CARDIFF SCHOOL DISTRICT
1888 Montgomery Avenue, Cardiff-by-the-Sea, California

REGULAR MEETING OF THE GOVERNING BOARD
AGENDA

THURSDAY, JUNE 5, 2014 • 5:00 PM • PUBLIC MEETNG
CARDIFF SCHOOL AUDITORIUM
1888 MONTGOMERY AVENUE • CARDIFF-BY-THE-SEA, CA 92007

In compliance with Government Code 54957.5, agenda-related documents that have been distributed to the Board less than 72 hours prior to the board meeting are available for inspection at the Cardiff School District, 1888 Montgomery Avenue, Cardiff.

In compliance with the American with Disabilities Act, if you need special assistance, disability-related modifications, including auxiliary aids or services, in order to participate in the public meeting of the district's governing board, please contact the office of the District Superintendent by sending a written request to the District Office at 1888 Montgomery Avenue, Cardiff-by-the-Sea, California, or by faxing the request to (760) 942-5831. Notification by letter or fax 72 hours prior to the meeting will enable the district to make reasonable arrangements to ensure accommodation and accessibility to this meeting. Upon request, the district shall also make available this agenda and all other public records associated with this meeting in appropriate alternative formats for persons with a disability.

I. ORGANIZATIONAL ITEMS *Exhibit*

A. Call to order

B. Pledge of allegiance

C. Roll call
Mr. Mark Whitehouse, President
Ms. Nancy Orr, Clerk
Mr. Dave Clark, Member
Mr. Rick Cassar, Member
Ms. Siena Randall, Member
Ms. Jill Vinson, Superintendent

D. Approval of agenda for June 5, 2014
All items are action unless labeled information

E. Approve minutes from the regular meeting of May 8, 2014 and minutes from the special meeting of May 20, 2014 ***A***

II. HEARING SESSION

A. Public Comments *(The purpose of the Board meeting is to conduct the School Board's business in public. The Board welcomes and encourages public comments however Board members may not respond to comments during the public comment portion of the agenda. Any member of the public who wishes to address the Board on an item on the agenda or on another topic which lies within the governing board's jurisdiction may do so, but must present a written request. Please hand your form to the secretary before the meeting. Presentations are limited to 3 minutes per person per topic. The total amount of time to be allowed on any item is fifteen minutes, unless the time limit is waived by a majority vote of the Board. The Board may 1) acknowledge receipt of the information; 2) refer to staff for further study; or 3) refer the matter to a future agenda).*

B. Cardiff Elementary Teachers Association

C. ELAC/DELAC

D. School Site Council

E. Cardiff SEA

F. School Reports

G. Reports on Workshops/Conference

H. Superintendent's Report

III. CONSENT CALENDAR

Items listed in the Consent Calendar are considered to be routine and are acted on by the Board in one motion unless members of the Board request specific items to be discussed or pulled. It is understood that the Superintendent recommends approval on all Consent Items. Each item of the Consent agenda approved by the Board shall be deemed to have been considered in full and adopted as recommended.

A. Approval of Current Business Items:
   1. Purchase Orders
   2. Commercial Warrants #14002500 to #14002987 $76,884 ***B***
   3. Payroll Warrants, May, 2014, $649,922

B. Enrollment Report as of 06/02/14 ***C***

C. Approve Nonpublic Agencies Master Contract between Cardiff School District and Premier Healthcare Services, LLC. ***D***

D. Approve Independent Contractor Agreement between Cardiff School District and JMD Landscape, Inc. ***E***

E. Removal of items from Consent Calendar

F. Approval of Consent Calendar

IV. INSTRUCTION

A. Public Hearing to review the proposed Local Control Accountability Plan (LCAP)

B. Local Control Accountability Plan (LCAP) ***(Information)*** ***F***

C. Approve 2013-14 Single Plan for Student Achievement ***G***

V. BUSINESS AND FINANCE

A. Public Hearing to review the proposed 2014-15 budget ***H***

B. First reading, proposed 2014-15 budget ***(Information)*** ***I***

VI. FUTURE AGENDA ITEMS

VII. ANNOUNCEMENT: ADJOURNING TO CLOSED SESSION

A. Conference with the District's labor negotiator, Jill Vinson, regarding negotiations with unrepresented employees– Government Code Section 54957.6

VIII. REPORT FROM CLOSED SESSION (If applicable)

IX. ADJOURNMENT OF MEETING

CARDIFF SCHOOL DISTRICT
1888 Montgomery Avenue
Cardiff-by-the-Sea, California 92007

MINUTES

REGULAR MINUTES OF MAY 8, 2014

The regular meeting of the Governing Board of the Cardiff School District was held on Thursday, May 8, 2014 at the Cardiff School, 1888 Montgomery Avenue, Cardiff-by-the-Sea, California. President Whitehouse called the meeting to order at 3:35 p.m. Trustees and visitors were led in the pledge of allegiance. Trustee Clark arrived five minutes late.

Members present: Cassar, Clark, Orr, Whitehouse

Members absent: None

Administrators present: Vinson, Parker, Kissell

Visitors: Trish d'Entremont, CETA
Siena Randall, SEA

The agenda for May 8, 2014 was approved as presented.

MOTION: Cassar
SECOND: Orr
AYES: Cassar, Orr, Whitehouse
NOES: 0

The minutes from the regular meeting of April 15, 2014 were approved as written.

MOTION: Orr
SECOND: Whitehouse
ABSTAIN: Cassar
AYES: Clark, Orr, Whitehouse
NOES: 0

Hearing Session:

- Trish d'Entremont reported CETA unanimously voted to accept the District's salary increase offer.
- School Site Council will submit the Single Plan for Student Achievement for approval at the next board meeting.

Hearing Session continued:

- Siena Randall reported that preliminary numbers for the Ice-Cream Social revealed $63,000 gross and $45,000 net. They are still waiting on auction items. The survey results were reviewed. They have secured a committee chairperson for the Boo-by-the-Sea event for next year. There will be a spring campaign.
- Brian Kissell reported staff appreciation took place this week. Staff was treated to lunch at Rimel's, Cicciotti's, Ki's, Tower 13, or Pacific Coast Grill. Smarter Balanced field-testing began this week. It has been running smoothly.
- Julie Parker reported the third graders completed their testing. She also mentioned that there are 17 TK's registered right now.
- Superintendent Vinson thanked board members for helping with the cake walk at the Ice-Cream Social. The Nutrition Services Manager position has been posted. Interviews are scheduled for next week. The MAC position is also posted and has attracted 146 applicants so far. The Science/GATE and Temporary PE positions are also posted. Ms. Vinson also reported the finishing touches are being done to the LCAP. She did a walk about with the landscape company. The ficus tree at Ada Harris School has encroached onto the track. The contractor has recommended replacing it with other appropriate trees. The board would like Superintendent Vinson to seek alternative ways of saving the ficus tree before making a decision. Staff continues to be busy with committee work on math, language arts, and report cards. Superintendent Vinson gave an update on the status of SB 837 Transitional Kindergarten.

The consent calendar was approved as presented.

MOTION: Orr
SECOND: Cassar
AYES: Cassar, Clark, Orr, Whitehouse
NOES: 0

The ratification of the Collective Bargaining Agreement between Cardiff Elementary Teachers' Association (CETA) and Cardiff School District was approved.

MOTION: Orr
SECOND: Cassar
AYES: Cassar, Clark, Orr, Whitehouse
NOES: 0

The AB 1200 document for certificated and classified employees was approved.

MOTION: Orr
SECOND: Cassar
AYES: Cassar, Clark, Orr, Whitehouse
NOES: 0

The approval of a 2.1% increase in compensation for current Classified employees was approved.

MOTION: Cassar
SECOND: Orr
AYES: Cassar, Clark, Orr, Whitehouse
NOES: 0

The approval of a 2.1% increase in compensation for current Classified Confidential/ Classified Management employees was approved.

MOTION: Orr
SECOND: Cassar
AYES: Cassar, Clark, Orr, Whitehouse
NOES: 0

The approval of a 2.1% increase in compensation for current Certificated Management employees was approved.

MOTION: Orr
SECOND: Cassar
AYES: Cassar, Clark, Orr, Whitehouse
NOES: 0

The 2015-16 and 2016-17 district attendance calendars were adopted.

MOTION: Clark
SECOND: Orr
AYES: Cassar, Clark, Orr, Whitehouse
NOES: 0

The 2014-14 Declaration of Need for Fully Qualified Educators was approved.

MOTION: Orr
SECOND: Cassar
AYES: Cassar, Clark, Orr, Whitehouse
NOES: 0

The 2014-17 Strategic Plan was adopted.

MOTION: Orr
SECOND: Clark
AYES: Cassar, Clark, Orr, Whitehouse
NOES: 0

In order to protect the confidentiality of the board candidate interview questions, the Board President and Superintendent were appointed to develop questions for the special meeting on May 15, 2014.

