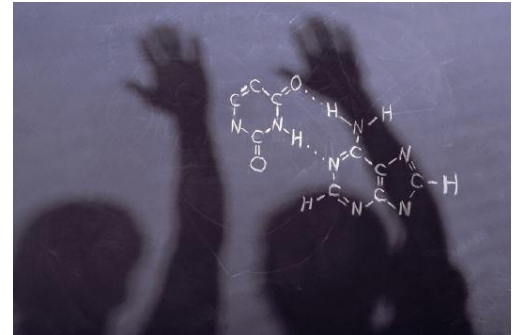


Charter Renewal Petition

SCIENCE & TECHNOLOGY ACADEMY

AT KNIGHTS LANDING



SCI-TECH



“For today’s children – the first generation to come of age in the new millennium-the future could not be more exciting, complex, and challenging. How can we prepare them for a world that we can hardly imagine? It will be a world with a stabilizing population of 10 to 20 billion people, characterized by global everything – from economics and the environment to health care and communications. Our grandchildren will live to see the next century, perhaps travel to the moon, or even choose to live in space. Almost all of them will have multiple jobs that haven’t even been invented yet. Never in history has the time between major changes (of almost everything) been shorter than a generation. Science, mathematics, and technology will be at the center of this radical change – causing it, shaping it, and responding to it. Literacy in science, mathematics, and technology is more important than ever for citizens of the 21st century.”

George Nelson
Director, **Project 2061**
Update 2001-2002

For the term July 1, 2020 through June 30, 2025

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**CHARTER OF THE
SCIENCE AND TECHNOLOGY ACADEMY AT KNIGHTS LANDING**

A CALIFORNIA PUBLIC CHARTER SCHOOL

It is the intent of the Legislature, in enacting the Charter Schools Act of 1992, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish the following:

Improve pupil learning

Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving

Encourage the use of different and innovative teaching methods

Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site

Provide parents and pupils with expanded choice in the types of educational opportunities that are available within the public system

Hold the schools established under this part accountable for meeting measurable pupils outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems

Provide vigorous competition within the public school system to stimulate continual improvements in all public schools

The Charter Schools Act (the "Act") (Education Code Section 47600, *et seq.*) requires each charter school to have a "charter" that outlines at least the fifteen (15) required elements of the Act. The following provisions of this charter align with the requirements of Education Code Section 47605.

AFFIRMATIONS AND DECLARATION

Science & Technology Academy at Knights Landing (“Sci-Tech” or the “Charter School”) will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- The Charter School declares that Woodland Joint Unified School District shall be deemed the exclusive public school employer of the employees of Sci-Tech for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (c)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall admit all students who wish to attend Sci-Tech, unless Sci-Tech receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or of that student’s parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that all teachers in Sci-Tech hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019-20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment. [Ref. California Education Code Sections 47605(l) and 47605.4(a)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. California Education Code Section 47605(e)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall on a regular basis consult with its parents and teachers regarding its educational programs. [Ref. Education Code Section 47605dc)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]

- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall comply with the Political Reform Act of 1974.
- The Charter School shall comply with Government Code Sections 1090, 1091, and 1091.5, as set forth in Education Code Section 47604.1.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

INTRODUCTION

The Science & Technology Academy at Knights Landing is a young school, as we are only in our ninth year of operation. Yet, our story is somewhat older and more interesting.

Sci-Tech is located in the small town of Knights Landing, a rural town of approximately 958 residents. Knights Landing is on the Sacramento River, almost eleven miles from the city of Woodland, yet remains part of the Woodland Joint Unified School District (“WJUSD” or the “District”). This is a community with a long history of farming and agriculture. Approximately sixty-five percent of the population is Hispanic or Latino, with many families working on or involved with local farming.

Our school is located on the site that was previously Grafton Elementary. The WJUSD Board of Trustees voted to close Grafton Elementary at the end of the 2008-09 school year. This was a time of drastic funding shortfalls. Due to Grafton Elementary’s small size (an enrollment of only 115 students) the decision was made to close the school and bus the students to Woodland to save money. However, the school had also struggled academically for many years, with a state ranking in the bottom 10 percent, first falling under federal sanctions and then state sanctions. Many in the community felt this was the true reason for the closure. In the years leading up to the Grafton Elementary closure, many families with the economic resources to move their children to other more successful schools, did so.

Whatever the justification for closure was, the community was left with an empty school in the center of its town. All that remained was a small Mexican restaurant, two gas stations and a tiny convenience store. Grafton Elementary, the heart of the town, was closed and there was a hole. The community was angry with the school’s closure and felt betrayed by the District. Many families chose to leave the District entirely and moved their children to an elementary school in an adjoining district.

The superintendent of WJUSD at that time began her tenure at the end of this process: not being a part of the decision to close, but feeling the wrath of the community, she vowed to do something to help. Her first step was to gather a large group of individuals from various backgrounds into a “think tank” to generate ideas. The only glitch was that whatever idea was chosen could not cost the District any money, as the school had been closed due to budget issues.

As the enormity of the task became more and more apparent, the group grew smaller and smaller. At the end, Barbara Herms and Maria Martinez remained – with an idea for a charter school. If they could get a charter petition approved, then they could apply for federal funding to open the Charter School. Their primary goal was to give the community back an elementary school, a school they could feel proud of and to where they would want to send their children. However, they also had another goal: to open a school with a different approach to teaching and learning. The District had been in Program Improvement for several years. At a majority of

the elementary schools, Grafton Elementary included, the focus had been on Language Arts and Math (taught from state approved and adopted textbooks) and not much else. Gone were the days of field trips, art, science, or social science.

The goal grew. It became a mission to open a school focused on science thematic teaching. The vision became to open a school where hands-on learning, language acquisition, inquiry, exploration, and a love of learning were nurtured and celebrated. This would be a school where children, many from minority groups and disadvantaged backgrounds, would be exposed to a type of education that would not only open their eyes to the possibilities ahead, but also socially and academically prepare them to move forward with confidence.

Has it worked? We believe so. Grafton Elementary's Academic Performance Index ("API") for 2009 was 696. Sci-Tech's CAASPP scores in English for the past three years shows a study increase in the number of students meeting or exceeding standard from 38% to over 46%. In Math, 32.73% of Sci-Tech students in 2018 met or exceeded standard. Our attendance rates are high. Last year we redesignated 27.9% of our English Learners. Our current enrollment is 240 students, with a waiting list.

Over time, we have won the trust and confidence of the community. Initially, only twenty-two students from the community were willing to take a chance with a new school. Many feared that once again the school would close. Over the years, that number has increased steadily, at times being as high as 90, which for a small community is significant. Moreover, we have also attracted students from other neighboring school districts. We have an open-door policy for families and visitors. We have even created a space where parents can come and have access to the internet, connect, and borrow from our book library. We changed our admission policies to give a preference to families within a five-mile radius. And when those children get on a bus for a field trip to the Exploratorium in San Francisco, or dissect a cow's eyeball for the first time, or use a laptop computer to design a piece of artwork for our annual Art Night, their eyes light up and you can see new possibilities in their future. Sci-Tech is a different school than the old Grafton Elementary. Our students see it, our parents see it, and our teachers and district administrators see it. We believe the heart of Knights Landing is beating again, stronger than ever, and it is Sci-Tech.

Charter Renewal Criteria

A. Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(b)(1)

Charter petitions must satisfy at least three requirements to be renewed:

1. Education Code Section 47607(a)(3)(A) states: "The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal."

Such increases are documented below.

AND

2. Education Code Section 52052(f) states: “For purposes of paragraphs (1) to (3), inclusive, of subdivision (b) of Section 47607, alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among numerically significant pupil subgroups shall be used.”

The alternative measures that show increases at the Charter School are documented below.

In 2018-19, the Yolo County Grand Jury (Grand Jury) conducted a review of Sci-Tech. They decided to look at the charter’s educational strategy and future challenges. The Grand Jury found, “that Sci-Tech creates a strong union between the teachers, students and parents with a creative use of science coupled with a small town family atmosphere. Sci-Tech has a strong governance committee and involved parent organization.” They recognized that although Sci-Tech faces issues since it is situated in a small, isolated community, “its innovative approach to education and attention to relationship makes it a unique model worthy of replication.” (Appendix A: Yolo County Grand Jury Report)

Moreover, The Grand Jury acknowledged, “the school’s cohesive atmosphere may be attractive to parents of students with special needs or those for whom English is a second language. While this helps to increase the enrollment, it could also affect overall test score since Sci-Tech does not require entry test or choose students who may have higher test scores.” Sci-Tech has attracted a large percentage of students with disabilities (both diagnosed and undiagnosed) Many of these students are also EL students. In the 2018-19 LCAP, 18% of Sci-Tech’s students were in Special Education, while 16% were English Learners. This has presented a unique opportunity for teachers to grow and learn how to address the needs of these students. Although test scores will not show their commitment they have taken to embrace this challenge, two (2) of these EL/RSP and two (2) RSP students have successfully exited from those services in recent years. The Grand Jury goes on to report that “if parents compare Sci-Tech to other district or state schools on the Dashboard, the uniqueness and benefits of Sci-Tech are not obvious, Sci-Tech shows the same advances and declines in scores as most other schools.”

OR

3. Education Code Section 47607(b)(4) states: “The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would

otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.”

This determination, which requires a comparison to other public schools, is documented below.

AND

4. Title 5, California Code of Regulations Section 11966.4(b)(1) states: “When considering a petition for renewal, the district board of education shall consider the past performance of the school's academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement, if any.”

This requirement is met through the documentation presented in the charter renewal petition and appendices.

The following shall serve as documentation confirming that the Charter School meets the statutory criteria required for renewal as set forth in Education Code Section 47607(a)(3)(A), 47067(b)(4), 52052(f), and Title 5, California Code of Regulations 11966.4(b)(1). (Also see Appendix B: CDE DataQuest/CAASPP Reports):

Analysis of Sci-Tech Data (Education Code Section 52052(f))

California Assessment of Student Performance and Progress Scores, 2015-2019: Percentage of Students Meeting or Exceeding Standards

Demographic	Assessment	2015	2016	2017	2018	2019
Schoolwide	ELA	47%	38%	45.57%	46.06%	45.92%
	Math	38%	40%	47.06%	32.73%	33.33%
Hispanic or Latino	ELA	28%	28%	33.34%	32.47%	40.91%
	Math	29%	33%	38.46%	23.69%	25.76%
White	ELA	60%	48%	57.32%	62.03%	51.67%
	Math	47%	45%	55.32%	43.75%	41.67%
Economically Disadvantaged	ELA	29%	23%	27.27%	26.74%	25.68%
	Math	27%	25%	25.97%	20%	16.21%
Students with Disabilities	ELA	-	13%	13.05%	8%	17.24%
	Math	-	27%	25%	0%	10.35%

Comparison Schools That Sci Tech Students Would Otherwise Be Required to Attend

School	Schoolwide Assessment	2015	2016	2017	2018	2019

Robbins Elementary K-8	ELA	31%	49%	48.0%	54.0%	59.52%
	Math	23%	41%	48.0%	43.0%	52.38%
Plainfield Elementary	ELA	42%	51%	40.37%	45.37%	44.45%
	Math	39%	41%	32.44%	37.96%	40.80%

Comparison Schools That Are Demographically Similar in the District

School	Schoolwide Assessment	2015	2016	2017	2018	2019
Gibson Elementary	ELA	30%	32%	29.31%	29.82%	41.76%
	Math	19%	18%	18.95%	19.69%	23.90%
Plainfield Elementary	ELA	42%	51%	40.37%	45.37%	44.45%
	Math	39%	41%	32.44%	37.96%	40.80%
Zamora Elementary	ELA	48%	54%	55.47%	65.86%	67.06%
	Math	43%	48%	49.64%	58.3%	64.34%
Ramon Tafoya Elementary	ELA	34%	40%	36.61%	42.36%	41.43%
	Math	29%	31%	29.56%	31.57%	28%

B. Additional Justification for Charter Renewal

Analysis of Charter Renewal Criteria – Student Subgroups

Education Code Section 47607(a)(3) states:

The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school (defined as “a numerically significant pupil subgroup, as defined by paragraph (3) of subdivision (a) of Section 52052.” EC §47607(a)(3)(B)) as the most important factor in determining whether to grant a charter renewal.

Sci-Tech is most proud of the emphasis placed on redesignating English Learners. Over the years, resources and training have been a key factor in addressing the needs of EL students. Teachers have collaborated and put in place initiatives that target our EL students. For example, Sci-Tech is in its fourth year of applying Quality Teaching of English Learners (QTEL) strategies and incorporating these strategies across subjects. In addition, as a school, writing has been a focus over the years, since it is a key requirement in order for students to be redesignated. According to *Sci-Tech’s Redesignated English Learners Percentage, Compare to the District*, it is evident that the emphasis placed on redesignating ELs has increased the overall percentage throughout the years in comparison to District percentage.

SCI TECH'S REDESIGNATED ENGLISH LEARNERS PERCENTAGE, COMPARED TO THE DISTRICT
2016-2018

Year	2016-17	2017-18	2018-19
Sci-Tech	11.3%	25.5%	27.9%
District	14.4%	17.5%	15.9%

OUR ACCOMPLISHMENTS TO DATE

- CAASPP scores that are similar or better than District schools that are demographically similar
- District award for highest percentage of redesignated English Learner (“EL”) students
- Received the California Distinguished School Award in 2014
- Increasing enrollment through the years, with a waiting list
- Positive program review by the Charter Schools Development Center
- Highly engaged students
- Renewed community pride in the Charter School
- High degree of parent participation
- Active Parent-Teacher Organization (“PTO”), English Learner Advisory Committee (“ELAC”), Site Advisory Council, Student Council
- Community building among students, staff, and parents
- Reading Buddies and Technology Buddies between classrooms
- Yearly all-school field trip to hands-on science destinations including The California Academy of Science, Exploratorium, Lawrence Hall of Science
- Ball wall built by Luna Vista Rotary
- Garden constructed by Davis Community Faith Organization and grants from Yolo Art Council
- Successful Music Program grades 4-6
- Annual Science Fair with every student participating
- Big Science Friday held each month
- Art incorporated across the curriculum
- Fiscally sound, no audit exceptions
- Teachers are excited and engaged, so there is buy-in
- Inclusive of ALL students, several special needs students very successful in our program
- Low percentage of suspensions, and no expulsions
- Annual Art Show and Progressive Dinner each December
- Sixth Grade Science Camp Week each year at Alliance Redwoods
- Field trip experiences across grade level
- Various clubs and groups including theater club, art club, school musical, coding club and garden club

ELEMENT A: EDUCATIONAL PHILOSOPHY AND PROGRAM

Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(c)(5)(A)(i).

The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(c)(5)(A)(ii).

MISSION STATEMENT

The mission of the *Science and Technology Academy at Knights Landing* is to inspire learning, curiosity, and problem-solving with a focus on science and technology to produce students prepared to lead and contribute in the ever-changing 21st century world.

Sci-Tech is a **site-based program** located at 9544 Mill Street in Knights Landing, Yolo County. Sci-Tech provides rigorous academic and behavioral support for students to become self-motivated, competent, lifelong learners and also helps students to develop a sense of responsibility, increased self-esteem, improved relationships with family and friends, and a healthy lifestyle.

VISION STATEMENT

The *Science and Technology Academy at Knights Landing* strives to be a model in elementary education through the innovative use of science, mathematics and technology as the foundation for a rigorous and exciting multidisciplinary learning experience for all students. It will become a model through innovative pedagogy, active learning, relevancy in lessons, and connections/relationships with students and families.

This will be achieved through the following:

- Establishing Charter School operations and instructional practices that value diverse learning styles and provide rich experiences for all learners.
- Maintaining strong and effective leadership, along with dedicated and highly-trained teachers and staff.
- Collaboration between parents, teachers, and professional staff from the Charter School's partner organizations.

- Designing and implementing an innovative, learner-centered curriculum based on current research, and state and national education standards.
- Researching, developing, and advancing best practices for engaging students and parents, training teachers, and promoting educational excellence and innovation.

STUDENTS TO BE SERVED

Sci-Tech will continue to serve students from all social and economic groups within Woodland Joint Unified School District and beyond. The Charter School serves students in grades TK-6, with an option to develop grades 7-8. Sci-Tech will also continue to seek out families who want an inquiry approach for their children, focusing on mastery of science, technology, literacy and mathematics skills and leading students to more independent project work. Sci-Tech will continue to attract students from private and public schools and home schooling programs interested in, and needing, a personalized learning environment and plan. Each student deserves and demands a learning environment, which meets individual needs and guarantees continually, strives for success.

Sci-Tech is open to enrollment of any student; however, because of the location of the Charter School in Knights Landing, in a rural area of Yolo County, we have focused efforts on recruiting applications and consequently aim to have a high percentage of our students from the Knights Landing area. The only public school in Knights Landing closed in June 2009, requiring local students to travel between 8 and 15 miles to get to school each day. Rather than bus their children to Plainfield Elementary, many parents chose to enroll their children at Robbins Elementary in Sutter County. However, since the opening of Sci-Tech, many local parents have expressed a desire to return to their local school in Knights Landing. The table below illustrates the number of Knights Landing students choosing to attend school at Sci-Tech.

School Year	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Enrollment	100	210	251	253	251	269	271	277	250	240
Students from Knights Landing	22	28	46	57	66	77	83	90	88	79
Percent	22%	14%	18%	23%	26%	29%	31%	32%	35%	33%

HOW LEARNING BEST OCCURS

Learning best occurs when engagement and motivation are high and stress is low; when the following **conditions to support learning** are present:

- Student interest is stimulated by challenging and interesting problems;
- Students are encouraged to seek solutions and answers and apply them to real world situations rather than memorizing ideas, concepts or facts;
- The relationship between student and teacher is based on trust, mutual respect, and the facilitation of problem solving;
- The relationship between students is one of mutual support and cooperation to reach common goals rather than simply friendship or competition;
- Individual content objectives or standards are woven into projects that combine learning across disciplines;
- Skills or ideas are not taught as isolated single visit concepts, but rather as a sequence of knowledge that builds to greater understanding and depth—what is learned in one unit is applied in subsequent units;
- Technology serves to further the inquiry and knowledge of content area studies rather than as an end objective itself;
- There is a close tie between current coursework and future goals; and
- The environment is supportive, caring, and safe.

Years of educational research on pedagogy, curriculum, and instructional methods are now being combined with the emerging fields of brain research and neuropsychology and applied to educational processes to point educators in the direction of the best practices that support learning. In building the program at Sci-Tech, the founding group settled on four major ideas, or themes, that drive the Charter School. These major themes are called the ***Cornerstones***, and they include the following:

- 1) The use of science curriculum to drive teaching and learning of all other core areas;
- 2) The use of inquiry-based instruction to foster curiosity and develop problem solving skills;
- 3) The infusion of technology into the students' everyday learning experiences; and
- 4) The focus on creating a supportive and encouraging environment through relationships and community building among students, staff, parents, and community members.

Sci-Tech's educational program is distinct from other schools and programs in the region because we are building on these four cornerstones to ensure a solid foundation for our students. The chart on the following page links the **conditions to support learning** described above with the cornerstones of Sci-Tech's approach.

Conditions to Support Learning	<i>Sci-Tech Cornerstones</i>
Student learning is stimulated by problems that are novel, challenging, and connected to student interest.	Cornerstones #2 and #4– The inquiry model for instructional planning addresses this component directly as does creating a supportive and encouraging environment where students feel safe taking chances and exploring new ideas.
Student learning is more successful when students are asked to apply the concepts they are learning to real world situations rather than asked to memorize ideas or facts, and there is a close tie between current coursework and future goals.	Cornerstones #1 and #2 – The science-based curriculum lends itself to the investigation of real-world problems and the inquiry method of instruction frames learning activities as problems to be solved rather than a set of information to be consumed.
Student learning is more able to take place in the context of warm, supportive relationships that include their peers, their parents, their teachers, and other important adults in the community.	Cornerstone #4 – Sci-Tech’s focus on building a supportive and encouraging environment allows students the freedom to confidently explore new ideas and develop new knowledge.
Student learning is more meaningful when educators are able to weave individual content objectives or standards into projects that create interdisciplinary learning.	Cornerstones #1 and #2 – The planning process for teachers will be based on interdisciplinary learning objectives for students, and the inquiry method of instruction provides the vehicle through projects which investigate central questions.
Student learning is furthered by the use of technology when technology is used to move the inquiry forward and expand students’ knowledge base rather than as an end objective.	Cornerstone #3 – Sci-Tech views technology as an enormous resource to be woven into the student learning experience as a way to access information, interpret the information in the context of the lesson, and disseminate the learning to a wider audience.

Building the Solid Foundation

CORNERSTONE #1 – Science curriculum drives teaching and learning

Sci-Tech curriculum involves an integrated, inquiry-based curriculum closely aligned with Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”), History-Social Science Framework, English Language Development (“ELD”) standards, and remaining State Content Standards (collectively referred to herein as “State Standards”) in the areas of science, math, language arts, and social studies. Science, math, and the use of technology are thoroughly integrated across all curricular areas.

The courses of study developed for the Charter School are intellectually stimulating, relevant, challenging, and taught through an interdisciplinary approach. Based on current research on how students learn, this approach reinforces brain-based learning. It has been demonstrated

that students are better able to retain information when curriculum is presented in an integrated setting rather than in isolation.

Students gain valuable information and insights from:

- engaging in hands-on science and mathematics related activities;
- observing and interacting with various exhibits during numerous field trips
- interpreting data presented in pictures, maps, graphs, and diagrams;
- exhibit-building as an effective means of integrating language arts, science, technology, and math.

Prominent in the instructional program will be the process skills of science which strongly support literacy comprehension:

- *observing* – watching carefully, taking notes, comparing, and contrasting;
- *questioning* – asking questions about observations and questions that can lead to investigations;
- *hypothesizing* – providing explanations consistent with available observations;
- *predicting* – suggesting an event in the future, based on observations;
- *investigating* – planning, measuring, gathering data, controlling variables;
- *interpreting* – synthesizing, drawing conclusions, seeing patterns; and
- *communicating* – informing others using a variety of means: verbal, written, representational (visual, etc.)

Sci-Tech staff offer their expertise in selecting appropriate curriculum materials; materials which are rigorous, engaging, and culturally and linguistically responsive to the needs of students. Recommended Common Core materials and primary sources will be used for instruction as much as possible.

Elementary school students are innately curious about the natural world. Research shows that teaching science is an effective strategy to stimulate and reinforce reading, writing, math, and thinking skills. Current curricular practices tend to overlook the importance of motivation as a factor in student achievement. Sleeter ("Preparing teachers for culturally diverse schools: Research and the overwhelming presence of whiteness", *Journal of Teacher Education* 52(2): 94-106.2001) asserted that motivational factors play an even larger role in communities that are composed of culturally and linguistically diverse and poorer populations. He observed that students in these settings feel isolated, become disengaged, and drop out of school at an alarming rate. Teaching practices must evolve so that teachers structure learning to actively engage students, enhance motivation, and promote learning.

As John Dewey (*Experience and Education* (1938)) said long ago, when learners are actively engaged in learning, rather than passively receiving knowledge from experts, comprehension of content occurs because students can demonstrate conceptual understanding.

All students bring with them to school cultural and linguistic resources that can be valuable in the learning process. However, in traditional classroom settings, these resources may not be easily recognized or shared during lessons where students are engaged in scientific inquiry there are more opportunities to share knowledge and questions. These types of concrete experiences build the basis for more complex language development. When students can relate prior knowledge and experiences to current experimentation, science learning becomes meaningful and motivating. Providing opportunities for exploration and inquiry promotes curiosity, which in turn motivates additional inquiry. Students want to learn more.

Hands-on activities are recommended by educators as a way to increase student motivation and are consistent with motivational theory which promotes opportunities for active learning. Motivational practices are likely to have positive effects on students' knowledge acquisition, conceptual development, and behaviors. For example, when students are motivated by the subject, they are more likely to focus on the task, master the vocabulary involved, and achieve better comprehension. Success in one area of the curriculum may lead to more risk-taking and positive attitudes toward other subjects. In other words, motivational practices such as **integrating science and literacy**, and **providing 'hands-on' interactive experiences** may have influence on *all* aspects of student learning. In fact, although science instruction is often ignored for students from diverse languages and cultures, hands-on and inquiry-based science instruction as described above can be a powerful tool to teach English language and literacy in the context of learning science. Eventually, English Learners understand science concepts, engage in science inquiry, and participate in science discourse, while also mastering English as a new language.

The Relationship between Reading and Science Process Skills

There is a significant body of research that indicates a strong experienced-based science program, one in which students directly manipulate materials, can facilitate the development of language arts skills. While the integration of science and language arts can help teachers address learning standards in both subject areas in a more efficient and creative way, it can also have a profound effect on student motivation and achievement. Research also provides a strong argument that the active study of science helps children develop logical thinking, language, and reading competencies. Science instruction provides an alternative teaching strategy that motivates students who may have reading difficulties. Science can provide the 'hook' to draw students in and keep them engaged while learning. When students are actively engaged, exploring, and investigating, they are more open to new concepts. Linking reading and writing to the teaching of science helps students clarify ideas, making the learning more meaningful and motivational for the individual.

The reading of scientific materials is motivating for many students as they share a natural curiosity about the world. Many children learn to read because they want to learn about dinosaurs, spiders, or sharks. With an integrated approach to the teaching of science and literacy, students are exposed to a wider variety of printed materials than are typically used to teach language arts. Textbooks, trade books, websites, and articles serve as reference points for further inquiry. Students whose interest was sparked during active inquiry are motivated to

look for additional information in a variety of printed formats.

Reading comprehension is another skill that is critical to student success beyond the third grade. The ultimate goal of reading is to gain meaning from text; however, this is an intricate process that develops over time with much practice and instruction. Inquiry-based science teaching supports the development of reading skills as students develop classification skills, verbal communication skills, and positive attitudes toward science. Using inquiry-based science as a tool to develop reading comprehension serves to motivate students by doing activities, as well as reading about them. Students are motivated to read procedures, and additional detailed information, about science activities they find engaging.

Research about the link between science and reading comprehension illustrates that reading skill development stems from language and logic development which comes after concepts are formed from repeated encounters with objects and events through science activities. Science and reading complement each other well because of the similarities between reading skills and science process skills. The similarities of the skills in both subject areas make them natural partners for integration. Recognizing the similarities between the goals of both science and literacy instruction can make it easier for teachers to see the possibilities of meeting the academic standards in both through integration (Royce & Wiley, "A Common Ground: The Rationale for Integrating Science and Reading," 2005).

Integration of Math and Science

The integration across the curriculum of the basic computational skills, conceptual understanding, and problem solving skills inherent in mathematics, is a key goal of Sci-Tech. Through this integration, math quantifies science and science provides meaningful context for math.

Next Generation Science Standards

The *Science Framework for California Public Schools (K-12)* documents the "Guiding Principles" which form the basis of an effective science program. Sci-Tech will establish and maintain the highest quality educational program for our student population by adhering to these principals. Sci-Tech's science programs will:

- Be based on NGSS and use NGSS -based instructional materials.
- Develop students' command of the academic language of science used in the NGSS .
- Reflect a balanced, comprehensive approach that includes the teaching of the three dimensions: disciplinary core ideas, scientific and engineering practices, and cross-cutting concepts.
- Use multiple instructional strategies and provide students with multiple opportunities to master the NGSS.
- Include continual assessment of students' knowledge and understanding, with appropriate adjustments being made during the academic year.
- Continually engage all students in learning and prepare and motivate students for further instruction in science.

- Use technology to teach students, assess their knowledge, develop information resources, and enhance computer literacy.
- Have adequate instructional resources as well as library-media and administrative support.
- Use CCSS-based connections with other core subjects to reinforce science teaching and learning.

Aligning to the California Mathematics Framework

The *Mathematics Framework for California Public Schools (K-12)* sets forth what are considered “Key Components of an Effective Mathematics Program,” as summarized below:

- I. **Assessment** – Assessment should be the basis for instruction, and different types of assessment interact with the other components of an effective mathematics program.
- II. **Instruction** – The quality of instruction is the single most important component of an effective mathematics program. Teachers should possess an in-depth understanding of the CCSS, select research-based instructional strategies, organize instruction around CCSS, and use assessment to guide instruction.
- III. **Instructional Time** – Adequate time (50-60 minutes daily, extended through homework) must be allocated to mathematics and protected from interruptions; students are *active* participants during this time, engaged in thinking about mathematics or doing mathematics.
- IV. **Instructional Resources** – All teachers need high-quality instructional resources that are well-designed, organized sequentially and logically, and aligned with grade-level standards.
- V. **Instructional Grouping and Scheduling** – Grouping and scheduling are tools that educators can use to improve learning. Grouping students according to their instructional needs improves student achievement (Benbow & Stanley, 1996).
- VI. **Classroom Management** – Actively engaged students find fewer opportunities for inappropriate behavior. Academic and social expectations are clearly understood by teachers and students alike, and academic expectations relate directly to the CCSS.
- VII. **Professional Development** – The preparation of teachers and support for their continuing professional development is critical. Teachers must receive excellent pre-service training, be knowledgeable about mathematics content, and be able to use a wide variety of instructional strategies. Staff development is a long-term, planned investment. Teachers are given time and opportunities to work together to plan mathematics instruction.
- VIII. **Administrative Practices** – Administrators can help teachers maintain a focus on high-quality instruction by making math achievement one of the highest priorities, setting long-and short-term goals for the program and the teachers, and supporting the determination that all students will meet or exceed the mathematics CCSS.
- IX. **Community Involvement** – Mathematics education is everybody’s concern. Parents, community members, and business and industry can all make significant contributions. Parents are encouraged to be involved in education and are assisted in supporting their children’s learning in mathematics.

Sci-Tech will be rich in student-teacher starting points for science inquiry and will include short and long-term investigations into various fields of science both in and out of the classroom, using the rich resources of our various partners. These investigations will represent new starting points to be shared and experienced by everyone. Natural connections among inquiries will be encouraged and developed with teachers helping students unify and expand the science experiences they encounter.

Teachers and students will develop projects that can be shared and exhibited in the WJUSD schools and office, and in the Charter School library/media center. These projects will represent a spectrum of science and investigations that use critical thinking and creative problem-solving skills while integrating language arts, math, and technology.

CORNERSTONE #2 – Inquiry-based instruction

Curiosity, a desire to comprehend the natural world, drives the curriculum in an inquiry-based classroom. Students are not waiting for the teacher or the textbook to answer their questions; with inquiry, students are actively involved in designing and conducting experiments and conducting their own research in order to answer their questions. The classroom teacher uses the CCSS to create a starting point, or launch, for inquiry. That launch may be based on an activity, book, field trip, discrepant event, artifact, or any other stimulus that gets the students wondering about a topic. From there the class generates questions. Questions that are meaningful, accessible, and testable are the beginning of real inquiry.

Scientific inquiry continues to drive science investigations, but in NGSS engineering design is elevated to the same level.

The National Science Education Standards also emphasize inquiry:

“Inquiry into authentic questions generated from student experiences is the central strategy for teaching science.”

“Science teaching must involve students in inquiry oriented investigations in which they interact with their teachers and peers.”

“The standards rest on the premise that science is an active process. Learning science is something that students do, not something that is done to them. “Hands-on” activities, while essential, are not enough. Students must have “minds-on” experiences as well.”

The **Center for Inquiry-Based Learning (CIBL)** at Duke University gives us the following description of *Inquiry*:

“Inquiry-Based Teaching is the art of creating situations in which students take the role of scientists. In these situations, students take the initiative to observe and question phenomena; pose explanations of what they see; devise and conduct tests to support or contradict their theories; analyze data; draw conclusions from experimental data; design and build models; or any combination of these. These learning situations are open-ended

in that they do not aim to achieve a single “right” answer. Nevertheless, students work under clear standards. They learn to observe keenly and thoroughly and to pose questions that are answerable, in part or in whole, through some meaningful test or exploration. They engage through trial and error, and they learn to analyze and reason carefully.

- **Inquiry is asking questions.** But not just any questions, good questions. Questions that are accessible. Questions that can be answered in part or in whole. Questions that lead to meaningful tests and explorations.
- **Inquiry is the art and science of asking answerable questions.** It involves observation and measurement, hypothesizing and interpreting, model-building and model-testing. It requires experimentation, reflection, and the recognition of the strengths and weaknesses of its own methods.
- **During inquiry, a teacher may pose a question or guide students into posing their own questions.** These questions are often open-ended, offering students the opportunity to direct their own investigations and find their own answers (not just the one *right* answer), and in all likelihood, they lead to *more* questions.
- **Inquiry is what scientists do.** They usually do it in a formal and systematic way, and in the process, contribute to the collective body of information we call knowledge.
- **In experiencing science as inquiry, students learn how to be scientists.** Thus, students learn more than just a body of concepts and facts, they learn the processes involved in establishing those concepts and facts.
- **Inquiry provides students with concrete, active learning experiences.** Students take the initiative. They develop problem-solving, decision-making, and research skills that enable them to become lifelong learners.
- **Inquiry allows students at different developmental stages to work on similar problems and even collaborate in finding solutions to those problems.** Each student gets to bring his or her own special talents into play.
- **Inquiry allows the integration of multiple disciplines.** As students explore, they will tend to ask questions that will involve science and math, social studies and language arts, technical and artistic skills.
- **Inquiry involves communication.** Students must ask coherent, meaningful questions. And they should report their results, orally or in writing. In this way, they both teach and learn from each other.
- **Inquiry allows teachers to learn about their students – who they are, what they know, how their minds work.** These insights will enable teachers to be more effective facilitators in their students’ pursuit of knowledge.
- **When using inquiry, teachers must bite their tongues.** Too many hints, too many questions, and too many answers take all the learning out of the process. And all the fun, too.
- **Inquiry requires students to take responsibility for their own education.”**

CORNERSTONE #3 –Infusion of technology

Sci-Tech recognizes that access to and utilization of technology is essential to preparing students for secondary and post-secondary education as well as for productive placement in

the business and professional world. We realize as well that access to internet for low-income families, and for their school-age children, is often limited. To this end, a comprehensive Technology Plan will be developed to include the following:

- Acquisition of appropriate software, hardware, and routing access to the internet;
- A management plan that will encourage daily access to computers;
- Course competencies in computer literacy;
- Utilization of technologically advanced software to supplement the curriculum and promote the practice of higher-level thinking skills;
- Students using school Google Suite to communicate their learning, draft reports and presentations, and publish their inquiries and results.
- Parent access to literacy courses and a management plan to promote home-based use of technology in order to strengthen the role of parents in homework assistance and class work skill reinforcement; and
- Appropriate safeguards to ensure access to educational information only.

CORNERSTONE #4 – Creating a supportive and encouraging environment

Sci-Tech recognizes the importance of students feeling safe in their learning environment. In order to take chances and push beyond what is traditionally expected, an environment of trust and an established value in risk taking must be developed. To that end, Sci-Tech places a huge emphasis on the development of school culture and nurtures relationships between students, parents, teachers, and community members.

The staff at Sci-Tech actively promote:

- Class meetings as a venue for developing communication, respect, and trust among peers
- Cross-age activities such as Reading Buddies, Technology Buddies, Big Science Fridays, All School Read, Global Read Aloud, and Whole-school field trips
- Parent involvement in the Charter School and on the campus
- An “open-door” policy in classrooms and the Charter School office
- Older students embracing the responsibility of being role models for younger students
- Shared responsibility for taking pride in our campus

PUTTING IT ALL TOGETHER – A Snapshot of How the Cornerstones Combine

The process of designing and delivering instruction is at the heart of Sci-Tech’s academic program. Teachers undertake collaborative planning amongst themselves as well as with a diverse set of stakeholders that include community partners and the students themselves. Teachers begin the process by identifying key standards for the upcoming unit and working to braid together complementary standards from across the disciplines.

For example, a teacher working in a lower grade multi-age setting (K-2) decides to integrate

science, reading comprehension, and math CCSS for her upcoming unit. She begins with the NGSS, and chooses the life science disciplinary core ideas, scientific and engineering practices, and cross cutting concepts as the focus for her students. Specifically, she takes a look at the way the science standard threads from Kindergarten to Second grade. At Kindergarten, students construct an argument based on how plants and animals can change the environment to meet their needs. At first grade, students are expected to read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. At second grade, students develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants. After laying them side by side, she decides that this concept will lend itself to a project on how birds move through our area during their migration along the Pacific flyway. Community partners she initially identifies to support the project include the UC Davis Raptor Center, the California Department of Fish and Wildlife, Yolo Basin Foundation, Cache Creek Conservancy, and the UC Davis Avian Sciences department.

For reading comprehension, she decides that the unit will address the CCSS which ask students to comprehend and analyze grade-level-appropriate text. At the kindergarten level, this looks like students being able to ask and answer questions about grade-level text; at first grade, this looks like students being able to answer *who, what, when, where, and why* questions; and at second grade this looks like students being able to ask clarifying questions about the essential elements of exposition (*why, what if, and how*).

As she looks at the math CCSS, the CCSS for statistics, data analysis, and probability jump out as the CCSS which best match her upcoming project. At the kindergarten level, students are asked to collect information about objects in their environment. Specifically, they are asked to pose questions, collect data, and report the results. At the first grade level, students are asked to organize, represent, and record data. Specifically, they are asked to represent and compare data by using pictures, bar graphs, tally charts, and picture graphs. Finally, at the second grade level students are asked to collect numerical data and record, organize, display and interpret the data on bar graphs and other representations. Specifically, they are asked to record data in systematic ways and represent the same data set in more than one way (e.g., bar graphs and tallies.).

As her final step, she considers the technological components of her upcoming unit. She identifies web sites that will be appropriate for her students to collect information about the Pacific Flyway in general and the birds of Northern California specifically. She decides that she will ask students to use graphic organizer software to sort and classify birds which reside year-round in Northern California and those that pass through while migrating. She also decides that she will have students use Google Docs to record their pre-unit questions and predictions, the data they collect during the unit, and their final reflections about learning. Since typing presents a challenge to students, she decides that she will use the speech recognition feature on their Chromebooks so students can dictate their thoughts/questions and then they are recorded without wasting the instructional time that would be needed for students to keyboard. In order to collect data in a manageable way, she also decides that she will use a webcam to film an area on campus the class will set up with bird feeders. The webcam images can be viewed in real

time, and students will review the video daily to tally up the birds that show up. Students will create a culminating project that answers their initial questions and demonstrates their mastery of the CCSS by using Google’s Suite of products for both graphing and presentation. The final projects can be shared through Google.

While this is only one example, this type of integration will be the norm for teachers at Sci-Tech. Students will always have the opportunity to access important CCSS, interpret them through authentic hands-on experiences, produce artifacts that demonstrate their understanding, and disseminate them to the community at large using technology as a vehicle.

It is also important to note that this type of planning and instruction is supported by the work of Robert Marzano, who has identified nine key elements of instruction; eight of them are represented in this short example. The chart below shows that alignment.

Marzano’s Element	Instructional Component	Technological Component
Identifying Similarities and Differences	<p>Before the unit – Students identify what they know about the similarities and differences in birds</p> <p>During the unit – Students sort and classify permanent resident birds and migratory resident birds</p> <p>After the unit – Students identify which of their predictions were confirmed and which were unconfirmed</p>	<p>Before the unit – Students post their predictions and current assumed knowledge to Google Docs.</p> <p>During the unit – Students use the internet and graphic organizer software to sort and classify</p> <p>After the unit – Students use their Google accounts to post their final projects and go back to their initial predictions to confirm or deny their accuracy.</p>
Reinforcing effort and providing recognition	<p>Students will receive positive and corrective feedback throughout the unit on the work they produce.</p>	<p>Students will use Google to document their efforts to collect data and then present their findings in the form of a presentation using presentation software.</p>
Homework and practice	<p>Students will practice the targeted reading comprehension skills as they build their background knowledge. They will demonstrate their proficiency with the targeted math CCSS through data collection and presentation.</p>	<p>Students will use a variety of informational resources (both print and technological) to enhance what they know about the topic. As they move through the unit, they will use Google Docs to share their learning and also to demonstrate their data collection activities on a daily basis. This will require the use of Google Suite of products.</p>

Marzano's Element	Instructional Component	Technological Component
Nonlinguistic representations	Students will use graphic organizers to sort and classify as well as charts and graphs to share data.	Graphic organizer software as well as Google Sheets will allow students to demonstrate their knowledge
Cooperative Learning	Students will work together in multi-age groups in order to complete their project. Research, data collection, and presentation tasks will be shared between students.	Students will take turns updating the work together to decide on the best ways to disseminate information through presentations.
Setting Objectives and providing feedback	Students will be provided information about the learning objectives at the beginning of the unit and they will receive feedback from their teacher on their progress as they move through the unit.	Students will be able to receive feedback from experts in the field as well as other students in the form of comments on their work.
Generating and testing hypothesis	Students will generate hypotheses at the beginning of this unit and check their daily data collection against their hypotheses.	The records of data collection and student thoughts about how that impacts the validity of their hypotheses will be posted to the Google Doc pages on a regular basis.
Questions, cues, and advance organizers.	The teacher's work with students in this area will come before the unit begins. She can identify what students know to be true and what they believe to be true as well as set the stage for the learning to occur.	Students will have the opportunity to post their questions before the unit begins on their document. Their continued posts across the course of the unit of study will demonstrate how their learning is unfolding.

What Does It Mean to be an Educated Person in the 21st Century?

“For today’s children – the first generation to come of age in the new millennium – the future could not be more exciting, complex, and challenging. How can we prepare them for a world that we can hardly imagine? It will be a world with a stabilizing population of 10 to 20 billion people, characterized by global everything – from economics and the environment to health care and communications. Our grandchildren will live to see the next century, perhaps travel to the moon, or even choose to live in space. Almost all of them will have multiple jobs that haven’t even been invented yet. Never in history has the time between major changes (of almost everything) been shorter than a generation. Science, mathematics, and technology will be at the center of this radical change – causing it, shaping it, and responding to it. Literacy in science, mathematics, and technology is more important than ever for citizens of the 21st century.”

George Nelson
 Director, Project 2061
 Update 2001-2002

An educated person shows an understanding of science that makes it possible to share in the richness and excitement of comprehending the natural world. Scientific literacy enables a person to use scientific principles and processes in making personal and public decisions and to participate in discussions of scientific issues that affect society. A sound grounding in science strengthens many of the skills that people use every day, like solving problems creatively, thinking critically, working cooperatively, using technology effectively, and valuing learning. In addition, the educated person demonstrates knowledge of the arts, cultures, literature, history, social sciences, mathematics, and technology. An educated person in the 21st Century must be an effective communicator in face-to-face *and* virtual settings, using technologies that are presently available and those that have not yet been invented. Quantitative reasoning, logic, problem solving, research, and independent study have been integral parts of this person's educational background. (S)he values friendship, responsibility, cultural diversity, respect for self and others, and a satisfying quality of life.

CURRICULUM AND INSTRUCTIONAL DESIGN

The Educational Program

Educational program at Sci-Tech addresses the basic issues of how children think and learn. Curriculum content is grounded in realistic expectations of students' capabilities according to their age and abilities. Students have a safe and enriched environment (in both language and materials) that promotes new ways of thinking and makes connections with their real world, in context. The Charter School promotes meaningful learning that is centered on questioning, thinking, content and is process-oriented.

The following outlines some of the reasons students and families choose to attend and are successful at Sci-Tech:

Sci-Tech holds high expectations (rigor) of academic success for students and provides instructional support that comes from a research-supported curricular program. Students at Sci-Tech own their learning process by constantly monitoring their own academic story of success. Several methods track student progress including the use of student portfolios and e-portfolios with writing samples, project work, and standardized test results which inform the adjustment of **personalized learning plans ("PLP")** to meet the needs of each student.

Sci-Tech provides students with the knowledge, skills, and power to master learning of personal interest (relevance), with an impact on the community. Students at Sci-Tech work through a series of projects, beginning with teacher-directed projects; moving toward collaborative projects where teachers and students design the project together; and finally developing the independence for students to design and pursue their own mini-projects by the 5th and 6th grades. The design of the curriculum is planned backwards from this goal: having mastered foundational skills in literacy and math, students will design and implement projects focused on science and technology with the guidance of teachers.

PLAN FOR DIVERSE LEARNERS

One of the realities of working with children in general and public education specifically is that students arrive with a variety of skill levels and background experiences. Sci-Tech is uniquely situated to address this variety of skill levels because of its size, its teaching staff, and its approach to education. In addition to a philosophy which supports students at all proficiency levels, the Charter School has specific structures in place to monitor students and provide compensatory instruction or means of acceleration as students require them.

One of the first elements of Sci-Tech which supports rapid student growth is the size of the Charter School itself as well as the fact that it is a charter school. The Charter School current enrolls approximately 240 students, which makes creating a tight-knit community quickly a very attainable goal. Families who attend have made a deliberate choice to participate in this undertaking, and the staff is able to gain a deep understanding of student abilities, interests, and talents through regular conversations with parents and other care givers. Whether students need compensatory educational services or access to acceleration, the relationships between the teaching staff and families provides a strong foundation for making rapid changes to a student's educational program if that is what the student needs. One example of this is the use of student and parent contracts to emphasize appropriate home support and study skills to effect academic improvement or allow students to accelerate their progress.

Another element that supports student success at Sci-Tech is the approach to the educational program. The Charter School's size requires a multi-age approach, and this offers a tremendous opportunity for students who operate at either end of the "proficiency" scale. In terms of content, grade level State Standards are organized in such a way that they build upon each other as students move through successive grades. The multi-age philosophy treats the CCSS as a continuum and allows students to move from one level of depth to the next as they demonstrate mastery. For some students, this means moving through multiple levels of the same standard in the same year. For others, this may mean spending more time than their peers on a standard which temporarily eludes them. In addition to this approach to the CCSS, the approach to daily instruction supports learning because the application of reading and math in other parts of the curriculum provide both motivation to learn and practice in reinforcing skills not previously learned.

In addition to this philosophical foundation, Sci-Tech will continue to provide teachers with time to review student work on a regular basis and develop tools to guide their examination. One example of this is the student portfolio. In this example, teachers meet together and look at student work using a State Standards continuum. They look at the work in relation to the standard and determine which grade level of proficiency the work demonstrates. This information can then guide the teacher's instruction in terms of strategic grouping inside the classroom, expected products, and differentiation in terms of process. Regardless of the needs demonstrated by students, the teaching staff will be able to provide a quick response because of the time they spend reviewing student progress.

The final element in the equation is undoubtedly the most important, and that is the teaching staff. Research tells us over and over again that the teacher is the single most important predictor of student success. At Sci-Tech, teachers will be the engine that drives student success. They will use regular collaboration time to look at curricular planning, but they will also use a chunk of that time to talk specifically about student response to instruction and factors that have supported and detracted from student success. They will use a school-based Response to Intervention framework to decide on next steps for students who are not demonstrating the desired learning outcomes, and follow up those decisions with concrete action plans and agreements to review the outcome of the interventions. Parents will be active participants during the creation of these plans, and they will be asked to provide feedback at different points as students work on completing their contracts.

Overall, then, Sci-Tech is able to serve students at every proficiency level regardless of the measure. This includes students who are foundational speakers of English, those who achieve at high levels, students who temporarily struggle with certain concepts, and those whose learning differences require the use of teaching approaches commonly associated with special education settings (e.g., assistive technology support, multiple modalities for learning, or specialized learning plans).

DIVERSE LEARNERS GROUP #1 – English Learners

The Charter School will meet all applicable legal requirements for English Learners (“EL”), including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

The Charter School will administer the home language survey upon a student’s initial enrollment into the Charter School (on enrollment forms).

English Language Proficiency Assessment

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California (“ELPAC”). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment (“IA”)

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment (“SA”)

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are paper–pencil assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Strategies for English Learner Instruction and Intervention

Sci-Tech holds all students, including English Learners, to high standards. The Charter School is dedicated to providing these students with an exceptional education and to transitioning them to English proficiency as soon as possible. However, Sci-Tech also recognizes the importance of valuing students' native languages and cultures and will continue to reinforce an appreciation for the cultures, customs, and languages of all its students.

Students at Sci-Tech with limited proficiency in English will achieve proficiency in the English language as quickly as possible through the use of the Charter School's services and teaching methods. Sci-Tech ensures that EL students will not be excluded from curricular and extracurricular activities based on an inability to speak and understand the language of instruction, and, also, that EL students will not be assigned to special education because of their lack of English proficiency. Parents whose English proficiency is limited will receive notices and information from the Charter School in their native language to encourage participation in the Charter School by all members of the Sci-Tech community.

Sci-Tech will directly provide or make referrals to appropriate support services that may be needed by EL students in order to achieve and maintain a satisfactory level of academic performance.

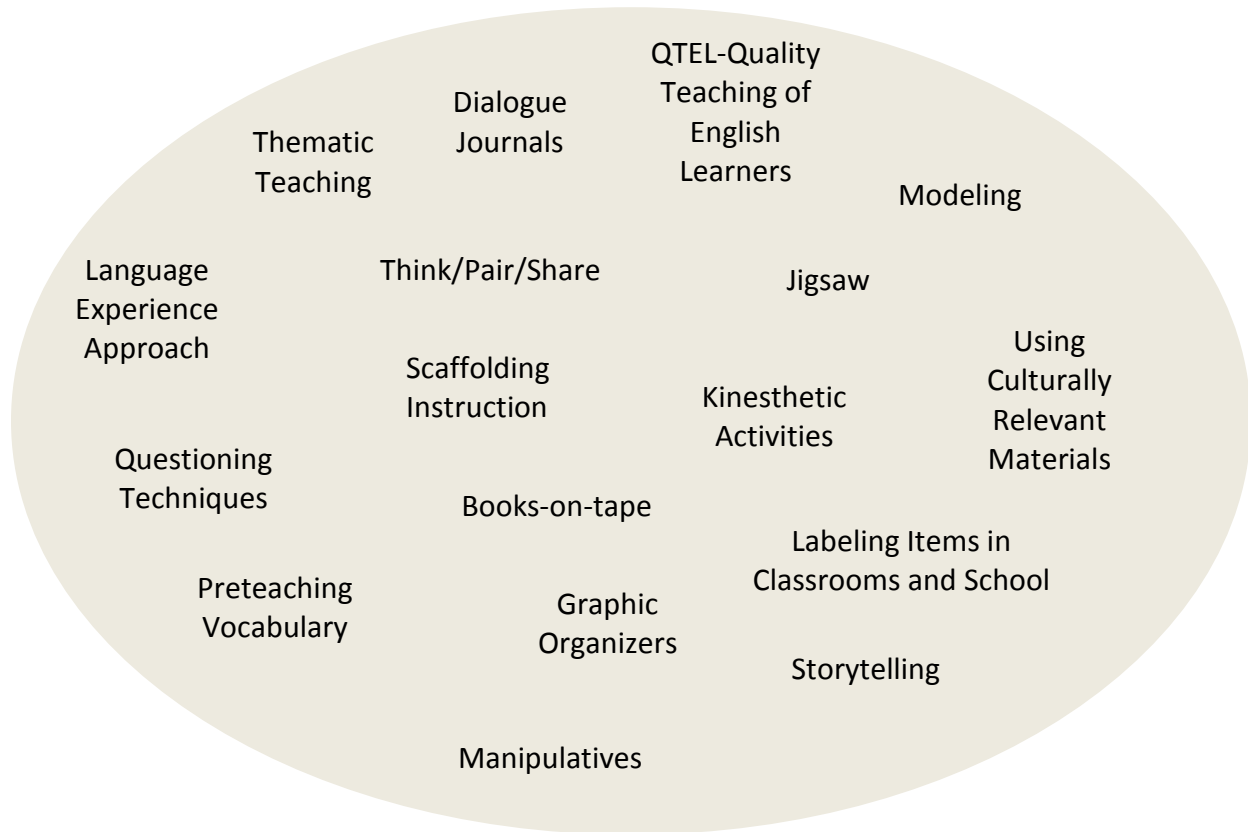
Such services may include individual academic counseling, group counseling, home visits, and parental counseling.

Structured English Immersion Program – All students who are English Learners will be expected to become proficient in the English language at a rapid pace. Based on a substantial research base proving the benefits of a structured English immersion program, Sci-Tech will implement a comprehensive structured immersion program in every mainstream classroom for its EL students. [The Benefits of English Immersion, Educational Leadership Magazine of the Association for Supervision and Curriculum Development, January, 2000] Research shows that with the passage of Proposition 227 California students have made significant gains in reading and writing in English as well as math. [Amselle, Jorge and Allison, Amy C.; *Two Years of Success: An Analysis of California Test Scores after Proposition 227*; READ Institute; August, 2000]. It is the goal of Sci-Tech that all of its students will leave the Charter School proficient in the English language and with pride and support for their home language.

Teachers at Sci-Tech will teach to the English Language Development standards set forth by the California Department of Education. Students of limited English proficiency will receive the same academic content as those students who are native English speakers. In addition to the core content, students who are identified as English Learners will receive assistance in oral language development using specially designed academic instruction in English (SDAIE) strategies.

Sci-Tech will ensure that all EL students have access to the core content and will employ or contract with the necessary specialists in order to do so. All instruction will be in English; however the level of English used for instruction – both oral and written – will be modified appropriately for each EL student. Language acquisition will be enhanced by exposing students to experiences in a variety of learning modalities (kinesthetic, auditory, and visual) that correspond to the subject matter and grade level curriculum. In addition to the structured English immersion modification teachers will make in their regular instruction, within SciTech’s schedule, there will be ample time that can be used for additional intensive English language instruction as part of a before school or afterschool program. The Charter School will use proven methodologies including increased time for reading and math, individualized instruction, and extra tutorials for students who are acquiring English.

Examples of instructional models that may be employed with EL students at Sci-Tech include:



Sci-Tech will place only faculty who have received Cross Cultural Language Acquisition Design (“CLAD”) or Bilingual Cross Cultural Language Acquisition Design (“BLCAD”) training. All teachers will be trained to teach using the Specially Designed Academic Instruction in English (SDAIE) strategies and techniques. Furthermore, all teachers will receive professional development on communicating with students designated as English Learners and in techniques for detecting whether a student has English language deficiencies. Sci-Tech will provide all necessary staff with specialized curricular materials to enable EL students to achieve proficiency. In addition, staff will be trained in various teaching strategies such as Guided Language Acquisition Design (“GLAD”), WRITE Institute, scaffolding techniques, songs and chants, and the use of graphic organizers, to ensure that all students are provided with multiple avenues to access the curriculum.

Parent Notification – All parents/guardians of students classified EL will be notified in writing of all EL assessments. The Charter School will translate materials as needed to ensure that parents of EL students understand all communications and are involved in all processes related to the English Language Development of their child. If there are more than 21 EL students at the Charter School, an ELAC shall be maintained to serve the advisory functions specified by law and outlined in the WJUSD English Learners Master Plan.

Monitoring and Evaluation of Program Effectiveness

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

IDENTIFYING DIVERSE LEARNER GROUPS

At Sci-Tech, multiple measures are used to determine student achievement, including:

- *State assessment data*
- *Initial yearly assessments*
- *STAR Math*
- *STAR Reading*
- *Istation TK-3*
- *One-on-one reading assessments*
- *Writing samples*
- *PLPs*
- *Report cards*
- *Formal and informal classroom assessments*
- *Formal and informal classroom observations*

DIVERSE LEARNERS GROUP #2 – Academically Low Achieving Students

Identifying and accommodating academically low achieving students – If a student demonstrates achievement significantly below expectations in any academic area (as measured by various assessments, such as Star Early Literacy, Star Reading, Star Math, BPST, teacher observations, and classwork), a meeting with the parent(s), the teacher(s) and an administrator or counselor will be scheduled to determine if specialized testing is indicated and/or to decide on an appropriate course of action.

For these students:

- 1) the application of reading and math in other parts of the curriculum will provide both motivation to learn and practice to reinforce skills not previously learned,
- 2) student and parent contracts will emphasize appropriate home support and study skills to effect academic improvement.

Multi-age classrooms give at-risk and low-achieving students continuity with one teacher for two years. Students have time to develop at their own rate and are presented with daily opportunities to learn at their own developmental level in each academic area. Flexible grouping across age groups allows students to work at an instructional level with others possessing the same skills. Teachers may group students in different ways to help build a certain skill set or learning behavior. All students have opportunities to take both leading and following roles in cooperative activities. This allows at-risk or low-achieving students to be successful in their school work each day and builds student confidence.

Hands-on, integrated curriculum provides concrete experiences to scaffold learning for at-risk students. Students have opportunities to follow interests and connect their previous knowledge to new concepts. Through broad themes, students are given an opportunity to broaden their knowledge of big concepts, giving them a strong base for adding and retaining new knowledge. Concrete learning experiences at every grade level give at-risk students opportunities to learn in a variety of modalities, helping them eventually to develop the learning strategies that work best for them.

DIVERSE LEARNER GROUP #3 – Academically High Achieving Students

At Sci-Tech, academically high achieving students in any academic area (as measured by various assessments such as Star Early Literacy, Star Reading, Star Math, BPST, teacher observations, and classwork) will have opportunities for more challenging work and leadership roles within the classroom. In addition, student strengths outside the core academic areas will be fostered and celebrated in the classroom.

Multi-age classrooms can give academically high-achieving students continuity with one teacher for two years, if desired. Students will have opportunities to excel in their areas of strength while continuing to develop at their own pace in other areas. In each area of development, students will be presented with daily opportunities to learn and work at an instructional level with others possessing the same skills. Teachers may group students in different ways to help build a certain skill set or learning behavior. High-achieving students will be given opportunities to work cooperatively to solve problems and also opportunities to teach or lead a group in order to solidify concepts for themselves. All students will have opportunities to be both a leader and a follower in cooperative activities. This will allow high-achieving students to be both successful and challenged in their school work each day and build a positive attitude toward school.

Project-based learning provides opportunities for students to capitalize on their interests and knowledge of a particular subject, but also to practice problem solving and to use higher level thinking skills. All students benefit from project-based learning. Higher-achieving students will use project-based learning to extend learning and challenge themselves to apply, evaluate, analyze, and synthesize information in new contexts.

These students need opportunities to work collaboratively on a problem and to make decisions about the direction a project will go. Through broad themes, students will be given an opportunity to broaden their knowledge of big concepts, and to choose and follow a focus area in which they wish to learn more. Activities designed with the multiple intelligences in mind will provide opportunities for students to use their strengths and continue to develop other learning modalities, all in a risk-free environment.

Parents and teachers will work together to help meet the needs of high-achieving students. Ongoing assessment and classroom observation paired with input from each child's parents will help the teacher continue to challenge and meet the needs of students performing above grade level.

Every effort will be made to identify students' interests and to provide challenging activities to enrich their learning. Activities such as contests and competitions will be made available to high-achieving students, but Sci-Tech will endeavor not to commit the common mistakes that frequently turn high-achieving, gifted and talented children off of school. Students will not simply be given *more* work because they are high achieving, but will be allowed opportunities to do more in-depth study designed to enhance their educational experience.

DIVERSE LEARNER GROUP #4 –Students with Disabilities

Sci-Tech shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA"), and the Individuals with Disabilities Education Improvement Act ("IDEA").

Sci-Tech is a public school of WJUSD for purposes of special education services and funding pursuant to Education Code Section 47641(b). Special Education Students will be placed through cooperation between the Special Education Local Plan Area ("SELPA"), WJUSD, and the administration of the Charter School. As an affiliated charter school, WJUSD will manage the Charter School's special education budget and personnel. WJUSD will also determine the policies and procedures necessary to ensure that protections of special education law extend to students in Sci-Tech in the same manner as students in other WJUSD schools.

Sci-Tech is committed to identifying and addressing the varied learning needs of our students and their families. We strongly believe in the importance of shared responsibility for student learning on the part of parents, teachers, specialists, and students themselves. We seek to provide an environment that nurtures, supports, and promotes the acceptance of students with diverse learning needs within an enriched academic curriculum.

In order to meet the diverse learning needs of our students, Sci-Tech will provide:

- Inclusive education for all students in the general education classroom with appropriate supports for the student and the teacher.

- Family support through training, workshops and other services.
- Professional development and individualized support to all school personnel.
- Time to collaborate with all interested persons (i.e. principal, teacher, parents, and RSP teacher)
- Adequate, accessible resources
- Timely assessment and ongoing monitoring of student progress according to the state regulations for Special Education.
- Communication with parents throughout the process
- A school-wide system of behavioral expectations and discipline.
- Appropriate adjustments and modifications to curriculum, instruction and assessment.

At Sci-Tech, students with identified disabilities will be provided schooling within the same innovative Sci-Tech model offered to students without disabilities. This inclusive program allows students with disabilities to have meaningful access to the core curriculum and be exposed to high expectations for their participation and performance.

Early Identification and Pre-referral Intervention

In addition to providing necessary support to eligible students, Sci-Tech will concentrate on effective early identification and pre-referral intervention as required under our "search and serve" responsibilities in Individuals with Disabilities Education Act.

Compliance

Sci-Tech has elected the status of "any other public school in WJUSD" for the purposes of special education services and funding, and WJUSD has agreed to provide special education services for Sci-Tech, consistent with the services it provides at its public schools. Accordingly, WJUSD shall retain all state and federal special education funding allocated for Sci-Tech students through the SELPA.

In addition, Sci-Tech shall pay WJUSD a pro-rata share of WJUSD's unfunded special education costs ("encroachment"). This amount shall be calculated at the end of the fiscal year and paid to WJUSD within 30 days of presentation of an invoice for such costs. WJUSD shall be responsible for all costs related to the service of Sci-Tech students in the same manner as it is responsible for the cost of serving other students of WJUSD.

Sci-Tech will comply with all state and federal laws related to the provisions of special education instruction and related services. In addition, Sci-Tech will adhere to all terms and conditions of the Special Education Modified Consent Decree and any other court orders and/or consent decrees imposed upon WJUSD pertaining to special education.

Sci-Tech will be responsible for implementing and reviewing programs and services, including related services, required by the IEP of our students in accordance with federal, state and local requirements.

Section 504 of the Rehabilitation Act

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled by the Principal and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating

possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education (“FAPE”). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School’s professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student’s education, including substitutes and tutors, must have a copy of each student’s 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student’s file. Each student’s 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

ANNUAL GOALS AND ACTIONS IN THE STATE PRIORITIES

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School’s annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School’s Local Control and Accountability Plan (“LCAP”). Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups: Hispanic or Latino, White, Economically Disadvantaged, and Students with Disabilities. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District and is also available on our website at <https://sci-tech.wjUSD.org/documents/Quicklinks/LCAP%202018-19%20Final.pdf> and/or in Appendix C. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

ELEMENT B: MEASURABLE PUPIL OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the Charter School. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605(c)(5)(B).

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The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

Sci-Tech will test each student at the beginning of each school year and at the end of each year to assess his or her academic progress during the year. Assessments will be designed by Sci-Tech teachers and will be based on the Common Core State Standards for each grade level. Sci-Tech will administer the CAASPP annually in grades 3 through 6 and will use the annual results in conjunction with the school site assessment to determine the progress of each student in achieving proficiency based on the Common Core State Standards. Teachers and administrators will review individual results to determine appropriate placement of students and to measure

the effectiveness of the program in helping each student achieve proficiency. Parents will be informed of the meaning of a standards-based curriculum and the meaning and significance of the CAASPP results.

Analysis of student achievement by means of daily class work, class participation, quizzes, tests, projects, and reports will be organized, ongoing, and cumulative. Students will take an active role in compiling portfolios which demonstrate academic growth. Teachers will meet regularly by grade level and school wide to revise planning based on reviews of individual student standardized scores, daily and cumulative individual assessments, and the progress of the class as a whole.

Before formal, written, periodic progress reports are sent home, parents will be expected to attend a conference with their student's teacher to review and evaluate the student's progress and the parents' support at home as well as to set goals for the next reporting period. The student will be present to provide input on his or her progress and to participate in setting his or her goals for the next reporting period. Conferences without the student may also be scheduled. Also, parents will be strongly encouraged to observe instruction and to review and evaluate with the teacher evidences of learning or lack of achievement.

Sci-Tech, like non-charter public schools, will be subject to the tenants and consequences of the state accountability system, including the CAASPP, California Science Test ("CAST"), ELPAC, and Fitnessgram. Sci-Tech is committed to participating in the state of California's standardized testing program as one of multiple assessment methods to closely chart and document student performance and assessment. CAASPP and CAST growth goals are made clear to the faculty. Sci-Tech will involve parents in evaluating individual scores for their student and the school wide results. The Charter School will modify the teaching techniques and explore professional development opportunities as necessary to target any gaps in the instructional program and student achievement.

ELEMENT C: METHODS OF MEASUREMENT

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(c)(5)(C).

Sci-Tech affirms that the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

Pupil Attendance – An attendance rate of 92% is expected.

Annual testing

ACADEMIC – Sci-Tech will test each student with a pre- assessment at the beginning of each school year and a post-assessment at the end of each year to assess academic progress during the year. Sci-Tech will administer the CAASPP annually in grades three (3) through eight (8) and the CAST in grade five and eight (5 and 8).

FITNESS – The Charter School’s commitment to and emphasis on fitness and health for its students will result in a program of regularly-scheduled fitness tests throughout the year, as well as the administration of the California State Fitness Test each spring, in grade five (5), and hearing and vision tests.

Baselines and goals

When a student enrolls in Sci-Tech, his or her records will be requested from the previous school, and reviewed to inform staff of the student’s former academic progress. Sci-Tech will assess all new students at the beginning of the school year or upon enrollment, to determine where the student’s academic strengths and weaknesses lie. This will set the baseline for each student which teachers will use to establish instructional goals and to devise the best strategies to meet those goals.

Sci-Tech expects its students to achieve significant academic acceleration. Based on published experiences in schools with similar program emphases, it is anticipated that students will show dramatic academic improvement each year. Increases of more than one grade level in one year are expected. Please refer to the table below for consolidated Assessment information.

Grade Level	Outcomes	Method	Frequency
K-8 (English Learners)	Progress in English Language Proficiency	ELPAC	February 1 to May 31
3-8	Progress in achieving Proficiency on the	CAASPP (standard met and standard exceeded scores)	Annually - Spring

	Common Core State Standards		
K-8	Demonstrated academic growth from beginning of school year to end of school year	Pre- (fall) and Post-(spring) academic assessments	Annually- First month of school, last month of school
K-8	Demonstrated academic growth throughout the year	Portfolios, project presentations (appropriate to grade level); in-class periodic assessments	Ongoing throughout the school year
5	Physical fitness	California State Fitness Tests	Annually, each Spring
5 and 8	Science Test	CAST	Annually, each Spring

ELEMENT D: GOVERNANCE STRUCTURE

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(c)(5)(D).

Sci-Tech operates as a locally funded charter school under the jurisdiction of and in affiliation with WJUSD. Sci-Tech shall purchase all educational, administrative and other support services from WJUSD including, but not limited to Special Education services, Business services, Curriculum & Instruction services, and Human Resources services. WJUSD shall operate as the fiscal agent on behalf of Sci-Tech.

Governance of the Charter School will be vested in the Charter's Governance Committee, which will operate autonomously from the WJUSD Board of Trustees. Sci-Tech's Governance Committee will be comprised of the Principal, one (1) community member selected by the Principal, one (1) representative from WJUSD, one (1) parent elected by parents of current Sci-Tech students, and an elected representative of the Charter School's staff. With the exception of the Principal and WJUSD representative, all other members of the Governance Committee shall serve three-year staggered terms as determined by the initial Governance Committee. See description of duties in chart below.

A Site Advisory Council ("SAC") will also be established at Sci-Tech. The SAC's composition will include at least nine (9) members including the Principal, as well as representation from staff, students, parents, and community members. The SAC will be appointed by the Principal, except for parent representatives who shall be elected by the parents of pupils enrolled in Sci-Tech, and the staff representative who shall be a volunteer. The SAC will develop a set of governance procedures that document the SAC's composition, terms of office, officers, committees and meeting and decision making procedures. The SAC will also develop the above revered policies in consultation with Sci-Tech's Principal. See description of duties in chart below.

In addition to playing a key role on the SAC, all parents will be encouraged to participate in the daily life of the Charter School. All parents are encouraged to volunteer at school. Areas of voluntary involvement include participation in classroom support, fund raisers, school wide events, as well as parent classes and workshops on technology usage.

The day-to-day operation of the Charter School shall be under the direction of a Principal, selected and approved by the Governance Committee. The Governance Committee may interview and recommend up to three (3) candidates for appointment as school Principal by the District Superintendent.

All Sci-Tech students and their parents/guardians will be asked to sign a Family Agreement, clarifying school expectations for conduct, attendance and learning while enrolled in the Charter school.

The Sci-Tech Governance Committee retains the right and authority to review, approve, revise, modify, amend, or revoke any action, decision, or recommendation of the Site Advisory Council or Principal, including, but not limited to, the following:

- (a) Preparation of Sci-Tech’s annual budget, in conjunction with the WJUSD Associate Superintendent of Business Services or designee.
- (b) Review of the Sci-Tech curriculum, instructional methods/strategies, and instructional calendar.

As an affiliated charter school operating within WJUSD, nothing in Sci-Tech’s bylaws, rules, procedures or responsibilities of the Sci-Tech Governance Committee shall be inconsistent with, or violate applicable Education Code requirements, or the policies and administrative regulations of WJUSD, except as authorized by the District Board of Trustees or Superintendent.

WJUSD Board of Trustees	Sci-Tech		
	Governance Committee	Site Advisory Council	Principal
<ul style="list-style-type: none"> • Monitor the Charter School’s progress through yearly presentation • Review evaluations as needed. • In approving the charter, allows the Charter School staff to organize the school. 	<ul style="list-style-type: none"> • Conducts yearly program audit. • Annually provides feedback concerning operations to the Principal • Approves annual budget and budget expenditures • Approve the LCAP 	<ul style="list-style-type: none"> • Develop School Safety Plan • Advises on budget decisions • Advises on discretionary spending • Helps to develop Technology Plan • Coordinates public relations 	<ul style="list-style-type: none"> • Develops job descriptions • Oversees staff evaluations • Oversees curriculum development • Develops school budget • Develops yearly progress presentation in conjunction with staff • Interviews and makes recommendations for hiring • Recommends teacher(s) to WJUSD Human Resources for non-re-election

ELEMENT E: EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(c)(5)(E).

As an affiliated charter school of WJUSD, Sci-Tech will comply with all federal and state requirements of teachers and paraprofessionals.

Sci-Tech will follow all WJUSD personnel policies, administrative regulations and practices, except in staff selection and evaluation.

Each core or college prep teacher shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other WJUSD schools would be required to hold. Sci-Tech shall have flexibility in the assignment of teachers with regard to noncore, noncollege preparatory courses or programs.

The Charter School Principal may, but shall not be required to, possess an administrative services credential. The Principal shall be subject to assignment or reassignment at the discretion of the Superintendent in accordance with provisions in the Education Code applicable to certificated employees.

WJUSD shall monitor and maintain records of credentials for all teachers and administrative staff at the Charter School.

Principal Qualifications

California Administrator's Credential and valid teaching credential.

The knowledge of the principles, practices, and procedures of school organization, law, policy, programs and curricula; of public relations; of innovative practices; of the relationships of growth, development, and learning of school children. Assess program climate and culture as they effect the learning environment. Work successfully with administrators, teachers and students. Development and ongoing maintenance of LCAP.

Master's Degree with additional preparation in school administration.

Teacher Qualifications

Sci-Tech shall ensure that teachers at Sci-Tech hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019-20 school year shall have until July 1, 2015, to obtain the certificate required for the teacher's certificated assignment.

Paraprofessionals

Knowledge and Skills: Thorough understanding of the instructional assistant programs throughout the District is required. Knowledge of the assigned special program is required. Understanding of the practices and principles of child guidance is required. Comprehensive understanding of the District and schools organization, operations and objectives is necessary. Above average analytical and assessment skills required. Well-developed communication skills are required to interact in both formal and informal settings, and with populations having difficulty with verbal and written communications. Requires good record keeping, clerical and computer skills.

Abilities: Ability to implement instructional goals and activities with special populations is required. Must have the ability to assess the needs of individual students and develop programs to meet those needs. Ability to interact with teachers, faculty, parents and specialists in order to carry out assigned duties is essential. Some positions at this level may require additional specialized skills such as second language, hearing-impaired instruction, etc. Requires the ability to produce routine written program reports and correspondence as required.

Physical Abilities: Requires sufficient arm, hand, finger dexterity in order to operate a personal computer keyboard, typewriter, and other office equipment. Requires visual acuity to read words, numbers. Requires lifting of light to moderate objects on an occasional basis, heavy weight objects on an infrequent basis, and sufficient ambulatory ability to stand for sustained periods of time. Requires ambulatory ability to go to different locations. Requires the ability to take precautions against a nominal exposure to health and safety risks. Requires speaking and hearing to communicate in person or over the phone.

Education and/or Experience: Must have obtained: 1) High School degree; 2) Associate's degree or higher, or completed two years (48 semester units) of study at an institution of higher education, or must pass District adopted test meeting State and Federal rigorous standards; and 3) One year additional training or experience working with students in a structured classroom or equivalent setting is required. Higher education may substitute for experience.

Licenses and Certificates: TB Test clearance, Criminal Justice Fingerprint clearance, and valid ARC First Aid and Cardiopulmonary Resuscitation Certificates.

ELEMENT F: HEALTH AND SAFETY POLICIES AND PROCEDURES

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

- i. That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*
- ii. The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) through (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*
- iii. That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605(c)(5)(F).*

Sci-Tech will comply with all WJUSD policies concerning health and safety and will adopt and implement a comprehensive set of health, safety, and risk management policies to create a safe and secure learning environment. It will be the task of the Charter School administration to monitor all activities consistently to provide safety and security of the students. For this purpose, a "team-on-duty" will be created among teachers and assistant teachers to supervise students at all times. The policies will address, but not be limited to, the following topics:

- The Charter School as a drug-, alcohol-, and tobacco-free workplace.
- Employee fingerprinting and criminal background check.
- All reporting of child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies.
- Sexual harassment training for all employees, students, and parents in any combination.
- Procedures for response to natural disasters and emergencies, including fires and earthquakes.
- First aid/CPR training.

Amendments will be made to remain compliant with WJUSD safety policies or upon recommendation by WJUSD 's insurance carriers.

Sci-Tech will comply with the existing regulations that apply to charter schools including CAL/OSHA, the California EPA and Federal EPA regulations. Records of student immunizations will be maintained, and staff will honor Yolo County requirements for periodic Mantoux tuberculosis (TB) tests. Each employee is required to provide Sci-Tech with a full disclosure statement regarding prior criminal record as required by the California Education Code Section 44237.

Through WJUSD, Sci-Tech will maintain all insurance, liability, and compensatory coverage and will comply with other regulations, such as fire and safety codes, as required by the federal, state, and city laws.

Sci-Tech shall maintain the facilities in an orderly manner, keeping them clean and healthy at all times. WJUSD shall provide water, power, and all other utility services necessary for the normal operation of the Charter School.

ELEMENT G: STUDENT POPULATION BALANCE

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils special education pupils and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 522064.5, that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school. Education Code Section 47605(c)(5)(G).

Sci-Tech has made significant efforts to make its campus and education program attractive to all students and parents and will continue to make every effort to recruit students of various student groups so as to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of the WJUSD. Sci-Tech will maintain an accurate accounting of the population balance of students enrolled in the charter school and will use this information to determine where additional outreach efforts are needed.

Recruitment strategies shall include, but not be limited to:

- Utilizing a scheduled enrollment process which includes a timeline that allows for a broad-based recruiting and application process;
- Developing and distributing promotional and informational materials to appeal to the broad variety of community groups and agencies serving the various racial, ethnic, and interest groups in the community;
- Scheduling outreach meetings in several areas of the community, to reach prospective students and parents; and
- Employing face-to-face recruitment activities such as hosting annual Open House events, providing tours of the Charter School, and speaking to interested parents.

ELEMENT H: ADMISSION POLICIES AND PROCEDURES

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e). Education Code Section 47605(c)(5)(H).

Overview

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. In accordance with Education Code Section 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

The Charter School shall require students who wish to attend the Charter School to complete an application form. After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization

3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records¹
7. Family Agreement

Admission Requirements

Parent(s) will attend a newcomer's orientation meeting with their child(ren) to review and sign the parent/student responsibility agreement. The Family Agreement, which must be signed by all enrolling families, is approved by a majority vote of the Sci-Tech Governance Committee. Procedures to hold families accountable to the Family Agreement must include proper notification, alternative compliance opportunities, an appeals process, and due process. All provisions of IDEA will be adhered to for students identified to receive special education services.

Open Application Periods

An "open application period" is a period in which students interested in attending Sci-Tech may submit an application for admission.

Open application periods shall be held two times within a school year and shall be publicized. These dates are subject to change due to weekends and holidays.

1st Open Application Period: December

2nd Open Application Period: March

The exact dates of the open application period, and an approximate number of enrollment spaces/openings per grade-level, per open application period will be posted in writing and /or on the Sci-Tech website.

Public Random Drawing

Applications will be accepted during the publicly advertised open enrollment periods each year for enrollment in the following school year. Following each open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing (or "lottery") to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission² in the following school year. Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

¹ The Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

² The right to re-enrollment in the next grade level is subject to the expulsion and retention policies of Sci-Tech.

1. Children of Sci-Tech employees and/or current Governance Committee Members³
2. Siblings of students admitted to or attending Sci-Tech who reside in WJUSD⁴
3. Students who reside within a five (5) mile radius of Sci-Tech
4. Siblings of students admitted to or attending Sci-Tech who currently attend any WJUSD school
5. Residents of the District
6. All other applicants

Sci-Tech and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

The Governance Committee will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Principal). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

Public random drawing rules, deadlines, dates, and times will be communicated in the application form and on-line and at the Charter School website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. Sci-Tech will also inform all applicants and interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

³ "Children" are defined as a biological or adopted or foster son or daughter or stepson or daughter through marriage, residing within the same household.

⁴ "Sibling" is defined as any brother or sister (either blood, step, adopted, or foster) residing within the same household as the student and/or alumni. Twins shall not receive any preference other than the established "Sibling" preference.

Once the allocated number of spaces/openings per grade level have been drawn in the public random drawing, applicants will be placed on a waitlist in the order drawn in the public random drawing. The waitlist will not carry over year to year.

If an application has been intentionally misrepresented, the application shall be invalidated. Upon notice, the applicants will, however, be granted an opportunity to respond within five (5) school days.

