,000.00	10,000.00	8,936.60	66,250.00	(56,250.00)	-562.5%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	14,138.00	14,138.00	0.00	8,338.00	5,800.00	41.0%
Equipment Replacement		6500	0.00	0.00	0.00	20,000.00	(20,000.00)	New
TOTAL, CAPITAL OUTLAY			24,138.00	24,138.00	8,936.60	94,588.00	(70,450.00)	-291.9%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	642,000.00	642,000.00	133,413.00	642,000.00	0.00	0.0%
Payments to JPAs		7143	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	0.0%
To County Offices		7212	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	0.0%
Special Education SELPA Transfers of Apportionments								
To Districts or Charter Schools	6500	7221						
To County Offices	6500	7222						
To JPAs	6500	7223						
ROC/P Transfers of Apportionments								
To Districts or Charter Schools	6360	7221						
To County Offices	6360	7222						
To JPAs	6360	7223						
Other Transfers of Apportionments	All Other	7221-7223	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	0.0%
All Other Transfers Out to All Others		7299	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	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			642,000.00	642,000.00	133,413.00	642,000.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	(187,874.00)	(187,874.00)	0.00	(248,345.00)	60,471.00	-32.2%
Transfers of Indirect Costs - Interfund		7350	(145,265.00)	(145,265.00)	0.00	(154,216.00)	8,951.00	-6.2%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(333,139.00)	(333,139.00)	0.00	(402,561.00)	69,422.00	-20.8%
TOTAL, EXPENDITURES			35,582,261.00	35,582,261.00	11,267,160.35	36,597,967.87	(1,015,706.87)	-2.9%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: Special Reserve Fund		8912	0.00	0.00	53,908.00	53,908.00	53,908.00	New
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	2,165.00	2,165.00	2,165.00	New
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	56,073.00	56,073.00	56,073.00	New
INTERFUND TRANSFERS OUT								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	53,908.00	53,908.00	(53,908.00)	New
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	1,000.00	1,000.00	0.00	1,000.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			1,000.00	1,000.00	53,908.00	54,908.00	(53,908.00)	-5390.8%
OTHER SOURCES/USES								
SOURCES								
State Apportionments								
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds								
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	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	0.0%
Proceeds from Capital Leases		8972	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	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	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	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	(9,090,908.00)	(9,090,908.00)	0.00	(8,971,689.21)	119,218.79	-1.3%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(9,090,908.00)	(9,090,908.00)	0.00	(8,971,689.21)	119,218.79	-1.3%
TOTAL, OTHER FINANCING SOURCES/USES								
(a - b + c - d + e)			(9,091,908.00)	(9,091,908.00)	2,165.00	(8,970,524.21)	121,383.79	-1.3%

2019-20 First Interim
General Fund
Restricted (Resources 2000-9999)
Revenue, Expenditures, and Changes in Fund Balance

34 73973 0000000
Form 011

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	3,007,092.00	3,007,092.00	530,893.38	3,419,779.00	412,687.00	13.7%
3) Other State Revenue		8300-8599	2,727,035.00	2,727,035.00	273,873.70	2,913,698.45	186,663.45	6.8%
4) Other Local Revenue		8600-8799	1,206,937.00	1,206,937.00	303,307.37	1,206,937.00	0.00	0.0%
5) TOTAL, REVENUES			6,941,064.00	6,941,064.00	1,108,074.45	7,540,414.45		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	4,324,162.00	4,324,162.00	1,334,773.80	4,300,721.95	23,440.05	0.5%
2) Classified Salaries		2000-2999	3,529,213.00	3,529,213.00	938,532.40	3,489,291.30	39,921.70	1.1%
3) Employee Benefits		3000-3999	5,018,425.00	5,018,425.00	844,446.62	4,955,628.00	62,797.00	1.3%
4) Books and Supplies		4000-4999	656,721.00	656,721.00	308,496.66	1,472,598.39	(815,877.39)	-124.2%
5) Services and Other Operating Expenditures		5000-5999	1,817,897.00	1,817,897.00	540,763.80	2,995,859.76	(1,177,962.76)	-64.8%
6) Capital Outlay		6000-6999	50,000.00	50,000.00	70,915.16	523,303.00	(473,303.00)	-946.6%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299						
		7400-7499	337,680.00	337,680.00	0.00	337,680.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	187,874.00	187,874.00	0.00	248,345.00	(60,471.00)	-32.2%
9) TOTAL, EXPENDITURES			15,921,972.00	15,921,972.00	4,037,928.44	18,323,427.40		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)								
			(8,980,908.00)	(8,980,908.00)	(2,929,853.99)	(10,783,012.95)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	9,090,908.00	9,090,908.00	0.00	8,971,689.21	(119,218.79)	-1.3%
4) TOTAL, OTHER FINANCING SOURCES/USES			9,090,908.00	9,090,908.00	0.00	8,971,689.21		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
E. NET INCREASE (DECREASE) IN FUND								
BALANCE (C + D4)			110,000.00	110,000.00	(2,929,853.99)	(1,811,323.74)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	2,013,082.97	2,013,082.97		2,013,082.97	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,013,082.97	2,013,082.97		2,013,082.97		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,013,082.97	2,013,082.97		2,013,082.97		
2) Ending Balance, June 30 (E + F1e)			2,123,082.97	2,123,082.97		201,759.23		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	2,123,082.97	2,123,082.97		201,759.57		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		(0.34)		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	0.00	0.00	0.00	0.00		
Education Protection Account State Aid - Current Year		8012	0.00	0.00	0.00	0.00		
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00		
Tax Relief Subventions								
Homeowners' Exemptions		8021	0.00	0.00	0.00	0.00		
Timber Yield Tax		8022	0.00	0.00	0.00	0.00		
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00		
County & District Taxes								
Secured Roll Taxes		8041	0.00	0.00	0.00	0.00		
Unsecured Roll Taxes		8042	0.00	0.00	0.00	0.00		
Prior Years' Taxes		8043	0.00	0.00	0.00	0.00		
Supplemental Taxes		8044	0.00	0.00	0.00	0.00		
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00		
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00		
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00		
Miscellaneous Funds (EC 41604)								
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00		
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00		
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00		
Subtotal, LCFF Sources			0.00	0.00	0.00	0.00		
LCFF Transfers								
Unrestricted LCFF								
Transfers - Current Year	0000	8091						
All Other LCFF								
Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00		
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	828,313.00	828,313.00	0.00	828,313.00	0.00	0.0%
Special Education Discretionary Grants		8182	45,377.00	45,377.00	0.00	70,944.00	25,567.00	56.3%
Child Nutrition Programs		8220	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	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00		
Flood Control Funds		8270	0.00	0.00	0.00	0.00		
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00		
FEMA		8281	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	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	1,303,776.00	1,303,776.00	286,795.39	1,490,991.00	187,215.00	14.4%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	181,192.00	181,192.00	3,781.81	181,192.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Title III, Part A, Immigrant Student Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	60,817.00	60,817.00	17,046.60	100,817.00	40,000.00	65.8%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
	3020, 3040, 3041, 3045, 3060, 3061, 3110, 3150, 3155, 3177, 3180, 3181, 3182, 3185, 4050, 4123, 4124, 4126, 4127, 4128, 5510, 5630	8290	279,184.00	279,184.00	0.00	399,089.00	119,905.00	42.9%
Other NCLB / Every Student Succeeds Act		8290	279,184.00	279,184.00	0.00	399,089.00	119,905.00	42.9%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	308,433.00	308,433.00	223,269.58	348,433.00	40,000.00	13.0%
TOTAL, FEDERAL REVENUE			3,007,092.00	3,007,092.00	530,893.38	3,419,779.00	412,687.00	13.7%
OTHER STATE REVENUE								
Other State Apportionments								
ROC/P Entitlement Prior Years	6360	8319	0.00	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	0.00	0.0%
Prior Years	6500	8319	0.00	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	0.0%
All Other State Apportionments - Prior Years	All Other	8319	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	0.0%
Mandated Costs Reimbursements		8550	0.00	0.00	0.00	0.00		
Lottery - Unrestricted and Instructional Materials		8560	214,083.00	214,083.00	29,292.22	214,083.00	0.00	0.0%
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	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	0.0%
Pass-Through Revenues from State Sources		8587	0.00	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	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	166,276.00	166,276.00	165,281.23	166,276.45	0.45	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	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	0.00	0.0%
Quality Education Investment Act	7400	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	2,346,676.00	2,346,676.00	79,300.25	2,533,339.00	186,663.00	8.0%
TOTAL, OTHER STATE REVENUE			2,727,035.00	2,727,035.00	273,873.70	2,913,698.45	186,663.45	6.8%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (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	0.0%
Unsecured Roll		8616	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	0.0%
Supplemental Taxes		8618	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	0.0%
Other		8622	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	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	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	0.0%
Sale of Publications		8632	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	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	110,000.00	110,000.00	43,008.27	110,000.00	0.00	0.0%
Interest		8660	0.00	0.00	0.00	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	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		
Non-Resident Students		8672	0.00	0.00	0.00	0.00		
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	11,500.00	11,500.00	0.00	11,500.00	0.00	0.0%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustm		8691	0.00	0.00	0.00	0.00		
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	5,430.00	5,430.00	3,495.10	5,430.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	1,080,007.00	1,080,007.00	256,804.00	1,080,007.00	0.00	0.0%
From JPAs	6500	8793	0.00	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	0.00	0.0%
From County Offices	6360	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6360	8793	0.00	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	0.0%
From County Offices	All Other	8792	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	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,206,937.00	1,206,937.00	303,307.37	1,206,937.00	0.00	0.0%
TOTAL, REVENUES			6,941,064.00	6,941,064.00	1,108,074.45	7,540,414.45	599,350.45	8.6%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	3,286,403.00	3,286,403.00	1,019,114.06	3,316,282.95	(29,879.95)	-0.9%
Certificated Pupil Support Salaries		1200	566,600.00	566,600.00	162,256.68	483,733.00	82,867.00	14.6%
Certificated Supervisors' and Administrators' Salaries		1300	123,724.00	123,724.00	41,574.32	123,724.00	0.00	0.0%
Other Certificated Salaries		1900	347,435.00	347,435.00	111,828.74	376,982.00	(29,547.00)	-8.5%
TOTAL CERTIFICATED SALARIES			4,324,162.00	4,324,162.00	1,334,773.80	4,300,721.95	23,440.05	0.5%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	2,553,588.00	2,553,588.00	618,973.62	2,503,246.30	50,341.70	2.0%
Classified Support Salaries		2200	614,980.00	614,980.00	217,154.11	644,307.00	(29,327.00)	-4.8%
Classified Supervisors' and Administrators' Salaries		2300	110,049.00	110,049.00	36,932.72	110,299.00	(250.00)	-0.2%
Clerical, Technical and Office Salaries		2400	209,949.00	209,949.00	61,854.95	190,442.00	19,507.00	9.3%
Other Classified Salaries		2900	40,647.00	40,647.00	3,617.00	40,997.00	(350.00)	-0.9%
TOTAL CLASSIFIED SALARIES			3,529,213.00	3,529,213.00	938,532.40	3,489,291.30	39,921.70	1.1%
EMPLOYEE BENEFITS								
STRS		3101-3102	2,813,535.00	2,813,535.00	231,067.71	2,787,753.00	25,782.00	0.9%
PERS		3201-3202	697,982.00	697,982.00	177,978.84	658,186.00	39,796.00	5.7%
OASDI/Medicare/Alternative		3301-3302	323,612.00	323,612.00	89,753.00	318,715.00	4,897.00	1.5%
Health and Welfare Benefits		3401-3402	1,008,150.00	1,008,150.00	304,117.31	1,024,542.00	(16,392.00)	-1.6%
Unemployment Insurance		3501-3502	3,987.00	3,987.00	1,181.38	3,998.00	(11.00)	-0.3%
Workers' Compensation		3601-3602	135,466.00	135,466.00	33,461.66	132,885.00	2,581.00	1.9%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	35,693.00	35,693.00	6,886.72	29,549.00	6,144.00	17.2%
TOTAL EMPLOYEE BENEFITS			5,018,425.00	5,018,425.00	844,446.62	4,955,628.00	62,797.00	1.3%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	30,154.47	71,202.00	(71,202.00)	New
Books and Other Reference Materials		4200	10,384.00	10,384.00	20,014.35	51,394.00	(41,010.00)	-394.9%
Materials and Supplies		4300	310,025.00	310,025.00	219,475.73	1,021,689.39	(711,664.39)	-229.6%
Noncapitalized Equipment		4400	336,312.00	336,312.00	38,852.11	328,313.00	7,999.00	2.4%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL BOOKS AND SUPPLIES			656,721.00	656,721.00	308,496.66	1,472,598.39	(815,877.39)	-124.2%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	87,127.00	87,127.00	12,098.31	256,377.76	(169,250.76)	-194.3%
Dues and Memberships		5300	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	200,393.00	200,393.00	115,441.67	512,502.00	(312,109.00)	-155.7%
Transfers of Direct Costs		5710	46,191.00	46,191.00	0.00	50,891.00	(4,700.00)	-10.2%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	1,481,436.00	1,481,436.00	412,780.34	2,171,239.00	(689,803.00)	-46.6%
Communications		5900	2,750.00	2,750.00	443.48	4,850.00	(2,100.00)	-76.4%
TOTAL SERVICES AND OTHER OPERATING EXPENDITURES			1,817,897.00	1,817,897.00	540,763.80	2,995,859.76	(1,177,962.76)	-64.8%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
CAPITAL OUTLAY								
Land		6100	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	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	55,573.62	407,237.00	(407,237.00)	New
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	15,341.54	16,066.00	(16,066.00)	New
Equipment Replacement		6500	50,000.00	50,000.00	0.00	100,000.00	(50,000.00)	-100.0%
TOTAL, CAPITAL OUTLAY			50,000.00	50,000.00	70,915.16	523,303.00	(473,303.00)	-946.6%
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	0.0%
State Special Schools		7130	3,500.00	3,500.00	0.00	3,500.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	334,180.00	334,180.00	0.00	334,180.00	0.00	0.0%
Payments to JPAs		7143	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	0.0%
To County Offices		7212	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	0.0%
Special Education SELPA Transfers of Apportionments								
To Districts or Charter Schools	6500	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6500	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	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	0.00	0.0%
To County Offices	6360	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6360	7223	0.00	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	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			337,680.00	337,680.00	0.00	337,680.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	187,874.00	187,874.00	0.00	248,345.00	(60,471.00)	-32.2%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			187,874.00	187,874.00	0.00	248,345.00	(60,471.00)	-32.2%
TOTAL, EXPENDITURES			15,921,972.00	15,921,972.00	4,037,928.44	18,323,427.40	(2,401,455.40)	-15.1%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: Special Reserve Fund		8912	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		
Other Authorized Interfund Transfers in		8919	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	0.0%
INTERFUND TRANSFERS OUT								
To: Child Development Fund		7611	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	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	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	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
State Apportionments Emergency Apportionments		8931	0.00	0.00	0.00	0.00		
Proceeds								
Proceeds from Disposal of Capital Assets		8953	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	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	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	0.0%
Proceeds from Lease Revenue Bonds		8973	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	0.0%
(c) TOTAL, SOURCES			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	0.0%
All Other Financing Uses		7699	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	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	9,090,908.00	9,090,908.00	0.00	8,971,689.21	(119,218.79)	-1.3%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			9,090,908.00	9,090,908.00	0.00	8,971,689.21	(119,218.79)	-1.3%
TOTAL, OTHER FINANCING SOURCES/USES								
(a - b + c - d + e)			9,090,908.00	9,090,908.00	0.00	8,971,689.21	119,218.79	-1.3%

2019-20 First Interim
General Fund
Summary - Unrestricted/Restricted
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
A. REVENUES								
1) LCFF Sources		8010-8099	42,977,312.00	42,977,312.00	9,710,295.47	43,008,625.00	31,313.00	0.1%
2) Federal Revenue		8100-8299	3,007,092.00	3,007,092.00	530,893.38	3,419,779.00	412,687.00	13.7%
3) Other State Revenue		8300-8599	3,519,261.00	3,519,261.00	308,725.40	3,705,924.45	186,663.45	5.3%
4) Other Local Revenue		8600-8799	1,612,877.00	1,612,877.00	441,346.78	1,625,999.00	13,122.00	0.8%
5) TOTAL, REVENUES			51,116,542.00	51,116,542.00	10,991,261.03	51,760,327.45		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	21,691,683.00	21,691,683.00	6,627,681.14	21,555,226.95	136,456.05	0.6%
2) Classified Salaries		2000-2999	8,478,169.00	8,478,169.00	2,453,514.70	8,451,034.30	27,134.70	0.3%
3) Employee Benefits		3000-3999	13,020,748.00	13,020,748.00	3,192,341.05	13,062,480.00	(41,732.00)	-0.3%
4) Books and Supplies		4000-4999	1,987,905.00	1,987,905.00	1,032,417.41	3,485,928.26	(1,498,023.26)	-75.4%
5) Services and Other Operating Expenditures		5000-5999	5,417,175.00	5,417,175.00	1,785,869.73	6,923,370.76	(1,506,195.76)	-27.8%
6) Capital Outlay		6000-6999	74,138.00	74,138.00	79,851.76	617,891.00	(543,753.00)	-733.4%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299						
		7400-7499	979,680.00	979,680.00	133,413.00	979,680.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(145,265.00)	(145,265.00)	0.00	(154,216.00)	8,951.00	-6.2%
9) TOTAL, EXPENDITURES			51,504,233.00	51,504,233.00	15,305,088.79	54,921,395.27		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)								
			(387,691.00)	(387,691.00)	(4,313,827.76)	(3,161,067.82)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	56,073.00	56,073.00	56,073.00	New
b) Transfers Out		7600-7629	1,000.00	1,000.00	53,908.00	54,908.00	(53,908.00)	-5390.8%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(1,000.00)	(1,000.00)	2,165.00	1,165.00		

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General Fund
Summary - Unrestricted/Restricted
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
E. NET INCREASE (DECREASE) IN FUND								
BALANCE (C + D4)			(388,691.00)	(388,691.00)	(4,311,662.76)	(3,159,902.82)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	8,696,479.25	8,696,479.25		8,696,479.25	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			8,696,479.25	8,696,479.25		8,696,479.25		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			8,696,479.25	8,696,479.25		8,696,479.25		
2) Ending Balance, June 30 (E + F1e)			8,307,788.25	8,307,788.25		5,536,576.43		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	10,000.00	10,000.00		10,000.00		
Stores		9712	61,004.29	61,004.29		20,521.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	2,123,082.97	2,123,082.97		201,759.57		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	1,523,399.47	1,523,399.47		2,861,936.47		
Curriculum Adoption	0000	9780	898,285.00					
Curriculum Adoption	0000	9780		898,285.00				
Supplemental/Concentration Funds	0000	9780				954,249.00		
Curriculum Adoption	0000	9780				554,309.00		
K12 Program Restructuring	0000	9780				100,000.00		
Additional 1.5% Reserve	0000	9780				824,645.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	1,545,157.00	1,545,157.00		1,649,290.00		
Unassigned/Unappropriated Amount		9790	3,045,144.52	3,045,144.52		793,069.39		

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Revenues, Expenditures, and Changes in Fund Balance

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LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	28,528,223.00	28,528,223.00	7,867,182.00	27,463,161.00	(1,065,062.00)	-3.7%
Education Protection Account State Aid - Current Year		8012	6,197,752.00	6,197,752.00	1,717,513.00	6,620,469.00	422,717.00	6.8%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions								
Homeowners' Exemptions		8021	49,856.00	49,856.00	0.00	50,429.00	573.00	1.1%
Timber Yield Tax		8022	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	0.0%
County & District Taxes								
Secured Roll Taxes		8041	5,439,637.00	5,439,637.00	85,699.02	5,913,096.00	473,459.00	8.7%
Unsecured Roll Taxes		8042	154,176.00	154,176.00	39,661.34	160,227.00	6,051.00	3.9%
Prior Years' Taxes		8043	28,065.00	28,065.00	104.56	27,931.00	(134.00)	-0.5%
Supplemental Taxes		8044	320,197.00	320,197.00	0.00	382,548.00	62,351.00	19.5%
Education Revenue Augmentation Fund (ERAF)		8045	2,259,406.00	2,259,406.00	0.00	2,390,560.00	131,154.00	5.8%
Community Redevelopment Funds (SB 617/699/1992)		8047	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	0.0%
Miscellaneous Funds (EC 41604)								
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	135.55	136.00	136.00	New
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	68.00	68.00	New
Subtotal, LCFF Sources			42,977,312.00	42,977,312.00	9,710,295.47	43,008,625.00	31,313.00	0.1%
LCFF Transfers								
Unrestricted LCFF								
Transfers - Current Year	0000	8091	0.00	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	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			42,977,312.00	42,977,312.00	9,710,295.47	43,008,625.00	31,313.00	0.1%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	828,313.00	828,313.00	0.00	828,313.00	0.00	0.0%
Special Education Discretionary Grants		8182	45,377.00	45,377.00	0.00	70,944.00	25,567.00	56.3%
Child Nutrition Programs		8220	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	0.0%
Forest Reserve Funds		8260	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	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	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	0.0%
Title I, Part A, Basic	3010	8290	1,303,776.00	1,303,776.00	286,795.39	1,490,991.00	187,215.00	14.4%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	181,192.00	181,192.00	3,781.81	181,192.00	0.00	0.0%

2019-20 First Interim
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Revenues, Expenditures, and Changes in Fund Balance

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Title III, Part A, Immigrant Student Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	60,817.00	60,817.00	17,046.60	100,817.00	40,000.00	65.8%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
	3020, 3040, 3041, 3045, 3060, 3061, 3110, 3150, 3155, 3177, 3180, 3181, 3182, 3185, 4050, 4123, 4124, 4126, 4127, 4128, 5510,							
Other NCLB / Every Student Succeeds Act	5630	8290	279,184.00	279,184.00	0.00	399,089.00	119,905.00	42.9%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	308,433.00	308,433.00	223,269.58	348,433.00	40,000.00	13.0%
TOTAL, FEDERAL REVENUE			3,007,092.00	3,007,092.00	530,893.38	3,419,779.00	412,687.00	13.7%
OTHER STATE REVENUE								
Other State Apportionments								
ROC/P Entitlement								
Prior Years	6360	8319	0.00	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	0.00	0.0%
Prior Years	6500	8319	0.00	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	0.0%
All Other State Apportionments - Prior Years	All Other	8319	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	0.0%
Mandated Costs Reimbursements		8550	168,007.00	168,007.00	0.00	168,007.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materi		8560	824,019.00	824,019.00	63,538.92	824,019.00	0.00	0.0%
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	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	0.0%
Pass-Through Revenues from State Sources		8587	0.00	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	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	166,276.00	166,276.00	165,281.23	166,276.45	0.45	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	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	0.00	0.0%
Quality Education Investment Act	7400	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	2,360,959.00	2,360,959.00	79,905.25	2,547,622.00	186,663.00	7.9%
TOTAL, OTHER STATE REVENUE			3,519,261.00	3,519,261.00	308,725.40	3,705,924.45	186,663.45	5.3%

2019-20 First Interim
General Fund
Summary - Unrestricted/Restricted
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (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	0.0%
Unsecured Roll		8616	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	0.0%
Supplemental Taxes		8618	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	0.0%
Other		8622	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	0.0%
Penalties and Interest from Delinquent Non-LCFF								
Taxes		8629	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	0.0%
Sale of Publications		8632	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	0.0%
All Other Sales		8639	500.00	500.00	0.00	500.00	0.00	0.0%
Leases and Rentals		8650	185,000.00	185,000.00	72,764.27	190,000.00	5,000.00	2.7%
Interest		8660	95,400.00	95,400.00	2,069.87	95,400.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	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	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	20,000.00	20,000.00	9,960.40	20,000.00	0.00	0.0%
Interagency Services		8677	525.00	525.00	0.00	525.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	11,500.00	11,500.00	0.00	11,500.00	0.00	0.0%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustment		8691	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	0.0%
All Other Local Revenue		8699	159,945.00	159,945.00	49,683.58	168,067.00	8,122.00	5.1%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	60,000.00	60,000.00	50,064.66	60,000.00	0.00	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	1,080,007.00	1,080,007.00	256,804.00	1,080,007.00	0.00	0.0%
From JPAs	6500	8793	0.00	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	0.00	0.0%
From County Offices	6360	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6360	8793	0.00	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	0.0%
From County Offices	All Other	8792	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	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,612,877.00	1,612,877.00	441,346.78	1,625,999.00	13,122.00	0.8%
TOTAL, REVENUES			51,116,542.00	51,116,542.00	10,991,261.03	51,760,327.45	643,785.45	1.3%

California Dept of Education
CACEF-012-08-0000-0000-0000-0000

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
CAPITAL OUTLAY								
Land		6100	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	0.0%
Buildings and Improvements of Buildings		6200	10,000.00	10,000.00	64,510.22	473,487.00	(463,487.00)	-4634.9%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	14,138.00	14,138.00	15,341.54	24,404.00	(10,266.00)	-72.6%
Equipment Replacement		6500	50,000.00	50,000.00	0.00	120,000.00	(70,000.00)	-140.0%
TOTAL CAPITAL OUTLAY			74,138.00	74,138.00	79,851.76	617,891.00	(543,753.00)	-733.4%
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	0.0%
State Special Schools		7130	3,500.00	3,500.00	0.00	3,500.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	976,180.00	976,180.00	133,413.00	976,180.00	0.00	0.0%
Payments to JPAs		7143	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	0.0%
To County Offices		7212	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	0.0%
Special Education SELPA Transfers of Apportionments								
To Districts or Charter Schools	6500	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6500	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	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	0.00	0.0%
To County Offices	6360	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6360	7223	0.00	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	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			979,680.00	979,680.00	133,413.00	979,680.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00		
Transfers of Indirect Costs - Interfund		7350	(145,265.00)	(145,265.00)	0.00	(154,216.00)	8,951.00	-6.2%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(145,265.00)	(145,265.00)	0.00	(154,216.00)	8,951.00	-6.2%
TOTAL EXPENDITURES			51,504,233.00	51,504,233.00	15,305,088.79	54,921,395.27	(3,417,162.27)	-6.6%

2019-20 First Interim
General Fund
Summary - Unrestricted/Restricted
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: Special Reserve Fund		8912	0.00	0.00	53,908.00	53,908.00	53,908.00	New
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	2,165.00	2,165.00	2,165.00	New
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	56,073.00	56,073.00	56,073.00	New
INTERFUND TRANSFERS OUT								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	53,908.00	53,908.00	(53,908.00)	New
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	1,000.00	1,000.00	0.00	1,000.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			1,000.00	1,000.00	53,908.00	54,908.00	(53,908.00)	-5390.8%
OTHER SOURCES/USES								
SOURCES								
State Apportionments								
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds								
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	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	0.0%
Proceeds from Capital Leases		8972	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	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	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	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00		
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00		
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES								
(a - b + c - d + e)			(1,000.00)	(1,000.00)	2,165.00	1,165.00	(2,165.00)	-216.5%

Resource	Description	2019-20
		Projected Year Totals
5640	Medi-Cal Billing Option	20,671.00
6230	California Clean Energy Jobs Act	4,479.96
7338	College Readiness Block Grant	2.62
9010	Other Restricted Local	176,605.99
Total, Restricted Balance		201,759.57

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	29.00	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	29.00	0.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.00	0.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	29.00	0.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	2,165.00	2,165.00	(2,165.00)	New
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	(2,165.00)	(2,165.00)		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	(2,136.00)	(2,165.00)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	123,915.82	123,915.82		123,915.82	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			123,915.82	123,915.82		123,915.82		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			123,915.82	123,915.82		123,915.82		
2) Ending Balance, June 30 (E + F1e)			123,915.82	123,915.82		121,750.82		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	121,750.82	121,750.82		121,750.82		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	2,165.00	2,165.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	0.00	0.00	0.00	0.00	0.00	0.0%
Education Protection Account State Aid - Current Year		8012	0.00	0.00	0.00	0.00	0.00	0.0%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF Transfers								
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	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	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	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	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Part A, Immigrant Student Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3020, 3040, 3041, 3045, 3060, 3061, 3150, 3155, 3180, 3181, 3182, 3185, 4124, 4126, 4127, 4128, 5510, 5630	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER STATE REVENUE								
Other State Apportionments								
Special Education Master Plan Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	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	0.0%
All Other State Apportionments - Prior Years	All Other	8319	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	0.0%
Mandated Costs Reimbursements		8550	0.00	0.00	0.00	0.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	0.00	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	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Quality Education Investment Act	7400	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	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	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	0.00	29.00	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Child Development Parent Fees		8673	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	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	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	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	0.0%
From County Offices	All Other	8792	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	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	29.00	0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	29.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.00	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.00	0.00	0.00	0.0%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.00	0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.00	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CAPITAL OUTLAY								
Land		6100	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	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.0%
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	0.0%
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers Out								
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8819	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	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	2,165.00	2,165.00	(2,165.00)	New
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	2,165.00	2,165.00	(2,165.00)	New
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Capital Leases		8972	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	0.0%
(c) TOTAL, SOURCES			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	0.0%
All Other Financing Uses		7699	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	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a + b + c + d + e)								
			0.00	0.00	(2,165.00)	(2,165.00)		

Resource	Description	2019/20
		Projected Year Totals
6230	California Clean Energy Jobs Act	48,230.50
7338	College Readiness Block Grant	73,520.32
Total, Restricted Balance		121,750.82