Resolution 13-14-05 in the Matter of the Discontinuation of Services and Layoff of Classified Employees for the 2014-15 school year was approved.

MOTION: Orr
SECOND: Cassar
AYES: Cassar, Clark, Orr, Whitehouse
NOES: 0

The reclassification of four specialty positions from classified hourly to certificated hourly was approved.

MOTION: Orr
SECOND: Clark
AYES: Cassar, Clark, Orr, Whitehouse
NOES: 0

There being no other regular business to come before the Board, the meeting was adjourned to closed session at 4:15 p.m. The meeting was reconvened at 4:55 p.m. President Whitehouse reported that no action was taken during the closed session. There being no other business to come before the Board, the meeting was adjourned at 4:56 p.m.

Respectfully submitted,

_____ _____

Nancy Orr, Clerk Jill Vinson, Superintendent

CARDIFF SCHOOL DISTRICT
1888 Montgomery Avenue
Cardiff-by-the-Sea, California 92007

MINUTES
SPECIAL MEETING OF MAY 20, 2014

The special meeting of the Governing Board of the Cardiff School District was held on Tuesday, May 20, 2014 at the Cardiff School, 1888 Montgomery Avenue, Cardiff-by-the-Sea, California. The meeting was called to order by President Whitehouse at 5:00 p.m. and led Trustees and visitors in the pledge of allegiance.

Members present: Cassar, Clark, Orr, Whitehouse

Members absent: None

Administrators present: Vinson

The agenda for May 20, 2014 was approved as presented.

MOTION: Clark
SECOND: Orr
AYES: Clark, Orr, Whitehouse
NOES: 0

President Whitehouse announced that Meghan Laurs had retracted her application and would not be participating in the interviews. Trustees interviewed Siena Randall, David Hackett, and Kurt Hartman for the vacant position.

After deliberation, Siena Randall was appointed to fill the vacant seat until the election in November 2014. She was sworn in.

MOTION: Clark
SECOND: Cassar
AYES: Clark, Orr, Whitehouse
NOES: 0

There being no other business to come before the Board, the meeting was adjourned at 5:55 p.m.

Respectfully submitted,

_____ _____

Nancy Orr, Clerk Jill Vinson, Superintendent

2013-2014 Purchase Order Listing

Date	PO #	Fund	Resc.	Goal	Func.	Object	Loc.	Vendor	Description	Amt Paid
5/2	71	0100		1110	1000	4300	222	LAKESHORE	MULTIPLICATION FLIPBOOKS	$82.04
5/7	72	0100		1110	1000	4300	222	DELTA EDUCATION	SCIENCE SUPPLIES	$120.18
5/7	56	0100		1110	1000	4300	111	CLASSROOM PRODUCTS	COMPUTER CARRELS	$131.67
5/6	70	0100		1110	1000	4300	222	OWLPELLETS.COM	MINI OWL PELLETS	$103.05
5/14	80	0100		1110	1000	4300	222	CAROLINA BIOLOGICAL	SCIENCE LIVING CREATURES	$276.38
5/21	81	0100		1110	1000	4300	222	SOUTHWEST SCH SUPPLY	TAG BRD, GLUE, TAPE	$86.07
5/21	81	0100		1110	1000	4300	111	SOUTHWEST SCH SUPPLY	TAG BOARD	$494.91
5/21	83	0100		1110	1000	4300	222	OFFICE DEPOT	INSTRUCTIONAL MATERIALS	$306.07
5/21	77	0100		1110	1000	4300	111	LIBERTY PAPER	XEROX PAPER	$1,153.44
5/21	88	0100		1110	1000	4300	222	EAI EDUCATION	INSTRUCTIONAL MATERIALS	$461.13
5/23	87	0100		1110	1000	4300	222	SCHOOL SPECIALTY	INSTRUCTIONAL MATERIALS	$114.83
5/23	99	0100		1110	1000	4300	222	SCHOOL SPECIALTY	PLAYGROUND BALLS	$92.28
5/14	19641	0100			3160	4300	111	BRIAN KISSELL	REIMBURSE/APPLES	$99.48
5/14	19641	0100			3160	4300	222	BRIAN KISSELL	REIMBURSE/TESTING SNACKS	$83.07
5/21		0100			3160	4300	111	COSTCO/MC	SNACKS FOR TESTING	$199.02
5/21	81	0100			7100	4300	000	SOUTHWEST SCH SUPPLY	DIVIDERS	$2.38
5/2	19514	0100	8150		8110	4300	000	SHELL	GAS FOR TRUCK & EQUIP.	$210.47
5/7	17	0100	8150		8110	4300	000	HOME DEPOT	MAINTENANCE SUPPLIES	$1,175.38
5/7	19487	0100	8150		8110	4300	111	LEE'S LOCK & SAFE	KEYS	$20.63
5/2	19410	0100			8200	4300	000	HYDRO-SCAPE	LANDSCAPE SUPPLIES	$724.06
5/21	52	0100		1110	1000	4300-005	222	COMPUTER 1	LOGITECH KEYBOARDS	$3,142.15
5/23	67	0100	0000-068	1110	1000	4300-005	222	COMPUTER 1	LOGITECH KEYBOARDS	$503.41
5/28	86	0100	6300	1110	1000	4300-005	222	THE TREE HOUSE, INC.	PRINTER INK CARTRIDGES	$1,404.95
5/14	79	0100			2420	4300-005	222	ACADEMIC SUPPLIER	PHOTO PAPER & INK	$53.09
5/14	96	0100			2420	4300-005	111	APPLE, INC.	TECH EQUIPMENT	$667.44
5/28	101	0100			2420	4300-005	222	THE TREE HOUSE, INC.	TONER CARTRIDGES	$353.62
5/6	19729	0100	6300	1110	1000	4300-006	222	DAVID JOHNSTON	REIMBURSE/GARDEN SUPPLIES	$92.48
5/21	19614	0100	6300	1110	1000	4300-006	111	SARAH POWELL	REIMBURSE/SCIENCE SUPPLIES	$114.68
5/21		0100	6300	1110	1000	4300-012	000	REBECCA RIDEOUT	REIMBURSE/ART SUPPLIES	$170.91

4000 BALANCE: $649,239 ACCUMULATED BALANCE: $235,397.38 REMAINING BALANCE: $413,841.62

5/9	19454	0100	7240	5001	3600	5100	000	CARE-A-VAN TRANSPORT	SPECIAL ED TRANSPORTATION	$5,080.00
5/21	19454	0100	7240	5001	3600	5100	000	CARE-A-VAN TRANSPORT	SPECIAL ED TRANSPORTATION	$3,780.00
5/21		0100			2420	5200	222	JACKIE MUSIL	REIMBURSE/MILEAGE	$89.62
5/14		0100			2700	5200	111	ANGIE CASTRELLON	REIMBURSE/MILEAGE	$33.60
5/21		0100			7200	5200	000	SHARON IVERSEN	REIMBURSE/MILEAGE	$328.76
5/21	20	0100			8200	5500-001	111	SDG&E	SERVICE FOR 4/9-5/8	$8,447.88
5/21	20	0100			8200	5500-001	222	SDG&E	SERVICE FOR 4/9-5/8	$3,534.28
5/6	19513	0100			8200	5500-002	111	EDCO WASTE	SERVICE FOR APRIL	$456.64
5/6	19513	0100			8200	5500-002	222	EDCO WASTE	SERVICE FOR APRIL	$426.64
5/6	19534	0100			8200	5500-003	111	SAN DIEGUITO WATER	RECYCLED WATER 3/27-4/30	$2,527.83
5/21	19533	0100			8200	5500-003	111	ARROWHEAD	SERVICE FOR APRIL	$26.99
5/21	19533	0100			8200	5500-003	222	ARROWHEAD	SERVICE FOR APRIL	$52.75
5/21	19533	0100			8200	5500-003	000	ARROWHEAD	SERVICE FOR APRIL	$26.06
5/2		0100			8200	5500-004	111	BEE HUNTER	WASP EXTERMINATION	$240.00
5/7	19519	0100			8200	5500-004	111	AMERICAN PEST CONTROL	SERVICE FOR RODENTS	$60.00