Lottery Drawing Within Preferences

If the number of applications within a preference priority exceeds the program’s established capacity (and there are no other lower ranked priority status student applications), application acceptance shall be determined by a public random drawing of the students within the preference category.

Issues Not Covered Under this Policy

In the case that these procedures herein do not cover a situation that arises during the admissions process the Principal will take any additional steps necessary to execute the admissions process.

ELEMENT I: ANNUAL INDEPENDENT FINANCIAL AUDIT

Governing Law: The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(c)(5)(I).

As an affiliated charter school operating within WJUSD, Sci-Tech will be audited by WJUSD as an independent audit required by Education Code Section 47605(c)(5)(I) and 47605(m). The audit will verify the accuracy of the Charter School's financial statements, attendance and enrollment accounting practices, and reviews the Charter School's internal controls. The audit will be conducted in accordance with generally accepted accounting principles applicable within WJUSD and in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controllers K-12 Audit Guide.

The annual audit will be completed and forwarded to the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Principal, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the Charter School Governance Committee with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

Sci-Tech will be responsible to produce the School Accountability Report Card (SARC) annually.

Sci-Tech will compile, and provide to the District, an annual performance report. This report will, at a minimum, include the following data:

1. Summary data showing student progress toward the specified goals and outcomes from the listed assessment instruments and techniques.
2. An analysis of whether student performance is meeting the program's specified goals.
3. Performance data on a school-wide basis desegregated by major racial and ethnic categories to the extent feasible without compromising student confidentiality.
4. Data on the level of parent involvement in the Charter School's governance (and other aspects of the Charter School, if applicable) and summary data from an annual parent and student satisfaction survey.
5. An overview of the Charter School's admissions practices during the year and data regarding the number of students enrolled, the number on waiting lists, and the number of students expelled and/or suspended.

6. Other information regarding the educational program and the administrative, legal, and governance operations of the Charter School relative to compliance with the terms of the charter generally.

The charter school and District will jointly develop the content evaluation criteria, timelines, and process for the annual performance reports.

ELEMENT J: PUPIL SUSPENSION AND EXPULSION POLICIES AND PROCEDURES

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)." Education Code Section 47605(c)(5)(J).

SUSPENSION/EXPULSION PROCEDURES

Suspensions and expulsions will be administered in accordance with the WJUSD discipline policies. The policies will include specific grounds for suspension and expulsion; maximum number of consecutive days of suspension; notification process to parents of suspended student, including the appeal process, reason for suspension, length of suspension; and provision for the student's education during suspension.

Discipline policies will not be discriminatory, arbitrary, or capricious. It will follow the principles of due process. An impartial process will be implemented to investigate and confirm the appropriateness of suspension/expulsion of any student. All provisions of IDEA will be complied with in regards to the disciplining of students determined eligible for special education services.

WJUSD Suspension and Expulsion Procedures are attached as Appendix D.

ELEMENT K: RETIREMENT SYSTEMS

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

Bargaining Units

All employees placed by Sci-Tech shall be employees of the WJUSD and be members of established bargaining units.

Retirement Systems

STRS - All certificated employees will participate in the State Teachers' Retirement System in accordance with law.

PERS and Social Security - All non-certificated employees shall participate in the Public Employees' Retirement System and Social Security in accordance with applicable state and federal law.

Other Benefits - As WJUSD employees, all administrators, faculty and staff will receive all other benefits in accordance with state and federal laws and applicable collective bargaining agreements.

The Human Resources Department of WJUSD shall be responsible for ensuring that appropriate arrangements for coverage have been made.

ELEMENT L: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(c)(5)(L).

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District's intra- and inter-district transfer policies. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

ELEMENT M: EMPLOYEE RETURN RIGHTS

Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(c)(5)(M).

As Sci-Tech shall be a charter school affiliated with WJUSD, all administrators, faculty and staff will be WJUSD employees and shall retain all the rights, benefits and burdens thereof. In order to fully implement the mission and vision Sci-Tech, all staff members are expected to be equally committed and actively involved in the planning, performance, administration, and evaluation of the instructional program and school operations. To help accomplish this, each staff member will participate in school governance, curriculum development, and peer evaluations, as appropriate. WJUSD shall not require any certificated or classified employee to be employed at Sci-Tech. Sci-Tech employees shall have the right, at their request, to transfer out of Sci-Tech to another school within the District.

ELEMENT N: DISPUTE RESOLUTION PROCESS

Governing Law: The procedures to be followed by the Charter School and the chartering authority to resolve disputes relating to provisions of the charter. Education Code Section 47605(c)(5)(N).

Disputes Between the Charter School and District

Sci-Tech and WJUSD agree to work together to accomplish all tasks necessary to fully implement this charter, including, but not limited to, the submission of any necessary and duly prepared waiver requests and reports to the State Board of Education.

In the event the WJUSD Board of Trustees or WJUSD Superintendent determines that Sci-Tech has failed to fully comply with the terms of this Charter and/or any WJUSD policy, administrative regulation or applicable collective bargaining agreement, the WJUSD Superintendent shall notify the Principal and the Governance Committee. Upon receiving any such notice, the Principal and/or Governance Committee shall promptly take steps to remedy the non-compliance.

Internal Disputes

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The District shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

ELEMENT O: CLOSURE PROCEDURES

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(c)(5)(O).

Closure of the Charter School will be documented by official action of the Governance Committee and the District Board of Education. The action will identify the reason for closure. The official action will also identify the District as the entity responsible for closure-related activities, and will appoint a person or persons responsible for closure activities.

The Governance Committee will promptly notify parents and students of the Charter School, the District, the Yolo County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Governance Committee will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the District Board's decision to close the Charter School.

The Governance Committee will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the District and person or persons responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All records of the Charter School shall be transferred to the District upon Charter School closure.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the District as the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the District will prepare final financial records. The District will also have an independent audit completed within six months after closure. The District will pay for the final audit out of the Charter School's funds. The audit will be prepared by a qualified Certified Public Accountant selected by the District and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The District will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, shall be retained by the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

IMPACT ON THE CHARTER AUTHORIZER AND MISCELLANEOUS PROVISIONS

Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(h).

It is Sci-Tech's intention, as a charter school affiliated with WJUSD, to remain a viable and connected member of WJUSD. As a result, we welcome the ability to problem-solve issues as they arise and create dynamic solutions that benefit Sci-Tech, the District and our community at large. Capacity for the Charter School and grade levels will be determined by the Principal and the Superintendent. Sci-Tech shall work diligently to assist the District in meeting any and all oversight obligations under the law, including meetings, reporting, or other District-requested protocol to minimize any risk of liability to the District for the operation of the Charter School.

The District will institute appropriate risk management practices and shall maintain appropriate insurance policies for the operation of the Charter School.

Physical Location of Charter School

Governing Law: The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(h).

Sci-Tech shall be located at 9544 Mill Street, Knights Landing, California. Sci-Tech facilities shall be substantially rent free and shall include an office space adequate for site administrative needs and sufficient classrooms to adequately house the program.

Term of Charter

The term of the Sci-Tech charter shall be five years from the date of approval of this Charter by the WJUSD Board of Trustees from July 1, 2020 through June 30, 2025. This Charter may be renewed for successive five-year terms.

Renewal

Sci-Tech will submit a request for renewal no later than one year (12 months) prior to the end of the term.

The WJUSD governing board will use the most recent evaluative criteria set forth in law to measure the Charter School's successes and areas for improvement. It will be WJUSD's and Sci-Tech's joint responsibility to perform a school evaluation based upon the measurable goals and

terms outlined in this charter. Sci-Tech and WJUSD will establish a mutually agreeable timeline to complete the renewal process.

Administrative and Other Support Services

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(h).

Sci-Tech shall purchase all educational, administrative and other support services from WJUSD including Special Education services, Business services, Curriculum & Instruction services, and Human Resources services. In consideration for all such educational, administrative and other support services, Sci-Tech shall pay WJUSD an administrative services fee equal to WJUSD's current annual Indirect Cost Rate assessed on Sci-Tech's revenue.

Oversight and Facility Costs

In consideration for providing Sci-Tech with a substantially rent free facility and performing all supervisory oversight duties, including but not limited to those set forth in Education Code Section 47604.32, Sci-Tech shall pay WJUSD a supervisory oversight fee equivalent to three percent (3%) of Sci-Tech's revenue.

Transportation

WJUSD shall not provide transportation to, nor be responsible for any costs associated with the transportation of; students attending Sci-Tech charter school, except to the extent, such services may be required pursuant to an Individual Education Program.

Food Services

Sci-Tech acknowledges that WJUSD is not required to provide nor is otherwise responsible for paying any costs in connection with food service to Sci-Tech students. Sci-Tech shall purchase food services from the WJUSD for Sci-Tech pupils and WJUSD agrees to permit all pupils enrolled in Sci-Tech to participate in the WJUSD Food Service program on the same terms and conditions as applicable to all other WJUSD pupils. In consideration for such Food Services, Sci-Tech shall pay WJUSD for the current actual serving cost per participating Sci-Tech pupil.

Budget and Financial Reporting

Governing Law: "The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation." Education Code Section 47605(h).

Attached, as Appendix E, please find the 2018-19 Second Interim Report and graphical representations of funding under the Local Control Funding Formula (part of the Second Interim Report).

This document is based upon the best data available to the Petitioners at this time.

The Charter School shall provide reports to the District as follows, and may provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

Appendix A:
Yolo County Grand Jury Report

GRAND JURY

County of Yolo

P. O. Box 2142
Woodland, California 95776

June 24, 2019

Science and Technology Academy, Governance Committee
9544 Mill Street
Knights Landing, CA. 95645

RE: Yolo County Grand Jury Report "Sci-Tech Academy: A Model for the Future?"

The 2018-19 Yolo County Grand Jury herewith provides the referenced report for review and comments by the [body or persons in the report]. The findings in this document report the conclusions reached by the Grand Jury. Although all the findings are based upon evidence, they are the product of the Grand Jury's independent judgement; some findings are the opinion of the Grand Jury rather than indisputable statements of fact.

In accordance with Penal Code Section 933.05(f), a copy of this report is being provided to affected agencies two working days prior to its public release and after being approved by the Presiding Judge of the Superior Court. Please note that Section 933.05(f) specifies that no officer, agency, department or governing body of a public agency shall disclose any contents of the report prior to its public release. This report will be filed with the County Clerk and released to the public on June 28, 2012.

According to Penal Code Section 933 and 933.05, you are required to respond in writing and in electronic form to the findings and recommendations of the Grand Jury report. By law, a governing body of a public agency must submit a response to the Yolo County Superior Court within 90 days and an individual must respond within 60 days. The written responses should be mailed to Honorable David Reed, 1000 Main Street, Woodland, CA. The Grand Jury address is PO Box 2142, Woodland, CA 95776. The electronic version can be emailed as an attachment to the Grand Jury (grand.jury@yolocounty.org).

Sincerely,



Geoffrey Engel

Foreperson, 2018-19 Yolo County Grand Jury

Enclosures:

Grand Jury Report

Response Procedure Form

California Penal Code §933 and §933.05

Penal Code Sections §933 & §933.05

§933. (a) Each grand jury shall submit to the presiding judge of the superior court a final report of its findings and recommendations that pertain to county government matters during the fiscal or calendar year. Final reports on any appropriate subject may be submitted to the presiding judge of the superior court at any time during the term of service of a grand jury. A final report may be submitted for comment to responsible officers, agencies, or departments, including the county board of supervisors, when applicable, upon finding of the presiding judge that the report is in compliance with this title. For 45 days after the end of the term, the foreperson and his or her designees shall, upon reasonable notice, be available to clarify the recommendations of the report.

(b) One copy of each final report, together with the responses thereto, found to be in compliance with this title shall be placed on file with the clerk of the court and remain on file in the office of the clerk. The clerk shall immediately forward a true copy of the report and the responses to the State Archivist who shall retain that report and all responses in perpetuity.

(c) No later than 90 days after the grand jury submits a final report on the operations of any public agency subject to its reviewing authority, the governing body of the public agency shall comment to the presiding judge of the superior court on the findings and recommendations pertaining to matters under the control of the governing body, and every elected county officer or agency head for which the grand jury has responsibility pursuant to Section 914.1

shall comment within 60 days to the presiding judge of the superior court, with an information copy sent to the board of supervisors, on the findings and recommendations pertaining to matters under the control of that county officer or agency head and any agency or agencies which that officer or agency head supervises or controls.

In any city and county, the mayor shall also comment on the findings and recommendations. All of these comments and reports shall forthwith be submitted to the presiding judge of the superior court who impaneled the grand jury. A copy of all responses to grand jury reports shall be placed on file with the clerk of the public agency and the office of the county clerk, or the mayor when applicable, and shall remain on file in those offices. One copy shall be placed on file with the applicable grand jury final report by, and in the control of the currently impaneled grand jury, where it shall be maintained for a minimum of five years.

(d) As used in this section "agency" includes a department. §933.05. (a) For purposes of subdivision (b) of Section 933, as to each grand jury finding, the responding person or entity shall indicate one of the following:

(1) The respondent agrees with the finding.

(2) The respondent disagrees wholly or partially with the finding, in which case the response shall specify the portion of the finding that is disputed and shall include an explanation of the reasons therefor.

(b) For purposes of subdivision (b) of Section 933, as to each grand jury recommendation, the responding person or entity shall report one of the following actions:

(1) The recommendation has been implemented, with a summary regarding the implemented action.

(2) The recommendation has not yet been implemented, but will be implemented in the future, with a timeframe for implementation.

(3) The recommendation requires further analysis, with an

explanation and the scope and parameters of an analysis or study, and a timeframe for the matter to be prepared for discussion by the officer or head of the agency or department being investigated or reviewed, including the governing body of the public agency when applicable. This timeframe shall not exceed six months from the date of publication of the grand jury report.

(4) The recommendation will not be implemented because it is not warranted or is not reasonable, with an explanation therefor.

(c) However, if a finding or recommendation of the grand jury addresses budgetary or personnel matters of a county agency or department headed by an elected officer, both the agency or department head and the board of supervisors shall respond if requested by the grand jury, but the response of the board of supervisors shall address only those budgetary or personnel matters over which it has some decisionmaking authority. The response of the elected agency or department head shall address all aspects of the findings or recommendations affecting his or her agency or department.

(d) A grand jury may request a subject person or entity to come before the grand jury for the purpose of reading and discussing the findings of the grand jury report that relates to that person or entity in order to verify the accuracy of the findings prior to their release.

(e) During an investigation, the grand jury shall meet with the subject of that investigation regarding the investigation, unless the court, either on its own determination or upon request of the foreperson of the grand jury, determines that such a meeting would be detrimental.

(f) A grand jury shall provide to the affected agency a copy of the portion of the grand jury report relating to that person or entity two working days prior to its public release and after the

SCI-TECH ACADEMY: A MODEL FOR THE FUTURE?

SUMMARY

Nearing the ten-year anniversary of Science and Technology Academy (Sci-Tech), the Yolo County Grand Jury (Grand Jury) decided to look at this charter school's educational strategy and its future challenges. Sci-Tech opened in 2010 in the former Woodland Joint Unified School District (WJUSD) Grafton Elementary School site in Knights Landing. Sci-Tech uses technology in three ways: (1) to connect teachers, students, and parents to the ongoing educational task, (2) to reach out to the broader community, and (3) as a major tool for innovative teaching and learning. Unlike traditional public schools, charter schools have the flexibility to fashion a unique curriculum and to draw students from a wide geographic area.

The Grand Jury found that Sci-Tech creates a strong union between teachers, students, and parents with a creative use of science coupled with a small town family atmosphere. Sci-Tech has a strong governance committee and an involved parent organization. The Grand Jury also found that the school uses effective communication systems to connect with families and integrate an educational plan for its students. Sci-Tech connects older students with younger students in a way that promotes social confidence. It also reaches out to engage the local community so that Knights Landing once again has a town center.

Like Grafton School before it, Sci-Tech faces substantial issues in the small, isolated community. There are concerns related to the desire to maximize enrollment to meet budgetary needs, the insufficient number of classrooms for increased enrollment, its location in a floodplain, which makes additional construction cost prohibitive. However, its innovative approach to education and attention to relationships makes it a unique model worthy of replication.

BACKGROUND

Grafton Elementary School in Knights Landing, a small unincorporated community, struggled during the early 2000s to maintain adequate enrollment and remain a viable school. In June 2009, the WJUSD decided to close the school due to low enrollment and the recession's impact on funding. Although Grafton had an enrollment of only 115 students in 2009, it was the heart of the town.

After Grafton's closure, families faced difficult choices when deciding where to send their children for an elementary education. Many families felt betrayed by WJUSD's closure of the school and sent their children to schools outside the district. Faced with having to send children out of town for schooling, residents pressured the school district to provide a local school. That pressure influenced the district to look for alternatives. A task force was assembled which subsequently proposed the charter school option.

Charter schools in California are tuition-free public schools, independently run, tax supported, and accountable to a governing body such as a county, a school district, or in some cases the State Board of Education. They operate under a contract or “charter” between a granting body (such as a school board) and an outside group (for example, teachers and parents) that obligates them to provide specific services. The charter is reviewed for renewal every five years. Charter schools generally operate under reduced regulation within the guidance and oversight of a governance committee. All public and charter school teachers must be credentialed or have other equivalent documents.¹ All Sci-Tech teachers are credentialed.

Charter schools offer an alternative to traditional public and private schools. Public schools, including charter schools, rely on federal, state, and local financing. As such, funding is dependent upon the state of the economy and on the average daily attendance of the student body. Traditional public schools must follow state prescribed academic guidelines and student evaluation procedures. Students from anywhere in California can apply for enrollment in any charter school without the transfer paperwork required by traditional public schools.

Private schools are funded through tuition or other private funding sources and have far less state regulation. Private schools are not required to follow the state’s adopted “content standards” and their teachers do not have to be certified by the state.

A charter school appeared to be a viable option for Knights Landing because it would be separately funded by the state and might bring back students who had left the district. The superintendent offered to help as much as possible but could not provide any district funding. A charter petition was crafted and ultimately approved by WJUSD. Sci-Tech was allowed to use the Grafton School buildings free of charge except for an oversight fee of 3% of Sci-Tech’s revenue to cover certain audit and administrative services.² However, the buildings were empty and needed furniture, equipment, books, and materials. To cover these costs a one-time grant of \$450,000 was requested and provided by the state and thus the charter school was launched.

Sci-Tech opened as a charter school in Fall 2010 with an initial enrollment of 100 students. Within two years its enrollment had climbed to 210 students with a waiting list. In 2017-18 the enrollment was 277; in 2018-19, enrollment dropped to 249 because student’s families moved out of the area. Enrollment for fall 2019-20 is currently 249 students.

APPROACH

The Grand Jury investigated Sci-Tech by reviewing the [California School Dashboard](#); documents, such as the [Local Control and Accountability Plan](#) (LCAP); and researched various topics relating to charter schools. The Grand Jury conducted interviews with

school administrators, teachers, members of the governance committee, and parents of students. Additionally, members of the Grand Jury attended events at the school, visited the site to view the grounds and facilities, and obtained information from several websites. (see [Appendix](#))

DISCUSSION

Sci-Tech, as the name implies, uses a science and technology based curriculum to “drive teaching and learning in all other core areas.”³ The science and technology approach integrates with the State Common Core Standards for writing and mathematics. The original founders of Sci-Tech considered making the school agriculturally themed since Knights Landing is in an agricultural area. However, since farming increasingly uses technology, they decided the school should focus on science and technology allowing students to learn academic material while becoming proficient in the use of technology.

Sci-Tech has an autonomous governance committee comprised of a teacher, a community member, a representative from WJUSD, a parent of a current Sci-Tech student, and a representative from the Sci-Tech staff. The governance committee approves the annual budget and reviews curriculum and instructional strategies.

In the beginning, Sci-Tech had to gain community trust and differentiate itself from traditional public schools. The early organizers did extensive community outreach by going door-to-door to inform families of their intention and to discuss Sci-Tech’s innovative approach to teaching. Outreach continues by inviting the community to school events on a regular basis, which reaffirms Sci-Tech’s place as an integral part of Knights Landing. Families are free to use the school grounds as a park after school hours.

Cementing relationships with families and the community is central to Sci-Tech’s academic strategy. They connect by having monthly “Science Fridays” which are open to the public. They also have theme driven family nights like “Coding Night” and “Technology Night” where parents are able to see their children’s projects. These nights also offer parents the opportunity to learn computer skills while reviewing their children’s work. Family nights often include food, reinforcing not only the academic theme but the cohesiveness of the family and school.

Such events provide an opportunity to hold fundraisers. The Parent Teacher Organization (PTO) raised significant money in the last school year, as they have in previous years. They make projections of what they hope to raise and have met them consistently, raising in excess of ten thousand dollars each year. These monies went to fund field trips and other educational items that were not in the budget. While this is commendable, more consistent sources of funding are needed from year to year.

Being a science and technology based school, the scientific method of posing a question, formulating a theory, gathering data, and making conclusions is introduced in kindergarten. Parents report their children have demonstrated that they are able to extrapolate the scientific method from the classroom into other areas of their daily lives using it to solve problems.

Many academic topics are taught simultaneously across grades. For example, while the kindergartners learn about the sun, older students are learning about the solar system. The teachers plan for joint class activities in these common academic areas so that older students can reinforce their own learning by helping younger students.

Other examples of across grade level work include:

- A school-wide writing project at the appropriate grade level for each child is centered around a common theme.
- This year, Sci-Tech implemented “one school, one book.” Each student is given the same book, which they are encouraged to take home and read with their parents. Once they have finished reading the book, they can keep it with the idea that the student may start a book collection of their own.

Sci-Tech values fostering partnerships between parents and teachers for each student’s development. Individual educational plans are created for each student seven weeks into the school year, and reevaluated throughout the year. Parents are encouraged to participate in their child’s educational plans. The educational plans become part of the teacher’s assessment of each student. Sci-Tech uses multiple tools to do assessments and testing of the students learning. Sci-Tech employs learning tools with embedded assessments that are progressive so that a student cannot advance until the correct level is achieved. Sci-Tech participates in statewide testing, but not in all of the district’s testing.

Sci-Tech also uses other forms of assessment to get feedback about the effectiveness of learning strategies, the emotional climate of the school and individual sense of well-being. Staff and parent surveys have been used to obtain this information. One year the students created a questionnaire about the school and presented it to all the classes for peer input.

Sci-Tech uses many tools for connectivity and to enhance student performance. The school has a “Remind” system that allows teachers to send text messages back and forth with parents. The system is capable of sending messages in both Spanish and English. It uses “Seesaw”, which is a system that allows students to create portfolios and post videos of themselves and their projects for their parents to view. The principal also sends an informational recorded message to the home of every student each Sunday evening connecting the school to parents and children. The school has an active [Facebook page](#) which the PTO uses to connect with parents and the community.

Sci-Tech uses interesting ways to showcase students' accomplishments. The classes at Sci-Tech, like many other schools, have a display of students' work on the walls, but there is something special on students' work: a QR Code. Using a QR Code Reader app on a smart phone, parents can see a list of what the student has read, written, and other accomplishments. At Sci-Tech events, parents and the community can see students' other work using the QR system. This helps everyone engage in technology while encouraging students to add to their portfolios.

Sci-Tech must continually invest in current technology and stay up-to-date with available applications. The school provides each student a Chromebook computer. Students work at their own pace and teachers help them individually using commercially available educational software. These tools allow teachers to manage coursework, distribute assignments, give feedback, and monitor students' progress in real time.

Sci-Tech has new interactive, programmable white boards, with touch sensitive screens. This allows teachers to show video, transfer student's work from their Chromebooks to the white boards, which are used to deliver educational lessons. The use of this technology encourages and excites student participation.

All of these tools require substantial investments in time and money. This level of instruction requires considerable professional development to implement these projects and integrate them across grade levels and second languages spoken at the school. Sci-Tech has a technology advisor on staff to help with immediate technical problems and help teachers develop new uses for technology.

Keeping technologically current, staying innovative, and being creative in curriculum design are ongoing requirements. By creating their own teaching methodology, teachers are substantially increasing their work load. However, the teachers report that the joint collaboration, the freedom to be creative, the opportunity to share ideas, and the use of cutting edge technology, makes it an exciting and rewarding job. The teachers meet monthly with other teachers in the district to share ideas and best practices.

The school's cohesive atmosphere may be attractive to parents of students with special needs or those for whom English is a second language. While this helps to increase enrollment, it could also affect overall test scores since Sci-Tech does not require entry tests or choose students who may have higher test scores.

The California State Department of Education Dashboard was developed specifically to help parents evaluate schools and school districts. If parents compare Sci-Tech to other district or state schools on the Dashboard, the uniqueness and benefits of Sci-Tech are not obvious. Sci-Tech shows the same advances and declines in scores as most other schools. In 2017-18, Sci-Tech scored higher in Math and English Language Arts compared to most other WJUSD schools, but lower than the state average.

Sci-Tech's future success involves meeting a variety of challenges.

- Because Knights Landing does not have enough local students to justify a traditional public school, Sci-Tech must distinguish itself from other schools to encourage families not living in Knights Landing to enroll their students in an elementary school that is many miles away.
- Sci-Tech currently pays for its own student transportation costs, whereas these costs for other WJUSD schools are covered by the district.
- Because the facility is in a FEMA designated floodplain, it cannot easily expand. New construction would have to be built at a raised elevation higher than any potential floodwater, substantially increasing construction costs.
- A kindergarten through sixth grade school may not be attractive to parents who want their children to remain in the same school through eighth grade. Sci-Tech is limited by not having enough classrooms to accommodate seventh or eighth grades.

Can Sci-Tech thrive in an environment where growth is physically constrained? Can Sci-Tech maintain enrollment at levels necessary for continued funding? With the smallest elementary school enrollment in the district, Sci-Tech is vulnerable. However, the flexibility of a charter school in a small community has numerous advantages that include personal connections between students and faculty, a unique curriculum, and the deep commitment of families, teachers and community. Sci-Tech continues to be the heart of the town.

FINDINGS

- F1. Sci-Tech succeeded in providing a quality, innovative, and accessible replacement for the previous school in Knights Landing.
- F2. Sci-Tech embraced new curricula, new teaching strategies, and a variety of assessment/evaluation tools to give its students the opportunity to thrive.
- F3. Sci-Tech built an active governance and advisory structure with strong participation from the teacher and parent communities.
- F4. There is concern about space limitations, long term financial stability, and recruiting a sufficient number of students to justify continued operation of Sci-Tech.
- F5. An active parent/teacher organization has been successful in fund raising.
- F6. The utilization of individual educational plans for every student is commendable.

COMMENDATIONS

The Grand Jury commends Sci-Tech for its focus on science, use of technology to enhance learning, and the dedication of its staff. Furthermore, we commend Sci-Tech for its attention to building relationships, good communication, hard work, and instilling the joy of learning. These are lessons for a lifetime.

REQUIRED RESPONSES

Pursuant to Penal code section 933.05, the Grand Jury requests responses as follows:

From the following governing body:

- Woodland Joint Unified School District, Board of Trustees – F4

INVITED RESPONSES

From the following party:

- Sci-Tech Governance Committee – F4

Note: The governing bodies indicated above should be aware that the comment or response of the governing body must be conducted subject to the notice, agenda and open meeting requirements of the Brown Act.

ENDNOTES

1. CA.gov Commission on Teacher Credentialing.
<https://www.ctc.ca.gov/employers/charter-schools>
2. Knights Landing Science and Technology Charter.
<https://sci-tech.wjUSD.org/documents/our%20school/About%20Our%20School/1310380211004167962.pdf>
3. Science and Technology Academy, <https://sci-tech.wjUSD.org/About-Us/About-Our-School/index.html>

APPENDIX

- Common Core State Standards
<https://www.cde.ca.gov/re/cc/>
- Science and Technology Academy at Knights Landing
<https://sci-tech.wjUSD.org/>

- California Department of Education Charter School Information page
<https://www.cde.ca.gov/sp/cs/>
- California School Dashboard and System of Support
<https://www.cde.ca.gov/ta/ac/cm/>

Reports issued by the Civil Grand Jury do not identify individuals interviewed. Penal Code Section 929 requires that reports of the Grand Jury not contain the name of any person or facts leading to the identity of any person who provides information to the Civil Grand Jury.

Appendix B:

CDE DataQuest/CAASPP Reports



California Assessment of Student Performance and Progress



English Language Proficiency Assessments for California



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English Language Arts/Literacy and Mathematics

Smarter Balanced Summative Assessments

- View Test Results**
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- Performance Trend Reports
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Detailed Test Results for: School: Science & Technology Academy At Knights Landing

CDS Code: 57-72710-0121749 | County: Yolo | District: Woodland Joint Unified

- SUMMARY REPORT
- CHANGE OVER TIME

Report Options

Year:
 Student Group:
 School Type:

Apply Selections

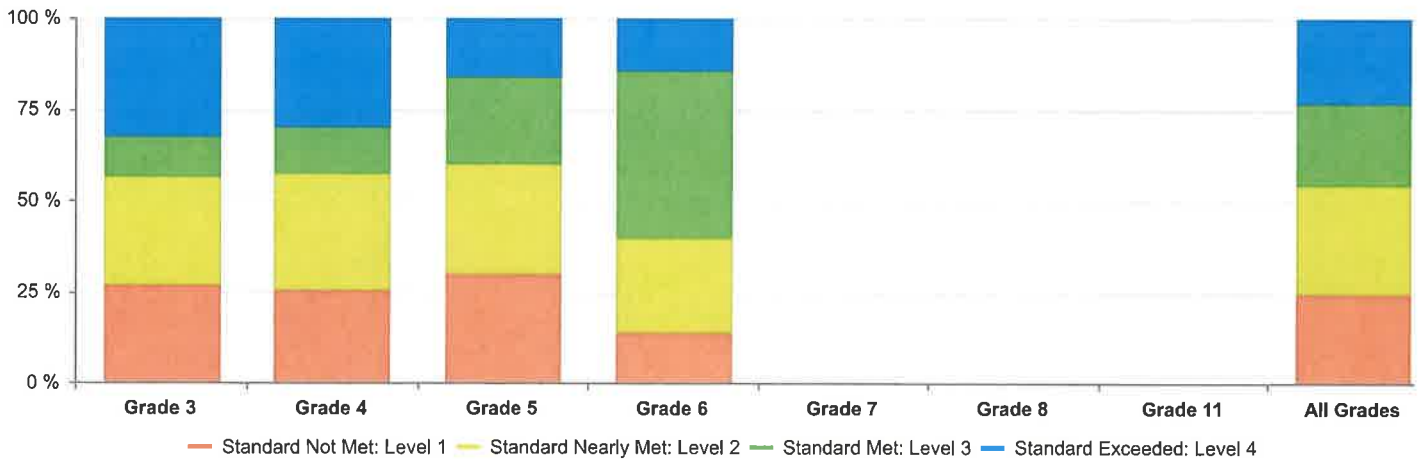
PLEASE NOTE: Achievement level percentages in the same subject can be compared within grade levels, with adjacent grades, and from one year to another. Note that schools made up of differing grade levels should be compared with caution.

To learn more about the results displayed below, please visit the [Understanding Results](#) page.

2016-17 Detailed Test Results

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



In order to protect student privacy, an asterisk () will be displayed instead of a number on test results where 10 or fewer students had tested.*

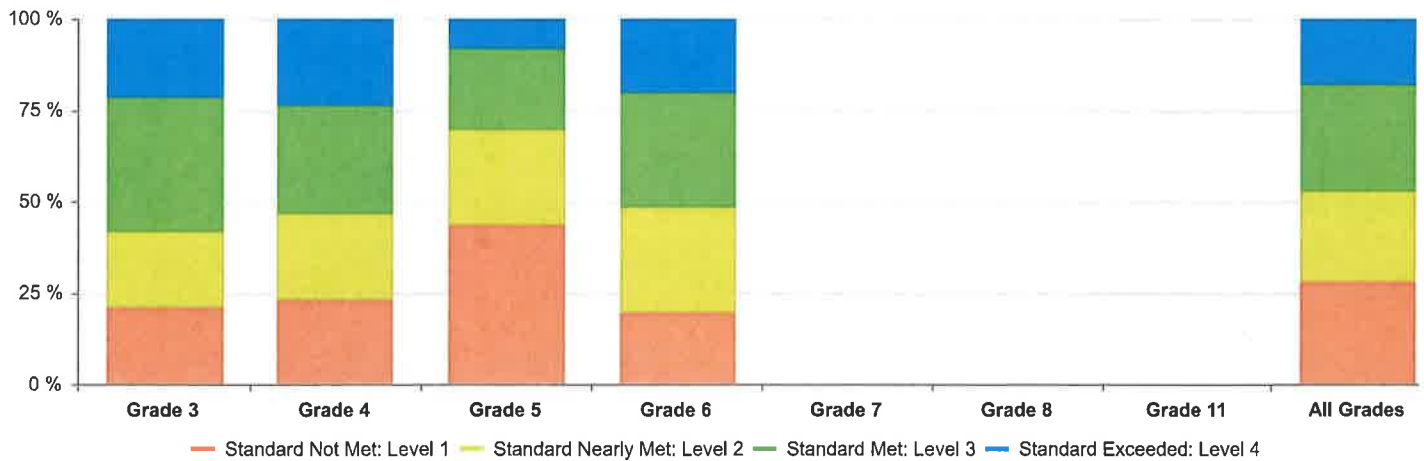
"N/A" will be displayed instead of a number on test results where no data is found for the specific report.

[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

MATHEMATICS

Achievement Level Distribution



In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

"N/A" will be displayed instead of a number on test results where no data is found for the specific report.

[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)



California Assessment of Student Performance and Progress



English Language Proficiency Assessments for California



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Detailed Test Results for: School: Science & Technology Academy At Knights Landing

CDS Code: 57-72710-0121749 | County: Yolo | District: Woodland Joint Unified

SUMMARY REPORT CHANGE OVER TIME

Report Options

Year: 2017-18 Student Group: All Students (Default) School Type: All Schools

[Apply Selections](#)

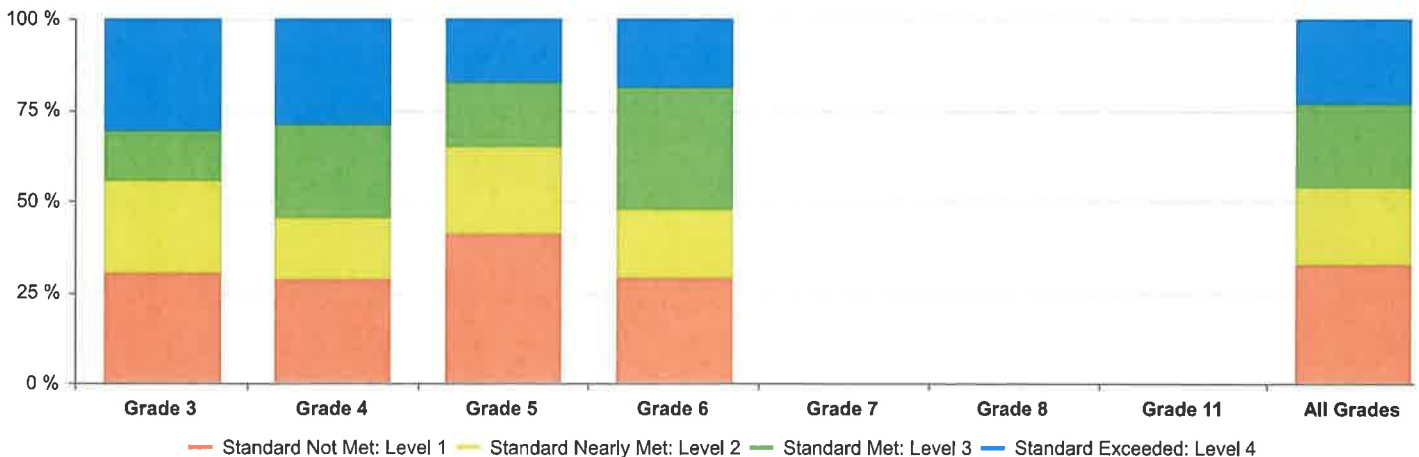
PLEASE NOTE: Achievement level percentages in the same subject can be compared within grade levels, with adjacent grades, and from one year to another. Note that schools made up of differing grade levels should be compared with caution.

To learn more about the results displayed below, please visit the [Understanding Results](#) page.

2017-18 Detailed Test Results

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



In order to protect student privacy, an asterisk () will be displayed instead of a number on test results where 10 or fewer students had tested.*

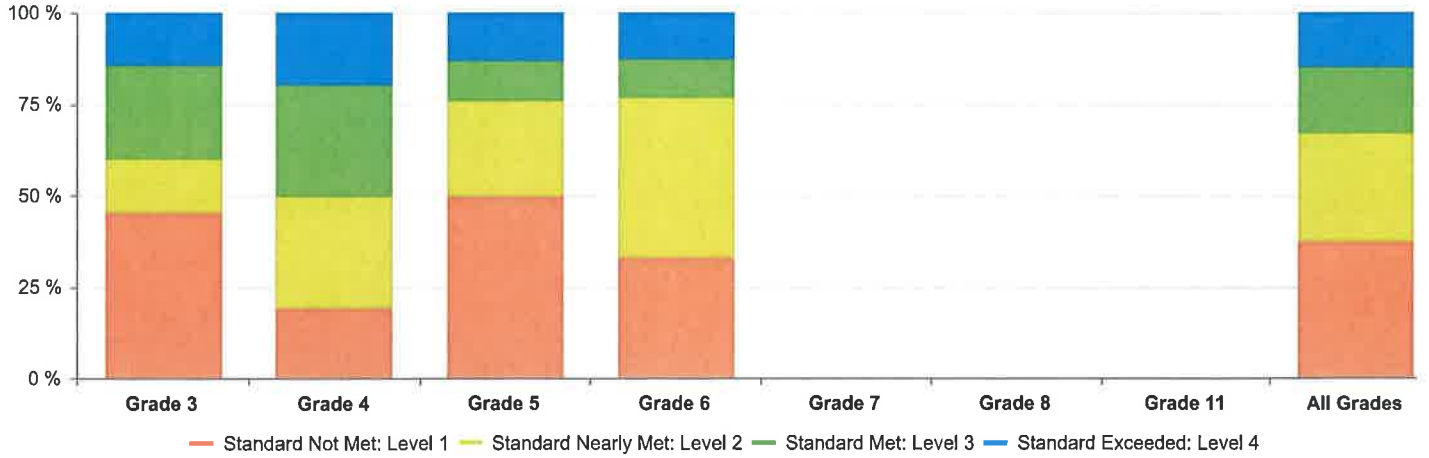
"N/A" will be displayed instead of a number on test results where no data is found for the specific report.

[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

MATHEMATICS

Achievement Level Distribution



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[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)



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Detailed Test Results for: School: Science & Technology Academy At Knights Landing

CDS Code: 57-72710-0121749 | County: Yolo | District: Woodland Joint Unified

[SUMMARY REPORT](#) [CHANGE OVER TIME](#)

Report Options

Year: Student Group: School Type:

[Apply Selections](#)

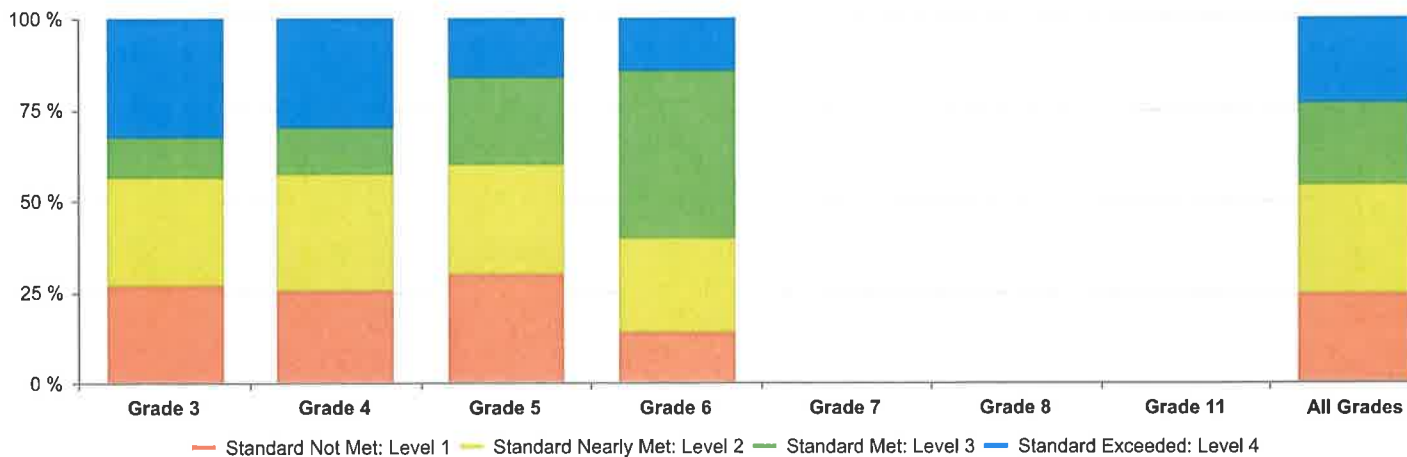
PLEASE NOTE: Achievement level percentages in the same subject can be compared within grade levels, with adjacent grades, and from one year to another. Note that schools made up of differing grade levels should be compared with caution.

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2016-17 Detailed Test Results

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



In order to protect student privacy, an asterisk () will be displayed instead of a number on test results where 10 or fewer students had tested.*

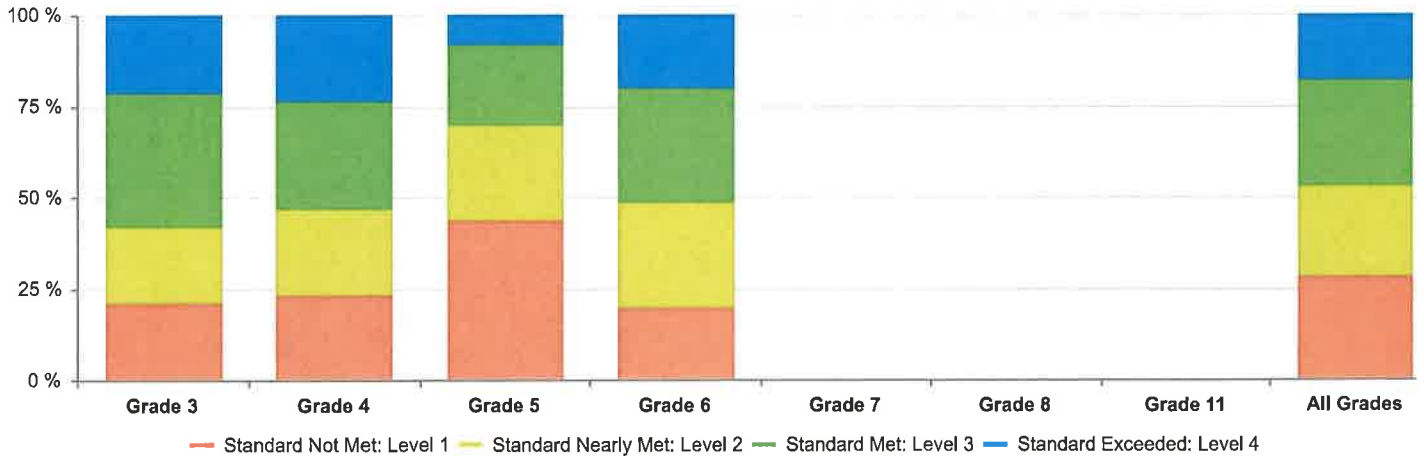
"N/A" will be displayed instead of a number on test results where no data is found for the specific report.

[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

MATHEMATICS

Achievement Level Distribution



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Data Detail - All Students (accessible data)



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Detailed Test Results for: School: Science & Technology Academy At Knights Landing

CDS Code: 57-72710-0121749 | County: Yolo | District: Woodland Joint Unified School District

SUMMARY REPORT CHANGE OVER TIME

Report Options

Year: 2015–16 Student Group: All Students (Default) School Type: All Schools

Apply Selections

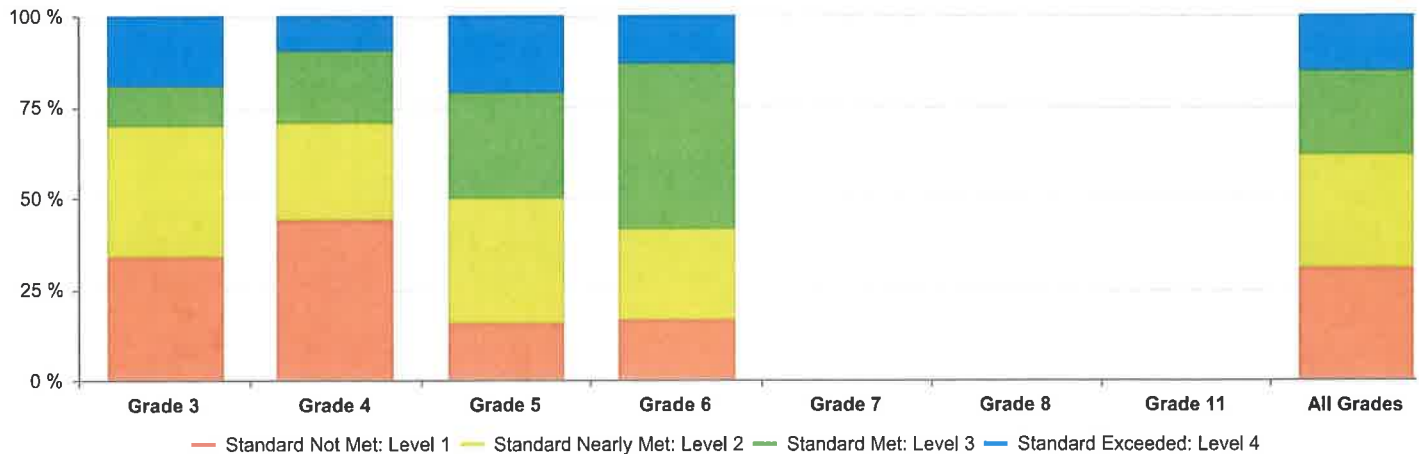
PLEASE NOTE: Achievement level percentages in the same subject can be compared within grade levels, with adjacent grades, and from one year to another. Note that schools made up of differing grade levels should be compared with caution.

To learn more about the results displayed below, please visit the [Understanding Results](#) page.

2015–16 Detailed Test Results

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

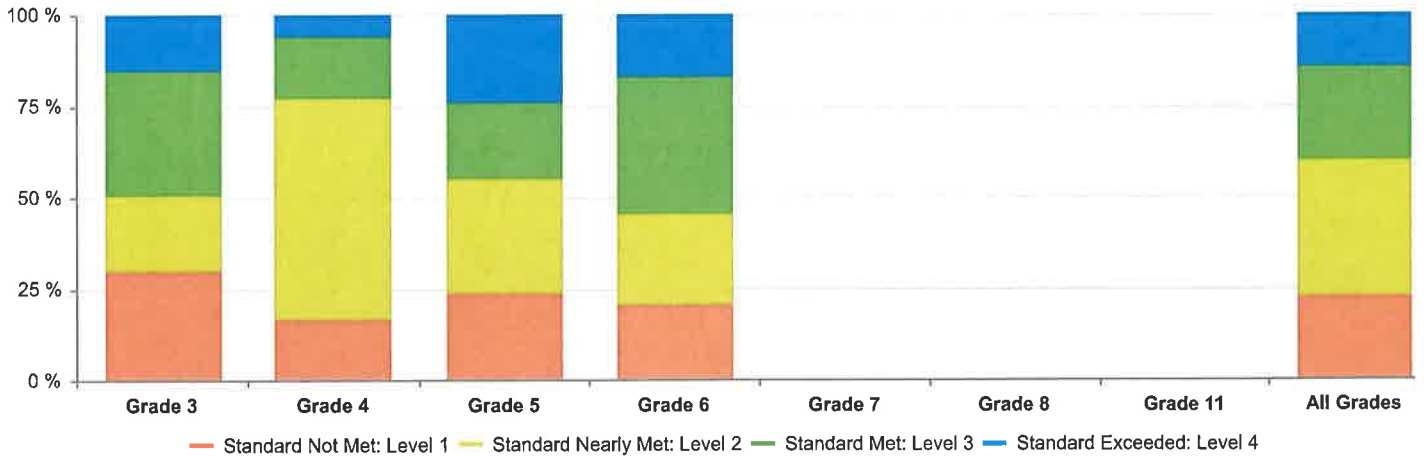
"N/A" will be displayed instead of a number on test results where no data is found for the specific report.

[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

MATHEMATICS

Achievement Level Distribution



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[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)



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Detailed Test Results for: School: Science & Technology Academy At Knights

CDS Code: 57-72710-0121749 | County: Yolo | District: Woodland Joint Unified

SUMMARY REPORT CHANGE OVER TIME

Report Options

Year: Student Group: School Type:

Apply Selections

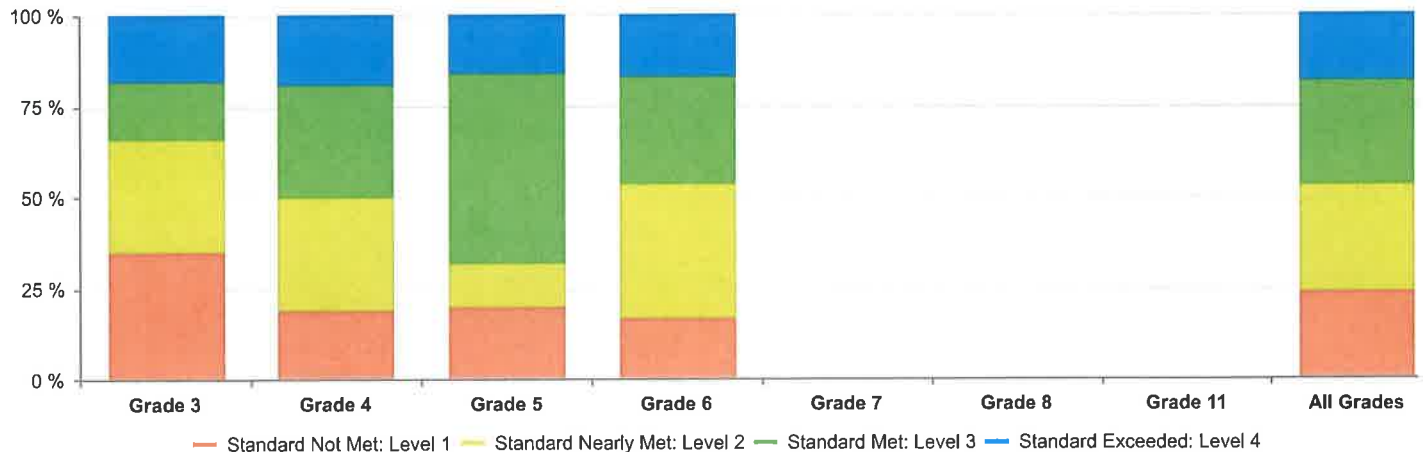
PLEASE NOTE: Achievement level percentages in the same subject can be compared within grade levels, with adjacent grades, and from one year to another. Note that schools made up of differing grade levels should be compared with caution.

To learn more about the results displayed below, please visit the [Understanding Results](#) page.

2014-15 Detailed Test Results

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



In order to protect student privacy, an asterisk () will be displayed instead of a number on test results where 10 or fewer students had tested.*

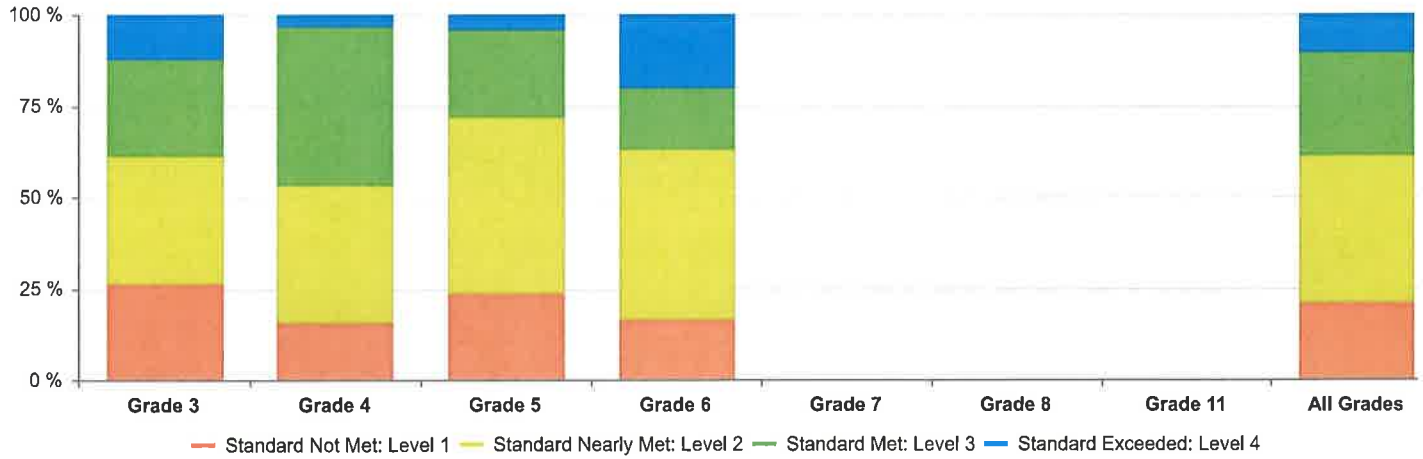
"N/A" will be displayed instead of a number on test results where no data is found for the specific report.

[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

MATHEMATICS

Achievement Level Distribution



In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

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[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)



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Test Results Comparison

Comparing 3 out of 3 Results

SCHOOL #1

Robbins Elementary
CDS Code: 51-71456-6053433

• Grades 3–8

[View School #1 Detailed Test Results](#)

SCHOOL #2

Plainfield Elementary
CDS Code: 57-72710-6056527

• Grades 3–6

[View School #2 Detailed Test Results](#)

SCHOOL #3

Science & Technology Academy at Knights Landing
CDS Code: 57-72710-0121749

• Grades 3–6

[View School #3 Detailed Test Results](#)

Report Options

Year: 2018–19 Grade: All Grades Student Group: All Students (Default) School Type: All Schools

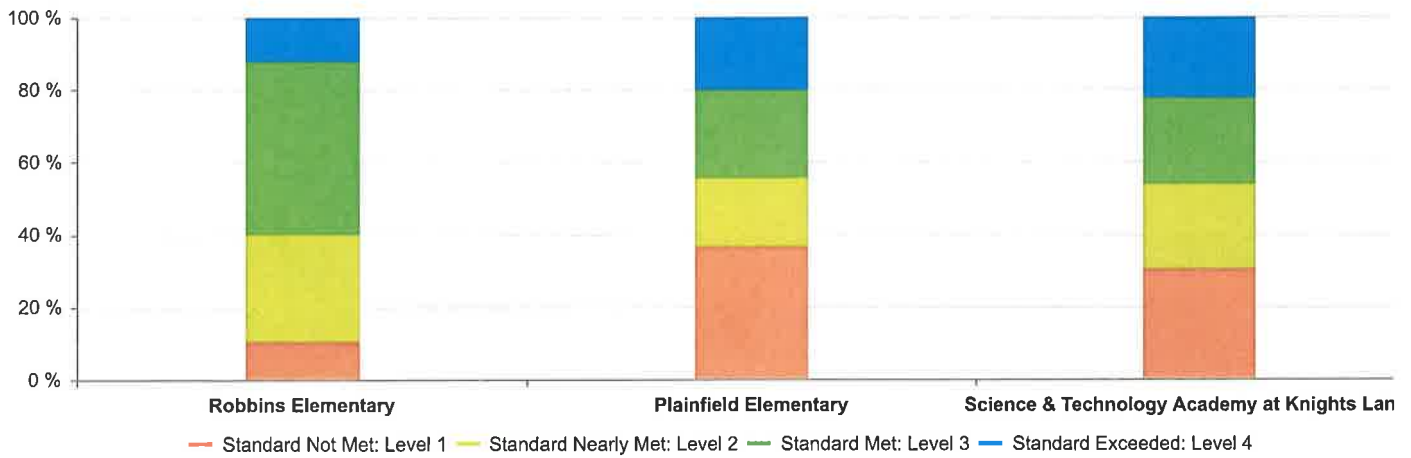
[Apply Selections](#)

PLEASE NOTE: Caution should be used in interpreting overall achievement level percentages for a school or district. The proportion of students in each grade can cause variation in the meaning of the achievement level percentages. The achievement level percentages in one grade from one school or district may be compared with the achievement level percentages in that same grade from another school or district.

2018–19 Overall Achievement - All Grades

ENGLISH LANGUAGE ARTS/LITERACY

2018–19 Achievement Level Distribution - All Grades



In order to protect student privacy, an asterisk () will be displayed instead of a number on test results where 10 or fewer students had tested.*

"N/A" will be displayed instead of a number on test results where no data is found for the specific report.

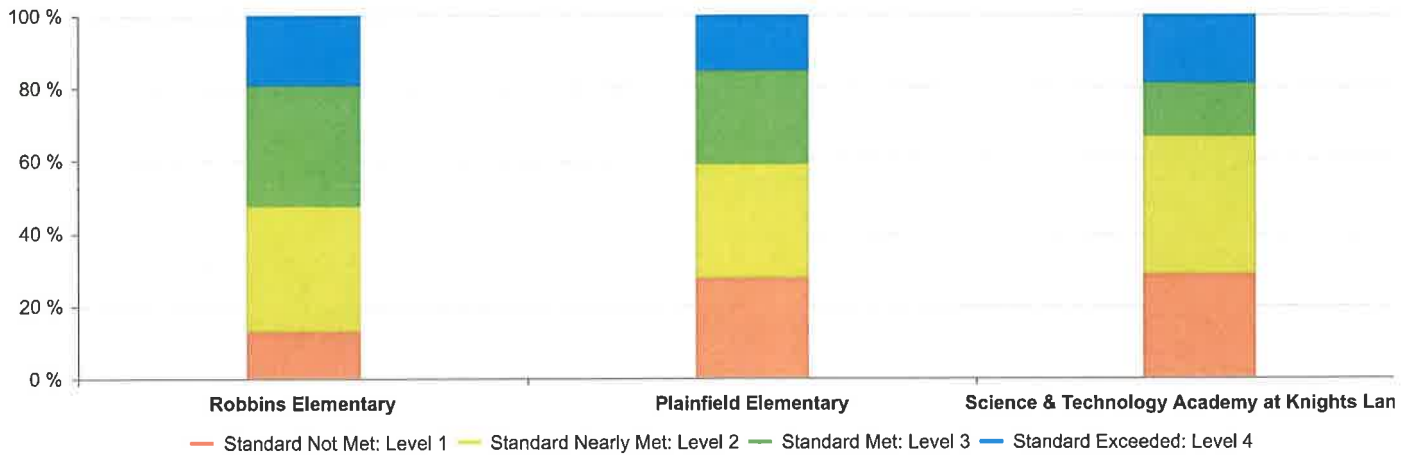
[English Language Arts/Literacy Achievement Level Descriptors](#)

[English Language Arts/Literacy Scale Score Ranges](#)

[Data Detail - All Students \(accessible data\)](#)

MATHEMATICS

2018–19 Achievement Level Distribution - All Grades



In order to protect student privacy, an asterisk () will be displayed instead of a number on test results where 10 or fewer students had tested.*

"N/A" will be displayed instead of a number on test results where no data is found for the specific report.

[Mathematics Achievement Level Descriptors](#)

[Mathematics Scale Score Ranges](#)

[Data Detail - All Students \(accessible data\)](#)



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Test Results Comparison

Comparing 3 out of 3 Results

SCHOOL #1

Gibson Elementary
CDS Code: 57-72710-6056485

• Grades 3–6

[View School #1 Detailed Test Results](#)

SCHOOL #2

Plainfield Elementary
CDS Code: 57-72710-6056527

• Grades 3–6

[View School #2 Detailed Test Results](#)

SCHOOL #3

Science & Technology Academy at Knights Landing
CDS Code: 57-72710-0121749

• Grades 3–6

[View School #3 Detailed Test Results](#)

Report Options

Year: 2018–19 Grade: All Grades Student Group: All Students (Default) School Type: All Schools

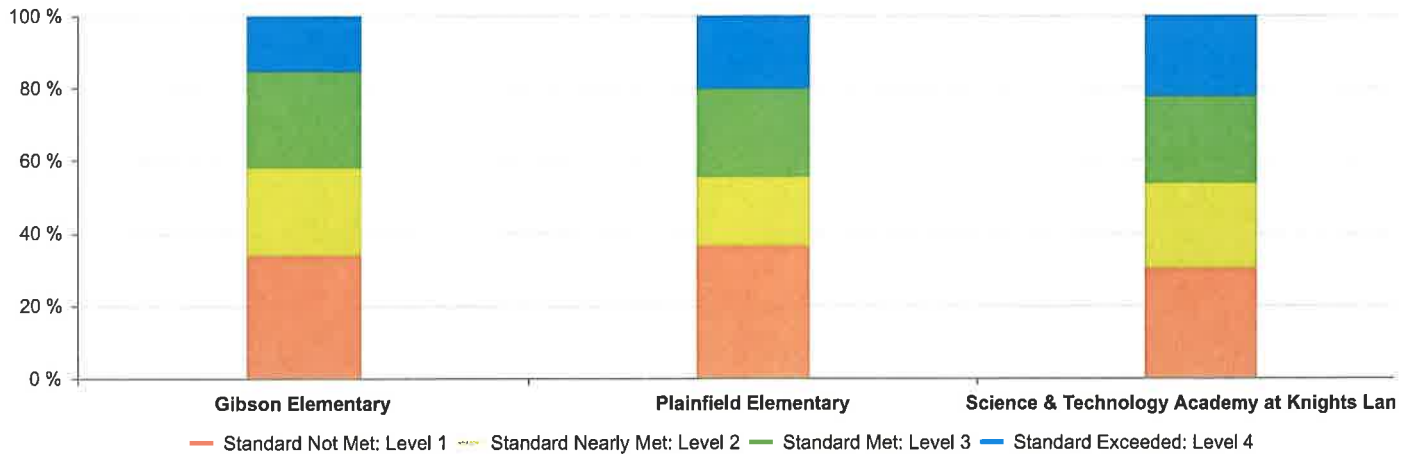
[Apply Selections](#)

PLEASE NOTE: Caution should be used in interpreting overall achievement level percentages for a school or district. The proportion of students in each grade can cause variation in the meaning of the achievement level percentages. The achievement level percentages in one grade from one school or district may be compared with the achievement level percentages in that same grade from another school or district.

2018–19 Overall Achievement - All Grades

ENGLISH LANGUAGE ARTS/LITERACY

2018–19 Achievement Level Distribution - All Grades



In order to protect student privacy, an asterisk () will be displayed instead of a number on test results where 10 or fewer students had tested.
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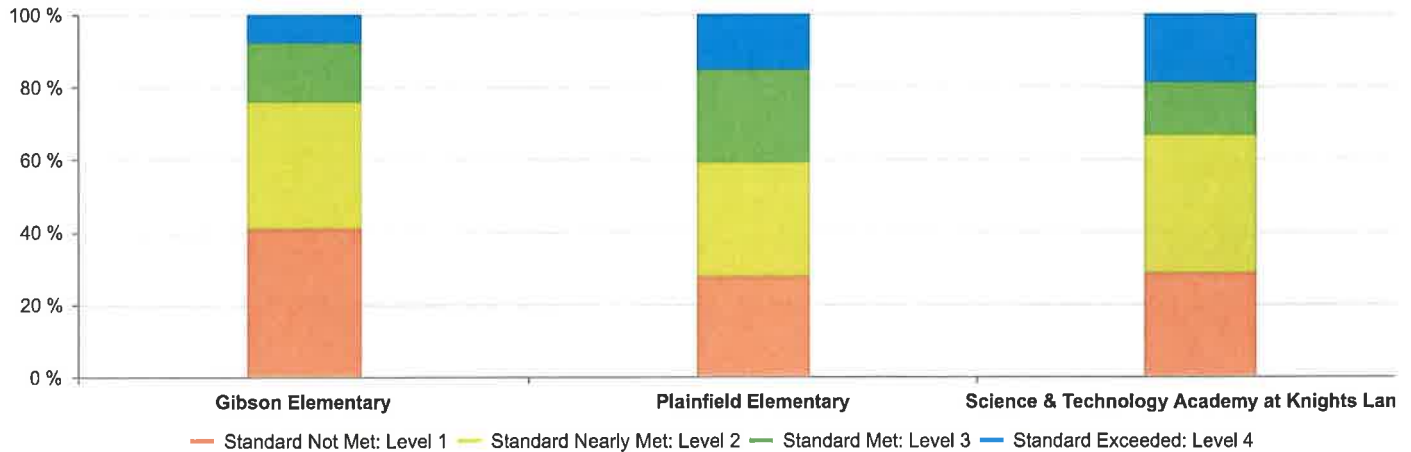
[English Language Arts/Literacy Achievement Level Descriptors](#)

[English Language Arts/Literacy Scale Score Ranges](#)

[Data Detail - All Students \(accessible data\)](#)

MATHEMATICS

2018–19 Achievement Level Distribution - All Grades



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 "N/A" will be displayed instead of a number on test results where no data is found for the specific report.*

[Mathematics Achievement Level Descriptors](#)

[Mathematics Scale Score Ranges](#)

[Data Detail - All Students \(accessible data\)](#)



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Test Results Comparison

Comparing 3 out of 3 Results

SCHOOL #1

Zamora Elementary
CDS Code: 57-72710-6096671

• Grades 3–6

[View School #1 Detailed Test Results](#)

SCHOOL #2

Ramon S. Tafoya Elementary
CDS Code: 57-72710-6116677

• Grades 3–6

[View School #2 Detailed Test Results](#)

SCHOOL #3

Science & Technology Academy at Knights Landing
CDS Code: 57-72710-0121749

• Grades 3–6

[View School #3 Detailed Test Results](#)

Report Options

Year:	Grade:	Student Group:	School Type:
2018–19 ▼	All Grades ▼	All Students (Default) ▼	All Schools ▼

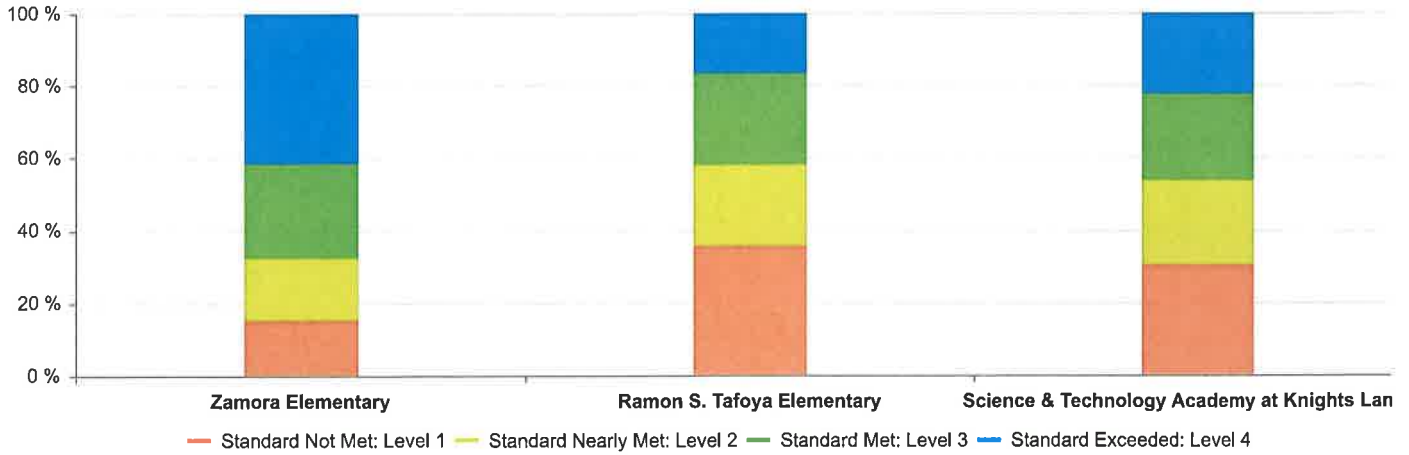
[Apply Selections](#)

PLEASE NOTE: Caution should be used in interpreting overall achievement level percentages for a school or district. The proportion of students in each grade can cause variation in the meaning of the achievement level percentages. The achievement level percentages in one grade from one school or district may be compared with the achievement level percentages in that same grade from another school or district.

2018–19 Overall Achievement - All Grades

ENGLISH LANGUAGE ARTS/LITERACY

2018–19 Achievement Level Distribution - All Grades



In order to protect student privacy, an asterisk () will be displayed instead of a number on test results where 10 or fewer students had tested.*

"N/A" will be displayed instead of a number on test results where no data is found for the specific report.

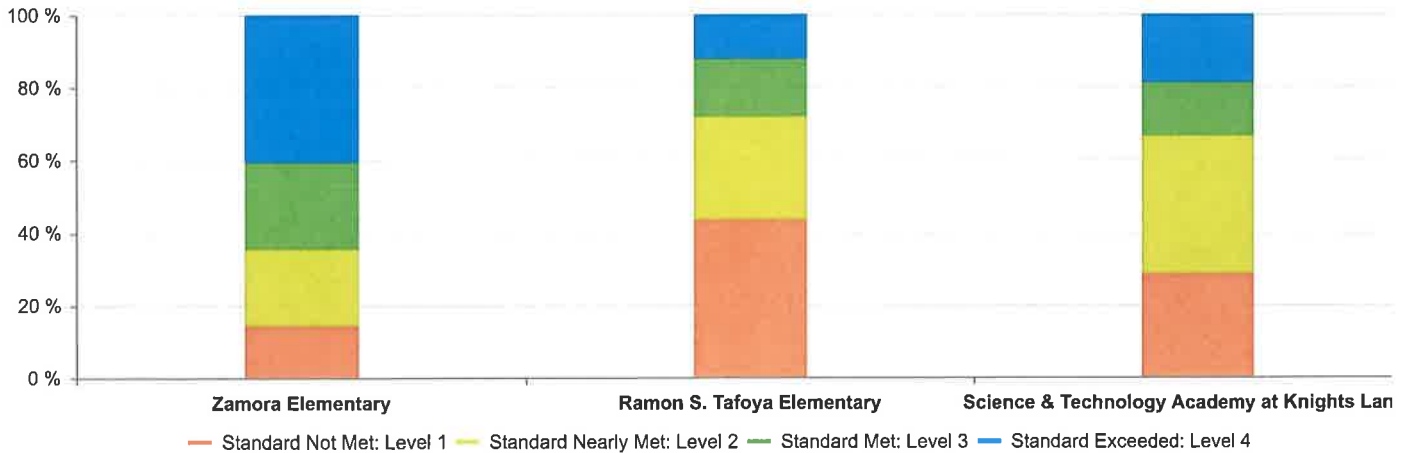
[English Language Arts/Literacy Achievement Level Descriptors](#)

[English Language Arts/Literacy Scale Score Ranges](#)

[Data Detail - All Students \(accessible data\)](#)

MATHEMATICS

2018–19 Achievement Level Distribution - All Grades



In order to protect student privacy, an asterisk () will be displayed instead of a number on test results where 10 or fewer students had tested.*

"N/A" will be displayed instead of a number on test results where no data is found for the specific report.

[Mathematics Achievement Level Descriptors](#)

[Mathematics Scale Score Ranges](#)

[Data Detail - All Students \(accessible data\)](#)



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State Performance Trend Reports

Report Options

Grade:

Grade 3 ▼

Apply Filters

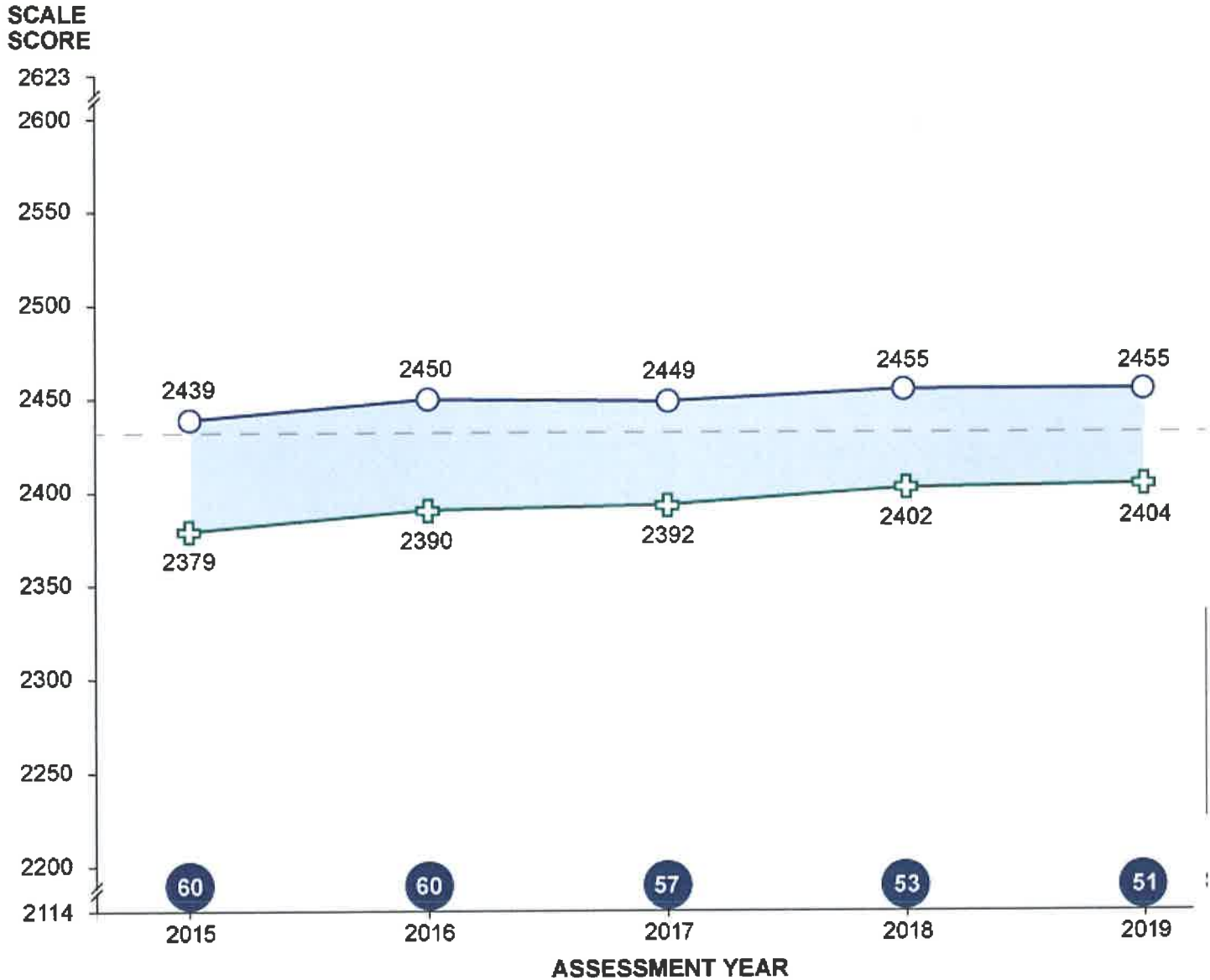
PLEASE NOTE: The average scale scores presented in the performance trend reports are rounded to the nearest integer, which may differ slightly from the average scale scores presented in the application that are rounded to one decimal digit.