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	54,069.00	54,069.00	0.00	51,330.00	(2,739.00)	-5.1%
3) Other State Revenue		8300-8599	277,400.00	277,400.00	11,540.00	277,400.00	0.00	0.0%
4) Other Local Revenue		8600-8799	750.00	750.00	510.00	750.00	0.00	0.0%
5) TOTAL, REVENUES			332,219.00	332,219.00	12,050.00	329,480.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	147,662.00	147,662.00	48,182.10	159,552.00	(11,890.00)	-8.1%
2) Classified Salaries		2000-2999	40,708.00	40,708.00	11,811.13	40,708.00	0.00	0.0%
3) Employee Benefits		3000-3999	76,598.00	76,598.00	16,232.09	65,855.00	10,743.00	14.0%
4) Books and Supplies		4000-4999	22,336.00	22,336.00	22,703.82	101,018.03	(78,682.03)	-352.3%
5) Services and Other Operating Expenditures		5000-5999	29,847.00	29,847.00	4,969.81	26,635.00	3,212.00	10.8%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	15,068.00	15,068.00	0.00	15,040.00	28.00	0.2%
9) TOTAL, EXPENDITURES			332,219.00	332,219.00	103,898.95	408,808.03		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	(91,848.95)	(79,328.03)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	(91,848.95)	(79,328.03)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	119,683.85	119,683.85		119,683.85	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			119,683.85	119,683.85		119,683.85		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			119,683.85	119,683.85		119,683.85		
2) Ending Balance, June 30 (E + F1e)			119,683.85	119,683.85		40,355.82		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	83,482.04	63,482.04		40,355.82		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	56,201.81	56,201.81		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
LCFF SOURCES								
LCFF Transfers								
LCFF Transfers - Current Year		8091	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
FEDERAL REVENUE								
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	54,069.00	54,069.00	0.00	51,330.00	(2,739.00)	-5.1%
TOTAL, FEDERAL REVENUE			54,069.00	54,069.00	0.00	51,330.00	(2,739.00)	-5.1%
OTHER STATE REVENUE								
Other State Apportionments								
All Other State Apportionments - Current Year		8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years		8319	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	0.0%
Adult Education Program	6391	8590	252,400.00	252,400.00	0.00	252,400.00	0.00	0.0%
All Other State Revenue	All Other	8590	25,000.00	25,000.00	11,540.00	25,000.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			277,400.00	277,400.00	11,540.00	277,400.00	0.00	0.0%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	750.00	750.00	20.00	750.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	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	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	490.00	0.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			750.00	750.00	510.00	750.00	0.00	0.0%
TOTAL, REVENUES			332,219.00	332,219.00	12,050.00	329,480.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	91,183.00	91,183.00	29,048.25	101,402.00	(10,219.00)	-11.2%
Certificated Pupil Support Salaries		1200	38,398.00	38,398.00	13,107.09	40,069.00	(1,671.00)	-4.4%
Certificated Supervisors' and Administrators' Salaries		1300	18,081.00	18,081.00	6,028.76	18,081.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			147,662.00	147,662.00	48,182.10	159,552.00	(11,890.00)	-8.1%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	5,210.00	5,210.00	0.00	5,210.00	0.00	0.0%
Classified Support Salaries		2200	1,000.00	1,000.00	41.73	1,000.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	34,498.00	34,498.00	11,769.40	34,498.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			40,708.00	40,708.00	11,811.13	40,708.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	46,017.00	46,017.00	5,702.35	46,227.00	(210.00)	-0.5%
PERS		3201-3202	5,175.00	5,175.00	5,211.05	5,717.00	(542.00)	-10.5%
OASDI/Medicare/Alternative		3301-3302	5,934.00	5,934.00	2,503.77	6,390.00	(456.00)	-7.7%
Health and Welfare Benefits		3401-3402	16,518.00	16,518.00	1,936.04	4,360.00	12,158.00	73.6%
Unemployment Insurance		3501-3502	87.00	87.00	29.99	93.00	(6.00)	-6.9%
Workers' Compensation		3601-3602	2,867.00	2,867.00	848.89	3,068.00	(201.00)	-7.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			76,598.00	76,598.00	16,232.09	65,855.00	10,743.00	14.0%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	1,000.00	1,000.00	347.74	495.00	505.00	50.5%
Materials and Supplies		4300	19,336.00	19,336.00	2,743.87	78,818.03	(59,482.03)	-307.6%
Noncapitalized Equipment		4400	2,000.00	2,000.00	19,612.21	21,705.00	(19,705.00)	-985.3%
TOTAL, BOOKS AND SUPPLIES			22,336.00	22,336.00	22,703.82	101,018.03	(78,682.03)	-352.3%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	9,600.00	9,600.00	77.61	4,694.00	4,906.00	51.1%
Dues and Memberships		5300	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	2,050.00	(2,050.00)	New
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	500.00	500.00	0.00	500.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	19,747.00	19,747.00	4,892.20	19,391.00	356.00	1.8%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			29,847.00	29,847.00	4,969.81	26,635.00	3,212.00	10.8%
CAPITAL OUTLAY								
Land		6100	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	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	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	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers Out								
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	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	0.0%
To JPAs		7213	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	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs - Interfund		7350	15,068.00	15,068.00	0.00	15,040.00	28.00	0.2%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			15,068.00	15,068.00	0.00	15,040.00	28.00	0.2%
TOTAL EXPENDITURES			332,219.00	332,219.00	103,898.95	408,808.03		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	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	0.0%
INTERFUND TRANSFERS OUT								
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	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	0.0%
Proceeds from Capital Leases		8972	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	0.0%
(c) TOTAL, SOURCES			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	0.0%
All Other Financing Uses		7699	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	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.00	0.00		

Resource	Description	2019/20
		Projected Year Totals
6391	Adult Education Program	40,355.82
Total, Restricted Balance		40,355.82

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	287,801.00	287,801.00	96,420.00	307,169.00	19,368.00	6.7%
3) Other State Revenue		8300-8599	516,111.00	516,111.00	172,954.00	547,901.00	31,790.00	6.2%
4) Other Local Revenue		8600-8799	1,088.00	1,088.00	11.00	1,088.00	0.00	0.0%
5) TOTAL, REVENUES			805,000.00	805,000.00	269,385.00	856,158.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	757,772.00	757,772.00	199,040.16	813,314.00	(55,542.00)	-7.3%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	47,228.00	47,228.00	0.00	42,844.00	4,384.00	9.3%
9) TOTAL, EXPENDITURES			805,000.00	805,000.00	199,040.16	856,158.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)								
			0.00	0.00	70,344.84	0.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	70,344.84	0.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	39,078.93	39,078.93		39,078.93	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			39,078.93	39,078.93		39,078.93		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			39,078.93	39,078.93		39,078.93		
2) Ending Balance, June 30 (E + F1e)			39,078.93	39,078.93		39,078.93		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	39,006.00	39,006.00		39,006.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	72.93	72.93		72.93		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
FEDERAL REVENUE								
Child Nutrition Programs		8220	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	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	287,801.00	287,801.00	96,420.00	307,169.00	19,368.00	6.7%
TOTAL, FEDERAL REVENUE			287,801.00	287,801.00	96,420.00	307,169.00	19,368.00	6.7%
OTHER STATE REVENUE								
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Child Development Apportionments		8530	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	0.0%
State Preschool	6105	8590	516,111.00	516,111.00	172,954.00	547,901.00	31,790.00	6.2%
All Other State Revenue	All Other	8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			516,111.00	516,111.00	172,954.00	547,901.00	31,790.00	6.2%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	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	0.0%
Interest		8660	1,088.00	1,088.00	11.00	1,088.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Child Development Parent Fees		8673	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	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	0.0%
TOTAL, OTHER LOCAL REVENUE			1,088.00	1,088.00	11.00	1,088.00	0.00	0.0%
TOTAL, REVENUES			805,000.00	805,000.00	269,385.00	856,158.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.00	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.00	0.00	0.00	0.0%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	757,772.00	757,772.00	199,040.16	813,314.00	(55,542.00)	-7.3%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			757,772.00	757,772.00	199,040.16	813,314.00	(55,542.00)	-7.3%
CAPITAL OUTLAY								
Land		6100	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	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	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	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs - Interfund		7350	47,228.00	47,228.00	0.00	42,844.00	4,384.00	9.3%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			47,228.00	47,228.00	0.00	42,844.00	4,384.00	9.3%
TOTAL, EXPENDITURES			805,000.00	805,000.00	199,040.16	856,158.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: General Fund		8911	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	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	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	0.0%
Proceeds from Capital Leases		8972	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	0.0%
(c) TOTAL, SOURCES			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	0.0%
All Other Financing Uses		7699	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	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)								
			0.00	0.00	0.00	0.00		

Resource	Description	2019/20
		Projected Year Totals
6130	Child Development: Center-Based Reserve Account	39,006.00
Total, Restricted Balance		39,006.00

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	1,593,241.00	1,593,241.00	278,714.99	1,593,241.00	0.00	0.0%
3) Other State Revenue		8300-8599	125,000.00	125,000.00	20,855.82	125,000.00	0.00	0.0%
4) Other Local Revenue		8600-8799	288,000.00	288,000.00	71,841.59	288,000.00	0.00	0.0%
5) TOTAL, REVENUES			2,006,241.00	2,006,241.00	371,412.40	2,006,241.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	677,118.00	677,118.00	210,725.14	683,376.00	(6,258.00)	-0.9%
3) Employee Benefits		3000-3999	332,589.00	332,589.00	92,209.21	330,781.00	1,808.00	0.5%
4) Books and Supplies		4000-4999	847,800.00	847,800.00	183,552.81	828,809.00	18,991.00	2.2%
5) Services and Other Operating Expenditures		5000-5999	66,765.00	66,765.00	12,964.52	67,943.00	(1,178.00)	-1.8%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	82,969.00	82,969.00	0.00	96,332.00	(13,363.00)	-16.1%
9) TOTAL, EXPENDITURES			2,007,241.00	2,007,241.00	499,451.68	2,007,241.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(1,000.00)	(1,000.00)	(128,039.28)	(1,000.00)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	1,000.00	1,000.00	0.00	1,000.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			1,000.00	1,000.00	0.00	1,000.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	(128,039.28)	0.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	40,562.75	40,562.75		40,562.75	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			40,562.75	40,562.75		40,562.75		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			40,562.75	40,562.75		40,562.75		
2) Ending Balance, June 30 (E + F1e)			40,562.75	40,562.75		40,562.75		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	40,562.75	40,562.75		40,562.75		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
FEDERAL REVENUE								
Child Nutrition Programs		8220	1,593,241.00	1,593,241.00	278,714.99	1,593,241.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			1,593,241.00	1,593,241.00	278,714.99	1,593,241.00	0.00	0.0%
OTHER STATE REVENUE								
Child Nutrition Programs		8520	125,000.00	125,000.00	20,855.82	125,000.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			125,000.00	125,000.00	20,855.82	125,000.00	0.00	0.0%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	284,000.00	284,000.00	71,821.59	284,000.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	1,500.00	1,500.00	20.00	1,500.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	2,500.00	2,500.00	0.00	2,500.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			286,000.00	286,000.00	71,841.59	286,000.00	0.00	0.0%
TOTAL REVENUES			2,006,241.00	2,006,241.00	371,412.40	2,006,241.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CERTIFICATED SALARIES								
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.00	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
CLASSIFIED SALARIES								
Classified Support Salaries		2200	532,603.00	532,603.00	162,554.06	540,654.00	(8,051.00)	-1.5%
Classified Supervisors' and Administrators' Salaries		2300	73,478.00	73,478.00	24,492.36	71,685.00	1,793.00	2.4%
Clerical, Technical and Office Salaries		2400	71,037.00	71,037.00	23,678.72	71,037.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			677,118.00	677,118.00	210,725.14	683,376.00	(6,258.00)	-0.9%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	134,420.00	134,420.00	31,159.23	131,840.00	2,580.00	1.9%
OASDI/Medicare/Alternative		3301-3302	49,684.00	49,684.00	15,216.42	49,961.00	(277.00)	-0.6%
Health and Welfare Benefits		3401-3402	132,030.00	132,030.00	41,328.37	132,525.00	(495.00)	-0.4%
Unemployment Insurance		3501-3502	329.00	329.00	106.11	329.00	0.00	0.0%
Workers' Compensation		3601-3602	11,161.00	11,161.00	3,003.12	11,161.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	4,965.00	4,965.00	1,395.96	4,965.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			332,589.00	332,589.00	92,209.21	330,781.00	1,808.00	0.5%
BOOKS AND SUPPLIES								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	90,000.00	90,000.00	25,286.85	85,272.00	4,728.00	5.3%
Noncapitalized Equipment		4400	20,800.00	20,800.00	0.00	20,800.00	0.00	0.0%
Food		4700	737,000.00	737,000.00	158,266.16	722,737.00	14,263.00	1.9%
TOTAL, BOOKS AND SUPPLIES			847,800.00	847,800.00	183,552.81	828,809.00	18,991.00	2.2%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	4,640.00	4,640.00	1,235.13	4,918.00	(278.00)	-6.0%
Dues and Memberships		5300	5,000.00	5,000.00	85.90	5,000.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	26,000.00	26,000.00	8,948.89	26,650.00	(650.00)	-2.5%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	1,000.00	1,000.00	0.00	1,000.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	30,000.00	30,000.00	2,606.72	29,850.00	150.00	0.5%
Communications		5900	125.00	125.00	87.88	525.00	(400.00)	-320.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			66,765.00	66,765.00	12,964.52	67,943.00	(1,178.00)	-1.8%
CAPITAL OUTLAY								
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs - Interfund		7350	82,969.00	82,969.00	0.00	96,332.00	(13,363.00)	-16.1%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			82,969.00	82,969.00	0.00	96,332.00	(13,363.00)	-16.1%
TOTAL, EXPENDITURES			2,007,241.00	2,007,241.00	499,451.68	2,007,241.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: General Fund		8916	1,000.00	1,000.00	0.00	1,000.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			1,000.00	1,000.00	0.00	1,000.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Capital Leases		8972	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	0.0%
(c) TOTAL, SOURCES			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	0.0%
All Other Financing Uses		7699	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	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			1,000.00	1,000.00	0.00	1,000.00		

Resource	Description	2019/20 Projected Year Totals
5310	Child Nutrition: School Programs (e.g., School Lunch, School	40,562.75
Total, Restricted Balance		<u>40,562.75</u>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	4.00	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	4.00	0.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	5,702.83	(5,702.83)	New
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	15,702.83	10,000.00	(10,000.00)	New
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	15,702.83	15,702.83		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	(15,698.83)	(15,702.83)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND								
BALANCE (C + D4)			0.00	0.00	(15,698.83)	(15,702.83)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	15,702.83	15,702.83		15,702.83	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			15,702.83	15,702.83		15,702.83		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			15,702.83	15,702.83		15,702.83		
2) Ending Balance, June 30 (E + F1e)			15,702.83	15,702.83		0.00		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	15,702.83	15,702.83		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
LCFF SOURCES								
LCFF Transfers								
LCFF Transfers - Current Year		8091	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER STATE REVENUE								
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER LOCAL REVENUE								
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	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	0.0%
Interest		8660	0.00	0.00	4.00	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	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	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	4.00	0.00	0.00	0.0%
TOTAL REVENUES			0.00	0.00	4.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CLASSIFIED SALARIES								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.00	0.00	0.00	0.0%
BOOKS AND SUPPLIES								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	5,702.83	(5,702.83)	New
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.00	5,702.83	(5,702.83)	New
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	15,702.83	5,000.00	(5,000.00)	New
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.00	5,000.00	(5,000.00)	New
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	15,702.83	10,000.00	(10,000.00)	New
CAPITAL OUTLAY								
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL EXPENDITURES			0.00	0.00	15,702.83	15,702.83		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	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	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Capital Leases		8972	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	0.0%
(c) TOTAL, SOURCES			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	0.0%
All Other Financing Uses		7699	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	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.00	0.00		

Resource	Description	2019/20	
		Projected Year Totals	
Total, Restricted Balance			0.00

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	18,000.00	18,000.00	576.00	18,000.00	0.00	0.0%
5) TOTAL REVENUES			18,000.00	18,000.00	576.00	18,000.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL EXPENDITURES			0.00	0.00	0.00	0.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			18,000.00	18,000.00	576.00	18,000.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	53,908.00	53,908.00	(53,908.00)	New
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			0.00	0.00	(53,908.00)	(53,908.00)		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			18,000.00	18,000.00	(53,332.00)	(35,908.00)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	2,438,190.71	2,438,190.71		2,438,190.71	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,438,190.71	2,438,190.71		2,438,190.71		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,438,190.71	2,438,190.71		2,438,190.71		
2) Ending Balance, June 30 (E + F1e)			2,456,190.71	2,456,190.71		2,402,282.71		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	2,456,190.71	2,456,190.71		2,402,282.71		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	18,000.00	18,000.00	576.00	18,000.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			18,000.00	18,000.00	576.00	18,000.00	0.00	0.0%
TOTAL REVENUES			18,000.00	18,000.00	576.00	18,000.00		
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: General Fund/CSSF		8912	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	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: General Fund/CSSF		7612	0.00	0.00	53,908.00	53,908.00	(53,908.00)	New
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	53,908.00	53,908.00	(53,908.00)	New
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	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	0.0%
CONTRIBUTIONS								
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	(53,908.00)	(53,908.00)		

		2019/20
Resource	Description	Projected Year Totals
Total, Restricted Balance		0.00

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	2,000.00	2,000.00	130.00	2,000.00	0.00	0.0%
5) TOTAL, REVENUES			2,000.00	2,000.00	130.00	2,000.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.00	0.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			2,000.00	2,000.00	130.00	2,000.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	53,908.00	53,908.00	53,908.00	New
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	53,908.00	53,908.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			2,000.00	2,000.00	54,038.00	55,908.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	549,176.00	549,176.00		549,176.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			549,176.00	549,176.00		549,176.00		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			549,176.00	549,176.00		549,176.00		
2) Ending Balance, June 30 (E + F1e)			551,176.00	551,176.00		605,084.00		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	551,176.00	551,176.00		605,084.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
OTHER LOCAL REVENUE								
Interest		8660	2,000.00	2,000.00	130.00	2,000.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			2,000.00	2,000.00	130.00	2,000.00	0.00	0.0%
TOTAL, REVENUES			2,000.00	2,000.00	130.00	2,000.00		
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: General Fund/CSSF		8912	0.00	0.00	53,908.00	53,908.00	53,908.00	New
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	53,908.00	53,908.00	53,908.00	New
INTERFUND TRANSFERS OUT								
To: General Fund/CSSF		7612	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	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	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	0.0%
CONTRIBUTIONS								
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	53,908.00	53,908.00		

		2019/20
Resource	Description	Projected Year Totals

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	22.00	0.00	0.00	0.0%
5) TOTAL REVENUES			0.00	0.00	22.00	0.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	12,501.13	45,944.34	(45,944.34)	New
6) Capital Outlay		6000-6999	0.00	0.00	8,385.39	32,640.57	(32,640.57)	New
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL EXPENDITURES			0.00	0.00	20,886.52	78,584.91		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	(20,886.52)	(78,584.91)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	(20,864.52)	(78,584.91)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	78,584.91	78,584.91		78,584.91	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			78,584.91	78,584.91		78,584.91		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			78,584.91	78,584.91		78,584.91		
2) Ending Balance, June 30 (E + F1e)			78,584.91	78,584.91		0.00		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	78,584.91	78,584.91		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
FEDERAL REVENUE								
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER STATE REVENUE								
Tax Relief Subventions Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8578	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER LOCAL REVENUE								
County and District Taxes								
Other Restricted Levies Secured Roll		8615	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	0.0%
Prior Years' Taxes		8617	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	0.0%
Non-Ad Valorem Taxes Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	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	0.0%
Sales Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	0.00	22.00	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	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	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	22.00	0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	22.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CLASSIFIED SALARIES								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.00	0.00	0.00	0.0%
BOOKS AND SUPPLIES								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.00	0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	12,501.13	45,944.34	(45,944.34)	New
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	12,501.13	45,944.34	(45,944.34)	New

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CAPITAL OUTLAY								
Land		6100	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	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	8,385.39	32,640.57	(32,640.57)	New
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	8,385.39	32,640.57	(32,640.57)	New
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Other Transfers Out								
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL EXPENDITURES			0.00	0.00	20,886.52	78,584.91		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	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	0.0%
INTERFUND TRANSFERS OUT								
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Proceeds								
Proceeds from Sale of Bonds		8951	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
County School Building Aid		8961	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	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	0.0%
Proceeds from Capital Leases		8972	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	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	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	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)								
			0.00	0.00	0.00	0.00		

Resource	Description	2019/20 Projected Year Totals
Total, Restricted Balance		0.00

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	800,250.00	800,250.00	986,421.45	1,130,250.00	330,000.00	41.2%
5) TOTAL, REVENUES			800,250.00	800,250.00	986,421.45	1,130,250.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	1,875.00	122,000.00	(122,000.00)	New
6) Capital Outlay		6000-6999	0.00	0.00	940.00	50,000.00	(50,000.00)	New
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	2,815.00	172,000.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			800,250.00	800,250.00	983,606.45	958,250.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			800,250.00	800,250.00	983,606.45	958,250.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	648,361.87	648,361.87		648,361.87	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			648,361.87	648,361.87		648,361.87		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			648,361.87	648,361.87		648,361.87		
2) Ending Balance, June 30 (E + F1e)			1,448,611.87	1,448,611.87		1,606,611.87		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance		9740	800,000.00	800,000.00		1,606,611.87		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	648,611.87	648,611.87		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
OTHER STATE REVENUE								
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	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	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER LOCAL REVENUE								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	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	0.0%
Prior Years' Taxes		8617	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	0.0%
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds								
Not Subject to LCFF Deduction		8625	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	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	250.00	250.00	225.00	250.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Mitigation/Developer Fees		8681	800,000.00	800,000.00	986,196.45	1,130,000.00	330,000.00	41.3%
Other Local Revenue								
All Other Local Revenue		8699	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	0.0%
TOTAL, OTHER LOCAL REVENUE			800,250.00	800,250.00	986,421.45	1,130,250.00	330,000.00	41.2%
TOTAL, REVENUES			800,250.00	800,250.00	986,421.45	1,130,250.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CERTIFICATED SALARIES								
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
CLASSIFIED SALARIES								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.00	0.00	0.00	0.0%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.00	0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	1,875.00	122,000.00	(122,000.00)	New
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	1,875.00	122,000.00	(122,000.00)	New

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CAPITAL OUTLAY								
Land		6100	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	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	940.00	50,000.00	(50,000.00)	New
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	940.00	50,000.00	(50,000.00)	New
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Other Transfers Out								
All Other Transfers Out to All Others		7299	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	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	2,815.00	172,000.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	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	0.0%
INTERFUND TRANSFERS OUT								
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Proceeds								
Proceeds from Disposal of Capital Assets		8953	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	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	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	0.0%
Proceeds from Lease Revenue Bonds		8973	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	0.0%
(c) TOTAL, SOURCES			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	0.0%
All Other Financing Uses		7699	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	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.00	0.00		

Resource	Description	2019/20
		Projected Year Totals
9010	Other Restricted Local	1,606,611.87
Total, Restricted Balance		1,606,611.87

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	45.00	45.00	1.00	45.00	0.00	0.0%
5) TOTAL, REVENUES			45.00	45.00	1.00	45.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.00	0.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			45.00	45.00	1.00	45.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			45.00	45.00	1.00	45.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	4,199.66	4,199.66		4,199.66	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4,199.66	4,199.66		4,199.66		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,199.66	4,199.66		4,199.66		
2) Ending Balance, June 30 (E + F1e)			4,244.66	4,244.66		4,244.66		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance		9740	4,244.66	4,244.66		4,244.66		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
FEDERAL REVENUE								
All Other Federal Revenue		8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER STATE REVENUE								
School Facilities Apportionments		8545	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	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	45.00	45.00	1.00	45.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	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	0.0%
TOTAL, OTHER LOCAL REVENUE			45.00	45.00	1.00	45.00	0.00	0.0%
TOTAL, REVENUES			45.00	45.00	1.00	45.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CLASSIFIED SALARIES								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.00	0.00	0.00	0.0%
BOOKS AND SUPPLIES								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.00	0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.00	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CAPITAL OUTLAY								
Land		6100	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	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	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	0.00	0.00	0.00	0.0%
To County Offices		7212	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	0.0%
All Other Transfers Out to All Others		7299	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	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
To: State School Building Fund/ County School Facilities Fund								
From: All Other Funds		8913	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	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Proceeds								
Proceeds from Disposal of Capital Assets		8953	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	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	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	0.0%
Proceeds from Lease Revenue Bonds		8973	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	0.0%
(c) TOTAL, SOURCES			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	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)								
			0.00	0.00	0.00	0.00		

Resource	Description	2019/20 Projected Year Totals
7710	State School Facilities Projects	4,244.66
Total, Restricted Balance		4,244.66

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2020-21 Projection (C)	% Change (Cols. E-C/C) (D)	2021-22 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	43,008,625.00	3.24%	44,403,311.00	3.34%	45,884,968.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	792,226.00	1.67%	805,422.00	1.16%	814,746.00
4. Other Local Revenues	8600-8799	419,062.00	0.59%	421,523.00	0.60%	424,067.00
5. Other Financing Sources						
a. Transfers In	8900-8929	56,073.00	0.00%	56,073.00	0.00%	56,073.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	(8,971,689.21)	1.91%	(9,143,292.00)	1.96%	(9,322,508.00)
6. Total (Sum lines A1 thru A5c)		35,304,296.79	3.51%	36,543,037.00	3.60%	37,857,346.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				17,254,505.00		17,480,283.00
b. Step & Column Adjustment				225,778.00		241,013.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	17,254,505.00	1.31%	17,480,283.00	1.38%	17,721,296.00
2. Classified Salaries						
a. Base Salaries				4,961,743.00		5,074,259.00
b. Step & Column Adjustment				112,516.00		216,342.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	4,961,743.00	2.27%	5,074,259.00	4.26%	5,290,601.00
3. Employee Benefits	3000-3999	8,106,852.00	4.93%	8,506,686.00	1.80%	8,660,116.00
4. Books and Supplies	4000-4999	2,013,329.87	-14.91%	1,713,229.00	0.00%	1,713,229.00
5. Services and Other Operating Expenditures	5000-5999	3,927,511.00	-5.46%	3,712,927.00	0.00%	3,712,927.00
6. Capital Outlay	6000-6999	94,588.00	-34.49%	61,963.00	0.00%	61,963.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	642,000.00	0.00%	642,000.00	0.00%	642,000.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(402,561.00)	-7.73%	(371,442.00)	0.00%	(371,442.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	54,908.00	0.00%	54,908.00	0.00%	54,908.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		36,652,875.87	0.61%	36,874,813.00	1.66%	37,485,598.00
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)		(1,348,579.08)		(331,776.00)		371,748.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 011, line F1e)		6,683,396.28		5,334,817.20		5,003,041.20
2. Ending Fund Balance (Sum lines C and D1)		5,334,817.20		5,003,041.20		5,374,789.20
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	30,521.00		30,521.00		30,521.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	2,861,936.47		2,290,007.00		801,976.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,649,290.00		1,580,014.00		1,603,952.00
2. Unassigned/Unappropriated	9790	793,069.73		1,102,499.20		2,938,340.20
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		5,334,817.20		5,003,041.20		5,374,789.20

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2020-21 Projection (C)	% Change (Cols. E-C/C) (D)	2021-22 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,649,290.00		1,580,014.00		1,603,952.00
c. Unassigned/Unappropriated	9790	793,069.73		1,102,499.20		2,938,340.20
(Enter other reserve projections in Columns C and E for subsequent years 1 and 2; current year - Column A - is extracted)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	2,402,282.71		2,402,282.71		2,402,282.71
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves (Sum lines E1a thru E2c)		4,844,642.44		5,084,795.91		6,944,574.91
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.						

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2020-21 Projection (C)	% Change (Cols. E-C/C) (D)	2021-22 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	3,419,779.00	-14.08%	2,938,212.00	0.00%	2,938,212.00
3. Other State Revenues	8300-8599	2,913,698.45	-5.53%	2,752,502.00	0.18%	2,757,376.00
4. Other Local Revenues	8600-8799	1,206,937.00	0.00%	1,206,937.00	0.00%	1,206,937.00
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	8,971,689.21	1.91%	9,143,292.00	1.96%	9,322,508.00
6. Total (Sum lines A1 thru A5c)		16,512,103.66	-2.85%	16,040,943.00	1.15%	16,225,033.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				4,300,721.95		4,157,570.95
b. Step & Column Adjustment				38,732.00		86,414.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(181,883.00)		
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	4,300,721.95	-3.33%	4,157,570.95	2.08%	4,243,984.95
2. Classified Salaries						
a. Base Salaries				3,489,291.30		3,487,851.26
b. Step & Column Adjustment				24,030.96		18,378.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(25,471.00)		
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	3,489,291.30	-0.04%	3,487,851.26	0.53%	3,506,229.26
3. Employee Benefits	3000-3999	4,955,628.00	2.42%	5,075,442.00	1.49%	5,150,874.00
4. Books and Supplies	4000-4999	1,472,598.39	-65.14%	513,322.00	0.69%	516,872.00
5. Services and Other Operating Expenditures	5000-5999	2,995,859.76	-36.42%	1,904,880.00	0.18%	1,908,250.00
6. Capital Outlay	6000-6999	523,303.00	-80.89%	100,000.00	0.00%	100,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	337,680.00	0.00%	337,680.00	0.00%	337,680.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	248,345.00	-13.21%	215,546.00	0.00%	215,546.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		18,323,427.40	-13.81%	15,792,292.21	1.19%	15,979,436.21
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)		(1,811,323.74)		248,650.79		245,596.79
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 011, line F1e)		2,013,082.97		201,759.23		450,410.02
2. Ending Fund Balance (Sum lines C and D1)		201,759.23		450,410.02		696,006.81
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	201,759.57		450,410.02		696,006.81
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	(0.34)		0.00		0.00
f. Total Components of Ending Fund Balance						
(Line D3f must agree with line D2)		201,759.23		450,410.02		696,006.81

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A) (B)	2020-21 Projection (C)	% Change (Cols. E-C) (D)	2021-22 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated Amount	9790					
(Enter current year reserve projections in Column A, and other reserve projections in Columns C and E for subsequent years 1 and 2)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						
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.						
(2) Academic Coordinators and (1) Student Outreach Advisor positions are temporary. They are funded with the ESSA CSI School Improvement grant.						