2013-2014 Purchase Order Listing

5/7	19519	0100			8200	5500-004	222	AMERICAN PEST CONTROL	SERVICE FOR RODENTS	$96.00
5/2		0100		1110	1000	5600	111	FARBER PIANO SERVICE	PIANO TUNING	$150.00
5/6	19452	0100		1110	1000	5600	111	CANON FINANCIAL SERV	LEASE PAYMENT	$756.38
5/6	19452	0100		1110	1000	5600	222	CANON FINANCIAL SERV	LEASE PAYMENT	$754.37
5/23		0100			2420	5600	000	PC REPAIR CENTER	IPAD REPAIR	$81.40
5/21	19621	0100			2700	5600	111	PITNEY BOWES	LEASE PAYMENT	$140.05
5/21	19621	0100			2700	5600	222	PITNEY BOWES	LEASE PAYMENT	$140.05
5/14	19782	0100			7100	5600	000	TOSHIBA FINANCIAL SERV	LEASE PAYMENT	$100.99
5/6	19540	0100			7200	5600	000	PRUDENTIAL OVERALL	MATS	$11.00
5/14	19782	0100			7200	5600	000	TOSHIBA FINANCIAL SERV	LEASE PAYMENT	$100.98
5/21	19621	0100			7200	5600	000	PITNEY BOWES	LEASE PAYMENT	$140.04
5/21		0100	8150		8110	5600	000	TRANE	SERVICE A/C UNITS	$601.68
5/21		0100	8150		8110	5600	000	EVANS TIRES/MC	SERVICE DISTRICT TRUCK	$598.97
5/6	19540	0100			8200	5600	111	PRUDENTIAL OVERALL	TOWELS & MOPS	$125.00
5/6	19540	0100			8200	5600	222	PRUDENTIAL OVERALL	TOWELS & MATS	$117.05
5/7		0100	3010	1110	1000	5800	111	ALTERNATIVES UNLIMITED	TUTORING SERVICES	$635.60
4/30	97	0100	3010	1110	1000	5800	111	! MATH WIZ	TUTORING SERVICES	$1,848.00
5/21	78	0100	0000-085	1110	1000	5800	111	CATHERINE GOLD	BAND DIRECTOR	$2,660.00
5/7		0100	3010	1110	1000	5800	111	COMPUTADORA GRATIS	TUTORING SERVICES	$240.00
5/21	18	0100	6500	5770	1180	5800	000	COMMUNITY SCH OF SD	TUITION FOR SP. ED STUDENT	$4,879.00
5/2		0100	6500	5770	1190	5800	000	SUSAN BERKOWITZ	SPEECH-LANGUAGE EVAL.	$585.00
5/7	19842	0100	6500	5770	1190	5800	000	THERESE M. NUGENT	SPEECH-LANGUAGE EVAL.	$393.00
5/21	19507	0100	6500	5770	1190	5800	000	JOANNE K. DANSSAERT	PHYSICAL THERAPY	$420.00
5/21	19842	0100	6500	5770	1190	5800	000	THERESE M. NUGENT	SPEECH-LANGUAGE EVAL.	$396.24
5/21	19749	0100	6500	5770	1190	5800	000	SD OCCUPATIONAL THER	OCCUPATIONAL THERAPY	$1,500.00
5/21	19647	0100	6500	5770	1190	5800	000	LEAPS-N-BOUNDS	OCCUPATIONAL THERAPY	$3,680.00
5/28	19702	0100			7100	5800	000	TECHMASTERS, INC.	E-RATE CONSULTING SERVICE	$187.50
5/7	19537	0100			7200	5800	000	CINTAS CORP.	SHREDDING SERVICE	$102.48
5/21		0100	8150		8110	5800	000	AFFORDABLE DRAIN SERV	CLEAR MAIN LINE	$112.00
5/9	19885	0100			8200	5800	000	J.M.D. LANDSCAPE, INC.	RELANDSCAPE BARE AREA	$2,723.00
5/9	19886	0100			8200	5800	000	J.M.D. LANDSCAPE, INC.	FILL IN FRONT OFF. PLANTER	$318.00
5/9	19887	0100			8200	5800	000	J.M.D. LANDSCAPE, INC.	FILL IN ENTRANCE PLANTERS	$251.50
5/9	19888	0100			8200	5800	000	J.M.D. LANDSCAPE, INC.	FILL IN SLOPE	$446.00
5/9	19889	0100			8200	5800	000	J.M.D. LANDSCAPE, INC.	FILL IN RAISED PLANTER	$645.50
5/14	31	0100			8200	5800	000	J.M.D. LANDSCAPE, INC.	LANDSCAPE MAINTENANCE	$3,200.00
5/14		0100			2700	5900-001	222	ATEL COMMUNICATIONS	PHONE REPAIRS	$230.80

5000 BALANCE: $879,848 ACCUMULATED BALANCE: $664,142.18 REMAINING BALANCE: $215,705.82

CARDIFF SCHOOL DISTRICT

Enrollment Form

As of June 2, 2014

CARDIFF

		BOYS	GIRLS		
TK	Paccione	2	1	3	
K	Paccione	6	10	16	
K	Bjorstad	8	11	19	
K	Hall	8	11	19	
K	McNamara	8	10	18	
K	Stone	8	10	18	
				TOT K	93
1	Carter	11	10	21	
1	Easson	9	12	21	
1	Froke	10	11	21	
1	Kulbacki	8	13	21	
1	Sallans	10	10	20	
1	Doui/Boy	10	5	15	
				TOT 1	119
2	Gust/Stua	10	10	20	
2	Kavan	12	9	21	
2	Payte	12	11	23	
2	Redding	13	9	22	
2	Doui/Boy	8	6	14	
				TOT 2	100
3	Hamilton	10	11	21	
3	Pacetti/Paz	10	11	21	
3	Doui/Boy	7	7	14	
				TOT 3	56
	SDC	0	0	**TOT**	0
	Boy/Girl Subtotal		180		188
	SCHOOL TOTAL		368		

ADA HARRIS

		BOYS	GIRLS		
3	Green	12	9	21	
3	Peery	11	8	19	
3	Switzler	12	10	22	
				TOT 3	62
4	Ford	15	8	23	
4	Jacobson	13	9	22	
4	Trees	13	10	23	
4	Price/d'Entre	11	10	21	
				TOT 4	89
5	Ensberg	14	10	24	
5	Murray	12	12	24	
5	Therriault	14	9	23	
5	Yant	14	10	24	
5	Price/d'Entre	10	13	23	
				TOT 5	118
6	Brice	14	14	28	
6	Heyer	13	14	27	
6	Jewell	14	14	28	
6	Nguyen	14	14	28	
				TOT 6	111
	SDC	1	2	**TOT**	3
	Boy/Girl Subtotal		207		176
	SCHOOL TOTAL		383		

DISTRICT TOTAL 751

Cardiff School District
Cardiff-By-The-Sea, California 92007

June 5, 2014

ITEM: **APPROVE REVISED NONPUBLIC AGENCIES MASTER CONTRACT BETWEEEN CARDIFF SCHOOL DISTRICT AND PREMIER HEALTHCARE SERVICES, LLC**

BACKGROUND

California Government Code Section 53060 authorizes school districts "to contract with…any persons or agencies for the furnishing of special services… if such persons or agencies are specially trained and experienced and competent to perform the special services required…"

Part of the process of paying a nonpublic agency requires an agreement signed between the school district and the consultant.

CURRENT CONSIDERATION

Special education students IEP's mandate special services. The District does not employ such specialist; therefore, we are contracting with a nonpublic agency for these services.

FINANCIAL IMPLICATIONS

The cost is not to exceed $31,350.

RECOMMENDATION

It is respectfully recommended that the Board approve the Nonpublic Agency Services Master Contract between Cardiff School District and Premier Healthcare Services, LLC.

Cardiff School District
Cardiff-By-The-Sea, California 92007

June 5, 2014

ITEM: **APPROVE INDEPENDENT CONTRACTOR AGREEMENT BETWEEN CARDIFF SCHOOL DISTRICT AND JMD LANDSCAPE, INC.**

BACKGROUND

California Government Code Section 53060 authorizes school districts "to contract with…any persons for the furnishing of special services… if such persons are specially trained and experienced and competent to perform the special services required…"

Part of the process of paying an independent contractor requires an agreement signed between the school district and the consultant.

CURRENT CONSIDERATION

JMD Landscape, Inc. will provide landscape maintenance for the district.

FINANCIAL IMPLICATIONS

The amount to be paid to JMD Landscape, Inc. is $40,320. To be paid out of the general fund. This amount is in the 2014-15 budget.

RECOMMENDATION

It is respectfully recommended that the Board approve the Independent Contractor Agreement between Cardiff School District and JMD Landscape, Inc.

Cardiff School District
Cardiff-By-The-Sea, California 92007

June 5, 2014

ITEM: **LOCAL CONTROL ACCOUNTABLITY PLAN (LCAP).**

BACKGROUND

With the new California Local Control Funding Formula, the Governing Board shall adopt a District-wide Local Control Accountability Plan (LCAP) using the template provided the State Board of Education, which addresses the state priorities specified in Education Code 52060. Additionally, the LCAP shall address any local priorities adopted by the Board. The first LCAP must be adopted by July 1, 2014. The LCAP shall be effective for three years and shall be updated on or before July 1 of each year.

CURRENT CONSIDERATION

This item is for information purposes.

FINANCIAL IMPLICATIONS

There are no financial implications.

RECOMMENDATION

It is respectfully recommended that the Board President recognize the Superintendent who is available to answer any questions.