2018–19 State Performance Trend Reports for Grade 3

ENGLISH LANGUAGE ARTS/LITERACY

▼ Ethnicity

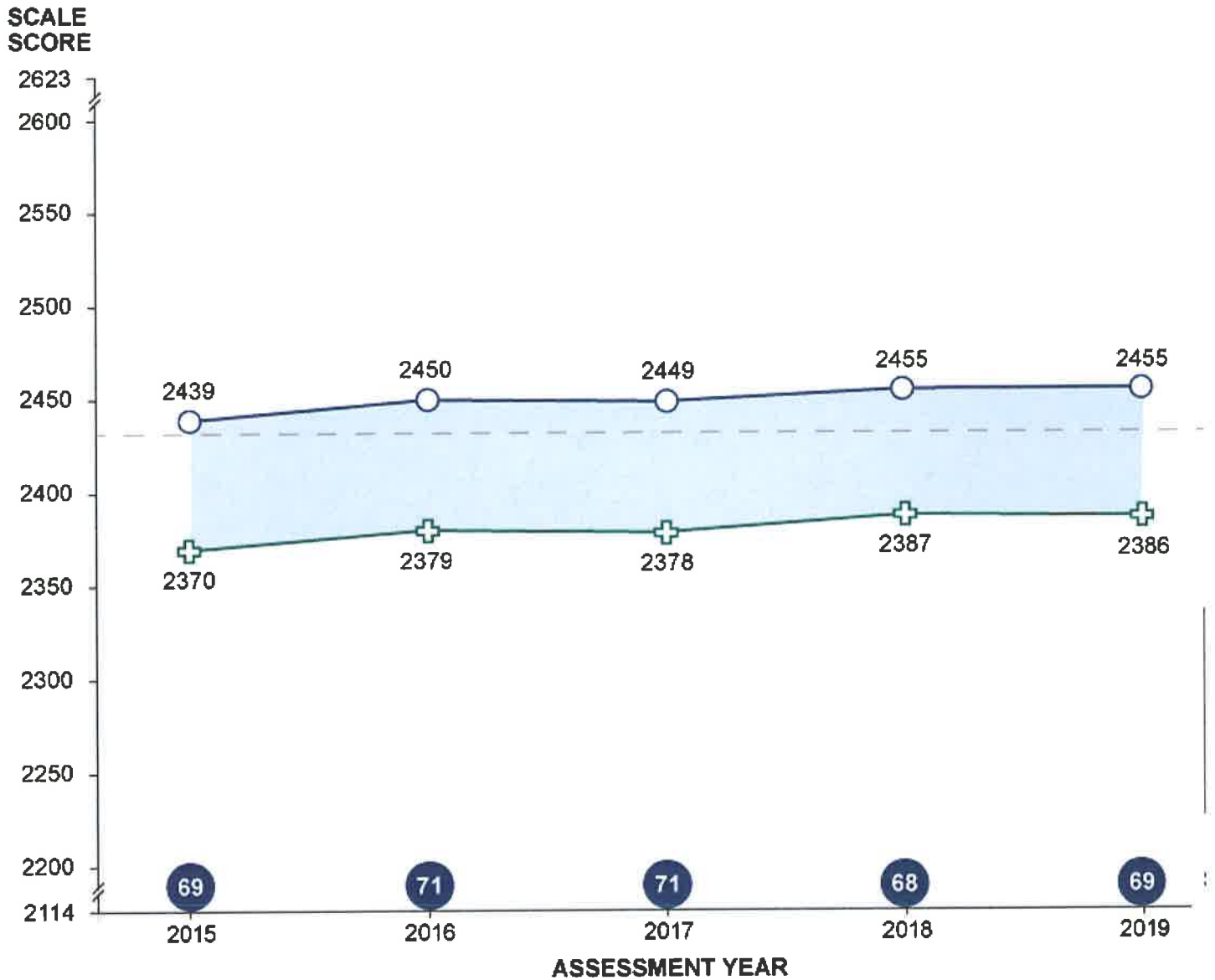
Performance Trend: Grade 3, Hispanic or Latino



ELA Grade 3: Performance Trend between White and Hispanic or Latino

Student Group	2015 Scale Score Mean	2016 Scale Score Mean	2017 Scale Score Mean	2018 Scale Score Mean
White	2439	2450	2449	2455
Hispanic or Latino	2379	2390	2392	2402
Score Difference	60	60	57	53

Performance Trend: Grade 3, Black or African American



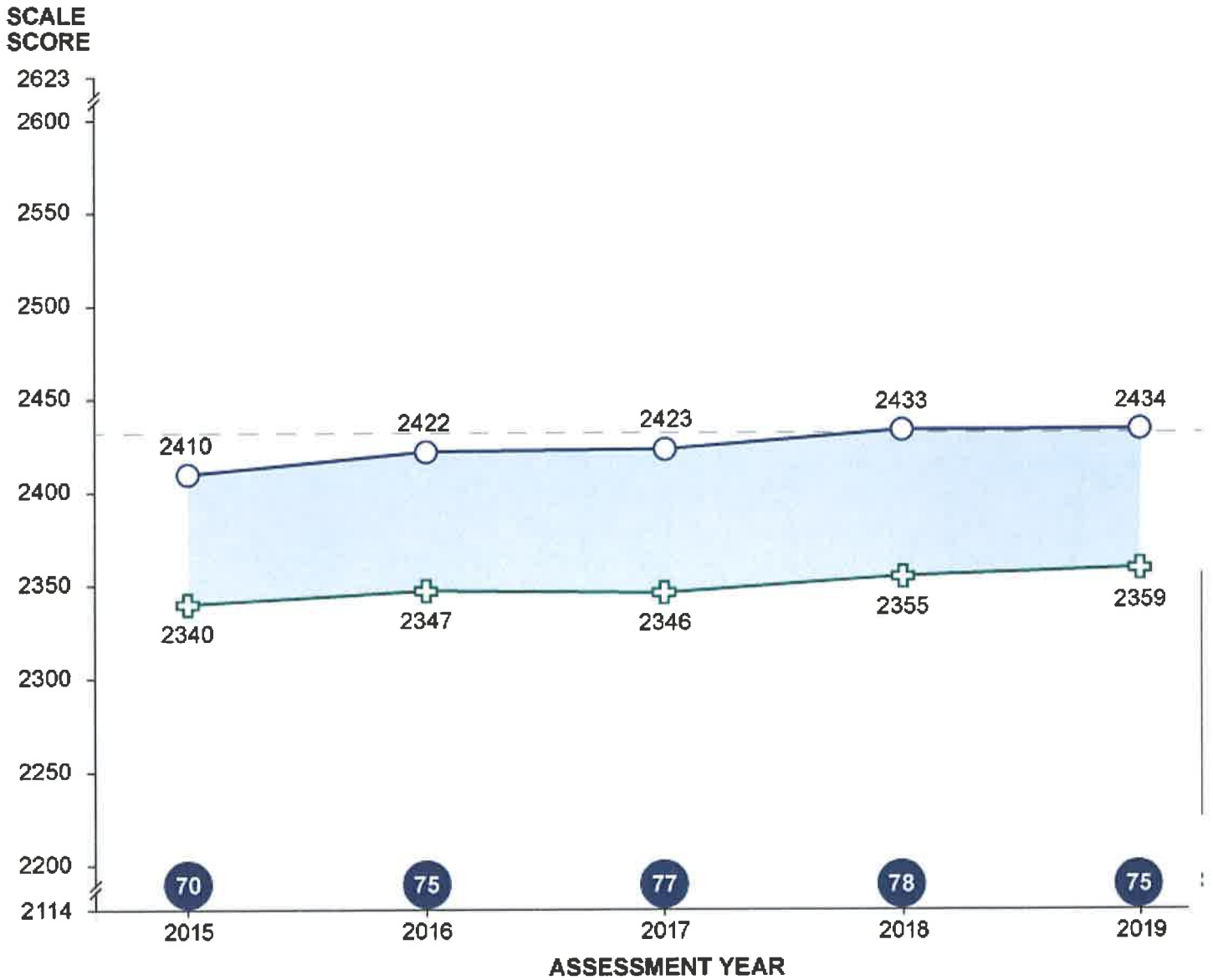
ELA Grade 3: Performance Trend between White and Black or African American

Student Group	2015 Scale Score Mean	2016 Scale Score Mean	2017 Scale Score Mean	2018 Sc
White	2439	2450	2449	
Black or African American	2370	2379	2378	
Score Difference	69	71	71	



▼ Students with Disability

Performance Trend: Grade 3, Students with Disability



ELA Grade 3: Performance Trend between Students with No Reported Disability and Students with Disability

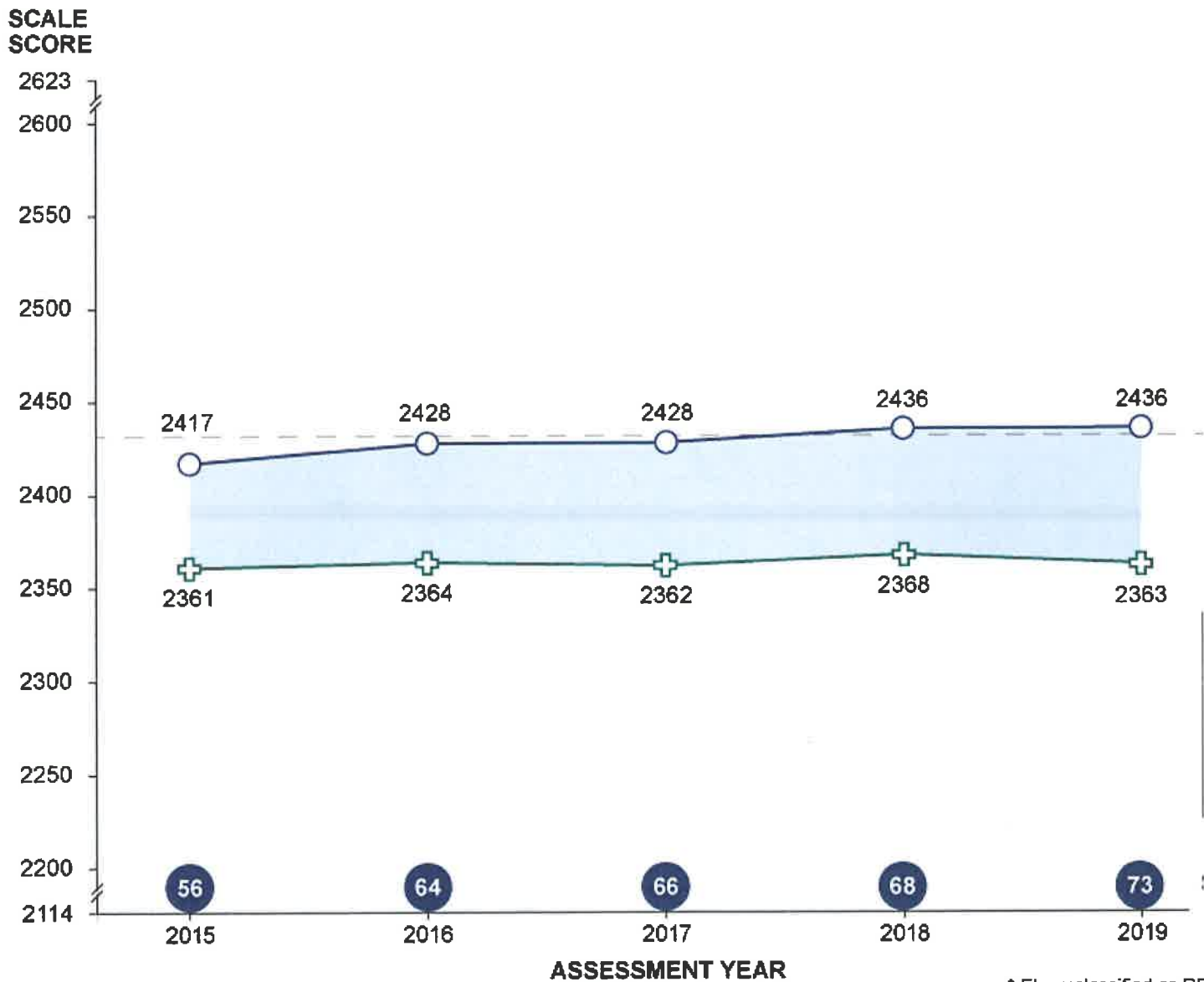
Student Group	2015 Scale Score Mean	2016 Scale Score Mean	2017 Scale Score Mean
Students with No Reported Disability	2410	2422	2423
Students with Disability	2340	2347	2346
Score Difference	70	75	77

▼ English Learners

To learn more about the definitions of English learners, please visit the [Understanding Results](#) page.

For more information, please visit the [Understanding English Learner Achievement in California](#) document.

Performance Trend: Grade 3, English Only and English Learners



* ELs reclassified as RF

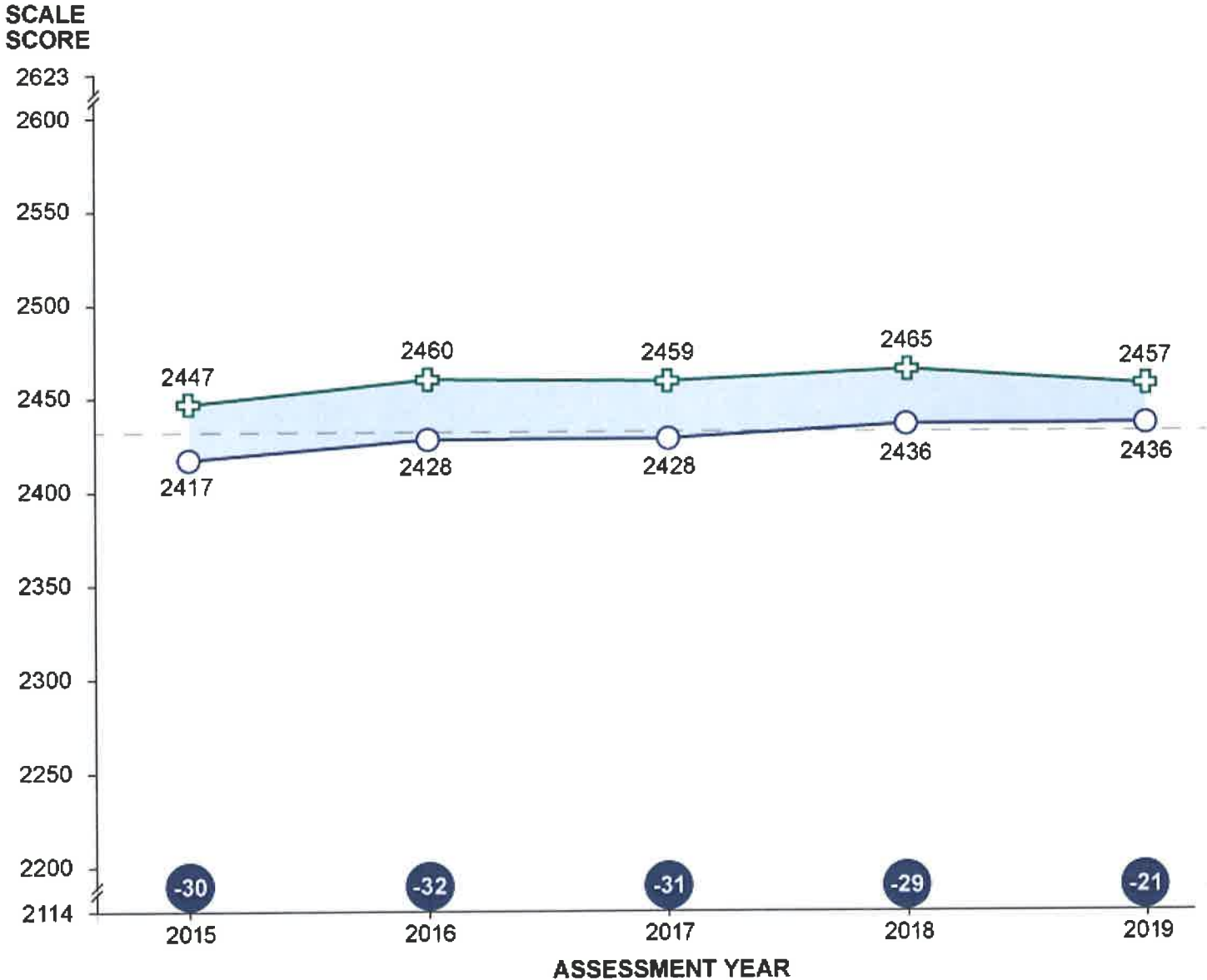
ELA Grade 3: Performance Trend between English Only and English Learners

Student Group	2015 Scale Score Mean	2016 Scale Score Mean	2017 Scale Score Mean	2018 Scale Score Mean
English Only	2417	2428	2428	2436
English Learners*	2361	2364	2362	2368

Score Difference	56	64	66	68
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* ELs reclassified as RFEP are not included in this group

Performance Trend: Grade 3, English Only and Reclassified Fluent English Proficient

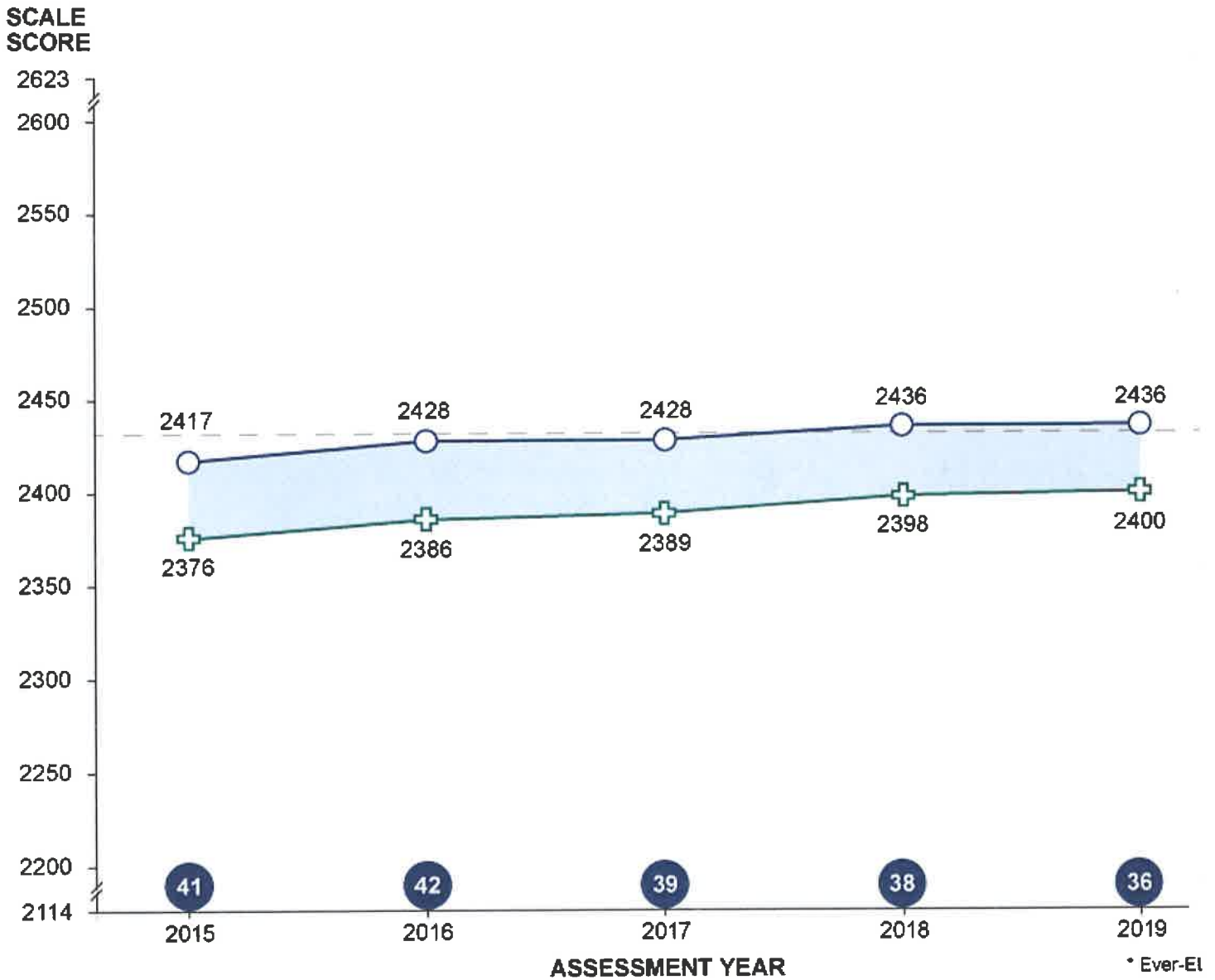


ELA Grade 3: Performance Trend between English Only and Reclassified Fluent English Proficient

Student Group	2015 Scale Score Mean	2016 Scale Score Mean	2017 Scale Score Mean
English Only	2417	2428	2428
Reclassified Fluent English Proficient	2447	2460	2459

Score Difference	-30	-32	-31
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Performance Trend: Grade 3, English Only and Ever-ELs



ELA Grade 3: Performance Trend between English Only and Ever-ELs

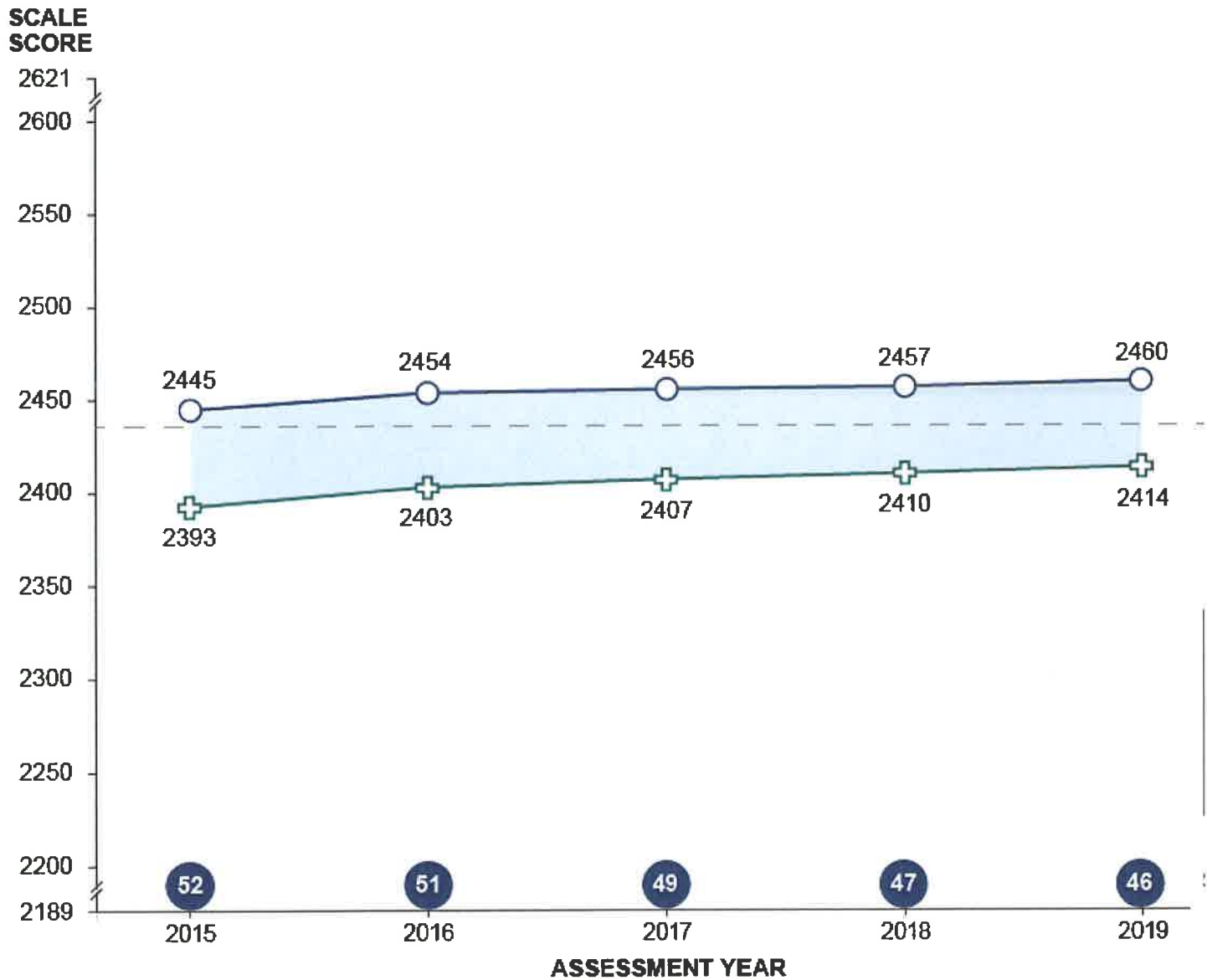
Student Group	2015 Scale Score Mean	2016 Scale Score Mean	2017 Scale Score Mean	2018 Scale Score Mean
English Only	2417	2428	2428	2436
Ever-ELs*	2376	2386	2389	2398
Score Difference	41	42	39	38

* Ever-ELs is the sum of ELs and RFEPs

MATHEMATICS

▼ Ethnicity

Performance Trend: Grade 3, Hispanic or Latino



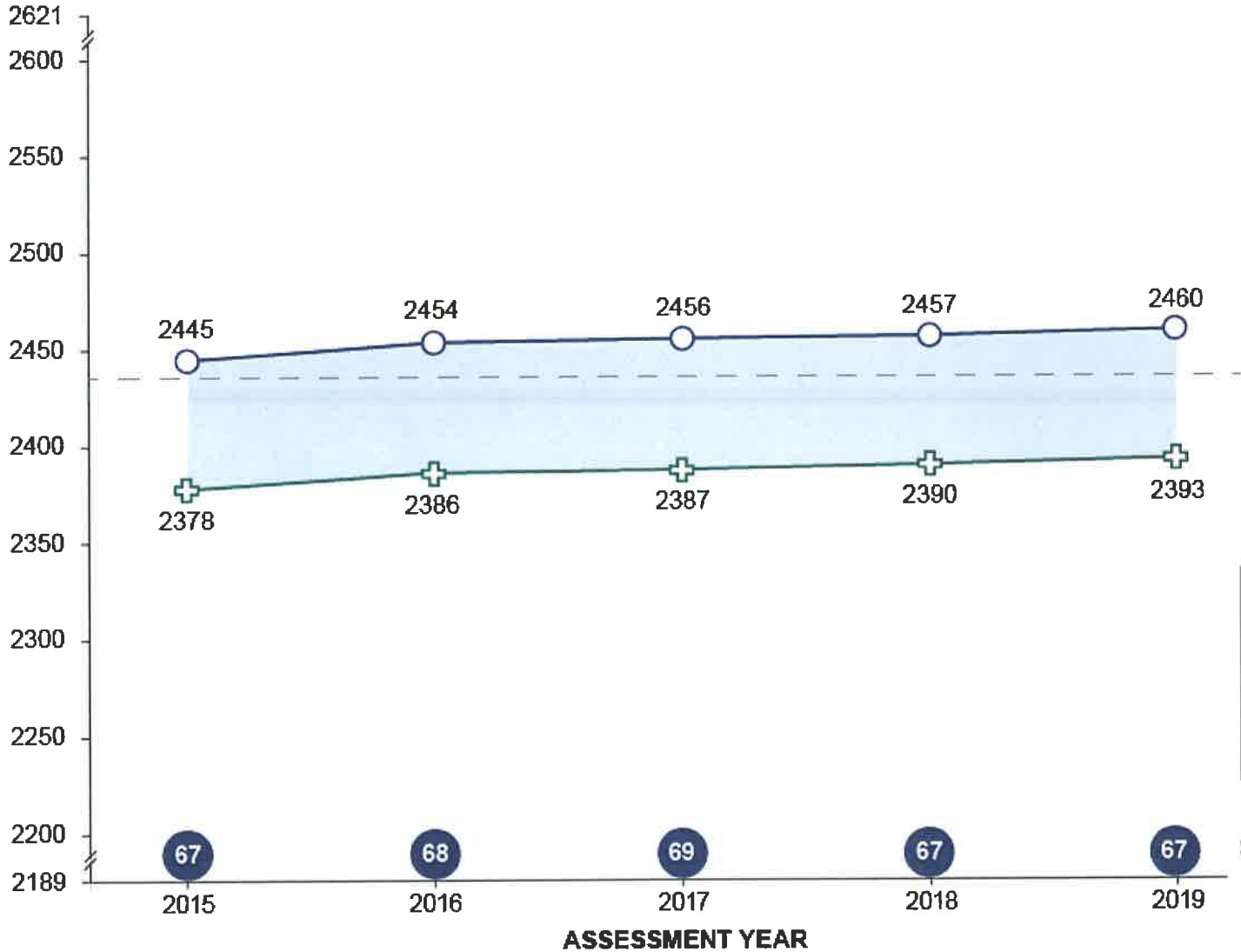
Math Grade 3: Performance Trend between White and Hispanic or Latino

Student Group	2015 Scale Score Mean	2016 Scale Score Mean	2017 Scale Score Mean	2018 Scale Score Mean
White	2445	2454	2456	2457
Hispanic or Latino	2393	2403	2407	2410

White	2445	2454	2456	2457
Hispanic or Latino	2393	2403	2407	2410
Score Difference	52	51	49	47

Performance Trend: Grade 3, Black or African American

SCALE SCORE



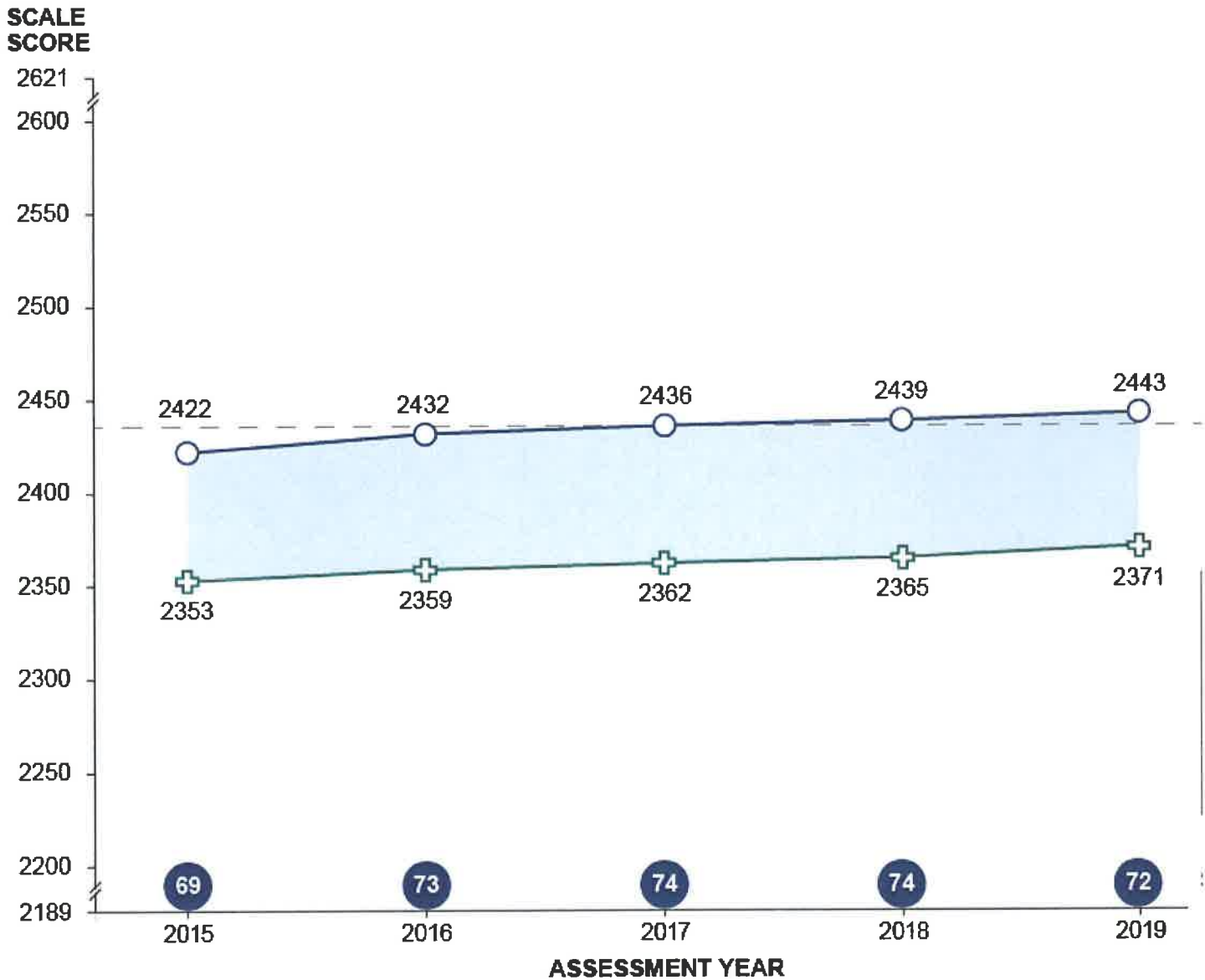
Math Grade 3: Performance Trend between White and Black or African American

Student Group	2015 Scale Score Mean	2016 Scale Score Mean	2017 Scale Score Mean	2018 Sc
White	2445	2454	2456	

Black or African American	2378	2386	2387
Score Difference	67	68	69

▼ Students with Disability

Performance Trend: Grade 3, Students with Disability



Math Grade 3: Performance Trend between Students with No Reported Disability and Students w

Student Group	2015 Scale Score Mean	2016 Scale Score Mean	2017 Scale Score Mean

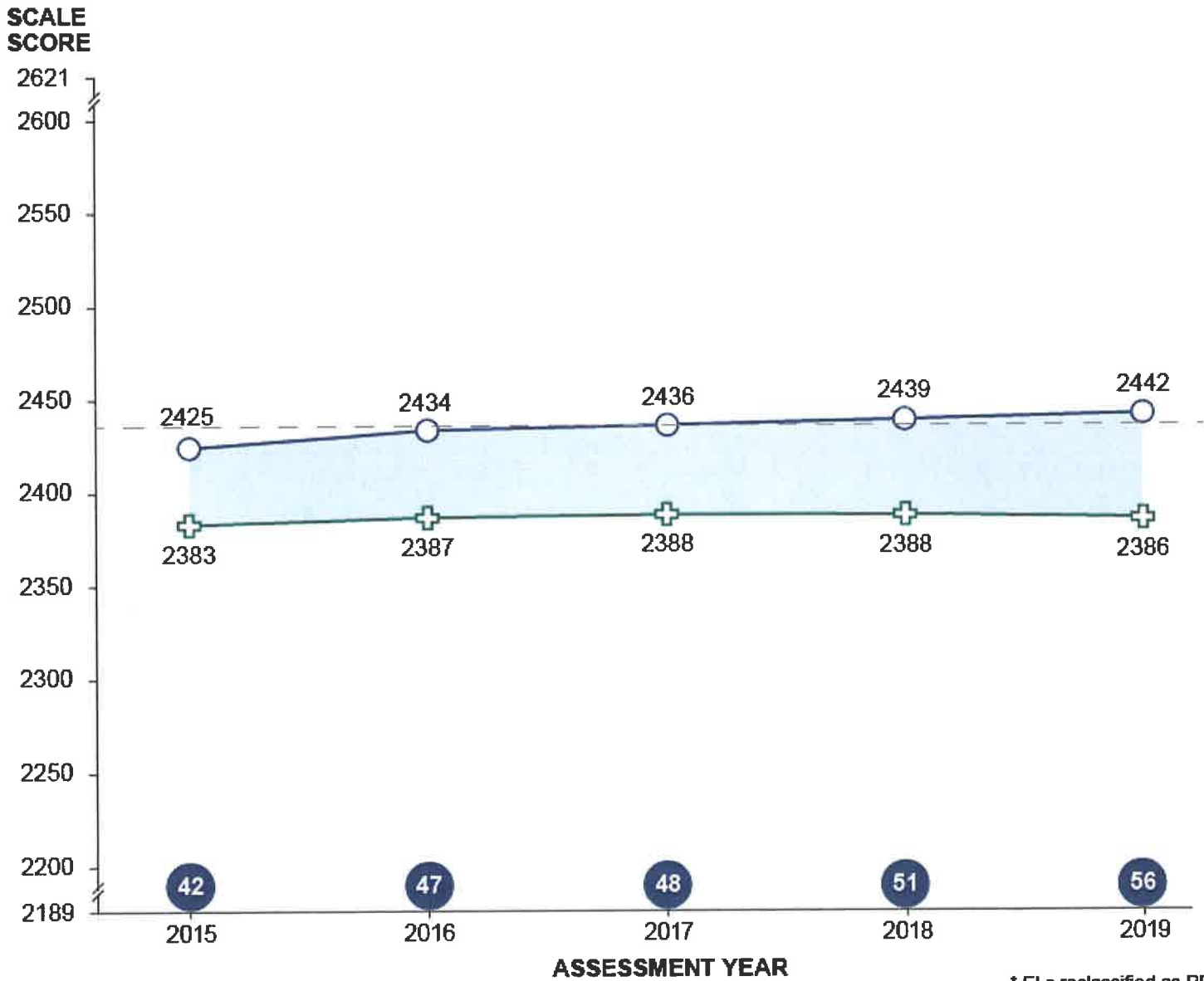
Students with No Reported Disability	2422	2432	2436
Students with Disability	2353	2359	2362
Score Difference	69	73	74

▼ English Learners

To learn more about the definitions of English learners, please visit the [Understanding Results](#) page.

For more information, please visit the [Understanding English Learner Achievement in California](#) document.

Performance Trend: Grade 3, English Only and English Learners



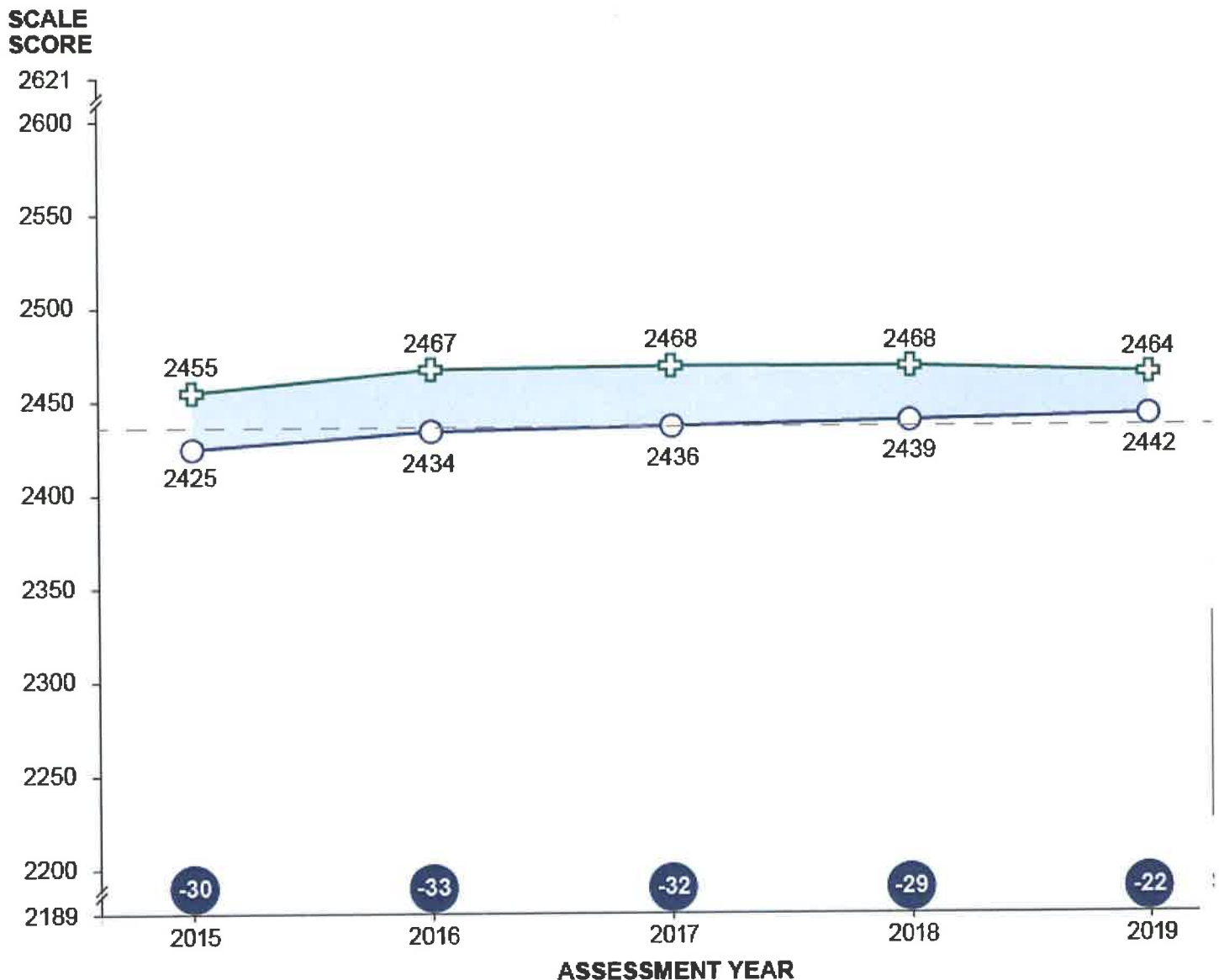
* ELs reclassified as RF

Math Grade 3: Performance Trend between English Only and English Learners

Student Group	2015 Scale Score Mean	2016 Scale Score Mean	2017 Scale Score Mean	2018 Scale Score Mean
English Only	2425	2434	2436	2439
English Learners*	2383	2387	2388	2388
Score Difference	42	47	48	51

* ELs reclassified as RFEP are not included in this group

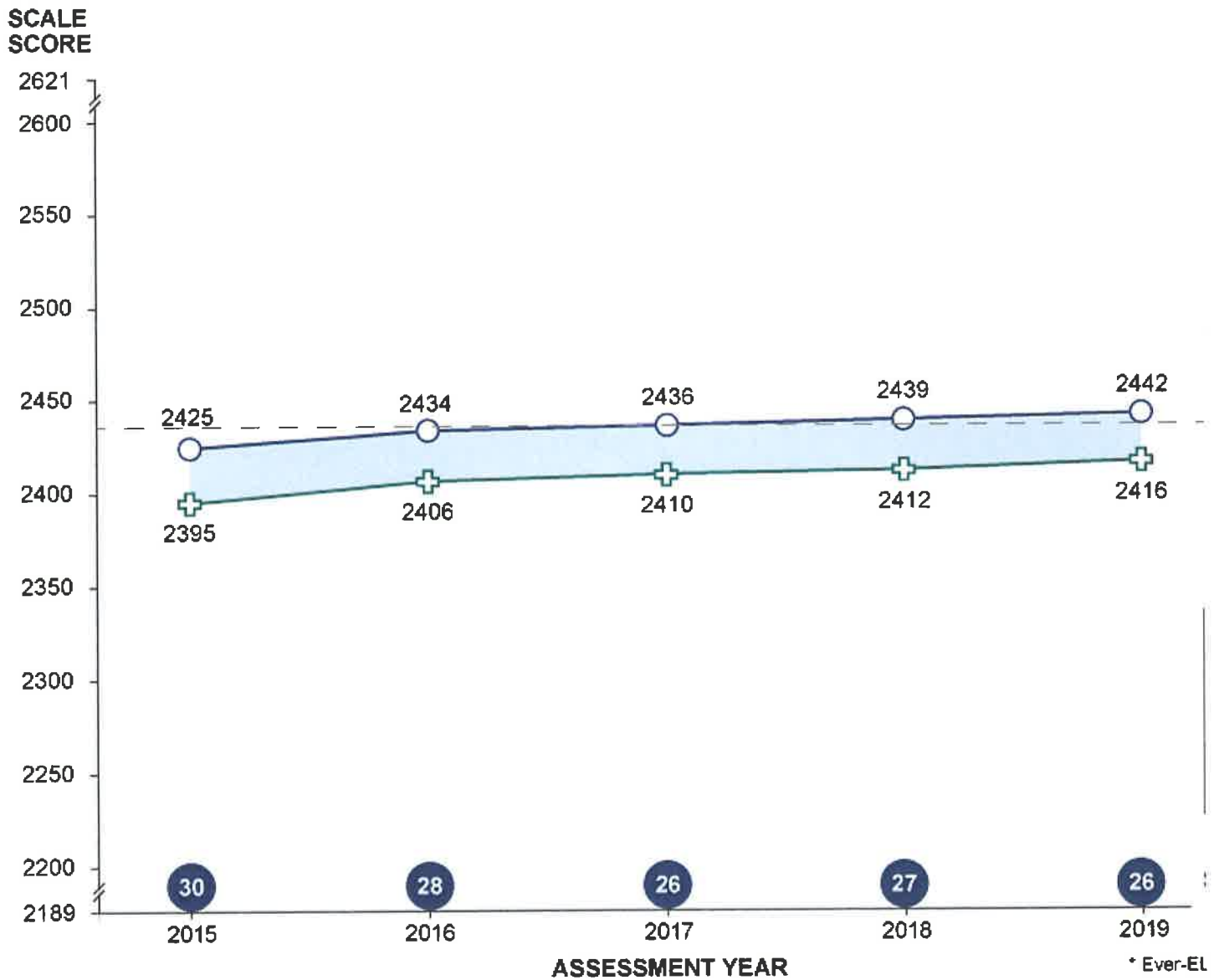
Performance Trend: Grade 3, English Only and Reclassified Fluent English Proficient



Math Grade 3: Performance Trend between English Only and Reclassified Fluent English Proficient

Student Group	2015 Scale Score Mean	2016 Scale Score Mean	2017 Scale Score Mean
English Only	2425	2434	2436
Reclassified Fluent English Proficient	2455	2467	2468
Score Difference	-30	-33	-32

Performance Trend: Grade 3, English Only and Ever-ELs



Math Grade 3: Performance Trend between English Only and Ever-ELs

Student Group	2015 Scale Score Mean	2016 Scale Score Mean	2017 Scale Score Mean	2018 Scale Score Mean
English Only	2425	2434	2436	2439
Ever-ELs*	2395	2406	2410	2412
Score Difference	30	28	26	27

* Ever-ELs is the sum of ELs and RFEPs





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Grade:

Grade 4 ▼

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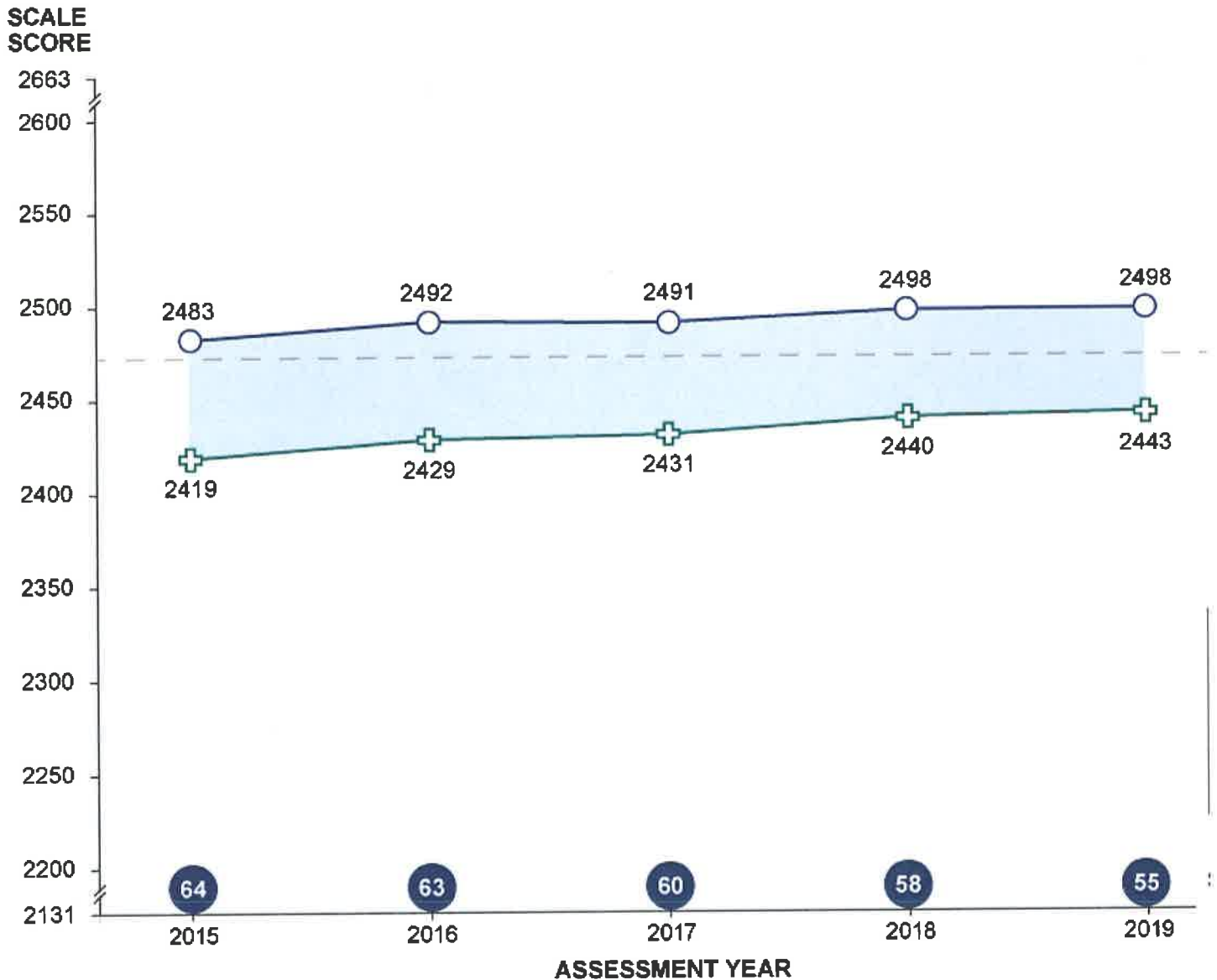
PLEASE NOTE: The average scale scores presented in the performance trend reports are rounded to the nearest integer, which may differ slightly from the average scale scores presented in the application that are rounded to one decimal digit.

2018–19 State Performance Trend Reports for Grade 4

ENGLISH LANGUAGE ARTS/LITERACY

▼ **Ethnicity**

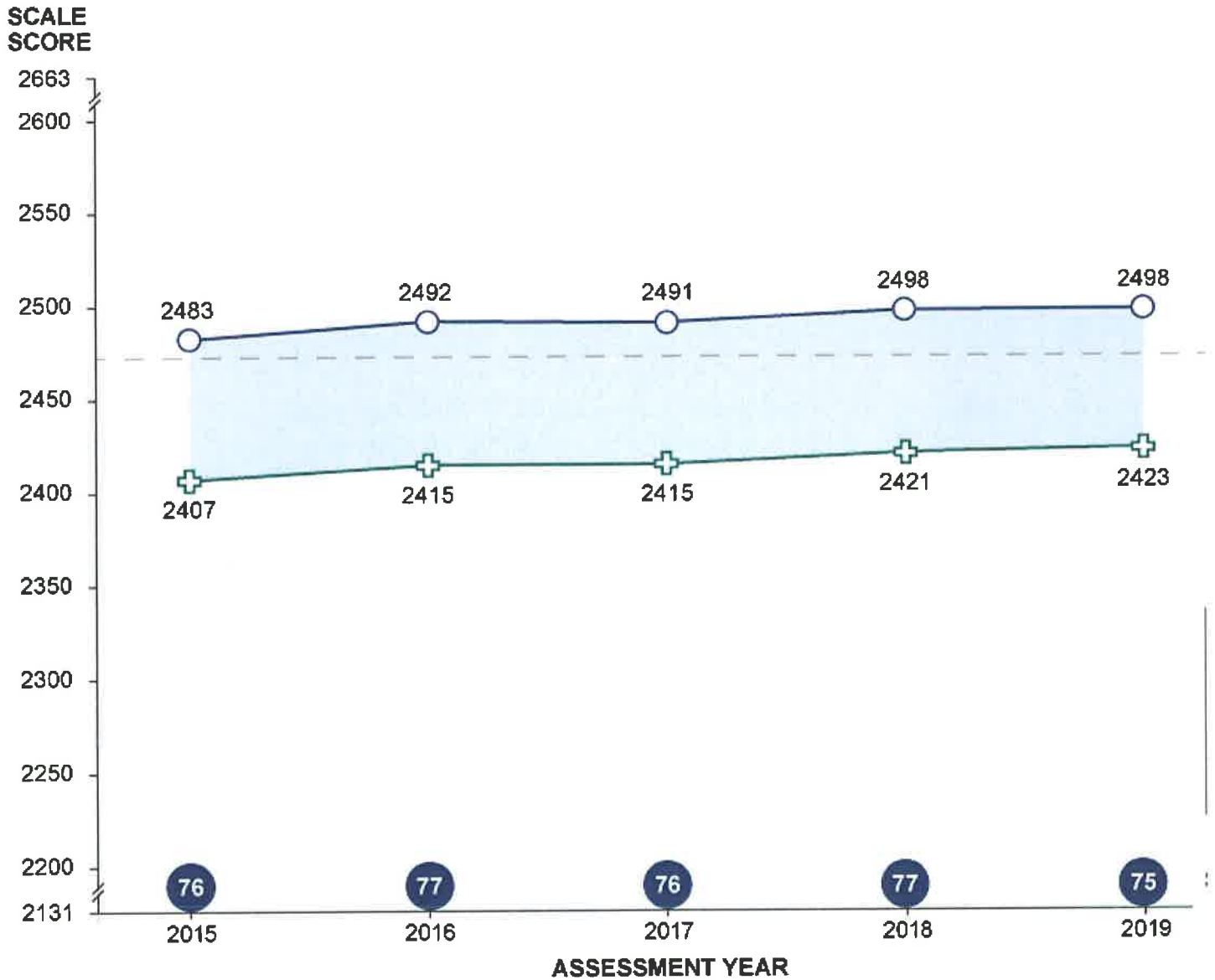
Performance Trend: Grade 4, Hispanic or Latino



ELA Grade 4: Performance Trend between White and Hispanic or Latino

Student Group	2015 Scale Score Mean	2016 Scale Score Mean	2017 Scale Score Mean	2018 Scale Score Mean
White	2483	2492	2491	2498
Hispanic or Latino	2419	2429	2431	2440
Score Difference	64	63	60	58

Performance Trend: Grade 4, Black or African American



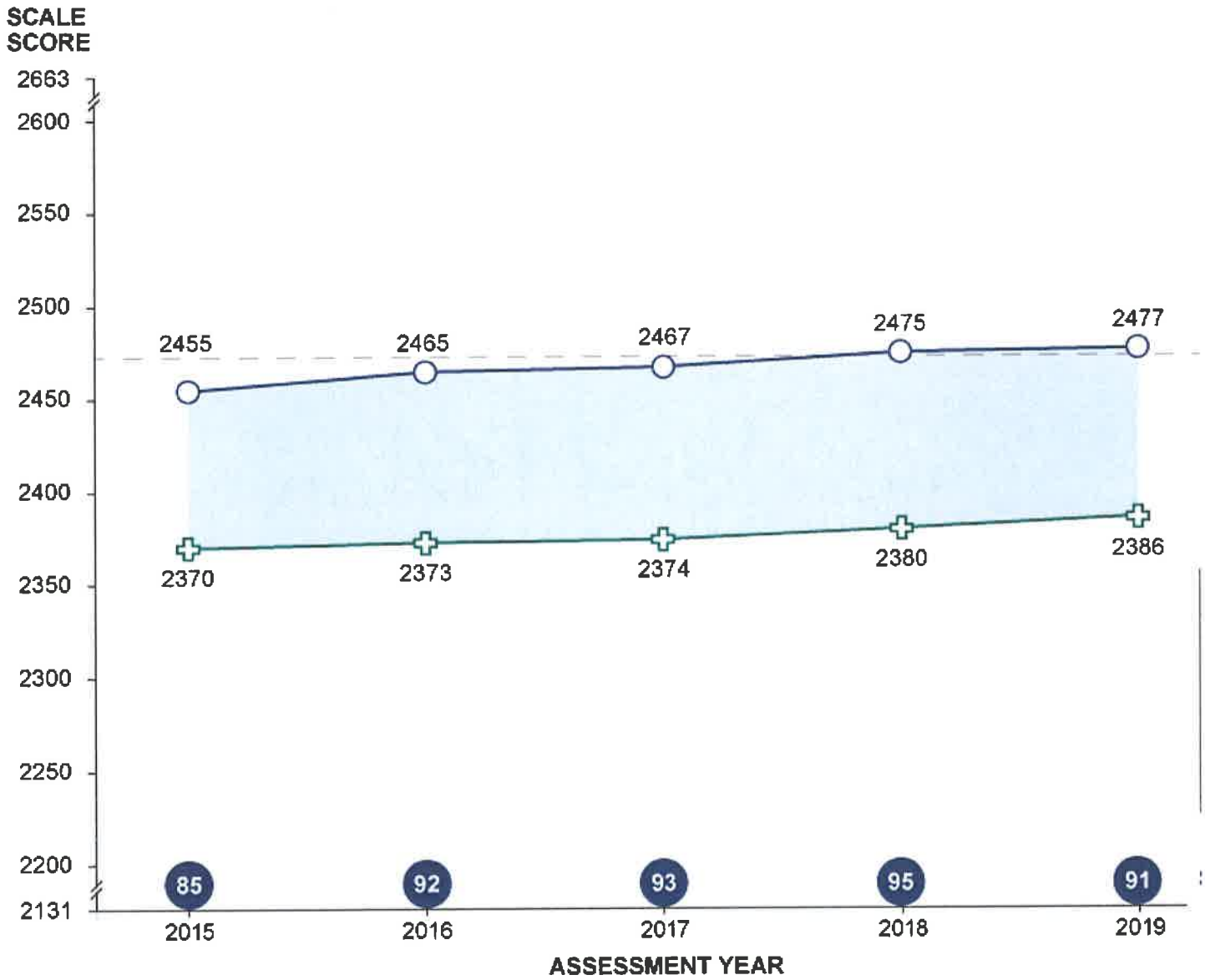
ELA Grade 4: Performance Trend between White and Black or African American

Student Group	2015 Scale Score Mean	2016 Scale Score Mean	2017 Scale Score Mean	2018 Sc
White	2483	2492	2491	
Black or African American	2407	2415	2415	
Score Difference	76	77	76	



▼ Students with Disability

Performance Trend: Grade 4, Students with Disability



ELA Grade 4: Performance Trend between Students with No Reported Disability and Students with Disability

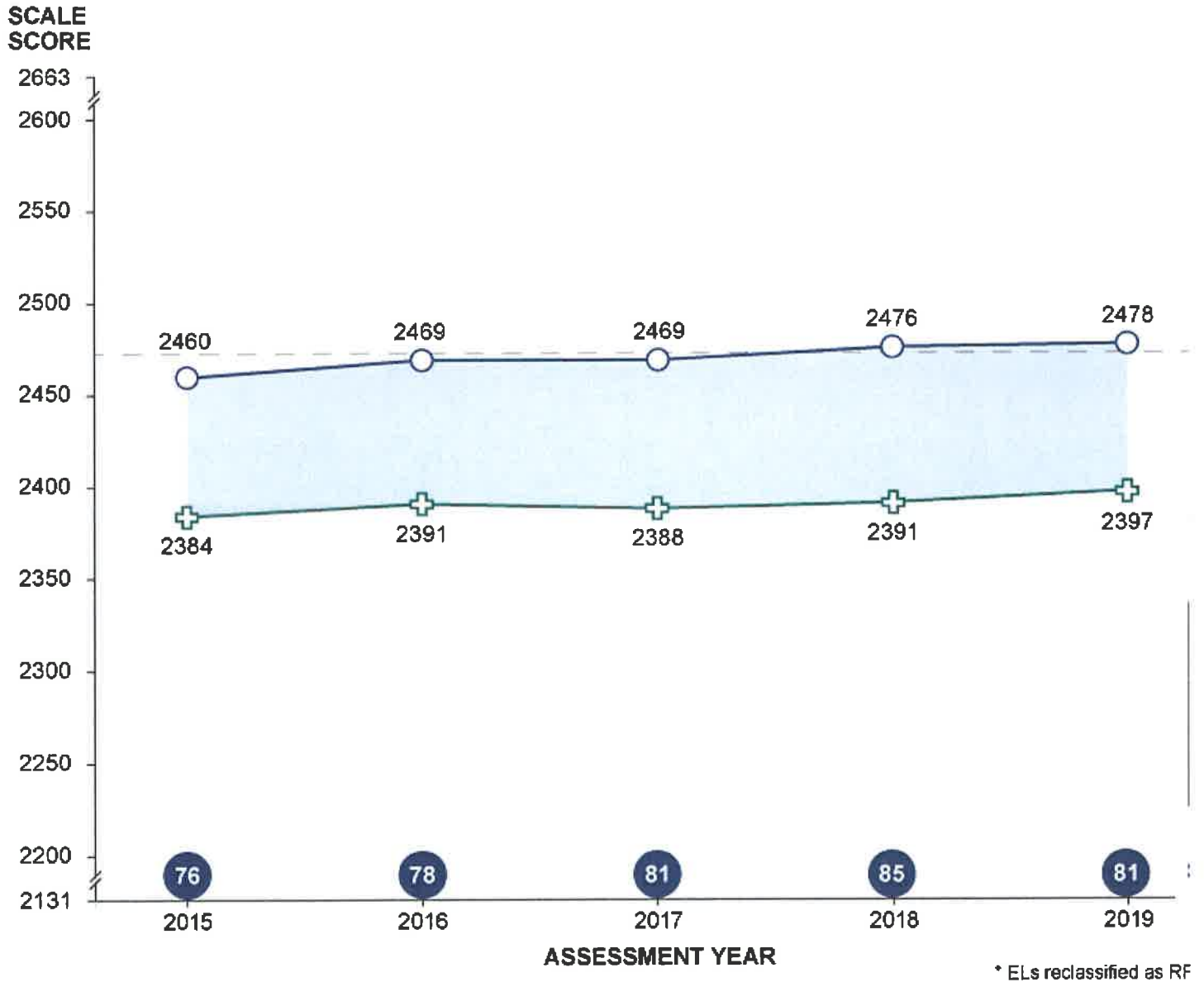
Student Group	2015 Scale Score Mean	2016 Scale Score Mean	2017 Scale Score Mean
Students with No Reported Disability	2455	2465	2467
Students with Disability	2370	2373	2374
Score Difference	85	92	93

▼ English Learners

To learn more about the definitions of English learners, please visit the [Understanding Results](#) page.

For more information, please visit the [Understanding English Learner Achievement in California](#) document.

Performance Trend: Grade 4, English Only and English Learners



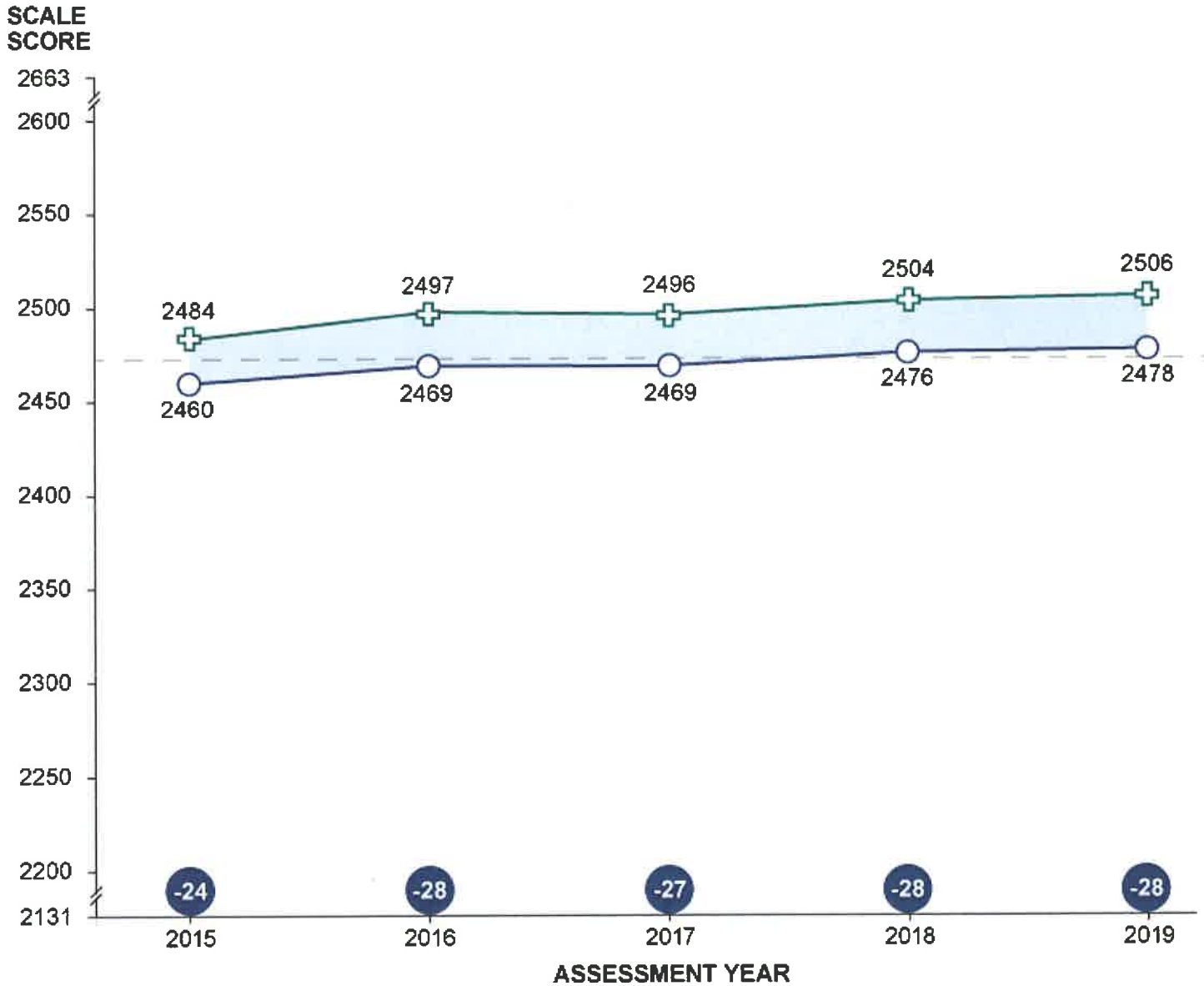
ELA Grade 4: Performance Trend between English Only and English Learners

Student Group	2015 Scale Score Mean	2016 Scale Score Mean	2017 Scale Score Mean	2018 Scale Score Mean
English Only	2460	2469	2469	2476
English Learners*	2384	2391	2388	2391

Score Difference	76	78	81	85
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* ELs reclassified as RFEP are not included in this group

Performance Trend: Grade 4, English Only and Reclassified Fluent English Proficient



ELA Grade 4: Performance Trend between English Only and Reclassified Fluent English Proficient

Student Group	2015 Scale Score Mean	2016 Scale Score Mean	2017 Scale Score Mean
English Only	2460	2469	2469
Reclassified Fluent English Proficient	2484	2497	2496

Score Difference

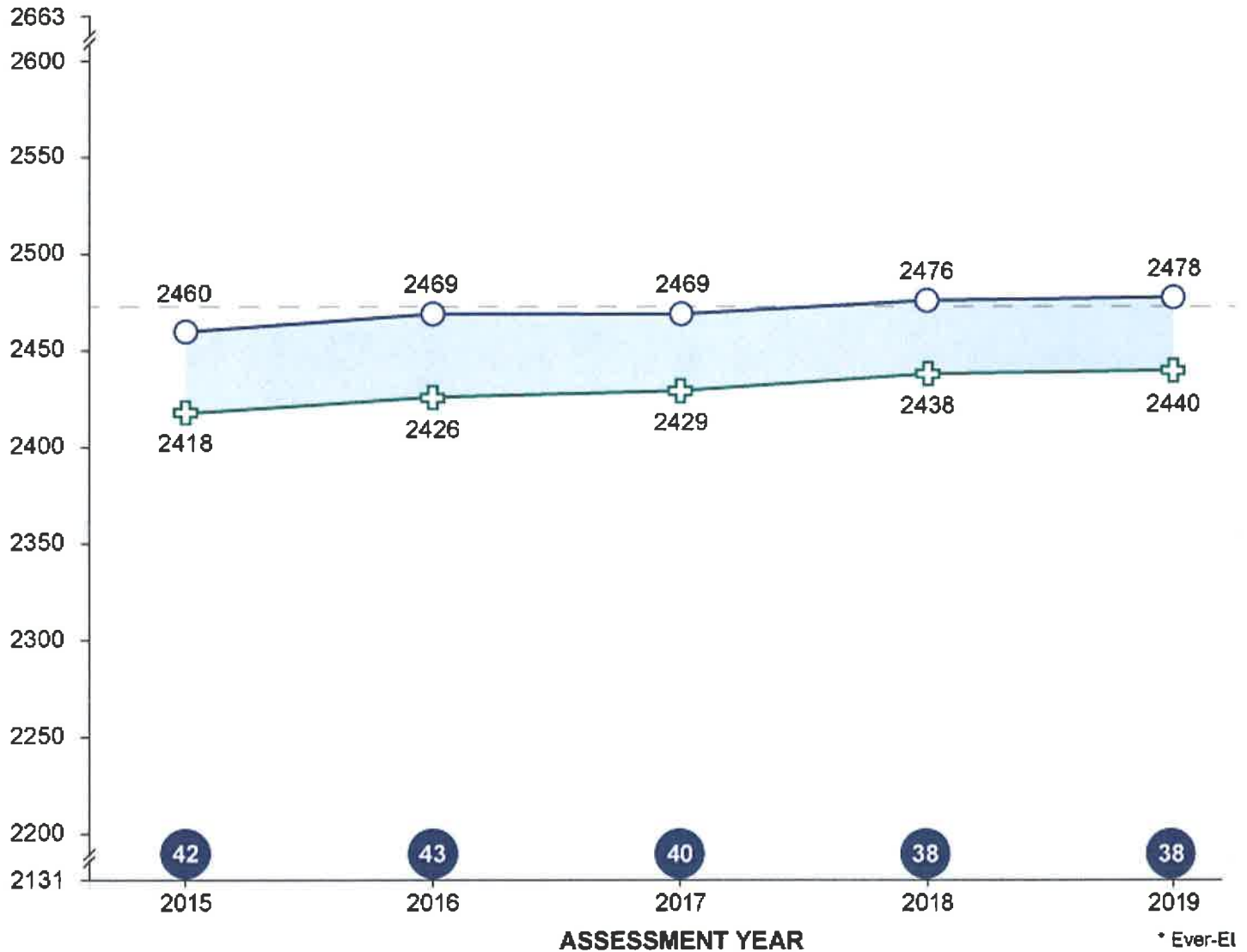
-24

-28

-27

Performance Trend: Grade 4, English Only and Ever-ELs

SCALE SCORE



ELA Grade 4: Performance Trend between English Only and Ever-ELs

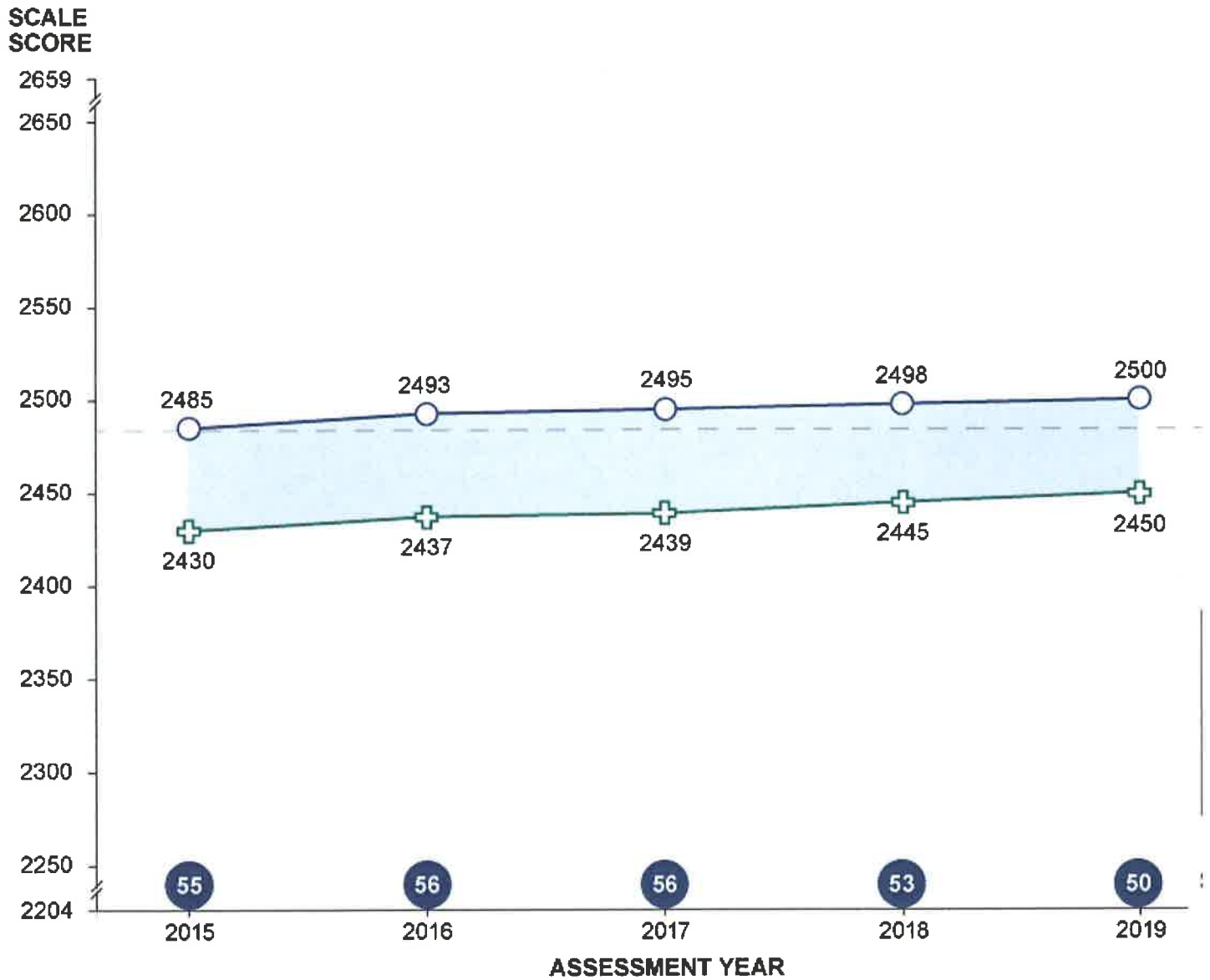
Student Group	2015 Scale Score Mean	2016 Scale Score Mean	2017 Scale Score Mean	2018 Scale Score Mean
English Only	2460	2469	2469	2476
Ever-ELs*	2418	2426	2429	2438
Score Difference	42	43	40	38

* Ever-ELs is the sum of ELs and RFEPs

MATHEMATICS

▼ Ethnicity

Performance Trend: Grade 4, Hispanic or Latino



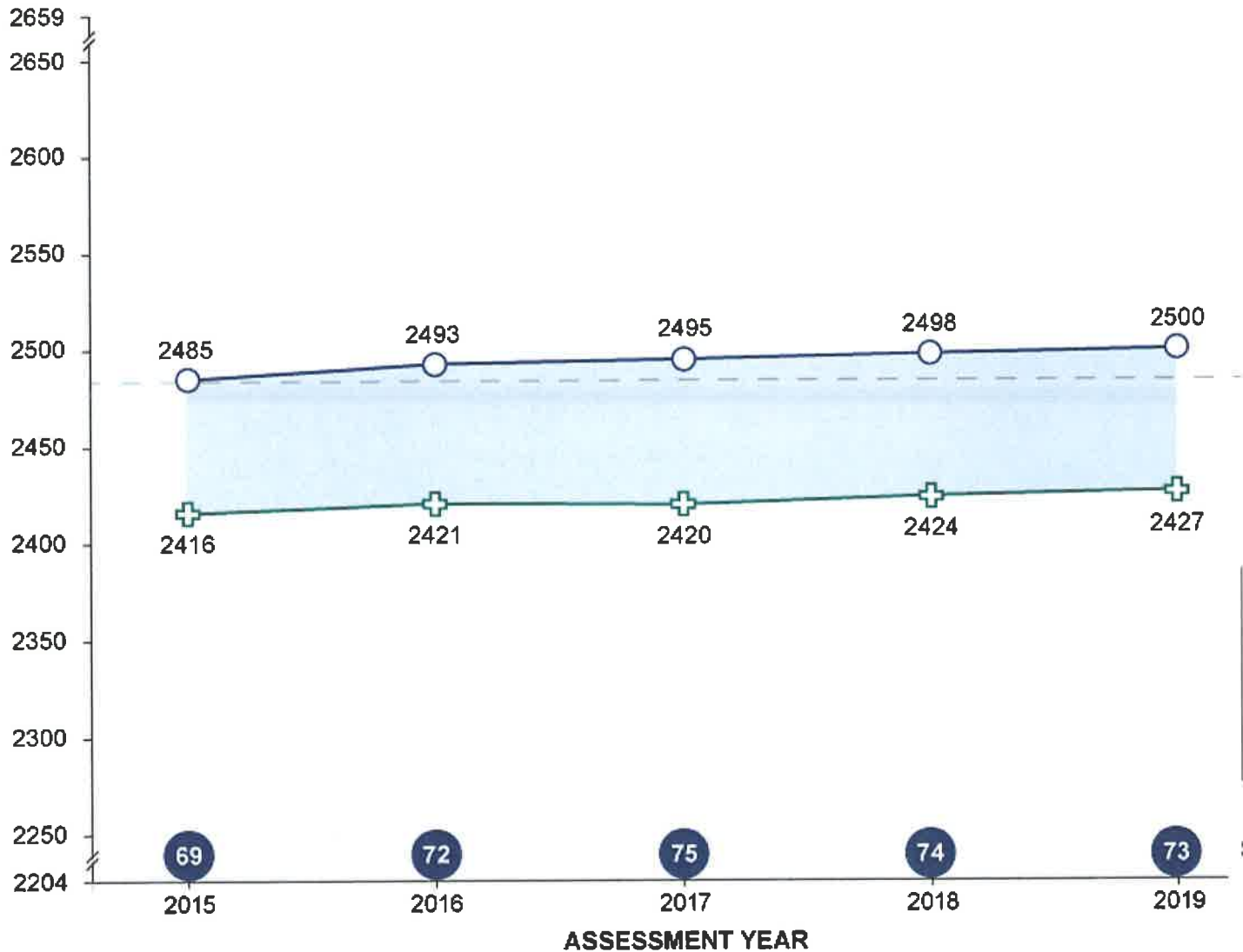
Math Grade 4: Performance Trend between White and Hispanic or Latino

Student Group	2015 Scale Score Mean	2016 Scale Score Mean	2017 Scale Score Mean	2018 Scale Score Mean
White	2485	2493	2495	2498
Hispanic or Latino	2430	2437	2439	2445

White	2485	2493	2495	2498
Hispanic or Latino	2430	2437	2439	2445
Score Difference	55	56	56	53

Performance Trend: Grade 4, Black or African American

SCALE SCORE



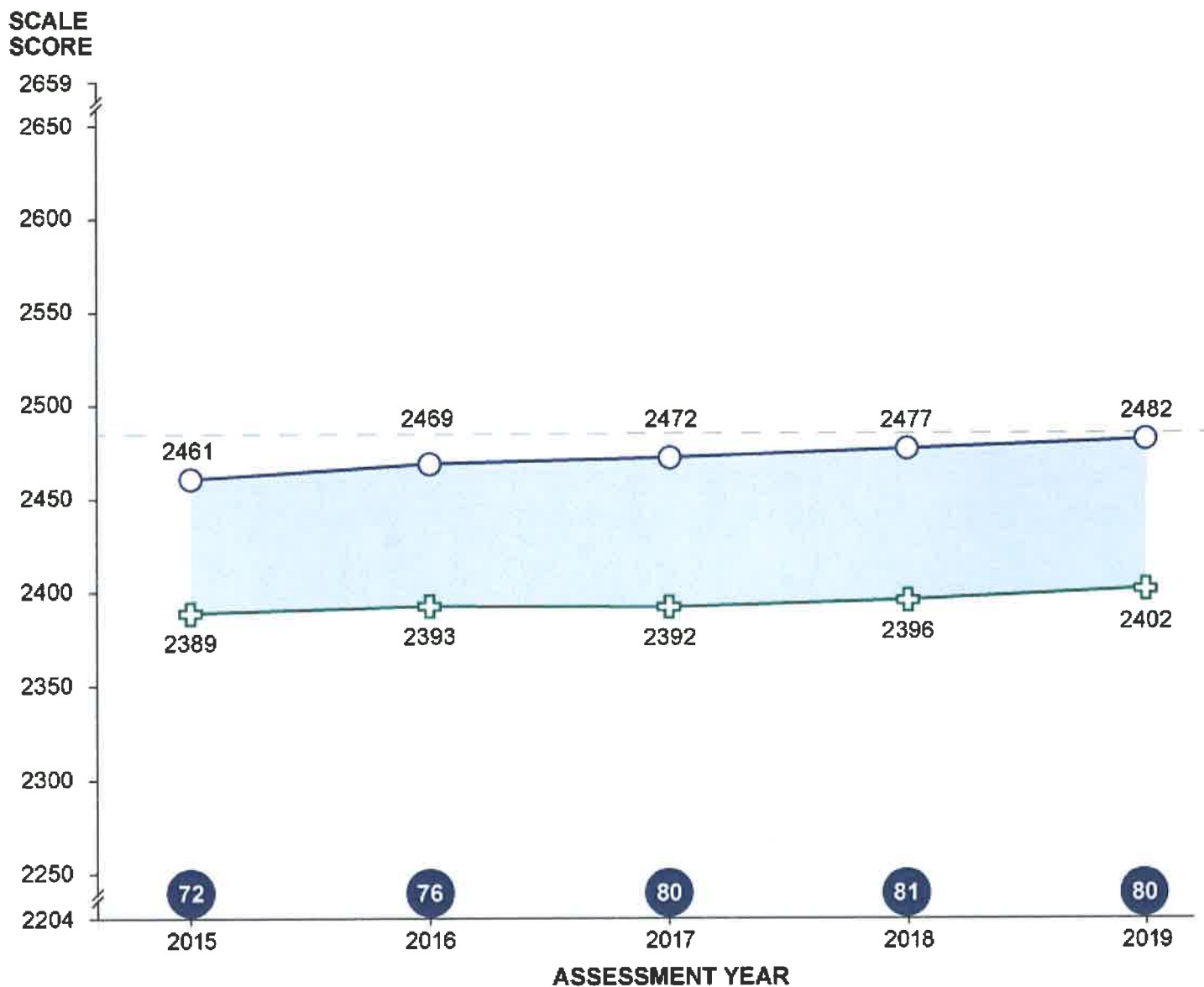
Math Grade 4: Performance Trend between White and Black or African American

Student Group	2015 Scale Score Mean	2016 Scale Score Mean	2017 Scale Score Mean	2018 Sc
White	2485	2493	2495	

Black or African American	2416	2421	2420
Score Difference	69	72	75

▼ Students with Disability

Performance Trend: Grade 4, Students with Disability



Math Grade 4: Performance Trend between Students with No Reported Disability and Students w

Student Group	2015 Scale Score Mean	2016 Scale Score Mean	2017 Scale Score Mean

Students with No Reported Disability	2461	2469	2472
Students with Disability	2389	2393	2392
Score Difference	72	76	80



▼ English Learners

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For more information, please visit the [Understanding English Learner Achievement in California](#) document.