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2020-21 Projection (C)	% Change (Cols. E-C/C) (D)	2021-22 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	43,008,625.00	3.24%	44,403,311.00	3.34%	45,884,968.00
2. Federal Revenues	8100-8299	3,419,779.00	-14.08%	2,938,212.00	0.00%	2,938,212.00
3. Other State Revenues	8300-8599	3,705,924.45	-3.99%	3,557,924.00	0.40%	3,572,122.00
4. Other Local Revenues	8600-8799	1,625,999.00	0.15%	1,628,460.00	0.16%	1,631,004.00
5. Other Financing Sources						
a. Transfers In	8900-8929	56,073.00	0.00%	56,073.00	0.00%	56,073.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		51,816,400.45	1.48%	52,583,980.00	2.85%	54,082,379.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				21,555,226.95		21,637,853.95
b. Step & Column Adjustment				264,510.00		327,427.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(181,883.00)		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	21,555,226.95	0.38%	21,637,853.95	1.51%	21,965,280.95
2. Classified Salaries						
a. Base Salaries				8,451,034.30		8,562,110.26
b. Step & Column Adjustment				136,546.96		234,720.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(25,471.00)		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	8,451,034.30	1.31%	8,562,110.26	2.74%	8,796,830.26
3. Employee Benefits	3000-3999	13,062,480.00	3.98%	13,582,128.00	1.69%	13,810,990.00
4. Books and Supplies	4000-4999	3,485,928.26	-36.13%	2,226,551.00	0.16%	2,230,101.00
5. Services and Other Operating Expenditures	5000-5999	6,923,370.76	-18.86%	5,617,807.00	0.06%	5,621,177.00
6. Capital Outlay	6000-6999	617,891.00	-73.79%	161,963.00	0.00%	161,963.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	979,680.00	0.00%	979,680.00	0.00%	979,680.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(154,216.00)	1.09%	(155,896.00)	0.00%	(155,896.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	54,908.00	0.00%	54,908.00	0.00%	54,908.00
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)		54,976,303.27	-4.20%	52,667,105.21	1.52%	53,465,034.21
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)		(3,159,902.82)		(83,125.21)		617,344.79
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 011, line F1e)		8,696,479.25		5,536,576.43		5,453,451.22
2. Ending Fund Balance (Sum lines C and D1)		5,536,576.43		5,453,451.22		6,070,796.01
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	30,521.00		30,521.00		30,521.00
b. Restricted	9740	201,759.57		450,410.02		696,006.81
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	2,861,936.47		2,290,007.00		801,976.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,649,290.00		1,580,014.00		1,603,952.00
2. Unassigned/Unappropriated	9790	793,069.39		1,102,499.20		2,938,340.20
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		5,536,576.43		5,453,451.22		6,070,796.01

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2020-21 Projection (C)	% Change (Cols. E-C/C) (D)	2021-22 Projection (E)
E. AVAILABLE RESERVES (Unrestricted except as noted)						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,649,290.00		1,580,014.00		1,603,952.00
c. Unassigned/Unappropriated	9790	793,069.73		1,102,499.20		2,938,340.20
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z	(0.34)		0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	2,402,282.71		2,402,282.71		2,402,282.71
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1 thru E2c)		4,844,642.10		5,084,795.91		6,944,574.91
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		8.81%		9.65%		12.99%
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 AI, Estimated P-2 ADA column, Lines A4 and C4; enter projections)		4,039.70		4,069.76		4,095.42
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		54,976,303.27		52,667,105.21		53,465,034.21
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)		54,976,303.27		52,667,105.21		53,465,034.21
d. Reserve Standard Percentage Level (Refer to Form 01CSI, Criterion 10 for calculation details)		3%		3%		3%
e. Reserve Standard - By Percent (Line F3c times F3d)		1,649,289.10		1,580,013.16		1,603,951.03
f. Reserve Standard - By Amount (Refer to Form 01CSI, Criterion 10 for calculation details)		0.00		0.00		0.00
g. Reserve Standard (Greater of Line F3e or F3f)		1,649,289.10		1,580,013.16		1,603,951.03
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

Description	Object Codes	Projected Year Totals (A)	% Change (Cols. C-A/A) (B)	2020-21 Projection (C)	% Change (Cols. E-C/C) (D)	2021-22 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E, current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	0.00	0.00%		0.00%	
2. Federal Revenues	8100-8299	51,330.00	0.00%	51,330.00	0.00%	51,330.00
3. Other State Revenues	8300-8599	277,400.00	0.00%	277,400.00	0.00%	277,400.00
4. Other Local Revenues	8600-8799	750.00	0.00%	750.00	0.00%	750.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		329,480.00	0.00%	329,480.00	0.00%	329,480.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries	1000-1999	159,552.00	0.88%	160,956.00	0.91%	162,417.00
2. Classified Salaries	2000-2999	40,708.00	0.00%	40,708.00	2.54%	41,743.00
3. Employee Benefits	3000-3999	65,855.00	7.54%	70,818.00	0.70%	71,317.00
4. Books and Supplies	4000-4999	101,018.03	-77.38%	22,850.00	0.00%	22,850.00
5. Services and Other Operating Expenditures	5000-5999	26,635.00	0.00%	26,635.00	0.00%	26,635.00
6. Capital Outlay	6000-6999	0.00	0.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	15,040.00	0.00%	15,040.00	0.00%	15,040.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section E below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		408,808.03	-17.56%	337,007.00	0.89%	340,002.00
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)		(79,328.03)		(7,527.00)		(10,522.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance	9791-9795	119,683.85		40,355.82		32,828.82
2. Ending Fund Balance (Sum lines C and D1)		40,355.82		32,828.82		22,306.82
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	40,355.82				
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	0.00				
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00				
2. Unassigned/Unappropriated	9790	0.00		32,828.82		22,306.82
f. Total Components of Ending Fund Balance						
(Line D3f must agree with Line D2)		40,355.82		32,828.82		22,306.82
E. ASSUMPTIONS						
Please provide below or on a separate attachment the assumptions used to determine the projections for the first and second subsequent fiscal years.						
In 2018-19, \$22,850 was expended for Supplies. That amount was carried through out years. In 2019-20, the Supplies budget includes carried over funds.						

Description	Object Codes	Projected Year Totals (A)	% Change (Cols. C-A/A) (B)	2020-21 Projection (C)	% Change (Cols. E-C/C) (D)	2021-22 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	1,593,241.00	0.00%	1,593,241.00	0.00%	1,593,241.00
3. Other State Revenues	8300-8599	125,000.00	0.00%	125,000.00	0.00%	125,000.00
4. Other Local Revenues	8600-8799	288,000.00	0.00%	288,000.00	0.00%	288,000.00
5. Other Financing Sources						
a. Transfers In	8900-8929	1,000.00	0.00%	1,000.00	0.00%	1,000.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		2,007,241.00	0.00%	2,007,241.00	0.00%	2,007,241.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries	1000-1999	0.00	0.00%	0.00	0.00%	0.00
2. Classified Salaries	2000-2999	683,376.00	1.34%	692,536.00	1.76%	704,756.00
3. Employee Benefits	3000-3999	330,781.00	6.90%	353,621.00	4.81%	370,621.00
4. Books and Supplies	4000-4999	828,809.00	-7.24%	768,800.00	0.00%	768,800.00
5. Services and Other Operating Expenditures	5000-5999	67,943.00	0.00%	67,943.00	0.00%	67,943.00
6. Capital Outlay	6000-6999	0.00	0.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	96,332.00	0.00%	96,332.00	0.00%	96,332.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section E below)		0.00		0.00		0.00
11. Total (Sum lines B1 thru B10)		2,007,241.00	-1.40%	1,979,232.00	1.48%	2,008,452.00
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)		0.00		28,009.00		(1,211.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance	9791-9795	40,562.75		40,562.75		68,571.75
2. Ending Fund Balance (Sum lines C and D1)		40,562.75		68,571.75		67,360.75
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	40,562.75		68,571.75		67,360.75
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with Line D2)		40,562.75		68,571.75		67,360.75
E. ASSUMPTIONS						
Please provide below or on a separate attachment the assumptions used to determine the projections for the first and second subsequent fiscal years.						
The Unassigned Fund Balance was moved into Object 4700 because the Nutrition Services Department is considering one-time purchases. The budget can be transferred as needed. That amount was removed from out years. The District is exploring a supper program and school-wide free meals under the Community Eligibility Provision.						

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
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)	4,039.31	4,039.31	4,039.70	4,039.70	0.39	0%
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%
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%
4. Total, District Regular ADA (Sum of Lines A1 through A3)	4,039.31	4,039.31	4,039.70	4,039.70	0.39	0%
5. District Funded County Program ADA						
a. County Community Schools	41.26	41.26	41.26	41.26	0.00	0%
b. Special Education-Special Day Class	34.34	34.34	34.34	34.34	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	2.32	2.32	2.32	2.32	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0%
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]	0.00	0.00	0.00	0.00	0.00	0%
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	77.92	77.92	77.92	77.92	0.00	0%
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	4,117.23	4,117.23	4,117.62	4,117.62	0.39	0%
7. Adults in Correctional Facilities	0.00	0.00	0.00	0.00	0.00	0%
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Part I - General Administrative Share of Plant Services Costs

California's indirect cost plan allows that the general administrative costs in the indirect cost pool may include that portion of plant services costs (maintenance and operations costs and facilities rents and leases costs) attributable to the general administrative offices. The calculation of the plant services costs attributed to general administration and included in the pool is standardized and automated using the percentage of salaries and benefits relating to general administration as proxy for the percentage of square footage occupied by general administration.

A. Salaries and Benefits - Other General Administration and Centralized Data Processing

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 7200-7700, goals 0000 and 9000) 1,449,498.00
2. Contracted general administrative positions not paid through payroll
- a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800.
- b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

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B. Salaries and Benefits - All Other Activities

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) 41,523,243.25

C. Percentage of Plant Services Costs Attributable to General Administration

(Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) 3.49%

Part II - Adjustments for Employment Separation Costs

When an employee separates from service, the local educational agency (LEA) may incur costs associated with the separation in addition to the employee's regular salary and benefits for the final pay period. These additional costs can be categorized as "normal" or "abnormal or mass" separation costs.

Normal separation costs include items such as pay for accumulated unused leave or routine severance pay authorized by governing board policy. Normal separation costs are not allowable as direct costs to federal programs, but are allowable as indirect costs. State programs may have similar restrictions. Where federal or state program guidelines required that the LEA charge an employee's normal separation costs to an unrestricted resource rather than to the restricted program in which the employee worked, the LEA may identify and enter these costs on Line A for inclusion in the indirect cost pool.

Abnormal or mass separation costs are those costs resulting from actions taken by an LEA to influence employees to terminate their employment earlier than they normally would have. Abnormal or mass separation costs include retirement incentives such as a Golden Handshake or severance packages negotiated to effect termination. Abnormal or mass separation costs may not be charged to federal programs as either direct costs or indirect costs. Where an LEA paid abnormal or mass separation costs on behalf of positions in general administrative functions included in the indirect cost pool, the LEA must identify and enter these costs on Line B for exclusion from the pool.

A. Normal Separation Costs (optional)

Enter any normal separation costs paid on behalf of employees of restricted state or federal programs that were charged to an unrestricted resource (0000-1999) in funds 01, 09, and 62 with functions 1000-6999 or 8100-8400 rather than to the restricted program. These costs will be moved in Part III from base costs to the indirect cost pool. Retain supporting documentation.

B. Abnormal or Mass Separation Costs (required)

Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero.

0.00

Part III - Indirect Cost Rate Calculation (Funds 01, 09, and 62, unless indicated otherwise)**A. Indirect Costs**

1. Other General Administration, less portion charged to restricted resources or specific goals (Functions 7200-7600, objects 1000-5999, minus Line B9)	2,433,547.00
2. Centralized Data Processing, less portion charged to restricted resources or specific goals (Function 7700, objects 1000-5999, minus Line B10)	412,296.00
3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000-5999)	27,500.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000-5999)	0.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	214,146.98
6. Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	0.00
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	3,087,489.98
9. Carry-Forward Adjustment (Part IV, Line F)	341,253.80
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	3,428,743.78

B. Base Costs

1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	34,264,671.63
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	5,192,899.00
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 5100)	3,901,966.00
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	610,414.00
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	0.00
6. Enterprise (Function 6000, objects 1000-5999 except 5100)	0.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	472,380.00
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000-5999, minus Part III, Line A3)	0.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	26,350.00
10. Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	5,921,869.66
12. Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	0.00
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	393,768.03
15. Child Development (Fund 12, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	813,314.00
16. Cafeteria (Funds 13 and 61, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	1,910,909.00
17. Foundation (Funds 19 and 57, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
18. Total Base Costs (Lines B1 through B12 and Lines B13b through B17, minus Line B13a)	53,508,541.32

C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment

(For information only - not for use when claiming/recovering indirect costs)

(Line A8 divided by Line B18)

5.77%

D. Preliminary Proposed Indirect Cost Rate(For final approved fixed-with-carry-forward rate for use in 2021-22 see www.cde.ca.gov/fg/ac/ic/)

(Line A10 divided by Line B18)

6.41%

Part IV - Carry-forward Adjustment

The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the approved rate was based.

Where the ratio of indirect costs incurred in the current year is less than the estimated ratio of indirect costs on which the approved rate for use in the current year was based, the carry-forward adjustment is limited by using either the approved rate times current year base costs, or the highest rate actually used to recover costs from any program times current year base costs, if the highest rate used was less than the approved rate. Rates used to recover costs from programs are displayed in Exhibit A.

A. Indirect costs incurred in the current year (Part III, Line A8)	<u>3,087,489.98</u>
B. Carry-forward adjustment from prior year(s)	
1. Carry-forward adjustment from the second prior year	<u>73,663.95</u>
2. Carry-forward adjustment amount deferred from prior year(s), if any	<u>0.00</u>
C. Carry-forward adjustment for under- or over-recovery in the current year	
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (5.27%) times Part III, Line B18); zero if negative	<u>341,253.80</u>
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (5.27%) times Part III, Line B18) or (the highest rate used to recover costs from any program (5.27%) times Part III, Line B18); zero if positive	<u>0.00</u>
D. Preliminary carry-forward adjustment (Line C1 or C2)	<u>341,253.80</u>
E. Optional allocation of negative carry-forward adjustment over more than one year	
Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.	
Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	<u>not applicable</u>
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	<u>not applicable</u>
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	<u>not applicable</u>
LEA request for Option 1, Option 2, or Option 3	<u>1</u>
F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)	<u>341,253.80</u>

Approved indirect cost rate: 5.27%
Highest rate used in any program: 5.27%

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except Object 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	3010	1,419,518.00	71,473.00	5.04%
01	3182	331,613.00	17,476.00	5.27%
01	3410	108,334.00	3,766.00	3.48%
01	4035	172,599.00	8,593.00	4.98%
01	4203	95,930.00	4,887.00	5.09%
01	5630	47,497.00	2,503.00	5.27%
01	6385	11,907.00	593.00	4.98%
01	6387	158,391.45	7,885.00	4.98%
01	6520	298,848.00	3,266.00	1.09%
01	7220	72,015.00	3,585.00	4.98%
01	7311	33,786.04	1,682.00	4.98%
01	7510	202,991.13	10,134.00	4.99%
01	8150	2,258,209.64	111,795.00	4.95%
01	9010	13,424.00	707.00	5.27%
11	6371	45,717.22	2,409.00	5.27%
11	6391	239,769.00	12,631.00	5.27%
12	5025	291,803.00	15,366.00	5.27%
12	6105	521,511.00	27,478.00	5.27%
13	5310	1,910,909.00	96,332.00	5.04%

		Object	July	August	September	October	November	December	January	February
ACTUALS THROUGH THE MONTH OF (Enter Month Name):										
A. BEGINNING CASH			8,775,837.00	7,724,914.00	5,743,803.00	6,544,105.00	4,856,365.45	3,909,654.00	11,235,255.64	5,677,728.64
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		1,404,854.00	1,404,854.00	4,246,250.00	2,528,737.00	2,538,737.00	4,246,250.00	2,305,413.00	2,305,413.00
Property Taxes	8020-8079		0.00	85,775.00	48.00	39,642.00	10,000.00	4,336,931.00	0.00	0.00
Miscellaneous Funds	8080-8099		0.00	136.00	0.00	0.00	0.00	0.00	0.00	0.00
Federal Revenue	8100-8299		1,025,644.00	23,418.00	182,751.00	(700,920.00)	17,270.00	20,000.00	25,000.00	20,000.00
Other State Revenue	8300-8599		10,885.00	288,439.00	301,290.00	(291,888.00)	300,000.00	206,005.00	600,000.00	15,000.00
Other Local Revenue	8600-8799		96,680.00	86,147.00	288,153.00	(29,633.00)	150,000.00	150,000.00	150,000.00	150,000.00
Interfund Transfers In	8910-8929		0.00	0.00	56,073.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources	8930-8979		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECEIPTS			2,538,063.00	1,888,769.00	5,074,565.00	1,545,938.00	3,016,007.00	8,959,186.00	3,080,413.00	2,490,413.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		625,334.00	1,999,454.00	2,012,291.00	1,990,602.00	2,000,000.00	100,000.00	4,000,000.00	2,000,000.00
Classified Salaries	2000-2999		321,396.00	704,873.00	724,239.00	703,007.00	760,000.00	760,000.00	760,000.00	760,000.00
Employee Benefits	3000-3999		684,763.00	1,296,884.00	1,311,820.00	(101,125.00)	71,238.00	300,000.00	2,498,900.00	1,400,000.00
Books and Supplies	4000-4999		183,854.00	122,510.00	156,200.00	569,853.00	135,000.00	50,000.00	500,000.00	250,000.00
Services	5000-5999		101,829.00	369,784.00	462,367.00	851,890.00	430,000.00	360,000.00	745,000.00	700,000.00
Capital Outlay	6000-6599		0.00	43,950.00	19,463.00	16,438.00	40,000.00	25,000.00	98,040.00	75,000.00
Other Outgo	7000-7499		21,548.00	37,973.00	37,346.00	36,546.00	36,000.00	36,000.00	36,000.00	36,000.00
Interfund Transfers Out	7600-7629		0.00	0.00	53,908.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Uses	7630-7699		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL DISBURSEMENTS			1,938,724.00	4,575,428.00	4,777,634.00	4,067,211.00	3,472,238.00	1,631,000.00	8,637,940.00	5,221,000.00
D. BALANCE SHEET ITEMS										
Assets and Deferred Outflows										
Cash Not In Treasury	9111-9199	10,000.00								
Accounts Receivable	9200-9299	1,693,240.62	8,068.00	(4,571.00)	19,564.00	1,895,347.00	(1,760.00)	0.00	0.00	0.00
Due From Other Funds	9310	35,889.95								
Stores	9320	24,314.06								
Prepaid Expenditures	9330	258,006.91								
Other Current Assets	9340	0.00								
Deferred Outflows of Resources	9490	0.00								
SUBTOTAL		2,021,451.54	8,068.00	(4,571.00)	19,564.00	1,895,347.00	(1,760.00)	0.00	0.00	0.00
Liabilities and Deferred Inflows										
Accounts Payable	9500-9599	2,016,854.36	1,658,330.00	(710,119.00)	(483,807.00)	1,063,029.00	486,837.00	2,584.36	0.00	0.00
Due To Other Funds	9610	1,353.22								
Current Loans	9640	0.00								
Unearned Revenues	9650	86,888.54				668.00				
Deferred Inflows of Resources	9690	0.00								
SUBTOTAL		2,105,096.12	1,658,330.00	(710,119.00)	(483,807.00)	1,063,697.00	486,837.00	2,584.36	0.00	0.00
Nonoperating										
Suspense Clearing	9910	0.00				1,883.45	(1,883.45)			
TOTAL BALANCE SHEET ITEMS		(83,644.58)	(1,650,262.00)	705,548.00	503,371.00	833,533.45	(490,480.45)	(2,584.36)	0.00	0.00
E. NET INCREASE/DECREASE (B - C + D)			(1,050,923.00)	(1,981,111.00)	800,302.00	(1,687,739.55)	(946,711.45)	7,325,601.64	(5,557,527.00)	(2,730,587.00)
F. ENDING CASH (A + E)			7,724,914.00	5,743,803.00	6,544,105.00	4,856,365.45	3,909,654.00	11,235,255.64	5,677,728.64	2,947,141.64
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ACTUALS THROUGH THE MONTH OF (Enter Month Name):									
A. BEGINNING CASH		2,947,141.64	2,732,934.88	227,402.36	1,431,292.81				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	4,246,250.00	2,305,413.00	2,305,413.00	4,246,046.00			34,083,630.00	34,083,630.00
Property Taxes	8020-8079	0.00	200,000.00	4,052,395.00	200,000.00			8,924,791.00	8,924,791.00
Miscellaneous Funds	8080-8099	0.00	0.00	0.00	68.00			204.00	204.00
Federal Revenue	8100-8299	480,000.00	30,000.00	45,261.00	1,500,000.00	751,355.00		3,419,779.00	3,419,779.00
Other State Revenue	8300-8599	233,044.00	108,000.00	115,821.45	1,529,328.00	290,000.00		3,705,924.45	3,705,924.45
Other Local Revenue	8600-8799	150,000.00	150,000.00	150,000.00	134,652.00			1,625,999.00	1,625,999.00
Interfund Transfers In	8910-8929	0.00	0.00	0.00	0.00			56,073.00	56,073.00
All Other Financing Sources	8930-8979	0.00	0.00	0.00	0.00			0.00	0.00
TOTAL RECEIPTS		5,109,294.00	2,793,413.00	6,668,890.45	7,610,094.00	1,041,355.00	0.00	51,816,400.45	51,816,400.45
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	2,000,000.00	2,000,000.00	2,000,000.00	827,545.95			21,555,226.95	21,555,226.95
Classified Salaries	2000-2999	760,000.00	760,000.00	760,000.00	677,519.30			8,451,034.30	8,451,034.30
Employee Benefits	3000-3999	1,400,000.00	1,400,000.00	1,400,000.00	1,400,000.00			13,062,480.00	13,062,480.00
Books and Supplies	4000-4999	250,000.00	400,000.00	250,000.00	618,511.26			3,485,928.26	3,485,928.26
Services	5000-5999	802,500.76	700,000.00	700,000.00	700,000.00			6,923,370.76	6,923,370.76
Capital Outlay	6000-6599	75,000.00	75,000.00	75,000.00	75,000.00			617,891.00	617,891.00
Other Outgo	7000-7499	36,000.00	36,000.00	280,000.00	196,051.00			825,464.00	825,464.00
Interfund Transfers Out	7600-7629	0.00	0.00	0.00	1,000.00			54,908.00	54,908.00
All Other Financing Uses	7630-7699	0.00	0.00	0.00	0.00			0.00	0.00
TOTAL DISBURSEMENTS		5,323,500.76	5,371,000.00	5,465,000.00	4,495,627.51	0.00	0.00	54,976,303.27	54,976,303.27
D. BALANCE SHEET ITEMS									
Assets and Deferred Outflows									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299	0.00	72,054.48	0.00	(295,461.86)			1,693,240.62	
Due From Other Funds	9310				35,889.95			35,889.95	
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	72,054.48	0.00	(259,571.91)	0.00	0.00	1,729,130.57	
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599	0.00	0.00	0.00				2,016,854.36	
Due To Other Funds	9610				201,353.22			201,353.22	
Current Loans	9640							0.00	
Unearned Revenues	9650				86,888.54			87,556.54	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		0.00	0.00	0.00	288,241.76	0.00	0.00	2,305,764.12	
Nonoperating									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		0.00	72,054.48	0.00	(547,813.67)	0.00	0.00	(576,633.55)	
E. NET INCREASE/DECREASE (B - C + D)		(214,206.76)	(2,505,532.52)	1,203,890.45	2,566,652.82	1,041,355.00	0.00	(3,736,536.37)	(3,159,902.82)
F. ENDING CASH (A + E)		2,732,934.88	227,402.36	1,431,292.81	3,997,945.63				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								5,039,300.63	

Section I - Expenditures	Funds 01, 09, and 62			2019-20 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	54,978,468.27
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	5,226,441.93
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	0.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999	617,891.00
3. Debt Service	All	9100	5400-5450, 5800, 7430- 7439	0.00
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	57,073.00
6. All Other Financing Uses	All	9100 9200	7699 7651	0.00
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	0.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00
9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				674,964.00
D. Plus additional MOE expenditures:				
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	1000-7143, 7300-7439 minus 8000-8699	1,000.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				49,078,062.34

Section II - Expenditures Per ADA		2019-20 Annual ADA/ Exps. Per ADA
A. Average Daily Attendance (Form AI, Column C, sum of lines A6 and C9)*		4,117.62
B. Expenditures per ADA (Line I.E divided by Line II.A)		11,919.04
Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)		
	Total	Per ADA
A. Base expenditures (Preloaded expenditures extracted from prior year Unaudited Actuals MOE calculation). (Note: If the prior year MOE was not met, in its final determination, CDE will adjust the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)	47,825,786.02	11,697.41
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)	0.00	0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)	47,825,786.02	11,697.41
B. Required effort (Line A.2 times 90%)	43,043,207.42	10,527.67
C. Current year expenditures (Line I.E and Line II.B)	49,078,062.34	11,919.04
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00
E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)	MOE Met	
F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2021-22 may be reduced by the lower of the two percentages)	0.00%	0.00%

*Interim Periods - Annual ADA not available from Form AI. For your convenience, Projected Year Totals Estimated P-2 ADA is extracted. Manual adjustment may be required to reflect estimated Annual ADA.

SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)

Description of Adjustments	Total Expenditures	Expenditures Per ADA
Total adjustments to base expenditures	0.00	0.00

First Interim
2019-20 Projected Year Totals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
011 GENERAL FUND								
Expenditure Detail	0.00	(1,500.00)	0.00	(154,216.00)				
Other Sources/Uses Detail					56,073.00	54,908.00		
Fund Reconciliation								
091 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	2,165.00		
Fund Reconciliation								
101 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
111 ADULT EDUCATION FUND								
Expenditure Detail	500.00	0.00	15,040.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
121 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	42,844.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
131 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	1,000.00	0.00	96,332.00	0.00				
Other Sources/Uses Detail					1,000.00	0.00		
Fund Reconciliation								
141 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
151 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
171 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	53,908.00		
Fund Reconciliation								
181 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
191 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
201 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					53,908.00	0.00		
Fund Reconciliation								
211 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
251 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
301 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
351 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
401 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
491 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
511 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
521 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
531 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
561 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
571 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
611 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

First Interim
2019-20 Projected Year Totals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund	Interfund	Due From	Due To
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350	Transfers In 8900-8929	Transfers Out 7600-7629	Other Funds 9310	Other Funds 9610
621 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
631 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
661 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
671 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
711 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
731 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
761 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
951 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
TOTALS	1,500.00	(1,500.00)	154,216.00	(154,216.00)	110,981.00	110,981.00		

Object Code	Description	Special Education, Unspecified (Goal 5001)	Regionalized Services (Goal 5050)	Regionalized Program Specialist (Goal 5060)	Special Education, Infants (Goal 5710)	Special Education, Preschool Students (Goal 5730)	Spec. Education, Ages 5-22 Severely Disabled (Goal 5750)	Spec. Education, Ages 5-22 Nonseverely Disabled (Goal 5770)	Adjustments*	Total
	UNDUPLICATED PUPIL COUNT									612
TOTAL PROJECTED EXPENDITURES (Funds 01, 09, & 62; resources 0000-9999)										
1000-1999	Certificated Salaries	513,742.00	0.00	0.00	0.00	199,466.52	533,890.61	2,030,355.82		3,277,454.95
2000-2999	Classified Salaries	336,135.00	0.00	0.00	0.00	61,368.00	1,538,695.26	651,262.00		2,587,460.26
3000-3999	Employee Benefits	322,334.00	0.00	0.00	0.00	103,728.00	980,691.00	1,160,403.00		2,567,156.00
4000-4999	Books and Supplies	29,896.00	0.00	0.00	0.00	3,954.00	23,975.00	62,551.00		120,376.00
5000-5999	Services and Other Operating Expenditures	15,450.00	0.00	0.00	0.00	0.00	1,057,250.00	166,570.00		1,239,270.00
6000-6999	Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7130	State Special Schools	0.00	0.00	0.00	0.00	0.00	0.00	3,500.00		3,500.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Direct Costs	1,217,557.00	0.00	0.00	0.00	368,516.52	4,134,501.87	4,074,641.82	0.00	9,795,217.21
7310	Transfers of Indirect Costs	3,266.00	0.00	0.00	0.00	0.00	0.00	0.00		3,266.00
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Indirect Costs	3,266.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,266.00
	TOTAL COSTS	1,220,823.00	0.00	0.00	0.00	368,516.52	4,134,501.87	4,074,641.82	0.00	9,798,483.21
STATE AND LOCAL PROJECTED EXPENDITURES (Funds 01, 09, & 62; resources 0000-2999, 3385, & 6000-9999)										
1000-1999	Certificated Salaries	421,306.00	0.00	0.00	0.00	121,306.52	533,890.61	2,030,355.82		3,106,858.95
2000-2999	Classified Salaries	279,593.00	0.00	0.00	0.00	0.00	373,103.26	312,910.00		965,606.26
3000-3999	Employee Benefits	279,076.00	0.00	0.00	0.00	53,091.00	370,363.00	985,589.00		1,688,119.00
4000-4999	Books and Supplies	27,949.00	0.00	0.00	0.00	0.00	23,975.00	62,551.00		114,475.00
5000-5999	Services and Other Operating Expenditures	15,450.00	0.00	0.00	0.00	0.00	1,035,250.00	166,570.00		1,217,270.00
6000-6999	Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7130	State Special Schools	0.00	0.00	0.00	0.00	0.00	0.00	3,500.00		3,500.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Direct Costs	1,023,374.00	0.00	0.00	0.00	174,397.52	2,336,581.87	3,561,475.82	0.00	7,095,829.21
7310	Transfers of Indirect Costs	3,266.00	0.00	0.00	0.00	0.00	0.00	0.00		3,266.00
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Indirect Costs	3,266.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,266.00
	TOTAL BEFORE OBJECT 8980	1,026,640.00	0.00	0.00	0.00	174,397.52	2,336,581.87	3,561,475.82	0.00	7,099,095.21
8980	Contributions from Unrestricted Revenues to Federal Resources (Resources 3310-3400, except 3385, all goals; resources 3000-3178 & 3410-5810, goals 5000-5999)									1,660,802.00
	TOTAL COSTS									8,759,897.21

First Interim
Special Education Maintenance of Effort
2019-20 Projected Expenditures vs. Actual Comparison Year
2019-20 Projected Expenditures by LEA (LP-1)

34 73973 0000000
Report SEMAI

Object Code	Description	Special Education, Unspecified (Goal 5001)	Regionalized Services (Goal 5050)	Regionalized Program Specialist (Goal 5060)	Special Education, Infants (Goal 5710)	Special Education, Preschool Students (Goal 5730)	Spec. Education, Ages 5-22 Severely Disabled (Goal 5750)	Spec. Education, Ages 5-22 Nonseverely Disabled (Goal 5770)	Adjustments*	Total
LOCAL PROJECTED EXPENDITURES (Funds 01, 09, & 62; resources 0000-1999 & 8000-9999)										
1000-1999	Certificated Salaries	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
2000-2999	Classified Salaries	0.00	0.00	0.00	0.00	0.00	0.00	200.00		200.00
3000-3999	Employee Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
4000-4999	Books and Supplies	0.00	0.00	0.00	0.00	0.00	0.00	5,820.00		5,820.00
5000-5999	Services and Other Operating Expenditures	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
6000-6999	Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7130	State Special Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Direct Costs	0.00	0.00	0.00	0.00	0.00	0.00	6,020.00	0.00	6,020.00
7310	Transfers of Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	TOTAL BEFORE OBJECT 8980	0.00	0.00	0.00	0.00	0.00	0.00	6,020.00	0.00	6,020.00
8980	Contributions from Unrestricted Revenues to Federal Resources (From State and Local Projected Expenditures section)									1,660,802.00
8980	Contributions from Unrestricted Revenues to State Resources (Resources 3385, 6500-6540, & 7240, all goals; resources 2000-2999 & 6010-7810, except 6500-6540, & 7240, goals 5000-5999)									5,661,961.21
	TOTAL COSTS									7,328,783.21

* Attach an additional sheet with explanations of any amounts in the Adjustments column.

Object Code	Description	Special Education, Unspecified (Goal 5001)	Regionalized Services (Goal 5050)	Regionalized Program Specialist (Goal 5060)	Special Education, Infants (Goal 5710)	Special Education, Preschool Students (Goal 5730)	Spec. Education, Ages 5-22 Severely Disabled (Goal 5750)	Spec. Education, Ages 5-22 Nonseverely Disabled (Goal 5770)	Adjustments*	Total
	UNDUPLICATED PUPIL COUNT									612
TOTAL ACTUAL EXPENDITURES (Funds 01, 09, & 62; resources 0000-9999)										
1000-1999	Certificated Salaries	536,715.09	0.00	0.00	0.00	206,977.78	494,032.38	2,131,975.07		3,369,700.32
2000-2999	Classified Salaries	379,566.77	0.00	0.00	0.00	71,564.71	1,366,551.52	631,365.90		2,449,048.90
3000-3999	Employee Benefits	379,925.62	0.00	0.00	0.00	120,305.62	969,540.00	1,254,796.70		2,724,567.94
4000-4999	Books and Supplies	16,440.30	0.00	0.00	0.00	1,190.32	22,070.96	23,630.41		63,331.99
5000-5999	Services and Other Operating Expenditures	14,322.56	0.00	0.00	0.00	0.00	983,028.30	4,321.20		1,001,672.06
6000-6999	Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7130	State Special Schools	0.00	0.00	0.00	0.00	0.00	0.00	(7.00)		(7.00)
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Direct Costs	1,326,970.34	0.00	0.00	0.00	400,038.43	3,835,223.16	4,046,082.28	0.00	9,608,314.21
7310	Transfers of Indirect Costs	3,448.10	0.00	0.00	0.00	0.00	0.00	0.00		3,448.10
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
PCRA	Program Cost Report Allocations (non-add)	2,200,555.66								2,200,555.66
	Total Indirect Costs	3,448.10	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,448.10
	TOTAL COSTS	1,330,418.44	0.00	0.00	0.00	400,038.43	3,835,223.16	4,046,082.28	0.00	9,611,762.31
FEDERAL ACTUAL EXPENDITURES (Funds 01, 09, and 62; resources 3000-5999, except 3385)										
1000-1999	Certificated Salaries	1,614.00	0.00	0.00	0.00	15,965.20	0.00	0.00		17,579.20
2000-2999	Classified Salaries	37,774.08	0.00	0.00	0.00	71,564.71	1,040,675.26	324,851.20		1,474,865.25
3000-3999	Employee Benefits	10,304.56	0.00	0.00	0.00	32,979.07	514,372.99	159,859.47		717,516.09
4000-4999	Books and Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
5000-5999	Services and Other Operating Expenditures	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
6000-6999	Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7130	State Special Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Direct Costs	49,692.64	0.00	0.00	0.00	120,508.98	1,555,048.25	484,710.67	0.00	2,209,960.54
7310	Transfers of Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	TOTAL BEFORE OBJECT 8980	49,692.64	0.00	0.00	0.00	120,508.98	1,555,048.25	484,710.67	0.00	2,209,960.54
8980	Less: Contributions from Unrestricted Revenues to Federal Resources (Resources 3310-3400, except 3385, all goals; resources 3000-3178 & 3410-5810, goals 5000-5999)									
	TOTAL COSTS									1,231,980.04
										977,980.50

Object Code	Description	Special Education, Unspecified (Goal 5001)	Regionalized Services (Goal 5050)	Regionalized Program Specialist (Goal 5060)	Special Education, Infants (Goal 5710)	Special Education, Preschool Students (Goal 5730)	Spec. Education, Ages 5-22 Severely Disabled (Goal 5750)	Spec. Education, Ages 5-22 Nonseverely Disabled (Goal 5770)	Adjustments*	Total
STATE AND LOCAL ACTUAL EXPENDITURES (Funds 01, 09, & 62; resources 0000-2999, 3385, & 6000-9999)										
1000-1999	Certificated Salaries	535,101.09	0.00	0.00	0.00	191,012.58	494,032.38	2,131,975.07		3,352,121.12
2000-2999	Classified Salaries	341,792.69	0.00	0.00	0.00	0.00	325,876.26	306,514.70		974,183.65
3000-3999	Employee Benefits	369,621.06	0.00	0.00	0.00	87,326.55	455,167.01	1,094,937.23		2,007,051.85
4000-4999	Books and Supplies	16,440.30	0.00	0.00	0.00	1,190.32	22,070.96	23,630.41		63,331.99
5000-5999	Services and Other Operating Expenditures	14,322.56	0.00	0.00	0.00	0.00	983,028.30	4,321.20		1,001,672.06
6000-6999	Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7130	State Special Schools	0.00	0.00	0.00	0.00	0.00	0.00	(7.00)		(7.00)
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Direct Costs	1,277,277.70	0.00	0.00	0.00	279,529.45	2,280,174.91	3,561,371.61	0.00	7,398,353.67
7310	Transfers of Indirect Costs	3,448.10	0.00	0.00	0.00	0.00	0.00	0.00		3,448.10
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
PCRA	Program Cost Report Allocations (non-add)	2,200,555.66								2,200,555.66
	Total Indirect Costs	3,448.10	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,448.10
	TOTAL BEFORE OBJECT 8980	1,280,725.80	0.00	0.00	0.00	279,529.45	2,280,174.91	3,561,371.61	0.00	7,401,801.77
8980	Contributions from Unrestricted Revenues to Federal Resources (From Federal Actual Expenditures section)									1,231,980.04
	TOTAL COSTS									8,633,781.81
LOCAL ACTUAL EXPENDITURES (Funds 01, 09, & 62; resources 0000-1999 & 8000-9999)										
1000-1999	Certificated Salaries	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
2000-2999	Classified Salaries	0.00	0.00	0.00	0.00	0.00	0.00	80.82		80.82
3000-3999	Employee Benefits	0.00	0.00	0.00	0.00	0.00	0.00	7.44		7.44
4000-4999	Books and Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
5000-5999	Services and Other Operating Expenditures	0.00	0.00	0.00	0.00	0.00	127.27	0.00		127.27
6000-6999	Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7130	State Special Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Direct Costs	0.00	0.00	0.00	0.00	0.00	127.27	88.26	0.00	215.53
7310	Transfers of Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	TOTAL BEFORE OBJECT 8980	0.00	0.00	0.00	0.00	0.00	127.27	88.26	0.00	215.53
8980	Contributions from Unrestricted Revenues to Federal Resources (From Federal Actual Expenditures section)									1,231,980.04
8980	Contributions from Unrestricted Revenues to State Resources (Resources 3385, 6500, 6510, & 7240, all goals; resources 2000-2999 & 6010-7810, except 6500, 6510, & 7240, goals 5000-5999)									4,680,451.16
	TOTAL COSTS									5,912,646.73

* Attach an additional sheet with explanations of any amounts in the Adjustments column.

SELPA: (??)

This form is used to check maintenance of effort (MOE) for an LEA, whether the LEA is a member of a SELPA or is a single-LEA SELPA.

Per the federal Subsequent Years Rule, in order to determine the required level of effort, the LEA must look back to the last fiscal year in which the LEA maintained effort using the same method by which it is currently establishing the compliance standard. To meet the requirement of the Subsequent Years Rule, the LMC-I worksheet has been revised to make changes to sections 3.A.1, 3.A.2, 3.B.1, and 3.B.2. The revised sections allow the LEA to compare the 2019-20 projected expenditures to the most recent fiscal year the LEA met MOE using that method, which is the comparison year.

There are four methods that the LEA can use to demonstrate the compliance standard. They are (1) combined state and local expenditures; (2) combined state and local expenditures on a per capita basis; (3) local expenditures only; and (4) local expenditures only on a per capita basis.

The LEA is only required to pass one of the tests to meet the MOE requirement. However, the LEA is required to show results for all four methods.

SECTION 1 Exempt Reduction Under 34 CFR Section 300.204

If your LEA determines that a reduction in expenditures occurred as a result of one or more of the following conditions, you may calculate a reduction to the required MOE standard. Reductions may apply to combined state and local MOE standard, local only MOE standard, or both.

1. Voluntary departure, by retirement or otherwise, or departure for just cause, of special education or related services personnel.
2. A decrease in the enrollment of children with disabilities.
3. The termination of the obligation of the agency to provide a program of special education to a particular child with a disability that is an exceptionally costly program, as determined by the SEA, because the child:
 - a. Has left the jurisdiction of the agency;
 - b. Has reached the age at which the obligation of the agency to provide free appropriate public education (FAPE) to the child has terminated; or
 - c. No longer needs the program of special education.
4. The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities.
5. The assumption of cost by the high cost fund operated by the SEA under 34 CFR Sec. 300.704(c).

Provide the condition number, if any, to be used in the calculation below:

	State and Local	Local Only
Total exempt reductions	0.00	0.00

SELPA: (??)

SECTION 2**Reduction to MOE Requirement Under IDEA, Section 613 (a)(2)(C) (34 CFR Sec. 300.205)**

IMPORTANT NOTE: Only LEAs that have a "meets requirement" compliance determination and that are not found significantly disproportionate for the current year are eligible to use this option to reduce their MOE requirement.

Up to 50% of the increase in IDEA Part B Section 611 funding in current year compared with prior year may be used to reduce the required level of state and local expenditures. This option is available only if the LEA used or will use the freed up funds for activities authorized under the Elementary and Secondary Education Act (ESEA) of 1965. Also, the amount of Part B funds used for early intervening services (34 CFR 300.226(a)) will count toward the maximum amount by which the LEA may reduce its MOE requirement under this exception [P.L. 108-446].

	State and Local	Local Only
Current year funding (IDEA Section 611 Local Assistance Grant Award - Resource 3310)		
Less: Prior year's funding (IDEA Section 611 Local Assistance Grant Award - Resource 3310)		
Increase in funding (if difference is positive)	0.00	
Maximum available for MOE reduction (50% of increase in funding)	0.00 (a)	
Current year funding (IDEA Section 619 - Resource 3315)		
Maximum available for early intervening services (EIS) (15% of current year funding - Resources 3310 and 3315)	0.00 (b)	

If (b) is greater than (a).

Enter portion to set aside for EIS (cannot exceed line (b), Maximum available for EIS)

(c)

Available for MOE reduction.

(line (a) minus line (c), zero if negative)

0.00 (d)

Enter portion used to reduce MOE requirement (cannot exceed line (d), Available for MOE reduction).

If (b) is less than (a).

Enter portion used to reduce MOE requirement (first column cannot exceed line (a), Maximum available for MOE reduction, second and third columns cannot exceed (e), Portion used to reduce MOE requirement).

(e)

Available to set aside for EIS

(line (b) minus line (e), zero if negative)

0.00 (f)

Note: If your LEA exercises the authority under 34 CFR 300.205(a) to reduce the MOE requirement, the LEA must list the activities (which are authorized under the ESEA) paid with the freed up funds:

SELPA: (??)
SECTION 3

	Column A	Column B	Column C
	Projected Exps. (LP-I Worksheet) FY 2019-20	Actual Expenditures Comparison Year 2018-19	Difference (A - B)
A. COMBINED STATE AND LOCAL EXPENDITURES METHOD			
1. Under "Comparison Year," enter the most recent year in which MOE compliance was met using the actual vs. actual method based on state and local expenditures.			
a. Total special education expenditures	9,798,483.21		
b. Less: Expenditures paid from federal sources	1,038,586.00		
c. Expenditures paid from state and local sources	8,759,897.21	10,834,337.47	
Add/Less: Adjustments and/or PCRA required for MOE calculation		0.00	
Comparison year's expenditures, adjusted for MOE calculation		10,834,337.47	
Less: Exempt reduction(s) from SECTION 1		0.00	
Less: 50% reduction from SECTION 2		0.00	
Net expenditures paid from state and local sources	8,759,897.21	10,834,337.47	(2,074,440.26)

If the difference in Column C for the Section 3.A.1 is positive or zero, the MOE eligibility requirement is met based on the combination of state and local expenditures.

	Projected Exps. FY 2019-20	Comparison Year 2018-19	Difference
2. Under "Comparison Year," enter the most recent year in which MOE compliance was met using the actual vs. actual method based on the per capita local expenditures.			
a. Total special education expenditures	9,798,483.21		
b. Less: Expenditures paid from federal sources	1,038,586.00		
c. Expenditures paid from state and local sources	8,759,897.21	9,932,955.66	
Add/Less: Adjustments and/or PCRA required for MOE calculation		0.00	
Comparison year's expenditures, adjusted for MOE calculation		9,932,955.66	
Less: Exempt reduction(s) from SECTION 1		0.00	
Less: 50% reduction from SECTION 2		0.00	
Net expenditures paid from state and local sources	8,759,897.21	9,932,955.66	
d. Special education unduplicated pupil count	612.00	613.00	
e. Per capita state and local expenditures (A2c/A2d)	14,313.56	16,203.84	(1,890.28)

If the difference in Column C for the Section 3.A.2 is positive or zero, the MOE eligibility requirement is met based on the per capita state and local expenditures.

SELPA: (??)

B. LOCAL EXPENDITURES ONLY METHOD

	Projected Exps. FY 2019-20	Comparison Year 2018-19	Difference
1. Under "Comparison Year," enter the most recent year in which MOE compliance was met using the actual vs. actual method based on local expenditures only.			
a. Expenditures paid from local sources	7,328,783.21	5,912,646.73	
Add/Less: Adjustments required for MOE calculation		0.00	
Comparison year's expenditures, adjusted for MOE calculation		5,912,646.73	
Less: Exempt reduction(s) from SECTION 1		0.00	
Less: 50% reduction from SECTION 2		0.00	
Net expenditures paid from local sources	7,328,783.21	5,912,646.73	1,416,136.48

If the difference in Column C for the Section 3.B.1 is positive or zero, the MOE eligibility requirement is met based on the local expenditures.

	Projected Exps. FY 2019-20	Comparison Year 2018-19	Difference
2. Under "Comparison Year," enter the most recent year in which MOE compliance was met using the actual vs. actual method based on the per capita local expenditures only.			
a. Expenditures paid from local sources	7,328,783.21	5,912,646.73	
Add/Less: Adjustments required for MOE calculation		0.00	
Comparison year's expenditures, adjusted for MOE calculation		5,912,646.73	
Less: Exempt reduction(s) from SECTION 1		0.00	
Less: 50% reduction from SECTION 2		0.00	
Net expenditures paid from local sources	7,328,783.21	5,912,646.73	
b. Special education unduplicated pupil count	612	613	
c. Per capita local expenditures (B2a/B2b)	11,975.14	9,645.43	2,329.71

If the difference in Column C for the Section 3.B.2 is positive or zero, the MOE eligibility requirement is met based on the per capita local expenditures only.

Lisa Coronado
Contact Name

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Telephone Number

Director of Fiscal Services
Title

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Email Address

SELPA: (??)

Object Code	Description	Adjustments*	Total
TOTAL PROJECTED EXPENDITURES - All Sources			
1000-1999	Certificated Salaries		0.00
2000-2999	Classified Salaries		0.00
3000-3999	Employee Benefits		0.00
4000-4999	Books and Supplies		0.00
5000-5999	Services and Other Operating Expenditures		0.00
6000-6999	Capital Outlay		0.00
7130	State Special Schools		0.00
7430-7439	Debt Service		0.00
	Total Direct Costs	0.00	0.00
7310	Transfers of Indirect Costs		0.00
7350	Transfers of Indirect Costs - Interfund		0.00
	Total Indirect Costs	0.00	0.00
	TOTAL COSTS	0.00	0.00
PROJECTED EXPENDITURES - State and Local Sources			
1000-1999	Certificated Salaries		0.00
2000-2999	Classified Salaries		0.00
3000-3999	Employee Benefits		0.00
4000-4999	Books and Supplies		0.00
5000-5999	Services and Other Operating Expenditures		0.00
6000-6999	Capital Outlay		0.00
7130	State Special Schools		0.00
7430-7439	Debt Service		0.00
	Total Direct Costs	0.00	0.00
7310	Transfers of Indirect Costs		0.00
7350	Transfers of Indirect Costs - Interfund		0.00
	Total Indirect Costs	0.00	0.00
	TOTAL BEFORE OBJECT 8980	0.00	0.00
8980	Contributions from Unrestricted Revenues to Federal Resources		0.00
	TOTAL COSTS	0.00	0.00

SELPA: (??)

Object Code	Description	Adjustments*	Total
PROJECTED EXPENDITURES - Local Sources			
1000-1999	Certificated Salaries		0.00
2000-2999	Classified Salaries		0.00
3000-3999	Employee Benefits		0.00
4000-4999	Books and Supplies		0.00
5000-5999	Services and Other Operating Expenditures		0.00
6000-6999	Capital Outlay		0.00
7130	State Special Schools		0.00
7430-7439	Debt Service		0.00
	Total Direct Costs	0.00	0.00
7310	Transfers of Indirect Costs		0.00
7350	Transfers of Indirect Costs - Interfund		0.00
	Total Indirect Costs	0.00	0.00
	TOTAL BEFORE OBJECT 8980	0.00	0.00
8980	Contributions from Unrestricted Revenues to Federal Resources (From PROJECTED EXPENDITURES - State and Local Sources section)		0.00
8980	Contributions from Unrestricted Revenues to State Resources		0.00
	TOTAL COSTS	0.00	0.00
UNDUPLICATED PUPIL COUNT			0

* Attach an additional sheet with explanations of any amounts in the Adjustments column.

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the interim certification.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

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

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

1A. Calculating the District's ADA Variances

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

Estimated Funded ADA

Fiscal Year	Budget Adoption Budget (Form 01CS, Item 1A)	First Interim Projected Year Totals (Form A1, Lines A4 and C4)	Percent Change	Status
Current Year (2019-20)				
District Regular	4,039.00	4,039.70		
Charter School		0.00		
Total ADA	4,039.00	4,039.70	0.0%	Met
1st Subsequent Year (2020-21)				
District Regular	4,060.00	4,069.70		
Charter School				
Total ADA	4,060.00	4,069.70	0.2%	Met
2nd Subsequent Year (2021-22)				
District Regular	4,081.00	4,095.42		
Charter School				
Total ADA	4,081.00	4,095.42	0.4%	Met

1B. Comparison of District ADA to the Standard

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

- 1a. STANDARD MET - Funded ADA has not changed since budget adoption by more than two percent in any of the current year or two subsequent fiscal years.

Explanation:
(required if NOT met)

2. CRITERION: Enrollment

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

District's Enrollment Standard Percentage Range: **2A. Calculating the District's Enrollment Variances**

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise, enter data into the first column for all fiscal years. Enter data in the second column for all fiscal years. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	Enrollment		Percent Change	Status
	Budget Adoption (Form 01CS, Item 3B)	First Interim CBEDS/Projected		
Current Year (2019-20)				
District Regular	4,249	4,268		
Charter School				
Total Enrollment	4,249	4,268	0.4%	Met
1st Subsequent Year (2020-21)				
District Regular	4,257	4,299		
Charter School				
Total Enrollment	4,257	4,299	1.0%	Met
2nd Subsequent Year (2021-22)				
District Regular	4,275	4,326		
Charter School				
Total Enrollment	4,275	4,326	1.2%	Met

2B. Comparison of District Enrollment to the Standard

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

1a. STANDARD MET - Enrollment projections have not changed since budget adoption by more than two percent for the current year and two subsequent fiscal 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 current fiscal year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

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

DATA ENTRY: Unaudited Actuals data that exist will be extracted into the P-2 ADA column for the First Prior Year; otherwise, enter First Prior Year data. P-2 ADA for the second and third prior years are preloaded. Budget Adoption data that exist will be extracted into the Enrollment column; otherwise, enter Enrollment data for all fiscal years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	P-2 ADA Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CBEDS Actual (Form 01CS, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2016-17)			
District Regular	4,199	4,477	
Charter School			
Total ADA/Enrollment	4,199	4,477	93.8%
Second Prior Year (2017-18)			
District Regular	4,080	4,332	
Charter School			
Total ADA/Enrollment	4,080	4,332	94.2%
First Prior Year (2018-19)			
District Regular	4,016	4,229	
Charter School	0		
Total ADA/Enrollment	4,016	4,229	95.0%
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: Estimated P-2 ADA will be extracted into the first column for the Current Year; enter data in the first column for the subsequent fiscal years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years. All other data are extracted.

Fiscal Year	Estimated P-2 ADA (Form A, Lines A4 and C4)	Enrollment CBEDS/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Current Year (2019-20)				
District Regular	4,040	4,268		
Charter School	0			
Total ADA/Enrollment	4,040	4,268	94.7%	Met
1st Subsequent Year (2020-21)				
District Regular	4,103	4,299		
Charter School				
Total ADA/Enrollment	4,103	4,299	95.4%	Not Met
2nd Subsequent Year (2021-22)				
District Regular	4,128	4,326		
Charter School				
Total ADA/Enrollment	4,128	4,326	95.4%	Not 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 NOT MET - Projected P-2 ADA to enrollment ratio exceeds the standard in any of the current year or two subsequent fiscal years. Provide reasons why the projected ratio exceeds the district's historical average ratio by more than 0.5%.

Explanation:
(required if NOT met)

The Historical Ratio is skewed when enrollment declines since CBEDS is measured at the beginning of the school year and P-2 is calculated at the end of the year. As enrollment levels out due to new housing developments, the ADA to Enrollment Ratio will increase.

4. CRITERION: LCFF Revenue

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

District's LCFF Revenue Standard Percentage Range:

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

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

LCFF Revenue				
(Fund 01, Objects 8011, 8012, 8020-8089)				
	Budget Adoption	First Interim		
Fiscal Year	(Form 01CS, Item 4B)	Projected Year Totals	Percent Change	Status
Current Year (2019-20)	42,977,312.00	43,008,625.00	0.1%	Met
1st Subsequent Year (2020-21)	44,346,093.00	44,403,311.00	0.1%	Met
2nd Subsequent Year (2021-22)	45,775,452.00	45,884,968.00	0.2%	Met

4B. Comparison of District LCFF Revenue to the Standard

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

- 1a. STANDARD MET - LCFF revenue has not changed since budget adoption by more than two percent for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

5. CRITERION: Salaries and Benefits

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

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

DATA ENTRY: Unaudited Actuals data that exist for the First Prior Year will be extracted; otherwise, enter data for the First Prior Year. Unaudited Actuals data for the second and third prior years are preloaded.

Fiscal Year	Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	
Third Prior Year (2016-17)	26,721,919.45	31,428,311.97	85.0%
Second Prior Year (2017-18)	29,274,530.10	36,237,141.61	80.8%
First Prior Year (2018-19)	29,410,198.17	34,970,943.37	84.1%
	Historical Average Ratio:		83.3%

	Current Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
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):	80.3% to 86.3%	80.3% to 86.3%	80.3% to 86.3%

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

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

Fiscal Year	Projected Year Totals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	Salaries and Benefits (Form 011, Objects 1000-3999) (Form MYPI, Lines B1-B3)	Total Expenditures (Form 011, Objects 1000-7499) (Form MYPI, Lines B1-B8, B10)		
Current Year (2019-20)	30,323,100.00	36,597,967.87	82.9%	Met
1st Subsequent Year (2020-21)	31,061,228.00	36,819,905.00	84.4%	Met
2nd Subsequent Year (2021-22)	31,672,013.00	37,430,690.00	84.6%	Met

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

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

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

Explanation:
(required if NOT met)

6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state and other local) or expenditures (including books and supplies, and services and other operating), for any of the current fiscal year or two subsequent fiscal years, have not changed by more than five percent since budget adoption.

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

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

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

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

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

Object Range / Fiscal Year	Budget Adoption Budget (Form 01CS, Item 6B)	First Interim Projected Year Totals (Fund 01) (Form MYPI)	Percent Change	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYPI, Line A2)				
Current Year (2019-20)	3,007,092.00	3,419,779.00	13.7%	Yes
1st Subsequent Year (2020-21)	2,779,582.00	2,938,212.00	5.7%	Yes
2nd Subsequent Year (2021-22)	2,779,582.00	2,938,212.00	5.7%	Yes

Explanation:
(required if Yes)

Increased revenue for Title I, II, and III due to accounting for unearned revenue (carryover) totals \$410,523. Special Education IDEA allocation from SCOE was increased in the amount of \$25,567. The ESSA CSI allocation increased by \$119,905. The increased revenue estimate for Medi-Cal reimbursements is \$40,000.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYPI, Line A3)				
Current Year (2019-20)	3,519,251.00	3,705,924.45	5.3%	Yes
1st Subsequent Year (2020-21)	3,530,845.00	3,557,924.00	0.8%	No
2nd Subsequent Year (2021-22)	3,539,883.00	3,572,122.00	0.9%	No

Explanation:
(required if Yes)

The District received a Workability Regional Grant in the amount of \$200,000.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYPI, Line A4)				
Current Year (2019-20)	1,612,877.00	1,625,999.00	0.8%	No
1st Subsequent Year (2020-21)	1,613,077.00	1,628,460.00	1.0%	No
2nd Subsequent Year (2021-22)	1,613,077.00	1,631,004.00	1.1%	No

Explanation:
(required if Yes)

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYPI, Line B4)				
Current Year (2019-20)	1,987,905.00	3,485,928.26	75.4%	Yes
1st Subsequent Year (2020-21)	1,987,905.00	2,226,551.00	12.0%	Yes
2nd Subsequent Year (2021-22)	1,987,905.00	2,230,101.00	12.2%	Yes

Explanation:
(required if Yes)

Literature supplemental curriculum was purchased for Wilson C. Riles using \$16,255 of Lottery funds. \$338,894 from General Fund has been expended on newly adopted science curriculum. \$51,020 has been expended on 21st century classrooms. A handicap accessible portable stage was purchased for \$37,784. Chromebooks were purchased for approximately \$160,000. Most carryover funds are placed in site and department budgets under this category.