Local Control and Accountability Plan and Annual Update 2014-2015

LEA: Cardiff School District Contact: Jill Vinson, Superintendent, jill.vinson@cardiffschools.com, (760) 632-5890

The Local Control and Accountability Plan (LCAP) is used to provide details regarding the district's actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.
For school districts, pursuant to Education Code section 52060, the LCAP describes goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

State Priorities

A. Conditions of Learning:

Priority 1- Basic Services: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d).
Priority 2- Implementation of State Standards: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners.
Priority 7- Course Access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable.

B. Pupil Outcomes:

Priority 4- Pupil Achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate.
Priority 8- Other Pupil Outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable.

C. Engagement:

Priority 3- Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups.
Priority 5- Pupil engagement: school attendance rates, chronic absenteeism rates.
Priority 6- School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness.

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Section 1: Stakeholder Engagement

Involvement Process	Impact on LCAP
The Cardiff School District used the following process for stakeholder input: 1. Revised and updated our District Strategic Plan with a committee comprised of Board Members, administrators, teachers, other staff members, parents and community members. 2. Collected data about the strengths and desired priorities for the school district from stakeholders using an on-line and paper survey. 3. Conducted meetings to share a draft and solicit feedback on LCAP goals with bargaining unit, administrative team, ELAC/DELAC, School Site Council, student groups (Student Council) and parent groups (Cardiff SEA). 4. Posted a draft LCAP on the district website and solicited feedback. A written response was provided for comments generated. 5. Advertised and conducted a public hearing to seek input on the LCAP.	• The district's collaboratively developed Strategic Plan forms the framework for the LCAP. The Strategic Plan and the LCAP share goals and action plans. The goals were reviewed to ensure that they address the state priorities. • Results of the on-line survey and stakeholder input sessions were used to inform decision-making regarding the development of goals and action steps for the LCAP.

Base Program:

The District provides a base program that includes:

- Highly qualified teachers, leaders and staff
- Standards based instructional materials
- Safe, clean, and functional facilities; and
- Instructional and operational support personnel, equipment, and supplies

The base program is designed to assure students receive a quality education and are empowered to achieve academic excellence and develop life skills needed for success in a diverse and changing society.

The approximate cost for provision of the Base Program is $5.6 million for 2014-15. The Base Program grows in cost each year with automatic Step & Column salary advancements, increases to health and statutory benefits, negotiated salary increases for employees, and inflationary and workload increases for utilities and general services.

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Section 2: Goals and Progress Indicators

Identified Need and Metric	Goals			What will be different/improved for students?			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected	Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Implementation of Common Core Standards in English Language Arts/English Language Development and Mathematics in all classrooms (Professional Development reports, curriculum adoptions, classroom walkthroughs)	(1) Ensure student learning of Common Core Standards in English Language Arts/English Language Development and Mathematics through high quality instruction and technology integration	All (including Lower Income, English Learners, Hispanic, SPED and all other significant subgroups)	All	•Teachers will receive professional development in Common Core ELA and ELD implementation • Teachers will continue receiving professional development in Common Core Mathematics implementation, including integration of newly adopted instructional materials •District will adopt Common Core aligned instructional materials, including software, for	•Teachers will continue receiving professional development in Common Core ELA, ELD and Mathematics implementation, including integration of new instructional materials •District will pilot Common Core aligned instructional materials, including software, for ELA and ELD in all classrooms	•Teachers will continue receiving professional development in Common Core ELA, ELD and Mathematics implementation, including integration of new instructional materials •District will adopt Common Core aligned instructional materials, including software, for ELA and ELD in all classrooms	•Basic Services •Implementation of State Standards •Pupil Achievement •Course Access •Other Pupil Outcomes

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Identified Need and Metric	Goals			What will be different/improved for students?			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected	Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
				Mathematics in all classrooms			
Excellence in student learning (Report Card grades, district assessments, SBAC results, CELDT scores, reclassification data, teacher credential audits)	(2) Meet or exceed State designated target API annually using the California Assessment of Student Performance and Progress (CAASPP) based on Smarter Balanced Assessment Consortium (SBAC)	All (including Lower Income, English Learners, Hispanic, SPED and all other significant subgroups)	All	•Establish a baseline State designated target on California Assessment of Student Performance and Progress (CAASPP) •Increase in percent of English Learners reclassified as English Proficient •Maintain 100% fully credentialed teachers in appropriate assignments	•All students, including subgroups, meet or exceed State designated target on California Assessment of Student Performance and Progress (CAASPP) •Increase in percent of English Learners reclassified as English Proficient •Maintain 100% fully credentialed teachers in appropriate assignments	•All students, including subgroups, meet or exceed State designated target on California Assessment of Student Performance and Progress (CAASPP) •Increase in percent of English Learners reclassified as English Proficient •Maintain 100% fully credentialed teachers in appropriate assignments	•Pupil Achievement
Student	(3) Engage students	All	All	•Teachers will	•All teachers will	•All teachers will	•Pupil

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Identified Need and Metric	Goals			What will be different/improved for students?			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected	Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
engagement in energized learning environment (classroom walkthroughs, student, staff and parent surveys, school attendance rates)	in relevant, personalized learning experiences that integrate critical thinking, communication, collaboration and creativity to promote a passion for learning	(including Lower Income, English Learners, Hispanic, SPED and all other significant subgroups)		receive support and training in implementing high-quality student tasks requiring 21st Century skills •Unexcused absences will decrease	implement high-quality student tasks requiring 21st Century skills •Unexcused absences will decrease	increase the number of high quality student tasks requiring 21st Century skills •Unexcused absences will decrease	Engagement •Pupil Achievement •School Climate
Emotional and physical safety and support (discipline records, student, staff and parent surveys, School Safety Plan, Facility Rating Reports)	(4) Improve and/or increase services to support the social, emotional and physical well-being of students	All (including Lower Income, English Learners, Hispanic, SPED and all other significant subgroups)	All	•All annual School Facility ratings will remain at exemplary •Suspensions and office referrals for discipline will decrease at each site •Establish a baseline for student sense of safety at school	•All annual School Facility ratings will remain at exemplary •Suspensions and office referrals for discipline will decrease at each site •Increase the percentage of student sense of safety at school	•All annual School Facility ratings will remain at exemplary •Suspensions and office referrals for discipline will decrease at each site •Increase in the percentage of student sense of safety at school	•School Climate
Active parent	(5) Improve and/or	All	All	•Increase parent	•Increase parent	•Increase parent	•Parent

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Identified Need and Metric	Goals			What will be different/improved for students?			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected	Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
engagement (volunteer records, home-school communication, committee participation, parent surveys)	increase parent participation in their child(ren)'s learning process	(including Lower Income, English Learners, Hispanic, SPED and all other significant subgroups)		participation in school and district activities and input into district priorities •Engage parents in the learning environment through increased use of technology i.e. Schoology, school/class websites, blogs, videos and online curriculum	participation in school and district activities and input into district priorities •Engage parents in the learning environment through increased use of technology i.e. Schoology, school/class websites, blogs, videos and online curriculum	participation in school and district activities and input into district priorities •Engage parents in the learning environment through increased use of technology i.e. Schoology, school/class websites, blogs, videos and online curriculum	Involvement

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Section 3: Actions, Services, and Expenditures

District Goals	Related State Priorities	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1, 2, 3, 4, 5	1,2,3,4,5,6	Provide an iPad for every student to use for classroom instruction	LEA-wide	n/a	Continue lease agreement for 768 students: $140,931 (GF and local)	Continue lease agreement for 768 students: $140,931 (GF and local)	Continue lease agreement for 768 students: $65,443 (GF and local)
1, 2, 3	1,2,4,5,6	Provide professional development opportunities for teachers and paraprofessionals in the implementation of Common Core Standards for ELA, ELD and Mathematics	LEA-wide	n/a	Develop and implement a Professional Development Annual Plan: $70,794 (GF and CCIF)	Develop and implement a Professional Development Annual Plan: $20,000 (GF)	Develop and implement a Professional Development Annual Plan: $20,000 (GF)
1, 2, 3	1,2,4,5,6	Provide professional development opportunities and materials for teachers in the implementation of high-quality student tasks	LEA-wide	n/a	•Develop and implement a Professional Development Annual Plan: (see above) •Purchase 3-year license for access to Defined STEM student tasks	•Develop and implement a Professional Development Annual Plan: (see above) •n/a	•Develop and implement a Professional Development Annual Plan: (see above) •n/a

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District Goals	Related State Priorities	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					$5385 (GF)		
1, 2, 3, 5	1,2,3,4,5,6	Utilize Educational Technology Teacher to provide support for district teachers in integrating technology into classroom instruction and increase parent participation in the learning process	LEA-wide	n/a	Salary: $58,900 (GF)	Salary: $61,228 (GF)	Salary: $63,555 (GF)
1, 2, 3	1,2,4,5	Purchase Common Core aligned instructional materials for Mathematics	LEA-wide	n/a	Purchase Common Core Mathematics instructional materials: $25,000(CCIF)	n/a	n/a
1, 2, 3	1,2,4,5	Purchase Common Core aligned instructional materials for ELA	LEA-wide	n/a	n/a	Purchase Common Core ELA instructional materials: $25,000 (GF)	n/a
1, 2, 3	1,2,4,5	Purchase computer adaptive software for iPads that supports Common Core Standards in	LEA-wide	n/a	Purchase software: $58,000 (GF and CCIF)	Annual subscription: $7000 (GF)	Annual subscription: $7000 (GF)

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District Goals	Related State Priorities	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Mathematics					
1, 2, 3	1,2,4,5	Purchase computer adaptive software for iPads that supports Common Core Standards in ELA	LEA-wide	n/a	n/a	Purchase software: $50,000 (GF)	Annual subscription: $7000 (GF)
4		Provide a part-time district nurse to each school site	LEA-wide	n/a	Assign a 20% nurse to each school site: $25,800 (GF)	Assign a 20% nurse to each school site: $25,800 (GF)	Assign a 20% nurse to each school site: $25,800 (GF)

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A.