Performance Trend: Grade 4, English Only and English Learners

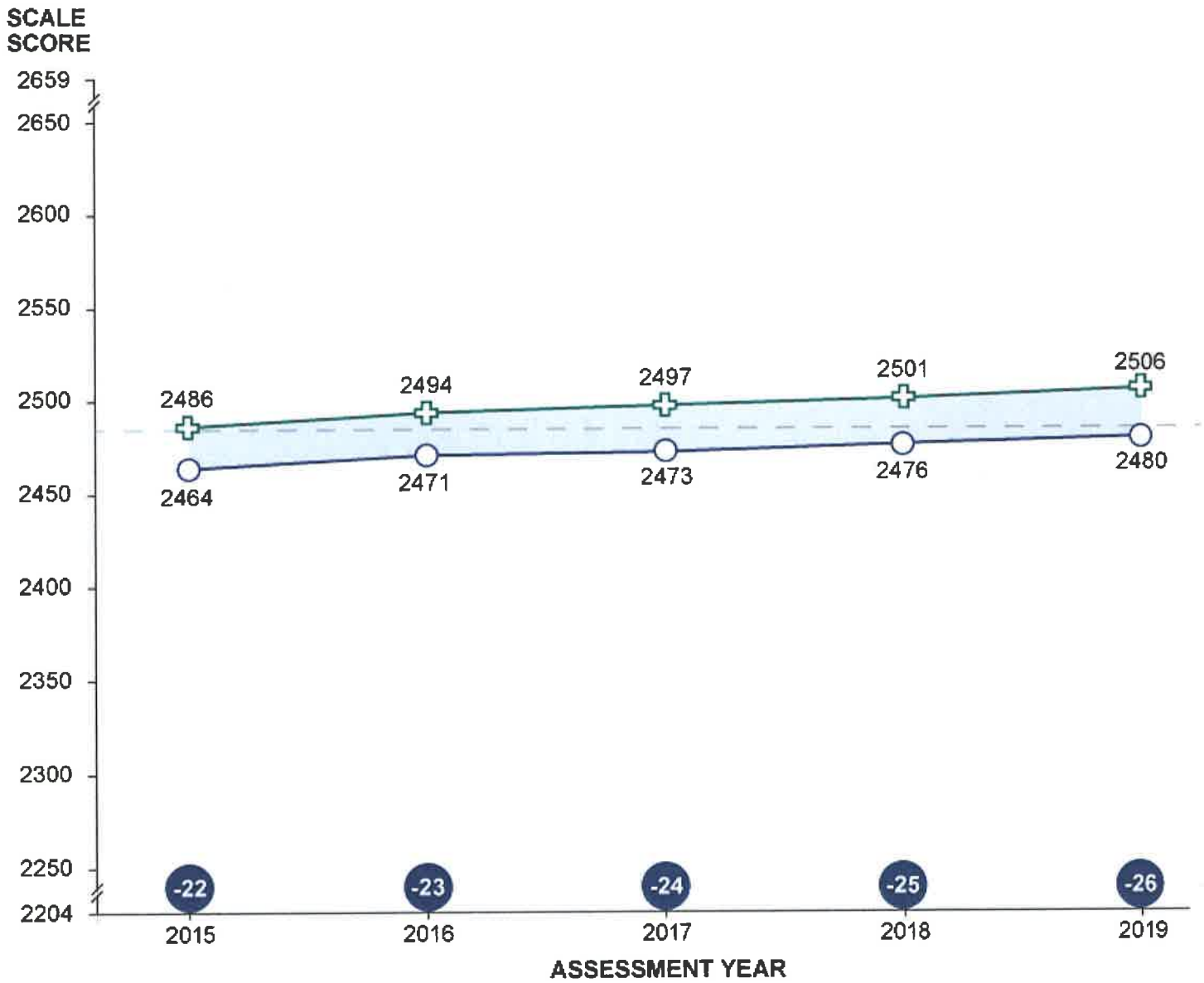


Math Grade 4: Performance Trend between English Only and English Learners

Student Group	2015 Scale Score Mean	2016 Scale Score Mean	2017 Scale Score Mean	2018 Scale Score Mean
English Only	2464	2471	2473	2476
English Learners*	2407	2413	2411	2412
Score Difference	57	58	62	64

* ELs reclassified as RFEP are not included in this group

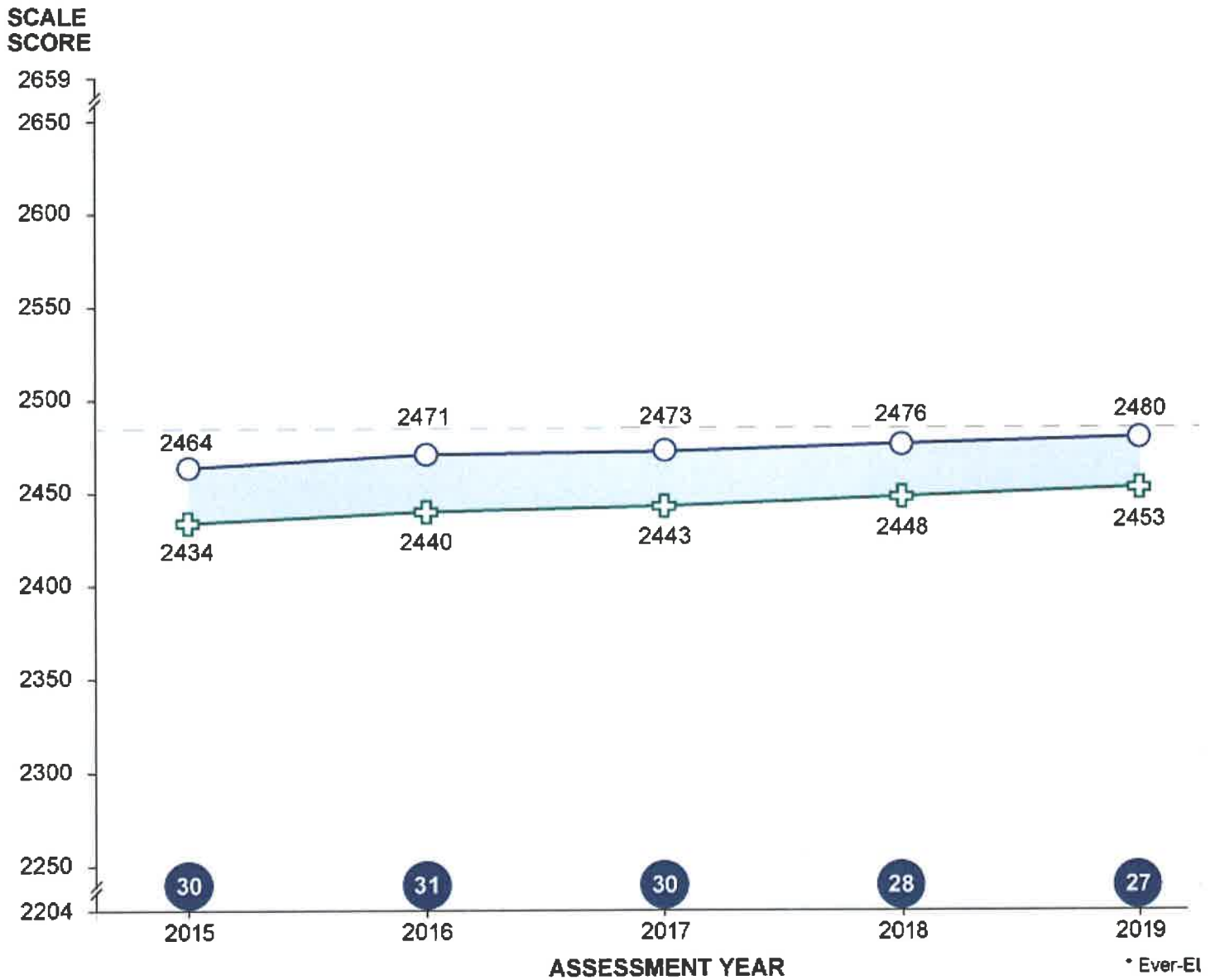
Performance Trend: Grade 4, English Only and Reclassified Fluent English Proficient



Math Grade 4: Performance Trend between English Only and Reclassified Fluent English Proficient

Student Group	2015 Scale Score Mean	2016 Scale Score Mean	2017 Scale Score Mean
English Only	2464	2471	2473
Reclassified Fluent English Proficient	2486	2494	2497
Score Difference	-22	-23	-24

Performance Trend: Grade 4, English Only and Ever-ELs



Math Grade 4: Performance Trend between English Only and Ever-ELs

Student Group	2015 Scale Score Mean	2016 Scale Score Mean	2017 Scale Score Mean	2018 Scale Score Mean
English Only	2464	2471	2473	2476
Ever-ELs*	2434	2440	2443	2448
Score Difference	30	31	30	28

* Ever-ELs is the sum of ELs and RFEPs



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Grade:

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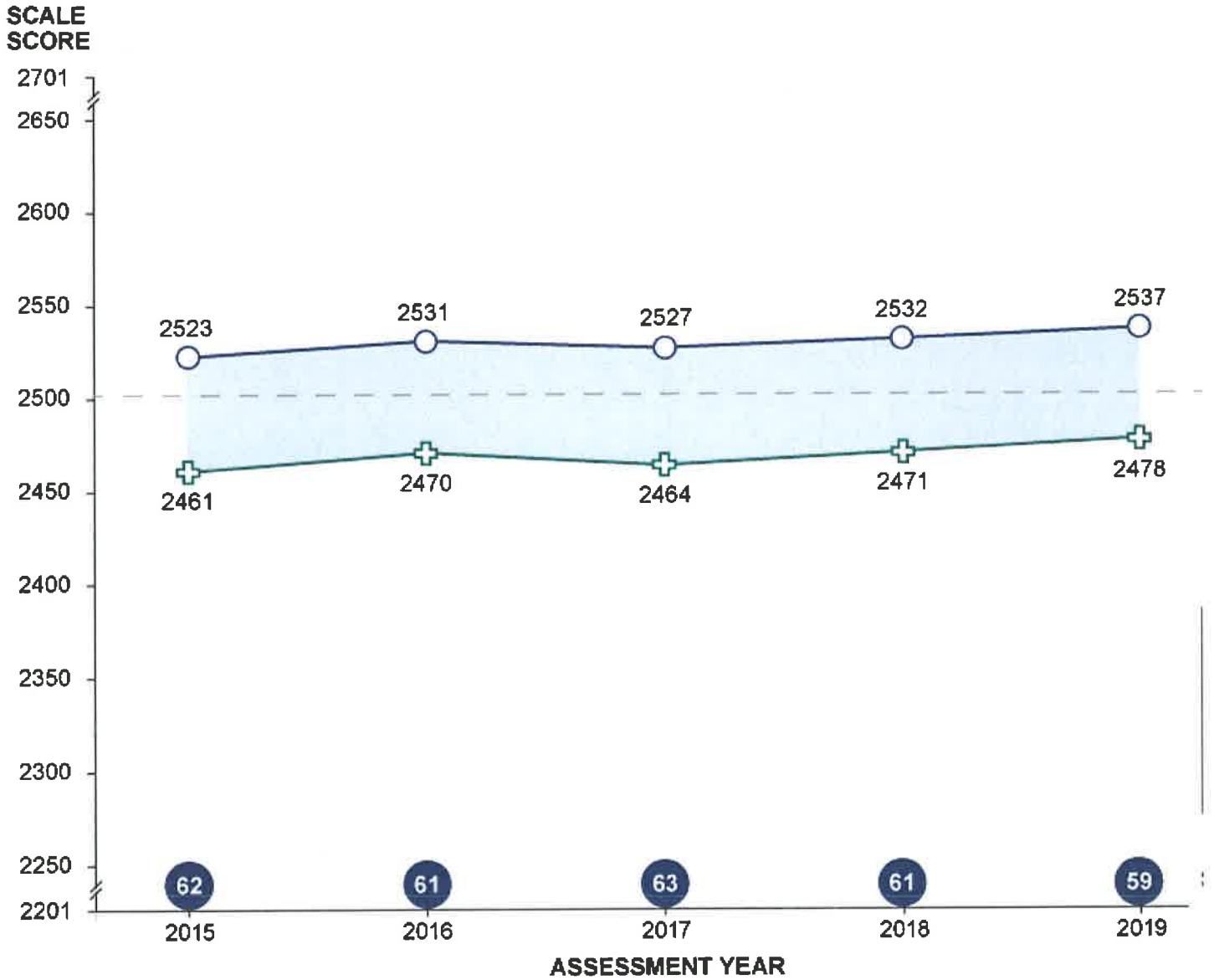
PLEASE NOTE: The average scale scores presented in the performance trend reports are rounded to the nearest integer, which may differ slightly from the average scale scores presented in the application that are rounded to one decimal digit.

2018–19 State Performance Trend Reports for Grade 5

ENGLISH LANGUAGE ARTS/LITERACY

▼ Ethnicity

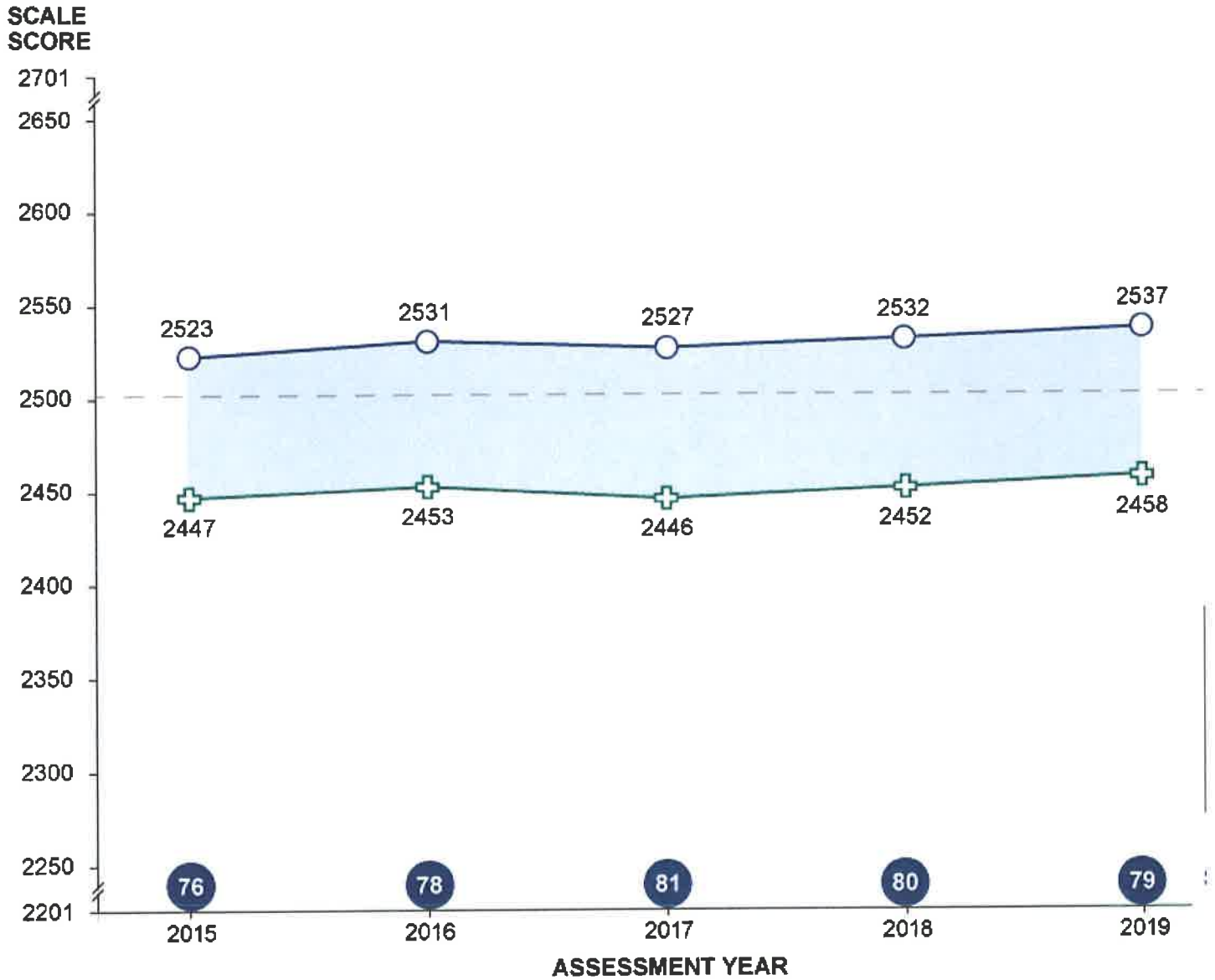
Performance Trend: Grade 5, Hispanic or Latino



ELA Grade 5: Performance Trend between White and Hispanic or Latino

Student Group	2015 Scale Score Mean	2016 Scale Score Mean	2017 Scale Score Mean	2018 Scale Score Mean
White	2523	2531	2527	2532
Hispanic or Latino	2461	2470	2464	2471
Score Difference	62	61	63	61

Performance Trend: Grade 5, Black or African American

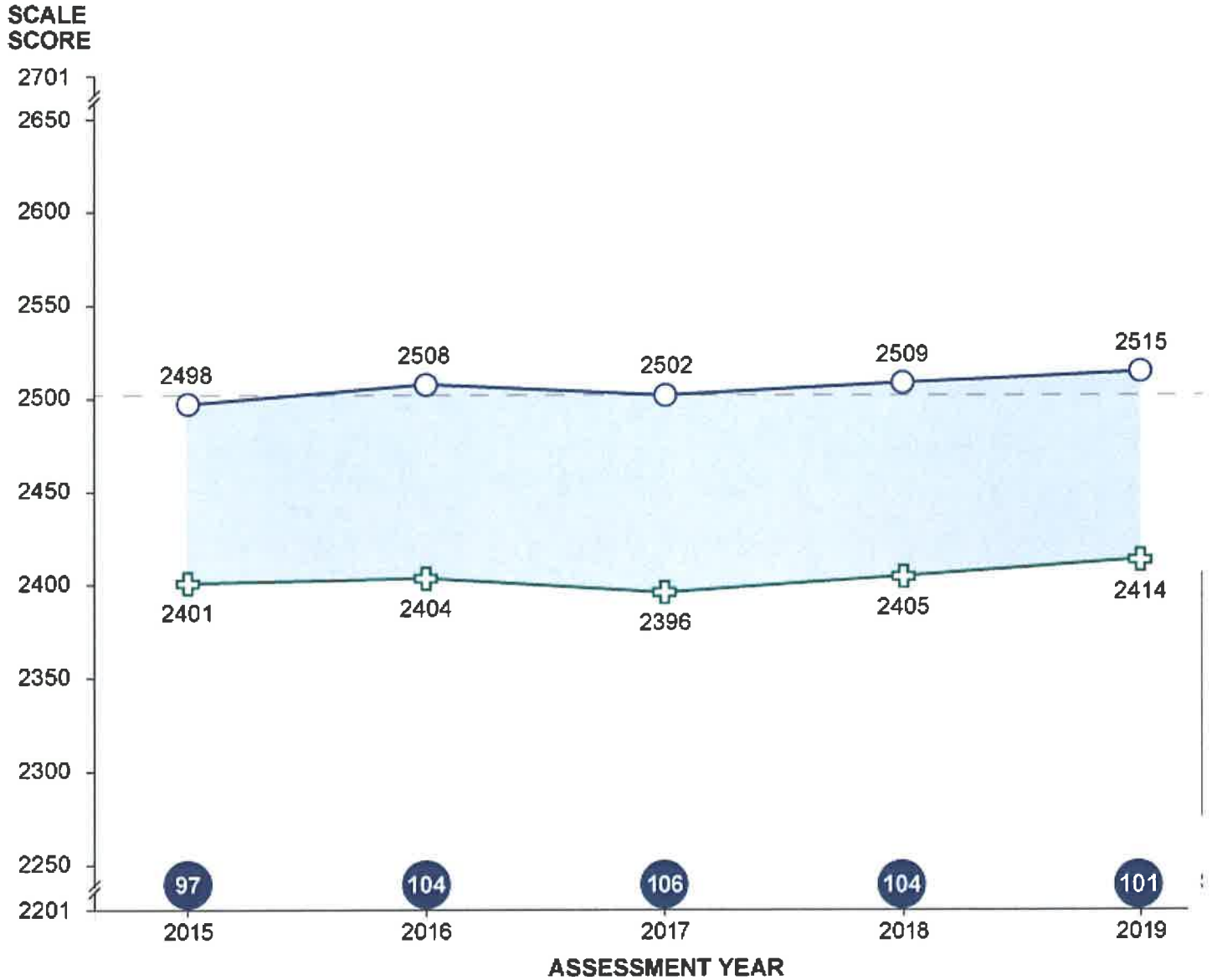


ELA Grade 5: Performance Trend between White and Black or African American

Student Group	2015 Scale Score Mean	2016 Scale Score Mean	2017 Scale Score Mean	2018 Sc
White	2523	2531	2527	
Black or African American	2447	2453	2446	
Score Difference	76	78	81	

▼ Students with Disability

Performance Trend: Grade 5, Students with Disability



ELA Grade 5: Performance Trend between Students with No Reported Disability and Students with Disability

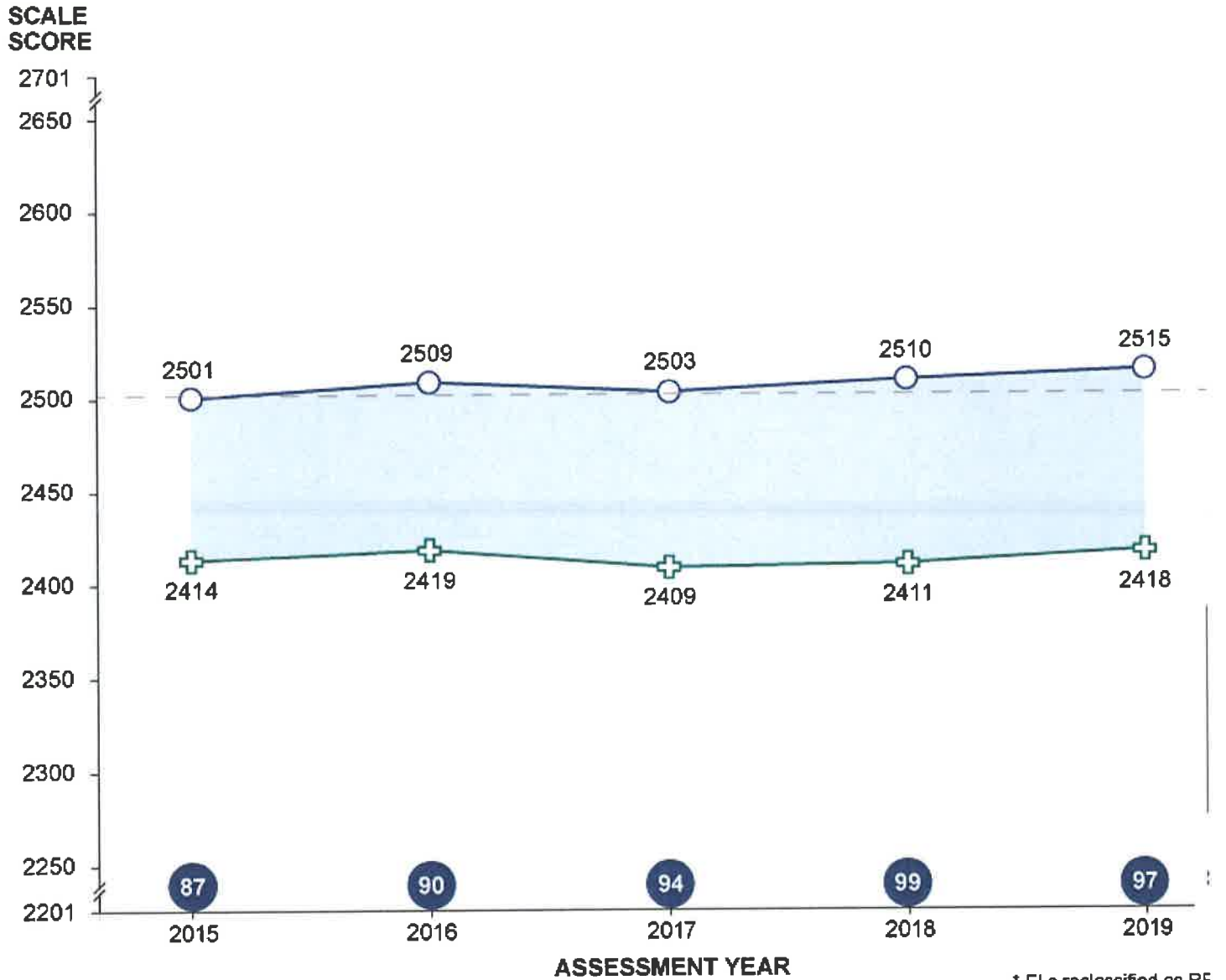
Student Group	2015 Scale Score Mean	2016 Scale Score Mean	2017 Scale Score Mean
Students with No Reported Disability	2498	2508	2502
Students with Disability	2401	2404	2396
Score Difference	97	104	106

▼ English Learners

To learn more about the definitions of English learners, please visit the [Understanding Results](#) page.

For more information, please visit the [Understanding English Learner Achievement in California](#) document.

Performance Trend: Grade 5, English Only and English Learners



* ELs reclassified as RF

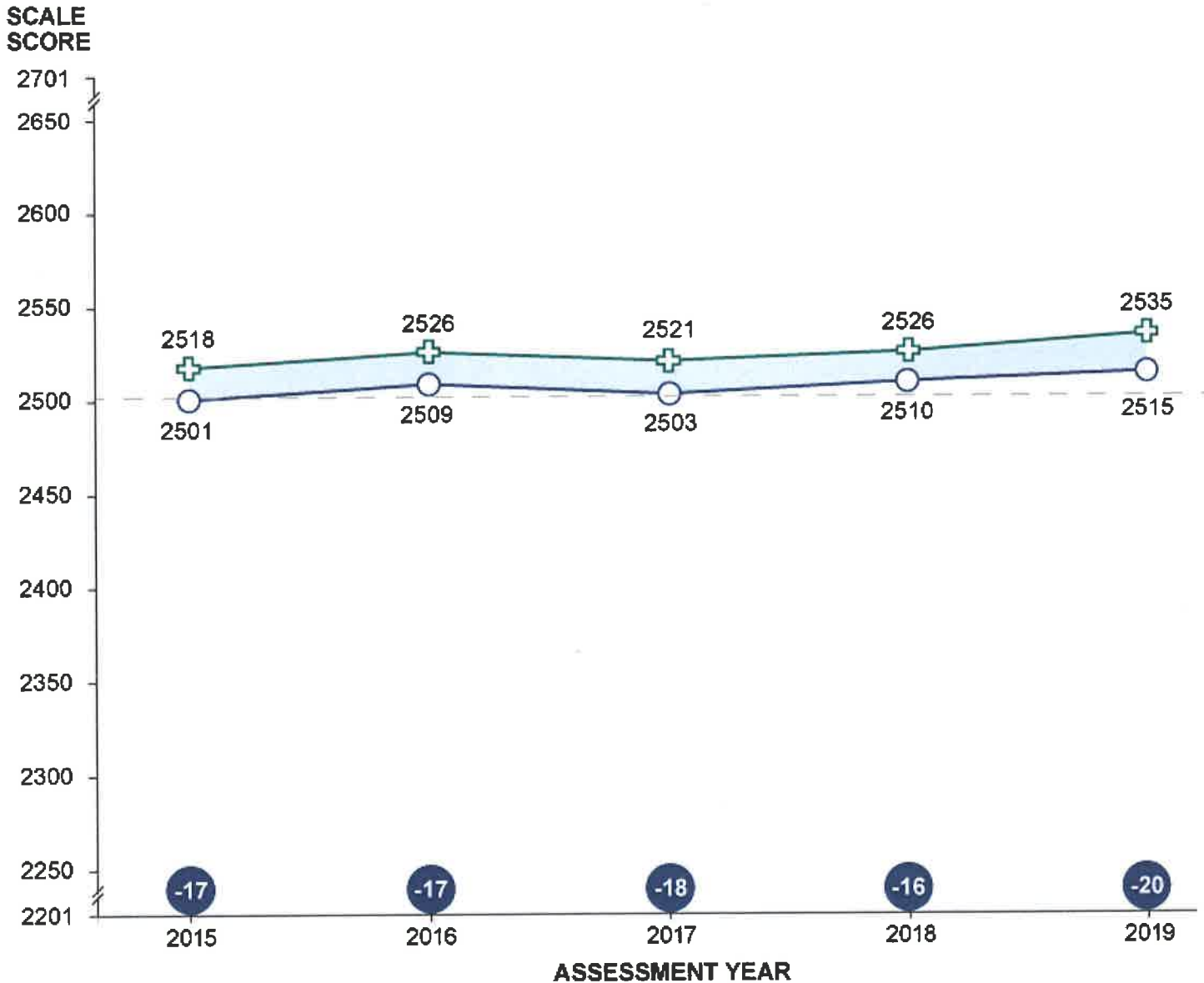
ELA Grade 5: Performance Trend between English Only and English Learners

Student Group	2015 Scale Score Mean	2016 Scale Score Mean	2017 Scale Score Mean	2018 Scale Score Mean
English Only	2501	2509	2503	2510
English Learners*	2414	2419	2409	2411

Score Difference	87	90	94	99
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* ELs reclassified as RFEP are not included in this group

Performance Trend: Grade 5, English Only and Reclassified Fluent English Proficient



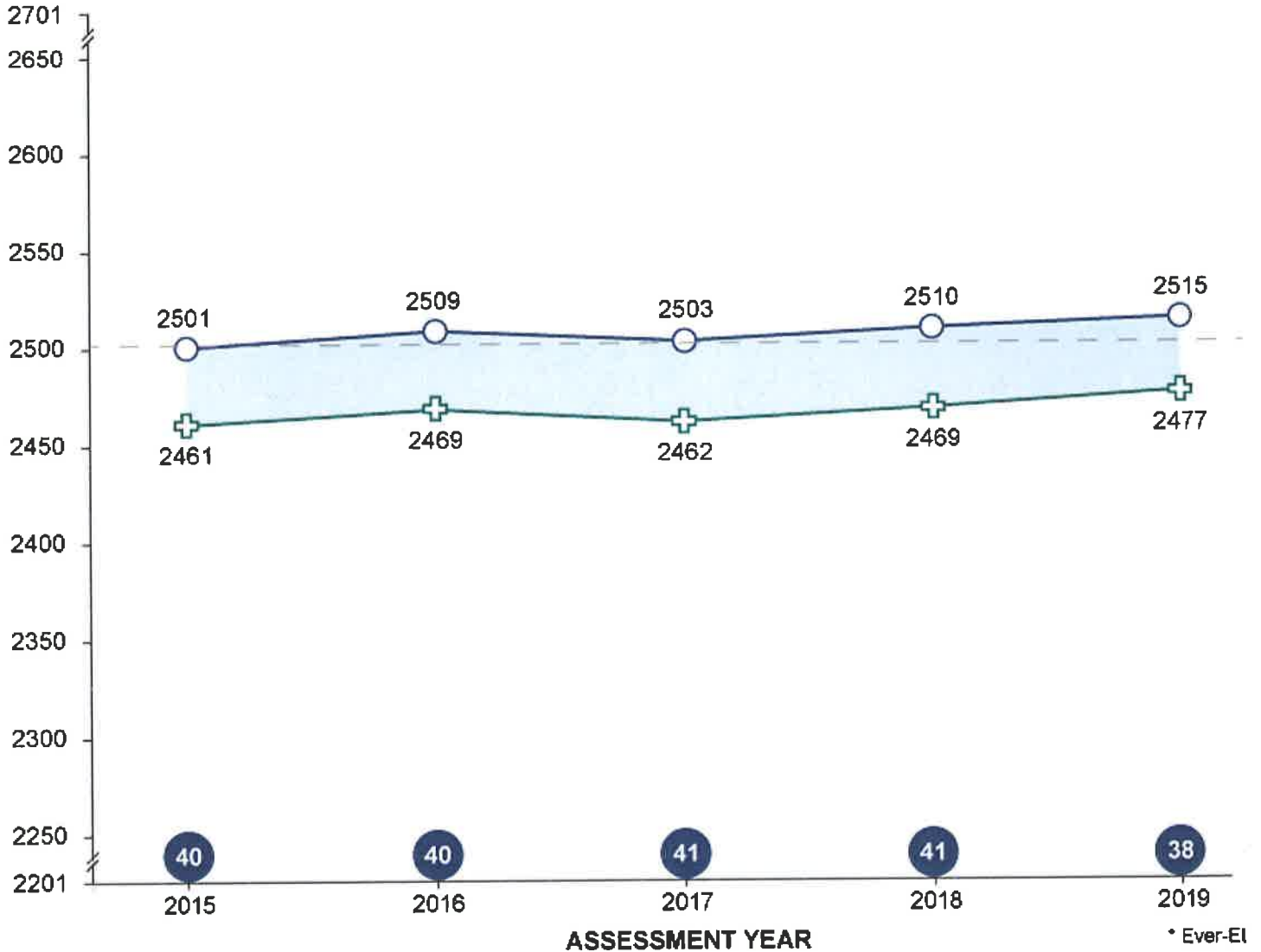
ELA Grade 5: Performance Trend between English Only and Reclassified Fluent English Proficie

Student Group	2015 Scale Score Mean	2016 Scale Score Mean	2017 Scale Score Mea
English Only	2501	2509	2503
Reclassified Fluent English Proficient	2518	2526	2521

Score Difference	-17	-17	-18
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Performance Trend: Grade 5, English Only and Ever-ELs

SCALE SCORE



ELA Grade 5: Performance Trend between English Only and Ever-ELs

Student Group	2015 Scale Score Mean	2016 Scale Score Mean	2017 Scale Score Mean	2018 Scale Score Mean
English Only	2501	2509	2503	2510
Ever-ELs*	2461	2469	2462	2469
Score Difference	40	40	41	41

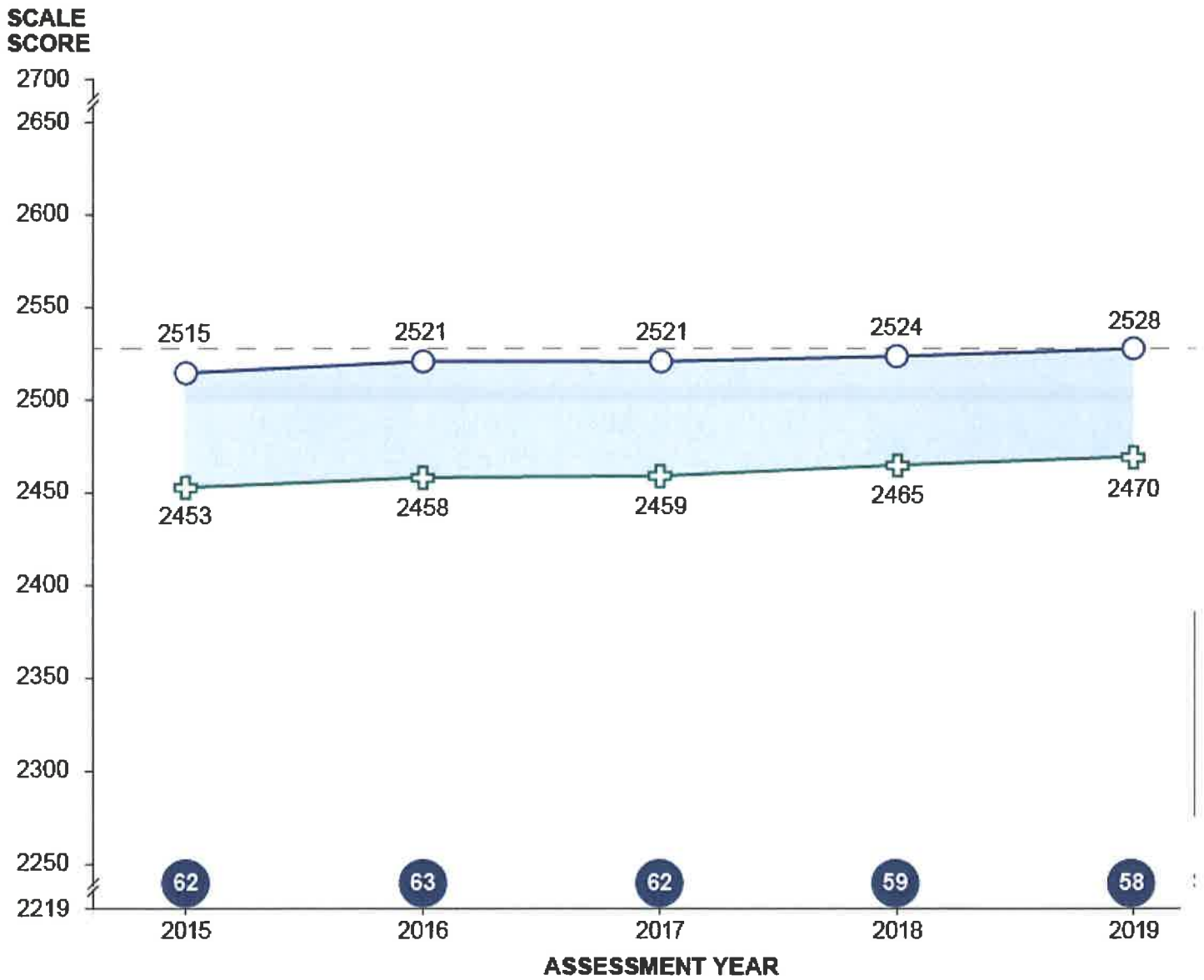
* Ever-ELs is the sum of ELs and RFEPs



MATHEMATICS

▼ **Ethnicity**

Performance Trend: Grade 5, Hispanic or Latino

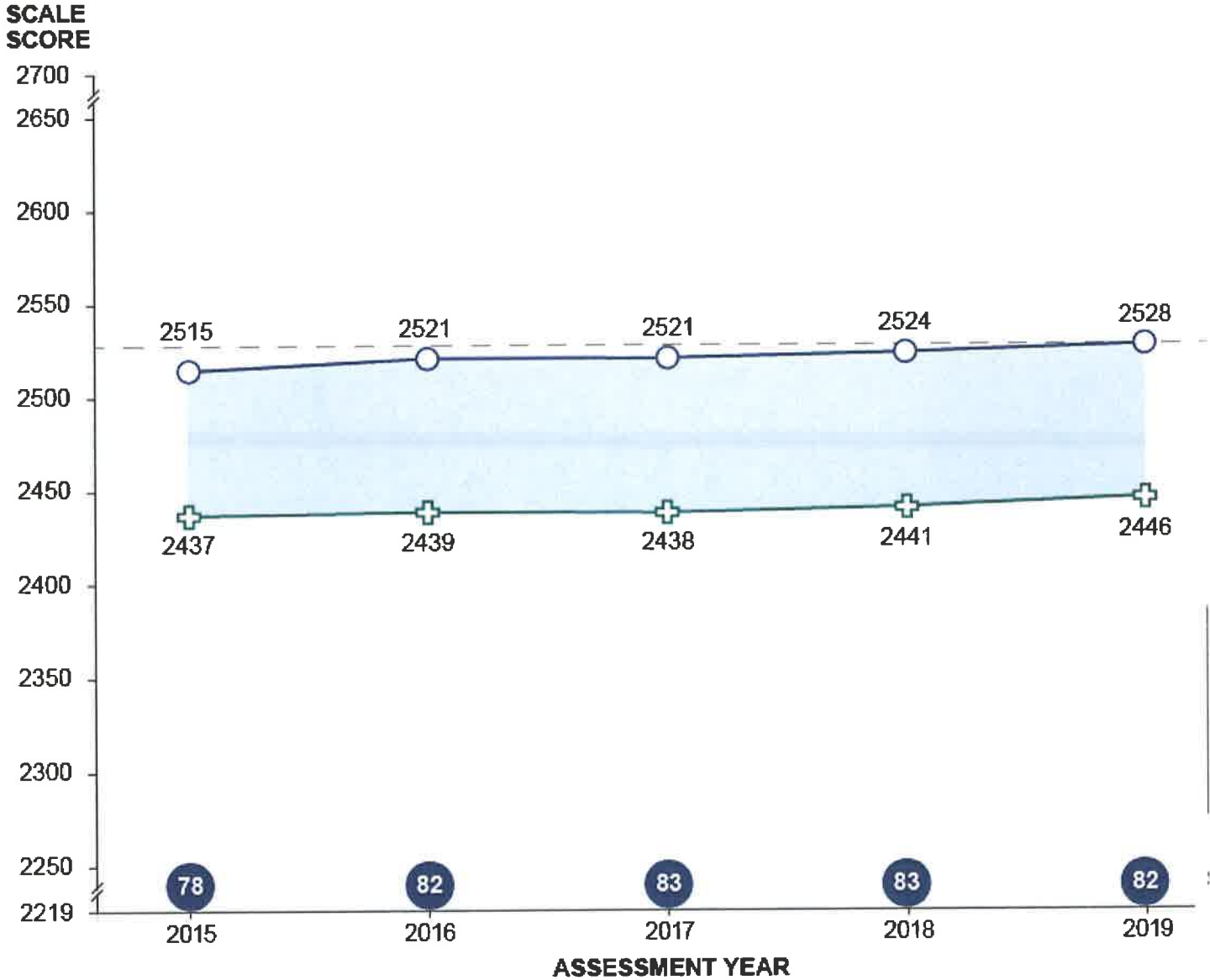


Math Grade 5: Performance Trend between White and Hispanic or Latino

Student Group	2015 Scale Score Mean	2016 Scale Score Mean	2017 Scale Score Mean	2018 Scale Score Mean
White	2515	2521	2521	2524
Hispanic or Latino	2453	2458	2459	2465

White	2515	2521	2521	2524
Hispanic or Latino	2453	2458	2459	2465
Score Difference	62	63	62	59

Performance Trend: Grade 5, Black or African American



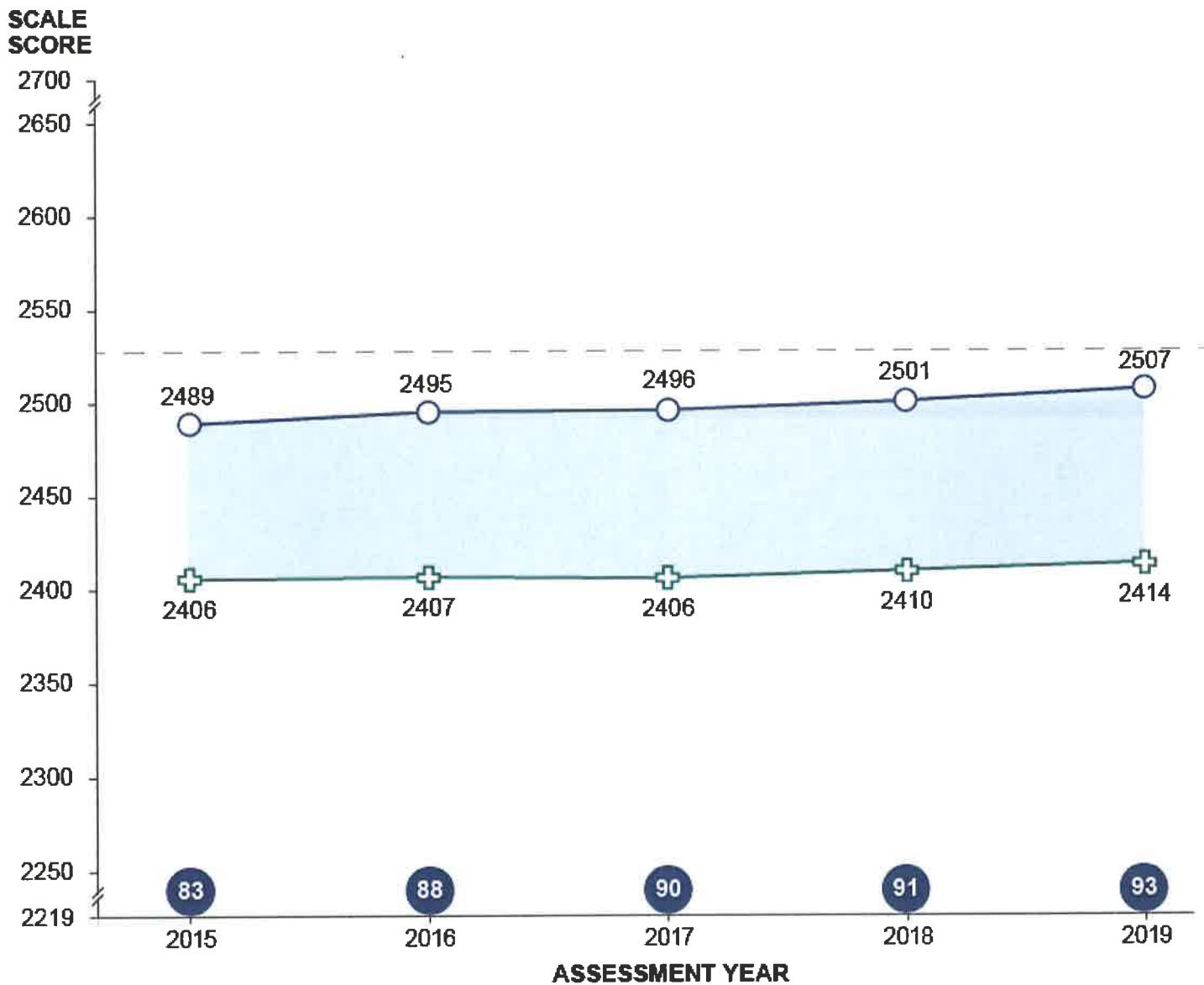
Math Grade 5: Performance Trend between White and Black or African American

Student Group	2015 Scale Score Mean	2016 Scale Score Mean	2017 Scale Score Mean	2018 Sc
White	2515	2521	2521	

Black or African American	2437	2439	2438
Score Difference	78	82	83

▼ Students with Disability

Performance Trend: Grade 5, Students with Disability



Math Grade 5: Performance Trend between Students with No Reported Disability and Students w

Student Group	2015 Scale Score Mean	2016 Scale Score Mean	2017 Scale Score Mean

Students with No Reported Disability	2489	2495	2496
Students with Disability	2406	2407	2406
Score Difference	83	88	90

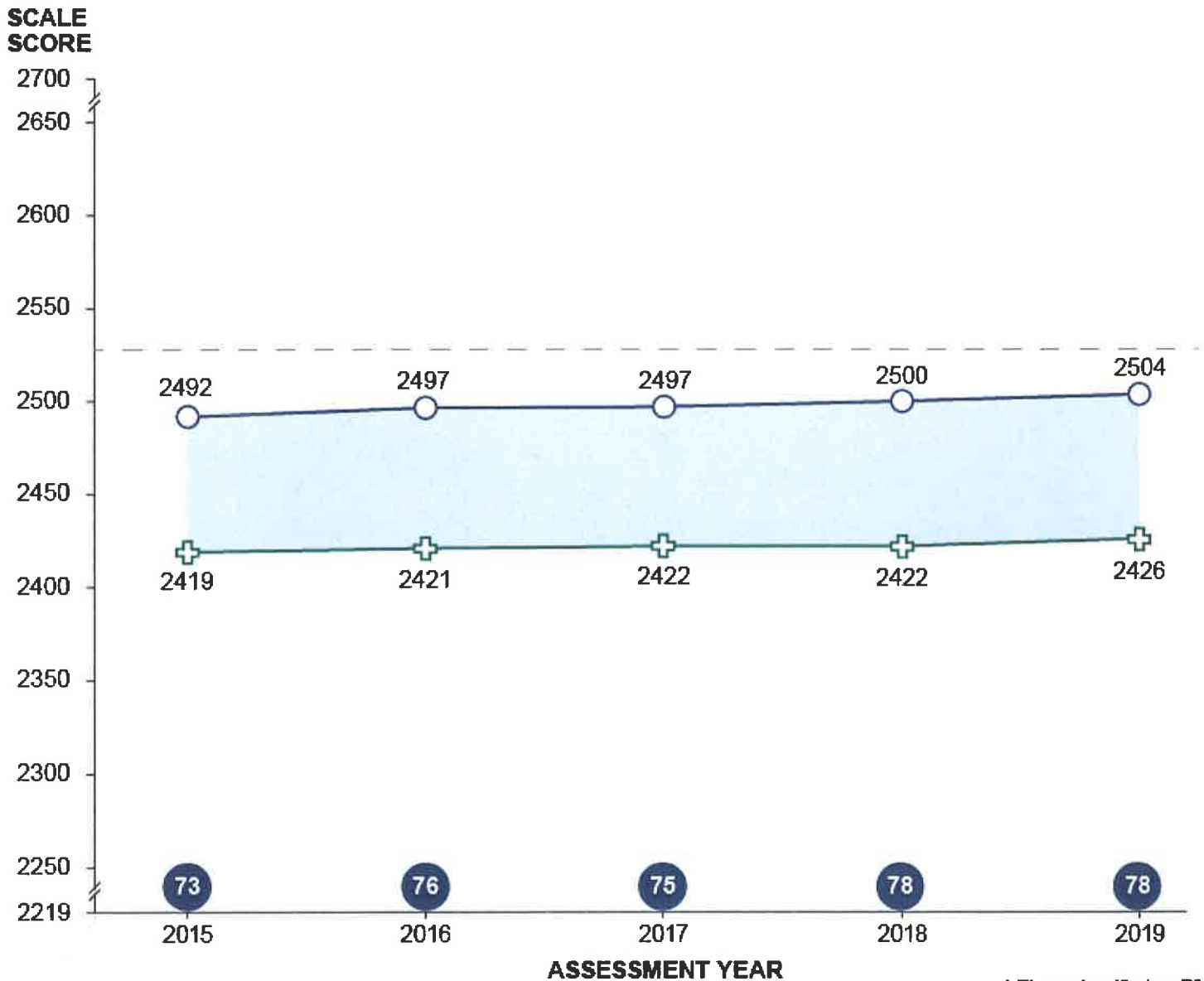


▼ English Learners

To learn more about the definitions of English learners, please visit the [Understanding Results](#) page.

For more information, please visit the [Understanding English Learner Achievement in California](#) document.

Achievement Gap: Grade 5, English Only and English Learners

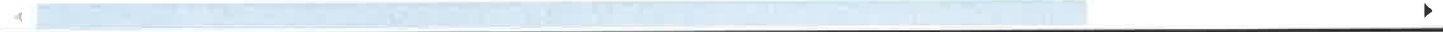


* ELs reclassified as RF

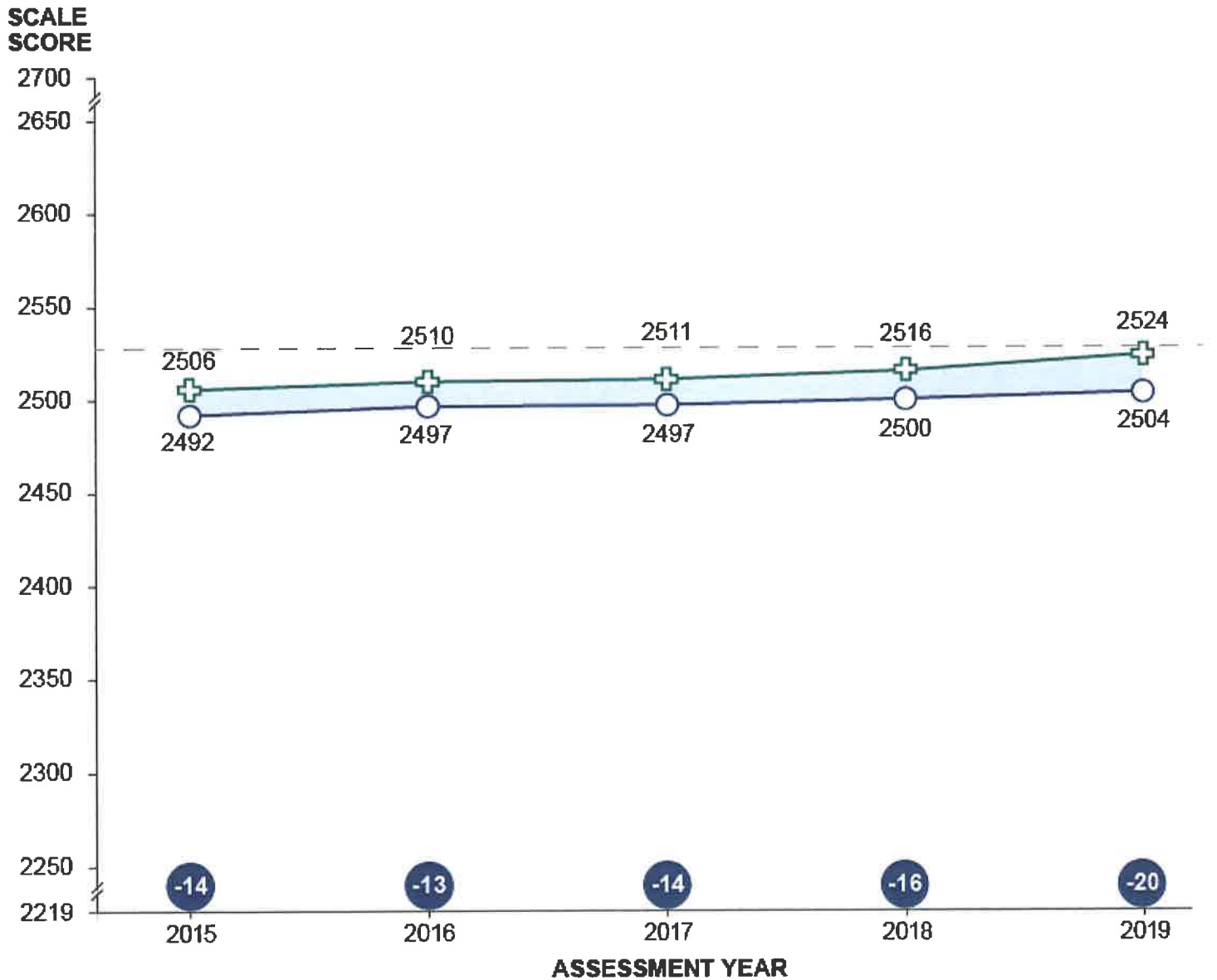
Math Grade 5: Performance Trend between English Only and English Learners

Student Group	2015 Scale Score Mean	2016 Scale Score Mean	2017 Scale Score Mean	2018 Scale Score Mean
English Only	2492	2497	2497	2500
English Learners*	2419	2421	2422	2422
Score Difference	73	76	75	78

* ELs reclassified as RFEP are not included in this group



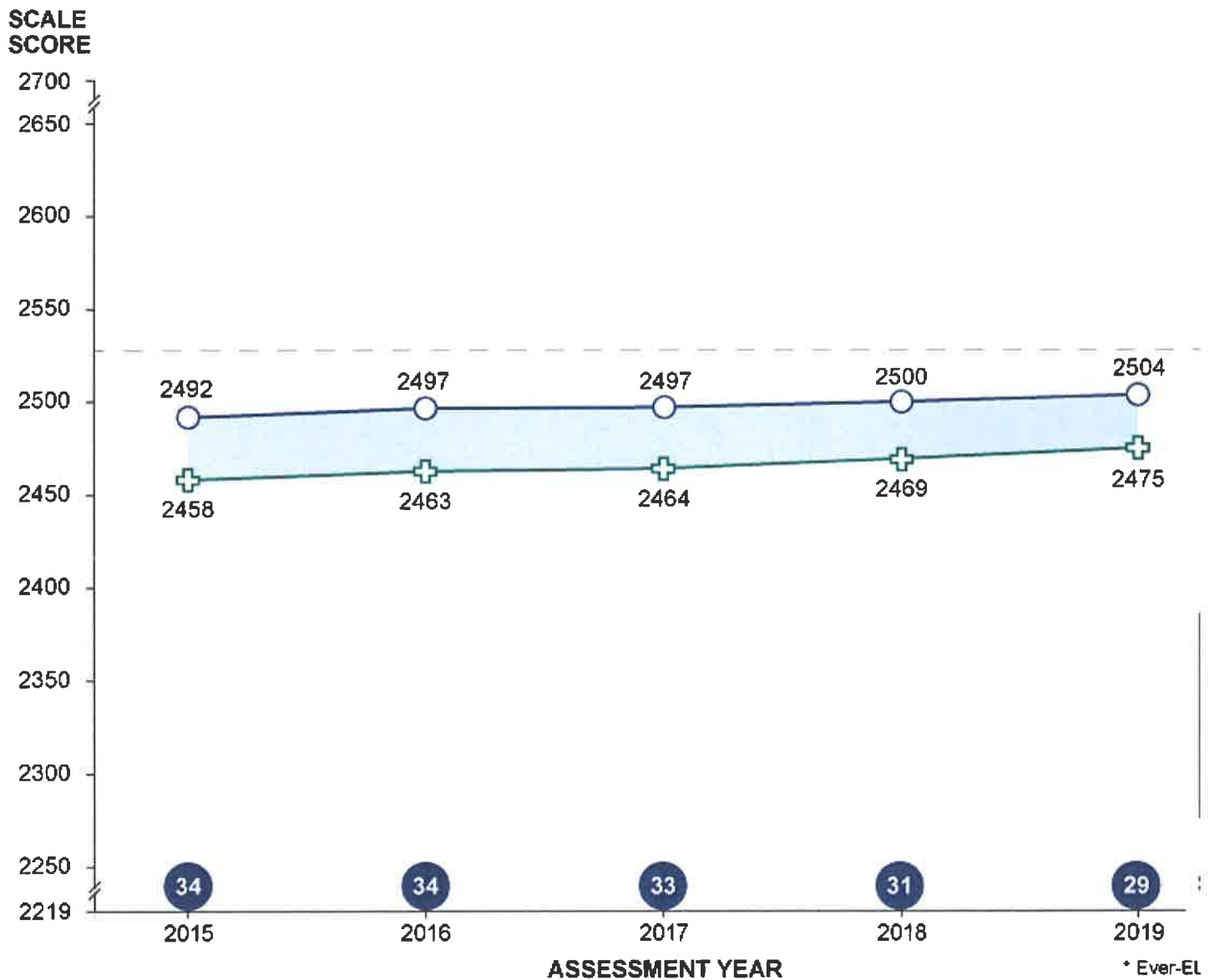
Performance Trend: Grade 5, English Only and Reclassified Fluent English Proficient



Math Grade 5: Performance Trend between English Only and Reclassified Fluent English Proficient

Student Group	2015 Scale Score Mean	2016 Scale Score Mean	2017 Scale Score Mean
English Only	2492	2497	2497
Reclassified Fluent English Proficient	2506	2510	2511
Score Difference	-14	-13	-14

Performance Trend: Grade 5, English Only and Ever-ELs



Math Grade 5: Performance Trend between English Only and Ever-ELs

Student Group	2015 Scale Score Mean	2016 Scale Score Mean	2017 Scale Score Mean	2018 Scale Score Mean
English Only	2492	2497	2497	2500
Ever-ELs*	2458	2463	2464	2469
Score Difference	34	34	33	31

* Ever-ELs is the sum of ELs and RFEPs





California Assessment of Student Performance and Progress



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English Language Arts/Literacy and Mathematics

Smarter Balanced Summative Assessments

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State Performance Trend Reports

Report Options

Grade:

Grade 6 ▼

Apply Filters

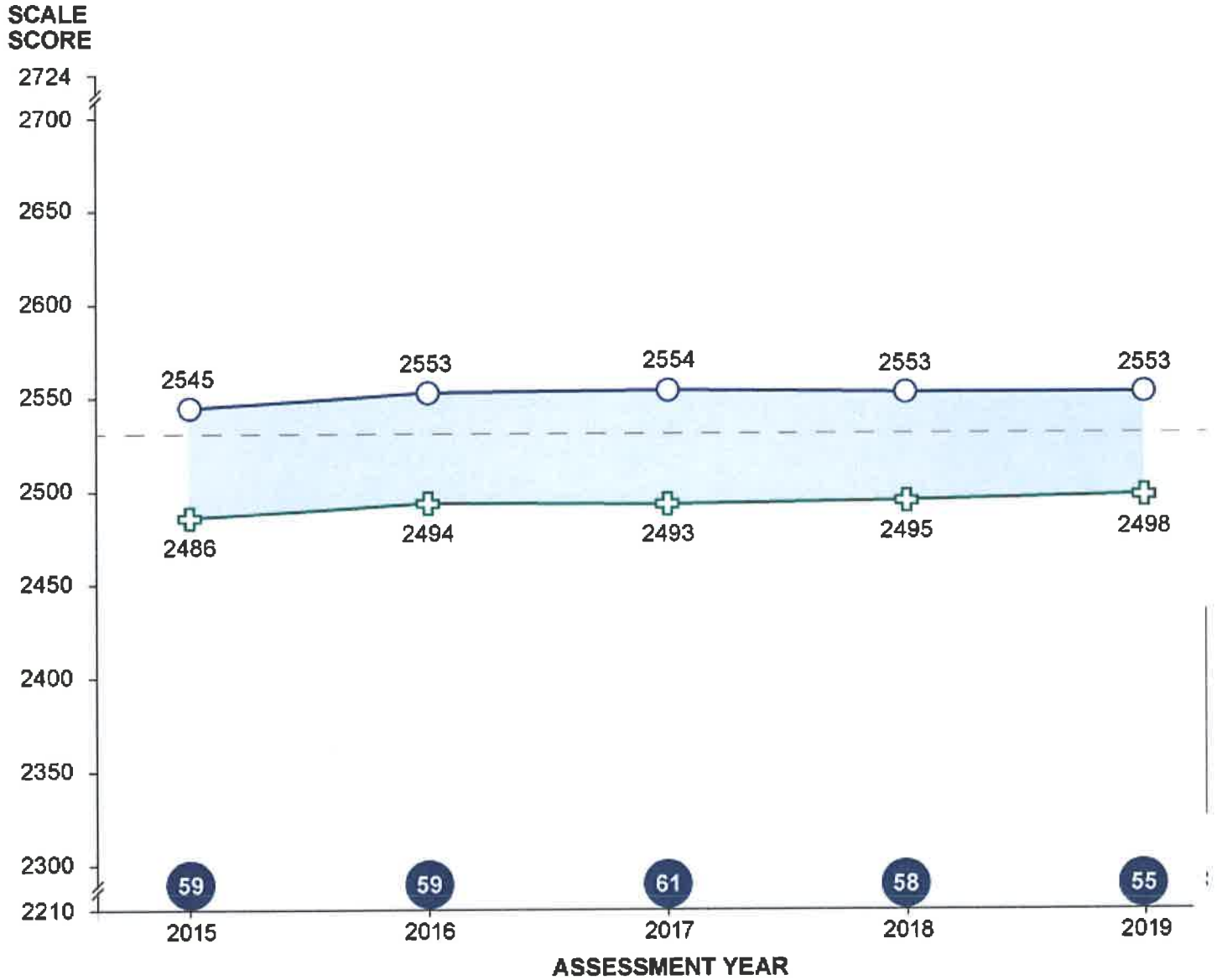
PLEASE NOTE: The average scale scores presented in the performance trend reports are rounded to the nearest integer, which may differ slightly from the average scale scores presented in the application that are rounded to one decimal digit.

2018–19 State Performance Trend Reports for Grade 6

ENGLISH LANGUAGE ARTS/LITERACY

▼ Ethnicity

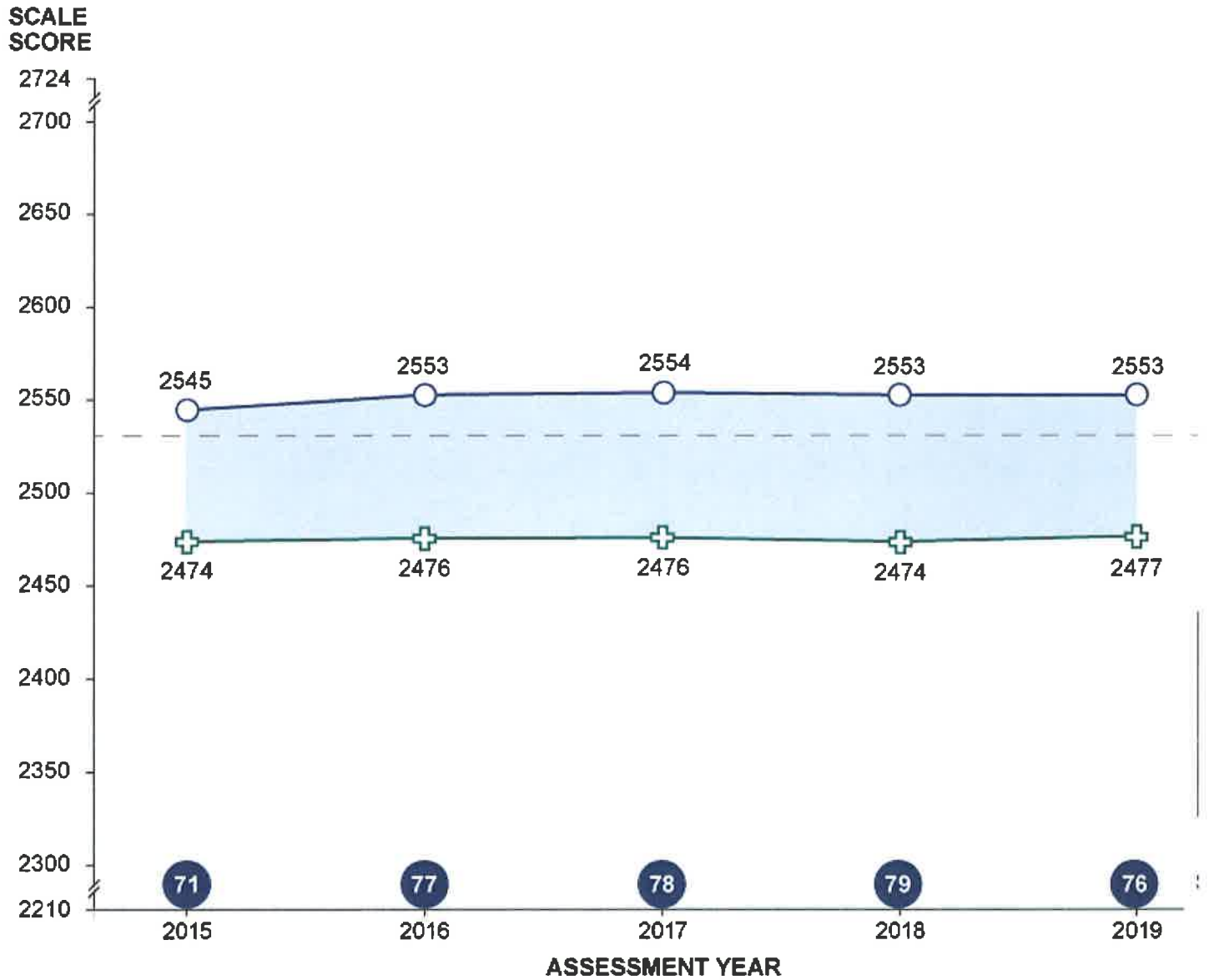
Performance Trend: Grade 6, Hispanic or Latino



ELA Grade 6: Performance Trend between White and Hispanic or Latino

Student Group	2015 Scale Score Mean	2016 Scale Score Mean	2017 Scale Score Mean	2018 Scale Score Mean
White	2545	2553	2554	2553
Hispanic or Latino	2486	2494	2493	2495
Score Difference	59	59	61	58

Performance Trend: Grade 6, Black or African American

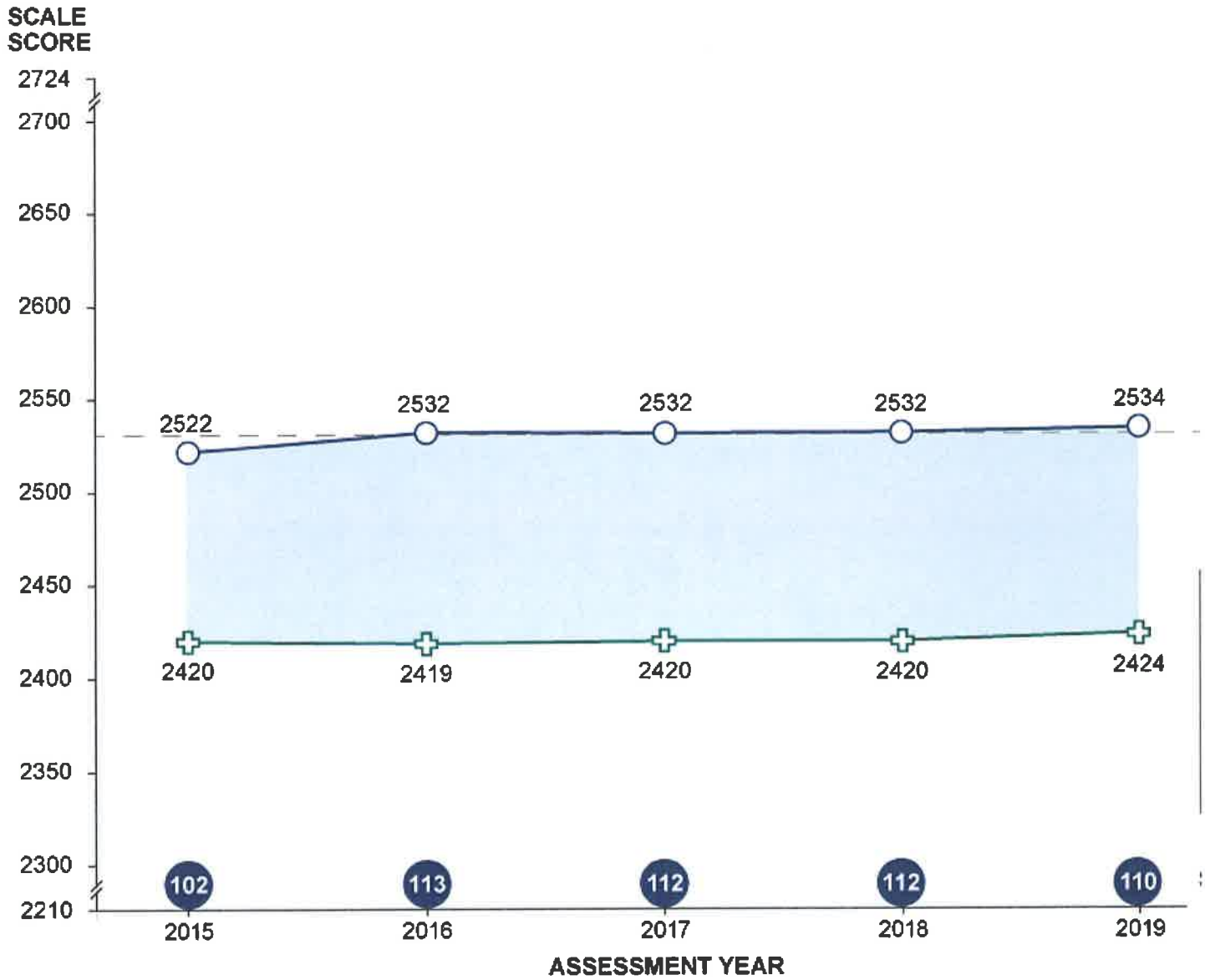


ELA Grade 6: Performance Trend between White and Black or African American

Student Group	2015 Scale Score Mean	2016 Scale Score Mean	2017 Scale Score Mean	2018 Sc
White	2474	2476	2476	
Black or African American	2545	2553	2554	
Score Difference	71	77	78	

▼ Students with Disability

Performance Trend: Grade 6, Students with Disability



ELA Grade 6: Performance Trend between Students with No Reported Disability and Students with Disability

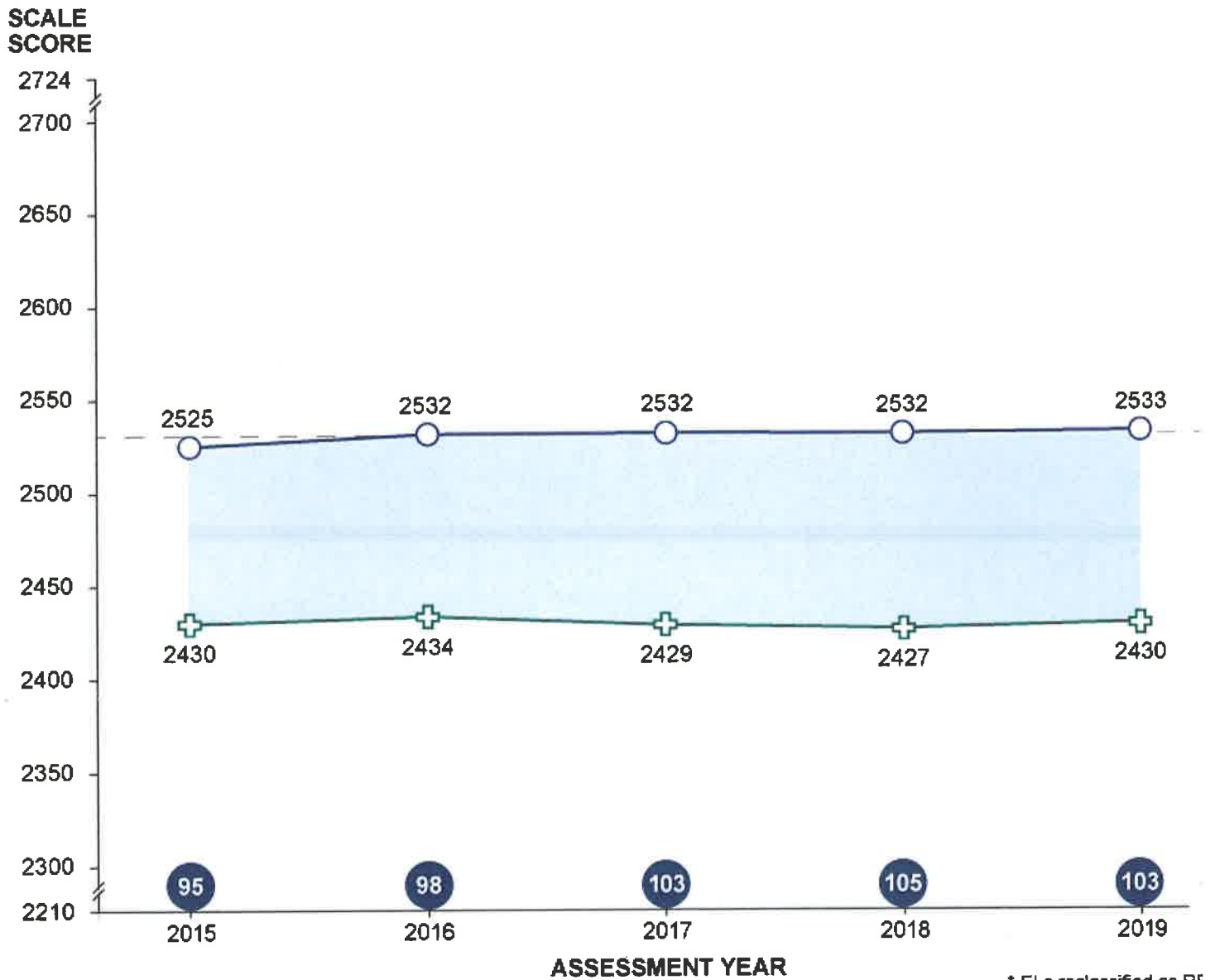
Student Group	2015 Scale Score Mean	2016 Scale Score Mean	2017 Scale Score Mean
Students with No Reported Disability	2522	2532	2532
Students with Disability	2420	2419	2420
Score Difference	102	113	112

▼ English Learners

To learn more about the definitions of English learners, please visit the [Understanding Results](#) page.

For more information, please visit the [Understanding English Learner Achievement in California](#) document.