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYPI, Line B5)				
Current Year (2019-20)	5,417,175.00	6,923,370.76	27.8%	Yes
1st Subsequent Year (2020-21)	5,442,175.00	5,617,807.00	3.2%	No
2nd Subsequent Year (2021-22)	5,442,175.00	5,621,177.00	3.3%	No

Explanation:
(required if Yes)

\$500,000 of carryover funding was added to the RRM budget. Approximately \$100,000 of Title I funds were moved from over-budgeted Salaries and Benefits to Travel and Conferences. An increased ESSA CSI allocation of \$40,700 was placed in the Travel & Conferences budget. The Low-Performing Student Block Grant was established with \$144,750 placed in the Services budget. \$106,800 was added to the budget for prof. dev. related to the adopted science curriculum. \$150,000 has been budgeted for program restructuring. *See Assumption attachment for additional details.

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

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Budget Adoption Budget	First Interim Projected Year Totals	Percent Change	Status
Total Federal, Other State, and Other Local Revenue (Section 6A)				
Current Year (2019-20)	8,139,220.00	8,751,702.45	7.5%	Not Met
1st Subsequent Year (2020-21)	7,923,504.00	8,124,596.00	2.5%	Met
2nd Subsequent Year (2021-22)	7,932,542.00	8,141,338.00	2.6%	Met
Total Books and Supplies, and Services and Other Operating Expenditures (Section 6A)				
Current Year (2019-20)	7,405,080.00	10,409,299.02	40.6%	Not Met
1st Subsequent Year (2020-21)	7,430,080.00	7,844,358.00	5.6%	Not Met
2nd Subsequent Year (2021-22)	7,430,080.00	7,851,278.00	5.7%	Not Met

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

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

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

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

Increased revenue for Title I, II, and III due to accounting for unearned revenue (carryover) totals \$410,523. Special Education IDEA allocation from SCOE was increased in the amount of \$25,567. The ESSA CSI allocation increased by \$119,905. The increased revenue estimate for Medi-Cal reimbursements is \$40,000.

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

The District received a Workability Regional Grant in the amount of \$200,000.

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

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

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

Literature supplemental curriculum was purchased for Wilson C. Riles using \$16,255 of Lottery funds. \$338,894 from General Fund has been expended on newly adopted science curriculum. \$51,020 has been expended on 21st century classrooms. A handicap accessible portable stage was purchased for \$37,784. Chromebooks were purchased for approximately \$160,000. Most carryover funds are placed in site and department budgets under this category.

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

\$500,000 of carryover funding was added to the RRM budget. Approximately \$100,000 of Title I funds were moved from over-budgeted Salaries and Benefits to Travel and Conferences. An increased ESSA CSI allocation of \$40,700 was placed in the Travel & Conferences budget. The Low-Performing Student Block Grant was established with \$144,750 placed in the Services budget. \$106,800 was added to the budget for prof. dev. related to the adopted science curriculum. \$150,000 has been budgeted for program restructuring. *See Assumption attachment for additional details.

7. CRITERION: Facilities Maintenance

STANDARD: Identify changes that have occurred since budget adoption in the projected contributions for facilities maintenance funding as required pursuant to Education Code Section 17070.75, or in how the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

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

NOTE: EC Section 17070.75 requires the district to deposit into the account a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year.

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

	Required Minimum Contribution	First Interim Contribution Projected Year Totals (Fund 01, Resource 8150, Objects 8900-8999)	Status
1. OMMA/RMA Contribution	1,648,926.00	1,648,926.00	Met
2. Budget Adoption Contribution (information only) (Form 01CS, Criterion 7)		1,546,000.00	

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

<input type="checkbox"/>	Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
<input type="checkbox"/>	Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
<input type="checkbox"/>	Other (explanation must be provided)

Explanation:
(required if NOT met
and Other is marked)

8. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves¹ as a percentage of total expenditures and other financing uses² in any of the current fiscal year or two subsequent fiscal years.

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

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.

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

DATA ENTRY: All data are extracted or calculated.

	Current Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
District's Available Reserve Percentages (Criterion 10C, Line 9)	8.8%	9.7%	13.0%
District's Deficit Spending Standard Percentage Levels (one-third of available reserve percentage):	2.9%	3.2%	4.3%

8B. Calculating the District's Deficit Spending Percentages

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

Fiscal Year	Projected Year Totals		Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
	Net Change in Unrestricted Fund Balance (Form 011, Section E) (Form MYPI, Line C)	Total Unrestricted Expenditures and Other Financing Uses (Form 011, Objects 1000-7999) (Form MYPI, Line B11)		
Current Year (2019-20)	(1,348,579.08)	36,652,875.87	3.7%	Not Met
1st Subsequent Year (2020-21)	(331,776.00)	36,874,813.00	0.9%	Met
2nd Subsequent Year (2021-22)	371,748.00	37,485,598.00	N/A	Met

8C. Comparison of District Deficit Spending to the Standard

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

- 1a. **STANDARD NOT MET** - Unrestricted deficit spending has exceeded the standard percentage level in any of the current year or two subsequent fiscal years. Provide reasons for the deficit spending, a description of the methods and assumptions used in balancing the unrestricted budget, and what changes will be made to ensure that the budget deficits are eliminated or are balanced within the standard.

Explanation:
(required if NOT met)

As of 10/31, \$915,081 of Assigned allocation was moved into the budget. \$112,429 of additional one-time funds have been expended for a portable stage, 21st century classrooms, and Division of State Architect fees.

9. CRITERION: Fund and Cash Balances

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

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

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

Fiscal Year	Ending Fund Balance General Fund Projected Year Totals		Status
	(Form 011, Line F2) (Form MYPI, Line D2)		
Current Year (2019-20)	5,536,576.43		Met
1st Subsequent Year (2020-21)	5,453,451.22		Met
2nd Subsequent Year (2021-22)	6,070,796.01		Met

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

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

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

Explanation:
(required if NOT met)

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

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

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

Ending Cash Balance General Fund		
Fiscal Year	(Form CASH, Line F, June Column)	Status
Current Year (2019-20)	3,997,945.63	Met

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

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

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

Explanation:
(required if NOT met)

10. CRITERION: Reserves

STANDARD: Available reserves¹ for any of the current fiscal 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: Current Year data are extracted. If Form MYPI exists, 1st and 2nd Subsequent Year data will be extracted. If not, enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA	
5% or \$69,000 (greater of)	0	to 300
4% or \$69,000 (greater of)	301	to 1,000
3%	1,001	to 30,000
2%	30,001	to 400,000
1%	400,001	and over

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

	Current Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
District Estimated P-2 ADA (Current Year, Form AI, Lines A4 and C4. Subsequent Years, Form MYPI, Line F2, if available.)	4,040	4,070	4,095
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 MYPI exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Current Year data are extracted.

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

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

No

	Current Year Projected Year Totals (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223)	0.00	0.00	0.00

10B. Calculating the District's Reserve Standard

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

	Current Year Projected Year Totals (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
1. Expenditures and Other Financing Uses (Form 011, objects 1000-7999) (Form MYPI, Line B11)	54,976,303.27	52,667,105.21	53,465,034.21
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)	54,976,303.27	52,667,105.21	53,465,034.21
4. Reserve Standard Percentage Level	3%	3%	3%
5. Reserve Standard - by Percent (Line B3 times Line B4)	1,649,289.10	1,580,013.16	1,603,951.03
6. Reserve Standard - by Amount (\$69,000 for districts with less than 1,001 ADA, else 0)	0.00	0.00	0.00
7. District's Reserve Standard (Greater of Line B5 or Line B6)	1,649,289.10	1,580,013.16	1,603,951.03

10C. Calculating the District's Available Reserve Amount

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

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4)	Current Year Projected Year Totals (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYPI, Line E1a)	0.00	0.00	0.00
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYPI, Line E1b)	1,649,290.00	1,580,014.00	1,603,952.00
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYPI, Line E1c)	793,069.73	1,102,499.20	2,938,340.20
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYPI, Line E1d)	(0.34)	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYPI, Line E2a)	0.00	0.00	0.00
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYPI, Line E2b)	2,402,282.71	2,402,282.71	2,402,282.71
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYPI, Line E2c)	0.00	0.00	0.00
8. District's Available Reserve Amount (Lines C1 thru C7)	4,844,642.10	5,084,795.91	6,944,574.91
9. District's Available Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	8.81%	9.65%	12.99%
District's Reserve Standard (Section 10B, Line 7):	1,649,289.10	1,580,013.16	1,603,951.03
Status:	Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

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

1a. STANDARD MET - Available reserves have met the standard for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

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 have occurred since budget adoption 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 funded with one-time revenues that have changed since budget adoption by more than five percent?

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. Temporary Interfund Borrowings

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

No

- 1b. If Yes, identify the interfund borrowings:

S4. Contingent Revenues

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

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

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

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

District's Contributions and Transfers Standard: -5.0% to +5.0%
or -\$20,000 to +\$20,000

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

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise, enter data into the first column. For Contributions, the First Interim's Current Year data will be extracted. Enter First Interim Contributions for the 1st and 2nd Subsequent Years. For Transfers In and Transfers Out, if Form MYP exists, the data will be extracted into the First Interim column for the Current Year, and 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data in the Current Year, and 1st and 2nd Subsequent Years. Click on the appropriate button for Item 1d; all other data will be calculated.

Description / Fiscal Year	Budget Adoption (Form 01CS, Item S5A)	First Interim Projected Year Totals	Percent Change	Amount of Change	Status
1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)					
Current Year (2019-20)	(9,090,908.00)	(8,971,689.21)	-1.3%	(119,218.79)	Met
1st Subsequent Year (2020-21)	(9,458,094.00)	(9,143,292.00)	-3.3%	(314,802.00)	Met
2nd Subsequent Year (2021-22)	(9,705,251.00)	(9,322,508.00)	-3.9%	(382,743.00)	Met
1b. Transfers In, General Fund *					
Current Year (2019-20)	0.00	56,073.00	New	56,073.00	Not Met
1st Subsequent Year (2020-21)	0.00	56,073.00	New	56,073.00	Not Met
2nd Subsequent Year (2021-22)	0.00	56,073.00	New	56,073.00	Not Met
1c. Transfers Out, General Fund *					
Current Year (2019-20)	1,000.00	54,908.00	5390.8%	53,908.00	Not Met
1st Subsequent Year (2020-21)	1,000.00	54,908.00	5390.8%	53,908.00	Not Met
2nd Subsequent Year (2021-22)	1,000.00	54,908.00	5390.8%	53,908.00	Not Met

1d. Capital Project Cost Overruns

Have capital project cost overruns occurred since budget adoption that may impact the general fund operational budget?

No

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

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

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

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

Explanation:
(required if NOT met)

1b. NOT MET - The projected transfers in to the general fund have changed since budget adoption by more than the standard for any of the current year or subsequent two fiscal years. Identify the amounts transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timeframes, for reducing or eliminating the transfers.

Explanation:
(required if NOT met)

2018-19 interest from Fund 17 was transferred to Fund 20. Direct transfers between these funds are not allowed and must pass through Fund 01.

- 1c. NOT MET - The projected transfers out of the general fund have changed since budget adoption by more than the standard for any of the current year or subsequent two fiscal years. Identify the amounts transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timeframes, for reducing or eliminating the transfers.

Explanation:
(required if NOT met)

2018-19 interest from Fund 17 was transferred to Fund 20. Direct transfers between these funds are not allowed and must pass through Fund 01.

- 1d. NO - There have been no capital project cost overruns occurring since budget adoption 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 payment for the current fiscal year and two subsequent fiscal years.

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

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

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

Type of Commitment	# of Years Remaining	Funding Sources (Revenues)	SACS Fund and Object Codes Used For: Debt Service (Expenditures)	Principal Balance as of July 1, 2019
Capital Leases				
Certificates of Participation				
General Obligation Bonds	21-8951		51	
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				

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

Accreted interest on bonds			51	
Unamortized bond premiums			51	
TOTAL:				0

Type of Commitment (continued)	Prior Year (2018-19) Annual Payment (P & I)	Current Year (2019-20) Annual Payment (P & I)	1st Subsequent Year (2020-21) Annual Payment (P & I)	2nd Subsequent Year (2021-22) Annual Payment (P & I)
Capital Leases				
Certificates of Participation				
General Obligation Bonds	0	0	0	0
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				

Other Long-term Commitments (continued):

Accreted interest on bonds	0	0	0	0
Unamortized bond premiums	0	0	0	0
Total Annual Payments:	0	0	0	0
Has total annual payment increased over prior year (2018-19)?	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 current 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.

Explanation:
(Required if Yes)

S7. Unfunded Liabilities

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

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

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

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

Yes

- b. If Yes to Item 1a, have there been changes since budget adoption in OPEB liabilities?

No

- c. If Yes to Item 1a, have there been changes since budget adoption in OPEB contributions?

No

2. OPEB Liabilities

- a. Total OPEB liability
- b. OPEB plan(s) fiduciary net position (if applicable)
- c. Total/Net OPEB liability (Line 2a minus Line 2b)
- d. Is total OPEB liability based on the district's estimate or an actuarial valuation?
- e. If based on an actuarial valuation, indicate the date of the OPEB valuation.

Budget Adoption (Form 01CS, Item S7A)	First Interim
8,917,723.00	8,917,723.00
260,664.00	260,664.00
8,657,059.00	8,657,059.00

Actuarial	Actuarial
Jun 30, 2018	Jun 20, 2018

3. OPEB Contributions

- a. OPEB actuarially determined contribution (ADC) if available, per actuarial valuation or Alternative Measurement Method

Current Year (2019-20)

1st Subsequent Year (2020-21)

2nd Subsequent Year (2021-22)

Budget Adoption (Form 01CS, Item S7A)	First Interim
0.00	0.00
0.00	0.00
0.00	0.00

- b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (Funds 01-70, objects 3701-3752)

Current Year (2019-20)

1st Subsequent Year (2020-21)

2nd Subsequent Year (2021-22)

226,741.00	96,000.00
268,741.00	268,741.00
310,741.00	310,741.00

- c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)

Current Year (2019-20)

1st Subsequent Year (2020-21)

2nd Subsequent Year (2021-22)

226,741.00	223,199.00
268,741.00	268,200.00
310,741.00	313,199.00

- d. Number of retirees receiving OPEB benefits

Current Year (2019-20)

1st Subsequent Year (2020-21)

2nd Subsequent Year (2021-22)

32	35
37	40
42	45

4. Comments:

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

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

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

No

- b. If Yes to item 1a, have there been changes since budget adoption in self-insurance liabilities?

n/a

- c. If Yes to item 1a, have there been changes since budget adoption in self-insurance contributions?

n/a

2. Self-Insurance Liabilities

- a. Accrued liability for self-insurance programs
b. Unfunded liability for self-insurance programs

Budget Adoption
(Form 01CS, Item S7B) First Interim

3. Self-Insurance Contributions

- a. Required contribution (funding) for self-insurance programs
Current Year (2019-20)
1st Subsequent Year (2020-21)
2nd Subsequent Year (2021-22)

Budget Adoption
(Form 01CS, Item S7B) First Interim

- b. Amount contributed (funded) for self-insurance programs
Current Year (2019-20)
1st Subsequent Year (2020-21)
2nd Subsequent Year (2021-22)

4. Comments:

--

S8. Status of Labor Agreements

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

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

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

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

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

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

Status of Certificated Labor Agreements as of the Previous Reporting Period
Were all certificated labor negotiations settled as of budget adoption?

Yes

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

If No, continue with section S8A.

Certificated (Non-management) Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2018-19)	Current Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Number of certificated (non-management) full-time-equivalent (FTE) positions	238.9	242.1	242.1	242.1

1a. Have any salary and benefit negotiations been settled since budget adoption?

n/a

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

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

If No, complete questions 6 and 7.

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

No

If Yes, complete questions 6 and 7.

Negotiations Settled Since Budget Adoption

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

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

If Yes, date of Superintendent and CBO certification:

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

If Yes, date of budget revision board adoption:

n/a

4. Period covered by the agreement:

Begin Date:

End Date:

5. Salary settlement:

Current Year
(2019-20)

1st Subsequent Year
(2020-21)

2nd Subsequent Year
(2021-22)

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

One Year Agreement

Total cost of salary settlement

% change in salary schedule from prior year

or

Multiyear Agreement

Total cost of salary settlement

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

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

Negotiations Not Settled

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

--

7. Amount included for any tentative salary schedule increases

Current Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
0	0	0

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

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

Current Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)

Certificated (Non-management) Prior Year Settlements Negotiated Since Budget Adoption

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

--

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

--

--

Certificated (Non-management) Step and Column Adjustments

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

Current Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)

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

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

Current Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)

Certificated (Non-management) - Other

List other significant contract changes that have occurred since budget adoption 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: Click the appropriate Yes or No button for "Status of Classified Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

Status of Classified Labor Agreements as of the Previous Reporting Period

Were all classified labor negotiations settled as of budget adoption?

If Yes, complete number of FTEs, then skip to section S8C.

If No, continue with section S8B.

Yes

Classified (Non-management) Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2018-19)	Current Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Number of classified (non-management) FTE positions	212.4	198.4	198.4	198.4

1a. Have any salary and benefit negotiations been settled since budget adoption?

n/a

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

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

If No, complete questions 6 and 7.

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

No

If Yes, complete questions 6 and 7.

Negotiations Settled Since Budget Adoption

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

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

If Yes, date of Superintendent and CBO certification.

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

n/a

If Yes, date of budget revision board adoption.

4. Period covered by the agreement:

Begin Date:

End Date:

5. Salary settlement:

Current Year
(2019-20)1st Subsequent Year
(2020-21)2nd Subsequent Year
(2021-22)

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

One Year Agreement

Total cost of salary settlement

% change in salary schedule from prior year
or**Multiyear Agreement**

Total cost of salary settlement

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

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

Negotiations Not Settled

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

7. Amount included for any tentative salary schedule increases

Current Year
(2019-20)1st Subsequent Year
(2020-21)2nd Subsequent Year
(2021-22)

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

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

Current Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)

Classified (Non-management) Prior Year Settlements Negotiated Since Budget Adoption

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

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

--

Classified (Non-management) Step and Column Adjustments

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

Current Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)

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

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

Current Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)

Classified (Non-management) - Other

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

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

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

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

Were all managerial/confidential labor negotiations settled as of budget adoption?

Yes

If Yes or n/a, complete number of FTEs, then skip to S9.

If No, continue with section S8C.

Management/Supervisor/Confidential Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2018-19)	Current Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Number of management, supervisor, and confidential FTE positions	24.8	24.9	24.9	24.9

1a. Have any salary and benefit negotiations been settled since budget adoption?

If Yes, complete question 2.

n/a

If No, complete questions 3 and 4.

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

No

If Yes, complete questions 3 and 4.

Negotiations Settled Since Budget Adoption

2. Salary settlement:

Current Year
(2019-20)1st Subsequent Year
(2020-21)2nd Subsequent Year
(2021-22)

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

Total cost of salary settlement

Change in salary schedule from prior year
(may enter text, such as "Reopener")**Negotiations Not Settled**

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

Current Year
(2019-20)1st Subsequent Year
(2020-21)2nd Subsequent Year
(2021-22)

4. Amount included for any tentative salary schedule increases

**Management/Supervisor/Confidential
Health and Welfare (H&W) Benefits**Current Year
(2019-20)1st Subsequent Year
(2020-21)2nd Subsequent Year
(2021-22)

1. Are costs of H&W benefit changes included in the interim and MYPs?

2. Total cost of H&W benefits

3. Percent of H&W cost paid by employer

4. Percent projected change in H&W cost over prior year

**Management/Supervisor/Confidential
Step and Column Adjustments**Current Year
(2019-20)1st Subsequent Year
(2020-21)2nd Subsequent Year
(2021-22)

1. Are step & column adjustments included in the interim and MYPs?

2. Cost of step & column adjustments

3. Percent change in step and column over prior year

**Management/Supervisor/Confidential
Other Benefits (mileage, bonuses, etc.)**Current Year
(2019-20)1st Subsequent Year
(2020-21)2nd Subsequent Year
(2021-22)

1. Are costs of other benefits included in the interim and MYPs?

2. Total cost of other benefits

3. Percent change in cost of other benefits over prior year

S9. Status of Other Funds

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

S9A. Identification of Other Funds with Negative Ending Fund Balances

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

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

No

If Yes, prepare and submit to the reviewing agency a report of revenues, expenditures, and changes in fund balance (e.g., an interim fund report) and a multiyear projection report for each fund.

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

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 A2 through A9; Item A1 is automatically completed based on data from Criterion 9.

A1. Do cash flow projections show that the district will end the current fiscal year with a negative cash balance in the general fund? (Data from Criterion 9B-1, Cash Balance, are used to determine Yes or No)

No

A2. Is the system of personnel position control independent from the payroll system?

No

A3. Is enrollment decreasing in both the prior and current fiscal years?

No

A4. Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior or current fiscal year?

No

A5. Has the district entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?

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 First Interim Criteria and Standards Review

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

Signed: _____ Date: _____
District Superintendent or Designee

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

To the County Superintendent of Schools:

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

Meeting Date: December 18, 2019 Signed: _____
President of the Governing Board

CERTIFICATION OF FINANCIAL CONDITION

X **POSITIVE CERTIFICATION**

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

_____ **QUALIFIED CERTIFICATION**

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

_____ **NEGATIVE CERTIFICATION**

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

Contact person for additional information on the interim report:

Name: Lisa Coronado Telephone: 916.338.6400
Title: Director of Fiscal Services E-mail: coronado@centerusd.org

Criteria and Standards Review Summary

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

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

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

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

SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		X
		• If yes, have annual payments for the current or two subsequent fiscal years increased over prior year's (2018-19) annual payment?	X	
		• If yes, will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?	X	
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		X
		• If yes, have there been changes since budget adoption in OPEB liabilities?	X	
S7b	Other Self-insurance Benefits	Does the district operate any self-insurance programs (e.g., workers' compensation)?	X	
		• If yes, have there been changes since budget adoption in self-insurance liabilities?	n/a	
S8	Status of Labor Agreements	As of first interim projections, are salary and benefit negotiations still unsettled for:		
		• Certificated? (Section S8A, Line 1b)	X	
		• Classified? (Section S8B, Line 1b)	X	
S8	Labor Agreement Budget Revisions	• Management/supervisor/confidential? (Section S8C, Line 1b)	X	
		For negotiations settled since budget adoption, per Government Code Section 3547.5(c), are budget revisions still needed to meet the costs of the collective bargaining agreement(s) for:		
		• Certificated? (Section S8A, Line 3)	n/a	
S8	Labor Agreement Budget Revisions	• Classified? (Section S8B, Line 3)	n/a	
S9	Status of Other Funds	Are any funds other than the general fund projected to have a negative fund balance at the end of the current fiscal year?	X	

ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the current fiscal year with a negative cash balance in the general fund?	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 and current fiscal years?	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 or current fiscal year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
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	

SACS2019ALL Financial Reporting Software - 2019.2.0
12/5/2019 11:01:31 AM

34-73973- 0000000

First Interim
2019-20 Projected Totals
Technical Review Checks

Center Joint Unified

Sacramento County

Following is a chart of the various types of technical review checks and related requirements:

- F - Fatal (Data must be corrected; an explanation is not allowed)
- W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
- O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

GENERAL LEDGER CHECKS

SUPPLEMENTAL CHECKS

EXPORT CHECKS

Checks Completed.

SACS2019ALL Financial Reporting Software - 2019.2.0
11/21/2019 11:13:29 AM

34-73973-0000000

First Interim
2019-20 Actuals to Date
Technical Review Checks

Center Joint Unified

Sacramento County

Following is a chart of the various types of technical review checks and related requirements:

- F - Fatal (Data must be corrected; an explanation is not allowed)
- W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
- O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

GENERAL LEDGER CHECKS

SUPPLEMENTAL CHECKS

EXPORT CHECKS

Checks Completed.

Export Log
Period: First Interim
Type of Export: Official

=====

LEA: 34-73973-0000000 Center Joint Unified

Official Check for LEA: 34-73973-0000000 is good

Export of USER General Ledger started at 12/5/2019 11:02:08 AM

OFFICIAL Header for LEA: 34-73973-0000000 Center Joint Unified
VERSION 2019.2.0

Fiscal Year: 2019-20
Type of Data: Actuals to Date
Number of records exported in group 1: 965

Fiscal Year: 2019-20
Type of Data: Board Approved Operating Budget
Number of records exported in group 2: 1098

Fiscal Year: 2019-20
Type of Data: Original Budget
Number of records exported in group 3: 1098

Fiscal Year: 2019-20
Type of Data: Projected Totals
Number of records exported in group 4: 1202

Export USER General Ledger completed at 12/5/2019 11:02:09 AM

Export of Supplementals (USER ELEMENTs) started at 12/5/2019 11:02:09 AM

Fiscal Year: 2019-20
Type of Data: Actuals to Date
Number of records exported in group 5: 100

Fiscal Year: 2019-20
Type of Data: Board Approved Operating Budget
Number of records exported in group 6: 177

Fiscal Year: 2019-20
Type of Data: Original Budget
Number of records exported in group 7: 178

Fiscal Year: 2019-20
Type of Data: Projected Totals
Number of records exported in group 8: 3589

Export of Supplemental (USER ELEMENTs) completed at 12/5/2019 11:02:10 AM

Export of Explanations started at 12/5/2019 11:02:10 AM

No records to Export for Explanations.

Export of TRC Log started at 12/5/2019 11:02:10 AM

Fiscal Year: 2019-20
Type of Data: Actuals to Date
Number of records exported in group 9: 32

Fiscal Year: 2019-20
Type of Data: Original Budget
Number of records exported in group 10: 43

Fiscal Year: 2019-20
Type of Data: Projected Totals
Number of records exported in group 11: 54

Export of TRC Log completed at 12/5/2019 11:02:10 AM

OFFICIAL END for LEA: 34-73973-0000000 Center Joint Unified

Exported to file: C:\SACS2019ALL\Official\347397300000001.DAT

End of Official Export Process

SCHOOL DISTRICT DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF

Center Joint Unified (73973) - 2019-20 CJUSD First Interim Report

10/31/19

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
COLA & Augmentation	3.70%	3.26%	3.00%	2.80%	3.16%	3.20%
GAP Funding rate	100.00%	100.00%	100.00%	100.00%	100.00%	0.00%
Estimated Property Taxes (with RDA)	8,251,852	8,924,995	8,924,995	8,924,995	8,924,995	8,924,995
Less In-Lieu transfer	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Local Revenue	\$ 8,251,852	\$ 8,924,995	\$ 8,924,995	\$ 8,924,995	\$ 8,924,995	\$ 8,924,995
Statewide 90th percentile rate	---	---	---	---	---	---

OTHER LCFF TRANSITION INFORMATION

Enter class size penalties, longer day/longer year penalties
and other special adjustments per the School District LCFF
Transition Calculation exhibit.

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Floor Adjustments	-	-	-	-	-	-
Miscellaneous Adjustments	-	-	-	-	-	-
Minimum State Aid Adjustments	-	-	-	-	-	-
Funded Based on Target Formula	FALSE	TRUE	TRUE	TRUE	TRUE	TRUE

UNDUPPLICATED PUPIL PERCENTAGE

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
District Enrollment	4,229	4,268	4,299	4,326	4,346	4,361
COE Enrollment	83	83	83	83	83	83
Total Enrollment	4,312	4,351	4,382	4,409	4,429	4,444
District Unduplicated Pupil Count	2,830	2,863	2,874	2,883	2,890	2,895
COE Unduplicated Pupil Count	46	46	46	46	46	46
Total Unduplicated Pupil Count	2,876	2,909	2,920	2,929	2,936	2,941
	3-yr rolling 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	66.70%	66.86%	66.64%	66.43%	66.29%	66.18%
Unduplicated Pupil Percentage (%)	67.05%	67.50%	66.73%	66.64%	66.45%	66.30%

SCHOOL DISTRICT DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF
Center Joint Unified (73973) - 2019-20 CJUSD First Interim Report
10/31/19
AVERAGE DAILY ATTENDANCE (ADA)
Enter ADA. Calculator will use greater of total current or prior year ADA.
Enter ADA by grade span.