Goal	Related State Priorities	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1, 2, 3	1,2,4,5	**For low income pupils:** •Provide additional small group instruction in Common Core Standards in a Learning Lab setting	LEA-wide		Identify, monitor and support low performing low income students through Learning Labs $127,900 (GF)	Identify, monitor and support low performing low income students through Learning Labs $130,444 (GF)	Identify, monitor and support low performing low income students through Learning Labs $133,053 (GF)
1, 2, 3	1,2,4,5	**For English learners:** •Provide Bilingual Assistants to schools to support English Learners and their families •Provide Professional Development for teachers and paraprofessionals to support implementation of Common Core ELD Standards	LEA-wide		•Staff a Bilingual Assistant at each school site $49,000 (Title I) •Provide ELD Common Core professional development for teachers and paraprofessionals $2000 (Title III)	•Staff a Bilingual Assistant at each school site $50,800 (Title I)	•Staff a Bilingual Assistant at each school site $51,850 (Title I)

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Goal	Related State Priorities	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		•Provide additional small group instruction in Common Core Standards in a Learning Lab setting •Provide ELD instruction in a Learning Lab setting			•Identify, monitor and support low performing ELD students through Learning Labs $95,915 (GF)	•Identify, monitor and support low performing ELD students through Learning Labs $97,830 (GF)	•Identify, monitor and support low performing ELD students through Learning Labs $99,970 (GF)
		For foster youth: n/a					
1, 2, 3	1,2,4,5	**For redesignated fluent English proficient (RFEP) pupils:** •Purchase and implement supplemental intervention materials for ELA and Mathematics for students with lower academic achievement	LEA-wide	n/a	•Identify, monitor and support low performing RFEP students through Learning Labs $31,972 (GF) •Identify, select and purchase supplemental intervention materials $3000 (Title III)	Identify, monitor and support low performing RFEP students through Learning Labs $32,610 (GF)	Identify, monitor and support low performing RFEP students through Learning Labs $33,265 (GF)

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B. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

As a "Community Funded District," the Cardiff School District will not receive state supplemental funding for low income, foster youth, or English learner pupils. However, the Cardiff School District has calculated its proportionality percentage and developed a goal that all students will be proficient or advance in grade- level standards through basic services, implementation of the Common Core State Standards, course access, and pupil achievement.

In addition to services and actions for all students identified in Section 3 (A) of the district's Local Control and Accountability Plan, the following services and actions for low income, foster youth and English learner pupils will be provided:

- For low-income pupils, certificated and para-professional support staff will provide direct instruction to students, professional development, and consultations with classroom teachers. Additional intervention programs will be provided for students who do not make expected progress.
- For English learners, support teachers and staff will provide direct instruction to students, professional development and consultations with classroom teachers. A bilingual assistant at each school site will provide outreach with families, translations and will network within community organizations. Additional intervention programs will be provided for students who do not make expected progress.
- For foster youth, the district will provide individual outreach to families of Foster Youth to coordinate services and will provide intervention programs for pupils that do not make expected progress.

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C. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

The 2014-15 minimum proportionality percentage for the Cardiff School District is 3.6% and the estimated LCFF Supplemental and Concentration Grant funding is $158,162. The District's current spending plan attributed to its unduplicated population is approximately $309,800 or $95,489 above the estimated LCFF target for Supplemental and Concentration Grant funding.

The district is in compliance with its requirement to increase or improve services for unduplicated pupils since the District is currently providing services above its target for Supplemental and Concentration Grant funding. However, the District continually monitors the services it provides and improves any deficiencies to the programs that serve its low-income, English learners, and Foster Youth population.

As described in Section 3 (C) of the district's Local Control Accountability Plan, the following specific services and actions are additional services and actions specific for pupils within the unduplicated population:

- For low-income pupils, certificated and para-professional support staff will provide direct instruction to students, professional development, and consultations with classroom teachers. Additional intervention programs will be provided for students who do not make expected progress.
- For English learners, support teachers and staff will provide direct instruction to students, professional development and consultations with classroom teachers. A bilingual assistant at each school site will provide outreach with families, translations and will network within community organizations. Additional intervention programs will be provided for students who do not make expected progress.
- For foster youth, the district will provide individual outreach to families of Foster Youth to coordinate services and will provide intervention programs for pupils that do not make expected progress.

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Single Plan for Student Achievement

2013 - 2014 Update

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A. INTRODUCTION

1. DISTRICT DESCRIPTION:

Although the Cardiff community is part of the City of Encinitas, Cardiff School District is maintained as a separate, self-directed entity. It is one of the smallest districts in the county of San Diego. Together, the two district schools, Cardiff Elementary School and Ada Harris Elementary School, have an enrollment of approximately 750 students. The intimate size of the district fosters unique learning opportunities for our students' educational growth. Parent and community support and involvement are vital factors in shaping a positive atmosphere of collaboration.

Recognizing that young elementary school students and older elementary school students have different social, academic and physical needs, the district has separated the schools by grade level. Cardiff Elementary School has students in grades Kindergarten through third. Ada Harris Elementary School has students in third through sixth grade.

The success of the educational approach in the Cardiff School District is evidenced by our students' outstanding performance on the standardized testing required by the State of California. Cardiff Elementary School students have some of the highest test scores of all public schools in San Diego County on the standardized tests administered in Spring 2013.

2. VISION STATEMENT

Our envisioned future articulates our organizational aspirations in the hearts and minds of our students, parents, staff, and community. We actively promote this vision to engage our stakeholders and maintain our focus on what is essential. We envision:
Lifelong Learners | Contributing Citizens | Educational Excellence

3. STRATEGIC PLAN SUMMARY

Guiding Principles
Our *Vision* is supported by *Guiding Principles* that help inform our decisions and actions.

In Cardiff Schools…

- We are a community of learners modeling a culture of reflection and continuous improvement
- Students are recognized as individuals, each contributing to the learning community
- Teachers facilitate engagement and passion for lifelong learning, which fosters an environment where all students learn and grow
- Evidence-based performance and evaluation reflect high quality teaching and learning
- We wisely manage financial and physical resources
- The schools, at the heart of the community, cultivate mutually beneficial relationships with all stakeholders
- All stakeholders take pride in the success of our schools and students

Strategic Pillars

Our *Guiding Principles* are supported by *Four Strategic Pillars* that interdependently help actualize our vision.

Pillar 1: Excellence in Student Learning
Pillar 2: Energized Learning Environment
Pillar 3: Active Parent and Community Engagement
Pillar 4: Efficient and Effective Resource Management

Strategic Pillar #1- Excellence in Student Learning

- Promote initiative, engagement and resilience
- Occurs across all areas of campus and across all subject areas
- Is a continuous, cyclical process involving reflection and feedback
- Require high standards for citizenship locally (Cardiff Way) and globally

Strategic Pillar #2- Energized Learning Environment

- Recruitment, training and support of highly qualified employees
- Cohesive, common core-aligned curriculum focused on 21st century skills
- A blended educational environment in which learning is personalized through computer-adaptive technology and inquiry-based projects
- Focus on the whole child, recognizing and celebrating individual skills, talents and differences
- High quality, innovative instruction informed by meaningful and balanced assessment
- Leveled intervention and enrichment strategies support students to fully realize their potential
-

Strategic Pillar #3- Active Parent and Community Engagement

- Strong schools equal a strong community in a symbiotic relationship
- Establish and support collaborative partnerships
- Involved, active and supportive parent participation
- Open, regular communication between home and school
- Positive messaging to the community

Strategic Pillar #4- Efficient and Effective Resource Management

- Fiscal Stability
  - -Smart spending
  - -Maximize funding opportunities
  - -Conservative and strategic fiscal planning
- Physical Resources
  - -Balance with community use
  - -Maintain safe and modern infrastructures that are conducive to learning
  - -Flexible towards future needs and individual needs
  - -Think long term
  - -Efficient use of resources
  - -Identification of waste and potential improvements
  - -Recognize the importance of the safe and efficient multimodal transport to school
- Human Resources
  - -Continuous and relevant staff development