Performance Trend: Grade 6, English Only and English Learners



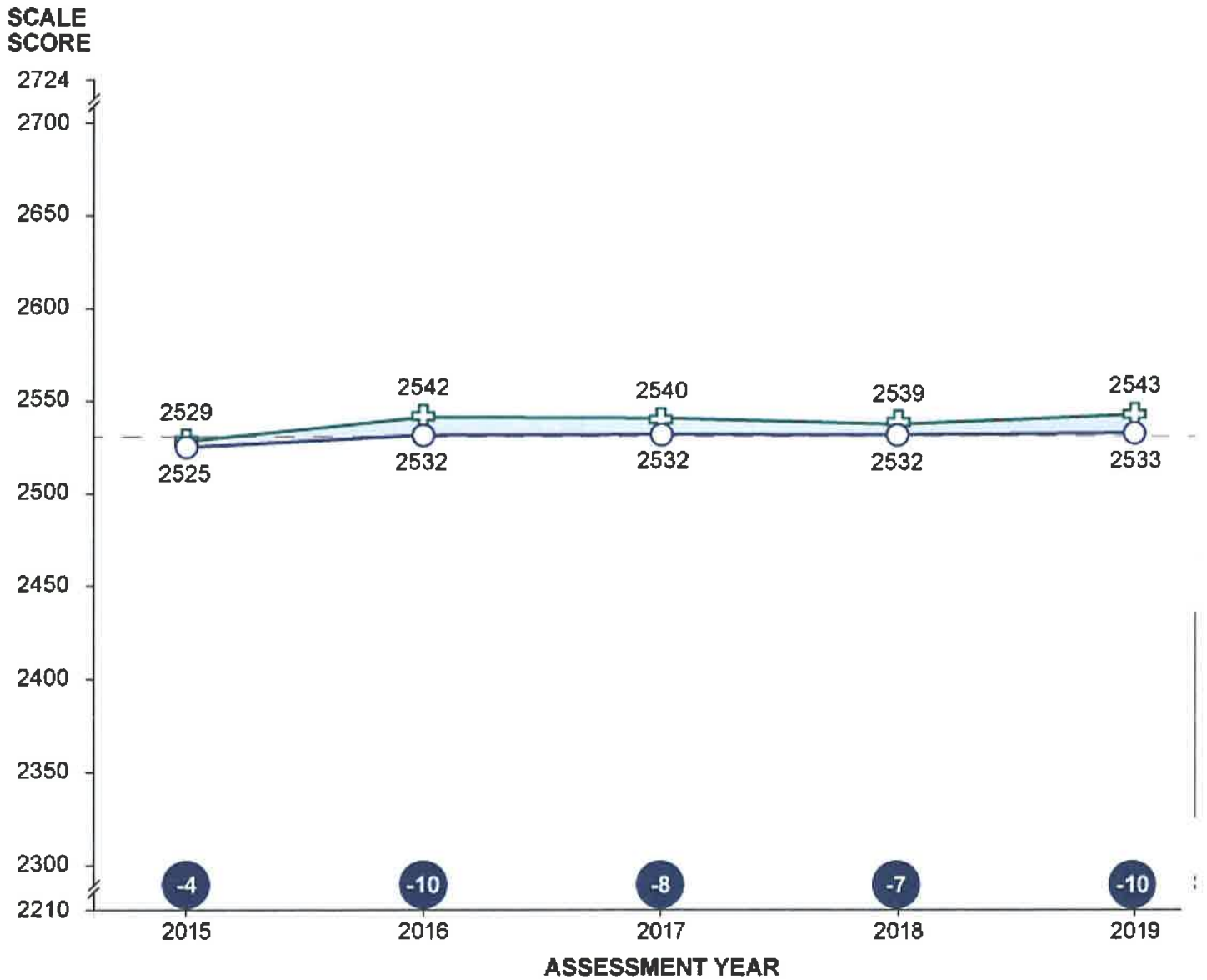
* ELs reclassified as RF

ELA Grade 6: Performance Trend between English Only and English Learners

Student Group	2015 Scale Score Mean	2016 Scale Score Mean	2017 Scale Score Mean	2018 Scale Score Mean
English Only	2525	2532	2532	2532
English Learners*	2430	2434	2429	2427
Score Difference	95	98	103	105

* ELs reclassified as RFEP are not included in this group

Performance Trend: Grade 6, English Only and Reclassified Fluent English Proficient



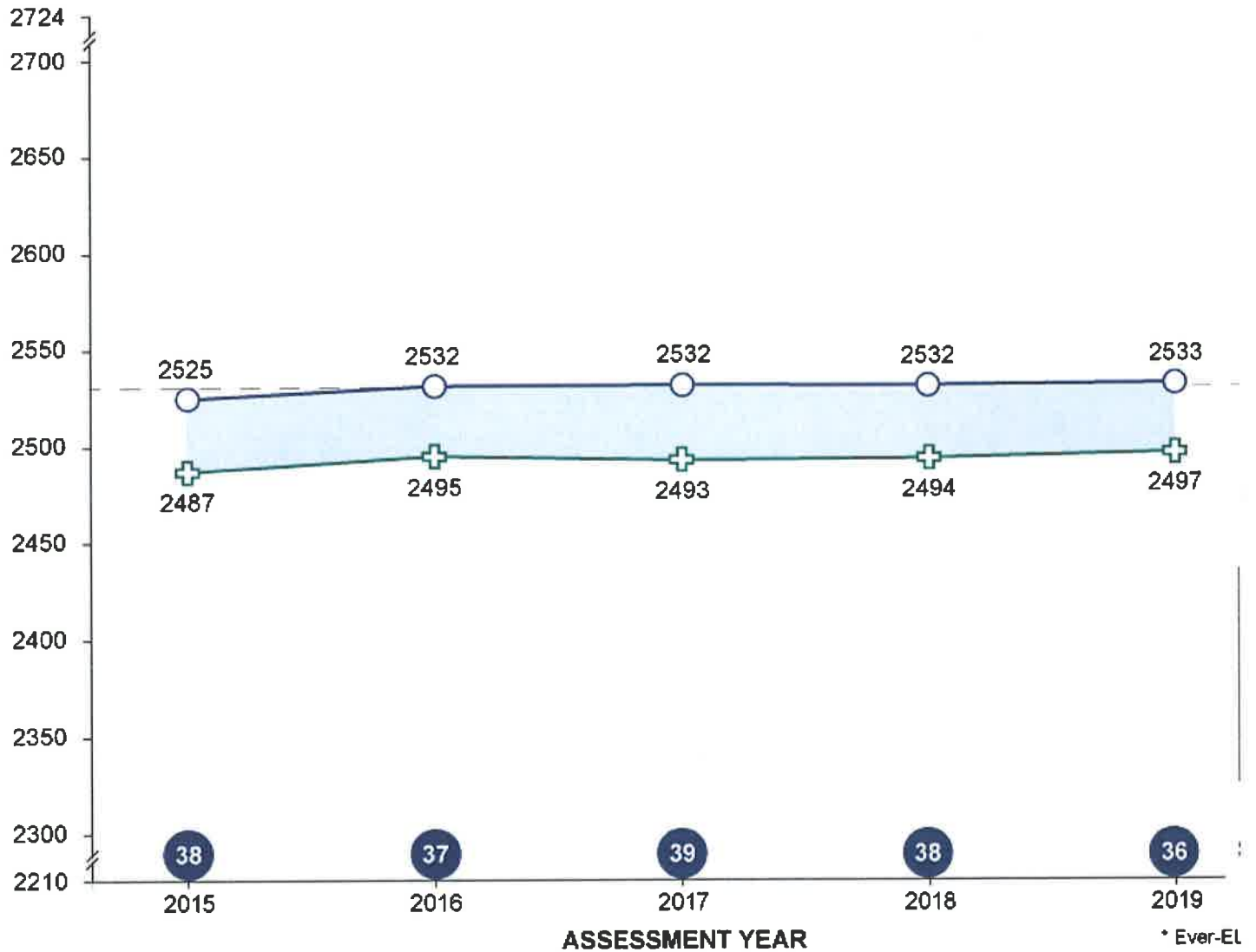
ELA Grade 6: Performance Trend between English Only and Reclassified Fluent English Proficient

Student Group	2015 Scale Score Mean	2016 Scale Score Mean	2017 Scale Score Mean
English Only	2525	2532	2532
Reclassified Fluent English Proficient	2529	2542	2540

Score Difference	-4	-10	-8
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Performance Trend: Grade 6, English Only and Ever-ELs

SCALE SCORE



ELA Grade 6: Performance Trend between English Only and Ever-ELs

Student Group	2015 Scale Score Mean	2016 Scale Score Mean	2017 Scale Score Mean	2018 Scale Score Mean
English Only	2525	2532	2532	2532
Ever-ELs*	2487	2495	2493	2494

Score Difference	38	37	39	38
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* Ever-ELs is the sum of ELs and RFEPs



MATHEMATICS

▼ Ethnicity

Performance Trend: Grade 6, Hispanic or Latino

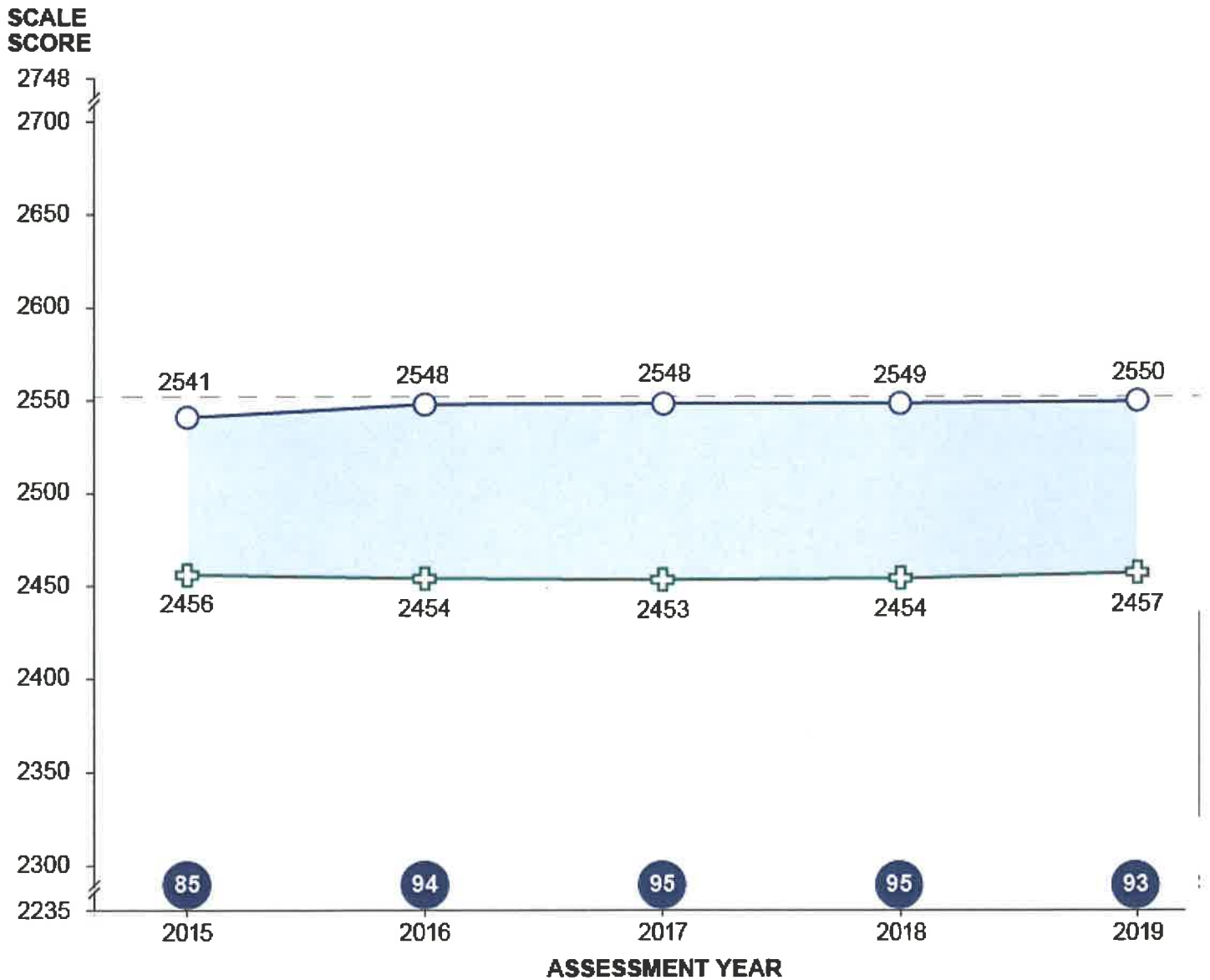
SCALE SCORE



Math Grade 6: Performance Trend between White and Hispanic or Latino

Student Group	2015 Scale Score Mean	2016 Scale Score Mean	2017 Scale Score Mean	2018 Scale Score Mean
White	2541	2548	2548	2549
Hispanic or Latino	2474	2477	2478	2482
Score Difference	67	71	70	67

Performance Trend: Grade 6, Black or African American



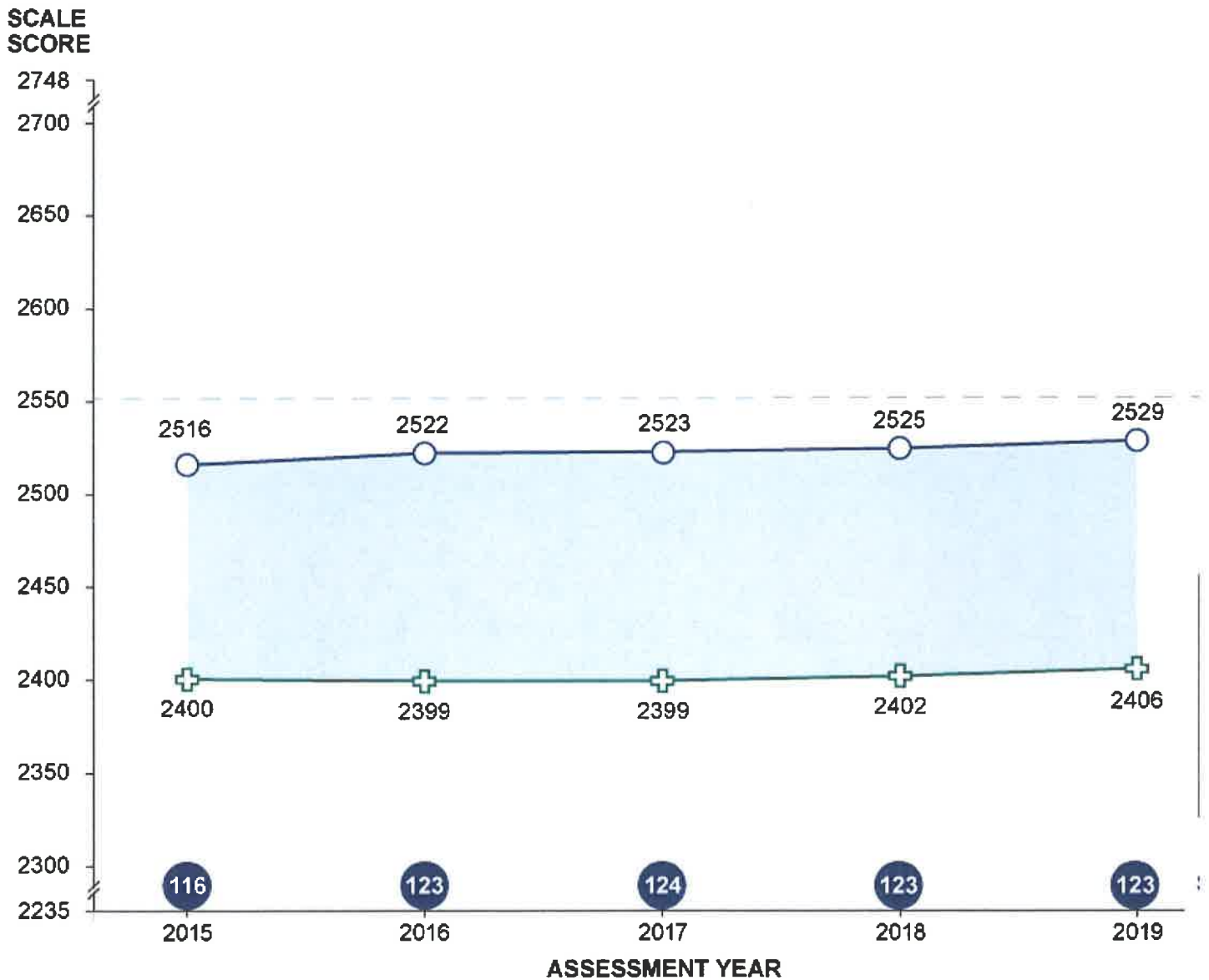
Math Grade 6: Performance Trend between White and Black or African American

Student Group	2015 Scale Score Mean	2016 Scale Score Mean	2017 Scale Score Mean	2018 Scale Score Mean
White	2541	2548	2548	2549
Black or African American	2456	2454	2453	2454

White	2541	2548	2548
Black or African American	2456	2454	2453
Score Difference	85	94	95

▼ Students with Disability

Performance Trend: Grade 6, Students with Disability



Math Grade 6: Performance Trend between Students with No Reported Disability and Students w

Student Group	2015 Scale Score Mean	2016 Scale Score Mean	2017 Scale Score Mean
Students with No Reported Disability	2516	2522	2523
Students with Disability	2400	2399	2399
Score Difference	116	123	124

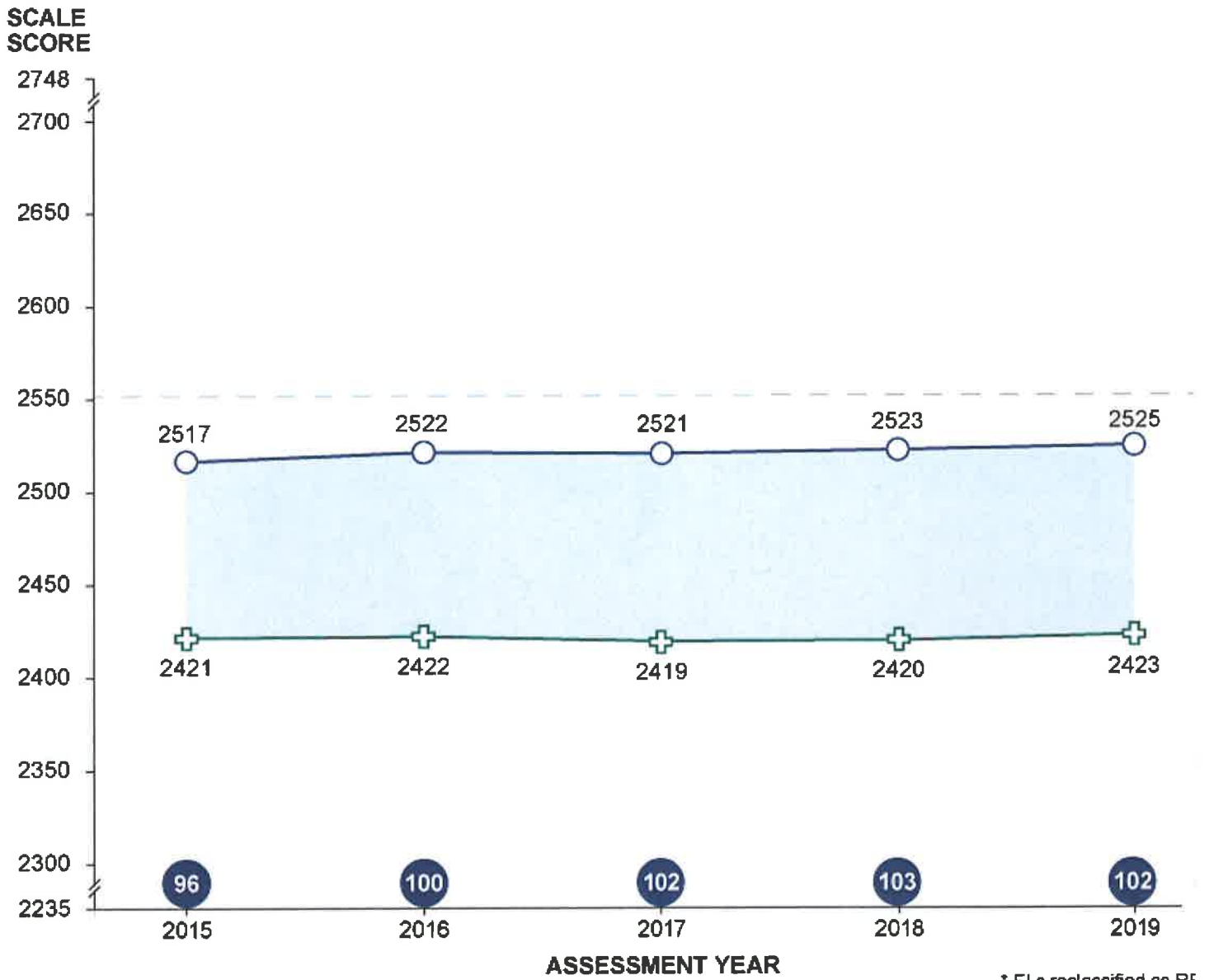


▼ English Learners

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Performance Trend: Grade 6, English Only and English Learners



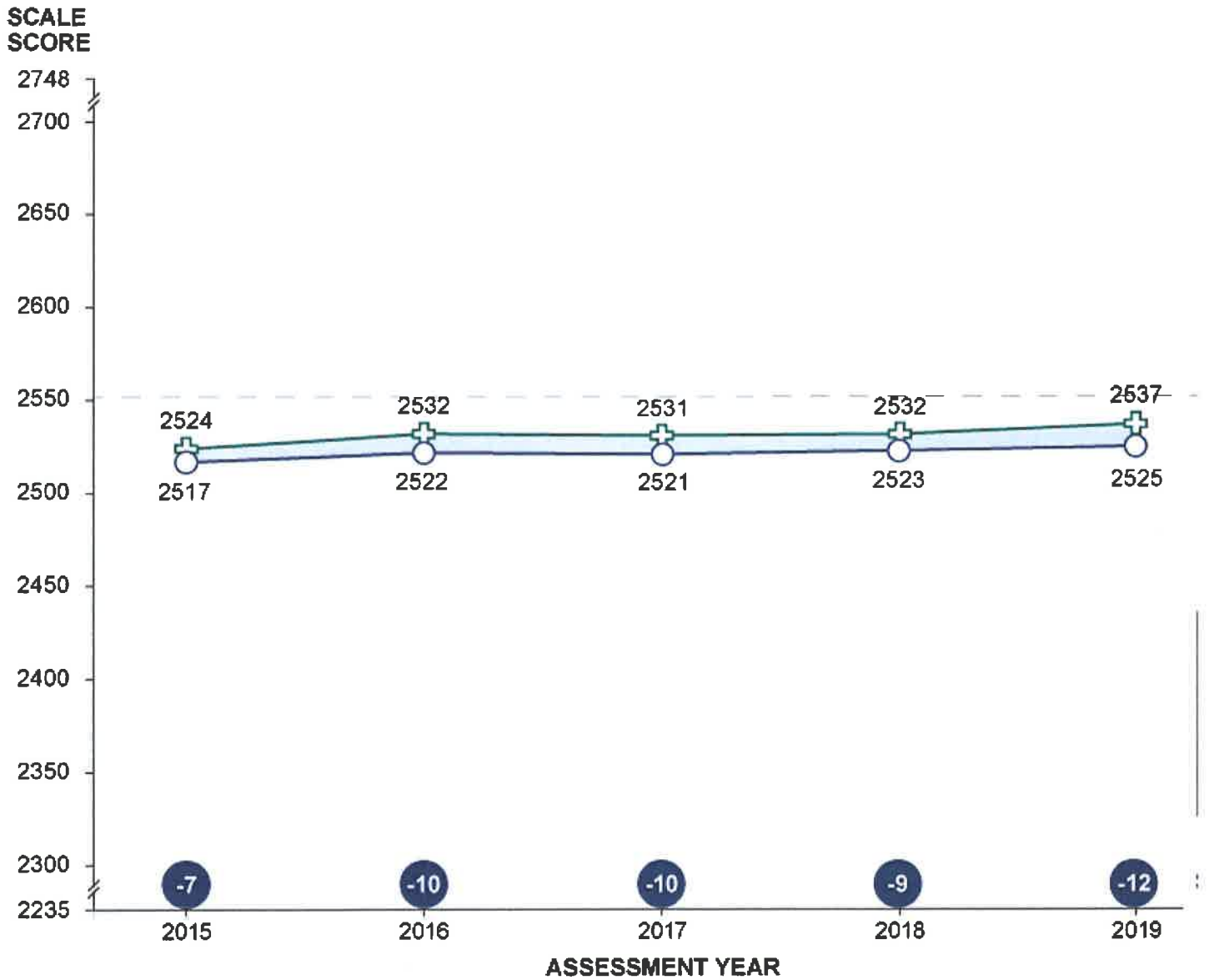
* ELs reclassified as RF

Math Grade 6: Performance Trend between English Only and English Learners

Student Group	2015 Scale Score Mean	2016 Scale Score Mean	2017 Scale Score Mean	2018 Scale Score Mean
English Only	2517	2522	2521	2523
English Learners*	2421	2422	2419	2420
Score Difference	96	100	102	103

* ELs reclassified as RFEP are not included in this group

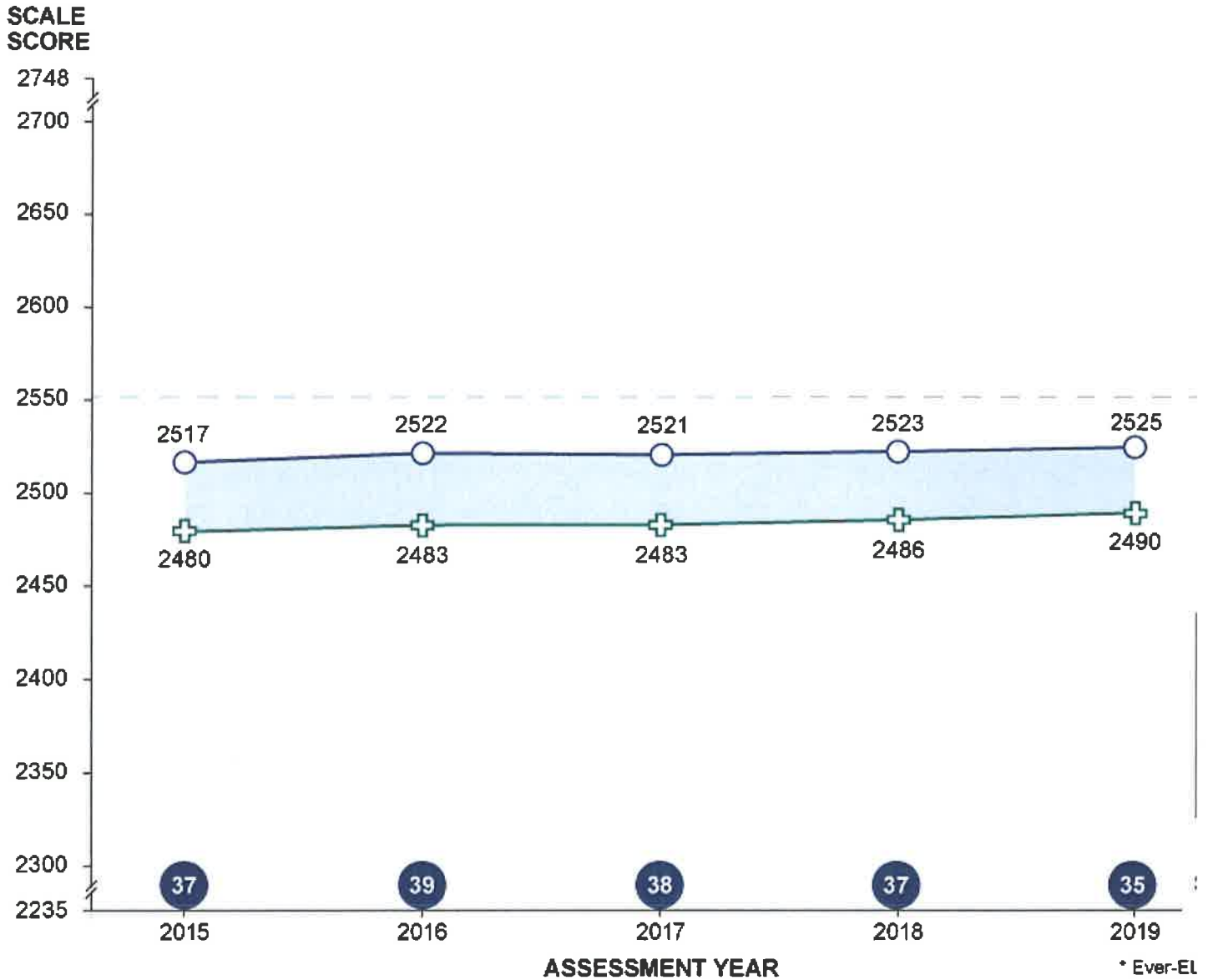
Performance Trend: Grade 6, English Only and Reclassified Fluent English Proficient



Math Grade 6: Performance Trend between English Only and Reclassified Fluent English Proficient

Student Group	2015 Scale Score Mean	2016 Scale Score Mean	2017 Scale Score Mean
English Only	2517	2522	2521
Reclassified Fluent English Proficient	2524	2532	2531
Score Difference	-7	-10	-10

Performance Trend: Grade 6, English Only and Ever-ELs



Math Grade 6: Performance Trend between English Only and Ever-ELs

Student Group	2015 Scale Score Mean	2016 Scale Score Mean	2017 Scale Score Mean	2018 Scale Score Mean
English Only	2517	2522	2521	2523
Ever-ELs*	2480	2483	2483	2486
Score Difference	37	39	38	37

* Ever-ELs is the sum of ELs and RFEPs

Appendix C: LCAP

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Science and Technology Academy at Knights Landing

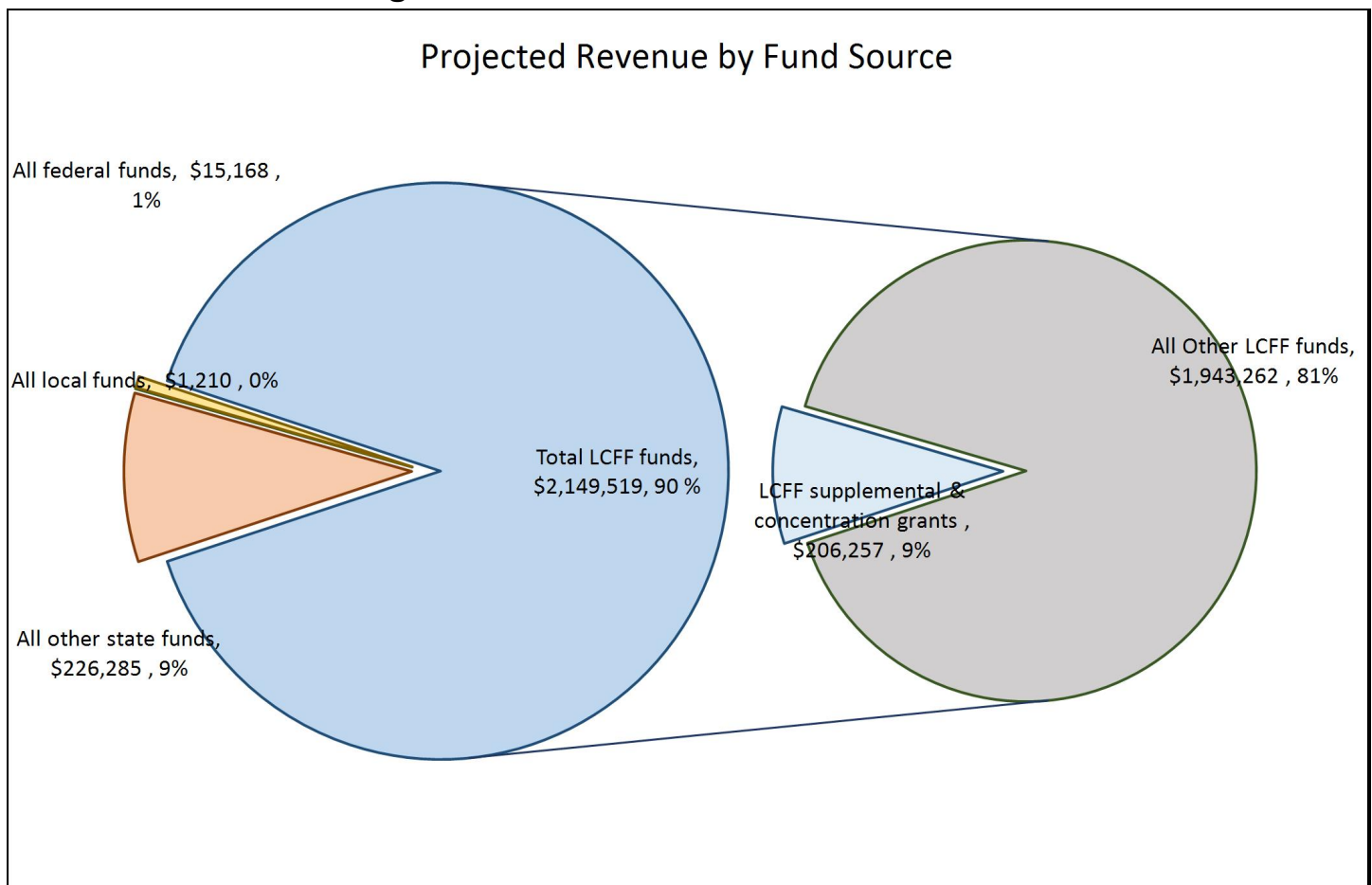
CDS Code: 57727100121749

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Maria Martinez, Principal

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

Budget Overview for the 2019-20 LCAP Year

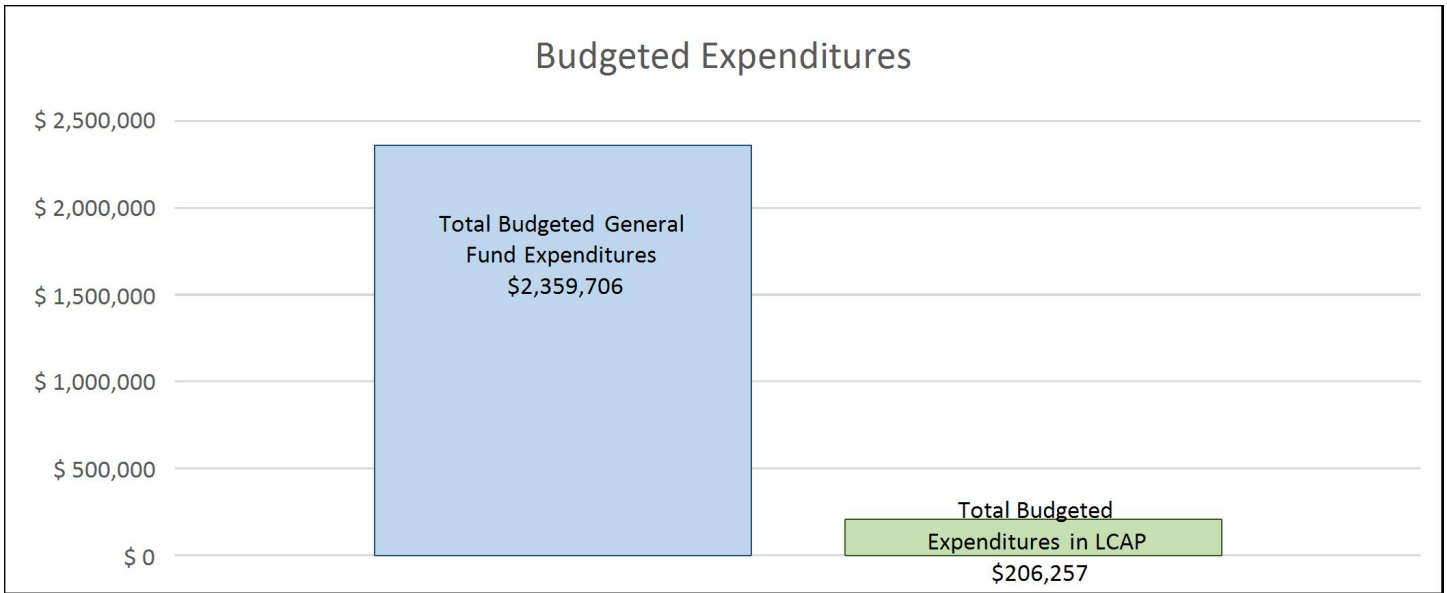


This chart shows the total general purpose revenue Science and Technology Academy at Knights Landing expects to receive in the coming year from all sources.

The total revenue projected for Science and Technology Academy at Knights Landing is \$2,392,182, of which \$2,149,519 is Local Control Funding Formula (LCFF), \$226,285 is other state funds, \$1,210 is local funds, and \$15,168 is federal funds. Of the \$2,149,519 in LCFF Funds, \$206,257 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Science and Technology Academy at Knights Landing plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Science and Technology Academy at Knights Landing plans to spend \$2,359,706 for the 2019-20 school year. Of that amount, \$206,257 is tied to actions/services in the LCAP and \$2,153,449 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

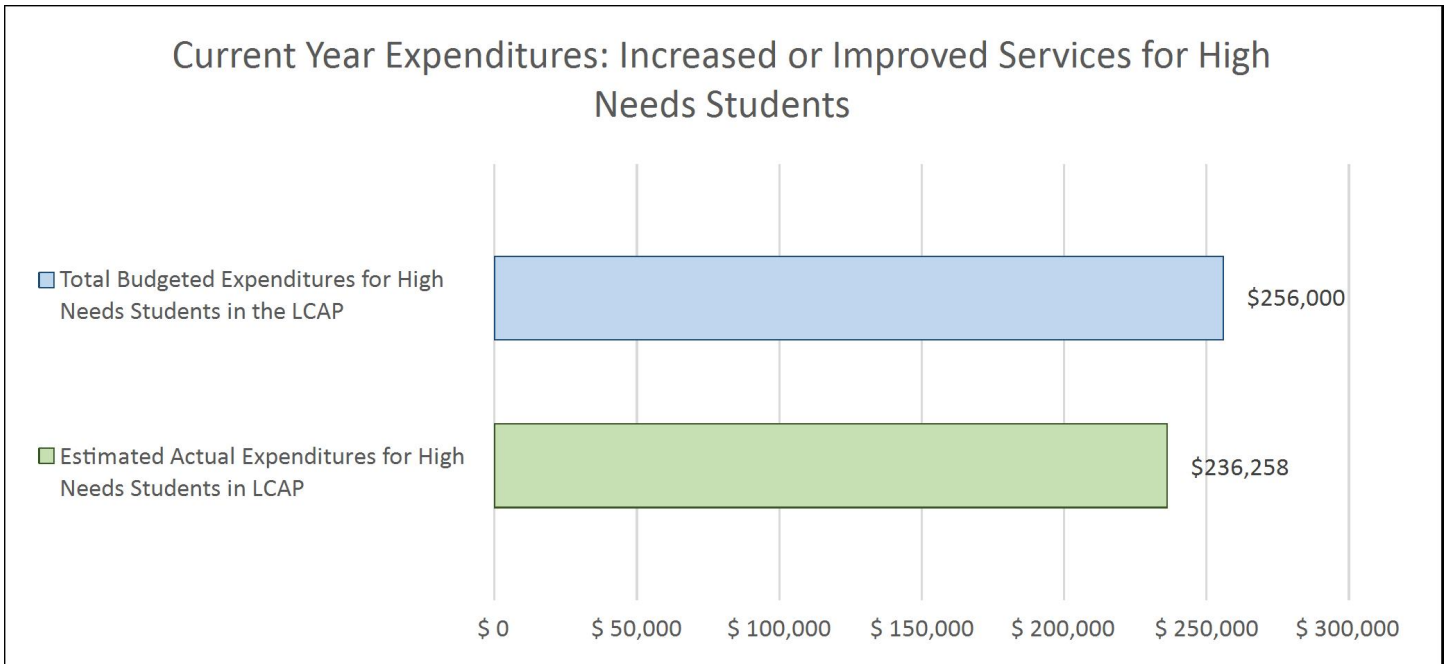
General Fund budget expenditures not included in the LCAP include: home to school transportation for both general education, maintenance and operation budgets, Special Education Encroachment, and staffing cost for most classroom teaching positions.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Science and Technology Academy at Knights Landing is projecting it will receive \$206,257 based on the enrollment of foster youth, English learner, and low-income students. Science and Technology Academy at Knights Landing must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Science and Technology Academy at Knights Landing plans to spend \$228,000 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



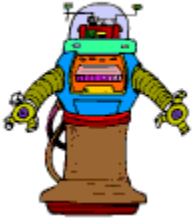
This chart compares what Science and Technology Academy at Knights Landing budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Science and Technology Academy at Knights Landing estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Science and Technology Academy at Knights Landing's LCAP budgeted \$256,000 for planned actions to increase or improve services for high needs students. Science and Technology Academy at Knights Landing estimates that it will actually spend \$236,258 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of \$-19,742 had the following impact on Science and Technology Academy at Knights Landing's ability to increase or improve services for high needs students:

The difference between the budgeted and actual expenditures of \$-19,742 had the following impact on the Science and Technology Academy at Knights Landing's ability to increase or improve services for high needs students: In 2018-19 some expenses which were budgeted were not actualized. We were not able to fill the EL Specialist position due to lack of applicants. This contributed to the decrease in actual expenditures, but we were able to hire additional support for students.

2019-20



Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Science and Technology
Academy at Knights Landing

Contact Name and Title

Maria Martinez
Principal

Email and Phone

maria.martinez@wjusd.org
530-735-6435

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

The Science and Technology Academy at Knights Landing (Sci-Tech) serves a diverse group of students coming from the Knights Landing community, Woodland, Esparto, Yolo, West Sacramento and other surrounding cities and towns. Knights Landing is a small agricultural community and the school serves as the hub of the town. Sci-Tech is a single site charter school which receives indirect funding and is part of the Woodland Joint Unified School District (WJUSD). Our motto is "Hands On, Minds On". The student population includes English learners, low income students, foster and homeless students, and students with special needs.

Sci-Tech has 250 students and over 30 staff members (including office staff, maintenance and support staff).

The size of our campus does not allow for increased enrollment. However, while our student population has been stable, over the years staff has recognized an increase in supports needed to meet the needs of our students and their families in order for our students to be successful.

Sci-Tech has a high rate of parent involvement and has a 95% parent conference participation rate. With a focus on science and technology, students receive daily in-class science and technology

instruction. Students participate in an annual Science Fair as well as a monthly immersive science extravaganza known as “Big Science Friday”, the highlight of every month.

The mission of the Science and Technology Academy at Knights Landing (Sci-Tech) is to inspire learning, curiosity, and problem-solving with a focus on science and technology to produce students prepared to lead and contribute in the ever-changing 21st century world.

A breakdown of student enrollment for the 2018-19 school year follows.

	2018-19	
	#	%
Total Enrollment	250	
English Learners	41	16%
Gifted and Talented	38	15%
Identified Migrant	3	1%
Special Education	44	18%
Foster	2	1%
Free and Reduced Meal (FRMP)	122	49%
Unduplicated (Foster, EL, FRPM)	132	53%
Hispanic	120	48%
American Indian/Alaskan Native	1	1%
Asian	2	1%
Black/African American	7	3%
Multi-Ethnic (Non-Hispanic)	13	5%
White	107	43%

LCAP Highlights

Identify and briefly summarize the key features of this year’s LCAP.

The 2018-19 Local Control Accountability Plan for Sci-Tech builds upon the successes of the last three years, while also addressing the challenges that have been identified. Over the past three years, the charter school has continued to work to put systems in place for continuous improvement. Many of these systems, and the staff that provide support, will continue in the 19-20 LCAP in order to be consistent and show continued improvement. The charter continues to grow in

English Learner achievement, especially regarding students identified as Reclassified Fluent English Proficient (RFEP). This year 15% of our ELL students were reclassified. The charter school has also continued to see significant declines in suspension rates as our Positive Behavior Intervention Supports (PBIS) is slowly implemented school-wide. There are not significant changes to the goals or actions of the previous LCAP, but instead a more focused and accountable approach to goal implementation and progress measurement.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Based on a review of performance on the state indicators and local performance indicators, Sci-Tech is most proud of:

Absenteeism is one of our greatest progress. As seen in the Dashboard we declined 1% and are firmly in the Green.

Suspension Rate is another area in which we saw decline of 0.4%. Also putting us in the Green.

School-wide training and implementation of restorative practice, weekly classroom restorative circles and continued professional development around these practices throughout the year. This will continue through next year.

This year we kicked-off our first One School/One Book reading program that we've named Robots Read. This was an exciting opportunity to provide a common experience for our school community and their families through literature. Our whole school read the same book at the same pace, so we were able to share conversations and excitement across grade levels and ages about reading. Each family was given one copy of the book to add to their own library. We also distributed a number of copies in Spanish.

In addition to STEM activities we added several new opportunities for students including theater club, art club, yoga club, and our first all-school musical.

The continual implementation of the school-wide focus on writing this past year, including calendared assessments, scoring calibration, and staff collaboration and professional development that grew from previous years' focus. Teachers specifically noted students' ability to better "write on demand", increased quality in writing, and general improvement in student writing skills.

Focus during the past year, and continued focus in the coming year to using staff meeting and teacher collaboration time to specifically look at school-wide trends in math, writing, and reading data to inform classroom instruction.

Continued implementation of 1:1 Chromebooks in grades K-6, and use of 5 Prowise Interactive Boards.

PBIS (Positive Behavior Intervention Supports) work done to continue movement toward a more student-centered and trauma informed approach to education. Use of staff meeting and teacher collaboration time to look at school-wide trends in student behavior, and to problem-solve specific areas around the school that need improvement. Principal meetings with teachers as part of the development of annual goals is, and will continue to be, allocated to address school and classroom expectations for student behavior.

Continued targeted support for English Learners, as well as all other students performing below grade level expectations through the Academic Conference process that takes place three times per year at the end of each trimester.

The continuous implementation of Quality Teaching for English Learners (QTEL) strategies to provide support for ALL students in all contents.

Greater school-wide focus on the implementation of technology use to increase student engagement, performance, and technology skills. The addition of a Technology Coordinator to support, facilitate, and bridge understanding and technology use in academics.

Greater parent involvement, particularly among local Knights Landing families, and a feeling of a more cohesive community.

Parent and Student surveys were given again this year to compare growth in school culture, safety and ask for feedback.

Increased number of parents who work for, or at, the site. This creates a greater feel of family and community.

On March 13th Sci-Tech held an information night for parents of 6th grade students to help educate and support families as students transition from 6th grade to junior high.

Suspension rates fell school-wide, including all subgroups. This can be attributed to our focus on PBIS, early intervention, and professional development on trauma informed teaching.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

As seen in the Dashboard our English Language Arts, scores declined 10.1 points for all students. Our overall student group performed in orange, a decrease of 10.1 points, which puts us at 9.8 points below standard. English Learners had a decrease of 12.9 points performing in the orange, while Socioeconomically Disadvantaged students decreased 12.9 points as well, Students with

Disabilities decreased 20.9 points, and Hispanic students decreased 20 points. White students maintained last years scores improving 0.9 points putting those students firmly in the green.

Math is an area of concern on the Dashboard as well. Our overall student group performed in the orange however, we saw an overall decline of 19.3 points. All subgroups saw a decline. English Learners had a decrease of 25 points, while Socioeconomically Disadvantaged students decreased 14.2 points as well, Students with Disabilities decreased 21.1 points, and Hispanic students decreased 25.3 points. We will continue to use QTEL strategies. As students become more verbal during Math, ideas will be shared, strategies explained, and this should translate into student gain as measured on the Smarter Balanced Assessments. Additionally, more time for teacher observation and collaboration will be provided.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Chronic Absenteeism indicator -

All students had a chronic absenteeism of 8.3%. Students with disabilities was 10% and white was 8.9%.

Suspension Rate Indicator -

All students had a suspension rate of 1.1%. English Language Learners was 2.2% and Students with Disabilities was 5.8%

We are building a climate through Restorative Practices. At the beginning of 2018-19 school year, all teachers and staff members were trained on these practices. PBIS team supported the school wide implementation by reviewing expectations and leveraging incentive system to encourage school participation. Though Restorative Practice and PBIS we expect to see reduction of suspension and students who are chronically absent.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Our school was not identified for Comprehensive Support and Improvement

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Our school was not identified for Comprehensive Support and Improvement

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Our school was not identified for Comprehensive Support and Improvement

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Quality Teaching: Improve instructional practice through professional development and the development of a professional learning community.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities: Charter Petition

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Appropriately credentialed and assigned teachers

18-19

100% of teachers are appropriately credentialed and assigned

Baseline

100% of teachers are appropriately credentialed and assigned

100% of teachers are appropriately credentialed and assigned.

Metric/Indicator

Percentage of staff participating in professional learning

18-19

Continue to provide professional learning opportunities for all staff.
Continue to use staff meetings and collaboration times to ensure that new learning is shared among staff.

Baseline

100% of staff have participated in one or more professional learning opportunities.

Expected

Currently professional learning opportunities are not accessed by all staff members. Also, there has not been enough emphasis that learning as a result of professional development is implemented in classroom practice.

Metric/Indicator

Percentage of Professional Learning Communities (PLC) that analyze student work to implement best practices

18-19

100% of PLCs continue to regularly collect and analyze student work to inform planning and practice. Notes of collaboration times will continue to be kept by each group, as well as submitted to site leadership after each meeting

Baseline

Current PLCs need refinement in order to focus on student work and knowing how to identify best practices based on the analysis of work

Metric/Indicator

Increase the percentage of students in both Meets and Exceeds Standards levels on SBAC English Language Arts

18-19

10% growth over baseline

Baseline

In Spring 2016 SBAC testing, 39% of students achieved the Meets/Exceeds level on the SBAC ELA.

Metric/Indicator

Increase the percentage of students in both Meets and Exceeds in SBAC Math

18-19

10% growth over baseline

Baseline

In Spring 2016 SBAC testing, 40% of students achieved the Meets/Exceeds level on the SBAC Math

Metric/Indicator

Actual

100% of PLCs continue to regularly collect and analyze student work to inform planning and practice. Notes of collaboration times will continue to be kept by each group, as well as submitted to site leadership after each meeting.

Students in Language Arts maintained at the same percentage (46%).

Students in Math saw a decrease to (33%), which is a decrease of 14%.

ELA- Student performance on the Dashboard 5x5 decreased by 10.1 points.

Expected

Show growth on ELA and Math Academic Indicator (California Five-by-Five Grid Placement Report) for "All Students" group

18-19

Performance level of green for both ELA and Math.

Baseline

The charter school has a performance level of orange for ELA, and a performance level of yellow for Math.

Actual

Math- Student performance on the Dashboard 5x5 decreased by 19.3 points.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Develop, implement, and assess a system of coherent and aligned professional learning structures which include a multi-tiered approach to the following: *seek out and provide professional development opportunities for all teachers to support and improve student learning *seek out and provide professional development opportunities for classified staff to support and improve student learning *develop a more accountable system for PLC and collaboration work, which ensures that we are analyzing student work to determine and implement best practices through PLC work, develop common practices to implement rigorous instruction and student tasks aligned to CCSS and NGSS</p>	<p>Developed, implemented, and assessed a system of coherent and aligned professional learning structures which include a multi-tiered approach to the following: *sought out and provided professional development opportunities for all teachers to support and improve student learning *sought out and provided professional development opportunities for classified staff to support and improve student learning *developed a more accountable system for PLC and collaboration work, which ensures that we are analyzing student work to determine and implement best practices through PLC work, develop common practices to implement rigorous instruction and</p>	<p>lxxx-5xxx Base \$30,000</p>	<p>Base 30,000</p>

*design and implement a process for monitoring school-wide fidelity to practices and student progress (i.e. Peer Observations).

student tasks aligned to CCSS and NGSS
*designed and implemented a process for monitoring school-wide fidelity to practices and student progress (i.e. Peer Observations).

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Staff received professional learning that was customized to their needs. Teaching staff engaged in collaborative PLC work. Finally, a schoolwide implementation of monitoring student data is underway.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We are confident that the professional learning opportunities and strategic alignment of systems has resulted in improved instructional practices for all student.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes were made.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Successful Implementation of Common Core: Students will master the Common Core State Standards (CCSS) & Next Generation Science Standards (NGSS). Literacy and numeracy will drive instruction.

Technology will be integrated throughout the curriculum and will be utilized for optimum student success.

Students will be exposed to a greater degree in STEM opportunities.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities: Charter Petition

Annual Measurable Outcomes

Expected

Metric/Indicator

Extend use of Q.TEL strategies to greater include Math and Science instruction

18-19

Continue to adjust plan to extend implementation of Q.TEL strategies. Use staff meetings and collaboration time. A .5 EL Specialist to be hired for 2018/19 school year to introduce, support and monitor implementation.

Actual

70% of teachers have been observed using QTEL strategies which is an increase of 40% over the previous year.

Expected

Baseline

As a result of our work with InnovateEd and Teacher Teams, there was a school-wide focus on writing which incorporated Q.TEL strategies into each genre

Metric/Indicator

Greater use and integration of technology to promote optimum student engagement and growth

18-19

Technology coordinator will continue to push in to TK-6 classrooms throughout the year to introduce and incorporate coding, engineering, and other STEM activities.

Baseline

Based on feedback from students and teachers, there needs to be a greater emphasis on technology across the curriculum. Teachers continue to request more professional development regarding technology

Metric/Indicator

Implementation of rigorous tasks aligned to academic content standards including the ELA/ELD Framework

18-19

60% of tasks are mostly or significantly aligned to the academic content standards including the ELA/ELD Framework, and at least 60% are at Depth of Knowledge (DOK) level 3 or 4.

A rubric for class observation will be co-constructed for walkthroughs by teachers.

Baseline

Based on classroom observations, collaborative discussions, and displayed student work, not all learning is rigorous and meets grade level standards

Metric/Indicator

Increase the percentage of students in both Meets and Exceeds Standards levels on SBAC English Language Arts (Goal 1)

Actual

100% of teachers have utilized the Technology Coordinator to build additional technology-based activities into their lessons.

80% of teachers, per rubric, implemented tasks that aligned to ELA/ELD Framework. Per observations, students engaged in pair-sharing activities in which they were asked to compare and contrast, analyze, and presented different points of view. In addition, teachers collaborated to designed lessons that included QTEL strategies.

Students either Maintained (ELA) or Decreased (Math) in standardized test scores.

Expected

18-19

Goal 1 - continue to work toward a 10% increase each year.

Baseline

In Spring 2016 SBAC testing, 39% of students achieved the Meets/Exceeds level on the SBAC ELA. (Goal 1)

Metric/Indicator

Increase the emphasis on Language Acquisition and Development within thematic Science units

18-19

Continue to incorporate QTEL strategies in all content areas.

Baseline

Based on classroom observations, collaborative discussions, and displayed student work, not all science instruction in integrating QTEL strategies

Metric/Indicator

Ensure 1:1 access in classrooms and at home

18-19

Continue to allow students 3-6th grade to take home chromebooks. Hot spots have been provided for families without internet access.

Baseline

Currently, 4-6 Grade students participate in the Take-Home chromebook program. Hot spots are provided to families requiring internet access

Metric/Indicator

STEM/STEAM approach will be used school-wide

18-19

100% of classrooms will continue incorporate STEM/STEAM activities in the classroom including projects led by technology coordinator.

Actual

70% of teachers have been observed using QTEL strategies which is an increase of 40% over the previous year.

100% of students in grades 3-6 have access to devices at school and home.

100% of classrooms will continue incorporate STEM/STEAM activities in the classroom including projects led by technology coordinator.

Expected

Actual

Baseline

Currently, STEM/STEAM challenges are planned for some of our Big Science Fridays, and are implemented in some classrooms.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Develop, implement, and assess a system of coherent and aligned professional learning structures which include a multi-tiered approach through the following: *develop a school-wide instructional focus and common definition of the demonstration of 21st Century skills integrate effective and appropriate instructional technology into regular and daily practice as a means to support students in demonstrating their thinking and learning. *calendar and use Teacher Team and Collaboration Time to discuss, plan, and calibrate instruction that is rigorous and language rich *ensure that there are an adequate number of chromebooks and supplies to extend the take-home program *design a protocol for monitoring reading progress for every student</p>	<p>Developed, implemented, and assessed a system of coherent and aligned professional learning structures which include a multi-tiered approach through the following: *developed a school-wide instructional focus and common definition of the demonstration of 21st Century skills integrate effective and appropriate instructional technology into regular and daily practice as a means to support students in demonstrating their thinking and learning. *calendared and used Teacher Team and Collaboration Time to discuss, plan, and calibrate instruction that is rigorous and language rich *ensured that there are an adequate number of Chromebooks and supplies to extend the take-home program</p>	<p>4xxx Supplemental 53,000</p>	<p>Supplemental 53,000</p>

enrolled at our site, and begin intervention early when necessary
*Continue use of technology coordinator as a means to introduce STEM/STEAM activities and lessons.

*designed a protocol for monitoring reading progress for every student enrolled at our site, and begin intervention early when necessary
*Continued use of technology coordinator as a means to introduce STEM/STEAM activities and lessons.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We were able to successfully implement all actions in this goal which supported the implementation of Common Core and Next Generation Science Standards.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall we saw increase in student engagement towards learning through a structured approach to Science and Technology integration.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no difference between the Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There were no changes made to this goal, expected outcomes, metrics, or actions and services.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Closing the Achievement Gap with High Expectations for All: Improve the English proficiency and academic achievement of English Learners and Low Income students

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities: Charter Petition

Annual Measurable Outcomes

Expected

Metric/Indicator

Show growth on the English Learner progress Indicator (California School Dashboard)

18-19

Increase in both ELA and Math CAASPP scores for English Learners.

Baseline

For the 2015-16 SBAC, English Learners had a status of Low in both English language Arts and Math.

Metric/Indicator

Monitor and increase the reading level proficiency of English Learners across all grade levels

18-19

Increase English Learners student reading at grade level by 10% based on various school assessments

Baseline

Actual

The English Learner Progress Indicator has not been released for the 18-19 school year.

With the help of our Reading Intervention Specialist and the RTI Specialist, we were able to develop a central system to monitor reading progress. Based on that documentation, EL students made growth in various school assessments.

Expected

Develop a central system to monitor and document the reading progress for all EL students

Metric/Indicator

Monitor and increase
Math level scores for al English Learners across all grade levels

18-19

Increase the percentage of EL students performing math at grade level by 10% based on various school assessments.

Baseline

Develop a central system to monitor and document the grade level math progress for all EL students

Actual

EL students decreased by 25 points on the Math Indicator.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Training and support will be provided to support TK-6 teachers and staff to increase the achievement of English Learners through: implementing the California English Language Development Standards *Develop and maintain a system to monitor ELA and Math growth throughout the year *continue to support English Learners and Low Income students by providing additional supports and funds for interventions *continue to provide EL Specialist to monitor student progress, recommend appropriate strategies</p>	<p>Training and support was provided to support TK-6 teachers and staff to increase the achievement of English Learners through: *Implementing the California English Language Development Standards *Developed and maintained a system to monitor ELA and Math growth throughout the year *Continued to support English Learners and Low Income students by providing additional supports and funds for interventions</p>	<p>1xxx-3xxx Supplemental \$55,000</p>	<p>Supplemental 55,000 2000-2999: Classified Personnel Salaries Title I 15,285</p>

and interventions, and provide staff support for improved instruction
*continue to provide Reading Intervention Specialist to focus on SIPPS instruction
*Use paraprofessionals to provide class support.

*Continued to provide Reading Intervention Specialist to focus on SIPPS instruction
*Used paraprofessionals to provide class support.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

While we were successful in implementing most actions in this goal, we were unable to hire an EL Specialist due to lack of applicants and our recruiting actions yielding no viable candidates.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Based on local data, we expect to see EL student growth as a result of the actions from this goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Unfortunately, the hiring of a .5 EL Specialist did not happen this year. It has been difficult to find someone to accept a .5 position.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Although, we not able to hire an EL Specialist, we were able to hire more Reading Intervention Coordinators and a sub to do EL documentation requirements. Our goal for the coming year is to hire a .5 EL Specialist and a .5 Reading Intervention Specialist.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

Increase Parent and Community Engagement: Parents and community members are engaged and work with and within the school to support their children's education

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities: Charter Petition

Annual Measurable Outcomes

Expected

Metric/Indicator

Monitor participation rates of parents at School Site Council, ELAC, and PTO to increase participation and monitor the representation of diversity of student demographics

18-19

Continue to promote parent participation through social media, SeeSaw, Remind, email, and parent surveys. We hope to increase PTO and ELAC involvement.

Baseline

Baseline data needs to be established.

Actual

We continue to search out ways to quantify parent participation. However, sign-in data show that we have large parent participation in our events and continue to need to build in the areas of parent-involved committees/groups. We see a 98% participation in student conferences.

Expected

Metric/Indicator

Increase use of technology tools and applications by site staff to communicate with parents about school functions and volunteer opportunities

18-19

Continue to increase outreach to include more frequently updated website, Remind 101(or other appropriate app), online sign-ups for volunteering, etc.

Baseline

Increase use of technology tools and applications by site staff to communicate with parents about school functions and volunteer opportunities

Metric/Indicator

Increase parent education and information meetings

18-19

Continue the informational/educational portions of the meetings at a joint time for ELAC and PTO.

Baseline

Current ELAC meetings provide 30 minutes of parent education/information before the business meeting. PTO does not follow this format.

Metric/Indicator

Develop opportunities for parents/families and community members to participate in student-led demonstrations of learning.

18-19

Continue to provide opportunities for students to share their knowledge outside of the classroom.

Baseline

Currently, there are limited opportunities for students to demonstrate learning to an audience outside the regular classroom.

Actual

80% of teachers utilized Remind or Seesaw to communicate with parents via text message. The remaining 20% utilized emails.

We added the 6th grade transitional information night.

Our families participate in our student-led science fair.

Expected

Metric/Indicator

Increase opportunities for parents to participate in fun learning activities.

18-19

Continue to provide opportunities where parents can participate in learning activities. Ideas for next year include: Code Night, STEM Night, Big Science Friday for grown ups, and family breakout challenge. We also plan to reach out to families for further ideas.

Baseline

Currently, there are limited opportunities for parents to participate learning opportunities.

Actual

We continue to provide fun learning opportunities such as "Dia de Los Muertos," "Arc Art Night" and "Pie Night."

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Enhance home/community/school partnerships as well as parent and community interests such as: *Increase communication outreach with more social media *Increase outreach to parents who have difficulty getting to the school site: principal "Coffee and Questions" at the bus stop *Increase opportunities for student led events *continue to foster a sense of community with events that bring diverse groups together *continue to fund Parent Liaison position to enhance outreach to parent *Develop a parent place on site where they have access to technology and resources.</p>	<p>Enhanced home/community/school partnerships as well as parent and community interests such as: *Increased communication outreach with more social media *Increased outreach to parents who have difficulty getting to the school site: *Increased opportunities for student led events *continued to foster a sense of community with events that bring diverse groups together *continued to fund Parent Liaison position to enhance outreach to parent *developed a parent place on site where they have access to technology and resources.</p>	<p>1xxx-3xxx Supplemental 25,000</p>	<p>Supplemental 25,000</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The actions and services were implemented successfully. One action that was not implemented was the *principal "Coffee and Questions" at the bus stop due creating and leveraging additional parent engagement opportunities.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We see that more parents feel connected to the school partly due to our school's launch of social media platforms such as Instagram and Facebook. These, coupled with the teacher-led communications result in a more streamlined approach to teacher-parent communication.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences were made between the Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We separated out the Base Funding from the Supplemental Funding to better track increased or improve services.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 5

Improve School Climate: Continue to develop and maintain a school climate that is safe and ensures the academic and social/emotional well-being of each student

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities: Charter Petition

Annual Measurable Outcomes

Expected

Metric/Indicator

Refine common agreements about school-wide consistent and effective Positive Behavior Interventions and Supports

18-19

Continue to calendar the teaching of expectations and display posters throughout the school.

Baseline

In 2016-17 we drafted agreed upon expectations for students. Expectations were taught on two occasions.

Metric/Indicator

Develop common agreements about school-wide consistent and effective Positive Behavior and Supports within the classrooms, so students are experiencing consistent expectations.

Actual

This year the staff created a Teacher Handbook which codified schoolwide expectations and PBIS strategies. These expectations were then placed into a calendar to be taught throughout the year as common lessons in the school.

This year we implemented Restorative Circles weekly in classrooms.

Expected

18-19

Continue the work of identifying practices which demonstrate evidence of a student-centered classroom. Bring in experts on Mindfulness practices and Restorative Circles.

Baseline

Currently, there are teacher-directed behavior support structures and some structures that support PBIS strategies.

Metric/Indicator

Provide targeted professional development for classified staff to support the work done through PBIS, so students continue to receive consistent messages and expectations.

18-19

Continue to train all classified staff and have various all staff trainings so that teachers and support staff are on the same page.

Baseline

Currently most classified staff (paraprofessionals, yard duty and bus stop personnel, tutors, etc.) have not received training in PBIS strategies and expectations.

Metric/Indicator

Increase student sense of school belonging and ownership by increasing the role students play in various committees:

Student Council

Site Council

PTO

ELAC

Governance Comm.

18-19

In 2018-19, Student Council will continue to have an active participation and input.

Baseline

Actual

100% of classified staff were trained in PBIS strategies and expectations.

There was no student council this year due lack of staff sponsor. Student voice has been incorporated through petitioning and written communications to the principal and as part of their first writing piece of the year.

Expected

In 2016-17, Student Council was very active at the beginning of the year, but became less so as the year moved on.

Metric/Indicator

Increase student sense of belonging, as well as provide enrichment, through additional activities

18-19

Continue to provide enrichment activities based on student interests.

Baseline

In 2016-17, there were several enrichment opportunities offered:

- Gate Art
- Model Car Building
- Nature Bowl
- Flag Football

Metric/Indicator

Increase opportunities for parent feedback on academic program and school culture at Sci-Tech.

18-19

Continue to administer a beginning of the year and end of the year survey for parents.

Baseline

Currently, the staff decides on programs and evening events offered to families.

Actual

There are numerous opportunities for students to engage as part of our learning community. Some examples include: Suessical, Art Club, STEM Club, Paper Club, Music Club, Dance Club, and Garden Club.

All parents were surveyed both at the beginning and end of the school year.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Increase positive school culture and climate, establish a structure for appropriate de-escalation, and increase positive staff-student relationships through:
 *create site-based team including PBIS coach, RTI Specialist, RSP Specialist, and principal to hold staffings every 6-7 weeks to identify student needs and strategies
 *develop universal awareness, common language, focus, and ownership of PBIS practices
 *increase student sense of belonging with more active and involved Student Council
 *Identify tiered supports for students through PBIS team meetings
 * continue position of .2 counselor
 *continue 1.0 RTI Specialist

Increased positive school culture and climate, established a structure for appropriate de-escalation, and increased positive staff-student relationships through:
 *created site-based team including PBIS coach, RTI Specialist, RSP Specialist, and principal to hold staffings every 6-7 weeks to identify student needs and strategies
 *developed universal awareness, common language, focus, and ownership of PBIS practices
 *increased student sense of belonging
 *Identified tiered supports for students through PBIS team meetings
 *continued position of .2 counselor
 *continued 1.0 RTI Specialist

1xxx-3xxx Supplemental \$73,000
 1xxx-3xxx Base \$7,500

Supplemental 73,000
 Base 7,500

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions in this goal were successfully implemented with exception of the establishment of the Student Council. However, there were alternate methods for listening to student voice. In addition, even though we paid for a .2 counselor position, the counselor due to health reasons did not serve our students.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions this year had a dramatic impact on school climate this year as evidenced by only one suspensions this year. This is coupled with restorative practices, PBIS, and multiple opportunities for staff/student/parent engagement in the leadership of the school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were not material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Even though, the counselor did not provide services since she was on medical leave, we still had to paid for her .20 position. We also, separated out the Base Funding from the Supplemental Funding to better track increased or improve services.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Stakeholders include: Teachers, Administrators, Support Staff, Parents, Governance Committee Members, Site Council Members, ELAC Members, PTO Members, Community Members.

Sci Tech has four different advisory groups that meet regularly throughout the school year; Governance Committee, Site Council, PTO, and ELAC. These groups review data on LCAP metrics, determine fidelity and progress as well as make recommendations for future actions. The scheduled meetings for the Governance Committee occurred on: September 26, 2018, October 24, 2018, November 28, 2018, January 30, 2019, February 27, 2019, March 27, 2019, & May 28, 2019. The scheduled meetings for the Site Council occurred on: October 11, 2018, November 7, 2018, December 5, 2018, January 9, 2019, March 6, 2019, April 3, 2019, May 1, 2019, & June 4, 2019. PTO and ELAC scheduled meetings were October 9, 2018, November 13, 2018, December 11, 2018, February 12, 2019, March 12, 2019, April 9, 2019, & June 4, 2019. Staff meetings and committee meetings are held throughout the year to review the LCAP, determine fidelity and progress, as well as make recommendations for future actions.

In addition, on March 15, 2019 the school had a whole staff collaboration and LCAP analysis with a specialist from the Yolo County Office of Education. Staff broke into small groups and reviewed each goal individually with an eye on what was working and what could be improved.

A draft of the LCAP is posted on the charter website requesting feedback and input.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The LCAP honors the work done by Sci-Tech stakeholders during the year and builds upon and further strengthens the education direction outlined in our petition, as well as our LCAP from last year.

Prior to the start of the 2018-19 school year, the staff reviewed the LCAP - individually analyzing all 5 goals and priority areas. State assessment data was carefully reviewed, suspension/expulsion data was analyzed, and professional development needs were reviewed and discussed.

Staff recommitted to the 5 goals previously chosen for the LCAP and aligned school and classroom practices to the goals.

In the spring, staff reviewed the 5 goals and chose to stay with the same goals, with an intent to focus and improve in each area.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

Quality Teaching: Improve instructional practice through professional development and the development of a professional learning community.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities: Charter Petition

Identified Need:

Research shows that the number one indicator of student success is teacher quality. Therefore, in order to focus on student success, we need to first insure quality instruction. Additional professional development to better serve our students is a need identified by staff and parents.

2017-18 scores for the CAASPP show that the majority of students are not meeting standards. In English Language Arts (ELA), the overall percentage of students scoring at or above the Meets Standards level was 45%. That represents 21.1 point increase for ELA from the previous year. In Math, the overall percentage of students scoring at or above the Meets Standards level was 47%. That represents a slight decrease from the previous year.

These scores indicate a strong need for improved teaching practices and strategies to better meet the needs of our students. Our students need to develop the ability to persevere and they need increased confidence in their abilities.

Additionally, students need access to curriculum that integrates technology into their daily learning for the development of 21st Century skills. It is also essential that students be able to collaborate, problem solve, and engage in critical thinking. Teachers need additional professional development and support with regards to technology use in the classroom.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Appropriately credentialed and assigned teachers	100% of teachers are appropriately credentialed and assigned	100% of teachers are appropriately credentialed and assigned	100% of teachers are appropriately credentialed and assigned	100% of teachers are appropriately credentialed and assigned
Percentage of staff participating in professional learning	Currently professional learning opportunities are not accessed by all staff members. Also, there has not been enough emphasis that learning as a result of professional development is implemented in classroom practice.	Create a plan to provide professional learning opportunities for all staff. Continue to use staff meetings and collaboration times to ensure that new learning is shared among staff.	Continue to provide professional learning opportunities for all staff. Continue to use staff meetings and collaboration times to ensure that new learning is shared among staff.	Continue to provide professional learning opportunities for all staff. Continue to use staff meetings and collaboration times to ensure that new learning is shared among staff.
Percentage of Professional Learning Communities (PLC) that analyze student work to implement best practices	Current PLCs need refinement in order to focus on student work and knowing how to identify best practices based on the analysis of work	100% of PLCs are regularly collecting and analyzing student work to inform planning and practice. Notes of collaboration times are kept by each group, as well as submitted to site leadership after each meeting	100% of PLCs continue to regularly collect and analyze student work to inform planning and practice. Notes of collaboration times will continue to be kept by each group, as well as submitted to site leadership after each meeting	100% of PLCs continue to regularly collect and analyze student work to inform planning and practice. Notes of collaboration times will continue to be kept by each group, as well as submitted to site leadership after each meeting
Increase the percentage of students in both Meets and Exceeds Standards levels on SBAC English Language Arts	In Spring 2016 SBAC testing, 39% of students achieved the Meets/Exceeds level on the SBAC ELA.	In the Spring of 2017 CAASPP testing, 45% of students achieved the Meets/Exceed on ELA.	10% growth over baseline	10% growth over baseline

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase the percentage of students in both Meets and Exceeds in SBAC Math	In Spring 2016 SBAC testing, 40% of students achieved the Meets/Exceeds level on the SBAC Math	In Spring 2017 CAASPP testing 47% of students achieved the Meets/Exceeds level on the on Math	10% growth over baseline	10% growth over baseline
Show growth on ELA and Math Academic Indicator (California Five-by-Five Grid Placement Report) for "All Students" group	The charter school has a performance level of orange for ELA, and a performance level of yellow for Math.	The charter school has a performance level of green for ELA and yellow for Math.	Performance level of green for both ELA and Math.	Performance level of green for both ELA and Math.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Sci-Tech Charter
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

LEA-wide
[Add Scope of Services selection here]

All Schools
Specific Schools: Sci-Tech Charter
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

Develop, implement, and assess a system of coherent and aligned professional learning structures which include a multi-tiered approach to the following:
*seek out and provide professional development opportunities for all teachers to support and improve student learning
*seek out and provide professional development opportunities for classified staff to support and improve student learning
*develop a more accountable system for PLC and collaboration work, which ensures that we are analyzing student work to determine and implement best practices through PLC work, develop common practices to implement rigorous instruction and student tasks aligned to CCSS and NGSS
*design and implement a process for monitoring school-wide fidelity to practices and student progress (i.e. Peer Observations).

2018-19 Actions/Services

Develop, implement, and assess a system of coherent and aligned professional learning structures which include a multi-tiered approach to the following:
*seek out and provide professional development opportunities for all teachers to support and improve student learning
*seek out and provide professional development opportunities for classified staff to support and improve student learning
*develop a more accountable system for PLC and collaboration work, which ensures that we are analyzing student work to determine and implement best practices through PLC work, develop common practices to implement rigorous instruction and student tasks aligned to CCSS and NGSS
*design and implement a process for monitoring school-wide fidelity to practices and student progress (i.e. Peer Observations).

2019-20 Actions/Services

Develop, implement, and assess a system of coherent and aligned professional learning structures which include a multi-tiered approach to the following:
*seek out and provide professional development opportunities for all teachers to support and improve student learning
*seek out and provide professional development opportunities for classified staff to support and improve student learning
*continue to refine our accountable system for PLC and collaboration work, which ensures that we are analyzing student work to determine and implement best practices through PLC work, develop common practices to implement rigorous instruction and student tasks aligned to CCSS and NGSS.
*Refine the implementation process for monitoring school-wide fidelity to practices and student progress (i.e. Peer Observations).



Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$25,000	\$30,000	30,000
Source	Base	Base	Base
Budget Reference	lxxx-5xxx	lxxx-5xxx	lxxx-5xxx

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

Successful Implementation of Common Core: Students will master the Common Core State Standards (CCSS) & Next Generation Science Standards (NGSS). Literacy and numeracy will drive instruction.

Technology will be integrated throughout the curriculum and will be utilized for optimum student success.

Students will be exposed to a greater degree in STEM opportunities.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities: Charter Petition

Identified Need:

In order to ensure that students master the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS) there is a need to:

‘Ensure grade level proficiency in literacy in order to access curriculum and instruction

‘Ensure that all staff are cohesively implementing a program which heavily emphasizes literacy and numeracy across the curriculum

‘Provide adequate Common Core aligned materials for students ‘Ensure that instruction is differentiated to meet the individual needs of each student

Research shows that students who do not read proficiently by the end of third grade experience academic, social, and behavioral difficulties in school. These students are more likely to dropout of high school, and are less likely to successfully enter the job market.

(Annie E. Casey Foundation, 2013.)

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Extend use of Q.TEL strategies to greater include Math and Science instruction	As a result of our work with InnovateEd and Teacher Teams, there was a school-wide focus on writing which incorporated Q.TEL strategies into each genre	Adjust Implementation Plan to extend Q.TEL strategies. Use staff meetings, collaboration time to introduce, support and monitor implementation. Due to change in staffing, there was no EL Specialist on campus this year.	Continue to adjust plan to extend implementation of Q.TEL strategies. Use staff meetings and collaboration time. A .5 EL Specialist to be hired for 2018/19 school year to introduce, support and monitor implementation.	Continue to adjust plan to extend implementation of QTEL strategies. Use staff meetings and collaboration time. A .5 EL Specialist to be hired for 2019/20 school year to introduce, support and monitor implementation.
Greater use and integration of technology to promote optimum student engagement and growth	Based on feedback from students and teachers, there needs to be a greater emphasis on technology across the curriculum. Teachers continue to request more professional development regarding technology	One Collaboration Day will be scheduled to allow teaching staff to attend STEAM conference in San Francisco December 10-11, 2017. Hired full time technology coordinator.	Technology coordinator will continue to push in to TK-6 classrooms throughout the year to introduce and incorporate coding, engineering, and other STEM activities.	Technology coordinator will continue to push in to TK-6 classrooms throughout the year to introduce and incorporate coding, engineering, and other STEM activities.
Implementation of rigorous tasks aligned to academic content standards including the ELA/ELD Framework	Based on classroom observations, collaborative discussions, and displayed student work, not all learning is rigorous and meets grade level standards	60% of tasks are mostly or significantly aligned to the academic content standards including the ELA/ELD Framework, and at least 60% are at Depth of Knowledge (DOK) level 3 or 4	60% of tasks are mostly or significantly aligned to the academic content standards including the ELA/ELD Framework, and at least 60% are at Depth of Knowledge (DOK) level 3 or 4.	60% of tasks are mostly or significantly aligned to the academic content standards including the ELA/ELD Framework, and at least 60% are at Depth of Knowledge (DOK) level 3 or 4.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			A rubric for class observation will be co-constructed for walkthroughs by teachers.	A rubric for class observation will be co-constructed for walkthroughs by teachers.
Increase the percentage of students in both Meets and Exceeds Standards levels on SBAC English Language Arts (Goal 1)	In Spring 2016 SBAC testing, 39% of students achieved the Meets/Exceeds level on the SBAC ELA. (Goal 1)	Spring 2017 CAASPP testing 45% of students achieved the Meets/Exceeds level on the ELA	Goal 1 - continue to work toward a 10% increase each year.	Goal 1 - continue to work toward a 10% increase each year.
Increase the emphasis on Language Acquisition and Development within thematic Science units	Based on classroom observations, collaborative discussions, and displayed student work, not all science instruction in integrating QTEL strategies	Based on classroom observations, collaborative discussions, and displayed student work, not all science instruction in integrating QTEL strategies	Continue to incorporate QTEL strategies in all content areas.	Continue to incorporate QTEL strategies in all content areas.
Ensure 1:1 access in classrooms and at home	Currently, 4-6 Grade students participate in the Take-Home chromebook program. Hot spots are provided to families requiring internet access	Extend program to 3rd grade, and possibly 2nd. (This will require purchasing additional carrying cases and power cords).	Continue to allow students 3-6th grade to take home chromebooks. Hot spots have been provided for families without internet access.	Continue to allow students 3-6th grade to take home chromebooks. Hot spots have been provided for families without internet access.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
STEM/STEAM approach will be used school-wide	Currently, STEM/STEAM challenges are planned for some of our Big Science Fridays, and are implemented in some classrooms.	100% of classrooms will incorporate some STEM/STEAM activities into each science unit or theme.	100% of classrooms will continue incorporate STEM/STEAM activities in the classroom including projects led by technology coordinator.	100% of classrooms will continue incorporate STEM/STEAM activities in the classroom including projects led by technology coordinator.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Sci-Tech Charter
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
Specific Schools: Sci-Tech Charter
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Modified Action

Unchanged Action

2017-18 Actions/Services

Develop, implement, and assess a system of coherent and aligned professional learning structures which include a multi-tiered approach through the following:
*develop a school-wide instructional focus and common definition of the demonstration of 21st Century skills
integrate effective and appropriate instructional technology into regular and daily practice as a means to support students in demonstrating their thinking and learning. *calendar and use Teacher Team and Collaboration Time to discuss, plan, and calibrate instruction that is rigorous and language rich
*ensure that there are an adequate number of chromebooks and supplies to extend the take-home program
*design a protocol for monitoring reading progress for every student enrolled at our site, and begin intervention early when necessary

2018-19 Actions/Services

Develop, implement, and assess a system of coherent and aligned professional learning structures which include a multi-tiered approach through the following:
*develop a school-wide instructional focus and common definition of the demonstration of 21st Century skills
integrate effective and appropriate instructional technology into regular and daily practice as a means to support students in demonstrating their thinking and learning. *calendar and use Teacher Team and Collaboration Time to discuss, plan, and calibrate instruction that is rigorous and language rich
*ensure that there are an adequate number of chromebooks and supplies to extend the take-home program
*design a protocol for monitoring reading progress for every student enrolled at our site, and begin intervention early when necessary *Continue use of technology coordinator as a means to introduce STEM/STEAM activities and lessons.