ADA	ADA to use:		2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
CURRENT YEAR ADA:								
Grades TK-3	P-2 (Annual for Special Day Class extended year)	B-1	1,236.54	1,242.00	1,248.12	1,253.47	1257.47	1260.47
Grades 4-6		B-2	892.36	898.00	904.00	909.00	912.80	915.40
Grades 7-8		B-3	613.01	621.00	629.73	637.18	642.80	646.88
Grades 9-12		B-4	1,262.12	1,271.00	1,280.21	1,288.08	1294.01	1298.32

Non Public School, NPS-Licensed Children Institutions, Community Day School:

Grades TK-3	Annual	E-1	1.55	1.55	1.55	1.55	1.55	1.55
Grades 4-6		E-2	1.79	1.79	1.79	1.79	1.79	1.79
Grades 7-8		E-3	1.51	1.51	1.51	1.51	1.51	1.51
Grades 9-12		E-4	2.85	2.85	2.85	2.85	2.85	2.85

District Basic Aid ADA otherwise excluded from LCFF Calculator (for EPA funding)

DISTRICT TOTAL		4,011.73	4,039.70	4,069.76	4,095.42	4,114.77	4,128.77
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County operated (Community School, Special Ed):

Grades TK-3	P-2 / Annual	E-6 & E-11	5.56	5.56	5.56	5.56	5.56	5.56
Grades 4-6		E-7 & E-12	7.79	7.79	7.79	7.79	7.79	7.79
Grades 7-8		E-8 & E-13	27.88	27.88	27.88	27.88	27.88	27.88
Grades 9-12		E-9 & E-14	36.69	36.69	36.69	36.69	36.69	36.69
COUNTY TOTAL			77.92	77.92	77.92	77.92	77.92	77.92

RATIO: District ADA to Enrollment
94.86% 94.65% 94.67% 94.67% 94.68% 94.67%
RATIO: County ADA to Enrollment
93.88% 93.88% 93.88% 93.88% 93.88% 93.88%
PRIOR YEAR GUARANTEE ADJUSTMENT FOR CHARTER SHIFT
ADA transfer: Student from District to Charter (cross fiscal year)

Grades TK-3	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Grades 4-6	A-6	-	-	-	-	-
Grades 7-8	A-7	-	-	-	-	-
Grades 9-12	A-8	-	-	-	-	-
	A-9	-	-	-	-	-

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)
- - - - - -

SCHOOL DISTRICT DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF

Center Joint Unified (73973) - 2019-20 CIUSD First Interim Report

10/31/19

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
LCFF ADA						
ADA Guarantee - Prior Year	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>
Grades TK-3	1,261.34	1,236.54	1,242.00	1,248.12	1,253.47	1,257.47
Grades 4-6	937.53	892.36	898.00	904.00	909.00	912.80
Grades 7-8	606.82	613.01	621.00	629.73	637.18	642.80
Grades 9-12	1,261.70	1,262.12	1,271.00	1,280.21	1,288.08	1,294.01
LCFF Subtotal	4,067.39	4,004.03	4,032.00	4,062.06	4,087.72	4,107.07
NSS	-	-	-	-	-	-
Combined Subtotal	4,067.39	4,004.03	4,032.00	4,062.06	4,087.72	4,107.07
ADA Guarantee - Current Year						
Grades TK-3	1,236.54	1,242.00	1,248.12	1,253.47	1,257.47	1,260.47
Grades 4-6	892.36	898.00	904.00	909.00	912.80	915.40
Grades 7-8	613.01	621.00	629.73	637.18	642.80	646.88
Grades 9-12	1,262.12	1,271.00	1,280.21	1,288.08	1,294.01	1,298.32
LCFF Subtotal	4,004.03	4,032.00	4,062.06	4,087.72	4,107.07	4,121.07
NSS	-	-	-	-	-	-
Combined Subtotal	4,004.03	4,032.00	4,062.06	4,087.72	4,107.07	4,121.07
Change in LCFF ADA (excludes NSS ADA)	(63.36) Decline	27.97 Increase	30.06 Increase	25.66 Increase	19.35 Increase	14.00 Increase
Funded LCFF ADA						
Grades TK-3	1,261.34	1,242.00	1,248.12	1,253.47	1,257.47	1,260.47
Grades 4-6	937.53	898.00	904.00	909.00	912.80	915.40
Grades 7-8	606.82	621.00	629.73	637.18	642.80	646.88
Grades 9-12	1,261.70	1,271.00	1,280.21	1,288.08	1,294.01	1,298.32
Subtotal	4,067.39	4,032.00	4,062.06	4,087.72	4,107.07	4,121.07
	<i>Prior</i>	<i>Current</i>	<i>Current</i>	<i>Current</i>	<i>Current</i>	<i>Current</i>
Funded NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-
	<i>Prior</i>	<i>Prior</i>	<i>Prior</i>	<i>Prior</i>	<i>Prior</i>	<i>Prior</i>
NPS, CDS, & COE Operated						
Grades TK-3	7.11	7.11	7.11	7.11	7.11	7.11
Grades 4-6	9.58	9.58	9.58	9.58	9.58	9.58
Grades 7-8	29.39	29.39	29.39	29.39	29.39	29.39
Grades 9-12	39.54	39.54	39.54	39.54	39.54	39.54
Subtotal	85.62	85.62	85.62	85.62	85.62	85.62
Combined Total						
Grades TK-3	1,268.45	1,249.11	1,255.23	1,260.58	1,264.58	1,267.58

SCHOOL DISTRICT DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF

Center Joint Unified (73973) - 2019-20 CJUSD First Interim Report

10/31/19

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Grades 4-6	947.11	907.58	913.58	918.58	922.38	924.98
Grades 7-8	636.21	650.39	659.12	666.57	672.19	676.27
Grades 9-12	1,301.24	1,310.54	1,319.75	1,327.62	1,333.55	1,337.86
Total	4,153.01	4,117.62	4,147.68	4,173.34	4,192.69	4,206.69

Center Joint Unified (73973) - 2019-20 CIUSD First Interim Re				43769		v20.2c	
LOCAL CONTROL FUNDING FORMULA				2018-19			
CALCULATE LCFF TARGET							
Unduplicated as % of Enrollment				COLA & Augmentation		3.700%	
				3 yr average		67.05% 67.05% 2018-19	
	ADA	Base	Gr Span	Supp	Concen	TARGET	
Grades TK-3	1,268.45	7,459	776	1,104	496	12,475,805	
Grades 4-6	947.11	7,571		1,015	456	8,564,170	
Grades 7-8	636.21	7,796		1,045	470	5,923,848	
Grades 9-12	1,301.24	9,034	235	1,243	558	14,405,287	
Subtract NSS	-	-	-	-	-	-	
NSS Allowance	-	-	-	-	-	-	
TOTAL BASE	4,153.01	33,347,234	1,290,109	4,644,867	2,086,901	41,369,111	
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						41,870,352	
Funded Based on Target Formula (based on prior year P-2 certification)						FALSE	
ECONOMIC RECOVERY TARGET PAYMENT				3/4 -			
CALCULATE LCFF FLOOR							
				12-13	18-19		
				Rate	ADA		
Current year Funded ADA times Base per ADA				5,213.80	4,153.01	21,652,964	
Current year Funded ADA times Other RL per ADA				56.47	4,153.01	234,520	
Necessary Small School Allowance at 12-13 rates						-	
2012-13 Categoricals						3,694,038	
Floor Adjustments						-	
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				\$ 3,156.17	4,153.01	13,107,606	
LOCAL CONTROL FUNDING FORMULA (LCFF) FLOOR						38,689,128	

Center Joint Unified (73973) - 2019-20 CJUSD First Interim Re		43769	v20.2c
LOCAL CONTROL FUNDING FORMULA		2018-19	
CALCULATE LCFF PHASE-IN ENTITLEMENT		2018-19	
LOCAL CONTROL FUNDING FORMULA TARGET			41,870,352
LOCAL CONTROL FUNDING FORMULA FLOOR			38,689,128
LCFF Need (LCFF Target less LCFF Floor, if positive)			3,181,224
Current Year Gap Funding		100.00%	3,181,224
ECONOMIC RECOVERY PAYMENT			-
Miscellaneous Adjustments			-
LCFF Entitlement before Minimum State Aid provision			41,870,352
CALCULATE STATE AID			
Transition Entitlement			41,870,352
Local Revenue (including RDA)			(8,251,852)
Gross State Aid			33,618,500
CALCULATE MINIMUM STATE AID			
		12-13 Rate	18-19 ADA
2012-13 RL/Charter Gen BG adjusted for ADA		5,270.27	4,153.01
2012-13 NSS Allowance (deficit)			21,887,484
Minimum State Aid Adjustments			-
Less Current Year Property Taxes/in Lieu			(8,251,852)
Subtotal State Aid for Historical RL/Charter General BG			13,635,632
Categorical funding from 2012-13			3,694,038
Charter Categorical Block Grant adjusted for ADA			-
Minimum State Aid Guarantee			17,329,670
CHARTER SCHOOL MINIMUM STATE AID OFFSET			
Local Control Funding Formula Target Base (2019-20 forward)			-
Minimum State Aid plus Property Taxes including RDA			-
Offset			-
Minimum State Aid Prior to Offset			-
Total Minimum State Aid with Offset			-
TOTAL STATE AID			33,618,500
Additional State Aid (Additional SA)			
LCFF Phase-In Entitlement			-
(before COE transfer, Choice & Charter Supplemental)			41,870,352
CHANGE OVER PRIOR YEAR		5.10%	2,033,187
LCFF Entitlement PER ADA			10,082
PER ADA CHANGE OVER PRIOR YEAR		8.55%	794
BASIC AID STATUS (school districts only)		<i>Non-Basic Aid</i>	
LCFF SOURCES INCLUDING EXCESS TAXES			
		Increase	2018-19
State Aid		5.08%	1,625,699
Property Taxes net of in-lieu		5.19%	407,488
Charter in-Lieu Taxes		0.00%	-
LCFF pre COE, Choice, Supp		5.10%	2,033,187
			41,870,352

LOCAL CONTROL FUNDING FORMULA**2019-20****2020-21****CALCULATE LCFF TARGET**

Unduplicated as % of Enrollment	3 yr average		COLA & Augmentation		3.260%		3 yr average		COLA & Augmentation		3.000%	
	ADA	Base	Gr Span	Supp	Concen	2019-20	ADA	Base	Gr Span	Supp	Concen	2020-21
Grades TK-3	1,249.11	7,702	801	1,148	531	12,718,866	1,255.23	7,933	825	1,169	514	13,105,228
Grades 4-6	907.58	7,818		1,055	489	8,496,814	913.58	8,053		1,075	472	8,770,424
Grades 7-8	650.39	8,050		1,087	503	6,269,678	659.12	8,292		1,107	486	6,515,356
Grades 9-12	1,310.54	9,329	243	1,292	598	15,022,025	1,319.75	9,609	250	1,316	578	15,511,062
Subtract NSS	-	-	-	-	-	-	-	-	-	-	-	-
NSS Allowance	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL BASE	4,117.62	34,177,773	1,318,998	4,792,064	2,218,549	42,507,384	4,147.68	35,461,695	1,365,502	4,914,957	2,159,916	43,902,070
Targeted Instructional Improvement Block Grant						231,213						231,213
Home-to-School Transportation						270,028						270,028
Small School District Bus Replacement Program						-						-
LOCAL CONTROL FUNDING FORMULA (LCFF) TARGET						43,008,625						44,403,311
Funded Based on Target Formula (based on prior year P-2 certification)						TRUE						TRUE

ECONOMIC RECOVERY TARGET PAYMENT**100%****100%****CALCULATE LCFF FLOOR**

	12-13	19-20		12-13	20-21	
	Rate	ADA		Rate	ADA	
Current year Funded ADA times Base per ADA	5,213.80	4,117.62	21,468,447	5,213.80	4,147.68	21,625,169
Current year Funded ADA times Other RL per ADA	56.47	4,117.62	232,522	56.47	4,147.68	234,219
Necessary Small School Allowance at 12-13 rates			-			-
2012-13 Categoricals			3,694,038			3,694,038
Floor Adjustments			-			-
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	\$ 3,922.17	4,117.62	16,150,006	\$ 3,922.17	4,147.68	16,267,902
LOCAL CONTROL FUNDING FORMULA (LCFF) FLOOR			41,545,013			41,821,328

LOCAL CONTROL FUNDING FORMULA					2019-20	2020-21		
CALCULATE LCFF PHASE-IN ENTITLEMENT								
					2019-20			2020-21
LOCAL CONTROL FUNDING FORMULA TARGET					43,008,625			44,403,311
LOCAL CONTROL FUNDING FORMULA FLOOR					41,545,013			41,821,328
LCFF Need (LCFF Target less LCFF Floor, if positive)					-			-
Current Year Gap Funding					100.00%		100.00%	-
ECONOMIC RECOVERY PAYMENT					-			-
Miscellaneous Adjustments					-			-
LCFF Entitlement before Minimum State Aid provision					43,008,625			44,403,311
CALCULATE STATE AID								
Transition Entitlement					43,008,625			44,403,311
Local Revenue (including RDA)					(8,924,995)			(8,924,995)
Gross State Aid					34,083,630			35,478,316
CALCULATE MINIMUM STATE AID								
	12-13 Rate	19-20 ADA		N/A		12-13 Rate	20-21 ADA	N/A
2012-13 RL/Charter Gen BG adjusted for ADA	5,270.27	4,117.62		21,700,969		5,270.27	4,147.68	21,859,388
2012-13 NSS Allowance (deficit)				-				-
Minimum State Aid Adjustments				-				-
Less Current Year Property Taxes/In Lieu				(8,924,995)				(8,924,995)
Subtotal State Aid for Historical RL/Charter General BG				12,775,974				12,934,393
Categorical funding from 2012-13				3,694,038				3,694,038
Charter Categorical Block Grant adjusted for ADA				-				-
Minimum State Aid Guarantee				16,470,012				16,628,431
CHARTER SCHOOL MINIMUM STATE AID OFFSET								
Local Control Funding Formula Target Base (2019-20 forward)					-			-
Minimum State Aid plus Property Taxes including RDA					-			-
Offset					-			-
Minimum State Aid Prior to Offset					-			-
Total Minimum State Aid with Offset					-			-
TOTAL STATE AID					34,083,630			35,478,316
Additional State Aid (Additional SA)					-			-
LCFF Phase-In Entitlement (before COE transfer, Choice & Charter Supplemental)					43,008,625			44,403,311
CHANGE OVER PRIOR YEAR					2.72%	1,138,273	3.24%	1,394,686
LCFF Entitlement PER ADA					10,445			10,706
PER ADA CHANGE OVER PRIOR YEAR					3.60%	363	2.50%	261
BASIC AID STATUS (school districts only)					Non-Basic Aid			Non-Basic Aid
LCFF SOURCES INCLUDING EXCESS TAXES								
		Increase		2019-20		Increase		2020-21
State Aid	1.38%	465,130		34,083,630		4.09%	1,394,686	35,478,316
Property Taxes net of in-lieu	8.16%	673,143		8,924,995		0.00%	-	8,924,995
Charter in-Lieu Taxes	0.00%	-		-		0.00%	-	-
LCFF pre COE, Choice, Supp	2.72%	1,138,273		43,008,625		3.24%	1,394,686	44,403,311

LOCAL CONTROL FUNDING FORMULA	2021-22						2022-23							
CALCULATE LCFF TARGET														
Unduplicated as % of Enrollment	3 yr average		COLA & Augmentation		2.800%		3 yr average		COLA & Augmentation		3.160%			
			66.64%		66.64%				66.45%		66.45%			
					2021-22						2022-23			
	ADA	Base	Gr Span	Supp	Concen	TARGET	ADA	Base	Gr Span	Supp	Concen	TARGET		
Grades TK-3	1,260.58	8,155	848	1,200	524	13,522,109	1,264.58	8,413	875	1,234	532	13,978,810		
Grades 4-6	918.58	8,278		1,103	482	9,060,020	922.38	8,540		1,135	489	9,374,961		
Grades 7-8	666.57	8,524		1,136	496	6,769,771	672.19	8,793		1,169	503	7,034,421		
Grades 9-12	1,327.62	9,878	257	1,351	590	16,031,826	1,333.55	10,190	265	1,389	599	16,593,355		
Subtract NSS	-	-	-	-	-	-	-	-	-	-	-	-		
NSS Allowance	-	-	-	-	-	-	-	-	-	-	-	-		
TOTAL BASE	4,173.34	36,680,043	1,410,169	5,076,664	2,216,851	45,383,727	4,192.69	38,015,418	1,459,897	5,246,269	2,259,961	46,981,545		
Targeted Instructional Improvement Block Grant						231,213						231,213		
Home-to-School Transportation						270,028						270,028		
Small School District Bus Replacement Program						-						-		
LOCAL CONTROL FUNDING FORMULA (LCFF) TARGET						45,884,968						47,482,786		
Funded Based on Target Formula (based on prior year P-2 certification)						TRUE						TRUE		
ECONOMIC RECOVERY TARGET PAYMENT						100%	-						100%	-
CALCULATE LCFF FLOOR														
				12-13	21-22					12-13	22-23			
				Rate	ADA					Rate	ADA			
Current year Funded ADA times Base per ADA				5,213.80	4,173.34	21,758,976				5,213.80	4,192.69	21,859,866		
Current year Funded ADA times Other RL per ADA				56.47	4,173.34	235,669				56.47	4,192.69	236,761		
Necessary Small School Allowance at 12-13 rates						-						-		
2012-13 Categoryicals						3,694,038						3,694,038		
Floor Adjustments						-						-		
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				\$ 3,922.17	4,173.34	16,368,561				\$ 3,922.17	4,192.69	16,444,457		
LOCAL CONTROL FUNDING FORMULA (LCFF) FLOOR						42,057,244						42,235,122		

LOCAL CONTROL FUNDING FORMULA			2021-22	2022-23
CALCULATE LCFF PHASE-IN ENTITLEMENT				
			2021-22	2022-23
LOCAL CONTROL FUNDING FORMULA TARGET			45,884,968	47,482,786
LOCAL CONTROL FUNDING FORMULA FLOOR			42,057,244	42,235,122
LCFF Need (LCFF Target less LCFF Floor, if positive)			-	-
Current Year Gap Funding			100.00%	100.00%
ECONOMIC RECOVERY PAYMENT			-	-
Miscellaneous Adjustments			-	-
LCFF Entitlement before Minimum State Aid provision			45,884,968	47,482,786
CALCULATE STATE AID				
Transition Entitlement			45,884,968	47,482,786
Local Revenue (including RDA)			(8,924,995)	(8,924,995)
Gross State Aid			36,959,973	38,557,791
CALCULATE MINIMUM STATE AID				
			12-13 Rate 21-22 ADA N/A	12-13 Rate 22-23 ADA N/A
2012-13 RL/Charter Gen BG adjusted for ADA			5,270.27 4,173.34 21,994,644	5,270.27 4,192.69 22,096,627
2012-13 NSS Allowance (deficit)			-	-
Minimum State Aid Adjustments			-	-
Less Current Year Property Taxes/in Lieu			(8,924,995)	(8,924,995)
Subtotal State Aid for Historical RL/Charter General BG			13,069,649	13,171,632
Categorical funding from 2012-13			3,694,038	3,694,038
Charter Categorical Block Grant adjusted for ADA			-	-
Minimum State Aid Guarantee			16,763,687	16,865,670
CHARTER SCHOOL MINIMUM STATE AID OFFSET				
Local Control Funding Formula Target Base (2019-20 forward)			-	-
Minimum State Aid plus Property Taxes including RDA			-	-
Offset			-	-
Minimum State Aid Prior to Offset			-	-
Total Minimum State Aid with Offset			-	-
TOTAL STATE AID			36,959,973	38,557,791
Additional State Aid (Additional SA)			-	-
LCFF Phase-In Entitlement (before COE transfer, Choice & Charter Supplemental)			45,884,968	47,482,786
CHANGE OVER PRIOR YEAR			3.34% 1,481,657	3.48% 1,597,818
LCFF Entitlement PER ADA			10,995	11,325
PER ADA CHANGE OVER PRIOR YEAR			2.70% 289	3.00% 330
BASIC AID STATUS (school districts only)			Non-Basic Aid	Non-Basic Aid
LCFF SOURCES INCLUDING EXCESS TAXES				
			Increase 2021-22	Increase 2022-23
State Aid			4.18% 1,481,657 36,959,973	4.32% 1,597,818 38,557,791
Property Taxes net of in-lieu			0.00% - 8,924,995	0.00% - 8,924,995
Charter in-Lieu Taxes			0.00% -	0.00% -
LCFF pre COE, Choice, Supp			3.34% 1,481,657 45,884,968	3.48% 1,597,818 47,482,786

LOCAL CONTROL FUNDING FORMULA

2023-24

CALCULATE LCFF TARGET

Unduplicated as % of Enrollment	3 yr average			COLA & Augmentation		3.200%
	ADA	Base	Gr Span	66.30%	66.30%	2023-24
Grades TK-3	1,267.58	8,682	903	1,271	542	14,447,273
Grades 4-6	924.98	8,813		1,169	498	9,693,363
Grades 7-8	676.27	9,074		1,203	513	7,296,916
Grades 9-12	1,337.86	10,516	273	1,431	610	17,163,691
Subtract NSS	-	-	-	-	-	-
NSS Allowance	-	-	-	-	-	-
TOTAL BASE	4,206.69	39,362,432	1,509,861	5,419,665	2,309,284	48,601,242
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						49,102,483
Funded Based on Target Formula (based on prior year P-2 certification)						TRUE

ECONOMIC RECOVERY TARGET PAYMENT

100%

CALCULATE LCFF FLOOR

	12-13	23-24	
	Rate	ADA	
Current year Funded ADA times Base per ADA	5,213.80	4,206.69	21,932,864
Current year Funded ADA times Other RL per ADA	56.47	4,206.69	237,552
Necessary Small School Allowance at 12-13 rates			-
2012-13 Categoricals			3,694,038
Floor Adjustments			-
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	\$ 3,922.17	4,206.69	16,499,371
LOCAL CONTROL FUNDING FORMULA (LCFF) FLOOR			42,363,825

LOCAL CONTROL FUNDING FORMULA

2023-24

CALCULATE LCFF PHASE-IN ENTITLEMENT

2023-24

LOCAL CONTROL FUNDING FORMULA TARGET	49,102,483
LOCAL CONTROL FUNDING FORMULA FLOOR	42,363,825
LCFF Need (LCFF Target less LCFF Floor, if positive)	-
Current Year Gap Funding	0.00%
ECONOMIC RECOVERY PAYMENT	-
Miscellaneous Adjustments	-
LCFF Entitlement before Minimum State Aid provision	49,102,483

CALCULATE STATE AID

Transition Entitlement	49,102,483
Local Revenue (including RDA)	(8,924,995)
Gross State Aid	40,177,488

CALCULATE MINIMUM STATE AID

	12-13 Rate	23-24 ADA	N/A
2012-13 RL/Charter Gen BG adjusted for ADA	5,270.27	4,206.69	22,170,416
2012-13 NSS Allowance (deficited)			-
Minimum State Aid Adjustments			-
Less Current Year Property Taxes/In Lieu			(8,924,995)
Subtotal State Aid for Historical RL/Charter General BG			13,245,421
Categorical funding from 2012-13			3,694,038
Charter Categorical Block Grant adjusted for ADA			-
Minimum State Aid Guarantee			16,939,459

CHARTER SCHOOL MINIMUM STATE AID OFFSET

Local Control Funding Formula Target Base (2019-20 forward)	-
Minimum State Aid plus Property Taxes including RDA	-
Offset	-
Minimum State Aid Prior to Offset	-
Total Minimum State Aid with Offset	-
TOTAL STATE AID	40,177,488

Additional State Aid (Additional SA)

LCFF Phase-In Entitlement (before COE transfer, Choice & Charter Supplemental)	49,102,483
CHANGE OVER PRIOR YEAR	3.41% 1,619,697

LCFF Entitlement PER ADA	11,672
--------------------------	--------

PER ADA CHANGE OVER PRIOR YEAR	3.06% 347
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BASIC AID STATUS (school districts only)	Non-Basic Aid
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LCFF SOURCES INCLUDING EXCESS TAXES

	Increase	2023-24
State Aid	4.20% 1,619,697	40,177,488
Property Taxes net of in-lieu	0.00% -	8,924,995
Charter in-Lieu Taxes	0.00% -	-
LCFF pre COE, Choice, Supp	3.41% 1,619,697	49,102,483

EDUCATION PROTECTION ACCOUNT

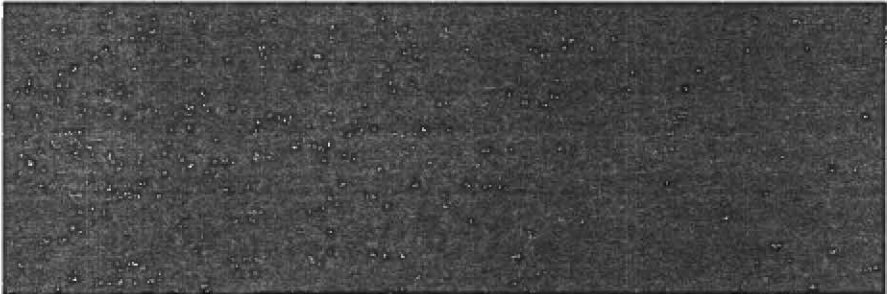
	Certification:	P-2: 2018-19	Est. Annual 2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
EDUCATION PROTECTION ACCOUNT (EPA) MINIMUM ENTITLEMENT								
A-1 Total ADA for EPA Minimum		4,153.01	4,153.01	4,117.62	4,147.68	4,173.34	4,192.69	4,206.69
A-2 Minimum Funding per ADA		200	200	200	200	200	200	200
A-3 EPA Minimum Funding (A-1 * A-2)		830,602	830,602	823,524	829,536	834,669	838,539	841,339
EPA PROPORTIONATE SHARE CAP								
Adjusted Total Revenue Limit			21,887,484	21,700,969	21,859,388	21,994,645	22,096,627	22,170,416
Current Year Adjusted NSS Allowance			-	-	-	-	-	-
B-1 Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA		21,887,484	21,887,484	21,700,969	21,859,388	21,994,645	22,096,627	22,170,416
B-2 Local Revenue/In-lieu of Property Taxes		8,251,852	8,251,852	8,924,995	8,924,995	8,924,995	8,924,995	8,924,995
B-3 EPA Proportionate Share Cap (B-1 - B-2; if less than 0, B-3 = 0)		13,635,632	13,635,632	12,775,974	12,934,393	13,069,650	13,171,632	13,245,421
EPA PROPORTIONATE SHARE								
C-1 Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA		21,887,484	21,887,484	21,700,969	21,859,388	21,994,645	22,096,627	22,170,416
C-2 Statewide EPA Proportionate Share Ratio (as of P-2 certification)		30.50770954%	N/A	30.50770954%	30.50770954%	30.50770954%	30.50770954%	30.50770954%
C-3 EPA Proportionate Share (C-1 * C-2)		6,677,370	6,677,370	6,620,469	6,668,799	6,710,062	6,741,175	6,763,686
EPA ENTITLEMENT								
D-1 EPA Entitlement (if C-3 < B-3, then C-3, else greater of A-3 or B-3)		6,677,370	6,677,370	6,620,469	6,668,799	6,710,062	6,741,175	6,763,686
D-2 Miscellaneous Adjustments**		-	-	-	-	-	-	-
D-3 Adjusted EPA Entitlement (D-1 + D-2)		6,677,370	6,677,370	6,620,469	6,668,799	6,710,062	6,741,175	6,763,686
D-4 Prior Year Annual Adjustment		17,142	N/A	-	(0)	(0)	0	(0)
D-5 P2 Entitlement Net of PY Adjustment		6,694,512	N/A	6,620,469	6,668,799	6,710,062	6,741,175	6,763,686
C-2 Statewide EPA Proportionate Share Ratio (as of Annual certification)		30.50770954%	30.50770954%	30.50770954%	30.50770954%	30.50770954%	30.50770954%	30.50770954%
Adjusted EPA Allocation (used to calculate LCFF Revenue)		6,677,370	N/A	6,620,469	6,668,799	6,710,062	6,741,175	6,763,686

EDUCATION PROTECTION ACCOUNT

	Certification:	P-2:	Est. Annual:	2019-20	2020-21	2021-22	2022-23	2023-24
		2018-19	2018-19					
Calculation of Net State Aid before Minimum State Aid								
Phase-In Entitlement		41,870,352	N/A	43,008,625	44,403,311	45,884,968	47,482,786	49,102,483
Less Property Taxes/In-Lieu		8,251,852	N/A	8,924,995	8,924,995	8,924,995	8,924,995	8,924,995
Gross State Aid		33,618,500	N/A	34,083,630	35,478,316	36,959,973	38,557,791	40,177,488
Less EPA Allocation		6,677,370	N/A	6,620,469	6,668,799	6,710,062	6,741,175	6,763,686
Net State Aid		26,941,130	N/A	27,463,161	28,809,517	30,249,911	31,816,616	33,413,802
Minimum State Aid								
Adjusted Total Revenue Limit		21,887,484	N/A	21,700,969	21,859,388	21,994,644	22,096,627	22,170,416
2012-13 Deficitd NSS Allowance		-	N/A	-	-	-	-	-
Less Property Taxes/In-Lieu		8,251,852	N/A	8,924,995	8,924,995	8,924,995	8,924,995	8,924,995
Less EPA Allocation		6,677,370	N/A	6,620,469	6,668,799	6,710,062	6,741,175	6,763,686
Revenue Limit Minimum State Aid		6,958,262	N/A	6,155,505	6,265,594	6,359,587	6,430,457	6,481,735
Categorical Minimum State Aid		3,694,038	N/A	3,694,038	3,694,038	3,694,038	3,694,038	3,694,038
Minimum State Aid Guarantee		10,652,300	N/A	9,849,543	9,959,632	10,053,625	10,124,495	10,175,773
Charter School Minimum State Aid Offset (effective 2014-15)		-	N/A	-	-	-	-	-
LCFF State Aid		26,941,130	N/A	27,463,161	28,809,517	30,249,911	31,816,616	33,413,802
EPA in Excess to LCFF Funding		-	N/A	-	-	-	-	-

LCAP Percentage to Increase or Improve Services:

Summary Supplemental & Concentration Grant

	2013-14	2019-20	2020-21	2021-22	2022-23	2023-24
1. LCFF Target Supplemental & Concentration Grant Funding <i>from Calculator tab</i>		7,010,613	7,074,873	7,293,515	7,506,230	7,728,949
2. Prior Year (estimated) Expenditures for Unduplicated Pupils above what was spent on services for all pupils						
3. Difference [1] less [2]						
4. Estimated Additional Supplemental & Concentration Grant Funding [3] * GAP funding rate						
GAP funding rate						
5. Estimated Supplemental and Concentration Grant Funds [2] plus [4] (unless [3]<0 then [1]) (for LCAP entry)		7,010,613	7,074,873	7,293,515	7,506,230	7,728,949
6. Base Funding LCFF Phase-In Entitlement less [5], excludes Targeted Instructional Improvement & Transportation		35,496,771	36,827,197	38,090,212	39,475,315	40,872,293
LCFF Phase-In Entitlement		43,008,625	44,403,311	45,884,968	47,482,786	49,102,483
7/8. Percentage to Increase or Improve Services* [5] / [6] (for LCAP entry)		19.75%	19.21%	19.15%	19.01%	18.91%

*percentage by which services for unduplicated students must be increased or improved over services provided for
If Step 3a <=0, then calculate the minimum proportionality percentage at Estimated Supplemental & Concentration

	SUE SERVICES					
	2019-20	2020-21	2021-22	2022-23	2023-24	
Current year estimated supplemental and concentration grant funding in the LCAP year	\$ 7,010,613	\$ 7,074,873	\$ 7,293,515	\$ 7,506,230	\$ 7,728,949	
Current year Percentage to Increase or Improve Services	19.75%	19.21%	19.15%	19.01%	18.91%	

LCFF Calculator Universal Assumptions						
Center Joint Unified (73973) - 2019-20 CJ				10/31/2019		
Summary of Funding						
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Target Components:						
COLA & Augmentation	3.70%	3.26%	3.00%	2.80%	3.16%	3.20%
Base Grant	33,347,234	34,177,773	35,461,695	36,680,043	38,015,418	39,362,432
Grade Span Adjustment	1,290,109	1,318,998	1,365,502	1,410,169	1,459,897	1,509,861
Supplemental Grant	4,644,867	4,792,064	4,914,957	5,076,664	5,246,269	5,419,665
Concentration Grant	2,086,901	2,218,549	2,159,916	2,216,851	2,259,961	2,309,284
Add-ons	501,241	501,241	501,241	501,241	501,241	501,241
Total Target	41,870,352	43,008,625	44,403,311	45,884,968	47,482,786	49,102,483
Transition Components:						
Target	\$ 41,870,352	\$ 43,008,625	\$ 44,403,311	\$ 45,884,968	\$ 47,482,786	\$ 49,102,483
Funded Based on Target Formula (PY P-2)	FALSE	TRUE	TRUE	TRUE	TRUE	TRUE
Floor	38,689,128	41,545,013	41,821,328	42,057,244	42,235,122	42,363,825
Remaining Need after Gap (informational only)						
Gap %	100%	100%	100%	100%	100%	0%
Current Year Gap Funding	3,181,224	-	-	-	-	-
Miscellaneous Adjustments	-	-	-	-	-	-
Economic Recovery Target	-	-	-	-	-	-
Additional State Aid	-	-	-	-	-	-
Total LCFF Entitlement	\$ 41,870,352	\$ 43,008,625	\$ 44,403,311	\$ 45,884,968	\$ 47,482,786	\$ 49,102,483
Components of LCFF By Object Code						
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
8011 - State Aid	\$ 26,941,130	\$ 27,463,161	\$ 28,809,517	\$ 30,249,911	\$ 31,816,616	\$ 33,413,802
8011 - Fair Share	-	-	-	-	-	-
8311 & 8590 - Categoricals	-	-	-	-	-	-
EPA (for LCFF Calculation purposes)	6,677,370	6,620,469	6,668,799	6,710,062	6,741,175	6,763,686
Local Revenue Sources:						
8021 to 8089 - Property Taxes	8,251,852	8,924,995	8,924,995	8,924,995	8,924,995	8,924,995
8096 - In-Lieu of Property Taxes	-	-	-	-	-	-
Property Taxes net of in-lieu	8,251,852	8,924,995	8,924,995	8,924,995	8,924,995	8,924,995
TOTAL FUNDING	\$ 41,870,352	\$ 43,008,625	\$ 44,403,311	\$ 45,884,968	\$ 47,482,786	\$ 49,102,483
Basic Aid Status						
Less: Excess Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Less: EPA in Excess to LCFF Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Phase-In Entitlement	\$ 41,870,352	\$ 43,008,625	\$ 44,403,311	\$ 45,884,968	\$ 47,482,786	\$ 49,102,483
EPA Details						
% of Adjusted Revenue Limit - Annual	30.50770954%	30.50770954%	30.50770954%	30.50770954%	30.50770954%	30.50770954%
% of Adjusted Revenue Limit - P-2	30.50770954%	30.50770954%	30.50770954%	30.50770954%	30.50770954%	30.50770954%
EPA (for LCFF Calculation purposes)	\$ 6,677,370	\$ 6,620,469	\$ 6,668,799	\$ 6,710,062	\$ 6,741,175	\$ 6,763,686
8012 - EPA, Current Year Receipt						
(P-2 plus Current Year Accrual)	6,677,370	6,620,469	6,668,799	6,710,062	6,741,175	6,763,686
8019 - EPA, Prior Year Adjustment						
(P-A less Prior Year Accrual)	17,142	-	(0)	(0)	0	(0)
Accrual (from Assumptions)	-	-	-	-	-	-

LCFF Calculator Universal Assumptions						
Center Joint Unified (73973) - 2019-20 CJ					10/31/2019	
Summary of Student Population						
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Unduplicated Pupil Population						
Enrollment	4,229	4,268	4,299	4,326	4,346	4,361
COE Enrollment	83	83	83	83	83	83
<i>Total Enrollment</i>	<i>4,312</i>	<i>4,351</i>	<i>4,382</i>	<i>4,409</i>	<i>4,429</i>	<i>4,444</i>
Unduplicated Pupil Count	2,830	2,863	2,874	2,883	2,890	2,895
COE Unduplicated Pupil Count	46	46	46	46	46	46
<i>Total Unduplicated Pupil Count</i>	<i>2,876</i>	<i>2,909</i>	<i>2,920</i>	<i>2,929</i>	<i>2,936</i>	<i>2,941</i>
Rolling %, Supplemental Grant	67.0500%	67.5000%	66.7300%	66.6400%	66.4500%	66.3000%
Rolling %, Concentration Grant	67.0500%	67.5000%	66.7300%	66.6400%	66.4500%	66.3000%
FUNDED ADA						
Adjusted Base Grant ADA	<i>Prior Year</i>	<i>Current Year</i>	<i>Current Year</i>	<i>Current Year</i>	<i>Current Year</i>	<i>Current Year</i>
Grades TK-3	1,268.45	1,249.11	1,255.23	1,260.58	1,264.58	1,267.58
Grades 4-6	947.11	907.58	913.58	918.58	922.38	924.98
Grades 7-8	636.21	650.39	659.12	666.57	672.19	676.27
Grades 9-12	1,301.24	1,310.54	1,319.75	1,327.62	1,333.55	1,337.86
Total Adjusted Base Grant ADA	4,153.01	4,117.62	4,147.68	4,173.34	4,192.69	4,206.69
Necessary Small School ADA	<i>Current year</i>	<i>Current year</i>	<i>Current year</i>	<i>Current year</i>	<i>Current year</i>	<i>Current year</i>
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
Total Necessary Small School ADA	-	-	-	-	-	-
Total Funded ADA	4153.01	4117.62	4147.68	4173.34	4192.69	4206.69
ACTUAL ADA (Current Year Only)						
Grades TK-3	1,243.65	1,249.11	1,255.23	1,260.58	1,264.58	1,267.58
Grades 4-6	901.94	907.58	913.58	918.58	922.38	924.98
Grades 7-8	642.40	650.39	659.12	666.57	672.19	676.27
Grades 9-12	1,301.66	1,310.54	1,319.75	1,327.62	1,333.55	1,337.86
Total Actual ADA	4,089.65	4,117.62	4,147.68	4,173.34	4,192.69	4,206.69
<i>Funded Difference (Funded ADA less Actual ADA)</i>	<i>63.36</i>	-	-	-	-	-
LCAP Percentage to Increase or Improve Services						
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Current year estimated supplemental and concent \$	6,731,768 \$	7,010,613 \$	7,074,873 \$	7,293,515 \$	7,506,230 \$	7,728,949
Current year Percentage to Increase or Improve Si	19.44%	19.75%	19.21%	19.15%	19.01%	18.91%

LOCAL CONTROL FUNDING FORMULA

NOTE: Charts provided on the Graphs tab represent one computational methodology and are not intended to set or communicate any standards of the California Department of Education (CDE) or the Fiscal Crisis and Management Assistance Team (FCMAT). The Graphs tab remains unprotected to allow editing for local standards.

2019-20

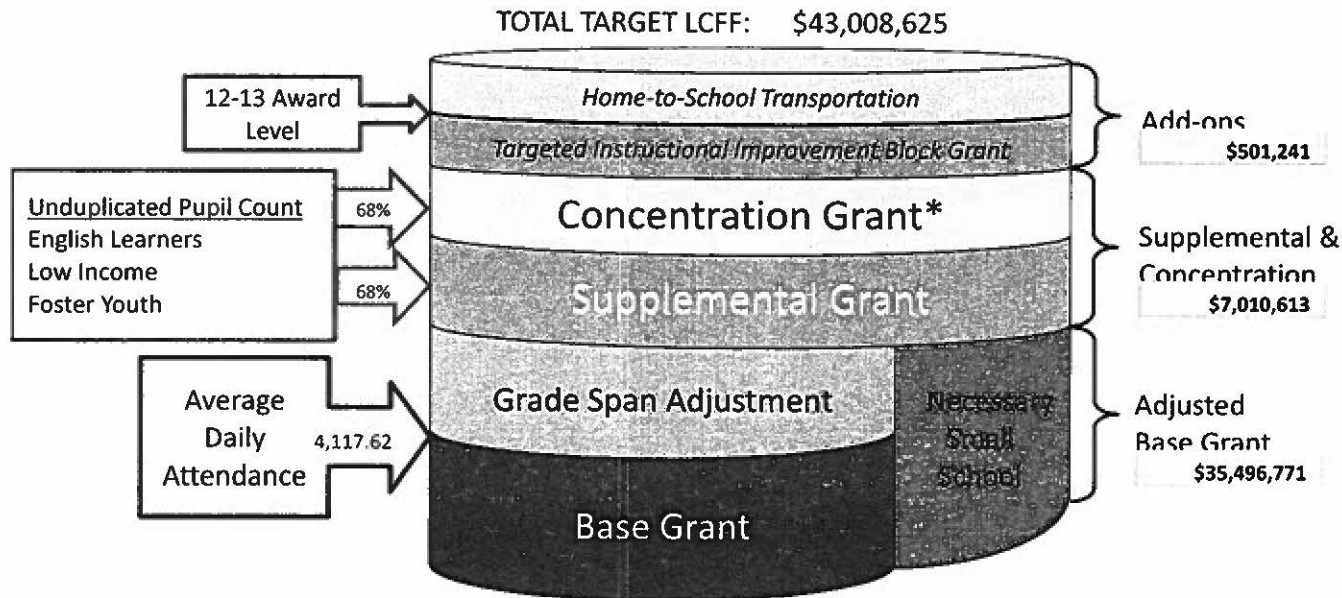
Change the fiscal year here to update all

LOCAL CONTROL FUNDING FORMULA

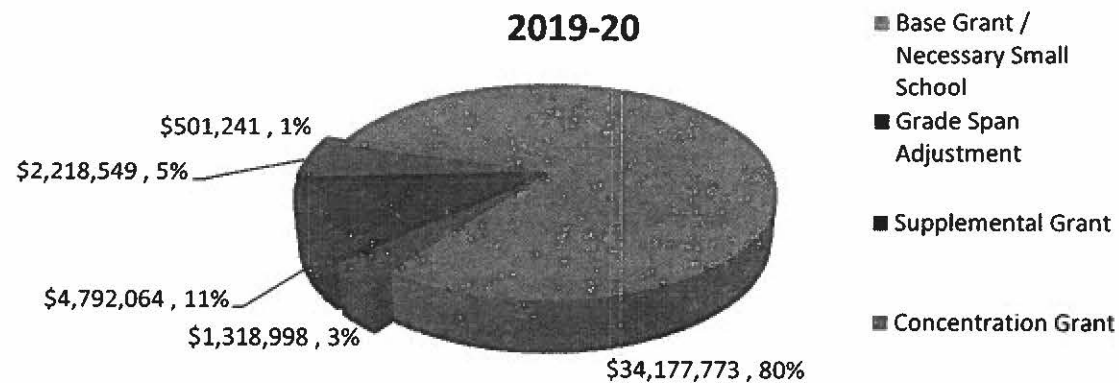
Components of LCFF Target Entitlement

	2019-20	
Base Grant / Necessary Small School	\$ 34,177,773	4,117.62 ADA
Grade Span Adjustment	\$ 1,318,998	
Supplemental Grant	\$ 4,792,064	68%
Concentration Grant	\$ 2,218,549	68%
Add-ons (TIIBG & Transportation)	\$ 501,241	
Total	\$ 43,008,625	

Change the fiscal year here to update all of the charts and graphics on this page that only display a single fiscal year.



*Unduplicated Pupil Percentage must be above 55% to receive Concentration Grant funding

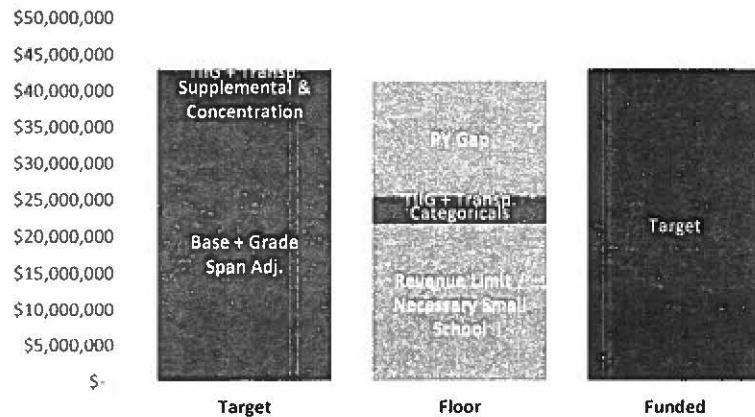


LOCAL CONTROL FUNDING FORMULA

2019-20 Funding Components

Component	Target	Floor	Funded
Base + Grade Span Adj.	\$ 35,496,771		
Supplemental & Concentration	\$ 7,010,613		
Revenue Limit / Necessary Small School		\$ 21,700,969	
Categoricals		\$ 3,192,797	
TIIIG + Transp.	\$ 501,241	\$ 501,241	
PY Gap		\$ 16,150,006	
Target			\$ 43,008,625
			\$ -

2019-20



	Summary of Funding					
	Year 1 2013-14	Year 2 2014-15	Year 3 2015-16	Year 4 2016-17	Year 5 2017-18	Year 6 2018-19
Target	\$ 41,011,765	\$ 40,035,929	\$ 40,299,754	\$ 40,816,377	\$ 41,540,868	\$ 41,870,352
Floor	27,047,711	28,029,667	31,516,665	36,476,647	38,553,674	38,689,128
Remaining Need (before Gap)	13,964,054	12,006,262	8,783,089	4,339,730	2,987,194	3,181,224
Current Year Gap Funding	1,675,923	3,621,108	4,616,182	2,433,582	1,283,491	3,181,224
Remaining Need after Gap (informational only)	12,288,131	8,385,154	4,166,907	1,906,148	1,703,703	-

Local Progress Towards Full LCFF Implementation:
Center Joint Unified

Year 1: 2013-14

Year 2: 2014-15

Year 3: 2015-16

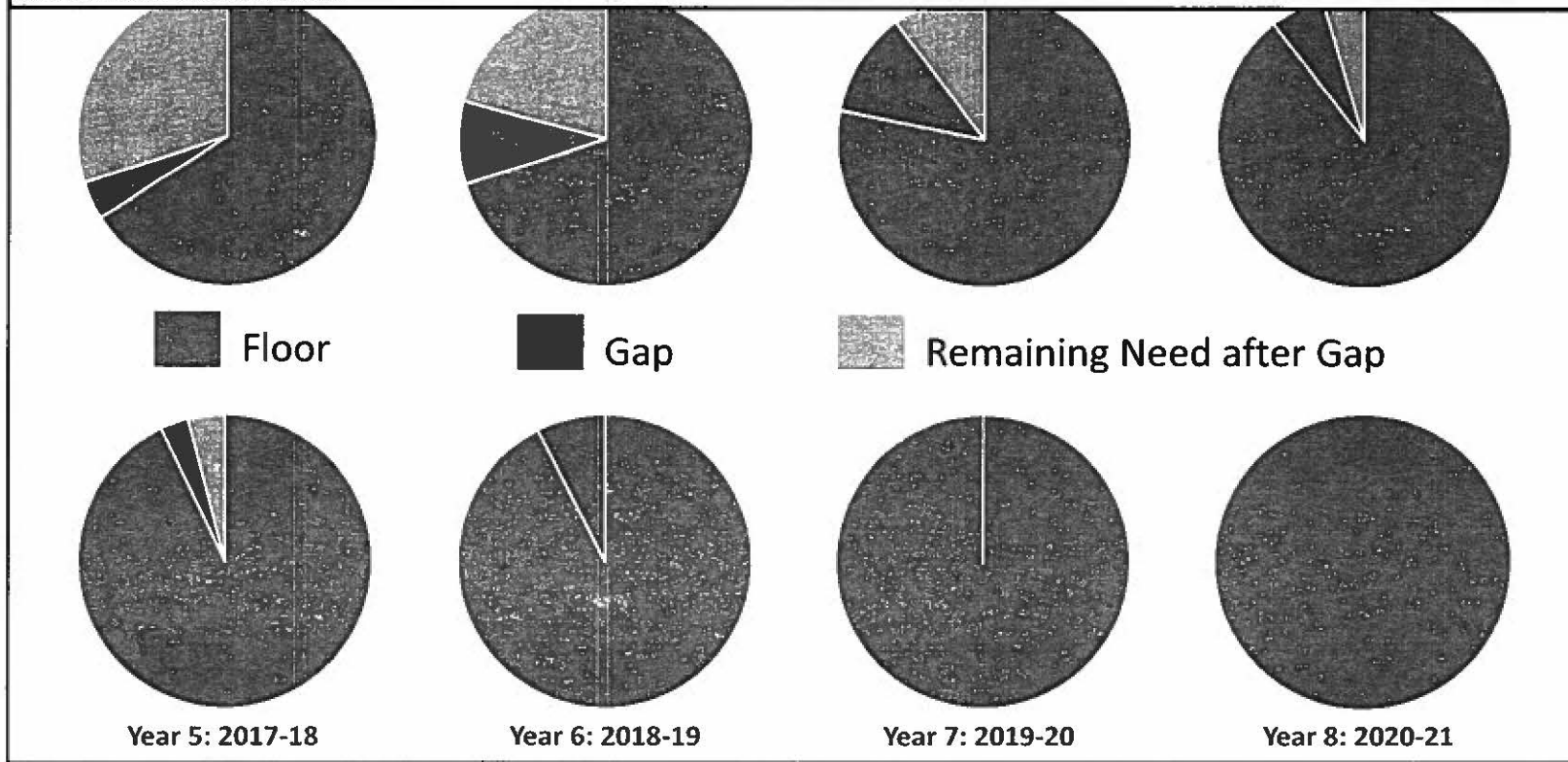
Year 4: 2016-17



Graphs

LCFF Calculator v20.2c

LOCAL CONTROL FUNDING FORMULA



Ratio Allocation of Phase-in Funding							
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	
Target	\$ 41,011,765	\$ 40,035,929	\$ 40,299,754	\$ 40,816,377	\$ 41,540,868	\$ 41,870,352	
Less: add-ons (TIIG, Transp.)	501,241	501,241	501,241	501,241	501,241	501,241	
Target less add-ons	\$ 40,510,524	\$ 39,534,688	\$ 39,798,513	\$ 40,315,136	\$ 41,039,627	\$ 41,369,111	
Floor & Gap	\$ 28,723,634	\$ 31,650,775	\$ 36,132,847	\$ 38,910,229	\$ 39,837,165	\$ 41,870,352	
Less: add-ons (TIIG, Transp.)	501,241	501,241	501,241	501,241	501,241	501,241	
Floor & Gap less add-ons	\$ 28,222,393	\$ 31,149,534	\$ 35,631,606	\$ 38,408,988	\$ 39,335,924	\$ 41,369,111	
Funding Ratio	69.67%	78.79%	89.53%	95.27%	95.85%	100.00%	
Target Funding	\$ 41,011,765	\$ 40,035,929	\$ 40,299,754	\$ 40,816,377	\$ 41,540,868	\$ 41,870,352	
Adjusted Base Grant	34,443,332	33,732,093	33,924,777	34,289,452	34,523,344	34,637,343	
Supplemental Funding	4,439,745	4,308,264	4,343,729	4,415,795	4,574,344	4,644,867	
Concentration Funding	1,627,447	1,494,331	1,530,007	1,609,889	1,941,939	2,086,901	
Add-ons (TIIG, Transp.)	501,241	501,241	501,241	501,241	501,241	501,241	

Component Allocation During Phase-in							
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	
Phase-in Funding	\$ 28,723,634	\$ 31,650,775	\$ 36,132,847	\$ 38,910,229	\$ 39,837,165	\$ 41,870,352	
Ratio* Allocated Components:	69.67%	78.79%	89.53%	95.27%	95.85%	100.00%	

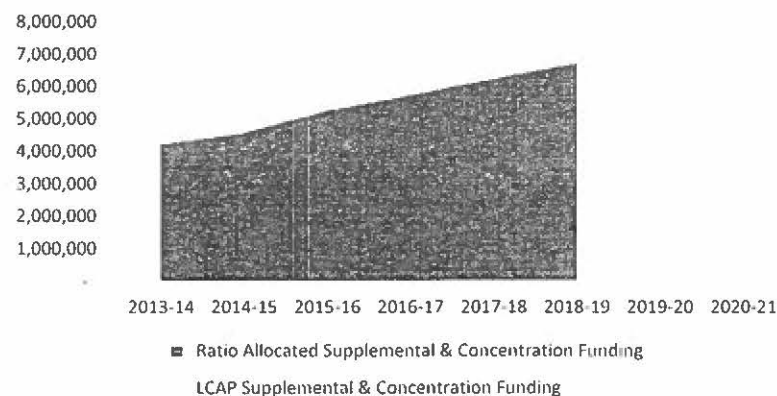
Center Joint Unified (73973) - 2019-20 CJUSD First Interim Report

LOCAL CONTROL FUNDING FORMULA

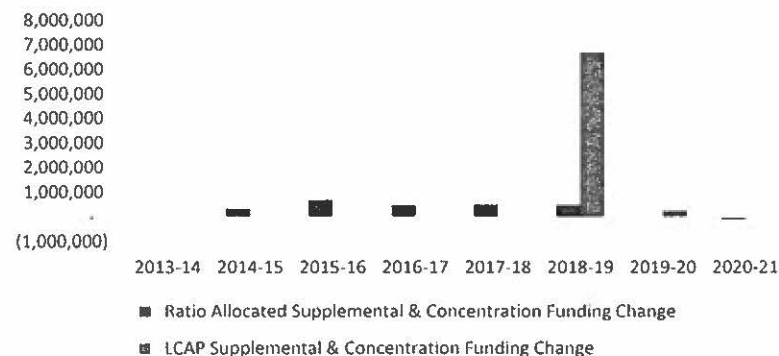
Adjusted Base Grant	\$ 23,995,573	\$ 26,577,647	\$ 30,372,851	\$ 32,668,206	\$ 33,090,155	\$ 34,637,343
Supplemental Funding	3,093,029	3,394,498	3,888,940	4,207,011	4,384,446	4,644,867
Concentration Funding	1,133,791	1,177,389	1,369,815	1,533,772	1,861,322	2,086,901
Add-ons (TIIG, Transp.)	501,241	501,241	501,241	501,241	501,241	501,241
Ratio Allocated Supplemental & Concentration Funding	4,226,820	4,571,887	5,258,755	5,740,782	6,245,769	6,731,768
Ratio Allocated Supplemental & Concentration Funding Change		345,067	686,868	482,027	504,986	485,999
LCAP Percentage to Increase or Improve Services Allocated Components:						
Adjusted Base Grant	\$ 31,650,775	\$ 36,132,847	\$ 38,910,229	\$ 39,837,165	\$ 35,138,584	
LCAP Supplemental & Concentration Funding	Per approved LCAP					6,731,768
Add-ons (TIIG, Transp.)	501,241	501,241	501,241	501,241	501,241	501,241
LCAP Supplemental & Concentration Funding Change						6,731,768

*Ratio allocation represents one computational methodology to disaggregate phase-in funding into comparable target funding categories. The state has not adopted a standard methodology, and demonstrated method to be used as an official basis.

Supplemental & Concentration Phase-In



Change in Allocated Supplemental & Concentration Funding



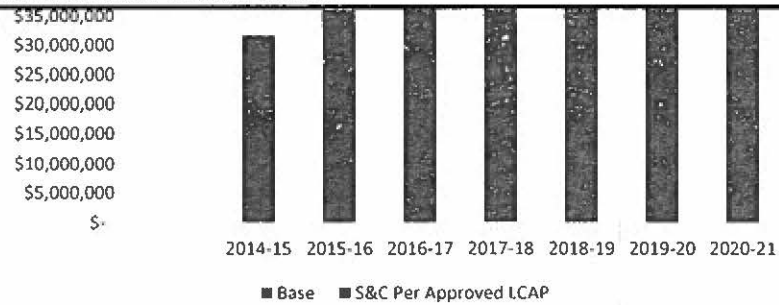
If LCAP Supplemental & Concentration funding appears low when compared to Ratio Allocated Supplemental & Concentration funding, verify that all appropriate services provided to benefit Count students above general services is included on Step 2 of the LCAP calculation. **Tip: Give the district credit for existing services it continues to provide in the LCAP calculation.**

Minimum Proportionality Analysis					
	2014-15	2015-16	2016-17	2017-18	2018-19
Base	\$ 31,650,775	\$ 36,132,847	\$ 38,910,229	\$ 39,837,165	\$ 35,138,584
S&C	Per Approved LCAP \$ -	Per Approved LCAP \$ -	Per Approved LCAP \$ -	Per Approved LCAP \$ -	6,731,768
Total	\$ 31,650,775	\$ 36,132,847	\$ 38,910,229	\$ 39,837,165	\$ 41,870,352

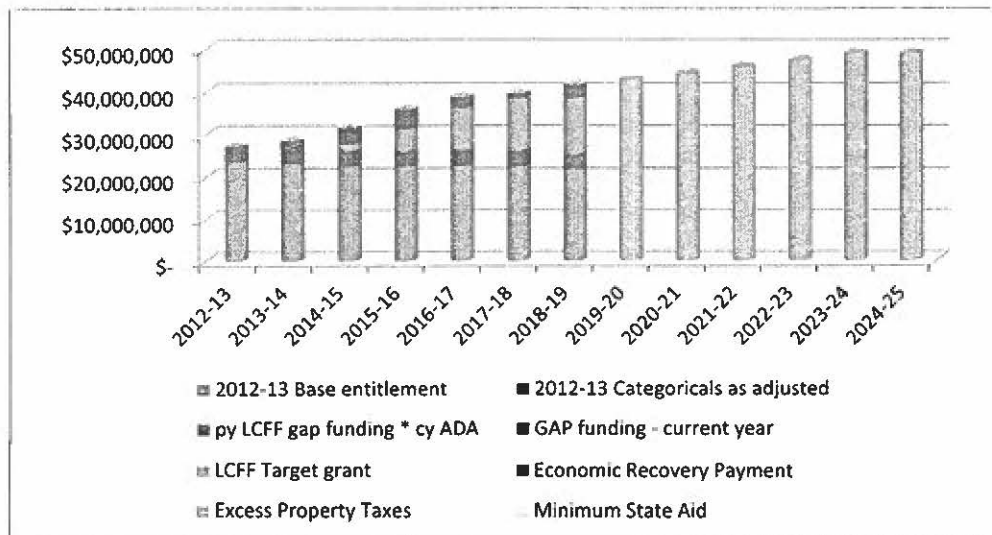
Base vs Supplemental/Concentration Allocation



LOCAL CONTROL FUNDING FORMULA



	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Excess Property Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Minimum State Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Economic Recovery Payment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
LCFF Target grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
GAP funding - current year	\$ -	\$ 1,675,923	\$ 3,621,108	\$ 4,616,182	\$ 2,433,582	\$ 1,283,491	\$ 3,181,224
py LCFF gap funding * cy ADA	\$ -	\$ -	\$ 1,629,461	\$ 5,225,396	\$ 9,945,897	\$ 12,254,130	\$ 13,107,606
2012-13 Categoricals as adjusted	\$ 3,694,038	\$ 3,694,038	\$ 3,694,038	\$ 3,694,038	\$ 3,694,038	\$ 3,694,038	\$ 3,694,038
2012-13 Base entitlement	\$ 23,707,507	\$ 23,353,673	\$ 22,706,168	\$ 22,597,231	\$ 22,836,712	\$ 22,605,506	\$ 21,887,484
Total General Purpose Funding	\$ 27,401,545	\$ 28,723,634	\$ 31,650,775	\$ 36,132,847	\$ 38,910,229	\$ 39,837,165	\$ 41,870,352
Calculator tab: Recap total LCFF Proof	\$ 27,401,545 TRUE	\$ 28,723,634 TRUE	\$ 31,650,775 TRUE	\$ 36,132,847 TRUE	\$ 38,910,229 TRUE	\$ 39,837,165 TRUE	\$ 41,870,352 TRUE