-Conditions and benefits that promote a highly motivated and qualified staff

B. DISTRICT DEMOGRAPHICS

Enrollment (as of Oct. 2 of that school year)	Cardiff				Ada Harris			
Year	10-11	11-12	12-13	13-14	10-11	11-12	12-13	13-14
Total Enrollment	383	385	395	366	389	385	368	381
English Language Learners	45	44	30	29	55	46	41	40
GATE Students	0	0	0	0	30	34	37	31
Economically Disadvantaged	39	49	47	39	49	66	62	50

	Year	Asian	Hispanic	Black	Filipino & Pacific Islander	American Indian	White	Two or More	Other
Cardiff School	**10-11**	10	64	1	3	1	304	0	0
	11-12	7	65	1	3	0	286	23	0
	12-13	5	60	1	2	0	293	34	0
	13-14	5	62	0	1	0	273	25	0
Ada Harris	**10-11**	5	70	2	4	4	304	0	0
	11-12	6	65	0	0	4	307	3	0
	12-13	8	66	1	4	1	284	4	0
	13-14	7	66	0	4	0	286	18	0

Ethnicity (as of Oct. 2 of that school year)

C. STANDARDS AND ASSESSMENTS

1. SUMMARY OF ASSESSMENTS:

On-going assessment is a critical piece of the instructional program in the Cardiff School District. Assessment results are used to determine student achievement and progress toward mastery of district standards. Assessments are continually reviewed and updated as appropriate and necessary. Assessment results are shared with parents on student report cards and at parent conferences. CST and CELDT results are provided to parents. Students who are not meeting district standards are offered additional academic assistance in their area of need. The following are descriptions of the formal assessments administered at Cardiff and/or Ada Harris School:

Performance-Based Writing Assessment: A teacher-directed writing sample with a specified prompt. This assessment is given annually. Students are graded on a 4-point rubric for content and a 3-point checklist for conventions. A copy of this assessment is kept in the student's cum folder.

Performance-Based Reading Assessment: Also known as a "Running Record," students read a grade-level appropriate book and retell details to demonstrate comprehension. Accuracy Level is scored by a percentage of correctly decoded words; Reading Fluency Level and Comprehension Level are scored on a scale from 1 to 3. This assessment is used in the primary grades.

Spelling Assessments: A list of age-appropriate high frequency words that are assessed at each grade level.

Standards-Based Math Assessments: Tests that determine student progress relative to District Math Standards given at each grade level at each trimester.

Standards-Based Reading Assessments: Tests that determine student progress relative to District Language Arts Standards given at each grade level at each trimester.

California English Language Development Test (CELDT): A standardized test given annually to English Language learners to determine their English language proficiency level. Students are scored at one of five proficiency levels, from Beginning to Advanced. ELD instruction is based on a student's CELDT level.

California Standards Test (CST): A California standards-based test given to all students in grades 2-12 in the areas of English Language Arts and Mathematics, and in Science to students in grade 5. Students are scored at one of five proficiency levels, from Far Below Basic to Advanced. This statewide assessment is given annually in May.

PE Assessment: A state-mandated performance-based test given to all fifth graders.

2. SUMMARY OF CALIFORNIA ASSESSMENT RESULTS:

CST

Percent of students at Level Proficient or Advanced

TOTAL STUDENT POPULATION

	ENGLISH LANG ARTS				MATH			
	'10	'11	'12	'13	'10	'11	'12	'13
Grade 2	85	83	84	83	86	85	89	88
Grade 3	70	74	77	70	78	80	92	83
Grade 4	96	88	90	85	93	84	81	84
Grade 5	84	85	85	85	82	87	84	81
Grade 6	86	86	86	88	84	81	77	71

ENGLISH ONLY STUDENTS

	ENGLISH LANG ARTS				MATH			
	'10	'11	'12	'13	'10	'11	'12	'13
Grade 2	89	86	85	88	90	89	90	92
Grade 3	76	79	80	70	83	84	95	82
Grade 4	98	90	94	87	94	85	84	85
Grade 5	86	89	88	91	85	91	85	89
Grade 6	91	91	89	88	89	85	81	70

ENGLISH LANGUAGE LEARNERS

	ENGLISH LANG ARTS				MATH			
	'10	'11	'12	'13	'10	'11	'12	'13
Grade 2	59	54	72	*	59	53	86	*
Grade 3	42	36	75	*	43	61	75	*
Grade 4	72	80	64	*	80	72	60	72
Grade 5	57	38	64	50	57	38	75	40
Grade 6	70	40	50	*	50	50	28	*

SOCIOECONOMICALLY DISADVANTAGED STUDENTS

	ENGLISH LANG ARTS				MATH			
	'10	'11	'12	'13	'10	'11	'12	'13
Grade 2	65	44	65	36	60	55	86	53
Grade 3	55	37	44	53	48	48	69	73
Grade 4	94	72	70	66	88	70	55	77
Grade 5	65	69	69	47	59	63	62	42
Grade 6	78	55	71	83	66	60	32	56

HISPANIC OR LATINO STUDENTS

	ENGLISH LANG ARTS				MATH			
	'10	**‘11**	**‘12**	**‘13**	**'10**	**‘11**	**‘12**	**‘13**
Grade 2	66	72	53	35	66	57	73	42
Grade 3	44	50	58	54	50	68	89	69
Grade 4	73	72	73	65	86	80	56	72
Grade 5	63	50	76	58	57	64	78	50
Grade 6	70	53	65	88	65	58	46	69

* Number of students tested not statistically significant

California English Language Development (CELDT) Data: Fall 2012

Grade	California English Language Development Test (CELDT) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	0		3	25	4	33.5	1	8	4	33.5	12
1	1	12.5	4	50	2	25	0		1	12.5	8
2	0		3	37.5	2	25	3	37.5	0		8
3	3	37.5	2	25	2	25	1	12.5	0		8
4	2	17	4	33	5	42	0		1	8	12
5	4	29	6	43	2	14	0		2	14	14
6	4	40	5	50	0		1	10	0		10
Total	14		27		17		6		8		72

3. SUMMARY OF ACADEMIC PERFORMANCE INDEX (API), 2009 – 2013

The Public Schools Accountability Act (PSAA) of 1999 required the California Superintendent of Public Instruction, with approval of the State Board of Education, to develop an **Academic Performance Index (API)** to measure the performance of schools. The purpose of the API is to measure the academic performance and progress of schools. It consists of three separate scores. The API *raw score* represents a sum of weighted scores in all tested curricular areas. The range is from 200 to 1000, with 800 being the statewide target. The *statewide rank (SR),* compares a school's ranking with schools statewide. The *similar schools rank (SSR),* shows how well the school performed when compared with schools having similar background characteristics. Schools are ranked in deciles, with 1 being lowest and 10 being highest.

From API results, schools will be held accountable for improving students' academic performance. Schools are ranked according to their API and are expected to show improvement in students' academic achievement by meeting annual API growth targets, including growth targets for each numerically significant ethnic and socio-economically disadvantaged subgroup in a school. The school's API growth is considered relative to the interim statewide API performance target of 800. Schools that score above 800 are required to annually maintain the score above 800 to meet the performance target.

API Results

	2009	2010	2011	2012	2013
District	**924**	**931**	**927**	**928**	**917**
Cardiff	**940**	**944**	**935**	**919**	**922**
Ada Harris	**919**	**926**	**924**	**931**	**915**

AYP Results

English Language-Arts

	2009	2010	2011	2012	2013
Criteria	**46**	**56.8**	**67.6**	**78.4**	**89.2**
District All Students	**83.2**	**84.8**	**82.6**	**84.3**	**82.7**
District Hispanic or Latino				**64.7**	**63.9**
District Socioeconomically Disadvantaged				**65.5**	**59.5**

AYP Results

Mathematics

	2009	2010	2011	2012	2013
Criteria	47.5	58	68.5	79	89.5
District All Students	83.8	85.4	83.4	84.8	82.5
District Hispanic or Latino				69.4	63.9
District Socioeconomically Disadvantaged				60.7	62.7

D. IMPROVEMENT PRIORITIES

1. GOALS FOR IMPROVING STUDENT PERFORMANCE

Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of instructional support programs. As a result, it has adopted the following goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

(A) **DISTRICT GOAL #1:** Meet or exceed target goal in English Language Arts using the California Assessment of Student Performance and Progress (CAASPP) based on Smarter Balanced Assessment Consortium (SBAC)				
Student groups and grade levels to participate in this goal: All students grades 3-6		**Anticipated annual performance growth for each group:** Target and baseline goals will be established in the 2014-15 school year		
Means of evaluating progress toward this goal: Student achievement data in instructional support programs (DIBELS, Benchmark Assessments)		**Group data to be collected to measure academic gains:** CAASSP testing data beginning in the 2014-15 school year		
Actions to be Taken to Reach This Goal	**Start Date Completion Date**	**Proposed Expenditures**	**Estimated Cost**	**Funding Sources**
- Implementation of the following instructional support programs (see appendix for program descriptors): - Learning Lab, RAD - Reading Lab I and Reading Lab II, - Classroom Instructional Aides	September-May	Salaries and benefits for instructors	$364, 323	- General Fund - Title 1 - Title III (LEP)