2019-20 Actions/Services

Develop, implement, and assess a system of coherent and aligned professional learning structures which include a multi-tiered approach through the following:
*develop a school-wide instructional focus and common definition of the demonstration of 21st Century skills
integrate effective and appropriate instructional technology into regular and daily practice as a means to support students in demonstrating their thinking and learning.
*calendar and use Teacher Team and Collaboration Time to discuss, plan, and calibrate instruction that is rigorous and language rich
*ensure that there are an adequate number of Chromebooks and supplies to extend the take-home program
*design a protocol for monitoring reading progress for every student enrolled at our site, and begin intervention early when necessary
*Continue use of technology coordinator as a means to introduce STEM/STEAM activities and lessons.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$45,000	53,000	45,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4xxx	4xxx	4XXX
Amount	\$20,000	20,000	30,000
Source	Base		Base
Budget Reference	1xxx-3xxx	1xxx-3xxx	1xxx-3xxx

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 3

Closing the Achievement Gap with High Expectations for All: Improve the English proficiency and academic achievement of English Learners and Low Income students

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities: Charter Petition

Identified Need:

As we continue to recruit more students from the Knights Landing area, and our population becomes more diverse, we are seeing a natural increase in the number of students needing greater supports with language acquisition. English Learners account for 16% of our school population. This year, 15% of our English Learners were reclassified. However, there are still significant challenges. There is a wide achievement gap between English Learners and All Students on end of the year testing as measured by the California Assessment of Student Performance and Progress. On the Smarter Balanced Assessment (SBAC) in English Language Arts given in 2017-18, English Learners were 59.5 below level 3, which gives them a status of Low. Our All Student group scored 9.8 points below 3, which gives them a status of Low, as well. On the SBAC test in Math, English Learners were 79.6 points below a level 3, while All Students were 38.2 points below a 3. In 18-19 Sci-Tech continues to exceed its goal for student reclassification . Nine students were reclassified which translates to 15%. Since there is a change in tests given to measure the growth in English Proficiency, CELDT to ELPAC, there is no data on English Language Progress. Research has shown that long-term EL's have lower rates of success in schools and higher rates of dropout. To help ensure student success, two areas of focus at our school are language development and reclassification of English Learners. Monitoring and supporting student achievement is vital.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Show growth on the English Learner progress Indicator (California School Dashboard)	For the 2015-16 SBAC, English Learners had a status of Low in both English language Arts and Math.	In 2017-18 CAASPP testing English Learners had an increase of 9.9 points in ELA and a decline of 11.1 points in Math	Increase in both ELA and Math CAASPP scores for English Learners.	Increase in both ELA and Math CAASPP scores for English Learners.
Monitor and increase the reading level proficiency of English Learners across all grade levels	Develop a central system to monitor and document the reading progress for all EL students	Increase percentage of EL students reading at grade level by 10%	Increase English Learners student reading at grade level by 10% based on various school assessments	Increase English Learners student reading at grade level by 10% based on various school assessments
Monitor and increase Math level scores for all English Learners across all grade levels	Develop a central system to monitor and document the grade level math progress for all EL students	Increase the percentage of EL students performing math at grade level by 10%	Increase the percentage of EL students performing math at grade level by 10% based on various school assessments.	Increase the percentage of EL students performing math at grade level by 10% based on various school assessments.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
Foster Youth
Low Income

Limited to Unduplicated Student Group(s)

All Schools
Specific Schools: Sci-Tech Charter

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Modified Action

Modified Action

2017-18 Actions/Services

Training and support will be provided to support TK-6 teachers and staff to increase the achievement of English Learners through:
*implementing the California English Language Development Standards
*Develop and maintain a system to monitor ELA and Math growth throughout the year *continue to support English Learners and Low Income students by providing additional supports and funds for interventions
*continue to provide EL Specialist to monitor student progress, recommend appropriate Page 42 of 53 strategies and interventions, and provide staff support for improved instruction *continue to provide Reading Intervention Specialist to focus on SIPPS instruction

2018-19 Actions/Services

Training and support will be provided to support TK-6 teachers and staff to increase the achievement of English Learners through:
implementing the California English Language Development Standards
*Develop and maintain a system to monitor ELA and Math growth throughout the year *continue to support English Learners and Low Income students by providing additional supports and funds for interventions
*continue to provide EL Specialist to monitor student progress, recommend appropriate strategies and interventions, and provide staff support for improved instruction
*continue to provide Reading Intervention Specialist to focus on SIPPS instruction
*Use paraprofessionals to provide class support.

2019-20 Actions/Services

Training and support will be provided to support TK-6 teachers and staff to increase the achievement of English Learners through:
Implementing the California English Language Development Standards
*Develop and maintain a system to monitor ELA and Math growth throughout the year
*Continue to support English Learners and Low Income students by providing additional supports and funds for interventions
*Continue funding Bridge Coordinator
*Continue to provide EL Specialist to monitor student progress, recommend appropriate strategies and interventions, and provide staff support for improved instruction
*Continue to provide Reading Intervention Specialist to focus on SIPPS instruction
*Use paraprofessionals to provide class support.
*Fund transportation for Bridge Program

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$55,000	\$55,000	55,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1xxx-3xxx	1xxx-3xxx	1xxx-3xxx
Source			Base
Budget Reference			25,000
Amount		15,285	15,168
Source		Title I	Title I
Budget Reference		2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 4

Increase Parent and Community Engagement: Parents and community members are engaged and work with and within the school to support their children's education

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities: Charter Petition

Identified Need:

Student engagement in school is promoted through positive home-school connections. Research shows that schools who find ways to improve communication between home and school have higher levels of student engagement. Schools can increase the level of parent engagement in school by improving two-way communication, hosting parent trainings and workshops, and providing progress reports on student academics and behavior. Helping parents feel comfortable and welcome on our campus is a priority, especially parents from underrepresented groups. Some of the greatest indicators of school success are strong home, school, and community partnerships. The ability for parents and stakeholders to have common vision and understanding of how best to provide support and opportunities for students is essential to their social, emotional, behavioral, and academic achievement. Research (Dufur, et al., 2012) suggests that schools can support the academic achievement of students through promoting the social capital of families. Family social capital includes those resources that families bring and the practices they engage in to support their children's learning, such as checking homework, discussing school activities, and attending meetings. School social capital includes those practices schools engage in to promote the achievement of students, such as teachers providing interventions to meet the individual needs of students, extracurricular activities, and communicating with parents. Family social capital has been shown to be more effective in increasing student achievement than school social capital, even when controlling for the variables of family socioeconomic status, size, race, and marital status. The actions to be implemented in Goal 5 address the need to support the social capital of families, by promoting the

connections between families and schools, through workshops, events, and through the use of communication tools which provide parents with the information they need to support the learning of their child(ren).

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Monitor participation rates of parents at School Site Council, ELAC, and PTO to increase participation and monitor the representation of diversity of student demographics	Baseline data needs to be established.	Baseline of attendance for committees and events to be established through sign-in sheets. Parent liaison and outreach to be used to increase attendance throughout the year.	Continue to promote parent participation through social media, SeeSaw, Remind, email, and parent surveys. We hope to increase PTO and ELAC involvement.	Continue to promote parent participation through social media, SeeSaw, Remind, email, and parent surveys. We hope to increase PTO and ELAC involvement.
Increase use of technology tools and applications by site staff to communicate with parents about school functions and volunteer opportunities	Increase use of technology tools and applications by site staff to communicate with parents about school functions and volunteer opportunities	Increase outreach to include more frequently updated website, Remind 101(or other appropriate app), online sign-ups for volunteering, etc.	Continue to increase outreach to include more frequently updated website, Remind 101(or other appropriate app), online sign-ups for volunteering, etc.	Continue to increase outreach to include more frequently updated website, Remind 101(or other appropriate app), online sign-ups for volunteering, etc.
Increase parent education and information meetings	Current ELAC meetings provide 30 minutes of parent education/information before the business meeting. PTO does not follow this format.	Informational/educational portions of the meetings were at a joint time for ELAC and PTO.	Continue the informational/educational portions of the meetings at a joint time for ELAC and PTO.	Continue the informational/educational portions of the meetings at a joint time for ELAC and PTO.
Develop opportunities for parents/families and community members to participate in student-led	Currently, there are limited opportunities for students to demonstrate learning to an audience	There were multiple opportunities for students to demonstrate their learning through	Continue to provide opportunities for students to share their	Continue to provide opportunities for students to share their

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
demonstrations of learning.	outside the regular classroom.	science fair projects, family code night, Kermes performances, music performances and art night.	knowledge outside of the classroom.	knowledge outside of the classroom.
Increase opportunities for parents to participate in fun learning activities.	Currently, there are limited opportunities for parents to participate learning opportunities.	Survey parents to determine areas of interest, and then work to implement at least 2 ideas this year. Examples: Technology Night STEM Night Coding Night Parent trip to UC Davis There were various events this year initiated by parent interests: Code Night, BMX Assembly, Touch of Understanding and the Dairy Council.	Continue to provide opportunities where parents can participate in learning activities. Ideas for next year include: Code Night, STEM Night, Big Science Friday for grown ups, and family breakout challenge. We also plan to reach out to families for further ideas.	Continue to provide opportunities where parents can participate in learning activities. Ideas for next year include: Code Night, STEM Night, Big Science Friday for grown ups, and family breakout challenge. We also plan to reach out to families for further ideas.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Sci Tech Charter
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
 Foster Youth
 Low Income
 [Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
 [Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
 Specific Schools: Sci-Tech Charter
 [Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Enhance home/community/school partnerships as well as parent and community interests such as:
 *Increase communication outreach with more social media
 *Increase outreach to parents who have difficulty getting to the school site: principal
 "Coffee and Questions" at the bus stop
 *Increase opportunities for student led events
 *continue to foster a sense of community with events that bring diverse groups together
 *continue to fund Parent Liaison position to enhance outreach to parents

2018-19 Actions/Services

Enhance home/community/school partnerships as well as parent and community interests such as:
 *Increase communication outreach with more social media
 *Increase outreach to parents who have difficulty getting to the school site: principal
 "Coffee and Questions" at the bus stop
 *Increase opportunities for student led events
 *continue to foster a sense of community with events that bring diverse groups together
 *continue to fund Parent Liaison position to enhance outreach to parent
 *Develop a parent place on site where they have access to technology and resources.

2019-20 Actions/Services

Enhance home/community/school partnerships as well as parent and community interests such as:
 *Increase communication outreach with more social media-Instagram, Facebook, website...
 *Increase outreach to parents who have difficulty getting to the school site: principal
 "Coffee and Questions" at the bus stop
 *Increase opportunities for student led events
 *Continue to foster a sense of community with events that bring diverse groups together
 *Continue to fund Parent Liaison position to enhance outreach to parent
 *Increase use of parent place on site where they have access to technology and resources.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$22,000	25,000	25,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1xxx-3xxx	1xxx-3xxx	1xxx-3xxx

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 5

Improve School Climate: Continue to develop and maintain a school climate that is safe and ensures the academic and social/emotional well-being of each student

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities: Charter Petition

Identified Need:

Research shows that students need a safe, respectful and caring environment in order to achieve in school. Students who feel comfortable at their school are more likely to come to school and to be engaged when they are there. Research also shows that regular attendance in school is critical, and that the relationship between attendance and achievement begins early in Kindergarten.

Additionally, students who have higher rates of suspension are less likely to have favorable attitudes toward school, and are less likely to be academically successful.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Refine common agreements about school-wide consistent	In 2016-17 we drafted agreed upon expectations for	A plan to teach expectations was developed and posters	Continue to calendar the teaching of expectations	Continue to calendar the teaching of expectations

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
and effective Positive Behavior Interventions and Supports	students. Expectations were taught on two occasions.	were displayed throughout the school.	and display posters throughout the school.	and display posters throughout the school.
Develop common agreements about school-wide consistent and effective Positive Behavior and Supports within the classrooms, so students are experiencing consistent expectations.	Currently, there are teacher-directed behavior support structures and some structures that support PBIS strategies.	Teachers began to identify practices which demonstrate evidence of what it looks like, feels like, and sounds like in a student-centered classroom.	Continue the work of identifying practices which demonstrate evidence of a student-centered classroom. Bring in experts on Mindfulness practices and Restorative Circles.	Continue the work of identifying practices which demonstrate evidence of a student-centered classroom. Bring in experts on Mindfulness practices and Restorative Circles.
Provide targeted professional development for classified staff to support the work done through PBIS, so students continue to receive consistent messages and expectations.	Currently most classified staff (paraprofessionals, yard duty and bus stop personnel, tutors, etc.) have not received training in PBIS strategies and expectations.	All classified staff receive job-embedded professional learning opportunities that support the work done through PBIS and MTSS.	Continue to train all classified staff and have various all staff trainings so that teachers and support staff are on the same page.	Continue to train all classified staff and have various all staff trainings so that teachers and support staff are on the same page.
Increase student sense of school belonging and ownership by increasing the role students play in various committees: Student Council Site Council PTO	In 2016-17, Student Council was very active at the beginning of the year, but became less so as the year moved on.	In 2017-18, Student Council was more active and meaningful. Meetings were held on a regular basis and students were give input on activities such as: Spirit days	In 2018-19, Student Council will continue to have an active participation and input.	Student Council will have an active participation and input in 2019-20.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>ELAC Governance Comm.</p>		<p>Charitable giving opportunities Evening events Teaching of school-wide expectations Development of student survey</p>		
<p>Increase student sense of belonging, as well as provide enrichment, through additional activities</p>	<p>In 2016-17, there were several enrichment opportunities offered: Gate Art Model Car Building Nature Bowl Flag Football</p>	<p>Enrichment activities were increased to students based on student interests, needs, and goals. New activities offered were: Glee club, art club, lunch STEAM activities, flag football, garden club and Geography Bee.</p>	<p>Continue to provide enrichment activities based on student interests.</p>	<p>Continue to provide enrichment activities based on student interests.</p>
<p>Increase opportunities for parent feedback on academic program and school culture at Sci-Tech.</p>	<p>Currently, the staff decides on programs and evening events offered to families.</p>	<p>Develop a parent survey to determine type of parent education or social programs that parents would like to see implemented. Two parent surveys were developed and administered to parents.</p>	<p>Continue to administer a beginning of the year and end of the year survey for parents.</p>	<p>Continue to administer a beginning of the year and end of the year survey for parents.</p>

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Sci-Tech Charter
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Sci-Tech Charter
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

Increase positive school culture and climate, establish a structure for appropriate de-escalation, and increase positive staff-student relationships through:
*create site-based team including PBIS coach, RTI Specialist, RSP Specialist, and

2018-19 Actions/Services

Increase positive school culture and climate, establish a structure for appropriate de-escalation, and increase positive staff-student relationships through:
*create site-based team including PBIS coach, RTI Specialist, RSP Specialist, and

2019-20 Actions/Services

Increase positive school culture and climate, establish a structure for appropriate de-escalation, and increase positive staff-student relationships through:
*develop universal awareness, common language, focus, and ownership of PBIS practices

principal to hold staffings every 6-7 weeks to identify student needs and strategies
 *develop universal awareness, common language, focus, and ownership of PBIS practices
 *increase student sense of belonging with more active and involved Student Council
 *Identify tiered supports for students through PBIS team meetings
 * continue position of .2 counselor
 *continue .5 RTI Specialist

principal to hold staffings every 6-7 weeks to identify student needs and strategies
 *develop universal awareness, common language, focus, and ownership of PBIS practices
 *increase student sense of belonging with more active and involved Student Council
 *Identify tiered supports for students through PBIS team meetings
 * continue position of .2 counselor
 *continue 1.0 RTI Specialist

*increase student sense of belonging with more active and involved Student Council
 *Identify tiered supports for students through PBIS team meetings
 * continue position of .2 counselor
 *continue 1.0 RTI Specialist

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$73,000	\$73,000	73,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1xxx-3xxx	1xxx-3xxx	1xxx-3xxx
Amount	\$7,500	\$7,500	
Source	Base	Base	
Budget Reference	1xxx-3xxx	1xxx-3xxx	

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

Increase positive school culture and climate, establish a structure for appropriate de-escalation, and increase positive staff-student relationships through:
Academic Conferences which includes: RTI Specialist, RSP Specialist, SST Chair and principal to hold staffings every 6-7 weeks to identify student needs and strategies

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	7,500
Source	Other	Other	Base
Budget Reference	Not Applicable	Not Applicable	1xxx-3xxx

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$206,257

Percentage to Increase or Improve Services

10.61%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

For the 2019-20 school year, Science & Technology Academy projects an enrollment of 250 students, 135 of which will be low income, foster youth, or English Learners, resulting in an unduplicated pupil percentage of 53%. Our site will receive Title 1 funds in the amount of \$15,168. Increased funds from 2018-2019 are estimated at \$37,716. Anticipated total spending is expected to far exceed the Supplemental funds calculated. Approximately 49% of our students qualify for free or reduced price meals, 16% of our students are designated as English Learners, and 18% of our population has been identified as students with disabilities. Less than 1% of our student population has been identified as foster youth. In expending funds on a school-wide basis, the specific goals, actions, and services impact all students, in particular those that are low income, foster youth, and English Learner pupils. Examples include expenditures on teacher professional development, intervention support, and increased technology resources, which when spent on a school-wide basis, positively impact low income, foster youth, and English learner pupils. We have determined that the most effective use of funds is to provide increased and improved interventions for our low income, foster youth, and English learners using targeted funds in the following manner:

- Providing a .5 FTE EL Specialist
- Providing a 1.0 RTI Specialist
- Providing a .2 Counselor
- Providing a part-time Reading Intervention Specialist to provide additional focused literacy instruction to help close the achievement gap
- Providing a Parent Liaison
- Technology Coordinator
- Professional Development on Technology

- Professional Development of STEAM education strategies
- Coordinator for UC Davis Bridge Tutoring Program
- UC Davis Bridge Transportation
- Family and Student activities

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$206,532

10.08%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

For the 2018-19 school year, Science & Technology Academy projects an enrollment of 264 students, 133 of which will be low income, foster youth, or English Learners, resulting in an unduplicated pupil percentage of 50.38%. Our site will receive Title 1 funds in the amount of \$15,285. Increased funds from 2017-2018 are estimated at \$37,716. Anticipated total spending is expected to far exceed the Supplemental funds calculated. Approximately 49% of our students qualify for free or reduced price meals, 12% of our students are designated as English Learners, and 16% of our population has been identified as students with disabilities. Less than 1% of our student population has been identified as foster youth. In expending funds on a school-wide basis, the specific goals, actions, and services impact all students, in particular those that are low income, foster youth, and English Learner pupils. Examples include expenditures on teacher professional development, intervention support, and increased technology resources, which when spent on a school-wide basis, positively impact low income, foster youth, and English learner pupils. We have determined that the most effective use of funds is to provide increased and improved interventions for our low income, foster youth, and English learners using targeted funds in the following manner:

- Providing a .5 FTE EL Specialist
- Providing a 1.0 RTI Specialist
- Providing a .2 Counselor
- Providing a part-time Reading Intervention Specialist to provide additional focused literacy instruction to help close the achievement gap
- Providing a Parent Liaison
- Technology Coordinator
- Professional Development on Technology
- Professional Development of STEAM education strategies
- Coordinator for UC Davis Bridge Tutoring Program
- Family and Student activities

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$183,735

Percentage to Increase or Improve Services

9.32%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

For the 2017-18 school year, Science & Technology Academy projects an enrollment of 275 students, 145 of which will be low income, foster youth, or English Learners, resulting in an unduplicated pupil percentage of 53.51%. Therefore, our site is not eligible for concentration grant funds. Increased funds from 2016-2017 are estimated at \$40,688. Anticipated total spending is expected to far exceed the Supplemental funds calculated. Approximately 53% of our students qualify for free or reduced price meals, 19% of our students are designated as English Learners, and 20% of our population has been identified as students with disabilities. Less than 1% of our student population has been identified as foster youth. In expending funds on a school-wide basis, the specific goals, actions, and services impact all students, in particular those that are low income, foster youth, and English Learner pupils. Examples include expenditures on teacher professional development, intervention support, and increased technology resources, which when spent on a school-wide basis, positively impact low income, foster youth, and English learner pupils.

We have determined that the most effective use of funds is to provide increased and improved interventions for our low income, foster youth, and English learners using targeted funds in the following manner:

- Providing a .5 FTE EL Specialist
- Providing a .5 RTI Specialist
- Providing a .2 Counselor
- Providing a part-time Reading Intervention Specialist to provide additional focused literacy instruction to help close the achievement gap
- Providing a Parent Liaison
- Professional Development on Technology
- Professional Development of STEAM education strategies
- Coordinator for UC Davis Bridge Tutoring Program
- Family and Student activities

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:
- (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
 - (2) The number of students who meet the enrollment requirements.
 - (3) Divide (1) by (2).
- (b) “High school dropout rate” shall be calculated as follows:
- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (c) “High school graduation rate” shall be calculated as follows:
- (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
 - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.
 - (C) Divide (1) by (2).
- (d) “Suspension rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (e) “Expulsion rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	243,500.00	258,785.00	247,500.00	278,785.00	280,668.00	806,953.00
	0.00	0.00	0.00	20,000.00	0.00	20,000.00
Base	37,500.00	37,500.00	52,500.00	37,500.00	67,500.00	157,500.00
Other	0.00	0.00	0.00	0.00	0.00	0.00
Supplemental	206,000.00	206,000.00	195,000.00	206,000.00	198,000.00	599,000.00
Title I	0.00	15,285.00	0.00	15,285.00	15,168.00	30,453.00

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

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	243,500.00	258,785.00	247,500.00	278,785.00	280,668.00	806,953.00
	243,500.00	243,500.00	247,500.00	263,500.00	265,500.00	776,500.00
2000-2999: Classified Personnel Salaries	0.00	15,285.00	0.00	15,285.00	15,168.00	30,453.00
Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	243,500.00	258,785.00	247,500.00	278,785.00	280,668.00	806,953.00
		0.00	0.00	0.00	20,000.00	0.00	20,000.00
	Base	37,500.00	37,500.00	52,500.00	37,500.00	67,500.00	157,500.00
	Supplemental	206,000.00	206,000.00	195,000.00	206,000.00	198,000.00	599,000.00
2000-2999: Classified Personnel Salaries	Title I	0.00	15,285.00	0.00	15,285.00	15,168.00	30,453.00
Not Applicable	Other	0.00	0.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Goal

Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	30,000.00	30,000.00	25,000.00	30,000.00	30,000.00	85,000.00
Goal 2	53,000.00	53,000.00	65,000.00	73,000.00	75,000.00	213,000.00
Goal 3	55,000.00	70,285.00	55,000.00	70,285.00	70,168.00	195,453.00
Goal 4	25,000.00	25,000.00	22,000.00	25,000.00	25,000.00	72,000.00
Goal 5	80,500.00	80,500.00	80,500.00	80,500.00	80,500.00	241,500.00

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

Appendix D:
WJUSD Suspension and Expulsion
Procedures

Appendix D

Suspension and Expulsion of Students

The Board of Trustees desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

(cf. [5131](#) - Conduct)

(cf. [5131.1](#) - Bus Conduct)

(cf. [5131.2](#) - Bullying)

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code [48900](#)(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus

(cf. [5112.5](#) - Open/Closed Campus)

4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

(cf. [0410](#) - Nondiscrimination in District Programs and Activities)

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code [48900](#)(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code [48900.5](#), [48900.6](#))

(cf. [1020](#) - Youth Services)

(cf. [5138](#) - Conflict Resolution/Peer Mediation)

(cf. [5144](#) - Discipline)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6164.5 - Student Success Teams)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code [48910](#). (Education Code [48900](#))

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

(cf. [5113](#) - Absences and Excuses)

(cf. [5113.1](#) - Chronic Absence and Truancy)

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code [48900](#) and [48900.2](#), but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code [48900.5](#))

Authority to Expel

A student may be expelled only by the Board. (Education Code [48918\(j\)](#))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code [48915](#))

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

(cf. [5131.7](#) - Weapons and Dangerous Instruments)

2. Selling or otherwise furnishing a firearm

3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code [11053-11058](#)
5. Committing or attempting to commit a sexual assault as defined in Penal Code [261](#), [266c](#), [286](#), [288](#), [288a](#), or 289, or committing a sexual battery as defined in Penal Code [243.4](#)
6. Possessing an explosive as defined in 18 USC [921](#)

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code [48915](#)(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in a public session.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code [48917](#))

No student shall be expelled for disruption or willful defiance. (Education Code [48900](#))

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code [48911](#), [48915](#), [48915.5](#), [48918](#))

(cf. 5119 - Students Expelled from Other Districts)

(cf. [5144.2](#) - Suspension and Expulsion/Due Process (Students with Disabilities))

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall annually present to the Board a report of the outcome data which the district is required to collect pursuant to Education Code [48900.8](#) and [48916.1](#), including the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period.

The report shall be disaggregated by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, foster youth, and students with disabilities. The report also shall include information about whether and how the

district is meeting its goals for improving school climate as specified in its local control and accountability plan.

(cf. [0460](#) - Local Control and Accountability Plan)

Legal Reference:

EDUCATION CODE

[212.5](#) Sexual harassment

[233](#) Hate violence

[1981-1981.5](#) Enrollment of students in community school

[17292.5](#) Program for expelled students

[32261](#) Interagency School Safety Demonstration Act of 1985

[35145](#) Open board meetings

[35146](#) Closed sessions (regarding suspensions)

[35291](#) Rules (for government and discipline of schools)

[35291.5](#) Rules and procedures on school discipline

[48645.5](#) Readmission; contact with juvenile justice system

[48660-48666](#) Community day schools

[48853.5](#) Foster youth

[48900-48927](#) Suspension and expulsion

[48950](#) Speech and other communication

[48980](#) Parental notifications

[49073-49079](#) Privacy of student records

[52060-52077](#) Local control and accountability plan

CIVIL CODE

[47](#) Privileged communication

[48.8](#) Defamation liability

CODE OF CIVIL PROCEDURE

[1985-1997](#) Subpoenas; means of production

GOVERNMENT CODE

[11455.20](#) Contempt

[54950-54963](#) Ralph M. Brown Act

HEALTH AND SAFETY CODE

[11014.5](#) Drug paraphernalia

[11053-11058](#) Standards and schedules

LABOR CODE

[230.7](#) Discharge or discrimination against employee for taking time off to appear in school on behalf of a child

PENAL CODE

[31](#) Principal of a crime, defined

[240](#) Assault defined

[241.2](#) Assault fines

[242](#) Battery defined

[243.2](#) Battery on school property

[243.4](#) Sexual battery

[245](#) Assault with deadly weapon

[245.6](#) Hazing

[261](#) Rape defined

[266c](#) Unlawful sexual intercourse

[286](#) Sodomy defined

[288](#) Lewd or lascivious acts with child under age 14

[288a](#) Oral copulation

[289](#) Penetration of genital or anal openings

[417.27](#) Laser pointers

[422.55](#) Hate crime defined

[422.6](#) Interference with exercise of civil rights

[422.7](#) Aggravating factors for punishment

[422.75](#) Enhanced penalties for hate crimes

[626.2](#) Entry upon campus after written notice of suspension or dismissal without permission

[626.9](#) Gun-Free School Zone Act of 1995

[626.10](#) Dirks, daggers, knives, razors, or stun guns

[868.5](#) Supporting person; attendance during testimony of witness

WELFARE AND INSTITUTIONS CODE

[729.6](#) Counseling

UNITED STATES CODE, TITLE 18

921 Definitions, firearm

UNITED STATES CODE, TITLE 20

[1415\(K\)](#) Placement in alternative educational setting

[7151](#) Gun-free schools

UNITED STATES CODE, TITLE 42

[11432-11435](#) Education of homeless children and youths

COURT DECISIONS

T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267

Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421

Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H. (2001) 85 Cal.App.4th 1321

Garcia v. Los Angeles Board of Education (1991) 123 Cal. App. 3d 807

Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 1182

John A. v. San Bernardino School District (1982) 33 Cal. 3d 301

ATTORNEY GENERAL OPINIONS

84 Ops.Cal.Atty.Gen. 146 (2001)

80 Ops.Cal.Atty.Gen. 348 (1997)

80 Ops.Cal.Atty.Gen. 91 (1997)

80 Ops.Cal.Atty.Gen. 85 (1997)

Management Resources:

CSBA PUBLICATIONS

Safe Schools: Strategies for Board of Trustees to Ensure Student Success, 2011

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014

WEB SITES

CSBA: <http://www.csba.org>

California Attorney General's Office: <http://www.oag.ca.gov>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr/docs/crdc-2012-data-summary.pdf>

U.S. Department of Education, Office of Safe and Drug-Free Schools: <http://www.ed.gov/about/offices/list/osdfs>

Policy WOODLAND JOINT UNION SCHOOL DISTRICT

adopted: August 25, 2016 Woodland, California

Definitions

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code [48925](#))

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Board of Trustees for students of the same grade level
2. Referral to a certificated employee designated by the principal to advise students
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code [48910](#)

Expulsion means removal of a student from the immediate supervision and control or the general supervision of school personnel. (Education Code [48925](#))

Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code [35291](#), [48900.1](#), [48980](#))

(cf. [5144](#) - Discipline)

(cf. [5145.6](#) - Parental Notifications)

Grounds for Suspension and Expulsion: Grades K-12

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows:

(cf. [5144.2](#) - Suspension and Expulsion/Due Process (Students with Disabilities))

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code [48900](#)(a) and (t))
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code [48900](#)(b))

(cf. [5131](#) - Conduct)

(cf. [5131.7](#) - Weapons and Dangerous Instruments)

3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code [11053-11058](#), alcoholic beverage, or intoxicant of any kind (Education Code [48900\(c\)](#))

(cf. [5131.6](#) - Alcohol and Other Drugs)

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code [11053-11058](#), alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant (Education Code [48900\(d\)](#))

5. Committed or attempted to commit robbery or extortion (Education Code [48900\(e\)](#))

6. Caused or attempted to cause damage to school property or private property (Education Code [48900\(f\)](#))

7. Stole or attempted to steal school property or private property (Education Code [48900\(g\)](#))

8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products (Education Code [48900\(h\)](#))

(cf. [5131.62](#) - Tobacco)

9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code [48900\(i\)](#))

10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code [11014.5](#) (Education Code [48900\(j\)](#))

11. Knowingly received stolen school property or private property (Education Code [48900\(l\)](#))

12. Possessed an imitation firearm (Education Code [48900\(m\)](#))

Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code [48900\(m\)](#))

13. Committed or attempted to commit a sexual assault as defined in Penal Code [261](#), [266c](#), [286](#), [288](#), [288a](#), or 289, or committed a sexual battery as defined in Penal Code [243.4](#) (Education Code [48900\(n\)](#))

14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code [48900\(o\)](#))

15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code [48900\(p\)](#))

16. Engaged in, or attempted to engage in, hazing (Education Code [48900\(q\)](#))

Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code [48900\(q\)](#))

17. Engaged in an act of bullying (Education Code [48900\(r\)](#))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. (Education Code [48900\(r\)](#))

Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code [48900.2](#), [48900.3](#), or [48900.4](#) and below in items #1-3 of "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

Electronic act means the creation or transmission of a communication originated on or off school site, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A post on a social network Internet web site shall include, but is not limited to, the posting or creation of a burn page or the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above. (Education Code [48900\(r\)](#))

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability. (Education Code [48900\(r\)](#))

(cf. [1114](#) - District-Sponsored Social Media)

(cf. [5131.2](#) - Bullying)

(cf. 6163.4 - Student Use of Technology)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education under Section 504)

18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code [31](#) (Education Code [48900\(t\)](#))

19. Made terrorist threats against school officials and/or school property (Education Code [48900.7](#))

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code [48900.7](#))

Additional Grounds for Suspension and Expulsion: Grades 4-12

Any student in grades 4-12 may be suspended, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code [48900\(k\)](#))

(cf. [5131.4](#) - Student Disturbances)

A student in grades 4-12 shall be subject to suspension or recommendation for expulsion when it is determined that he/she:

1. Committed sexual harassment as defined in Education Code [212.5](#) (Education Code [48900.2](#))

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code [212.5](#), [48900.2](#))

(cf. [5145.7](#) - Sexual Harassment)

2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code [233](#) (Education Code [48900.3](#))

Hate violence means any act punishable under Penal Code [422.6](#), [422.7](#), or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality,

disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code [233](#); Penal Code [422.55](#))

(cf. [5145.9](#) - Hate-Motivated Behavior)

3. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code [48900.4](#))

(cf. [5145.3](#) - Nondiscrimination/Harassment)

Suspension from Class by a Teacher

A teacher may suspend a student, including a grade K-3 student, from class for the remainder of the day and the following day for disruption, willful defiance, or any of the other acts specified in Education Code [48900](#) and listed as items #1-18 under "Grounds for Suspension and Expulsion: Grades K-12" above. (Education Code [48910](#))

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been suspended. (Education Code [48910](#))

As soon as possible after the teacher decides to suspend the student, he/she shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code [48910](#))

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which he/she was suspended. (Education Code [48910](#))

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (Education Code [48913](#))

Suspension by Superintendent, Principal or Principal's Designee

To implement disciplinary procedures at a school site, the principal may, in writing, designate as the principal's designee another administrator or, if the principal is the only administrator at the school site, a certificated employee. As necessary, the principal may, in writing, also designate

another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the principal and the principal's primary designee are absent from the school site.

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the Board policy under "Authority to Expel" and for which he/she is required to recommend expulsion. (Education Code [48915\(c\)](#))

The Superintendent, principal, or designee may impose a suspension for a first offense if he/she determines that the student violated any of items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-12" above or if the student's presence causes a danger to persons. (Education Code [48900.5](#))

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct in the student. (Education Code [48900.5](#))

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the Superintendent, principal, or designee shall document the other means of correction used and retain them in the student's record. (Education Code [48900.5](#))

(cf. [5125](#) - Student Records)

Length of Suspension

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days. (Education Code [48911](#))

A student may be suspended from school for not more than 20 school days in any school year. However, if a student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class for the purpose of adjustment, he/she may be suspended for not more than 30 school days in a school year. The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code [48903](#), [48911](#), [48912](#))

(cf. 6184 - Continuation Education)

These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion. (Education Code [48911](#))

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance with the following procedures:

1. Informal Conference: Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, presented with the available evidence against him/her, and given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code [48911](#))

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of the conference and the conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school. (Education Code [48911](#))

2. Administrative Actions: All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code [48911](#))

3. Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall also be notified in writing of the suspension. (Education Code [48911](#))

This notice shall state the specific offense committed by the student. (Education Code [48900.8](#))

In addition, the notice may state the date and time when the student may return to school.

4. Parent/Guardian Conference: Whenever a student is suspended, school officials may request a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code [48914](#))

If school officials request to meet with the parent/guardian, the notice may state that the law requires the parent/guardian to respond to such requests without delay. However, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied reinstatement solely because the parent/guardian failed to attend the conference. (Education Code [48911](#))

5. Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed: (Education Code [48911](#))

a. The extension of the original period of suspension is preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.

b. The Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code [48911](#))

c. If the student involved is a foster youth, the Superintendent or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code [48853.5](#), [48911](#), [48918.1](#))

(cf. 6173.1 - Education for Foster Youth)

d. If the student involved is a homeless child or youth, the Superintendent or designee shall notify the district liaison for homeless students. (Education Code [48918.1](#))

(cf. 6173 - Education for Homeless Children)

In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct his/her behavior and keep him/her in school.

Suspension by the Board

The Board may suspend a student for any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12" above and within the limits specified under "Suspension by Superintendent, Principal, or Designee" above. (Education Code [48912](#))

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester. The suspension shall meet the requirements of Education Code [48915](#). (Education Code [48912.5](#))

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold a closed session if a public hearing would lead to disclosure of information violating a student's right to privacy under Education Code [49073-49079](#). (Education Code [35146](#), [48912](#))

(cf. 9321 - Closed Session Purposes and Agendas)

The Board shall provide the student and his/her parent/guardian with written notice of the closed session by registered or certified mail or personal service. Upon receiving this notice, the student

or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code [35146](#), [48912](#))

Superintendent or Principal's Authority to Recommend Expulsion

Unless the Superintendent or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts: (Education Code [48915](#))

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance as listed in Health and Safety Code [11053-11058](#), except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code [240](#) and [242](#), upon any school employee

In determining whether or not to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code [48915](#))

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed the act(s) that form the basis for the expulsion recommendation. (Education Code [48918\(a\)](#))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code [48918\(a\)](#))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code [48918\(a\)](#))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code [48925](#). Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code [48918\(a\)](#))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code [48918\(a\)](#))

Stipulated Expulsion

After a determination that a student has committed an expellable offense, the Superintendent, principal, or designee shall offer the student and his/her parent/guardian the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after the student or his/her parent/guardian has been given written notice of the expulsion hearing pursuant to Education Code [48918](#).

The stipulation agreement shall be in writing and shall be signed by the student and his/her parent/guardian. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of his/her right to have a full hearing, to appeal the expulsion to the County Board of Education, and to consult legal counsel.

A stipulated expulsion agreed to by the student and his/her parent/guardian shall be effective upon approval by the Board.

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code [48918.5](#))

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of his/her right to: (Education Code [48918.5](#))

1. Receive five days' notice of his/her scheduled testimony at the hearing
2. Have up to two adult support persons of his/her choosing present at the hearing at the time he/she testifies
3. Have a closed hearing during the time he/she testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from

personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code [48918.5](#))

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code [48900.8](#), [48918\(b\)](#))

1. The date and place of the hearing
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based
3. A copy of district disciplinary rules which relate to the alleged violation
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code [48915.1](#), to provide information about the student's status in the district to any other district in which the student seeks enrollment

This obligation applies when a student is expelled for acts other than those described in Education Code [48915\(a\)](#) or (c).

(cf. 5119 - Students Expelled from Other Districts)

5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney adviser

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney adviser means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

6. The right to inspect and obtain copies of all documents to be used at the hearing
7. The opportunity to confront and question all witnesses who testify at the hearing
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses

Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students

If the student facing expulsion is a foster student, the Superintendent or designee shall also send notice of the hearing to the student's attorney and a representative of an appropriate child welfare agency at least 10 days prior to the hearing. (Education Code [48918.1](#))

If the student facing expulsion is a homeless student, the Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 days prior to the hearing. (Education Code [48918.1](#))

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code [48918.1](#))

Conduct of Expulsion Hearing

1. Closed Session: Notwithstanding Education Code [35145](#), the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that privacy rights of other students are not violated. (Education Code [48918](#))

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code [48918\(c\)](#))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code [48918\(c\)](#))

2. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code [48918\(g\)](#))

3. Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure [1985-1985.2](#) and enforced in accordance with Government Code [11455.20](#). (Education Code [48918\(i\)](#))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested

by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code [48918\(i\)](#))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code [48918\(i\)](#))

4. Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code [48900](#) and listed in "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12" above. (Education Code [48918\(h\)](#))

Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code [48918\(f\)](#))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

5. Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code [48918](#), [48918.5](#))

- a. Any complaining witness shall be given five days' notice before being called to testify.
- b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.
- c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
- d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
- e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code [868.5](#).
- f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a

determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.

(1) The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.

(2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.

(3) The person conducting the hearing may:

(a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness

(b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours

(c) Permit one of the support persons to accompany the complaining witness to the witness stand

6. Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code [48918](#)(a))

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. The Board may also appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code [48918](#))

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue a decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code [48918](#)(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by his/her parent/guardian, the Superintendent or designee shall consult with the parent/guardian and district staff, including the student's teachers, regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code [48918](#)(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code [48918](#)(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion. If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation. (Education Code [48917](#), [48918](#))

Final Action by the Board

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board in public. (Education Code [48918](#)(j))

(cf. 9321.1 - Closed Session Actions and Reports)

The Board's decision is final. If the decision is to not expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any act listed under "Mandatory Recommendation and Mandatory Expulsion" above, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the

semester following the summer session or intersession period in which the expulsion occurred. (Education Code [48916](#))

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code [48916](#))

1. Periodic review, as well as assessment at the time of review, for readmission
2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code [48916.5](#))

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" (Education Code [48900.8](#))
2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code [48916](#))
3. Notice of the right to appeal the expulsion to the County Board (Education Code [48918](#))
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code [48918](#))
5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code [48915.1](#) (Education Code [48918](#))

Decision to Suspend Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

1. The student's pattern of behavior
2. The seriousness of the misconduct

3. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code [48917](#))

2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code [48917](#))

3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" above or violates any of the district's rules and regulations governing student conduct. (Education Code [48917](#))

4. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code [48917](#))

5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code [48917](#))

6. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of his/her status with the expelling district, pursuant to Education Code [48915.1\(b\)](#). (Education Code [48918\(j\)](#))

7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code [48917](#))

Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code [48919](#))

If the student submits a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board, the district shall provide the student with these documents within 10 school days following the student's written request. (Education Code [48919](#))

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code [245](#). (Education Code [48902](#))

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance. In addition, law enforcement authorities shall be notified regarding any acts by students regarding the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code [48915](#)(c)(1) or (5) or Penal Code [626.9](#) and [626.10](#). (Education Code [48902](#))

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code [48900](#)(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code [48902](#))

Placement During Expulsion

The Board shall refer expelled students to a program of study that is: (Education Code [48915](#), [48915.01](#))

1. Appropriately prepared to accommodate students who exhibit discipline problems
2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at any of these
3. Not housed at the school site attended by the student at the time of suspension

(cf. 6158 - Independent Study)

(cf. 6185 - Community Day School)

When the placement described above is not available and when the County Superintendent so certifies, students expelled for only acts described in items #6-12 under "Grounds for Suspension and Expulsion: Grades K-12" and items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 4-12" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code [48915](#))

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code [48916.1](#))

Readmission After Expulsion

Prior to the date set by the Board for the student's readmission:

1. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
2. The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session. If a written request for open session is received from the parent/guardian or adult student, it shall be honored to the extent that privacy rights of other students are not violated.
3. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.
4. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code [48916](#))
5. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school.
6. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code [48916](#))

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code [48645.5](#))

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code [48900.8](#))

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code [48918\(k\)](#))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code [48915.1](#))

(cf. 5119 - Students Expelled from Other Districts)Regulation

WOODLAND JOINT UNION SCHOOL DISTRICTapproved: August 25, 2016 Woodland, California

Suspension And Expulsion/Due Process (Students with Disabilities)

A student identified as an individual with a disability pursuant to the Individuals with Disabilities Education Act (IDEA), 20 USC [1400-1482](#), is subject to the same grounds and procedures for suspension and expulsion which apply to students without disabilities, except as otherwise specified in this administrative regulation.

(cf. [5144.1](#) - Suspension and Expulsion/Due Process)

Suspension

The Superintendent or designee may suspend a student with a disability for up to 10 consecutive school days for a single incident of misconduct, and for up to 20 school days in a school year, as long as the suspension(s) does not constitute a change in placement pursuant to 34 CFR [300.536](#). (Education Code [48903](#); 34 CFR [300.530](#))

The principal or designee shall monitor the number of days, including portions of days, in which a student with a valid individualized education program (IEP) has been suspended during the school year.

(cf. 6159 - Individualized Education Program)

The Superintendent or designee shall determine, on a case-by-case basis, whether a pattern of removals of a student from his/her current educational placement for disciplinary reasons constitutes a change of placement. A change of placement shall be deemed to have occurred under either of the following circumstances: (34 CFR [300.536](#))

1. The removal is for more than 10 consecutive school days.
2. The student has been subjected to a series of removals that constitute a pattern because of all of the following:
 - a. The series of removals total more than 10 school days in a school year.
 - b. The student's behavior is substantially similar to his/her behavior in previous incidents that resulted in the series of removals.

c. Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another, indicate a change of placement.

If a student's removal is determined to be a change of placement as specified in items #1-2 above, or the student is suspended for more than 10 school days in the same school year, the student's IEP team shall determine the appropriate educational services. Such services shall be designed to enable the student to continue to participate in the general education curriculum in another setting, to progress toward meeting the goals set out in his/her IEP, and to address the student's behavior violation so that it does not recur. (20 USC [1412\(a\)\(1\)\(A\)](#); 34 CFR [300.530](#))

If the IEP of a student with a disability requires the district to provide the student with transportation, the district shall provide the student with an alternative form of transportation at no cost to him/her or to his/her parent/guardian when he/she is to be excluded from school bus transportation. (Education Code [48915.5](#))

(cf. [3541.2](#) - Transportation for Students with Disabilities)

Interim Alternative Educational Placement Due to Dangerous Behavior

The district may unilaterally place a student with a disability in an appropriate interim alternative educational setting for up to 45 school days, without regard to whether the behavior is a manifestation of the student's disability, when the student commits one of the following acts while at school, going to or from school, or at a school-related function: (20 USC [1415\(k\)\(1\)\(G\)](#); 34 CFR [300.530](#))

1. Carries or possesses a weapon, as defined in 18 USC 930
2. Knowingly possesses or uses illegal drugs
3. Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c), Schedules I-V
4. Inflicts serious bodily injury upon another person as defined in 18 USC 1365

The student's interim alternative educational setting shall be determined by his/her IEP team. (20 USC [1415\(k\)\(1\)\(G\)](#); 34 CFR [300.531](#))

On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR [300.504](#). (20 USC [1415\(k\)\(1\)\(H\)](#); 34 CFR [300.530](#))

A student who has been removed from his/her current placement because of dangerous behavior shall receive services, although in another setting, to the extent necessary to allow him/her to participate in the general education curriculum and to progress toward meeting the goals set out in his/her IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC [1415\(k\)\(1\)\(D\)](#); 34 CFR [300.530](#))

Manifestation Determination

The following procedural safeguards shall apply when a student with a disability is suspended for more than 10 consecutive school days, when a series of removals of a student constitutes a pattern, or when a change of placement of a student is contemplated due to a violation of the district's code of conduct:

1. Notice: On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR [300.504](#). (20 USC [1415\(k\)\(1\)\(H\)](#); 34 CFR [300.530](#))

(cf. [5145.6](#) - Parental Notifications)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

2. Manifestation Determination Review: Immediately if possible, but in no case later than 10 school days after the date the decision to take disciplinary action is made, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action. (20 USC [1415\(k\)\(1\)\(E\)](#); 34 CFR [300.530](#))

At the manifestation determination review, the district, the student's parent/guardian, and relevant members of the IEP team (as determined by the district and parent/guardian) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents/guardians, to determine whether the conduct in question was either of the following: (20 USC [1415\(k\)\(1\)\(E\)](#); 34 CFR [300.530](#))

a. Caused by or had a direct and substantial relationship to the student's disability

b. A direct result of the district's failure to implement the student's IEP, in which case the district shall take immediate steps to remedy those deficiencies

If the manifestation review team determines that either of the above conditions applies, the student's conduct shall then be determined to be a manifestation of his/her disability. (20 USC [1415\(k\)\(1\)\(E\)](#); 34 CFR [300.530](#))

3. Determination that Behavior is a Manifestation of the Student's Disability: When the student's conduct has been determined to be a manifestation of his/her disability, the IEP team shall conduct a functional behavioral assessment, unless one had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan for the student. If a behavioral intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior. (20 USC [1415\(k\)\(1\)\(F\)](#); 34 CFR [300.530](#))

The student shall be returned to the placement from which he/she was removed, unless the parent/guardian and Superintendent or designee agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC [1415\(k\)\(1\)\(F\)](#); 34 CFR [300.530](#))

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

4. Determination that Behavior is Not a Manifestation of the Student's Disability: When it has been determined that the student's conduct was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities. However, the student's IEP

team shall determine services necessary to enable him/her to participate in the general education curriculum in another setting and to allow him/her to progress toward meeting the goals set out in his/her IEP. (20 USC [1415\(k\)\(1\)\(D\)](#); 34 CFR [300.530](#))

As appropriate, the student also shall receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC [1415\(k\)\(1\)\(D\)](#); 34 CFR [300.530](#))

(cf. 6158 - Independent Study)

(cf. 6185 - Community Day School)

Due Process Appeals

If the parent/guardian disagrees with any district decision regarding placement under 34 CFR [300.530](#) (suspension and removal for dangerous circumstances) or 34 CFR [300.531](#) (interim alternative placement), or the manifestation determination under 34 CFR [300.530\(e\)](#), he/she may appeal the decision by requesting a hearing. The district may request a hearing if the district believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. In order to request a due process hearing, the requesting party shall file a complaint pursuant to 34 CFR [300.507](#) and [300.508\(a\)](#) and (b). (20 USC [1415\(k\)\(3\)](#); 34 CFR [300.532](#))

Whenever a hearing is requested as specified above, the parent/guardian or the district shall have an opportunity for an expedited due process hearing consistent with requirements specified in 34 CFR [300.507](#), [300.508](#) (a)-(c), and 300.510-300.514.

If the student's parent/guardian or the district has initiated a due process hearing under 34 CFR [300.532](#) as detailed above, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and district agree otherwise. (20 USC [1415\(k\)\(4\)](#); 34 CFR [300.533](#))

Readmission

Readmission procedures for students with disabilities shall be the same as those adopted for students without disabilities. Upon readmission of a student with disabilities, an IEP team meeting shall be convened to review and, as necessary, modify the student's IEP.

Decision Not to Enforce Expulsion Order

The Board of Trustees's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students. (Education Code [48917](#))

Notification to Law Enforcement Authorities

Law enforcement notification requirements involving students with disabilities shall be the same as those specified for all students in AR 5144.1 - Suspension and Expulsion/Due Process.

When giving any required notification concerning a student with disabilities to any law enforcement official, the principal or designee shall require the law enforcement official to certify in writing that he/she will not disclose the student's information or records to any other person without the prior written consent of the student's parent/guardian. (Education Code [49076](#))

(cf. [5131.7](#) - Weapons and Dangerous Instruments)

Report to County Superintendent of Schools

The Superintendent or designee shall report to the County Superintendent of Schools when any special education student has been expelled or suspended for more than 10 school days. The report shall include the student's name, last known address, and the reason for the action. (Education Code [48203](#))

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been determined to be eligible for special education and related services and who has violated the district's code of student conduct may nevertheless assert any of the protections under IDEA, if the district had knowledge of the student's disability. (20 USC [1415\(k\)\(5\)](#); 34 CFR [300.534](#))

Knowledge means that, before the occurrence of the behavior that precipitated the disciplinary action, one of the following occurred: (20 USC [1415\(k\)\(5\)](#); 34 CFR [300.534](#))

1. The parent/guardian, in writing, has expressed concern to district supervisory or administrative personnel, or to a teacher of the student, that the student is in need of special education or related services.
2. The parent/guardian has requested an evaluation of the student for special education pursuant to 20 USC [1414\(a\)\(1\)\(B\)](#) or 34 CFR [300.300-300.311](#).

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

3. The teacher of the student or other district personnel has expressed specific concerns directly to the district's director of special education or other supervisory district personnel about a pattern of behavior demonstrated by the student.

However, the district shall not be deemed to have knowledge of a student's disability if the student's parent/guardian has not allowed him/her to be evaluated for special education services or has refused services or, after evaluating the student pursuant to 34 CFR [300.300-300.311](#), the district determined that he/she was not an individual with a disability.

When the district is deemed to not have knowledge of a student's disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior. (20 USC [1415\(k\)\(5\)](#); 34 CFR [300.534](#))

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures pursuant to 34 CFR [300.530](#), the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. (20 USC [1415\(k\)\(5\)](#); 34 CFR [300.534](#))

Legal Reference:

EDUCATION CODE

[35146](#) Closed sessions re: suspensions

[35291](#) Rules of Board of Trustees

[48203](#) Reports of severance of attendance of disabled students

[48900-48925](#) Suspension and expulsion

[49076](#) Access to student records

[56000](#) Special education; legislative findings and declarations

[56320](#) Educational needs; requirements

[56321](#) Development or revision of individualized education program

[56329](#) Independent educational assessment

[56340-56347](#) Individualized education program teams

[56505](#) State hearing

PENAL CODE

[245](#) Assault with deadly weapon

[626.2](#) Entry upon campus after written notice of suspension or dismissal without permission

[626.9](#) Gun-Free School Zone Act

[626.10](#) Dirks, daggers, knives, razors, or stun guns

UNITED STATES CODE, TITLE 18

930 Weapons

1365 Serious bodily injury

UNITED STATES CODE, TITLE 20

[1412](#) State eligibility

[1415](#) Procedural safeguards

UNITED STATES CODE, TITLE 21

812 Controlled substances

UNITED STATES CODE, TITLE 29

[706](#) Definitions

[794](#) Rehabilitation Act of 1973, Section 504

CODE OF FEDERAL REGULATIONS, TITLE 34

[104.35](#) Evaluation and placement

[104.36](#) Procedural safeguards

[300.1-300.818](#) Assistance to states for the education of students with disabilities, especially:

[300.530-300.537](#) Discipline procedures

COURT DECISIONS

Schaffer v. Weast, (2005) 546 U.S. 549

Parents of Student W. v. Puyallup School District, (1994 9th Cir.) 31 F.3d 1489

M.P. v. Board of Trustees of Grossmont Union High School District, (1994) 858 F.Supp. 1044

Honig v. Doe, (1988) 484 U.S. 305

Management Resources:

FEDERAL REGISTER

Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845

WEB SITES

California Department of Education, Special Education: <http://www.cde.ca.gov/sp/se>

U.S. Department of Education, Office of Special Education Programs: <http://www.ed.gov/about/offices/list/osers/osep>

Regulation WOODLAND JOINT UNION SCHOOL DISTRICT

approved: August 25, 2016 Woodland, California

Appendix E:
2018-19 Second Interim Report

Second Interim
Narrative
Fiscal Year 2018-19

CASH FLOW

The Second Period cash on hand is \$22,411,404 and is projected to be \$19,271,946 at the end of June 2019.

ANALYSIS OF THE SECOND INTERIM REPORT

1. Revenues:

Projected Year end revenues are expected to be \$116,455,567.

2. Expenditures:

Anticipated expenditures and transfers out of the year are expected to be \$129,076,001.

3. Excess of Expenditures Over Revenues:

Projected expenditures exceed revenues by \$12,620,434.

4. Estimated Ending Balance:

The estimated ending balance at June 30, 2019, is \$7,172,435. This balance consists of the following:

Revolving Cash	\$24,500
Stores/Prepays	25,000
Emergency Facility Repair	100,000
Assigned – Classified Compensation Settlement	119,366
Unassigned/Unappropriated	3,031,289
Reserves for Economic Uncertainties	<u>3,872,280</u>
Estimated Ending Balance	<u>\$7,172,435</u>

Second Interim
Narrative
Fiscal Year 2018-19

STATUS OF NEGOTIATIONS

CSEA negotiations have been settled for the 2018-19 fiscal year. WEA negotiations have not been settled for the current fiscal year.

OTHER FUNDS

As of the Second Period Interim Report, staff anticipates that all other funds will have positive cash and fund balances at year end:

Estimated Ending Fund Balance

Charter Schools Special Revenue Fund	\$144,023
Adult Education Fund	\$1,333,644
Child Development Fund	\$89,570
Cafeteria Fund	\$432,576
Deferred Maintenance Fund	\$ -
Building Fund	\$250,609
Capital Facilities Fund	\$7,983,311
Special Reserve For Capital Outlay	\$257,850
Trust/Scholarship Fund	\$952

Second Interim
Narrative
Fiscal Year 2018-19

MULTI-YEAR FINANCIAL PROJECTIONS

The multi-year financial projection reflects that the District will have a positive ending fund balance for the current fiscal year and expects positive ending fund balances for the next two fiscal years given the current assumptions provided by School Services of California (SSC) and California Department of Education. In July 2018, School Services of California provided projections from the Governor’s approved budget for the current year, 2019-20 and 2020-21, and these assumptions are reflected in the Second Interim Report.

Based on current information and School Services Dartboard, the projections include the following assumptions for each year beyond 2018-19.

LCFF Sources	State COLA
Federal Revenues	Projected end of grants in 19/20 and 20/21; no growth
Other State Revenues	No growth
Other Local Revenues	No growth
Certificated Salaries	+1.5% (Step/Column only)
Classified Salaries	+1.0% (Step/Column only)
Employee Benefits	+0.5% potential increases in statutory benefits
Books and Supplies	Subtract 17/18 carryovers; and include increases for inflation, 3.18% in 19/20 and 3.05% in 20/21.
Services/Other Operating Expenses	Subtract 17/18 carryovers; and include increases for inflation, 3.18% in 19/20 and 3.05% in 20/21.
Capital Outlay	Facilities and technology
Direct Support/Indirect Costs	+7.55% of restricted object codes 1000-5999, 5100 is excluded.

No employee settlements are included in this projection beyond the current year. Any subsequent settlements made with employee groups will impact this projection accordingly.

Second Interim
Narrative
Fiscal Year 2018-19

Projected Ending Fund Balances Using SSC Growth Rates & COLA Included in Second Interim

	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>
COLA	3.70%	3.46%	2.86%
Growth Rates	100%	0%	0%
Projected Beginning Balance	\$19,792,869	\$7,172,435	\$7,912,954
Operating (Deficit)/Surplus	(12,620,434)	740,519	1,699,885
Projected Ending Fund Balance	\$7,172,435	\$7,912,954	\$9,612,840
3% Required Reserve	\$3,872,280	\$3,411,779	\$3,422,567
Restricted Ending Balance	-	-	-
Reserves Met?	Yes	Yes	Yes

Future Obligations and Considerations

1. STRS and PERS rate increases
2. COLA only
3. Special Education
4. Facility Challenges
5. Next downturn in the economy?

RESERVE FOR ECONOMIC UNCERTAINTIES

Although there is always the potential that future unforeseen budget revisions may negatively impact the District's Reserve for Economic Uncertainties, the Administration expects that the District will still be able to meet its financial obligations for the current fiscal year.

As of the Second Interim Period, the District's Reserve for Economic Uncertainties is \$3,872,280 which will satisfy the required 3% percent of the District's current budgeted expenditures.

Throughout the year, budget revisions will be made for revenues and expenditures that were previously unknown or unmeasurable. As the District's budgeted expenditures fluctuate, the recommended 3% reserve amount will also fluctuate.



Woodland Joint Unified School District

2018 – 2019

Second Interim Report

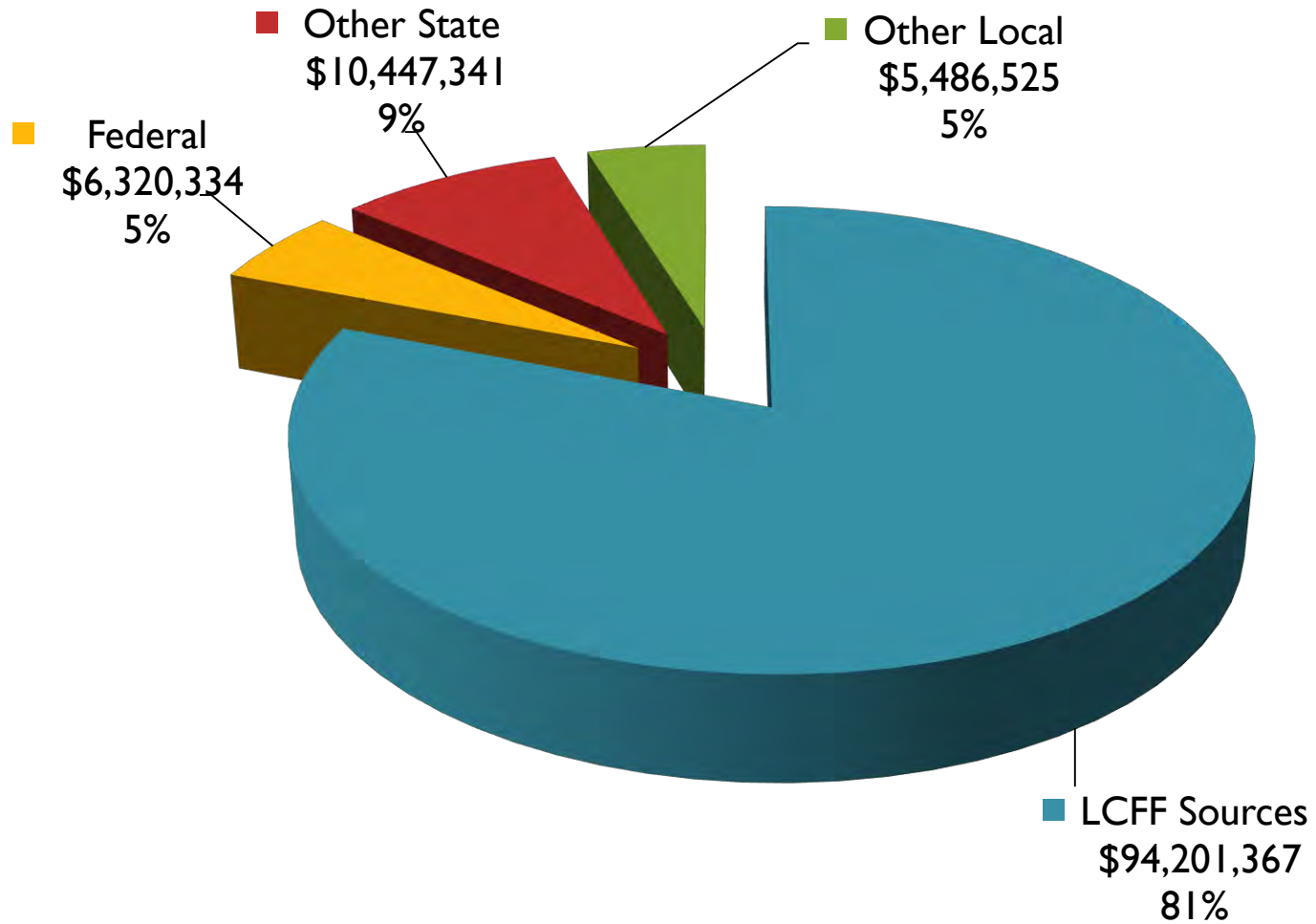
Board Meeting March 14, 2019

**Presented by
WJUSD Business Office**

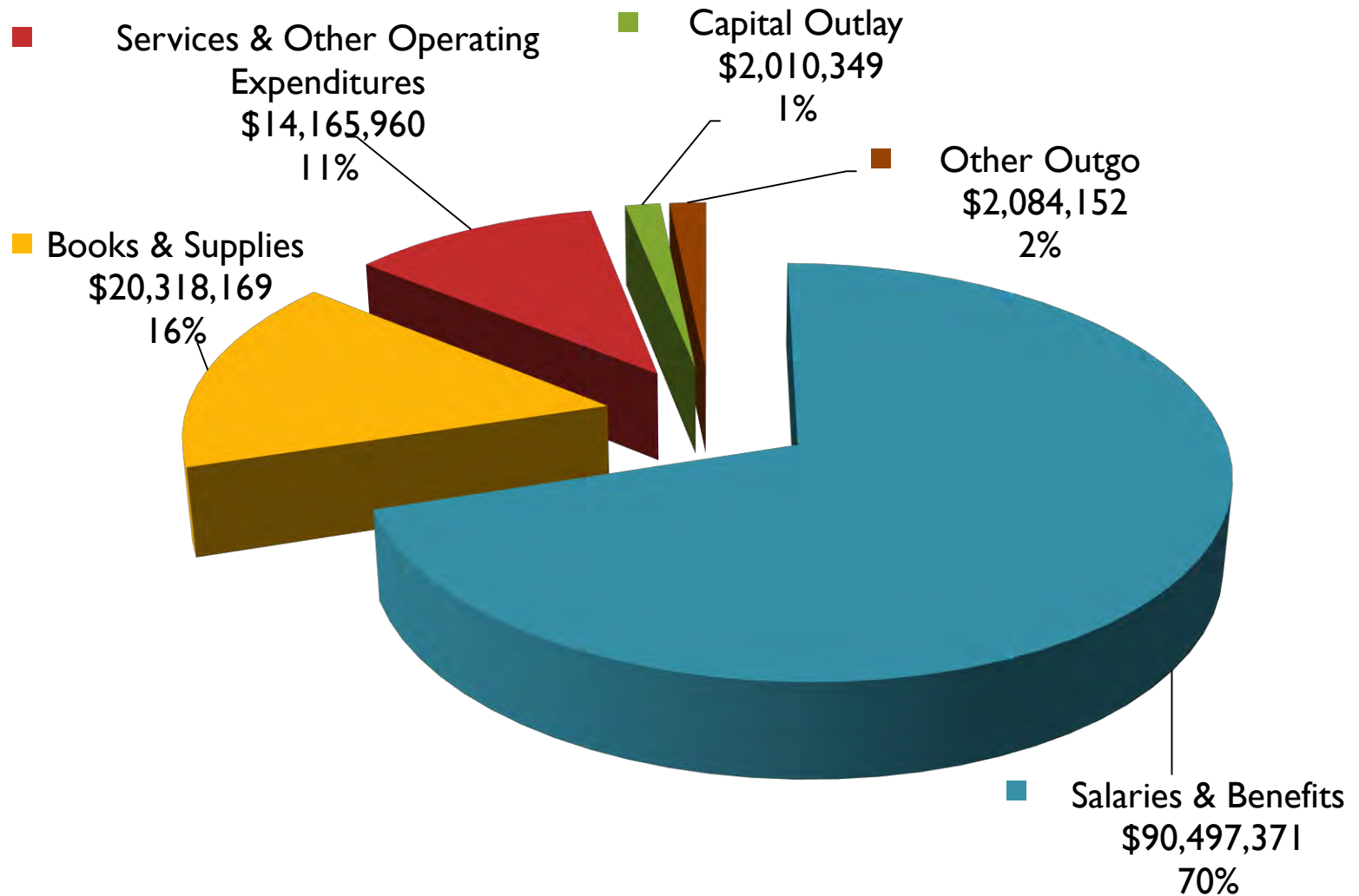
Acronyms

COLA	Cost of Living Adjustment
LCFF	Local Control Funding Formula
PERS	Public Employee Retirement System
SSC	School Services of California
STRS	State Teachers Retirement System
VSA	Variable Service Agreement

2018-19 General Fund Revenues



2018-19 General Fund Expenditures



When comparing the First Interim and the Second Interim, the Fund Balance increased by **\$917,354** due to revenue and expense adjustments. The following slides will explain the changes.



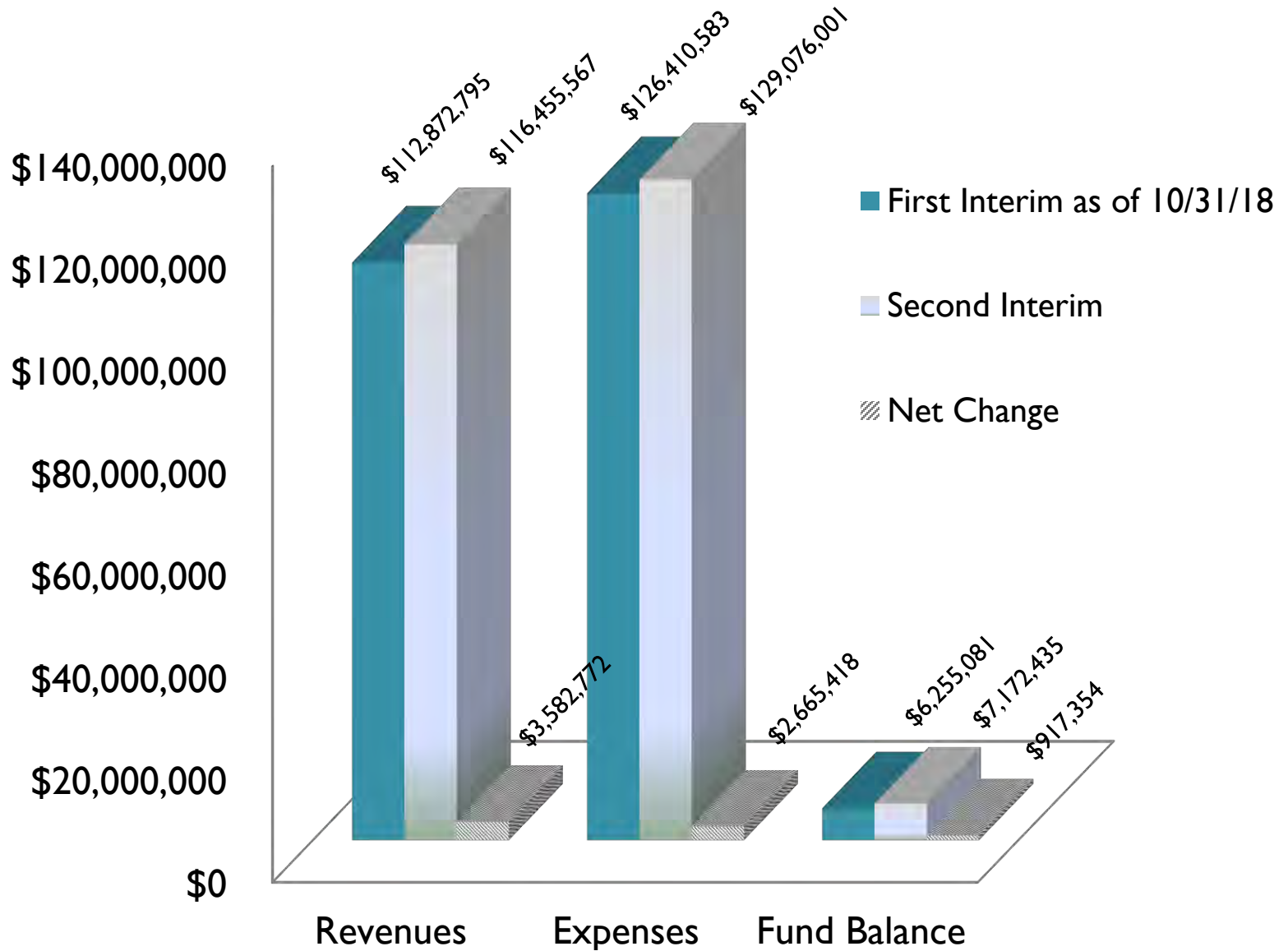
What Changed?

First Interim as of 10/31/18	Second Interim	Difference
Revenues:		
\$112,872,795	\$116,455,567	\$3,582,772
Expenses:		
\$126,410,583	\$129,076,001	\$2,665,418
	<u>Net Change in Fund Balance</u>	<u>\$917,354</u>

What Caused the Change?

Item Descriptions	Total
Special Education Grant Adjustment	\$ (147,260)
Human Resources - Adjust Legal Services Budget	(30,275)
LCFF adjustment, increased the projected LCFF in State's Enacted Budget	771,082
California School Employee Association Compensation Settlement	196,456
Mandated Block Grant Adjustment	65,092
Setup Indirect Cost for New Grants	54,259
Board Travel & Conference	8,000
Total Net Change in Ending Fund Balance:	<u>\$917,354</u>

Budget Comparison



Revenue Adjustments

	First Interim as of 10/31/18	Second Interim	Differences
Revenue:			
LCFF Sources	\$93,430,285	\$94,201,367	\$771,082
Federal Revenue	5,978,224	6,320,334	342,110
Other State Revenue	7,967,059	10,447,341	2,480,282
Other Local Revenue	5,497,227	5,486,525	(10,702)
Total Revenues	\$112,872,795	\$116,455,567	\$3,582,772

Why Did The Expenses Change?

- Salary Adjusted at Second Interim
- Budget for VSAs/Extra-Duty and Substitutes
- Grants – New and Revised
 - *New One-Time Discretionary Funds*
- Board Approved Items
- Adjust Budget to Cover Expenses (Budget Alignment)

Expenditure Adjustments

	First Interim as of 10/31/18	Second Interim	Differences
<u>Expenditures:</u>			
Certificated Salaries	\$48,439,040	\$48,963,782	\$524,742
Classified Salaries	18,765,169	19,175,908	410,740
Employee Benefits	22,326,455	22,357,680	31,225
Books & Supplies	20,248,159	20,318,169	70,010
Services & Other Operating Expenses	13,203,347	14,165,960	962,613
Capital Outlay	1,345,490	2,010,349	664,859
Other Outgo	2,082,924	2,084,152	1,228
Total Expenditures *	\$126,410,583	\$129,076,001	\$2,665,418

* Total expenditures include \$7,006,595 of carryover from 2017-18 and new One-Time Discretionary Funds.

General Fund

Combined – Unrestricted and Restricted

	2018-2019		2018-2019
	First Interim as of 10/31/18	Budget Revisions (Changes)	Second Interim
Revenues:			
LCFF Sources	\$93,430,285	\$771,082	\$94,201,367
Federal Revenue	5,978,224	342,110	6,320,334
Other State and Local Revenue	13,464,286	2,469,580	15,933,866
Total Revenues:	112,872,795	3,582,772	116,455,567
Expenditures:			
Certificated Salaries	48,439,040	524,742	48,963,782
Classified Salaries	18,765,169	410,740	19,175,908
Employee Benefits	22,326,455	31,225	22,357,680
Books & Supplies	20,248,159	70,010	20,318,169
Services & Other Operating Expenses	13,203,347	962,613	14,165,960
Capital Outlay and Other Outgo	3,428,414	666,087	4,094,501
Total Expenditures: *	126,410,583	2,665,418	129,076,001
Net Increase (Decrease) In Fund Balance	(\$13,537,788)	\$917,354	(\$12,620,434)

* Total expenditures include \$7,006,595 of carryover from 2017-18 and new One-Time Discretionary Funds.

General Fund

Combined – Unrestricted and Restricted

Ending Fund Balance

Fund Balance, Reserves	2018-2019 Second Interim
Beginning Balance, July 1, 2018	\$19,792,869
Audit Adjustment/Restatements	-
Ending Balance, June 30, 2019	\$7,172,435
 Components of Ending Balance	
Revolving Cash	\$24,500
Stores	25,000
Emergency Facility Repair	100,000
Compensation Settlement	119,366
3% Designated for Economic Uncertainties	3,872,280
Unassigned/Unappropriated	\$3,031,289

Multi-Year Projected Ending Fund Balances Based On School Services of California (SSC) Growth Rates

Fiscal Year	2018-2019	2019-2020	2020-2021
Projected Beginning Balance	\$19,792,869	\$7,172,435	\$7,912,954
Operating (Deficit)/Surplus	(12,620,434)	740,519	1,699,885
Projected Ending Balance	\$7,172,435	\$7,912,954	\$9,612,840
3% Required Reserve	(3,872,280)	(3,411,779)	(3,422,567)
Reserve Met (Yes/No)	Yes	Yes	Yes
Nonspendables	(49,500)	(49,500)	(49,500)
Compensation Settlement	(119,366)	-	-
Emergency Facility Repair	(100,000)	(200,000)	(300,000)
Unassigned/Unappropriated	\$3,031,289	\$4,251,675	\$5,840,773
Status	Positive	Positive	Positive

Considerations on the Horizon

- Increased rate costs associated with retirement plans (STRS and PERS)
- Full Implementation of LCFF
- COLA Only
- Special Education Costs
- Facility Challenges
- New Governor
- Next downturn in the economy?