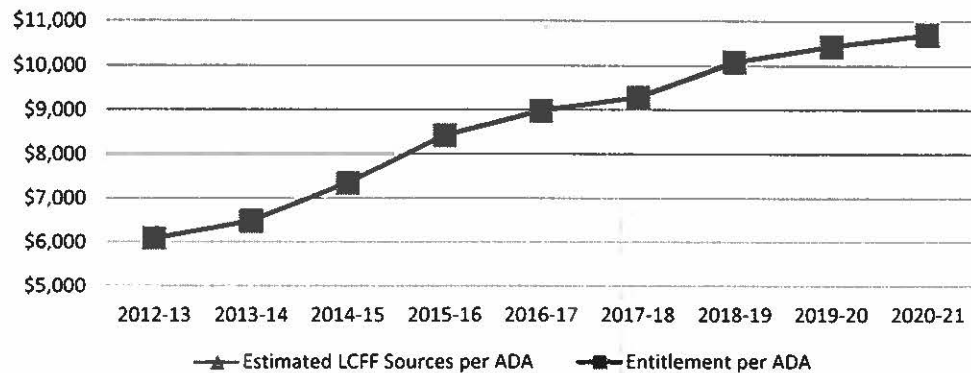


LCFF Entitlement and Funding Sources before COE Transfer, Choice and Charter Supplemental

LOCAL CONTROL FUNDING FORMULA

LCFF Entitlement per ADA

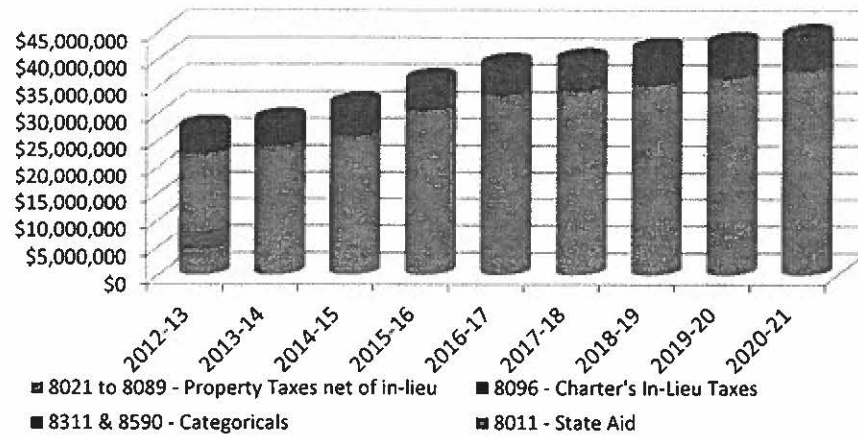
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Funded ADA	4,498.35	4,431.21	4,308.35	4,287.68	4,333.12	4,289.25	4,153.01
Estimated LCFF Sources per ADA	\$ 6,091.47	\$ 6,482.12	\$ 7,346.38	\$ 8,427.13	\$ 8,979.73	\$ 9,287.68	\$ 10,081.93
Net Change per ADA		\$ 390.65	\$ 864.26	\$ 1,080.75	\$ 552.59	\$ 307.95	\$ 794.25
Net Percent Change		6.41%	13.33%	14.71%	6.56%	3.43%	8.55%
Estimated LCFF Entitlement per ADA	\$ 6,091.47	\$ 6,482.12	\$ 7,346.38	\$ 8,427.13	\$ 8,979.73	\$ 9,287.68	\$ 10,081.93
Net Change per ADA		\$ 390.65	\$ 864.26	\$ 1,080.75	\$ 552.59	\$ 307.95	\$ 794.25
Net Percent Change		6.41%	13.33%	14.71%	6.56%	3.43%	8.55%



	2012-13	2013-14	2014-15	2015-16	Components of LCFF By Object Code			2017-18	2018-19
8011 - State Aid	\$ 14,306,595	\$ 19,123,943	\$ 20,427,990	\$ 23,928,537	\$ 25,878,201	\$ 26,127,467	\$ 26,941,130		
8011 - Fair Share	-	-	-	-	-	-	-		
8311 & 8590 - Categoricals	3,694,038	-	-	-	-	-	-		
EPA (for LCFF Calculation purposes)	5,101,027	4,932,982	6,077,742	5,857,465	5,685,028	5,865,334	6,677,370		
Local Revenue Sources:									
8021 to 8089 - Property Taxes net of in-lieu	4,299,885	4,666,709	5,145,043	6,346,845	7,347,000	7,844,364	8,251,852		
8096 - Charter's In-Lieu Taxes	-	-	-	-	-	-	-		
TOTAL FUNDING	\$ 27,401,545	\$ 28,723,634	\$ 31,650,775	\$ 36,132,847	\$ 38,910,229	\$ 39,837,165	\$ 41,870,352		
8012 - EPA Receipts	\$ 5,056,421	\$ 4,948,227	\$ 6,078,885	\$ 5,834,763	\$ 5,699,880	\$ 5,884,260	\$ 6,694,512		
Excess Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		

LOCAL CONTROL FUNDING FORMULA

EPA in excess to LCFF Funding	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
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LCFF Entitlement

Excess Taxes

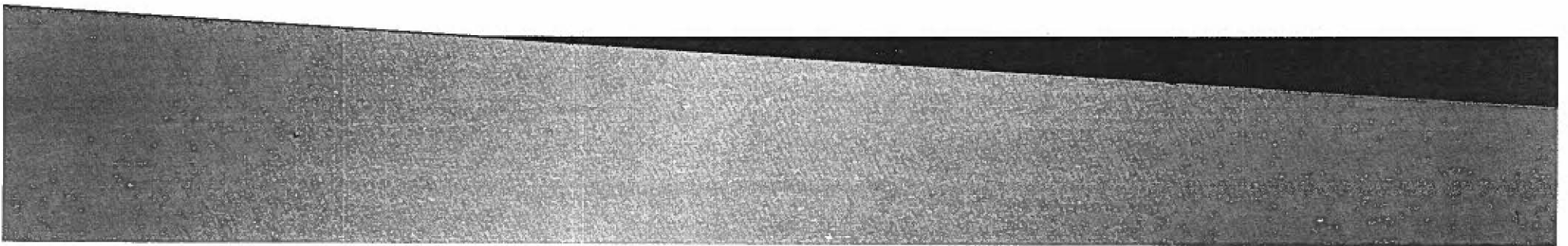
Minimum EPA

Proof Total all Sources

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
LCFF Entitlement	\$ 27,401,545	\$ 28,723,634	\$ 31,650,775	\$ 36,132,847	\$ 38,910,229	\$ 39,837,165	\$ 41,870,352
Excess Taxes	-	-	-	-	-	-	-
Minimum EPA	-	-	-	-	-	-	-
Proof Total all Sources	\$ 27,401,545	\$ 28,723,634	\$ 31,650,775	\$ 36,132,847	\$ 38,910,229	\$ 39,837,165	\$ 41,870,352
	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE

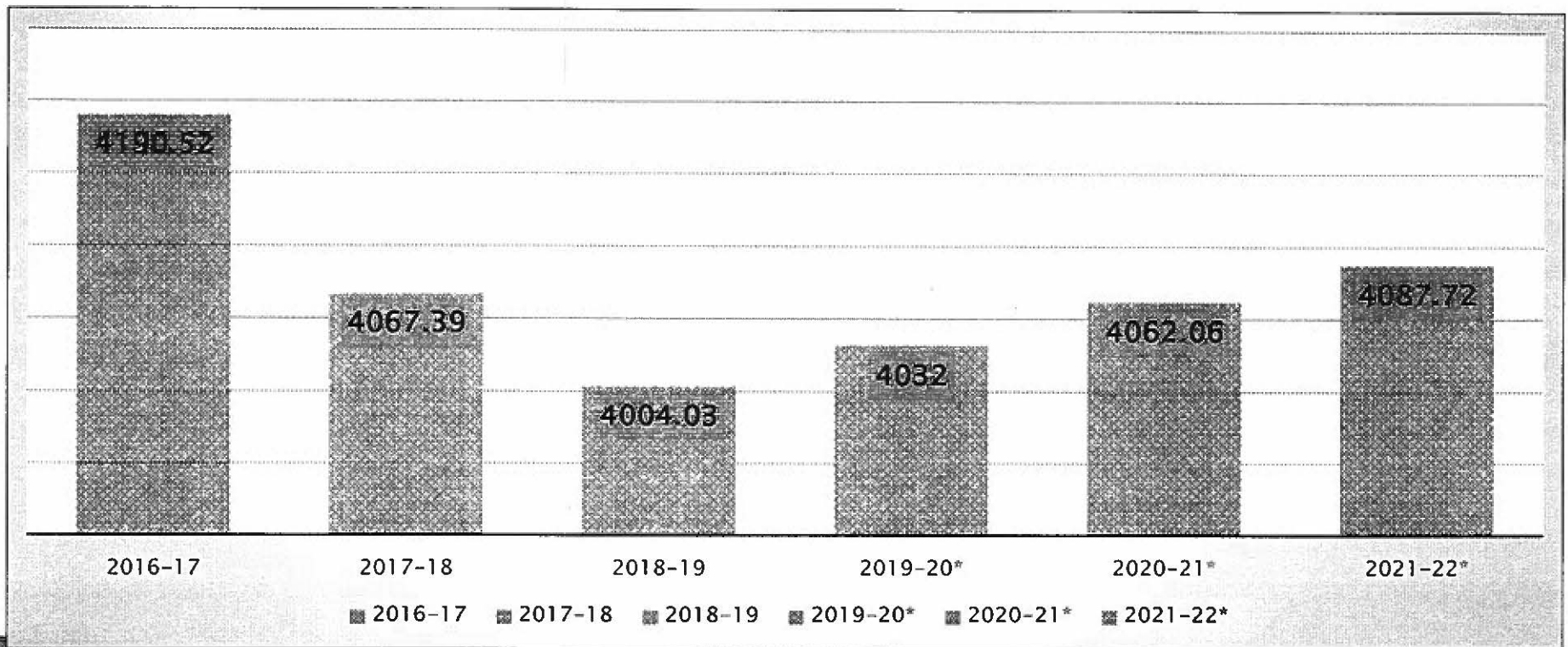
Center JUSD

First Interim Report
As of October 31, 2019



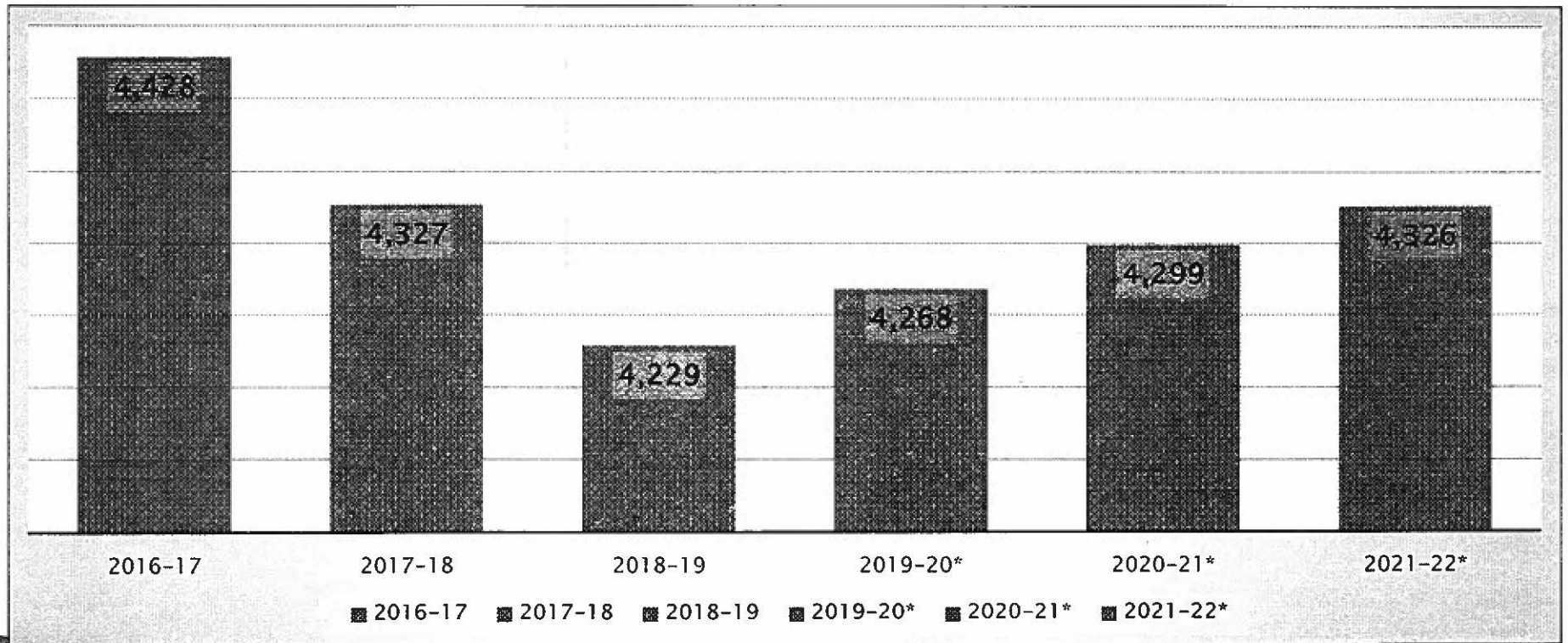
District-Only ADA

*Projected

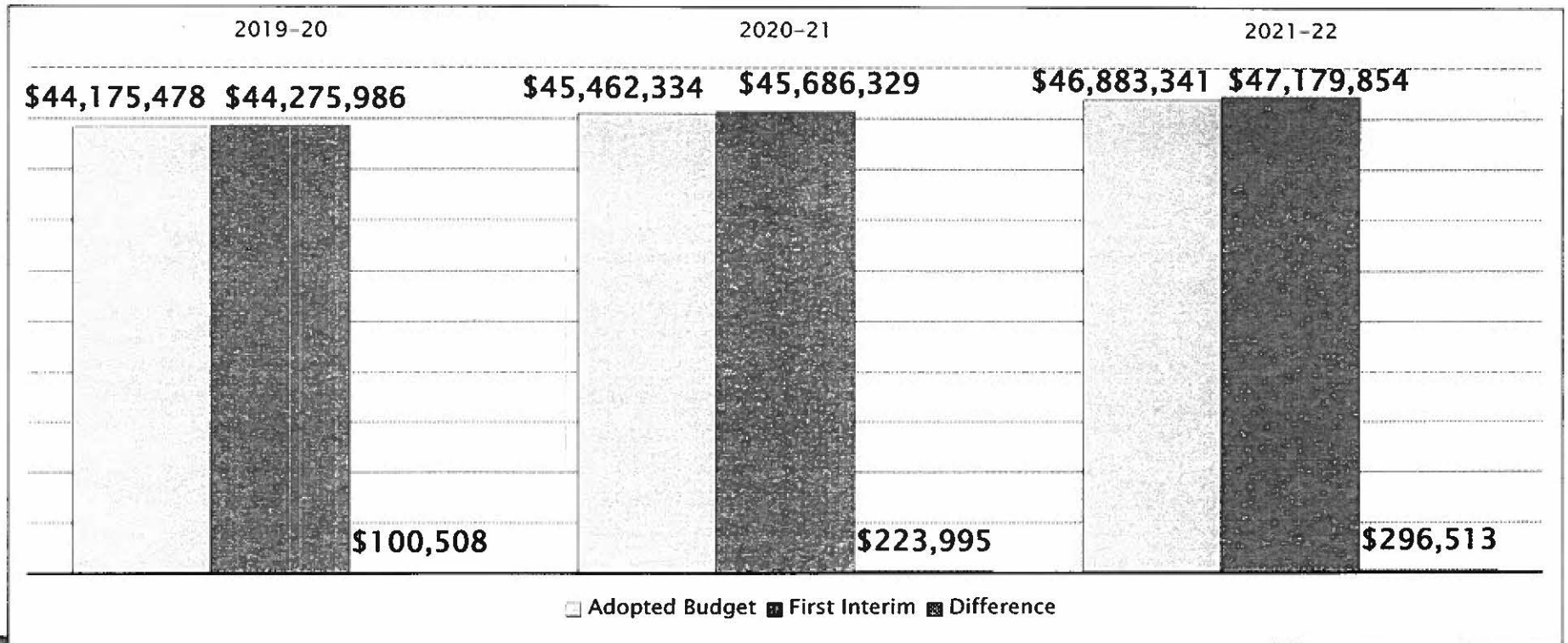


District Enrollment

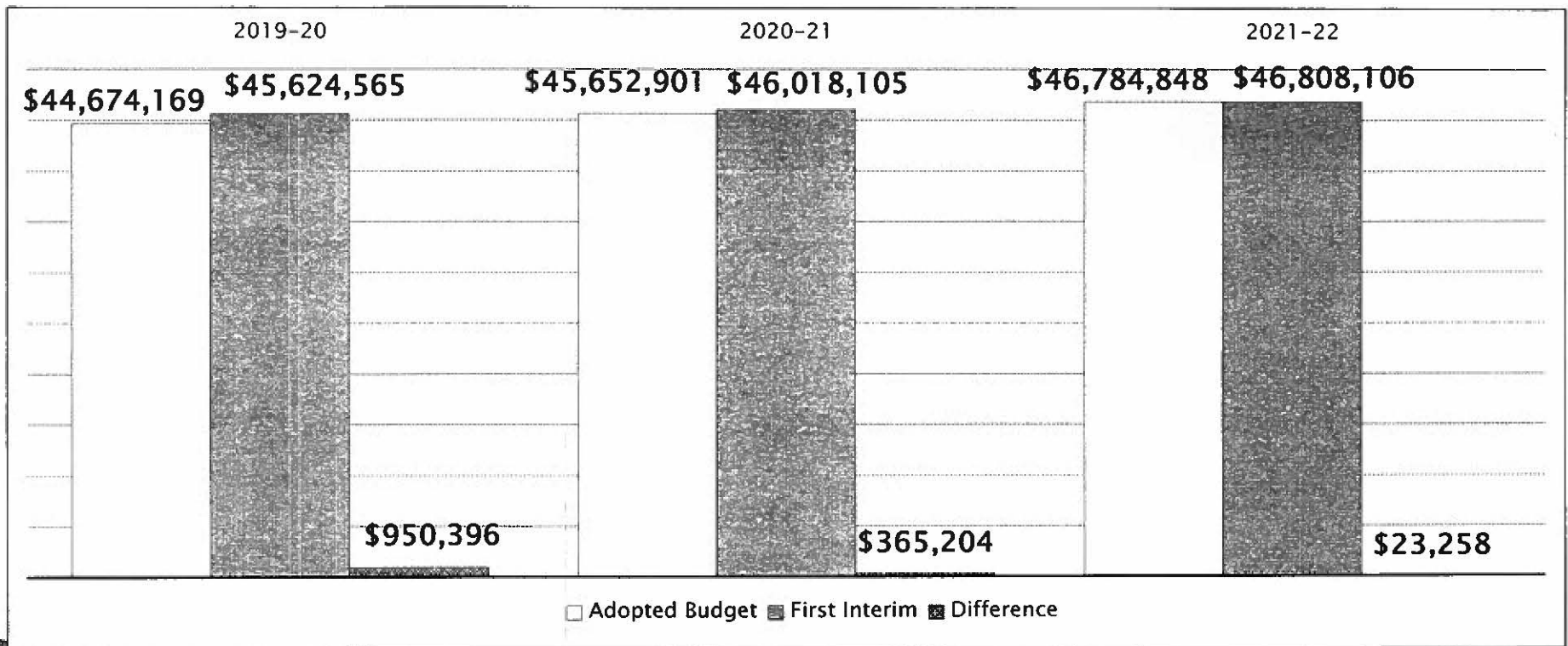
*Projected



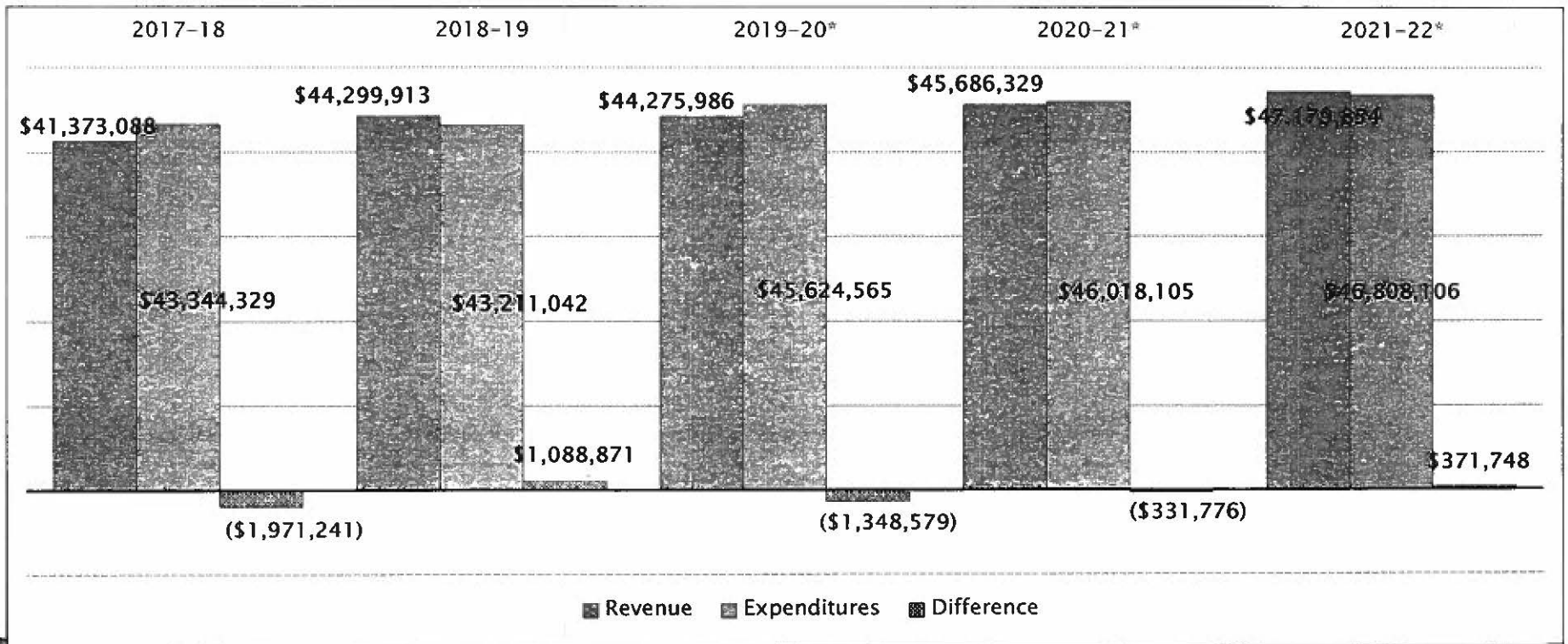
Total Unrestricted Revenue Adopted Budget v. First Interim



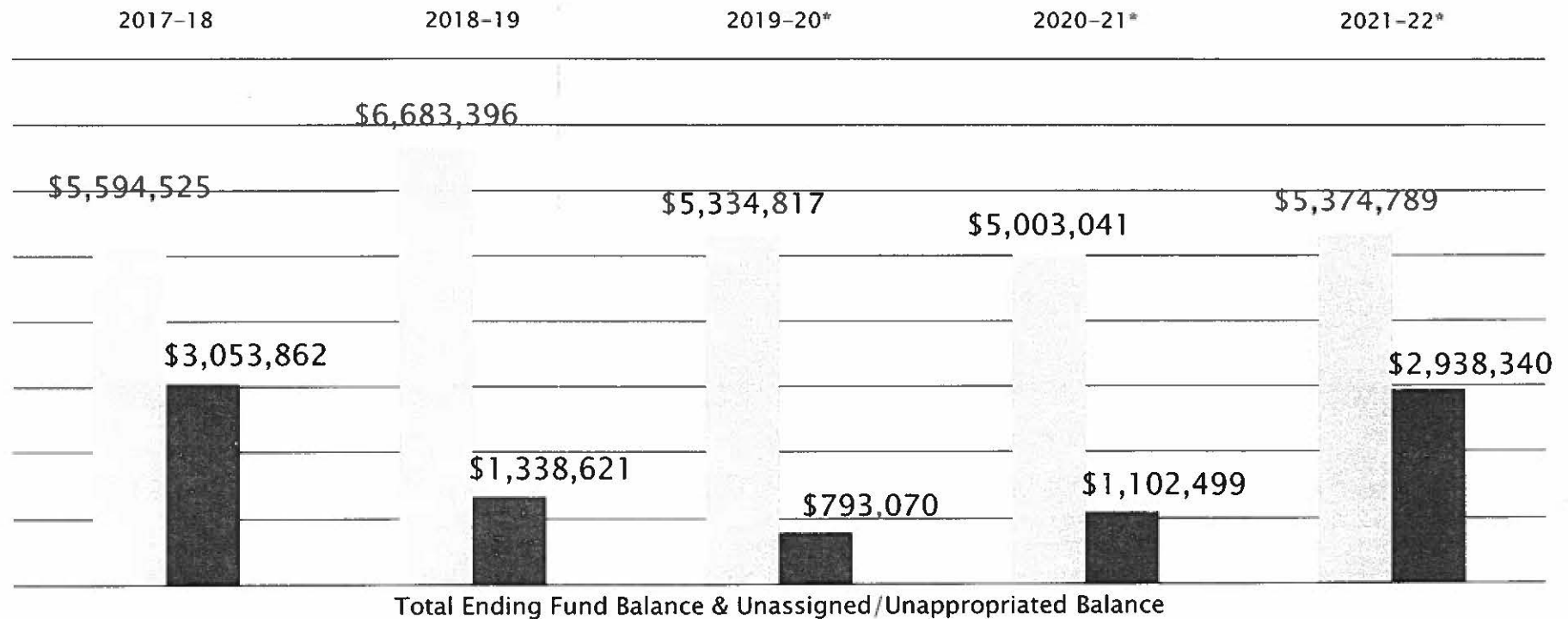
Total Unrestricted Expenditures/Contributions Adopted Budget v. First Interim



Unrestricted Revenue v. Expenditures/Contributions



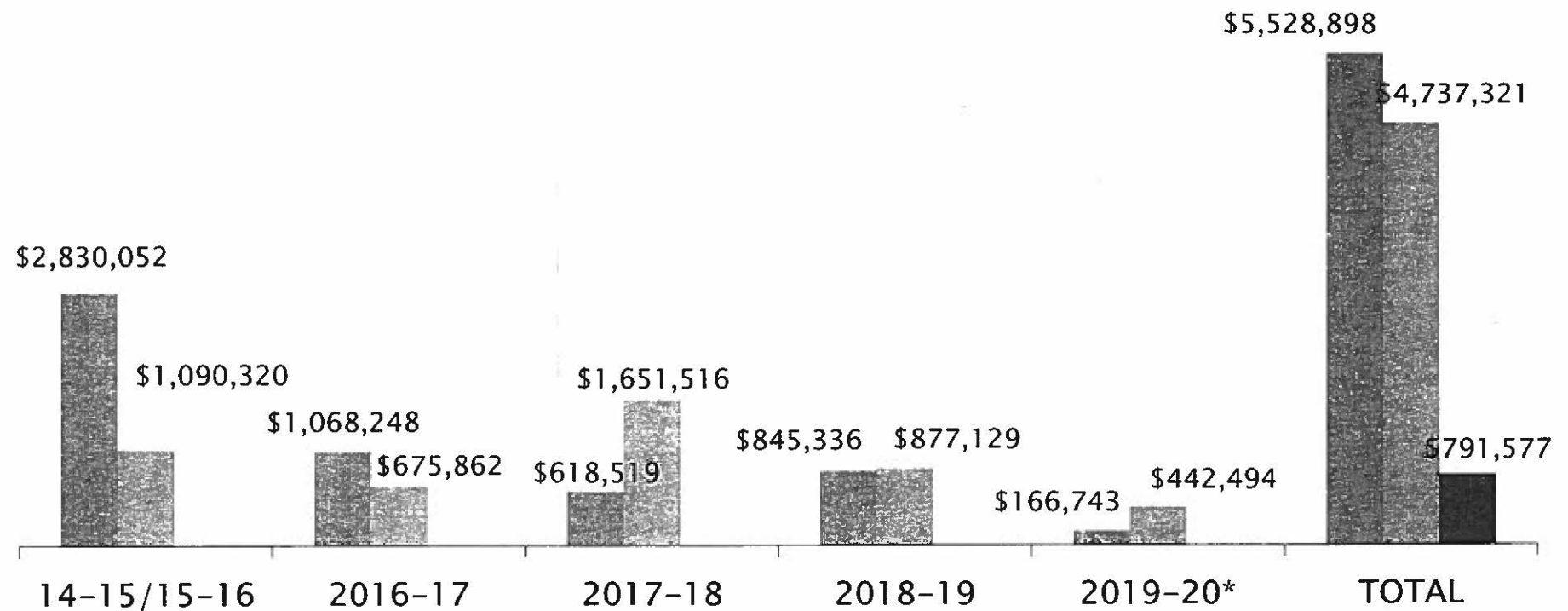
GF Unrestricted Ending Fund Balance



Discretionary One-Time Funds & Mandate Block Grant

Left: Revenue; Right: Expenditures

*Projected



Other Funds

- ▶ Other Postemployment Benefits (OPEB)
 - \$289,940 in Trust
 - \$605,084 in Fund 20: Special Reserve for OPEB