(A) **DISTRICT GOAL #2:** Meet or exceed target goal in Mathematics using the California Assessment of Student Performance and Progress (CAASPP) based on Smarter Balanced Assessment Consortium (SBAC)

Student groups and grade levels to participate in this goal: All students grades 3-6.	**Anticipated annual performance growth for each group:** Target and baseline goals will be established in the 2014-15 school year
Means of evaluating progress toward this goal: Student achievement data in instructional support programs	**Group data to be collected to measure academic gains:** CAASSP testing data beginning in the 2014-15 school year

Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
- Implementation of the following instructional support programs (see appendix for program descriptors): - Learning Lab - Math Concepts, Math Tutoring - Classroom Instructional Aides	November-May	Salaries and benefits for instructors	$71,000	- General Fund - Title 1 - Title III (LEP)

2. ACTION PLAN AND RECOMMENDED EXPENDITURES

Support for Planned Improvements in Student Performance

The school site council has analyzed the planned program improvements and supports the following academic programs and related expenditures to raise the academic performance of all student groups:

INSTRUCTIONAL SUPPORT PROGRAMS

RAD PROGRAM: (All students grades 1-3) Small-group, guided process reading instruction at each student's ability level. Instruction takes place within the classroom three days a week for 30 minutes by three trained paraprofessionals and the classroom teacher.

LEARNING LAB: (At-risk students grade K-2) Small group reading intervention. Instruction is delivered as a pull-out on a regular schedule by a certificated teacher and paraprofessionals under the direction of the certificated teacher.

READING LAB: (At-risk students grades 3-6) Small group intensive reading intervention at the students' instructional reading level. The program consists of daily pull-out for 45 minutes as well as some push-in support. Instruction is delivered by a certificated teacher and by paraprofessionals under the direction of the certificated teacher.

ELD PROGRAM: (English Learner students grade K-6) Small group English language support delivered under the supervision of a credentialed teacher on a pull-out or push-in basis.

MATH CONCEPTS PROGRAM: (At-risk students grades 3-6) Small group remedial math support delivered by a credentialed teacher three days per week for 40 minutes a session.

MATH TUTORING PROGRAM: (At-risk students grades 3-6) After school review and support with current classroom math instruction. The program is supervised by a credentialed teacher one afternoon a week for one hour.

INSTRUCTIONAL AIDES: (All Students K-6) Instructional aides provide instructional support to students within the classroom an average of at least 90% of their funded time. They utilize small group participation and individual teaching in the core curriculum areas at the direction of the classroom teacher. Each classroom is currently allocated four hours per week.

E. EQUAL ACCESS / SCHOOL CLIMATE

All students have equitable access to, and the opportunity to participate in and benefit from, high-quality curricular activities. Students and employees are not, on the basis of gender, excluded from participation in, denied the benefits of, or subjected to harassment or other forms of discrimination in any program or activity.

F. GOVERNANCE

The School Site Council will review the Single Plan for Student Achievement and establish new goals annually and, if necessary, make other modifications in the plan to reflect changing needs and priorities. The Single Plan for Student Achievement will be recommended by the Site Council and approved the Board of Trustees.

G. PROGRAMS/BUDGET

Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated.

State Programs	**Allocation**
Economic Impact Aid/ English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners	$

	Federal Programs under No Child Left Behind (NCLB)	Allocation
X	Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$62,656
X	Title II, Part A: Teacher and Principal Training and Recruiting Purpose: Improve and increase the number of highly qualified teachers and principals	$29,353
X	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	$7,839
	Title III, Part B: Immigrant Purpose: Support learning environments that promote academic achievement for English-learners.	$

H. ASSURANCES AND SIGNATURES

Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan*:*

   __X_ English Learner Advisory Committee

4. The school site council reviewed the content requirements for school programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met.

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

6. This school plan was adopted by the school site council at a public meeting on: _____.

Attested:

_____	_____	_____
Printed name of school principal	Signature of school principal	Date
_____	_____	_____
Printed name of SSC chairperson	Signature of SSC chairperson	Date

I. SCHOOL SITE COUNCIL MEMBERS

Members of the School Site Council 2013 - 2014

SCHOOL STAFF	PARENTS
Principals: Julie Parker Brian Kissell	Catherine Blakespear Karen Melamed
Teachers: Keith Carter Susie Murray	
Support Staff: Tracy Conrey	

J. APPENDIX

1. ACRONYMS AND GLOSSARY

API	Academic Performance Index; A statewide scale used to compare schools based upon annual CAT-6 test results.
Assessment	Wide range of testing or measurement tasks used to determine student achievement.
At-risk	Students who are not progressing due to either academic, social-emotional, behavioral, or truancy issues.
AYP	Adequate Yearly Progress.
BCLAD	Bilingual, Cross-cultural Language and Academic Development; credential authorizing holder to teach ELD, SDAIE, and primary language content. (Also see CLAD).
Benchmarks	Selected skills and concepts that confirm grade-level performance.
BTSA	Beginning Teacher Support & Assessment; statewide program to ensure success of all 1st and 2nd year teachers.
CELDT	A state mandated test given annually to all EL students to determine English fluency.
CLAD	Cross-cultural Language and Academic Development; credential or certificate authorizing holder to teach ELD and SDAIE. (Also see BCLAD).
Content Standards	Standards specifying what teachers are expected to teach and what students are expected to learn.
Core Curriculum	Cardiff District School Board approved subjects taught to all students.
CSR	Class Size Reduction; State program limiting class size for grades K-3 to 20 students.
CST	California Standards Test given annually to each student in grades 2-6.
DELAC	District English Learners Advisory Committee; is a group of parents, teachers and staff who provide guidance, standards and direction for the Cardiff District teachers and School Board in setting policy and standards for English Language learners.

Economically Disadvantaged Student	A State financial designation of students who come from households below a certain financial level and who qualify for free or reduced lunch.
EIA	Economic Impact Aid; program that provides supplementary funds to be used for compensatory education service for Limited English Proficiency students.
EL	English Learner; student who is not currently proficient in English and whose primary language is not English.
ELD	English Language Development; the systematic use of instructional strategies designed to promote the acquisition of English language and literacy by students whose primary language is not English.
English Only Students	Students who speak English as their primary language.
FEP	Fluent English Proficient; a second language student is classified FEP when he/she can demonstrate English-language proficiency comparable to that of the average native speaker and can participate equally in the regular educational program.
Framework	California Department of Education descriptions of curricular goals and standards.
GATE	Gifted and Talented Education; Students qualify in grades 4-6 based on either intellectual ability or academic achievement.
Guided Process Reading	Reading instruction in which the teacher provides the structure and purpose for reading and for responding to the material read. The teacher also guides students through the reading by directly teaching skills/concepts and by asking cueing and/or comprehension questions.
IEP	Individual Education Plan; a plan specifying the goals, objectives, and programs for a special education student.
Integrated Curriculum	Lesson that incorporates more than one subject such as a combination of science and math.
Intermediate Grades	4^{th}, 5^{th}, and 6^{th} grades.
Interventions	Resources, strategies, and actions to improve behavior or academic skills.
LAS	Language Assessment Scale; an assessment tool for determining students' proficiency in oral language.

Leadership Team	A group of school staff and faculty that works with the principal to help plan and direct school-wide programs.
Learning Lab	Small group reading intervention. Instruction is delivered as a pull-out on a regular schedule by a certificated teacher and paraprofessionals under the direction of the certificated teacher.
LEP	Limited English Proficient; a student who has not developed the English language skills necessary to succeed in English at a level equivalent to English only students.
Migrant Education	A program to provide supplementary education services to children believed to be educationally deprived due to interruptions in their schooling attributed to the mobility of the family.
Minimum Day	A state designation of the minimum hours of schooling required for the day to be considered a "school day" and reimbursable for state funding. Minimum days at Cardiff and Ada Harris are when student dismissal is at approximately 12:00.
Multiple Measures	A compilation of a variety of assessment instruments used to measure student progress towards grade-level standards.
NSLP	National School Lunch Program; Students qualify based upon level of parent income.
Performance Standard	Standards defining the degree of mastery or level of attainment.
Primary Grades	Kindergarten, 1st, 2nd, and 3rd grades.
Progress Report	Report to parents of a child's grades; provided at the end of each trimester (November, March, and June).
RAD	Reading Advancement and Development; a reading program for grades K-3 that focuses on small-group guided-process reading.
RAP	Reading Advancement Program; a reading intervention program for students in grades 3-6.
Resource Specialist	Special Education teacher trained to help students with learning disabilities.
RSP	Resource Specialist Program; special education program supporting students in a regular education class.
School Accountability Report Card	The School Accountability Report Card (SARC) is a state mandated document that includes school data and information. Each school maintains its own SARC and updates it annually.
School Board of Trustees	Members of an elected 5-member Board responsible for District policy. The Cardiff School Board meets monthly.