QUESTIONS



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: *Jan M. [Signature]* Date: 3/14/19
District Superintendent or Designee

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

To the County Superintendent of Schools:

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

Meeting Date: March 14, 2019

Signed: *[Signature]*
President of the Governing Board

CERTIFICATION OF FINANCIAL CONDITION

POSITIVE CERTIFICATION

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

QUALIFIED CERTIFICATION

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

NEGATIVE CERTIFICATION

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

Contact person for additional information on the interim report:

Name: Lewis Wiley Jr. Telephone: (530) 406-3220

Title: Assistant Superintendent, Business Services E-mail: Lewis.Wiley@wjusd.org

Criteria and Standards Review Summary

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

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

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 first interim.	X	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio for the current and two subsequent fiscal years is consistent with historical ratios.		X
4	Local Control Funding Formula (LCFF) Revenue	Projected LCFF revenue for any of the current or two subsequent fiscal years has not changed by more than two percent since first interim.	X	
5	Salaries and Benefits	Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures has not changed by more than the standard for the current and two subsequent fiscal years.		X
6a	Other Revenues	Projected operating revenues (federal, other state, other local) for the current and two subsequent fiscal years have not changed by more than five percent since first interim.		X
6b	Other Expenditures	Projected operating expenditures (books and supplies, services and other expenditures) for the current and two subsequent fiscal years have not changed by more than five percent since first interim.		X
7	Ongoing and Major Maintenance Account	If applicable, changes occurring since first interim meet the required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account).	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 first interim that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures funded with one-time revenues that have changed since first interim by more than five percent?	X	
S3	Temporary Interfund Borrowings	Are there projected temporary borrowings between funds?	X	
S4	Contingent Revenues	Are any projected revenues for any of the current or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed since first interim by more than \$20,000 and more than 5% for any of the current or two subsequent fiscal years?	X	

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 (2017-18) 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 first interim 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 first interim in self-insurance liabilities?	n/a	
S8	Status of Labor Agreements	As of second interim projections, are salary and benefit negotiations still unsettled for:		
		• Certificated? (Section S8A, Line 1b)		X
		• Classified? (Section S8B, Line 1b)	X	
		• Management/supervisor/confidential? (Section S8C, Line 1b)		X
S8	Labor Agreement Budget Revisions	For negotiations settled since first interim, per Government Code Section 3547.5(c), are budget revisions still needed to meet the costs of the collective bargaining agreement(s) for:		
		• Certificated? (Section S8A, Line 3)	n/a	
		• 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	

**Woodland Joint Unified School District
2018-19 Second Interim Report
General Fund Cash Flow Worksheet - Budget Year (1)**

*Actuals through the month of January 31, 2019	Object	July	August	September	October	November	December
BEGINNING CASH	9110	\$ 27,926,271	\$ 21,843,140	\$ 16,357,206	\$ 15,413,976	\$ 12,535,823	\$ 10,756,491
Principal Apportionment	8010-8019	2,701,569	2,701,569	4,862,825	4,862,825	4,862,825	5,597,673
Educational Protection Account (EPA)		-	-	3,499,815	-	-	3,499,814
Property Taxes	8020-8099	6,331	-	38,364	(197,773)	1,576,071	12,606,032
Revenue Limit Transfers	8091	-	-	-	-	-	-
Federal Revenue	8100-8299	-	29,583	960	210,567	50,040	898,549
Other State Revenue	8300-8599	-	-	-	736,452	119,357	803,872
Other Local Revenue	8600-8799	316,873	97,099	158,019	139,692	268,565	535,229
Interfund Transfers In	8910-8929	-	-	-	-	-	-
All Other Financing Sources	8930-8979	-	-	-	-	-	-
Other Receipts/Non-Revenue		-	-	-	-	-	-
TOTAL RECEIPTS		3,024,773	2,828,251	8,559,983	5,751,763	6,876,858	23,941,169
Certificated Salaries	1000-1999	191,696	4,278,144	4,397,277	4,280,956	4,367,251	4,359,766
Classified Salaries	2000-2999	634,626	1,538,052	1,508,358	1,617,112	2,062,160	1,638,409
Benefits	3000-3999	520,212	1,591,825	1,634,203	1,642,313	1,708,672	1,649,920
Books and Supplies	4000-4999	42,661	394,198	366,492	461,285	249,691	147,429
Services, Other Oper. Expenses	5000-5999	436,307	562,490	1,116,147	1,696,844	557,070	1,040,291
Capital Outlay	6000-6599	-	359,888	554,287	97,513	279,739	84,251
Other Outgo	7000-7499	821,486	64,723	-	-	-	-
All Other Financing Uses	7630-7699	-	-	-	-	-	-
Other Disbursements/Non-Expenditures		-	-	-	-	-	-
TOTAL DISBURSEMENTS		2,646,988	8,789,320	9,576,764	9,796,023	9,224,583	8,920,066
PRIOR YEAR TRANSACTIONS							
Accounts Receivable	9130-9330	69,265	540,627	3,345	1,306,942	98,604	1,116,599
Accounts Payable	9500-9650	6,530,181	65,492	(70,206)	140,835	(469,789)	913,451
TOTAL PRIOR YEAR TRANSACTIONS		(6,460,916)	475,135	73,551	1,166,107	568,393	203,148
NET INCREASE/DECREASE		(6,083,131)	(5,485,934)	(943,230)	(2,878,153)	(1,779,332)	15,224,251
ENDING CASH		\$ 21,843,140	\$ 16,357,206	\$ 15,413,976	\$ 12,535,823	\$ 10,756,491	\$ 25,980,742

* Pending YCOE cash reconciliation

Woodland Joint Unified School District
2018-19 Second Interim Report
General Fund Cash Flow Worksheet - Budget Year (1)

*Actuals through the month of January 31, 2019	Object	January	February	March	April	May	June	Accruals	Total
BEGINNING CASH	9110	\$ 25,980,742	\$ 22,411,404	\$ 19,891,796	\$ 19,066,501	\$ 24,339,550	\$ 18,456,712		\$ 27,926,271
Principal Apportionment	8010-8019	4,862,825	4,799,907	4,799,907	4,799,907	4,799,907	4,799,910		54,451,649
Educational Protection Account (EPA)		-	-	2,965,311	-	-	2,965,311		12,930,251
Property Taxes	8020-8099	(41,862)	1,428,578	(86,866)	10,645,277	(50,438)	2,097,547		28,021,260
Revenue Limit Transfers	8091	(466,933)	-	-	-	-	-		(466,933)
Federal Revenue	8100-8299	636,933	241,446	1,731,706	171,291	49,931	2,299,328		6,320,334
Other State Revenue	8300-8599	615,615	1,499,548	646,802	299,910	358,639	2,750,343		7,830,537
Other Local Revenue	8600-8799	160,278	705,916	597,832	453,738	334,129	1,719,155		5,486,525
Interfund Transfers In	8910-8929	-	-	-	-	-	-		-
All Other Financing Sources	8930-8979	-	-	-	-	-	-		-
Other Receipts/Non-Revenue		-	-	-	-	-	-		-
TOTAL RECEIPTS		5,766,856	8,675,395	10,654,693	16,370,122	5,492,167	16,631,593	-	114,573,623
Certificated Salaries	1000-1999	4,257,022	4,274,227	4,274,642	4,272,745	4,269,849	4,247,323	1,492,883	48,963,782
Classified Salaries	2000-2999	1,584,029	1,720,874	1,534,701	1,557,855	1,553,996	1,573,289	771,813	19,295,274
Benefits	3000-3999	1,619,998	1,871,435	1,731,167	1,741,038	1,666,023	1,717,347	646,723	19,740,876
Books and Supplies	4000-4999	264,020	2,051,770	1,915,395	2,012,118	1,990,473	3,330,148	7,092,489	20,318,169
Services, Other Oper. Expenses	5000-5999	1,679,459	730,964	985,951	759,295	1,140,644	2,043,903	1,416,596	14,165,960
Capital Outlay	6000-6599	185,210	-	449,461	-	-	100,000		2,110,349
Other Outgo	7000-7499	130,773	44,263	-	-	-	1,022,907		2,084,152
All Other Financing Uses	7630-7699	-	-	-	-	-	-		-
Other Disbursements/Non-Expenditures		-	-	-	-	-	-		-
TOTAL DISBURSEMENTS		9,720,511	10,693,533	10,891,317	10,343,052	10,620,984	14,034,916	11,420,505	126,678,562
PRIOR YEAR TRANSACTIONS									
Accounts Receivable	9130-9330	140,815	252,550	168,351	-	-	-	-	3,697,099
Accounts Payable	9500-9650	(243,502)	754,021	757,021	754,021	754,021	1,781,443	-	11,666,989
TOTAL PRIOR YEAR TRANSACTIONS		384,317	(501,471)	(588,670)	(754,021)	(754,021)	(1,781,443)	-	(7,969,890)
NET INCREASE/DECREASE		(3,569,338)	(2,519,608)	(825,294)	5,273,049	(5,882,838)	815,233	(11,420,505)	(20,074,830)
ENDING CASH		\$ 22,411,404	\$ 19,891,796	\$ 19,066,501	\$ 24,339,550	\$ 18,456,712	\$ 19,271,946	\$ (11,420,505)	\$ 7,851,441

* Pending YCOE cash reconciliation

**Woodland Joint Unified School District
2019-20 Second Interim Report
General Fund Cash Flow Worksheet - Budget Year (2)**

	Object	July	August	September	October	November	December
BEGINNING CASH	9110	\$ 19,271,946	\$ 14,665,607	\$ 8,850,188	\$ 7,359,688	\$ 3,771,601	\$ 347,722
Principal Apportionment	8010-8019	2,815,947	2,815,947	5,068,705	5,068,705	5,068,705	5,068,705
Educational Protection Account (EPA)		-	-	3,232,008	-	-	3,232,008
Property Taxes	8020-8099	(42,051)	(42,051)	(30,837)	(58,871)	(56,067)	13,383,293
Revenue Limit Transfers	8091	-	-	(374,258)	(92,675)	-	-
Federal Revenue	8100-8299	-	24,118	783	171,667	40,796	732,553
Other State Revenue	8300-8599	-	-	-	497,469	80,625	543,011
Other Local Revenue	8600-8799	265,310	81,298	132,305	116,960	224,863	448,133
Interfund Transfers In	8910-8929	-	-	-	-	-	-
All Other Financing Sources	8930-8979	-	-	-	-	-	-
Other Receipts/Non-Revenue		-	-	-	-	-	-
TOTAL RECEIPTS		3,039,206	2,879,313	8,028,705	5,703,256	5,358,920	23,407,703
Certificated Salaries	1000-1999	443,028	4,184,150	4,302,291	4,307,213	4,303,767	4,304,260
Classified Salaries	2000-2999	762,488	1,601,225	1,563,101	1,582,163	1,601,225	1,620,288
Benefits	3000-3999	232,291	1,646,411	1,672,900	1,725,879	1,731,992	1,705,502
Books and Supplies	4000-4999	291,116	504,127	1,291,382	860,921	446,436	236,879
Services, Other Oper. Expenses	5000-5999	264,716	531,796	596,493	581,225	698,869	850,023
Capital Outlay	6000-6599	-	139,922	93,038	38,220	510	6,989
Other Outgo	7000-7499	539,924	87,101	-	195,722	-	-
All Other Financing Uses	7630-7699	-	-	-	-	-	-
Other Disbursements/Non-Expenditures		-	-	-	-	-	-
TOTAL DISBURSEMENTS		2,533,562	8,694,732	9,519,205	9,291,344	8,782,799	8,723,940
PRIOR YEAR TRANSACTIONS							
Accounts Receivable	9130-9330	-	-	-	-	-	-
Accounts Payable	9500-9650	5,111,983	-	-	-	-	-
TOTAL PRIOR YEAR TRANSACTIONS		(5,111,983)	-	-	-	-	-
NET INCREASE/DECREASE		(4,606,339)	(5,815,419)	(1,490,500)	(3,588,088)	(3,423,879)	14,683,763
ENDING CASH		\$ 14,665,607	\$ 8,850,188	\$ 7,359,688	\$ 3,771,601	\$ 347,722	\$ 15,031,485

**Woodland Joint Unified School District
2019-20 Second Interim Report
General Fund Cash Flow Worksheet - Budget Year (2)**

	Object	January	February	March	April	May	June	Accruals	Total
BEGINNING CASH	9110	\$ 15,031,485	\$ 9,580,267	\$ 7,250,859	\$ 8,341,671	\$ 15,762,019	\$ 11,897,850		\$ 19,271,946
Principal Apportionment	8010-8019	5,068,705	5,068,705	5,068,705	5,068,705	5,068,705	5,068,705		56,318,939
Educational Protection Account (EPA)		-	-	3,232,008	-	-	3,232,006		12,928,030
Property Taxes	8020-8099	911,096	221,466	(86,904)	10,650,006	(50,461)	3,235,090		28,033,709
Revenue Limit Transfers	8091	-	-	-	-	-	-		(466,933)
Federal Revenue	8100-8299	519,268	196,842	1,411,795	139,647	40,707	1,874,556		5,152,731
Other State Revenue	8300-8599	415,844	1,012,936	436,911	202,587	242,319	1,857,780		5,289,484
Other Local Revenue	8600-8799	134,197	591,045	500,549	379,903	279,758	1,439,403		4,593,724
Interfund Transfers In	8910-8929								-
All Other Financing Sources	8930-8979								-
Other Receipts/Non-Revenue									-
TOTAL RECEIPTS		7,049,109	7,090,994	10,563,064	16,440,848	5,581,028	16,707,539	-	111,849,684
Certificated Salaries	1000-1999	4,297,368	4,312,136	4,292,445	4,287,523	4,285,950	4,235,522	1,669,640	49,225,292
Classified Salaries	2000-2999	1,544,039	1,582,163	1,601,225	1,624,100	1,621,225	1,596,476	762,488	19,062,207
Benefits	3000-3999	1,740,142	1,931,680	1,848,137	1,858,325	1,781,916	1,831,687	669,510	20,376,371
Books and Supplies	4000-4999	701,066	711,717	644,263	346,935	481,122	1,293,096	1,066,417	8,875,477
Services, Other Oper. Expenses	5000-5999	928,849	857,082	1,068,855	880,612	1,181,800	2,148,317	1,176,515	11,765,152
Capital Outlay	6000-6599	4,077	25,626	17,326	23,005	93,184	286,104		728,000
Other Outgo	7000-7499	130,524	-	-	-	-	320,134		1,273,405
All Other Financing Uses	7630-7699	-	-	-	-	-	-		-
Other Disbursements/Non-Expenditures									-
TOTAL DISBURSEMENTS		9,346,065	9,420,403	9,472,252	9,020,500	9,445,196	11,711,336	5,344,571	111,305,904
PRIOR YEAR TRANSACTIONS									
Accounts Receivable	9130-9330	-	-	-	-	-	-		-
Accounts Payable	9500-9650	3,154,261	-	-	-	-	3,154,261	-	11,420,505
TOTAL PRIOR YEAR TRANSACTIONS		(3,154,261)	-	-	-	-	(3,154,261)	-	(11,420,505)
NET INCREASE/DECREASE		(5,451,217)	(2,329,409)	1,090,812	7,420,348	(3,864,169)	1,841,942	(5,344,571)	(10,876,725)
ENDING CASH		\$ 9,580,267	\$ 7,250,859	\$ 8,341,671	\$ 15,762,019	\$ 11,897,850	\$ 13,739,792	\$(5,344,571)	\$ 8,395,221

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	92,310,236.00	93,430,285.00	50,985,756.31	94,201,367.00	771,082.00	0.8%
2) Federal Revenue		8100-8299	36,240.00	36,240.00	0.00	36,240.00	0.00	0.0%
3) Other State Revenue		8300-8599	1,713,960.00	1,713,960.00	903,818.79	3,462,227.00	1,748,267.00	102.0%
4) Other Local Revenue		8600-8799	642,837.00	834,331.52	555,779.16	936,959.86	102,628.34	12.3%
5) TOTAL, REVENUES			94,703,273.00	96,014,816.52	52,445,354.26	98,636,793.86		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	40,643,895.00	40,865,966.46	21,872,209.18	41,210,513.45	(344,546.99)	-0.8%
2) Classified Salaries		2000-2999	10,429,762.00	11,035,146.11	6,187,942.62	11,349,789.18	(314,643.07)	-2.9%
3) Employee Benefits		3000-3999	15,047,578.00	15,152,553.65	7,906,441.38	15,226,659.13	(74,105.48)	-0.5%
4) Books and Supplies		4000-4999	6,404,081.00	13,042,059.50	1,083,662.74	13,238,294.30	(196,234.80)	-1.5%
5) Services and Other Operating Expenditures		5000-5999	8,089,560.00	9,236,824.13	5,275,400.44	9,584,250.00	(347,425.87)	-3.8%
6) Capital Outlay		6000-6999	0.00	722,606.65	835,293.17	982,952.78	(260,346.13)	-36.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	1,011,951.00	1,011,951.00	952,258.71	1,011,951.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(694,125.00)	(1,003,279.44)	(133.93)	(1,057,538.44)	54,259.00	-5.4%
9) TOTAL, EXPENDITURES			80,932,702.00	90,063,828.06	44,113,074.31	91,546,871.40		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			13,770,571.00	5,950,988.46	8,332,279.95	7,089,922.46		
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	(16,267,710.00)	(16,890,255.00)	0.00	(17,111,835.00)	(221,580.00)	1.3%
4) TOTAL, OTHER FINANCING SOURCES/USES			(16,267,710.00)	(16,890,255.00)	0.00	(17,111,835.00)		

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 (E/B) (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(2,497,139.00)	(10,939,266.54)	8,332,279.95	(10,021,912.54)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	17,194,347.53	17,194,347.53		17,194,347.53	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)			17,194,347.53	17,194,347.53		17,194,347.53		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			17,194,347.53	17,194,347.53		17,194,347.53		
2) Ending Balance, June 30 (E + F1e)			14,697,208.53	6,255,080.99		7,172,434.99		
Components of Ending Fund Balance:								
a) Nonspendable								
Revolving Cash		9711	24,500.00	24,500.00		24,500.00		
Stores		9712	25,000.00	25,000.00		25,000.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted			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	219,366.00		219,366.00		
Compensation Settlement CSEA .75 R	1100	9780		119,366.00				
Emergency Facility Repair	1100	9780		100,000.00				
Compensation Settlement CSEA .75%	0000	9780				119,366.00		
Emergency Facility Repair	0000	9780				100,000.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	3,336,909.00	3,792,317.00		3,872,280.00		
Unassigned/Unappropriated Amount		9790	11,310,799.53	2,193,897.99		3,031,288.99		

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	53,730,576.00	52,954,526.00	29,717,263.00	53,716,789.00	762,263.00	1.4%
Education Protection Account State Aid - Current Year		8012	11,773,181.00	12,921,919.00	6,999,629.00	12,930,251.00	8,332.00	0.1%
State Aid - Prior Years		8019	0.00	0.00	734,848.00	0.00	0.00	0.0%
Tax Relief Subventions Homeowners' Exemptions		8021	207,805.00	207,732.00	105,340.33	207,732.00	0.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	13,454.00	13,442.00	14,109.25	13,442.00	0.00	0.0%
County & District Taxes - Secured Roll Taxes		8041	23,871,759.00	23,626,176.00	12,480,083.77	23,626,176.00	0.00	0.0%
Unsecured Roll Taxes		8042	1,603,033.00	1,561,299.00	1,591,732.20	1,561,299.00	0.00	0.0%
Prior Years' Taxes		8043	14,156.00	16,798.00	6,012.79	16,798.00	0.00	0.0%
Supplemental Taxes		8044	410,000.00	563,740.00	149,475.04	563,740.00	0.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	1,924,461.00	2,810,387.00	1,921.49	2,810,387.00	0.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	5,373.31	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	4,409.13	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	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			93,548,425.00	94,676,019.00	51,810,197.31	95,446,614.00	770,595.00	0.8%
LCFF Transfers								
Unrestricted LCFF Transfers - Current Year	0000	8091	(466,933.00)	(466,933.00)	(466,933.00)	(466,933.00)	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	(771,256.00)	(778,801.00)	(357,508.00)	(778,314.00)	487.00	-0.1%
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			92,310,236.00	93,430,285.00	50,985,756.31	94,201,367.00	771,082.00	0.8%
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, Educator Quality	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 Education 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, 3185, 4050, 4123, 4124, 4126, 4127,							
Other NCLB / Every Student Succeeds Act	5510, 5630	8290						
Career and Technical Education	3500-3599	8290						
All Other Federal Revenue	All Other	8290	36,240.00	36,240.00	0.00	36,240.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			36,240.00	36,240.00	0.00	36,240.00	0.00	0.0%
OTHER STATE REVENUE								
Other State Apportionments								
ROG/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	300,000.00	300,000.00	365,092.00	2,048,267.00	1,748,267.00	582.8%
Lottery - Unrestricted and Instructional Materials		8560	1,403,960.00	1,403,960.00	525,181.79	1,403,960.00	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	10,000.00	10,000.00	13,545.00	10,000.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			1,713,960.00	1,713,960.00	903,818.79	3,462,227.00	1,748,267.00	102.0%

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	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	201,201.00	201,201.00	70,236.36	201,201.00	0.00	0.0%
Interest		8660	70,000.00	70,000.00	97,666.58	70,000.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	242,243.00	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	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	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	371,636.00	563,130.52	145,633.22	665,758.86	102,628.34	18.2%
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						
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			642,837.00	834,331.52	555,779.16	936,959.86	102,628.34	12.3%
TOTAL REVENUES			94,703,273.00	96,014,816.52	52,445,354.26	98,636,793.86	2,621,977.34	2.7%

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	34,296,653.00	34,480,848.01	18,259,723.52	34,780,121.12	(299,273.11)	-0.9%
Certificated Pupil Support Salaries		1200	1,856,094.00	1,856,186.57	1,050,860.03	1,888,904.45	(32,717.88)	-1.8%
Certificated Supervisors' and Administrators' Salaries		1300	3,691,460.00	3,691,460.00	2,124,953.42	3,697,280.20	(5,820.20)	-0.2%
Other Certificated Salaries		1900	799,688.00	837,471.88	436,672.21	844,207.68	(6,735.80)	-0.8%
TOTAL, CERTIFICATED SALARIES			40,643,895.00	40,865,966.46	21,872,209.18	41,210,513.45	(344,546.99)	-0.8%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	218,114.00	484,974.37	332,693.43	576,307.82	(91,333.45)	-18.8%
Classified Support Salaries		2200	3,749,220.00	3,775,317.81	2,093,090.11	3,772,934.04	2,383.77	0.1%
Classified Supervisors' and Administrators' Salaries		2300	1,311,470.00	1,403,704.00	787,546.34	1,414,054.30	(10,350.30)	-0.7%
Clerical, Technical and Office Salaries		2400	4,267,000.00	4,224,646.37	2,475,189.37	4,365,327.33	(140,680.96)	-3.3%
Other Classified Salaries		2900	883,958.00	1,146,503.56	499,423.37	1,221,165.69	(74,662.13)	-6.5%
TOTAL, CLASSIFIED SALARIES			10,429,762.00	11,035,146.11	6,187,942.62	11,349,789.18	(314,643.07)	-2.9%
EMPLOYEE BENEFITS								
STRS		3101-3102	6,416,802.00	6,431,448.79	3,490,549.15	6,510,935.64	(79,486.85)	-1.2%
PERS		3201-3202	1,825,743.00	1,860,121.31	965,826.28	1,812,528.86	47,592.45	2.6%
OASDI/Medicare/Alternative		3301-3302	1,401,927.00	1,433,005.04	709,190.57	1,384,261.43	48,743.61	3.4%
Health and Welfare Benefits		3401-3402	3,344,488.00	3,357,109.99	1,913,086.73	3,446,154.95	(89,044.96)	-2.7%
Unemployment Insurance		3501-3502	65,350.00	66,009.72	14,076.29	66,527.36	(517.64)	-0.8%
Workers' Compensation		3601-3602	970,816.00	982,406.80	416,735.65	981,619.89	786.91	0.1%
OPEB, Allocated		3701-3702	725,805.00	725,805.00	148,954.19	725,805.00	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	296,647.00	296,647.00	248,022.52	298,826.00	(2,179.00)	-0.7%
TOTAL, EMPLOYEE BENEFITS			15,047,578.00	15,152,553.65	7,906,441.38	15,226,659.13	(74,105.48)	-0.5%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	0.00	50,032.79	50,002.92	50,392.79	(360.00)	-0.7%
Books and Other Reference Materials		4200	400.00	65,597.14	41,487.82	74,145.13	(8,547.99)	-13.0%
Materials and Supplies		4300	6,139,281.00	12,613,633.03	779,037.83	12,757,835.74	(144,202.71)	-1.1%
Noncapitalized Equipment		4400	264,400.00	312,796.54	213,134.17	355,920.64	(43,124.10)	-13.8%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			6,404,081.00	13,042,059.50	1,083,662.74	13,238,294.30	(196,234.80)	-1.5%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	96,759.00	96,759.00	0.00	96,759.00	0.00	0.0%
Travel and Conferences		5200	287,016.00	420,120.06	169,456.99	461,673.22	(41,553.16)	-9.9%
Dues and Memberships		5300	28,533.00	28,633.00	6,278.95	29,378.40	(745.40)	-2.6%
Insurance		5400-5450	470,401.00	470,401.00	473,055.27	474,925.00	(4,524.00)	-1.0%
Operations and Housekeeping Services		5500	2,709,827.00	2,709,827.00	1,897,901.42	2,709,827.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	856,264.00	978,133.66	356,008.31	973,982.25	4,151.41	0.4%
Transfers of Direct Costs		5710	(32,061.00)	(76,767.00)	(29,704.90)	(74,792.41)	(1,974.59)	2.6%
Transfers of Direct Costs - Interfund		5750	(186,389.00)	(186,389.00)	(17,274.57)	(186,249.00)	(140.00)	0.1%
Professional/Consulting Services and Operating Expenditures		5800	3,230,184.00	4,161,174.03	2,315,812.26	4,452,940.72	(291,766.69)	-7.0%
Communications		5900	629,026.00	634,932.38	103,866.71	645,805.82	(10,873.44)	-1.7%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			8,089,560.00	9,236,824.13	5,275,400.44	9,584,250.00	(347,425.87)	-3.8%

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	3,191.50	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	42,865.65	231,152.15	231,173.65	(188,308.00)	-439.3%
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	67,531.00	(321.38)	78,031.00	(10,500.00)	-15.5%
Equipment Replacement		6500	0.00	612,210.00	601,270.90	673,748.13	(61,538.13)	-10.1%
TOTAL, CAPITAL OUTLAY			0.00	722,606.65	835,293.17	982,952.78	(260,346.13)	-36.0%
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%
State Special Schools		7130	15,430.00	15,430.00	0.00	15,430.00	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%
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						
ROG/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	283,125.00	283,125.00	282,474.16	283,125.00	0.00	0.0%
Other Debt Service - Principal		7439	713,396.00	713,396.00	669,784.55	713,396.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			1,011,951.00	1,011,951.00	952,258.71	1,011,951.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	(309,015.00)	(600,560.44)	(133.93)	(656,047.44)	55,487.00	-9.2%
Transfers of Indirect Costs - Interfund		7350	(385,110.00)	(402,719.00)	0.00	(401,491.00)	(1,228.00)	0.3%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(694,125.00)	(1,003,279.44)	(133.93)	(1,057,538.44)	54,259.00	-5.4%
TOTAL, EXPENDITURES			80,932,702.00	90,063,828.06	44,113,074.31	91,546,871.40	(1,483,043.34)	-1.6%

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)
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	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: 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 Proceeds		8931	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8955	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	(16,267,710.00)	(16,890,255.00)	0.00	(17,111,835.00)	(221,580.00)	1.3%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(16,267,710.00)	(16,890,255.00)	0.00	(17,111,835.00)	(221,580.00)	1.3%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(16,267,710.00)	(16,890,255.00)	0.00	(17,111,835.00)	(221,580.00)	1.3%

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 (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	4,602,757.00	5,941,984.16	1,826,632.28	6,284,094.16	342,110.00	5.8%
3) Other State Revenue		8300-8599	5,477,355.00	6,253,099.27	1,371,476.97	6,985,114.27	732,015.00	11.7%
4) Other Local Revenue		8600-8799	3,949,767.00	4,662,895.30	1,119,573.63	4,549,564.68	(113,330.62)	-2.4%
5) TOTAL, REVENUES			14,029,879.00	16,857,978.73	4,317,682.88	17,818,773.11		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	7,152,466.00	7,573,073.81	4,259,902.36	7,753,269.02	(180,195.21)	-2.4%
2) Classified Salaries		2000-2999	7,089,470.00	7,730,022.54	4,394,805.28	7,826,119.05	(96,096.51)	-1.2%
3) Employee Benefits		3000-3999	6,966,377.00	7,173,901.58	2,460,701.27	7,131,021.26	42,880.32	0.6%
4) Books and Supplies		4000-4999	3,190,118.00	7,206,099.36	844,255.44	7,079,874.77	126,224.59	1.8%
5) Services and Other Operating Expenditures		5000-5999	3,831,591.00	3,966,522.59	1,813,527.45	4,581,710.16	(615,187.57)	-15.5%
6) Capital Outlay		6000-6999	284,860.00	622,883.00	725,272.14	1,027,396.00	(404,513.00)	-64.9%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	1,473,692.00	1,473,692.00	64,723.16	1,473,692.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	309,015.00	600,560.44	133.93	656,047.44	(55,487.00)	-9.2%
9) TOTAL, EXPENDITURES			30,297,589.00	36,346,755.32	14,563,321.03	37,529,129.70		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(16,267,710.00)	(19,488,776.59)	(10,245,638.15)	(19,710,356.59)		
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	16,267,710.00	16,890,255.00	0.00	17,111,835.00	221,580.00	1.3%
4) TOTAL, OTHER FINANCING SOURCES/USES			16,267,710.00	16,890,255.00	0.00	17,111,835.00		

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 (E/B) (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	(2,598,521.59)	(10,245,638.15)	(2,598,521.59)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	2,598,521.85	2,598,521.85		2,598,521.85	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)			2,598,521.85	2,598,521.85		2,598,521.85		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,598,521.85	2,598,521.85		2,598,521.85		
2) Ending Balance, June 30 (E + F1e)			2,598,521.85	0.26		0.26		
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	2,598,521.85	0.26		0.26		
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 (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	1,593,636.00	1,593,636.00	(0.08)	1,593,636.00	0.00	0.0%
Special Education Discretionary Grants		8182	284,990.00	382,374.99	94,624.96	382,374.99	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%
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	1,797,742.00	2,566,676.75	1,359,467.42	2,870,425.75	303,749.00	11.8%
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, Educator Quality	4035	8290	284,924.00	452,132.93	53,565.87	451,067.93	(1,065.00)	-0.2%

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 (E/B) (F)
Title III, Part A, Immigrant Education Program	4201	8290	22,188.00	35,024.93	14,732.49	12,836.93	(22,188.00)	-63.3%
Title III, Part A, English Learner Program	4203	8290	257,087.00	470,604.18	180,136.43	470,604.18	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, 3110, 3150, 3155, 3177, 3180, 3181, 3185, 4050, 4123, 4124, 4126, 4127, 5510, 5630	8290	0.00	92.38	62,180.38	124,269.38	124,177.00	134419.8%
Career and Technical Education	3500-3599	8290	62,563.00	141,815.00	9,185.68	79,252.00	(62,563.00)	-44.1%
All Other Federal Revenue	All Other	8290	299,627.00	299,627.00	52,739.13	299,627.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			4,602,757.00	5,941,984.16	1,826,632.28	6,284,094.16	342,110.00	5.8%
OTHER STATE REVENUE								
Other State Apportionments:								
ROC/P Entitlement Prior Years	8360	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	0.00	0.0%
Lottery - Unrestricted and Instructional Materi		8560	461,576.00	461,576.00	49,355.57	461,576.00	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	1,241,591.00	1,230,629.00	837,289.60	1,230,629.00	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	325,000.00	1,084,468.02	0.00	1,754,468.02	670,000.00	61.8%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590	21,983.00	23,050.25	903.00	23,050.25	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	34,673.02	18,423.02	34,673.02	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	3,427,205.00	3,418,702.98	465,505.78	3,480,717.98	62,015.00	1.8%
TOTAL, OTHER STATE REVENUE			5,477,355.00	6,253,099.27	1,371,476.97	6,985,114.27	732,015.00	11.7%

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	0.00	0.00	0.00	0.00	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	434,000.00	434,000.00	0.00	434,000.00	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%) 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	311,720.00	1,024,848.30	322,897.63	1,058,777.68	33,929.38	3.3%
Tuition								
		8710	200,000.00	200,000.00	94.00	200,000.00	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	3,004,047.00	3,004,047.00	796,582.00	2,856,787.00	(147,260.00)	-4.9%
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			3,949,767.00	4,662,895.30	1,119,573.63	4,549,564.68	(113,330.62)	-2.4%
TOTAL REVENUES			14,029,879.00	16,857,978.73	4,317,682.88	17,818,773.11	960,794.38	5.7%

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	4,225,352.00	4,657,059.33	2,654,075.25	4,828,838.95	(171,779.62)	-3.7%
Certificated Pupil Support Salaries		1200	2,169,731.00	2,155,790.26	1,163,025.81	2,164,205.85	(8,415.59)	-0.4%
Certificated Supervisors' and Administrators' Salaries		1300	326,883.00	308,823.77	181,746.59	308,823.77	0.00	0.0%
Other Certificated Salaries		1900	430,500.00	451,400.45	261,054.71	451,400.45	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			7,152,466.00	7,573,073.81	4,259,902.36	7,753,269.02	(180,195.21)	-2.4%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	4,029,022.00	4,579,269.04	2,548,579.38	4,615,805.73	(36,536.69)	-0.8%
Classified Support Salaries		2200	2,238,560.00	2,186,781.04	1,293,528.40	2,216,083.38	(29,302.34)	-1.3%
Classified Supervisors' and Administrators' Salaries		2300	190,445.00	190,445.00	116,510.99	202,938.00	(12,493.00)	-6.6%
Clerical, Technical and Office Salaries		2400	288,410.00	289,203.48	173,527.55	298,411.79	(9,208.31)	-3.2%
Other Classified Salaries		2900	343,033.00	484,323.98	262,658.96	492,880.15	(8,556.17)	-1.8%
TOTAL, CLASSIFIED SALARIES			7,089,470.00	7,730,022.54	4,394,805.28	7,826,119.05	(96,096.51)	-1.2%
EMPLOYEE BENEFITS								
STRS		3101-3102	3,785,729.00	3,812,723.17	644,393.87	3,838,383.19	(25,660.02)	-0.7%
PERS		3201-3202	1,260,535.00	1,304,260.60	692,913.78	1,237,882.25	66,378.35	5.1%
OASDI/Medicare/Alternative		3301-3302	647,579.00	680,193.64	349,485.07	646,372.62	33,821.02	5.0%
Health and Welfare Benefits		3401-3402	1,029,332.00	1,094,352.04	625,102.81	1,123,648.02	(29,295.99)	-2.7%
Unemployment Insurance		3501-3502	7,266.00	8,014.19	4,340.96	8,157.36	(143.17)	-1.8%
Workers' Compensation		3601-3602	235,936.00	251,719.03	128,528.16	245,555.91	5,163.12	2.1%
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	22,638.91	15,936.62	30,021.91	(7,383.00)	-32.6%
TOTAL, EMPLOYEE BENEFITS			6,966,377.00	7,173,901.58	2,460,701.27	7,131,021.26	42,880.32	0.6%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	461,576.00	580,735.64	223,079.74	573,068.69	7,666.95	1.3%
Books and Other Reference Materials		4200	21,580.00	72,584.36	53,336.67	101,736.12	(29,151.76)	-40.2%
Materials and Supplies		4300	2,689,462.00	6,437,824.36	498,870.15	6,182,055.57	255,768.79	4.0%
Noncapitalized Equipment		4400	17,500.00	114,955.00	68,968.88	223,014.39	(108,059.39)	-94.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			3,190,118.00	7,206,099.36	844,255.44	7,079,874.77	126,224.59	1.8%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	945,583.00	1,139,610.00	415,631.17	1,226,399.00	(86,789.00)	-7.6%
Travel and Conferences		5200	548,672.00	410,020.61	85,522.00	439,367.19	(29,346.58)	-7.2%
Dues and Memberships		5300	3,063.00	3,063.00	0.00	3,063.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	118,008.00	126,581.00	40,753.91	118,081.00	8,500.00	6.7%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	973,124.00	935,671.00	362,628.92	976,266.00	(40,595.00)	-4.3%
Transfers of Direct Costs		5710	32,061.00	76,767.00	29,704.90	74,792.41	1,974.59	2.6%
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	1,194,080.00	1,262,799.98	870,582.32	1,726,873.67	(464,073.69)	-36.7%
Communications		5900	17,000.00	12,010.00	8,704.23	16,867.89	(4,857.89)	-40.4%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			3,831,591.00	3,966,522.59	1,813,527.45	4,581,710.16	(615,187.57)	-15.5%

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	9,750.00	1,500.00	9,750.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	132,432.00	566,649.00	704,509.36	978,162.00	(411,513.00)	-72.6%
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	152,428.00	26,484.00	16,243.58	16,464.79	10,019.21	37.8%
Equipment Replacement		6500	0.00	20,000.00	3,019.20	23,019.21	(3,019.21)	-15.1%
TOTAL CAPITAL OUTLAY			284,860.00	622,883.00	725,272.14	1,027,396.00	(404,513.00)	-64.9%
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	1,408,968.00	1,408,968.00	0.00	1,408,968.00	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	6,075.00	6,075.00	6,075.01	6,075.00	0.00	0.0%
Other Debt Service - Principal		7439	58,649.00	58,649.00	58,648.15	58,649.00	0.00	0.0%
TOTAL OTHER OUTGO (excluding Transfers of Indirect Costs)			1,473,692.00	1,473,692.00	64,723.16	1,473,692.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	309,015.00	600,560.44	133.93	656,047.44	(55,487.00)	-9.2%
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			309,015.00	600,560.44	133.93	656,047.44	(55,487.00)	-9.2%
TOTAL EXPENDITURES			30,297,589.00	36,346,755.32	14,563,321.03	37,529,129.70	(1,182,374.38)	-3.3%

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 (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 Sale/Lease- Purchase of Land/Buildings		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	16,267,710.00	16,890,255.00	0.00	17,111,835.00	221,580.00	1.3%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			16,267,710.00	16,890,255.00	0.00	17,111,835.00	221,580.00	1.3%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			16,267,710.00	16,890,255.00	0.00	17,111,835.00	(221,580.00)	1.3%

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 (E/B) (F)
A. REVENUES								
1) LCFF Sources		8010-8099	92,310,236.00	93,430,285.00	50,985,756.31	94,201,367.00	771,082.00	0.8%
2) Federal Revenue		8100-8299	4,638,997.00	5,978,224.16	1,826,632.28	6,320,334.16	342,110.00	5.7%
3) Other State Revenue		8300-8599	7,191,315.00	7,967,059.27	2,275,295.76	10,447,341.27	2,480,282.00	31.1%
4) Other Local Revenue		8600-8799	4,592,604.00	5,497,226.82	1,675,352.79	5,486,524.54	(10,702.28)	-0.2%
5) TOTAL REVENUES			108,733,152.00	112,872,795.25	56,763,037.14	116,455,566.97		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	47,796,361.00	48,439,040.27	26,132,111.54	48,963,782.47	(524,742.20)	-1.1%
2) Classified Salaries		2000-2999	17,519,232.00	18,765,168.65	10,582,747.90	19,175,908.23	(410,739.58)	-2.2%
3) Employee Benefits		3000-3999	22,013,955.00	22,326,455.23	10,367,142.65	22,357,680.39	(31,225.16)	-0.1%
4) Books and Supplies		4000-4999	9,594,199.00	20,248,158.86	1,927,918.18	20,318,169.07	(70,010.21)	-0.3%
5) Services and Other Operating Expenditures		5000-5999	11,921,151.00	13,203,346.72	7,088,927.89	14,165,960.16	(962,613.44)	-7.3%
6) Capital Outlay		6000-6999	284,860.00	1,345,489.65	1,560,565.31	2,010,348.78	(664,859.13)	-49.4%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	2,485,643.00	2,485,643.00	1,016,981.87	2,485,643.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(385,110.00)	(402,719.00)	0.00	(401,491.00)	(1,228.00)	0.3%
9) TOTAL EXPENDITURES			111,230,291.00	126,410,583.38	58,676,395.34	129,076,001.10		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(2,497,139.00)	(13,537,788.13)	(1,913,358.20)	(12,620,434.13)		
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		8980-8998	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		

2018-19 Second 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)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(2,497,139.00)	(13,537,788.13)	(1,913,358.20)	(12,620,434.13)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	19,792,869.38	19,792,869.38		19,792,869.38	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)			19,792,869.38	19,792,869.38		19,792,869.38		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			19,792,869.38	19,792,869.38		19,792,869.38		
2) Ending Balance, June 30 (E + F1e)			17,295,730.38	6,255,081.25		7,172,435.25		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	24,500.00	24,500.00		24,500.00		
Stores		9712	25,000.00	25,000.00		25,000.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	2,598,521.85	0.26		0.26		
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	219,366.00		219,366.00		
Compensation Settlement CSEA .75 R	1100	9780		119,366.00				
Emergency Facility Repair	1100	9780		100,000.00				
Compensation Settlement CSEA .75%	0000	9780				119,366.00		
Emergency Facility Repair	0000	9780				100,000.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	3,336,909.00	3,792,317.00		3,872,280.00		
Unassigned/Unappropriated Amount		9790	11,310,799.53	2,193,897.99		3,031,288.99		

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	53,730,576.00	52,954,526.00	29,717,263.00	53,716,789.00	762,263.00	-1.4%
Education Protection Account State Aid - Current Year		8012	11,773,181.00	12,921,919.00	6,999,629.00	12,930,251.00	8,332.00	0.1%
State Aid - Prior Years		8019	0.00	0.00	734,848.00	0.00	0.00	0.0%
Tax Relief Subventions Homeowners' Exemptions		8021	207,805.00	207,732.00	105,340.33	207,732.00	0.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	13,454.00	13,442.00	14,109.25	13,442.00	0.00	0.0%
County & District Taxes Secured Roll Taxes		8041	23,871,759.00	23,626,176.00	12,480,083.77	23,626,176.00	0.00	0.0%
Unsecured Roll Taxes		8042	1,603,033.00	1,561,299.00	1,591,732.20	1,561,299.00	0.00	0.0%
Prior Years' Taxes		8043	14,156.00	16,798.00	6,012.79	16,798.00	0.00	0.0%
Supplemental Taxes		8044	410,000.00	563,740.00	149,475.04	563,740.00	0.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	1,924,461.00	2,810,387.00	1,921.49	2,810,387.00	0.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	5,373.31	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	4,409.13	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	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			93,548,425.00	94,676,019.00	51,810,197.31	95,446,614.00	770,595.00	0.8%
LCFF Transfers								
Unrestricted LCFF Transfers - Current Year	0000	8091	(466,933.00)	(466,933.00)	(466,933.00)	(466,933.00)	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	(771,256.00)	(778,801.00)	(357,508.00)	(778,314.00)	487.00	-0.1%
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			92,310,236.00	93,430,285.00	50,985,756.31	94,201,367.00	771,082.00	0.8%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	1,593,636.00	1,593,636.00	(0.00)	1,593,636.00	0.00	0.0%
Special Education Discretionary Grants		8182	284,990.00	382,374.99	94,624.96	382,374.99	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%
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	1,797,742.00	2,566,676.75	1,359,467.42	2,870,425.75	303,749.00	11.8%
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, Educator Quality	4035	8290	284,924.00	452,132.93	53,565.87	451,067.93	(1,065.00)	-0.2%

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 (E/B) (F)
Title III, Part A, Immigrant Education Program	4201	8290	22,188.00	35,024.93	14,732.49	12,836.93	(22,188.00)	-63.3%
Title III, Part A, English Learner Program	4203	8290	257,087.00	470,604.18	180,136.43	470,604.18	0.00	0.0%
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, 3185, 4050, 4123, 4124, 4126, 4127,							
Other NCLB / Every Student Succeeds Act	5510, 5630	8290	0.00	92.38	62,180.38	124,269.38	124,177.00	134419.8%
Career and Technical Education	3500-3599	8290	62,563.00	141,815.00	9,185.68	79,252.00	(62,563.00)	-44.1%
All Other Federal Revenue	All Other	8290	335,867.00	335,867.00	52,739.13	335,867.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			4,638,997.00	5,978,224.16	1,826,632.28	6,320,334.16	342,110.00	5.7%
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	300,000.00	300,000.00	385,092.00	2,048,267.00	1,748,267.00	582.8%
Lottery - Unrestricted and Instructional Material		8560	1,865,536.00	1,865,536.00	574,537.36	1,865,536.00	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	1,241,591.00	1,230,629.00	837,289.60	1,230,629.00	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	325,000.00	1,084,468.02	0.00	1,754,468.02	670,000.00	61.8%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590	21,983.00	23,050.25	903.00	23,050.25	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	34,673.02	18,423.02	34,673.02	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	3,437,205.00	3,428,702.98	479,050.78	3,490,717.98	62,015.00	1.8%
TOTAL, OTHER STATE REVENUE			7,191,315.00	7,967,059.27	2,275,295.76	10,447,341.27	2,480,282.00	31.1%

2018-19 Second 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	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	201,201.00	201,201.00	70,236.36	201,201.00	0.00	0.0%
Interest		8660	70,000.00	70,000.00	97,666.58	70,000.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	242,243.00	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	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	434,000.00	434,000.00	0.00	434,000.00	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	0.00	0.0%
All Other Local Revenue		8699	683,356.00	1,587,978.82	468,530.85	1,724,536.54	136,557.72	8.6%
Tuition		8710	200,000.00	200,000.00	94.00	200,000.00	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	3,004,047.00	3,004,047.00	796,582.00	2,856,787.00	(147,260.00)	-4.9%
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			4,592,604.00	5,497,226.82	1,675,352.79	5,486,524.54	(10,702.28)	-0.2%
TOTAL REVENUES			108,733,152.00	112,872,785.25	56,763,037.14	116,455,566.97	3,582,771.72	3.2%

2018-19 Second 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)
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	38,522,005.00	39,137,907.34	20,913,798.77	39,608,960.07	(471,052.73)	-1.2%
Certificated Pupil Support Salaries		1200	4,025,825.00	4,011,976.83	2,213,885.84	4,053,110.30	(41,133.47)	-1.0%
Certificated Supervisors' and Administrators' Salaries		1300	4,018,343.00	4,000,283.77	2,306,700.01	4,006,103.97	(5,820.20)	-0.1%
Other Certificated Salaries		1900	1,230,188.00	1,288,872.33	697,726.92	1,295,608.13	(6,735.80)	-0.5%
TOTAL, CERTIFICATED SALARIES			47,796,361.00	48,439,040.27	26,132,111.54	48,963,782.47	(524,742.20)	-1.1%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	4,247,136.00	5,064,243.41	2,881,272.81	5,192,113.55	(127,870.14)	-2.5%
Classified Support Salaries		2200	5,987,780.00	5,962,096.85	3,386,618.51	5,989,017.42	(26,918.57)	-0.5%
Classified Supervisors' and Administrators' Salaries		2300	1,501,915.00	1,594,149.00	904,057.33	1,616,992.30	(22,843.30)	-1.4%
Clerical, Technical and Office Salaries		2400	4,555,410.00	4,513,849.85	2,648,716.92	4,663,739.12	(149,889.27)	-3.3%
Other Classified Salaries		2900	1,226,991.00	1,630,827.54	762,082.33	1,714,045.84	(83,218.30)	-5.1%
TOTAL, CLASSIFIED SALARIES			17,519,232.00	18,765,168.65	10,582,747.90	19,175,908.23	(410,739.58)	-2.2%
EMPLOYEE BENEFITS								
STRS		3101-3102	10,202,531.00	10,244,171.96	4,134,943.02	10,349,318.83	(105,146.87)	-1.0%
PERS		3201-3202	3,086,278.00	3,164,381.91	1,658,740.06	3,050,411.11	113,970.80	3.6%
OASDI/Medicare/Alternative		3301-3302	2,049,506.00	2,113,198.68	1,058,675.64	2,030,634.05	82,564.63	3.9%
Health and Welfare Benefits		3401-3402	4,373,820.00	4,451,462.03	2,538,189.54	4,569,802.97	(118,340.94)	-2.7%
Unemployment Insurance		3501-3502	72,616.00	74,023.91	18,417.25	74,684.72	(660.81)	-0.9%
Workers' Compensation		3601-3602	1,206,752.00	1,234,125.83	545,263.81	1,228,175.80	5,950.03	0.5%
OPEB, Allocated		3701-3702	725,805.00	725,805.00	148,954.19	725,805.00	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	296,647.00	319,285.91	263,959.14	328,847.91	(9,562.00)	-3.0%
TOTAL, EMPLOYEE BENEFITS			22,013,955.00	22,326,455.23	10,367,142.65	22,357,680.39	(31,225.16)	-0.1%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	461,576.00	630,768.43	273,082.66	623,461.48	7,306.95	1.2%
Books and Other Reference Materials		4200	21,980.00	138,181.50	94,824.49	175,881.25	(37,699.75)	-27.3%
Materials and Supplies		4300	8,828,743.00	19,051,457.39	1,277,907.98	18,939,891.31	111,566.08	0.6%
Noncapitalized Equipment		4400	281,900.00	427,751.54	282,103.05	578,935.03	(151,183.49)	-35.3%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			9,594,199.00	20,248,158.86	1,927,918.18	20,318,169.07	(70,010.21)	-0.3%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	1,042,342.00	1,236,369.00	415,631.17	1,323,158.00	(86,789.00)	-7.0%
Travel and Conferences		5200	835,688.00	830,140.67	254,978.99	901,040.41	(70,899.74)	-8.5%
Dues and Memberships		5300	31,596.00	31,696.00	6,278.95	32,441.40	(745.40)	-2.4%
Insurance		5400-5450	470,401.00	470,401.00	473,055.27	474,925.00	(4,524.00)	-1.0%
Operations and Housekeeping Services		5500	2,827,835.00	2,836,408.00	1,938,655.33	2,827,908.00	8,500.00	0.3%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,829,388.00	1,913,804.66	718,637.23	1,950,248.25	(36,443.59)	-1.9%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(186,389.00)	(186,389.00)	(17,274.57)	(186,249.00)	(140.00)	0.1%
Professional/Consulting Services and Operating Expenditures		5800	4,424,264.00	5,423,974.01	3,186,394.58	6,179,814.39	(755,840.38)	-13.9%
Communications		5900	648,026.00	646,942.38	112,570.94	662,673.71	(15,731.33)	-2.4%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			11,921,151.00	13,203,346.72	7,088,927.89	14,165,960.16	(962,613.44)	-7.3%

2018-19 Second 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)
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	9,750.00	4,691.50	9,750.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	132,432.00	609,514.65	935,661.51	1,209,335.65	(599,821.00)	-98.4%
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	152,428.00	94,015.00	15,922.20	94,495.79	(480.79)	-0.5%
Equipment Replacement		6500	0.00	632,210.00	604,290.10	696,767.34	(64,557.34)	-10.2%
TOTAL CAPITAL OUTLAY			284,860.00	1,345,489.65	1,560,565.31	2,010,348.78	(664,859.13)	-49.4%
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	15,430.00	15,430.00	0.00	15,430.00	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	1,408,968.00	1,408,968.00	0.00	1,408,968.00	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	289,200.00	289,200.00	288,549.17	289,200.00	0.00	0.0%
Other Debt Service - Principal		7439	772,045.00	772,045.00	728,432.70	772,045.00	0.00	0.0%
TOTAL OTHER OUTGO (excluding Transfers of Indirect Costs)			2,485,643.00	2,485,643.00	1,016,981.87	2,485,643.00	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	(385,110.00)	(402,719.00)	0.00	(401,491.00)	(1,228.00)	0.3%
TOTAL OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(385,110.00)	(402,719.00)	0.00	(401,491.00)	(1,228.00)	0.3%
TOTAL EXPENDITURES			111,230,291.00	126,410,583.38	58,676,395.34	129,076,001.10	(2,665,417.72)	-2.1%

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	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: 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	0.00	0.0%
Proceeds								
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.0%
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)			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)
A. REVENUES								
1) LCFF Sources		8010-8099	2,253,834.00	2,247,367.00	1,214,249.00	2,269,048.00	21,681.00	1.0%
2) Federal Revenue		8100-8299	15,285.00	15,285.00	0.00	15,285.00	0.00	0.0%
3) Other State Revenue		8300-8599	116,229.00	315,678.00	236,459.77	368,264.00	50,586.00	16.0%
4) Other Local Revenue		8600-8799	2,180.00	2,180.00	7,655.25	2,322.83	142.83	6.6%
5) TOTAL REVENUES			2,387,528.00	2,580,510.00	1,458,364.12	2,652,919.83		
B. EXPENDITURES								
1) Certificated Salaries		1000-1899	1,063,786.00	1,063,786.00	540,709.50	1,063,786.00	0.00	0.0%
2) Classified Salaries		2000-2999	214,049.00	214,049.00	119,033.85	225,535.00	(11,486.00)	-5.4%
3) Employee Benefits		3000-3999	373,810.00	373,810.00	167,326.91	380,796.00	(6,986.00)	-1.9%
4) Books and Supplies		4000-4999	185,882.00	487,212.58	24,099.85	518,118.41	(30,905.83)	-6.3%
5) Services and Other Operating Expenditures		5000-5999	200,049.00	385,498.00	78,564.10	311,343.00	74,155.00	19.2%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	80,000.00	(80,000.00)	New
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	281,720.00	281,720.00	0.00	281,720.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	1,073.00	15,073.00	0.00	9,327.00	5,746.00	38.1%
9) TOTAL EXPENDITURES			2,320,369.00	2,821,146.58	930,134.21	2,870,625.41		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)								
			67,159.00	(240,636.58)	528,229.91	(217,705.58)		
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)			67,159.00	(240,638.58)	528,229.91	(217,705.58)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	361,728.31	361,728.31		361,728.31	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)			361,728.31	361,728.31		361,728.31		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			361,728.31	361,728.31		361,728.31		
2) Ending Balance, June 30 (E + F1e)			428,887.31	121,089.73		144,022.73		
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			32,707.53	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	396,179.78	121,089.73		144,022.73		
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	1,161,142.00	1,121,817.00	625,032.00	1,143,985.00	22,168.00	-2.0%
Education Protection Account State Aid - Current Year		8012	321,436.00	346,749.00	188,409.00	346,749.00	0.00	0.0%
State Aid - Prior Years		8019	0.00	0.00	20,476.00	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		8095	771,256.00	778,801.00	350,332.00	778,314.00	(487.00)	-0.1%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8098	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			2,253,834.00	2,247,367.00	1,214,249.00	2,269,048.00	21,681.00	1.0%
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	15,285.00	15,285.00	0.00	15,285.00	0.00	0.0%
Title I, Part D, Local Delinquent Program	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Educator Quality	4035	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Part A, Immigrant Education 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, 3185, 4124, 4126, 4127, 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			15,285.00	15,285.00	0.00	15,285.00	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	3,000.00	3,000.00	4,252.00	52,169.00	49,169.00	1639.0%
Lottery - Unrestricted and Instructional Materials		8560	52,753.00	52,753.00	15,533.77	52,753.00	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	199,449.00	199,449.00	199,449.00	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	60,476.00	60,476.00	17,225.00	61,893.00	1,417.00	2.3%
TOTAL, OTHER STATE REVENUE			116,229.00	315,678.00	236,459.77	366,264.00	50,586.00	16.0%
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	2,700.00	2,700.00	2,504.52	2,700.00	0.00	0.0%
Not Increase (Decrease) in the Fair Value of Investments		8662	(520.00)	(520.00)	5,008.00	(520.00)	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	142.83	142.83	142.83	New
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 of 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			2,180.00	2,180.00	7,655.35	2,322.83	142.83	6.6%
TOTAL REVENUES			2,387,528.00	2,580,510.00	1,458,364.12	2,652,919.83		

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)
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	949,621.00	949,621.00	478,716.49	949,621.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	10,007.00	10,007.00	5,179.55	10,007.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	104,158.00	104,158.00	50,813.40	104,158.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			1,063,786.00	1,063,786.00	540,709.50	1,063,786.00	0.00	0.0%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	42,878.00	42,878.00	29,247.34	42,878.00	0.00	0.0%
Classified Support Salaries		2200	71,472.00	71,472.00	32,044.52	71,472.00	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	51,480.00	51,480.00	32,263.70	51,480.00	0.00	0.0%
Other Classified Salaries		2900	48,219.00	48,219.00	25,478.29	59,705.00	(11,486.00)	-23.8%
TOTAL, CLASSIFIED SALARIES			214,049.00	214,049.00	119,033.85	225,535.00	(11,486.00)	-5.4%
EMPLOYEE BENEFITS								
STRS		3101-3102	223,366.00	223,366.00	87,712.76	223,366.00	0.00	0.0%
PERS		3201-3202	22,319.00	22,319.00	11,246.43	22,506.00	(187.00)	-0.8%
OASDI/Medicare/Alternative		3301-3302	35,577.00	35,577.00	12,975.32	35,804.00	(227.00)	-0.6%
Health and Welfare Benefits		3401-3402	64,360.00	64,360.00	41,709.90	70,760.00	(6,400.00)	-9.9%
Unemployment Insurance		3501-3502	643.00	643.00	331.58	650.00	(7.00)	-1.1%
Workers' Compensation		3601-3602	21,065.00	21,065.00	8,816.38	21,230.00	(165.00)	-0.8%
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	6,480.00	6,480.00	3,534.54	6,480.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			379,810.00	379,810.00	167,326.91	380,796.00	(6,986.00)	-1.9%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	13,052.00	43,184.23	0.00	43,184.23	0.00	0.0%
Books and Other Reference Materials		4200	44,432.00	47,432.00	2,342.46	47,432.00	0.00	0.0%
Materials and Supplies		4300	125,698.00	386,688.35	19,785.60	417,594.18	(30,905.83)	-8.0%
Noncapitalized Equipment		4400	2,700.00	9,908.00	1,971.79	9,908.00	0.00	0.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL BOOKS AND SUPPLIES			185,882.00	487,212.58	24,099.85	518,118.41	(30,905.83)	-6.3%
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	4,650.00	4,650.00	2,310.81	4,650.00	0.00	0.0%
Dues and Memberships		5300	2,260.00	2,260.00	0.00	2,260.00	0.00	0.0%
Insurance		5400-5450	11,177.00	11,177.00	11,177.00	11,177.00	0.00	0.0%
Operations and Housekeeping Services		5500	47,530.00	47,530.00	22,574.95	47,530.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	5,000.00	5,000.00	0.00	5,000.00	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	85,842.00	85,842.00	3,914.52	85,842.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	43,190.00	228,639.00	29,271.87	154,484.00	74,155.00	32.4%
Communications		5900	400.00	400.00	9,714.95	400.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			200,049.00	385,498.00	78,964.10	311,343.00	74,155.00	19.2%

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)
CAPITAL OUTLAY								
Land		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		5170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		5200	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		5300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		5400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		5500	0.00	0.00	0.00	80,000.00	(80,000.00)	New
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	80,000.00	(80,000.00)	New
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	281,720.00	281,720.00	0.00	281,720.00	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		743B	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)			281,720.00	281,720.00	0.00	281,720.00	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	1,073.00	15,073.00	0.00	9,327.00	5,746.00	38.1%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			1,073.00	15,073.00	0.00	9,327.00	5,746.00	38.1%
TOTAL, EXPENDITURES			2,320,369.00	2,821,148.58	930,134.21	2,870,625.41		

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		

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	92,675.00	92,675.00	92,675.00	92,675.00	0.00	0.0%
2) Federal Revenue		8100-8299	171,096.00	284,830.00	(27,056.51)	284,830.00	0.00	0.0%
3) Other State Revenue		8300-8599	1,392,176.00	1,401,706.00	0.00	1,401,706.00	0.00	0.0%
4) Other Local Revenue		8600-8799	128,220.00	128,220.00	104,573.57	128,220.00	0.00	0.0%
5) TOTAL, REVENUES			1,784,169.00	1,907,431.00	170,192.06	1,907,431.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	757,635.00	832,211.00	386,642.37	791,502.00	40,709.00	4.9%
2) Classified Salaries		2000-2999	298,077.00	311,924.00	180,204.98	318,124.00	(6,200.00)	-2.0%
3) Employee Benefits		3000-3999	242,824.00	260,528.00	136,179.18	306,228.00	(45,700.00)	-17.5%
4) Books and Supplies		4000-4999	135,019.00	476,561.01	10,410.25	454,370.01	22,191.00	3.7%
5) Services and Other Operating Expenditures		5000-5999	279,373.00	286,073.00	110,411.75	297,073.00	(11,000.00)	-3.8%
6) Capital Outlay		6000-6999	9,363.00	9,363.00	0.00	9,363.00	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	62,748.00	63,682.00	0.00	63,682.00	0.00	0.0%
9) TOTAL, EXPENDITURES			1,785,039.00	2,240,342.01	823,849.53	2,240,342.01		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(870.00)	(332,911.01)	(653,656.47)	(332,911.01)		
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)			(870.00)	(332,911.01)	(653,658.47)	(332,911.01)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	1,666,555.35	1,666,555.35		1,666,555.35	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,666,555.35	1,666,555.35		1,666,555.35		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,666,555.35	1,666,555.35		1,666,555.35		
2) Ending Balance, June 30 (E + F1e)			1,665,685.35	1,333,644.34		1,333,644.34		
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			219,070.72	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	1,446,614.63	1,333,644.34		1,333,644.34		
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	92,675.00	92,675.00	92,675.00	92,675.00	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			92,675.00	92,675.00	92,675.00	92,675.00	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	171,098.00	284,830.00	(27,056.51)	284,830.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			171,098.00	284,830.00	(27,056.51)	284,830.00	0.00	0.0%
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 Block Grant Program	6391	8590	1,327,827.00	1,337,357.00	0.00	1,337,357.00	0.00	0.0%
All Other State Revenue	All Other	8590	64,349.00	64,349.00	0.00	64,349.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			1,392,176.00	1,401,706.00	0.00	1,401,706.00	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	9,506.00	9,506.00	7,436.57	9,506.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	(1,286.00)	(1,286.00)	14,417.00	(1,286.00)	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	120,000.00	120,000.00	82,720.00	120,000.00	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	0.00	0.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			128,220.00	128,220.00	104,573.57	128,220.00	0.00	0.0%
TOTAL, REVENUES			1,784,169.00	1,907,431.00	170,192.06	1,907,431.00		

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	564,505.00	625,081.00	281,839.21	606,541.00	18,540.00	-3.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	193,130.00	207,130.00	104,803.16	184,961.00	22,168.00	10.7%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			757,635.00	832,211.00	386,642.37	791,502.00	40,709.00	4.9%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	7,818.00	7,818.00	0.00	7,818.00	0.00	0.0%
Classified Support Salaries		2200	45,814.00	45,614.00	27,777.39	47,614.00	(2,000.00)	-4.4%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	244,645.00	258,492.00	152,427.59	262,692.00	(4,200.00)	-1.6%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			298,077.00	311,924.00	180,204.98	318,124.00	(6,200.00)	-2.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	68,951.00	80,683.00	54,466.39	112,383.00	(31,700.00)	-39.3%
PERS		3201-3202	51,439.00	53,986.00	25,321.42	56,486.00	(2,500.00)	-4.6%
OASDI/Medicare/Alternative		3301-3302	67,845.00	66,461.00	18,955.00	66,601.00	(140.00)	-0.2%
Health and Welfare Benefits		3401-3402	34,579.00	37,929.00	26,969.16	48,229.00	(10,300.00)	-27.2%
Unemployment Insurance		3501-3502	518.00	563.00	264.36	578.00	(15.00)	-2.7%
Workers' Compensation		3601-3602	16,941.00	18,255.00	8,415.55	18,300.00	(45.00)	-0.2%
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	2,651.00	2,651.00	1,767.30	3,551.00	(1,000.00)	-37.7%
TOTAL, EMPLOYEE BENEFITS			242,824.00	260,528.00	136,179.18	306,229.00	(45,700.00)	-17.5%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	1,140.00	6,378.00	0.00	6,378.00	0.00	0.0%
Books and Other Reference Materials		4200	9,483.00	4,483.00	3,006.59	6,483.00	(2,000.00)	-44.6%
Materials and Supplies		4300	120,856.00	462,160.01	7,403.66	437,989.01	24,191.00	5.2%
Noncapitalized Equipment		4400	3,540.00	3,540.00	0.00	3,540.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			135,019.00	476,561.01	10,410.25	454,370.01	22,191.00	4.7%

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	9,350.00	12,050.00	2,164.66	12,050.00	0.00	0.0%
Dues and Memberships		5300	1,009.00	1,009.00	69.00	1,009.00	0.00	0.0%
Insurance		5400-5450	31,150.00	31,150.00	29,400.00	31,150.00	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	13,000.00	13,000.00	1,104.20	13,000.00	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	9,270.00	9,270.00	2,275.46	9,270.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	206,594.00	210,594.00	71,320.73	221,594.00	(11,000.00)	-5.2%
Communications		5900	9,000.00	9,000.00	4,077.70	9,000.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			279,373.00	286,073.00	110,411.75	297,073.00	(11,000.00)	-3.8%
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	9,363.00	9,363.00	0.00	9,363.00	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			9,363.00	9,363.00	0.00	9,363.00	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	62,748.00	63,682.00	0.00	63,682.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			62,748.00	63,682.00	0.00	63,682.00	0.00	0.0%
TOTAL, EXPENDITURES			1,785,039.00	2,240,342.01	821,846.53	2,240,342.01		

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		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Certificates of Participation		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8979	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		

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	148,405.00	149,311.00	82,955.18	153,311.00	4,000.00	2.7%
3) Other State Revenue		8300-8599	1,536,999.00	1,574,177.16	709,836.72	1,654,632.16	80,455.00	5.1%
4) Other Local Revenue		8600-8799	13,788.00	19,344.75	28,576.52	19,344.75	0.00	0.0%
5) TOTAL, REVENUES			1,699,193.00	1,742,832.91	821,368.42	1,827,287.91		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	551,758.00	548,268.00	352,111.84	600,791.00	(52,523.00)	-9.6%
2) Classified Salaries		2000-2999	212,369.00	263,469.00	156,996.69	275,190.00	(11,721.00)	-4.4%
3) Employee Benefits		3000-3999	282,009.00	312,047.00	159,739.91	313,969.00	(1,922.00)	-0.6%
4) Books and Supplies		4000-4999	56,553.00	68,340.89	12,194.25	47,590.89	20,750.00	30.4%
5) Services and Other Operating Expenditures		5000-5999	488,601.00	470,117.00	213,755.26	504,638.00	(34,521.00)	-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	89,845.00	92,520.00	0.00	97,038.00	(4,518.00)	-4.9%
9) TOTAL EXPENDITURES			1,691,135.00	1,754,761.89	894,787.95	1,839,216.89		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			8,058.00	(11,928.98)	(73,429.53)	(11,928.98)		
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)			8,058.00	(11,928.98)	(73,429.53)	(11,928.98)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	101,499.57	101,499.57		101,499.57	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)			101,499.57	101,499.57		101,499.57		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			101,499.57	101,499.57		101,499.57		
2) Ending Balance, June 30 (E + F1e)			109,557.57	89,570.59		89,570.59		
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	89,570.59	89,570.59		89,570.59		
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	19,986.98	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	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	148,406.00	149,311.00	82,955.18	153,311.00	4,000.00	2.7%
TOTAL, FEDERAL REVENUE			148,406.00	149,311.00	82,955.18	153,311.00	4,000.00	2.7%
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	5105	8590	1,475,998.00	1,475,093.00	686,494.69	1,559,548.00	84,455.00	5.7%
All Other State Revenue	All Other	8590	61,001.00	99,084.18	23,342.03	95,084.16	(4,000.00)	-4.0%
TOTAL, OTHER STATE REVENUE			1,536,999.00	1,574,177.18	709,836.72	1,654,632.16	80,455.00	5.1%
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	8,147.00	8,147.00	24,482.02	8,147.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	(89.00)	2,532.00	2,621.00	2,532.00	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	5,730.00	8,665.75	1,473.50	8,665.75	0.00	0.0%
All Other Transfers In from All Others		8798	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			13,788.00	19,344.75	26,576.52	19,344.75	0.00	0.0%
TOTAL, REVENUES			1,699,193.00	1,742,832.91	821,368.42	1,827,287.91		

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)
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	475,945.00	472,455.00	310,759.72	524,978.00	(52,523.00)	-11.1%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	75,813.00	75,813.00	41,352.12	75,813.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			551,758.00	548,268.00	352,111.84	600,791.00	(52,523.00)	-9.6%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	17,177.00	11,177.00	5,124.08	11,177.00	0.00	0.0%
Classified Support Salaries		2200	25,754.00	31,047.00	16,015.64	29,687.00	1,360.00	4.4%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	60,583.00	80,599.00	46,271.09	80,185.00	414.00	0.5%
Other Classified Salaries		2900	108,855.00	140,646.00	89,585.68	154,141.00	(13,495.00)	-9.6%
TOTAL, CLASSIFIED SALARIES			212,369.00	263,469.00	156,996.69	275,190.00	(11,721.00)	-4.4%
EMPLOYEE BENEFITS								
STRS		3101-3102	20,844.00	38,629.00	16,590.38	41,377.00	(2,748.00)	-7.1%
PERS		3201-3202	111,664.00	123,517.00	66,618.28	124,794.00	(1,277.00)	-1.0%
OASDI/Medicare/Alternative		3301-3302	52,121.00	53,992.00	30,108.12	55,614.00	(1,622.00)	-3.0%
Health and Welfare Benefits		3401-3402	84,740.00	82,051.00	38,618.08	77,999.00	4,052.00	4.9%
Unemployment Insurance		3501-3502	374.00	453.00	255.26	483.00	(30.00)	-6.6%
Workers' Compensation		3601-3602	12,266.00	13,405.00	7,549.79	13,702.00	(297.00)	-2.2%
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			282,009.00	312,047.00	169,739.91	313,969.00	(1,922.00)	-0.6%
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	554.00	553.59	554.00	0.00	0.0%
Materials and Supplies		4300	64,652.00	65,061.89	10,988.74	46,207.89	18,854.00	29.0%
Noncapitalized Equipment		4400	1,901.00	2,725.00	651.92	829.00	1,896.00	69.8%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			66,553.00	68,340.89	12,194.25	47,590.89	20,750.00	30.4%

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	451,308.00	398,308.00	139,913.47	417,108.00	(18,800.00)	-4.7%
Travel and Conferences		5200	2,200.00	2,707.00	1,532.25	2,307.00	400.00	14.8%
Dues and Memberships		5300	360.00	600.00	600.00	750.00	(150.00)	-25.0%
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	12,299.00	12,299.00	(12,299.00)	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	1,360.86	1,610.00	(1,110.00)	-222.0%
Professional/Consulting Services and Operating Expenditures		5800	32,193.00	67,812.00	57,952.65	70,374.00	(2,562.00)	-3.8%
Communications		5900	40.00	190.00	97.03	190.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES:			488,601.00	470,117.00	213,755.26	504,638.00	(34,521.00)	-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	89,845.00	92,520.00	0.00	97,038.00	(4,518.00)	-4.9%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			89,845.00	92,520.00	0.00	97,038.00	(4,518.00)	-4.9%
TOTAL EXPENDITURES			1,691,135.00	1,754,761.89	894,797.95	1,839,216.89		

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		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Certificates of Participation		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		

Woodland Joint Unified
Yolo County

Second Interim
Child Development Fund
Exhibit: Restricted Balance Detail

57 72710 0000000
Form 12I

Resource	Description	2018/19 Projected Year Totals
6130	Child Development: Center-Based Reserve Account	76,431.36
6145	Child Development: Facilities Renovation and Repair	10,203.48
9010	Other Restricted Local	2,935.75
Total, Restricted Balance		89,570.59

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	3,609,862.00	3,609,862.00	185,082.95	3,609,862.00	0.00	0.0%
3) Other State Revenue		8300-8599	259,867.00	259,867.00	7,358.22	259,867.00	0.00	0.0%
4) Other Local Revenue		8600-8799	639,802.00	639,802.00	401,560.36	639,802.00	0.00	0.0%
5) TOTAL, REVENUES			4,509,531.00	4,509,531.00	594,001.53	4,509,531.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	1,786,950.00	1,778,888.00	1,011,908.80	1,778,888.00	0.00	0.0%
3) Employee Benefits		3000-3999	671,330.00	665,010.00	373,243.24	685,010.00	0.00	0.0%
4) Books and Supplies		4000-4999	1,495,102.00	1,907,575.00	1,161,582.08	1,903,075.00	4,500.00	0.2%
5) Services and Other Operating Expenditures		5000-5999	130,416.00	185,385.00	93,072.07	189,885.00	(4,500.00)	-2.4%
6) Capital Outlay		6000-6999	0.00	3,975.00	6,425.00	403,975.00	(400,000.00)	-10062.9%
7) Other Dulgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Dulgo - Transfers of Indirect Costs		7300-7399	231,444.00	231,444.00	0.00	231,444.00	0.00	0.0%
9) TOTAL, EXPENDITURES			4,295,242.00	4,792,277.00	2,668,231.19	5,192,277.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)								
			214,289.00	(282,746.00)	(2,074,229.66)	(682,746.00)		
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)			2,14,289.00	(282,746.00)	(2,074,229.66)	(682,746.00)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	1,115,322.17	1,115,322.17		1,115,322.17	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)			1,115,322.17	1,115,322.17		1,115,322.17		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,115,322.17	1,115,322.17		1,115,322.17		
2) Ending Balance, June 30 (E + F1e)			1,329,611.17	832,576.17		432,576.17		
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	1,329,611.17	832,576.17		432,576.17		
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		
Unaudited/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	3,609,862.00	3,609,862.00	185,082.95	3,609,862.00	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			3,609,862.00	3,609,862.00	185,082.95	3,609,862.00	0.00	0.0%
OTHER STATE REVENUE								
Child Nutrition Programs		8520	259,867.00	259,867.00	7,358.22	259,867.00	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			259,867.00	259,867.00	7,358.22	259,867.00	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	623,460.00	623,460.00	397,720.85	623,460.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	3,592.00	3,592.00	1,170.51	3,592.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	(907.00)	(907.00)	2,669.00	(907.00)	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	13,657.00	13,657.00	0.00	13,657.00	0.00	0.0%
TOTAL OTHER LOCAL REVENUE			639,802.00	639,802.00	401,560.36	639,802.00	0.00	0.0%
TOTAL REVENUES			4,509,531.00	4,509,531.00	594,001.53	4,509,531.00		

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	1,574,345.00	1,585,819.00	896,866.94	1,585,819.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	96,516.00	96,516.00	56,301.00	96,516.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	96,089.00	96,553.00	58,740.86	96,553.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			1,766,950.00	1,778,888.00	1,011,908.80	1,778,888.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	291,608.00	295,624.00	163,591.98	295,624.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	137,198.00	138,947.00	58,772.33	138,947.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	205,006.00	213,917.00	121,494.68	213,917.00	0.00	0.0%
Unemployment Insurance		3501-3502	893.00	897.00	509.70	897.00	0.00	0.0%
Workers' Compensation		3601-3602	29,145.00	29,145.00	15,094.55	29,145.00	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	6,480.00	6,480.00	3,780.00	6,480.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			671,330.00	685,010.00	373,243.24	685,010.00	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	147,123.00	147,123.00	107,997.39	147,123.00	0.00	0.0%
Noncapitalized Equipment		4400	5,000.00	20,000.00	15,985.44	20,000.00	0.00	0.0%
Food		4700	1,342,979.00	1,740,452.00	1,057,599.25	1,735,952.00	4,500.00	0.3%
TOTAL, BOOKS AND SUPPLIES			1,495,102.00	1,907,575.00	1,181,582.08	1,903,075.00	4,500.00	0.2%

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	12,300.00	12,300.00	5,895.37	11,050.00	1,250.00	10.2%
Dues and Memberships		5300	120.00	120.00	30.00	2,620.00	(2,500.00)	-2083.3%
Insurance		5400-5450	550.00	550.00	550.00	550.00	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	83,650.00	64,700.00	38,002.46	84,700.00	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	19,171.00	19,171.00	9,723.73	17,921.00	1,250.00	6.5%
Professional/Consulting Services and Operating Expenditures		5800	32,581.00	66,500.00	34,531.58	71,000.00	(4,500.00)	-6.8%
Communications		5900	2,044.00	2,044.00	4,338.93	2,044.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			130,416.00	185,385.00	93,072.07	189,885.00	(4,500.00)	-2.4%
CAPITAL OUTLAY								
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	3,975.00	8,425.00	403,975.00	(400,000.00)	-10062.9%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	3,975.00	8,425.00	403,975.00	(400,000.00)	-10062.9%
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	231,444.00	231,444.00	0.00	231,444.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			231,444.00	231,444.00	0.00	231,444.00	0.00	0.0%
TOTAL, EXPENDITURES			4,295,242.00	4,792,277.00	2,668,231.19	5,192,277.00		

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	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		7618	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		

Woodland Joint Unified
Yolo County

Second Interim
Cafeteria Special Revenue Fund
Exhibit: Restricted Balance Detail

57 72710 0000000
Form 13f

Resource	Description	2018/19 Projected Year Totals
5310	Child Nutrition: School Programs (e.g., School Lunch, School	432,576.17
Total, Restricted Balance		<u>432,576.17</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	374,258.00	374,258.00	374,258.00	374,258.00	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	4,930.00	4,930.00	1,578.91	4,930.00	0.00	0.0%
5) TOTAL REVENUES			379,188.00	379,188.00	375,836.91	379,188.00		
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	15,000.00	(15,000.00)	New
5) Services and Other Operating Expenditures		5000-5999	379,188.00	203,674.55	18,117.25	141,694.55	61,980.00	30.4%
6) Capital Outlay		6000-6999	0.00	342,358.45	335,368.50	389,338.45	(46,960.00)	-13.7%
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			379,188.00	546,033.00	353,486.75	546,033.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)								
			0.00	(166,845.00)	22,350.16	(166,845.00)		
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	(166,845.00)	22,350.16	(166,845.00)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	166,845.23	166,845.23		166,845.23	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			166,845.23	166,845.23		166,845.23		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			166,845.23	166,845.23		166,845.23		
2) Ending Balance, June 30 (E + F1e)			166,845.23	0.23		0.23		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted								
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	166,845.23	0.23		0.23		
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	374,258.00	374,258.00	374,258.00	374,258.00	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			374,258.00	374,258.00	374,258.00	374,258.00	0.00	0.0%
OTHER STATE REVENUE								
All Other State Revenue								
		8580	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	5,300.00	5,300.00	(86.09)	5,300.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	(370.00)	(370.00)	1,665.00	(370.00)	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8599	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			4,930.00	4,930.00	1,578.91	4,930.00	0.00	0.0%
TOTAL REVENUES			379,188.00	379,188.00	375,836.91	379,188.00		

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	15,000.00	(15,000.00)	New
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	15,000.00	(15,000.00)	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	30,000.00	30,000.00	0.00	15,000.00	15,000.00	50.0%
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	349,188.00	173,674.55	18,117.25	126,094.55	46,980.00	27.1%
TOTAL SERVICES AND OTHER OPERATING EXPENDITURES			379,188.00	203,674.55	18,117.25	141,694.55	61,980.00	30.4%
CAPITAL OUTLAY								
Land Improvements		6170	0.00	342,358.45	335,369.50	389,338.45	(46,980.00)	-13.7%
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	342,358.45	335,369.50	389,338.45	(46,980.00)	-13.7%
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			379,188.00	546,033.00	353,486.75	546,033.00		

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								
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		

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	54.00	54.00	2,053.16	54.00	0.00	0.0%
5) TOTAL REVENUES			54.00	54.00	2,053.16	54.00		
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)			54.00	54.00	2,053.16	54.00		
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	(48.62)	0.00	0.00	0.0%
3) Contributions		8960-8995	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			0.00	0.00	48.62	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)			54.00	54.00	2,101.78	54.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	250,555.28	250,555.28		250,555.28	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)			250,555.28	250,555.28		250,555.28		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			250,555.28	250,555.28		250,555.28		
2) Ending Balance, June 30 (E + F1e)			250,609.28	250,609.28		250,609.28		
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								
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9750	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	250,609.28	250,609.28		250,609.28		
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		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%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	176.00	176.00	768.16	176.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	(122.00)	(122.00)	1,285.00	(122.00)	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			54.00	54.00	2,053.16	54.00	0.00	0.0%
TOTAL REVENUES			54.00	54.00	2,053.16	54.00		

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								
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	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		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 Sale/Lease- Purchase of Land/Buildings		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	(48.62)	0.00	0.00	0.0%
(d) TOTAL USES			0.00	0.00	(48.62)	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	48.62	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	2,800,641.00	2,800,641.00	2,622,850.30	2,800,641.00	0.00	0.0%
5) TOTAL REVENUES			2,800,641.00	2,800,641.00	2,622,850.30	2,800,641.00		
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	194,807.00	197,598.89	108,100.62	201,608.50	(4,009.81)	-2.0%
6) Capital Outlay		6000-6999	75,000.00	240,480.55	112,489.98	236,480.74	4,009.81	1.7%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	293,388.00	293,388.00	237,593.76	293,388.00	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			563,195.00	731,477.24	458,184.36	731,477.24		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)								
			2,237,446.00	2,069,163.76	2,164,665.94	2,069,163.76		
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)			2,237,446.00	2,069,163.76	2,164,665.94	2,069,163.76		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	5,914,147.90	5,914,147.90		5,914,147.90	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)			5,914,147.90	5,914,147.90		5,914,147.90		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,914,147.90	5,914,147.90		5,914,147.90		
2) Ending Balance, June 30 (E + F1e)			8,151,593.90	7,983,311.66		7,983,311.66		
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			293,751.00	293,751.00		293,751.00		
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	7,657,842.90	7,689,560.66		7,689,560.66		
a) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount			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	293,751.00	293,751.00	169,765.62	293,751.00	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	98,551.00	98,551.00	32,808.59	98,551.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	(13,311.00)	(13,311.00)	54,111.00	(13,311.00)	0.00	0.0%
Fees and Contracts								
Mitigation/Developer Fees		8681	2,421,650.00	2,421,650.00	2,366,165.09	2,421,650.00	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			2,800,641.00	2,800,641.00	2,622,850.30	2,800,641.00	0.00	0.0%
TOTAL REVENUES			2,800,641.00	2,800,641.00	2,622,850.30	2,800,641.00		

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%
OASD/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	85,895.00	85,895.00	84,939.00	85,895.00	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	71,606.00	71,606.00	0.00	71,606.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	37,306.00	40,097.69	23,161.62	44,107.50	(4,009.81)	-10.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL SERVICES AND OTHER OPERATING EXPENDITURES			194,807.00	197,598.69	108,100.62	201,608.50	(4,009.81)	-2.0%

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	25,000.00	145,894.98	1,525.17	145,894.98	0.00	0.0%
Buildings and Improvements of Buildings		6200	50,000.00	94,595.57	110,964.81	90,585.76	4,009.81	4.2%
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			75,000.00	240,490.55	112,489.98	236,480.74	4,009.81	1.7%
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	113,388.00	113,388.00	57,593.76	113,388.00	0.00	0.0%
Other Debt Service - Principal		7439	180,000.00	180,000.00	180,000.00	180,000.00	0.00	0.0%
TOTAL OTHER OUTGO (excluding Transfers of Indirect Costs)			293,388.00	293,388.00	237,593.76	293,388.00	0.00	0.0%
TOTAL EXPENDITURES			563,195.00	731,477.24	458,184.76	731,477.24		

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/Lease- Purchase of Land/Buildings		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		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Certificates of Participation		8972	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		

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	588.00	588.00	3,582.48	588.00	0.00	0.0%
5) TOTAL REVENUES			588.00	588.00	3,582.48	588.00		
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)			588.00	588.00	3,582.48	588.00		
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		8830-8979	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)			588.00	588.00	3,582.48	588.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	257,262.07	257,262.07		257,262.07	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)			257,262.07	257,262.07		257,262.07		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			257,262.07	257,262.07		257,262.07		
2) Ending Balance, June 30 (E + F1e)			257,850.07	257,850.07		257,850.07		
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		9718	0.00	0.00		0.00		
b) Legally Restricted Balance								
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	257,850.07	257,850.07		257,850.07		
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		8251	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								
Pass-Through Revenues from State Sources		8587	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%
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								
Other Local Revenue								
Community Redevelopment Funds Not Subject to LGFF 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%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	800.00	800.00	1,340.48	800.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	(212.00)	(212.00)	2,242.00	(212.00)	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			588.00	588.00	3,582.48	588.00	0.00	0.0%
TOTAL REVENUES			588.00	588.00	3,582.48	588.00	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)
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								
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	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								
Proceeds								
Proceeds from Sale/Lease- Purchase of Land/Buildings		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		

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	92.00	92.00	269.70	92.00	0.00	0.0%
5) TOTAL REVENUES			92.00	92.00	269.70	92.00		
B. EXPENSES								
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 Expenses		5000-5999	0.00	18,436.99	350.00	18,436.99	0.00	0.0%
6) Depreciation		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 EXPENSES			0.00	18,436.99	350.00	18,436.99		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			92.00	(18,344.99)	(60.30)	(18,344.99)		
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 NET POSITION (C + D4)			52.00	(18,344.99)	(80.30)	(18,344.99)		
F. NET POSITION								
1) Beginning Net Position								
a) As of July 1 - Unaudited		9791	19,297.00	19,297.00		19,297.00	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)			19,297.00	19,297.00		19,297.00		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			19,297.00	19,297.00		19,297.00		
2) Ending Net Position, June 30 (E + F1e)			19,389.00	952.01		952.01		
Components of Ending Net Position								
a) Net Investment in Capital Assets		9796	0.00	0.00		0.00		
b) Restricted Net Position		9797	0.00	0.00		0.00		
c) Unrestricted Net Position		9790	19,389.00	952.01		952.01		

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								
STRS On-Behalf Pension Contributions	7690	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%
Interest		8660	106.00	106.00	96.70	106.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	(14.00)	(14.00)	173.00	(14.00)	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL OTHER LOCAL REVENUE			92.00	92.00	269.70	92.00	0.00	0.0%
TOTAL REVENUES			92.00	92.00	269.70	92.00		

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%
CASDI/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 EXPENSES								
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	18,436.99	350.00	18,436.99	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL SERVICES AND OTHER OPERATING EXPENSES			0.00	18,436.99	350.00	18,436.99	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)
DEPRECIATION								
Depreciation Expense		6900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL DEPRECIATION			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
All Other Transfers Out to All Others		7299	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 EXPENSES			0.00	18,436.89	350.00	18,436.99		
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%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8995	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 + c - d + e)			0.00	0.00	0.00	0.00		

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)	9,145.53	9,145.53	9,305.98	9,307.76	162.23	2%
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)	9,145.53	9,145.53	9,305.98	9,307.76	162.23	2%
5. District Funded County Program ADA						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class (Out of State Tuition) [EC 2000 and 46380]	56.19	56.19	56.36	61.65	5.46	10%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	4.87	4.87	4.89	3.86	(1.01)	-21%
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)	61.06	61.06	61.25	65.51	4.45	7%
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	9,206.59	9,206.59	9,367.23	9,373.27	166.68	2%
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)						

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)
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools. Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA	0.00	0.00	0.00	0.00	0.00	0%
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0%
b. Juvenile Halls, Homes, and Camps	0.00	0.00	0.00	0.00	0.00	0%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	0.00	0.00	0.00	0.00	0.00	0%
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0%
3. Charter School Funded County Program ADA						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0%
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0%
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	0.00	0.00	0.00	0.00	0.00	0%
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA	260.35	260.35	260.35	260.35	0.00	0%
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0%
b. Juvenile Halls, Homes, and Camps	0.00	0.00	0.00	0.00	0.00	0%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	0.00	0.00	0.00	0.00	0.00	0%
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0%
7. Charter School Funded County Program ADA						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0%
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0%
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	260.35	260.35	260.35	260.35	0.00	0%
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	260.35	260.35	260.35	260.35	0.00	0%

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) 3,939,777.00
- 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.