SDAIE	Specially Designed Academic Instruction in English; the systematic use of instructional strategies designed to make grade-level core curriculum comprehensible to English Learners.
SDC	Special Day Class; a self-contained special education class for students who cannot be successful in a regular classroom.
SLP	School & Library Improvement Program; State block grant to help schools improve library and curricular programs. SLP expenditures should reflect site plan goals and priorities.
SSC	School Site Council; is a group of parents, community members, classroom teachers, school staff and principals. The SSC is responsible for the annual School plan, the district's school safety plans, and the district strategic plans. These plans provide the direction for recommending the allocation of SIP monies to school programs and projects. The School Board accepts or rejects the SSC recommendations. Conducting SSC functions is a State requirement for schools receiving SIP funding.
SST	Student Study Team; a team of school staff who meet to discuss appropriate ways to improve student performance, behavior, or attendance.
Standards	The skills and strategies which students are expected to know and be able to do, in each subject at each grade level.
STAR	Standardized Testing and Reporting; state term for mandated annual testing of students in grades two through eleven.
Title I	Federally funded program to assist students who are performing well below grade level in reading and/or math. Funding formula is based upon National School Lunch Program (NSLP) participants.

Cardiff School District
Cardiff-by-the-Sea, California 92007

June 5, 2014

ITEM: **PUBLIC HEARING ON PROPOSED BUDGET FOR 2014-15**

BACKGROUND

In accordance with the provisions of the Education Code Section 42103 you are hereby notified of the preparation of the proposed 2014-15 budget for the Cardiff School District.

The proposed budget is available for review from June 3rd to June 5th between the hours of 8:00 AM and 4:00 PM at he the Cardiff School District Office located at 1888 Montgomery Avenue, Cardiff CA 92007.

The adoption of the 2014-15 Budget will occur at the special board meeting on June 12, 2014.

“Now is the time and place for comments from the public concerning the proposed budget for 2014-15 for the Cardiff School District. Are there any comments?”

FINANCIAL IMPLICATIONS

Holding of public hearing carries not fiscal considerations.

CARDIFF SCHOOL DISTRICT
SUMMARY
2014/15

			Unrestricted	Restricted	TOTAL
BEGINNING BALANCE			**2,305,676**	**0**	**2,305,676**
REVENUES	Revenue Limit		6,811,436	24,657	6,836,093
	Federal Revenue		0	221,443	221,443
	State Revenue		95,800	22,809	118,609
	Local Revenue - Restricted	Special Ed	0	305,639	305,639
	Local Revenue from SEA	Salaries	140,575	0	140,575
	All other Local Revenue		258,104	0	258,104
	District Contribution		(672,494)	672,494	0
	TOTAL REVENUE		**6,633,421**	**1,247,042**	**7,880,463**
EXPENDITURES	Certificated Salaries		3,594,011	507,289	4,101,300
	Classified Salaries		1,003,031	188,557	1,191,588
	Benefits		997,744	151,197	1,148,941
	Books/Supplies		165,640	87,009	252,649
	Services		652,608	161,675	814,283
	Equipment		0	0	0
	Tuition - (Special Ed Regional)		0	151,315	151,315
	Debt Service - iPad Lease		144,800	0	144,800
	TOTAL EXPENDITURES		**6,557,834**	**1,247,042**	**7,804,876**
EXCESS/DEFICIENCY			**75,587**	**0**	**75,587**
TRANSFERS OUT	Transfer to Deferred Maintenance	**7619**	**78,049**	**0**	**78,049**
				0	**0**
ENDING BALANCE			**2,303,214**	**0**	**2,303,214**
RESERVE	Restricted		**0**	(259,413)	**(259,413)**
	Revolving Cash				**(1,500)**
NET ENDING BALANCE	Unappropriated				**2,042,301**
Economic Uncertainty	*At 20% of expenditures*				*1,560,975*
	At 25% of expenditures				*1,951,219*

PROJECTED REVENUE
2014/15

					General	Restricted	Total
REVENUE LIMIT							
	State - DOC			8011	10,099	0	10,099
	LCFF Categoricals HH			8011	807,308	0	807,308
	Fair Share Reduction			8011	(420,665)	0	(420,665)
	EPA Funds		1400	8012	145,030	0	145,030
	Property Tax - HOE			8021	53,850	0	53,850
	Property Tax - Secured			8041	6,013,052	0	6,013,052
	Property Tax - Unsecured			8042	202,762	0	202,762
	Property Tax Transfer	Special Ed		8097	0	24,657	24,657
		TOTAL			**6,811,436**	**24,657**	**6,836,093**
FEDERAL REVENUE							
	Title I		3010	8290	0	62,656	62,656
	Title II (a)		4035	8290	0	29,838	29,838
	Special Ed		3310	8181	0	109,590	109,590
	Special Ed		3315	8182	0	3,730	3,730
	Special Ed		3320	8182	0	6,896	6,896
	Special Ed		3345	8182	0	33	33
	Title III Immigrant		4201	8290	0	1,700	1,700
	Title III LEP		4203	8290	0	7,000	7,000
		TOTAL			**0**	**221,443**	**221,443**
STATE REVENUE							
	Lottery		1100	8560	95,800	0	95,800
	Restricted Lottery		6300	8560	0	22,809	22,809
		TOTAL			**95,800**	**22,809**	**118,609**
LOCAL REVENUE							
	Special Ed		6500	8792	0	305,639	305,639
	Rental			8650	123,254	0	123,254
	Interest			8660	8,000	0	8,000
	Misc			8699	56,000	0	56,000
	SEA (salaries)			8699	140,575	0	140,575
	SEA (Other reimb)			8699	10,000	0	10,000
	SEA (iPad Lease)			8699	60,850	0	60,850
		TOTAL			**398,679**	**305,639**	**704,318**
TRANSFERS							
	To Special Ed			8980-001	(583,494)	583,494	0
	To Restricted Maint			8980-003	(89,000)	89,000	0
		TOTAL			(672,494)	672,494	**0**
TOTAL REVENUE					**6,633,421**	**1,247,042**	**7,880,463**

WORKING BUDGET SUMMARY															
2014/15															
									FUNCTIONS						
		Gen Ed	SEA	Lib/Tech	Sch Admin	Health	Testing	Transpor	Bd/Supt	Audit	Dist Admin	Maint	Oper	Other	
		1000	Reimb	2420	2700	3140	3160	3600	7100	7191	7200	8110	8200	9000's	TOTAL
1000		3,217,580	0	0	240,431	0	0	0	136,000	0	0	0	0	0	3,594,011
cert															
2000		286,677	0	127,355	116,194	23,232	0	0	79,528	0	171,803	99,350	98,892	0	1,003,031
classified															
3000		713,918	0	33,593	81,427	4,940	0	0	47,799	0	47,839	34,126	34,102	0	997,744
benefits															
4000		82,560	7,000	15,080	1,000	0	10,500	0	7,500	0	2,000	0	40,000	0	165,640
supplies															
5000		34,500	3,000	52,390	27,385	0	0	168,560	52,060	9,600	52,193	0	252,920	0	652,608
services															0
6000		0	0	0	0	0	0	0	0	0	0	0	0	0	0
equip															
7000		0	0	0	0	0	0	0	0	0	0	0	0	144,800	144,800
other															0
TOTAL		4,335,235	10,000	228,418	466,437	28,172	10,500	168,560	322,887	9,600	273,835	133,476	425,914	144,800	6,557,834

WORKING BUDGET SUMMARY									
2014/15									
		Title I	Title II A	T3 Imm	T3 LEP	Lottery	**Special**	Maint	
		3010	**4035**	**4201**	**4203**	**6300**	**Ed**	**8150**	**TOTAL**
1000		0	26,454	0	0	0	480,835	0	507,289
cert									
2000		41,098	0	0	0	0	147,459	0	188,557
classified									
3000		8,738	3,384	0	0	0	139,075	0	151,197
benefits									
4000		500	0	1,700	7,000	22,809	19,000	36,000	87,009
supplies									
5000		12,320	0	0	0	0	96,355	53,000	161,675
services									
6000		0		0	0	0	0	0	0
equip			0						
7000		0	0	0	0	0	151,315	0	151,315
other									
		62,656	**29,838**	**1,700**	**7,000**	**22,809**	**1,034,039**	**89,000**	**1,247,042**
Income		62,656	29,838	1,700	7,000	22,809	450,545	0	574,548
Transfers		0	0	0	0	0	0	0	0
District		0	0	0	0	0	583,494	89,000	672,494
Carryover		0	0	0	0	0	0	0	0
TOTAL		**62,656**	**29,838**	**1,700**	**7,000**	**22,809**	**1,034,039**	**89,000**	**1,247,042**