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) 87,501,906.09

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) 4.50%

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)	4,405,535.31
2. Centralized Data Processing, less portion charged to restricted resources or specific goals (Function 7700, objects 1000-5999, minus Line B10)	2,640,495.87
3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000-5999)	0.00
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)	592,199.16
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)	7,638,230.34
9. Carry-Forward Adjustment (Part IV, Line F)	(1,711,349.88)
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	5,926,880.46

B. Base Costs

1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	80,360,459.82
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	12,181,640.62
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 5100)	11,061,889.11
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	924,976.14
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	465,710.91
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)	888,209.76
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)	59,021.75
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)	12,567,782.28
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)	2,166,308.01
15. Child Development (Fund 12, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	1,325,070.89
16. Cafeteria (Funds 13 and 61, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	4,556,858.00
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)	126,557,927.29

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)

6.04%

D. Preliminary Proposed Indirect Cost Rate(For final approved fixed-with-carry-forward rate for use in 2020-21 see www.cde.ca.gov/fg/ac/ic)
(Line A10 divided by Line B18)

4.68%

Part IV - Carry-forward Adjustment

The carry-forward adjustment is an alter-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>7,638,230.34</u>
B. Carry-forward adjustment from prior year(s)	
1. Carry-forward adjustment from the second prior year	<u>205,543.29</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 (7.55%) times Part III, Line B18); zero if negative	<u>0.00</u>
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (7.55%) times Part III, Line B18) or (the highest rate used to recover costs from any program (7.55%) times Part III, Line B18); zero if positive	<u>(1,711,349.88)</u>
D. Preliminary carry-forward adjustment (Line C1 or C2)	<u>(1,711,349.88)</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>4.68%</u>
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment (\$-855,674.94) is applied to the current year calculation and the remainder (\$-855,674.94) is deferred to one or more future years:	<u>5.36%</u>
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment (\$-570,449.96) is applied to the current year calculation and the remainder (\$-1,140,899.92) is deferred to one or more future years:	<u>5.58%</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>(1,711,349.88)</u>

Woodland Joint Unified
Yolo County

Second Interim
2018-19 Projected Year Totals
Exhibit A: Indirect Cost Rates Charged to Programs

57 72710 0000000
Form ICR

Approved indirect cost rate: 7.55%
Highest rate used in any program: 7.55%

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except Object 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	3010	2,668,922.75	201,503.00	7.55%
01	3311	21,962.00	1,658.00	7.55%
01	3320	206,582.00	15,596.00	7.55%
01	3327	89,897.00	6,786.00	7.55%
01	3345	1,403.99	52.00	3.70%
01	3550	75,478.00	3,774.00	5.00%
01	4035	421,569.93	29,498.00	7.00%
01	4127	115,460.00	8,717.00	7.55%
01	4201	11,935.93	901.00	7.55%
01	4203	461,377.18	9,227.00	2.00%
01	6010	1,172,028.00	58,601.00	5.00%
01	6230	2,098,097.00	158,406.00	7.55%
01	6385	77,028.54	5,815.44	7.55%
01	6387	1,315,267.02	99,301.00	7.55%
01	6512	419,174.00	31,647.00	7.55%
01	6520	125,634.00	9,485.00	7.55%
01	6690	21,433.25	1,617.00	7.54%
01	7220	69,708.00	5,262.00	7.55%
01	7311	57,662.00	4,353.00	7.55%
01	7338	18,735.09	1,414.50	7.55%
01	7370	32,239.52	2,433.50	7.55%
09	3010	14,212.00	1,073.00	7.55%
09	6230	113,869.30	8,155.00	7.16%
09	7311	1,318.00	99.00	7.51%
11	6391	1,472,500.72	63,682.00	4.32%
12	5055	3,720.00	280.00	7.53%
12	6052	2,325.00	175.00	7.53%
12	6105	1,201,071.00	90,680.00	7.55%
12	6127	78,180.16	5,903.00	7.55%
13	5310	4,556,858.00	231,444.00	5.08%

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2019-20 Projection (C)	% Change (Cols. E-C/C) (D)	2020-21 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. LCFR/Revenue Limit Sources	8010-8099	94,201,367.00	2.77%	96,813,745.00	2.39%	99,127,722.00
2. Federal Revenues	8100-8299	36,240.00	-100.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	3,462,227.00	-48.30%	1,790,120.00	0.00%	1,790,120.00
4. Other Local Revenues	8600-8799	936,959.86	-14.91%	797,218.00	0.00%	797,218.00
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	(17,111,835.00)	-4.86%	(16,280,787.00)	0.00%	(16,280,787.00)
6. Total (Sum lines A1 thru A5c)		81,524,958.86	1.06%	83,120,296.00	2.78%	85,434,273.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				41,210,513.45		41,355,724.45
b. Step & Column Adjustment				618,158.00		620,336.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(472,947.00)		
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	41,210,513.45	0.35%	41,355,724.45	1.50%	41,976,060.45
2. Classified Salaries						
a. Base Salaries				11,349,789.18		11,444,408.18
b. Step & Column Adjustment				113,311.00		114,444.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(18,692.00)		
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	11,349,789.18	0.83%	11,444,408.18	1.00%	11,558,852.18
3. Employee Benefits	3000-3999	15,226,659.13	-0.38%	15,168,657.00	0.50%	15,244,500.00
4. Books and Supplies	4000-4999	13,238,294.30	-57.74%	5,594,124.00	3.16%	5,770,940.00
5. Services and Other Operating Expenditures	5000-5999	9,584,250.00	-18.35%	7,825,429.00	3.05%	8,064,105.00
6. Capital Outlay	6000-6999	982,952.78	-46.28%	528,000.00	0.00%	528,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	1,011,951.00	-31.90%	689,187.00	-0.22%	687,678.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(1,057,538.44)	-28.44%	(756,814.00)	-6.59%	(706,937.00)
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)				531,061.00		611,189.00
11. Total (Sum lines B1 thru B10)		91,546,871.40	-10.01%	82,379,776.63	1.64%	83,734,387.63
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		(10,021,912.54)		740,519.37		1,699,885.37
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 011, line F1e)		17,194,347.53		7,172,434.99		7,912,954.36
2. Ending Fund Balance (Sum lines C and D1)		7,172,434.99		7,912,954.36		9,612,839.73
3. Components of Ending Fund Balance (Form 011)						
a. Noassignable	9710-9719	49,500.00		49,500.00		49,500.00
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	219,366.00		200,000.00		300,000.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	3,872,280.00		3,411,779.00		3,422,567.00
2. Unassigned/Unappropriated	9790	3,031,288.99		4,251,675.36		5,840,772.73
F. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		7,172,434.99		7,912,954.36		9,612,839.73

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2019-20 Projection (C)	% Change (Cols. E-C/C) (D)	2020-21 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	3,872,280.00		3,411,779.00		3,422,567.00
c. Unassigned/Unappropriated	9790	3,031,288.99		4,251,675.36		5,840,772.73
(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	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves (Sum lines E1a thru E2c)						
		6,903,568.99		7,663,454.36		9,263,339.73
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.						
B1D: Salary adjustment amount represents elimination and/or reductions of Certificated positions Board Approved 2/13/19 Resolution No. 34-14 (\$472,947). B2D: Salary adjustment amount represents elimination of and/or reduction of Classified positions Board approved 2/13/19 Resolution No. 35-49 (\$138,058). B2D: Also includes a Salary adjustment amount of CSEA salary settlement \$119,366. B10: Represents the amount cost for STRS and PERS.						

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2019-20 Projection (C)	% Change (Cols. E-C/C) (D)	2020-21 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	6,284,094.16	-18.00%	5,152,731.00	0.00%	5,152,731.00
3. Other State Revenues	8300-8599	6,985,114.27	-12.44%	6,116,168.00	-16.27%	5,121,168.00
4. Other Local Revenues	8600-8799	4,549,564.68	-16.55%	3,796,507.00	0.00%	3,796,507.00
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	17,111,835.00	-4.86%	16,280,787.00	0.00%	16,280,787.00
6. Total (Sum lines A1 thru A5c)		34,930,608.11	-10.26%	31,346,193.00	-3.17%	30,351,193.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				7,753,269.02		7,869,568.02
b. Step & Column Adjustment				116,299.00		118,044.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	7,753,269.02	1.50%	7,869,568.02	1.50%	7,987,612.02
2. Classified Salaries						
a. Base Salaries				7,826,119.05		7,617,799.05
b. Step & Column Adjustment				75,424.00		76,178.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(283,744.00)		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	7,826,119.05	-2.66%	7,617,799.05	1.00%	7,693,977.05
3. Employee Benefits	3000-3999	7,131,021.26	-0.88%	7,068,426.00	0.31%	7,090,684.00
4. Books and Supplies	4000-4999	7,079,874.77	-53.61%	3,284,614.00	-29.84%	2,304,463.00
5. Services and Other Operating Expenditures	5000-5999	4,581,710.16	-14.01%	3,939,723.19	-5.08%	3,739,570.93
6. Capital Outlay	6000-6999	1,027,396.00	-100.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	1,473,692.00	-33.93%	973,692.00	0.00%	973,692.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	656,047.44	-44.01%	367,340.00	-13.49%	317,800.00
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)				225,031.00		243,394.00
11. Total (Sum lines B1 thru B10)		37,529,129.70	-16.48%	31,346,193.26	-3.17%	30,351,193.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		(2,598,521.59)		(0.26)		0.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 011, line F1e)		2,598,521.85		0.26		0.00
2. Ending Fund Balance (Sum lines C and D1)		0.26		0.00		0.00
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	0.26		0.00		0.00
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		0.26		0.00		0.00

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2019-20 Projection (C)	% Change (Cols. E-C/C) (D)	2020-21 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.						
B2D: Salary adjustment amount represents elimination of and/or reductions of Classified positions Board approved 2/13/19 Resolution No. 35-49 (S283,744). B10: Represents the additional cost for STRS and PERS.						

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2019-20 Projection (C)	% Change (Cols. E-C/C) (D)	2020-21 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	94,201,367.00	2.77%	96,813,745.00	2.39%	99,127,722.00
2. Federal Revenues	8100-8299	6,320,334.16	+18.47%	5,152,731.00	0.00%	5,152,731.00
3. Other State Revenues	8300-8599	10,447,341.27	-24.32%	7,906,288.00	-12.58%	6,911,288.00
4. Other Local Revenues	8600-8799	5,486,524.54	-16.27%	4,593,725.00	0.00%	4,593,725.00
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)		116,455,566.97	-1.71%	114,466,489.00	1.15%	115,785,466.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				48,963,782.47		49,225,292.47
b. Step & Column Adjustment				734,457.00		738,380.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(472,947.00)		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	48,963,782.47	0.53%	49,225,292.47	1.50%	49,963,672.47
2. Classified Salaries						
a. Base Salaries				19,175,908.23		19,062,207.23
b. Step & Column Adjustment				188,735.00		190,622.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(302,436.00)		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	19,175,908.23	-0.59%	19,062,207.23	1.00%	19,252,829.23
3. Employee Benefits	3000-3999	22,357,680.39	-0.54%	22,237,083.00	0.44%	22,335,184.00
4. Books and Supplies	4000-4999	20,318,169.07	-56.30%	8,878,738.00	-9.05%	8,075,403.00
5. Services and Other Operating Expenditures	5000-5999	14,165,960.16	-16.95%	11,765,152.19	0.33%	11,803,675.93
6. Capital Outlay	6000-6999	2,010,348.78	-73.74%	528,000.00	0.00%	528,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	2,485,643.00	-33.10%	1,662,879.00	-0.09%	1,661,370.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(401,491.00)	-2.99%	(389,474.00)	-0.09%	(389,137.00)
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				756,092.00		854,583.00
11. Total (Sum lines B1 thru B10)		129,076,001.10	-11.89%	113,725,969.89	0.32%	114,085,580.63
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		(12,620,434.13)		740,519.11		1,699,885.37
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 011, line F1c)		19,792,869.38		7,172,435.25		7,912,954.36
2. Ending Fund Balance (Sum lines C and D1)		7,172,435.25		7,912,954.36		9,612,839.73
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	49,500.00		49,500.00		49,500.00
b. Restricted	9740	0.26		0.00		0.00
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	219,366.00		200,000.00		300,000.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	3,872,280.00		3,411,779.00		3,422,567.00
2. Unassigned/Unappropriated	9790	3,031,288.99		4,251,675.36		5,840,772.73
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		7,172,435.25		7,912,954.36		9,612,839.73

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2019-20 Projection (C)	% Change (Cols. E-C/C) (D)	2020-21 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	3,872,280.00		3,411,779.00		3,422,567.00
c. Unassigned/Unappropriated	9790	3,031,288.99		4,251,675.36		5,840,772.73
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1 thru E2c)		6,903,568.99		7,663,454.36		9,263,339.73
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		5.35%		6.74%		8.12%
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 A1, Estimated P-2 ADA column, Lines A4 and C4; enter projections)						
		9,305.98		9,307.76		9,307.76
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)						
		129,076,001.10		113,725,969.89		114,085,580.63
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)						
		129,076,001.10		113,725,969.89		114,085,580.63
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)						
		3,872,280.03		3,411,779.10		3,422,567.42
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)						
		3,872,280.03		3,411,779.10		3,422,567.42
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)	2019-20 Projection (C)	% Change (Cols. E-C/C) (D)	2020-21 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	2,269,048.00	3.45%	2,347,317.00	2.86%	2,414,496.00
2. Federal Revenues	8100-8299	15,285.00	0.00%	15,285.00	0.00%	15,285.00
3. Other State Revenues	8300-8599	366,264.00	-53.77%	169,340.00	0.00%	169,340.00
4. Other Local Revenues	8600-8799	2,322.83	330.51%	10,000.00	0.00%	10,000.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		2,652,919.83	-4.18%	2,541,942.00	2.64%	2,609,121.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries	1000-1999	1,063,786.00	-1.53%	1,047,529.00	1.50%	1,063,242.00
2. Classified Salaries	2000-2999	225,535.00	+13.19%	195,780.00	1.50%	198,717.00
3. Employee Benefits	3000-3999	380,796.00	1.04%	384,749.00	1.12%	389,069.00
4. Books and Supplies	4000-4999	518,118.41	-63.76%	187,741.00	1.00%	189,618.00
5. Services and Other Operating Expenditures	5000-5999	311,343.00	-35.10%	202,049.00	1.00%	204,070.00
6. Capital Outlay	6000-6999	80,000.00	-100.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	281,720.00	0.00%	281,720.00	0.00%	281,720.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	9,327.00	-88.50%	1,073.00	0.00%	1,073.00
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)		2,870,625.41	-19.86%	2,300,641.00	1.17%	2,327,509.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		(217,705.58)		241,301.00		281,612.00
D. FUND BALANCE						
1. Net Beginning Fund Balance	9791-9795	361,728.31		144,022.73		385,323.73
2. Ending Fund Balance (Sum lines C and D1)		144,022.73		385,323.73		666,935.73
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	0.00		0.00		0.00
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	144,022.73		385,323.73		666,935.73
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)		144,022.73		385,323.73		666,935.73
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.						

Description	Object Codes	Projected Year Totals (A)	% Change (Cols. C-A/A) (B)	2019-20 Projection (C)	% Change (Cols. E-C/C) (D)	2020-21 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	92,675.00	0.00%	92,675.00	0.00%	92,675.00
2. Federal Revenues	8100-8299	284,830.00	0.00%	284,830.00	0.00%	284,830.00
3. Other State Revenues	8300-8599	1,401,706.00	0.00%	1,401,706.00	0.00%	1,401,706.00
4. Other Local Revenues	8600-8799	128,220.00	1.00%	129,506.00	0.00%	129,506.00
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)		1,907,431.00	0.07%	1,908,717.00	0.00%	1,908,717.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries	1000-1999	791,502.00	1.50%	803,375.00	1.50%	815,425.00
2. Classified Salaries	2000-2999	318,124.00	1.00%	321,305.00	1.00%	324,518.00
3. Employee Benefits	3000-3999	306,228.00	0.90%	308,990.00	0.96%	311,963.00
4. Books and Supplies	4000-4999	454,370.01	-67.18%	149,116.00	3.05%	153,664.00
5. Services and Other Operating Expenditures	5000-5999	297,073.00	0.00%	297,073.00	3.18%	306,520.00
6. Capital Outlay	6000-6999	9,363.00	-100.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	63,682.00	0.00%	63,682.00	0.00%	63,682.00
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)		2,240,342.01	-13.25%	1,943,541.00	1.66%	1,975,772.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		(332,911.01)		(34,824.00)		(67,055.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance	9791-9795	1,666,555.35		1,333,644.34		1,298,820.34
2. Ending Fund Balance (Sum lines C and D1)		1,333,644.34		1,298,820.34		1,231,765.34
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	0.00		0.00		0.00
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	1,333,644.34		1,298,820.34		1,231,765.34
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)		1,333,644.34		1,298,820.34		1,231,765.34
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.						

Description	Object Codes	Projected Year Totals (A)	% Change (Cols. C-A/A) (B)	2019-20 Projection (C)	% Change (Cols. E-C/C) (D)	2020-21 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. LCPF/Revenue Limit Sources	8010-8099	0.00	0.00%	0.00	0.00%	0.00
2. Federal Revenues	8100-8299	153,311.00	-2.61%	149,311.00	0.00%	149,311.00
3. Other State Revenues	8300-8599	1,654,632.16	-5.08%	1,570,549.00	0.00%	1,570,549.00
4. Other Local Revenues	8600-8799	19,344.75	-15.33%	16,379.00	0.00%	16,379.00
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)		1,827,287.91	-4.98%	1,736,239.00	0.00%	1,736,239.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries	1000-1999	600,791.00	-6.80%	559,918.00	1.50%	568,317.00
2. Classified Salaries	2000-2999	275,190.00	-0.95%	272,580.00	1.00%	275,306.00
3. Employee Benefits	3000-3999	313,969.00	-4.10%	301,095.00	1.39%	305,275.00
4. Books and Supplies	4000-4999	47,590.89	-30.94%	32,864.00	-46.57%	17,559.00
5. Services and Other Operating Expenditures	5000-5999	504,638.00	-7.60%	466,310.00	0.00%	466,310.00
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	97,038.00	6.63%	103,472.00	0.00%	103,472.00
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)		1,839,216.89	-5.60%	1,736,239.00	0.00%	1,736,239.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		(11,928.98)		0.00		0.00
D. FUND BALANCE						
1. Net Beginning Fund Balance	9791-9795	101,499.57		89,570.59		89,570.59
2. Ending Fund Balance (Sum lines C and D1)		89,570.59		89,570.59		89,570.59
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	89,570.59		89,570.59		89,570.59
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)		89,570.59		89,570.59		89,570.59
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.						

Description	Object Codes	Projected Year Totals (A)	% Change (Cols. C-A/A) (B)	2019-20 Projection (C)	% Change (Cols. E-C/C) (D)	2020-21 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	3,609,862.00	-1.91%	3,541,071.00	0.00%	3,541,071.00
3. Other State Revenues	8300-8599	259,867.00	-1.39%	256,266.00	0.00%	256,266.00
4. Other Local Revenues	8600-8799	639,802.00	-0.10%	639,192.00	0.00%	639,192.00
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)		4,509,531.00	-1.62%	4,436,529.00	0.00%	4,436,529.00
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	1,778,888.00	-2.94%	1,726,677.00	1.00%	1,743,944.00
3. Employee Benefits	3000-3999	685,010.00	-1.36%	675,692.00	1.45%	685,468.00
4. Books and Supplies	4000-4999	1,903,075.00	-14.03%	1,636,101.00	-2.35%	1,597,604.00
5. Services and Other Operating Expenditures	5000-5999	189,885.00	-7.44%	175,763.00	2.86%	180,790.00
6. Capital Outlay	6000-6999	403,975.00	-100.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	231,444.00	-4.41%	221,247.00	-0.15%	220,910.00
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)		5,192,277.00	-14.58%	4,435,480.00	-0.15%	4,428,716.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		(682,746.00)		1,049.00		7,813.00
D. FUND BALANCE						
1. Net Beginning Fund Balance	9791-9795	1,115,322.17		432,576.17		433,625.17
2. Ending Fund Balance (Sum lines C and D1)		432,576.17		433,625.17		441,438.17
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	432,576.17		433,625.17		441,438.17
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)		432,576.17		433,625.17		441,438.17
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.						

Description	Object Codes	Projected Year Totals (A)	% Change (Cols. C-A/A) (B)	2019-20 Projection (C)	% Change (Cols. E-C/C) (D)	2020-21 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. LCFP/Revenue Limit Sources	8010-8099	374,258.00	0.00%	374,258.00	0.00%	374,258.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	0.00	0.00%	0.00	0.00%	0.00
4. Other Local Revenues	8600-8799	4,930.00	0.00%	4,930.00	0.00%	4,930.00
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 A) thru A5c)		379,188.00	0.00%	379,188.00	0.00%	379,188.00
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	0.00	0.00%	0.00	0.00%	0.00
3. Employee Benefits	3000-3999	0.00	0.00%	0.00	0.00%	0.00
4. Books and Supplies	4000-4999	15,000.00	-100.00%	0.00	0.00%	0.00
5. Services and Other Operating Expenditures	5000-5999	141,694.55	-41.12%	83,433.00	0.00%	83,433.00
6. Capital Outlay	6000-6999	389,338.45	-24.04%	295,755.23	0.00%	295,755.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%	0.00	0.00%	0.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	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 B) thru B10)		546,033.00	-30.56%	379,188.23	0.00%	379,188.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		(166,845.00)		(0.23)		0.00
D. FUND BALANCE						
1. Net Beginning Fund Balance	9791-9795	166,845.23		0.23		0.00
2. Ending Fund Balance (Sum lines C and D1)		0.23		0.00		0.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	0.00		0.00		0.00
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	0.23		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)		0.23		0.00		0.00
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.						

Description	Object Codes	Projected Year Totals (A)	% Change (Cols. C-/A) (B)	2019-20 Projection (C)	% Change (Cols. E-C/C) (D)	2020-21 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. LCPF/Revenue Limit Sources	8010-8099	0.00	0.00%	0.00	0.00%	0.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	0.00	0.00%	0.00	0.00%	0.00
4. Other Local Revenues	8600-8799	54.00	1640.74%	940.00	0.00%	940.00
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)		54.00	1640.74%	940.00	0.00%	940.00
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	0.00	0.00%	0.00	0.00%	0.00
3. Employee Benefits	3000-3999	0.00	0.00%	0.00	0.00%	0.00
4. Books and Supplies	4000-4999	0.00	0.00%	0.00	0.00%	0.00
5. Services and Other Operating Expenditures	5000-5999	0.00	0.00%	0.00	0.00%	0.00
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	0.00	0.00%	0.00	0.00%	0.00
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)		0.00	0.00%	0.00	0.00%	0.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		54.00		940.00		940.00
D. FUND BALANCE						
1. Net Beginning Fund Balance	9791-9795	250,555.28		250,609.28		251,549.28
2. Ending Fund Balance (Sum lines C and D1)		250,609.28		251,549.28		252,489.28
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	0.00		0.00		0.00
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	250,609.28		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		251,549.28		252,489.28
f. Total Components of Ending Fund Balance (Line D3f must agree with Line D2)		250,609.28		251,549.28		252,489.28
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.						

Description	Object Codes	Projected Year Totals (A)	% Change (Cols. C-A/A) (B)	2019-20 Projection (C)	% Change (Cols. E-C/C) (D)	2020-21 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. LCPF/Revenue Limit Sources	8010-8099	0.00	0.00%	0.00	0.00%	0.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	0.00	0.00%	0.00	0.00%	0.00
4. Other Local Revenues	8600-8799	2,800,641.00	8.32%	3,033,632.00	0.00%	3,033,632.00
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)		2,800,641.00	8.32%	3,033,632.00	0.00%	3,033,632.00
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	0.00	0.00%	0.00	0.00%	0.00
3. Employee Benefits	3000-3999	0.00	0.00%	0.00	0.00%	0.00
4. Books and Supplies	4000-4999	0.00	0.00%	0.00	0.00%	0.00
5. Services and Other Operating Expenditures	5000-5999	201,608.50	-16.26%	168,831.00	2.27%	172,667.00
6. Capital Outlay	6000-6999	236,480.74	96.03%	463,569.00	1.10%	468,655.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	293,388.00	0.46%	294,738.00	0.42%	295,988.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%	0.00	0.00%	0.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	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)		731,477.24	26.75%	927,138.00	1.10%	937,310.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		2,069,163.76		2,106,494.00		2,096,322.00
D. FUND BALANCE						
1. Net Beginning Fund Balance	9791-9795	5,914,147.90		7,983,311.66		10,089,805.66
2. Ending Fund Balance (Sum lines C and D1)		7,983,311.66		10,089,805.66		12,186,127.66
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	293,751.00		0.00		0.00
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	7,689,560.66		10,089,805.66		12,186,127.66
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)		7,983,311.66		10,089,805.66		12,186,127.66
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.						

Description	Object Codes	Projected Year Totals (A)	% Change (Cols. C-/A) (B)	2019-20 Projection (C)	% Change (Cols. E-C/C) (D)	2020-21 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. LCPF/Revenue Limit Sources	8010-8099	0.00	0.00%	0.00	0.00%	0.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	0.00	0.00%	0.00	0.00%	0.00
4. Other Local Revenues	8600-8799	588.00	104.08%	1,200.00	0.00%	1,200.00
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)		588.00	104.08%	1,200.00	0.00%	1,200.00
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	0.00	0.00%	0.00	0.00%	0.00
3. Employee Benefits	3000-3999	0.00	0.00%	0.00	0.00%	0.00
4. Books and Supplies	4000-4999	0.00	0.00%	0.00	0.00%	0.00
5. Services and Other Operating Expenditures	5000-5999	0.00	0.00%	0.00	0.00%	0.00
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	0.00	0.00%	0.00	0.00%	0.00
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)		0.00	0.00%	0.00	0.00%	0.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		588.00		1,200.00		1,200.00
D. FUND BALANCE						
1. Net Beginning Fund Balance	9791-9795	257,262.07		257,850.07		259,050.07
2. Ending Fund Balance (Sum lines C and D1)		257,850.07		259,050.07		260,250.07
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	0.00		0.00		0.00
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	257,850.07		259,050.07		260,250.07
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)		257,850.07		259,050.07		260,250.07
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.						

Description	Object Codes	Projected Year Totals (A)	% Change (Cols. C-A/A) (B)	2019-20 Projection (C)	% Change (Cols. E-C/C) (D)	2020-21 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. LCFR/Revenue Limit Sources	8010-8099	0.00	0.00%	0.00	0.00%	0.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	0.00	0.00%	0.00	0.00%	0.00
4. Other Local Revenues	8600-8799	92.00	5226.09%	4,900.00	0.00%	4,900.00
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)		92.00	5226.09%	4,900.00	0.00%	4,900.00
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	0.00	0.00%	0.00	0.00%	0.00
3. Employee Benefits	3000-3999	0.00	0.00%	0.00	0.00%	0.00
4. Books and Supplies	4000-4999	0.00	0.00%	0.00	0.00%	0.00
5. Services and Other Operating Expenditures	5000-5999	18,436.99	-68.26%	5,852.01	-16.27%	4,900.00
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	0.00	0.00%	0.00	0.00%	0.00
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)		18,436.99	-68.26%	5,852.01	-16.27%	4,900.00
C. NET INCREASE (DECREASE) IN NET POSITION (Line A6 minus line B11)						
		(18,344.99)		(952.01)		0.00
D. NET POSITION						
1. Beginning Net Position	9791-9795	19,297.00		952.01		0.00
2. Ending Net Position (Sum lines C and D1)		952.01		0.00		0.00
3. Components of Ending Net Position						
a. Net Investment in Capital Assets	9796	0.00		0.00		0.00
b. Restricted Net Position	9797	0.00		0.00		0.00
c. Unrestricted Net Position	9790	952.01		0.00		0.00
d. Total Components of Ending Net Position (Line D3d must agree with Line D2)		952.01		0.00		0.00
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.						

Woodland Joint Unified
Yolo County

Second Interim
2018-19 Projected Year Totals
Every Student Succeeds Act Maintenance of Effort Expenditures

57 72710 0000000
Form ESMOE

Section I - Expenditures	Funds 01, 09, and 62			2018-19 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	131,946,626.51
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	9,925,574.16
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	521,765.06
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999	2,034,210.65
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	1,061,245.00
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	0.00
6. All Other Financing Uses	All	9100, 9200	7699, 7851	0.00
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	6,321.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	200,000.00
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)				3,823,541.71
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 8000-8599	682,746.00
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)				118,880,256.64

Woodland Joint Unified
Yolo County

Second Interim
2018-19 Projected Year Totals
Every Student Succeeds Act Maintenance of Effort Expenditures

57 72710 0000000
Form ESMOE

Section II - Expenditures Per ADA		2018-19 Annual ADA/ Exps. Per ADA
A. Average Daily Attendance (Form AI, Column C, sum of lines A6 and C9)*		9,627.58
B. Expenditures per ADA (Line I.E divided by Line II.A)		12,347.89
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.)	104,807,331.07	10,832.50
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)	104,807,331.07	10,832.50
B. Required effort (Line A.2 times 90%)	94,326,597.96	9,749.25
C. Current year expenditures (Line I.E and Line II.B)	118,880,256.64	12,347.89
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 2020-21 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.

Woodland Joint Unified
Yolo County

Second Interim
2018-19 Projected Year Totals
Every Student Succeeds Act Maintenance of Effort Expenditures

57 72710 0000000
Form ESMOE

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

Second Interim
2018-19 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 9510
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
011 GENERAL FUND								
Expenditure Detail	0.00	(186,249.00)	0.00	(401,491.00)				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
091 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	85,842.00	0.00	9,327.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
101 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
111 ADULT EDUCATION FUND								
Expenditure Detail	9,270.00	0.00	63,682.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
121 CHILD DEVELOPMENT FUND								
Expenditure Detail	1,610.00	0.00	97,038.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
131 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	17,921.00	0.00	231,444.00	0.00				
Other Sources/Uses Detail					0.00	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	0.00		
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								
Fund Reconciliation								
201 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	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	71,606.00	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								
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								

Second Interim
2018-19 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				
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	186,249.00	(186,249.00)	401,491.00	(401,491.00)	0.00	0.00		

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the interim certification.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

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

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

1A. Calculating the District's ADA Variances

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

Estimated Funded ADA

Fiscal Year	First Interim Projected Year Totals (Form 01CSI, Item 1A)	Second Interim Projected Year Totals (Form A1, Lines A4 and C4)	Percent Change	Status	
Current Year (2018-19)	District Regular	9,305.98	9,307.76		
	Charter School	0.00	0.00		
	Total ADA	9,305.98	9,307.76	0.0%	Met
1st Subsequent Year (2019-20)	District Regular	9,305.98	9,307.76		
	Charter School				
	Total ADA	9,305.98	9,307.76	0.0%	Met
2nd Subsequent Year (2020-21)	District Regular	9,305.98	9,307.76		
	Charter School				
	Total ADA	9,305.98	9,307.76	0.0%	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 first interim projections 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 first interim projections.

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

2A. Calculating the District's Enrollment Variances

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

Fiscal Year	Enrollment		Percent Change	Status
	First Interim (Form 01CSI, Item 2A)	Second Interim CBEDS/Projected		
Current Year (2018-19)				
District Regular	9,920	9,765		
Charter School				
Total Enrollment	9,920	9,765	-1.6%	Met
1st Subsequent Year (2019-20)				
District Regular	9,920	9,765		
Charter School				
Total Enrollment	9,920	9,765	-1.6%	Met
2nd Subsequent Year (2020-21)				
District Regular	9,945	9,765		
Charter School				
Total Enrollment	9,945	9,765	-1.8%	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 first interim projections 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. First Interim data that exist will be extracted into the Enrollment column; otherwise, enter Enrollment data for all fiscal years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	P-2 ADA Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CBEDS Actual (Form 01CSI, Item 3A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2015-16)			
District Regular	9,329	10,137	
Charter School			
Total ADA/Enrollment	9,329	10,137	92.0%
Second Prior Year (2016-17)			
District Regular	9,273	10,083	
Charter School			
Total ADA/Enrollment	9,273	10,083	92.0%
First Prior Year (2017-18)			
District Regular	9,146	9,770	
Charter School	0		
Total ADA/Enrollment	9,146	9,770	93.6%
		Historical Average Ratio:	92.5%
		District's ADA to Enrollment Standard (historical average ratio plus 0.5%):	93.0%

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

DATA ENTRY: 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 (2018-19)				
District Regular	9,306	9,765		
Charter School	0			
Total ADA/Enrollment	9,306	9,765	95.3%	Not Met
1st Subsequent Year (2019-20)				
District Regular	9,308	9,765		
Charter School				
Total ADA/Enrollment	9,308	9,765	95.3%	Not Met
2nd Subsequent Year (2020-21)				
District Regular	9,308	9,765		
Charter School				
Total ADA/Enrollment	9,308	9,765	95.3%	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 District is experiencing student absenteeism.

4. CRITERION: LCFF Revenue

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

District's LCFF Revenue Standard Percentage Range:

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

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

Fiscal Year	LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)		Percent Change	Status
	First Interim (Form 01CSI, Item 4A)	Second Interim Projected Year Totals		
	Current Year (2018-19)	94,676,019.00		
1st Subsequent Year (2019-20)	96,703,453.00	98,059,471.00	1.4%	Met
2nd Subsequent Year (2020-21)	98,993,670.00	100,373,448.00	1.4%	Met

4B. Comparison of District LCFF Revenue to the Standard

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

1a. STANDARD MET - LCFF revenue has not changed since first interim projections by more than two percent for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

5. CRITERION: Salaries and Benefits

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

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

DATA ENTRY: Unaudited Actuals data that exist for the First Prior Year will be extracted; otherwise, enter data for the First Prior Year. Unaudited Actuals data for the second and third prior years are preloaded.

Fiscal Year	Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	
Third Prior Year (2015-16)	58,412,050.78	71,668,604.76	81.5%
Second Prior Year (2016-17)	63,937,564.57	79,413,138.10	80.5%
First Prior Year (2017-18)	65,161,137.50	81,880,741.62	79.6%
	Historical Average Ratio:		80.5%

	Current Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
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):	77.5% to 83.5%	77.5% to 83.5%	77.5% to 83.5%

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 01, Objects 1000-3999) (Form MYPI, Lines B1-B3)	Total Expenditures (Form 01, Objects 1000-7499) (Form MYPI, Lines B1-B8, B10)		
Current Year (2018-19)	67,786,961.76	91,546,871.40	74.0%	Not Met
1st Subsequent Year (2019-20)	67,968,789.63	82,379,776.63	82.5%	Met
2nd Subsequent Year (2020-21)	68,779,412.63	83,734,387.63	82.1%	Met

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

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

- 1a. **STANDARD NOT MET** - Projected ratio of unrestricted salary and benefit costs to total unrestricted expenditures has changed by more than the standard in any of the current year or two subsequent fiscal years. Provide reasons why the change(s) exceed the standard and a description of the methods and assumptions used in projecting salaries and benefits.

Explanation:
(required if NOT met)

The total expenditures in the current year includes 2017-18 carryover.

6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state and other local) or expenditures (including books and supplies, and services and other operating), for any of the current fiscal year or two subsequent fiscal years, have not changed by more than five percent since first interim projections.

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

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

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

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

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

Object Range / Fiscal Year	First Interim Projected Year Totals (Form 01CSI, Item 6A)	Second Interim Projected Year Totals (Fund 01) (Form MYPI)	Percent Change	Change Is Outside Explanation Range
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Federal Revenue (Fund 01, Objects 8100-8299) (Form MYPI, Line A2)

Current Year (2018-19)	5,978,224.15	6,320,334.15	5.7%	Yes
1st Subsequent Year (2019-20)	4,934,798.00	5,152,731.00	4.4%	No
2nd Subsequent Year (2020-21)	4,934,798.00	5,152,731.00	4.4%	No

Explanation:
(required if Yes)
Fiscal Year 2018-19 includes carryover.

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

Current Year (2018-19)	7,967,059.27	10,447,341.27	31.1%	Yes
1st Subsequent Year (2019-20)	7,125,007.00	7,906,288.00	11.0%	Yes
2nd Subsequent Year (2020-21)	6,800,007.00	6,911,288.00	1.6%	No

Explanation:
(required if Yes)
Fiscal Year 2018-19 includes carryover. Fiscal Year 2019-20 CA Career Tech ED Incentive grant award were increased.

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

Current Year (2018-19)	5,497,226.82	5,486,524.54	-0.2%	No
1st Subsequent Year (2019-20)	4,740,985.00	4,593,725.00	-3.1%	No
2nd Subsequent Year (2020-21)	4,740,985.00	4,593,725.00	-3.1%	No

Explanation:
(required if Yes)

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

Current Year (2018-19)	20,248,158.86	20,318,169.07	0.3%	No
1st Subsequent Year (2019-20)	8,558,288.26	8,878,738.00	3.7%	No
2nd Subsequent Year (2020-21)	8,469,768.00	8,075,403.00	-4.7%	No

Explanation:
(required if Yes)

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

Current Year (2018-19)	13,203,346.72	14,165,960.16	7.3%	Yes
1st Subsequent Year (2019-20)	11,059,339.65	11,765,152.19	6.4%	Yes
2nd Subsequent Year (2020-21)	11,301,270.65	11,803,675.93	4.4%	No

Explanation:
(required if Yes)
Fiscal Year 2018-19 includes carryover. FY 2019-20 adjustments were made to bring expenditures in line with revenues.

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

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	First Interim Projected Year Totals	Second Interim Projected Year Totals	Percent Change	Status
Total Federal, Other State, and Other Local Revenue (Section 6A)				
Current Year (2018-19)	19,442,510.25	22,254,199.97	14.5%	Not Met
1st Subsequent Year (2019-20)	16,800,790.00	17,652,744.00	5.1%	Not Met
2nd Subsequent Year (2020-21)	16,475,790.00	16,657,744.00	1.1%	Met
Total Books and Supplies, and Services and Other Operating Expenditures (Section 6A)				
Current Year (2018-19)	33,451,505.58	34,484,129.23	3.1%	Met
1st Subsequent Year (2019-20)	19,617,627.91	20,643,890.19	5.2%	Not Met
2nd Subsequent Year (2020-21)	19,771,038.65	19,879,078.93	0.5%	Met

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

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

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

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

Fiscal Year 2018-19 includes carryover.

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

Fiscal Year 2018-19 includes carryover. Fiscal Year 2019-20 CA Career Tech ED Incentive grant award were increased.

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

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

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

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

Fiscal Year 2018-19 includes carryover. FY 2019-20 adjustments were made to bring expenditures in line with revenues.

7. CRITERION: Facilities Maintenance

STANDARD: Identify changes that have occurred since first interim projections in the projected contributions for facilities maintenance funding as required pursuant to Education Code Section 17070.75, or in how the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

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

NOTE: The Proposition 51 school facility program requires the district to deposit a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year (as EC Section 17070.75 read on January 1, 2015).

For all other school facility programs, AB 104 (Chapter 13, Statutes of 2015, effective January 1, 2016) requires the district to deposit into the account, for the 2017-18 to 2019-20 fiscal years, a minimum that is the greater of the following amounts:

- A. The lesser of three percent of the total general fund expenditures and other financing uses for that fiscal year or the amount that the district deposited into the account for the 2014-15 fiscal year, or
- B. Two percent of the total general fund expenditures and other financing uses for that fiscal year.

DATA ENTRY: Enter the Required Minimum Contribution if First Interim data does not exist. If EC 17070.75(e)(1) and (e)(2) apply, input 3%. First Interim data that exist will be extracted; otherwise, enter First Interim data into lines 1, if applicable, and 2. All other data are extracted.

	Required Minimum Contribution	Second Interim Contribution Projected Year Totals (Fund 01, Resource 8150, Objects 8900-8999)	Status
1. OMMA/RMA Contribution	3,336,908.73	3,830,368.00	Met
2. First Interim Contribution (information only) (Form 01CSI, First Interim, Criterion 7, Line 1)		3,806,386.00	

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

- Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
- Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
- Other (explanation must be provided)

Explanation:
(required if NOT met
and Other is marked)

8. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves¹ as a percentage of total expenditures and other financing uses² in 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 (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
District's Available Reserve Percentages (Criterion 10C, Line 9)	5.4%	6.7%	8.1%
District's Deficit Spending Standard Percentage Levels (one-third of available reserve percentage):	1.8%	2.2%	2.7%

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 (2018-19)	(10,021,912.54)	91,546,871.40	10.9%	Not Met
1st Subsequent Year (2019-20)	740,519.37	82,379,776.63	N/A	Met
2nd Subsequent Year (2020-21)	1,699,885.37	83,734,387.63	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)

The 2018-19 includes carryover.

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 MYP), Line D2)	
Current Year (2018-19)	7,172,435.25		Met
1st Subsequent Year (2019-20)	7,912,954.36		Met
2nd Subsequent Year (2020-21)	9,612,839.73		Met

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

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

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

Explanation:
(required if NOT met)

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

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

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

Fiscal Year	Ending Cash Balance General Fund		Status
	(Form CASH, Line F, June Column)		
Current Year (2018-19)	19,271,646.00		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 \$67,000 (greater of)	0	to 300
4% or \$67,000 (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 (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
District Estimated P-2 ADA (Current Year, Form AI, Lines A4 and C4, Subsequent Years, Form MYPI, Line F2, if available.)	9,306	9,308	9,308
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).

- b. Special Education Pass-through Funds
(Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223)

	Current Year Projected Year Totals (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
	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 (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
1. Expenditures and Other Financing Uses (Form 011, objects 1000-7999) (Form MYPI, Line B11)	129,076,001.10	113,725,969.89	114,085,580.63
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)	129,076,001.10	113,725,969.89	114,085,580.63
4. Reserve Standard Percentage Level	3%	3%	3%
5. Reserve Standard - by Percent (Line B3 times Line B4)	3,872,280.03	3,411,779.10	3,422,567.42
6. Reserve Standard - by Amount (\$67,000 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)	3,872,280.03	3,411,779.10	3,422,567.42

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 (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
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)	3,872,280.00	3,411,779.00	3,422,567.00
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYPI, Line E1c)	3,031,288.99	4,251,675.36	5,840,772.73
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYPI, Line E1d)	0.00	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYPI, Line E2a)	0.00	0.00	0.00
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYPI, Line E2b)	0.00	0.00	0.00
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)	6,903,568.99	7,663,454.36	9,263,339.73
9. District's Available Reserve Percentage (Information only) (Line B divided by Section 10B, Line 3)	5.35%	6.74%	8.12%
District's Reserve Standard (Section 10B, Line 7):	3,872,280.03	3,411,779.10	3,422,567.42
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 first interim projections 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 first interim projections 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 first interim projections.

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

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

District's Contributions and Transfers Standard: -5.0% to +5.0%
or -\$20,000 to +\$20,000

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

DATA ENTRY: First Interim data that exist will be extracted; otherwise, enter data into the first column. For Contributions, the Second Interim's Current Year data will be extracted. Enter Second Interim Contributions for the 1st and 2nd Subsequent Years. For Transfers In and Transfers Out, if Form MYP exists, the data will be extracted into the Second 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	First Interim (Form 01CSI, Item S5A)	Second Interim Projected Year Totals	Percent Change	Amount of Change	Status
1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8990)					
Current Year (2018-19)	(16,890,255.00)	(17,111,835.00)	1.3%	221,580.00	Met
1st Subsequent Year (2019-20)	(16,352,251.00)	(16,649,273.00)	1.8%	297,022.00	Met
2nd Subsequent Year (2020-21)	(16,352,251.00)	(16,649,273.00)	1.8%	297,022.00	Met
1b. Transfers In, General Fund *					
Current Year (2018-19)	0.00	0.00	0.0%	0.00	Met
1st Subsequent Year (2019-20)	0.00	0.00	0.0%	0.00	Met
2nd Subsequent Year (2020-21)	0.00	0.00	0.0%	0.00	Met
1c. Transfers Out, General Fund *					
Current Year (2018-19)	0.00	0.00	0.0%	0.00	Met
1st Subsequent Year (2019-20)	0.00	0.00	0.0%	0.00	Met
2nd Subsequent Year (2020-21)	0.00	0.00	0.0%	0.00	Met

1d. Capital Project Cost Overruns

Have capital project cost overruns occurred since first interim projections that may impact the general fund operational budget?

No

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

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

DATA ENTRY: Enter an explanation if No/ Met for items 1a-1c or if Yes for Item 1d.

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

Explanation:
(required if NOT met)

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

Explanation:
(required if NOT met)

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

Explanation:
(required if NOT met)

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

Project Information:
(required if YES)

S6. Long-term Commitments

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

1. a. Does your district have long-term (multiyear) commitments?
(If No, skip items 1b and 2 and sections S6B and S6C)

Yes

b. If Yes to Item 1a, have new long-term (multiyear) commitments been incurred since first interim projections?

No

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

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For:		Principal Balance as of July 1, 2018
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Capital Leases	3	Fund 01	7439	1,349,986
Certificates of Participation		Fund 01, Fund 25	7439	10,450,000
General Obligation Bonds		Tax Receipts		17,510,000
Supp Early Retirement Program	3	Fund 01		581,403
State School Building Loans				
Compensated Absences				

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

Type of Commitment	# of Years Remaining	Funding Sources (Revenues)	Debt Service (Expenditures)	Principal Balance as of July 1, 2018
TOTAL				29,891,389

Type of Commitment (continued)	Prior Year (2017-18) Annual Payment (P & I)	Current Year (2018-19) Annual Payment (P & I)	1st Subsequent Year (2019-20) Annual Payment (P & I)	2nd Subsequent Year (2020-21) Annual Payment (P & I)
Capital Leases	580,594	635,153	285,515	285,515
Certificates of Participation	761,471	757,683	763,133	762,874
General Obligation Bonds	2,520,150	2,519,463	2,525,313	2,515,650
Supp Early Retirement Program	193,801	193,801	193,801	0
State School Building Loans				
Compensated Absences	551,027	551,027	551,027	551,027

Other Long-term Commitments (continued):

Type of Commitment	Prior Year (2017-18) Annual Payment (P & I)	Current Year (2018-19) Annual Payment (P & I)	1st Subsequent Year (2019-20) Annual Payment (P & I)	2nd Subsequent Year (2020-21) Annual Payment (P & I)
Total Annual Payments:	4,607,043	4,657,127	4,318,789	4,115,066
Has total annual payment increased over prior year (2017-18)?	Yes	Yes	No	No

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

DATA ENTRY: Enter an explanation if Yes.

- 1a. Yes - Annual payments for long-term commitments have increased in one or more of the current or two subsequent fiscal years. Explain how the increase in annual payments will be funded.

Explanation:
(Required if Yes
to increase in total
annual payments)

No payments will increase over the years.

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

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

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

No

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

Explanation:
(Required if Yes)

S7. Unfunded Liabilities

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

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

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

- 1. a. Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 1b-4)
- b. If Yes to Item 1a, have there been changes since first interim in OPEB liabilities?
- c. If Yes to Item 1a, have there been changes since first interim in OPEB contributions?

2. OPEB Liabilities

	First Interim (Form 01CSI, Item S7A)	Second Interim
a. Total OPEB liability	9,114,599.00	9,114,599.00
b. OPEB plan(s) fiduciary net position (if applicable)	0.00	0.00
c. Total/Net OPEB liability (Line 2a minus Line 2b)	9,114,599.00	9,114,599.00

d. Is total OPEB liability based on the district's estimate or an actuarial valuation?

Actuarial	Actuarial
Jun 30, 2018	Jun 30, 2018

e. If based on an actuarial valuation, indicate the date of the OPEB valuation.

3. OPEB Contributions

a. OPEB actuarially determined contribution (ADC) if available, per actuarial valuation or Alternative Measurement Method

	First Interim (Form 01CSI, Item S7A)	Second Interim
Current Year (2018-19)	1,337,825.00	1,337,825.00
1st Subsequent Year (2019-20)	1,337,825.00	1,337,825.00
2nd Subsequent Year (2020-21)	1,337,825.00	1,337,825.00

b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (Funds 01-70, objects 3701-3752)

Current Year (2018-19)	725,805.00	725,805.00
1st Subsequent Year (2019-20)	725,805.00	725,805.00
2nd Subsequent Year (2020-21)	725,805.00	725,805.00

c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)

Current Year (2018-19)	525,684.00	525,684.00
1st Subsequent Year (2019-20)	525,684.00	525,684.00
2nd Subsequent Year (2020-21)	525,684.00	525,684.00

d. Number of retirees receiving OPEB benefits

Current Year (2018-19)	64	64
1st Subsequent Year (2019-20)	64	64
2nd Subsequent Year (2020-21)	64	64

4. Comments:

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

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

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

No

b. If Yes to item 1a, have there been changes since first interim in self-insurance liabilities?

n/a

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

n/a

2. Self-Insurance Liabilities

a. Accrued liability for self-insurance programs
b. Unfunded liability for self-insurance programs

First Interim (Form 01CSI, Item S7B)	Second Interim

3. Self-Insurance Contributions

a. Required contribution (funding) for self-insurance programs
Current Year (2018-19)
1st Subsequent Year (2019-20)
2nd Subsequent Year (2020-21)

First Interim (Form 01CSI, Item S7B)	Second Interim

b. Amount contributed (funded) for self-insurance programs
Current Year (2018-19)
1st Subsequent Year (2019-20)
2nd Subsequent Year (2020-21)

4. Comments:

--

S8. Status of Labor Agreements

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

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

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

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

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

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

Status of Certificated Labor Agreements as of the Previous Reporting Period

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

No

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

If No, continue with section S8A.

Certificated (Non-management) Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2017-18)	Current Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Number of certificated (non-management) full-time-equivalent (FTE) positions	590.4	612.3	612.3	612.3

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

No

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

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

If No, complete questions 6 and 7.

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

Yes

If Yes, complete questions 6 and 7.

Negotiations Settled Since First Interim Projections

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

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

No

If Yes, date of Superintendent and CBO certification:

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

n/a

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date:

End Date:

5. Salary settlement:

Current Year
(2018-19)

1st Subsequent Year
(2019-20)

2nd Subsequent Year
(2020-21)

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

518,713

7. Amount included for any tentative salary schedule increases

Current Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
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 (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Yes	Yes	Yes
0.5%	0.5%	0.5%

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

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

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

No		
----	--	--

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 (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Yes	Yes	Yes
1.5%	1.5%	1.5%

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 (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
No	No	No
No	No	No

Certificated (Non-management) - Other

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

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

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

Status of Classified Labor Agreements as of the Previous Reporting Period

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

If Yes, complete number of FTEs, then skip to section S8C.

If No, continue with section S8B.

Yes

Classified (Non-management) Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2017-18)	Current Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Number of classified (non-management) FTE positions	413.8	444.3	444.3	444.3

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

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 First Interim Projections

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

Sep 13, 2018

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

Yes

If Yes, date of Superintendent and CBO certification:

Sep 13, 2018

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:

n/a

4. Period covered by the agreement:

Begin Date: End Date:

5. Salary settlement:

	Current Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
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

217,482

7. Amount included for any tentative salary schedule increases

	Current Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
	0	0	0

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 (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Yes	Yes	Yes
0.5%	0.5%	0.5%

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

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

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

No		
----	--	--

Classified (Non-management) Step and Column Adjustments

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

Current Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Yes	Yes	Yes
1.0%	1.0%	1.0%

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

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

Current Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
No	No	No
No	No	No

Classified (Non-management) - Other

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

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

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

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

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

Management/Supervisor/Confidential Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2017-18)	Current Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Number of management, supervisor, and confidential FTE positions	75.5	71.3	71.3	71.3

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

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

Negotiations Settled Since First Interim Projections

2. Salary settlement:

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")

	Current Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
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

4. Amount included for any tentative salary schedule increases

	Current Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Amount included for any tentative salary schedule increases	0	0	0

Management/Supervisor/Confidential 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 (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Are costs of H&W benefit changes included in the interim and MYPs?	Yes	Yes	Yes
Total cost of H&W benefits			
Percent of H&W cost paid by employer	0.5%	0.5%	0.5%

Management/Supervisor/Confidential Step and Column Adjustments

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

	Current Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Are step & column adjustments included in the interim and MYPs?	Yes	Yes	Yes
Cost of step & column adjustments			
Percent change in step and column over prior year	1.0%	1.0%	1.0%

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

- Are costs of other benefits included in the interim and MYPs?
- Total cost of other benefits
- Percent change in cost of other benefits over prior year

	Current Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Are costs of other benefits included in the interim and MYPs?	No	No	No
Total cost of other benefits			
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?

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)

A2. Is the system of personnel position control independent from the payroll system?

A3. Is enrollment decreasing in both the prior and current fiscal years?

A4. Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior or current fiscal year?

A5. Has the district entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?

A6. Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?

A7. Is the district's financial system independent of the county office system?

A8. Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education.)

A9. Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?

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

Comments:
(optional)

End of School District Second Interim Criteria and Standards Review

Second Interim
Special Education Maintenance of Effort
2018-19 Projected Expenditures vs. 2017-18 Actual Expenditures Comparison
2018-19 Projected Expenditures by LEA (LP-1)

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										1,462
TOTAL PROJECTED EXPENDITURES (Funds 01, 09, & 62; resources 0000-9999)										
1000-1999	Certificated Salaries	1,467,060.84	0.00	176,712.00	0.00	335,066.00	1,183,238.00	3,514,459.00		6,676,533.84
2000-2999	Classified Salaries	1,697,839.00	0.00	0.00	0.00	651,081.98	1,676,633.04	1,687,200.81		5,712,754.83
3000-3999	Employee Benefits	1,004,871.00	0.00	58,427.00	0.00	301,784.81	987,559.77	1,528,824.00		3,881,466.58
4000-4999	Books and Supplies	273,109.99	0.00	0.00	0.00	33,095.00	29,397.05	22,265.20		357,867.24
5000-5999	Services and Other Operating Expenditures	494,095.00	0.00	570.00	0.00	1,789.00	1,112,467.00	756,722.48		2,365,643.48
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	64,724.00	0.00	0.00	0.00	0.00	0.00	0.00		64,724.00
	Total Direct Costs	5,001,699.83	0.00	235,709.00	0.00	1,322,816.79	4,989,292.86	7,509,471.49	0.00	19,058,989.97
7310	Transfers of Indirect Costs	65,224.00	0.00	0.00	0.00	0.00	0.00	0.00		65,224.00
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	65,224.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	65,224.00
	TOTAL COSTS	5,066,923.83	0.00	235,709.00	0.00	1,322,816.79	4,989,292.86	7,509,471.49	0.00	19,124,213.97
STATE AND LOCAL PROJECTED EXPENDITURES (Funds 01, 09, & 62; resources 0000-2999, 3385, & 6000-9999)										
1000-1999	Certificated Salaries	1,323,837.84	0.00	158,863.00	0.00	134,808.00	1,183,088.00	3,514,459.00		6,313,053.84
2000-2999	Classified Salaries	1,697,839.00	0.00	0.00	0.00	110.00	605.83	200,404.00		1,898,958.83
3000-3999	Employee Benefits	970,678.00	0.00	54,116.00	0.00	34,617.81	360,712.77	989,944.00		2,410,068.58
4000-4999	Books and Supplies	268,128.00	0.00	0.00	0.00	6,807.00	29,397.05	22,265.20		326,597.25
5000-5999	Services and Other Operating Expenditures	472,133.00	0.00	570.00	0.00	1,789.00	1,112,467.00	719,811.48		2,306,770.48
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	64,724.00	0.00	0.00	0.00	0.00	0.00	0.00		64,724.00
	Total Direct Costs	4,797,339.84	0.00	211,549.00	0.00	178,131.81	2,686,268.65	5,446,883.68	0.00	13,320,172.98
7310	Transfers of Indirect Costs	41,132.00	0.00	0.00	0.00	0.00	0.00	0.00		41,132.00
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	41,132.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	41,132.00
	TOTAL BEFORE OBJECT 8980	4,838,471.84	0.00	211,549.00	0.00	178,131.81	2,686,268.65	5,446,883.68	0.00	13,361,304.98
8980	Contributions from Unrestricted Revenues to Federal Resources (Resources 3310-3400, except 3385, all goals; resources 3000-3178 & 3410-5810, goals 5000-5999)									3,626,195.00
	TOTAL COSTS									16,987,499.98

Second Interim
Special Education Maintenance of Effort
2018-19 Projected Expenditures vs. 2017-18 Actual Expenditures Comparison
2018-19 Projected Expenditures by LEA (LP-I)

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	289,473.84	0.00	29,774.00	0.00	0.00	0.00	1,756.74		321,006.58
2000-2999	Classified Salaries	231,156.00	0.00	0.00	0.00	110.00	37.83	17,584.00		248,889.83
3000-3999	Employee Benefits	157,440.00	0.00	6,486.00	0.00	14.81	5.77	5,069.74		168,996.32
4000-4999	Books and Supplies	0.00	0.00	0.00	0.00	791.00	8,110.05	5,180.20		14,081.25
5000-5999	Services and Other Operating Expenditures	80.00	0.00	0.00	0.00	0.00	0.00	3,500.00		3,580.00
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	678,151.84	0.00	36,240.00	0.00	915.81	8,153.65	33,092.68	0.00	756,553.98
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	678,151.84	0.00	36,240.00	0.00	915.81	8,153.65	33,092.68	0.00	756,553.98
8980	Contributions from Unrestricted Revenues to Federal Resources (From State and Local Projected Expenditures section)									3,626,195.00
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)									9,936,992.00
	TOTAL COSTS									14,319,740.98

* Attach an additional sheet with explanations of any amounts in the Adjustments column.

Second Interim
Special Education Maintenance of Effort
2018-19 Projected Expenditures vs. 2017-18 Actual Expenditures Comparison
2017-18 Actual Expenditures by LEA (LA-I)

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										1,462
TOTAL ACTUAL EXPENDITURES (Funds 01, 09, & 62; resources 0000-9999)										
1000-1999	Certificated Salaries	1,080,430.94	0.00	151,487.07	0.00	337,946.21	1,169,875.13	3,451,191.13		6,190,930.48
2000-2999	Classified Salaries	1,717,913.82	0.00	0.00	0.00	560,675.83	1,882,855.76	1,639,847.79		5,801,293.20
3000-3999	Employee Benefits	890,844.80	0.00	47,159.68	0.00	278,929.28	1,021,652.79	1,624,042.83		3,862,629.38
4000-4999	Books and Supplies	290,066.25	0.00	0.00	0.00	12,580.13	16,983.28	23,107.69		342,737.35
5000-5999	Services and Other Operating Expenditures	533,195.32	0.00	531.33	0.00	2,519.93	1,176,285.03	563,535.27		2,276,066.88
6000-6999	Capital Outlay	106,965.20	0.00	0.00	0.00	0.00	0.00	0.00		106,965.20
7130	State Special Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7430-7439	Debt Service	64,723.16	0.00	0.00	0.00	0.00	0.00	0.00		64,723.16
	Total Direct Costs	4,684,139.49	0.00	199,178.08	0.00	1,192,651.38	5,267,651.99	7,301,724.71	0.00	18,645,345.65
7310	Transfers of Indirect Costs	41,331.28	0.00	0.00	0.00	0.00	0.00	0.00		41,331.28
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)	5,152,712.33								5,152,712.33
	Total Indirect Costs	41,331.28	0.00	0.00	0.00	0.00	0.00	0.00	0.00	41,331.28
	TOTAL COSTS	4,725,470.77	0.00	199,178.08	0.00	1,192,651.38	5,267,651.99	7,301,724.71	0.00	18,686,676.93
FEDERAL ACTUAL EXPENDITURES (Funds 01, 09, and 62; resources 3000-5999, except 3385)										
1000-1999	Certificated Salaries	147,541.71	0.00	16,235.47	0.00	249,198.09	3,000.00	37,828.99		453,804.26
2000-2999	Classified Salaries	0.00	0.00	0.00	0.00	560,613.23	1,774,185.16	1,437,386.69		3,772,185.08
3000-3999	Employee Benefits	34,285.08	0.00	3,223.78	0.00	232,644.09	608,152.40	502,471.97		1,380,777.32
4000-4999	Books and Supplies	0.00	0.00	0.00	0.00	93.80	0.00	0.00		93.80
5000-5999	Services and Other Operating Expenditures	0.00	0.00	0.00	0.00	421.44	44.44	147,455.00		147,920.88
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	181,826.79	0.00	19,459.25	0.00	1,042,970.65	2,385,382.00	2,125,142.65	0.00	5,754,781.34
7310	Transfers of Indirect Costs	25,343.51	0.00	0.00	0.00	0.00	0.00	0.00		25,343.51
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	25,343.51	0.00	0.00	0.00	0.00	0.00	0.00	0.00	25,343.51
	TOTAL BEFORE OBJECT 8980	207,170.30	0.00	19,459.25	0.00	1,042,970.65	2,385,382.00	2,125,142.65	0.00	5,780,124.85
8980	Less: Contributions from Unrestricted Revenues to Federal Resources (Resources 3310-3400, except 3385, all goals; resources 3000-3178 & 3410-5810, goals 5000-5999)									3,582,071.96
	TOTAL COSTS									2,198,052.89

Second Interim
Special Education Maintenance of Effort
2018-19 Projected Expenditures vs. 2017-18 Actual Expenditures Comparison
2017-18 Actual Expenditures by LEA (LA-I)

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	932,889.23	0.00	135,251.60	0.00	88,748.12	1,166,875.13	3,413,362.14		5,737,126.22
2000-2999	Classified Salaries	1,717,913.82	0.00	0.00	0.00	62.60	108,670.60	202,461.10		2,029,108.12
3000-3999	Employee Benefits	856,559.72	0.00	43,935.90	0.00	46,285.19	413,500.39	1,121,570.86		2,481,852.06
4000-4999	Books and Supplies	290,066.25	0.00	0.00	0.00	12,486.33	16,983.28	23,107.69		342,643.55
5000-5999	Services and Other Operating Expenditures	533,195.32	0.00	531.33	0.00	2,098.49	1,176,240.59	416,080.27		2,128,146.00
6000-6999	Capital Outlay	106,965.20	0.00	0.00	0.00	0.00	0.00	0.00		106,965.20
7130	State Special Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7430-7439	Debt Service	64,723.16	0.00	0.00	0.00	0.00	0.00	0.00		64,723.16
	Total Direct Costs	4,502,312.70	0.00	179,718.83	0.00	149,680.73	2,882,269.99	5,176,582.06	0.00	12,890,564.31
7310	Transfers of Indirect Costs	15,987.77	0.00	0.00	0.00	0.00	0.00	0.00		15,987.77
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)	5,152,712.33								5,152,712.33
	Total Indirect Costs	15,987.77	0.00	0.00	0.00	0.00	0.00	0.00	0.00	15,987.77
	TOTAL BEFORE OBJECT 8980	4,518,300.47	0.00	179,718.83	0.00	149,680.73	2,882,269.99	5,176,582.06	0.00	12,906,552.08
8980	Contributions from Unrestricted Revenues to Federal Resources (From Federal Actual Expenditures section)									3,582,071.96
	TOTAL COSTS									16,488,624.04
LOCAL ACTUAL EXPENDITURES (Funds 01, 09, & 62; resources 0000-1999 & 8000-9999)										
1000-1999	Certificated Salaries	294,686.98	0.00	24,353.21	0.00	0.00	0.00	0.00		319,040.19
2000-2999	Classified Salaries	269,021.54	0.00	0.00	0.00	0.00	0.00	6,829.67		275,851.21
3000-3999	Employee Benefits	160,125.79	0.00	4,835.92	0.00	0.00	0.00	1,100.74		166,062.45
4000-4999	Books and Supplies	0.00	0.00	0.00	0.00	9,331.96	3,121.44	2,600.56		15,053.96
5000-5999	Services and Other Operating Expenditures	1,155.00	0.00	0.00	0.00	0.00	0.00	1,300.00		2,455.00
6000-6999	Capital Outlay	24,993.40	0.00	0.00	0.00	0.00	0.00	0.00		24,993.40
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	749,982.71	0.00	29,189.13	0.00	9,331.96	3,121.44	11,830.97	0.00	803,456.21
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	749,982.71	0.00	29,189.13	0.00	9,331.96	3,121.44	11,830.97	0.00	803,456.21
8980	Contributions from Unrestricted Revenues to Federal Resources (From Federal Actual Expenditures section)									3,582,071.96
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)									8,401,459.18
	TOTAL COSTS									12,786,987.35

* Attach an additional sheet with explanations of any amounts in the Adjustments column.

SELPA: Yolo County (BH)

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 2018-19 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:	<u>State and Local</u>	<u>Local Only</u>
Total exempt reductions	<u>0.00</u>	<u>0.00</u>

SELPA: Yolo County (BH)

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].

	<u>State and Local</u>	<u>Local Only</u>
Current year funding (IDEA Section 611 Local Assistance Grant Award - Resource 3310)	_____	
Less: Prior year's funding (IDEA Section 611 Local Assistance Grant Awards - Resources 3310 and 3320)	_____	
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, 3315, and 3320)	_____ 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: Yolo County (BH)
SECTION 3

	Column A	Column B	Column C
	Projected Exps. (LP-I Worksheet) FY 2018-19	Actual Expenditures Comparison Year FY 2017-18	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	19,124,213.97		
b. Less: Expenditures paid from federal sources	2,136,713.99		
c. Expenditures paid from state and local sources	16,987,499.98	21,641,336.37	
Add/Less: Adjustments required for MOE calculation Comparison year's expenditures, adjusted for MOE calculation		0.00	
		21,641,336.37	
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	16,987,499.98	21,641,336.37	(4,653,836.39)

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 2018-19	Comparison Year FY 2017-18	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	19,124,213.97		
b. Less: Expenditures paid from federal sources	2,136,713.99		
c. Expenditures paid from state and local sources	16,987,499.98	21,641,336.37	
Add/Less: Adjustments required for MOE calculation Comparison year's expenditures, adjusted for MOE calculation		0.00	
		21,641,336.37	
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	16,987,499.98	21,641,336.37	(4,653,836.39)
d. Special education unduplicated pupil count	1,462.00	1,373.00	
e. Per capita state and local expenditures (A2c/A2d)	11,619.36	15,762.08	(4,142.72)

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: Yolo County (BH)

B. LOCAL EXPENDITURES ONLY METHOD

	Projected Exps. FY 2018-19	Comparison Year FY 2017-18	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	14,319,740.98	12,786,987.35	
Add/Less: Adjustments required for MOE calculation		0.00	
Comparison year's expenditures, adjusted for MOE calculation		12,786,987.35	
Less: Exempt reduction(s) from SECTION 1		0.00	
Less: 50% reduction from SECTION 2		0.00	
Net expenditures paid from local sources	14,319,740.98	12,786,987.35	1,532,753.63

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 2018-19	Comparison Year FY 2017-18	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	14,319,740.98	12,786,987.35	
Add/Less: Adjustments required for MOE calculation		0.00	
Comparison year's expenditures, adjusted for MOE calculation		12,786,987.35	
Less: Exempt reduction(s) from SECTION 1		0.00	
Less: 50% reduction from SECTION 2		0.00	
Net expenditures paid from local sources	14,319,740.98	12,786,987.35	1,532,753.63
b. Special education unduplicated pupil count	1,462	1,373	
c. Per capita local expenditures (B2a/B2b)	9,794.62	9,313.17	481.45

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.

Lewis Wiley, Jr.
Contact Name

(530) 406-3220
Telephone Number

Assistant Superintendent, Business Services
Title

Lewis.Wiley@wjusd.org
E-mail Address

Appendix F:

Budget

**Woodland Joint Unified School District
Science & Technology Academy at Knights Landing**



Resolution 62-19

2019-20 Education Protection Account

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012 (sun setting 12/31/2017), and Proposition 55 Article XIII, Section 36 to the California Constitution effective November 8, 2016 (commencing 01/01/2018);

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Science & Technology Academy at Knights Landing;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of Science & Technology Academy at Knights Landing has determined to spend the monies received from the Education Protection Act as attached.

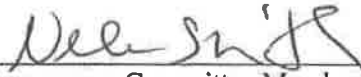
DATED: June 18, 2019



Governance Committee Member



Governance Committee Member



Governance Committee Member



Governance Committee Member

Governance Committee Member

PASSED and ADOPTED by the WOODLAND JOINT UNIFIED BOARD OF TRUSTEES this 27th day of June 2019, by the following vote:

AYES: Trustees Decker, Rosenkilde-Bayne,
Childers, Bautista Zavala, Villagrana, and Whitaker
NOES: None
ABSENCES: Trustee Guerrero
ABSTENTIONS: None


Board President

ATTEST:



2019-20 Education Protection Account
Program by Resource Report
Expenditures by Function - Detail

Proposed Expenditures through: June 30, 2020
For Fund 09, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	348,571.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		348,571.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Instruction	1000-1999	348,571.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		348,571.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

Woodland Joint Unified School District Education Protection Account 2019-2020



Resolution 61-19

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012 (sun setting 12/31/2017), and Proposition 55 Article XIII, Section 36 to the California Constitution effective November 8, 2016 (commencing 01/01/2018);

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of the Woodland Joint Unified School District;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Woodland Joint Unified School District has determined to spend the monies received from the Education Protection Act as attached.

PASSED AND ADOPTED by said Governing Board this 27th day of June 2019, by the following vote:

AYES: Trustees Decker, Rosenkilde-Bayne,
Childers, Bautista Zavala, Villagrana, and Whitaker
NOES: None
ABSENCES: Trustee Guerrero
ABSTENTIONS: None



Board President

ATTEST:



K. L. Rosenkilde-Bayne

2019-20 Education Protection Account
Program by Resource Report
Expenditures by Function - Detail

Proposed Expenditures through: June 30, 2020
For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	14,112,121.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		14,112,121.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Instruction	1000-1999	14,112,121.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		14,112,121.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00