Regular Governing Board Agenda - Revised

CABRILLO UNIFIED SCHOOL DISTRICT

District Office Board Room
498 Kelly Avenue, Half Moon Bay, CA 94109
June 20, 2019, 7:00 PM
(Closed Session 6:00 PM)

1. CALL TO ORDER - 6:00 PM

2. ROLL CALL / QUORUM

___ Ms. Sophia Layne, President
___ Ms. Kimberly Hines, Vice President
___ Ms. Lizet Cortes, Clerk to the Governing Board
___ Ms. Mary Beth Alexander, Member
___ Ms. Freya McCamant, Member

3. COMMENTS FROM THE PUBLIC RELATED TO ITEMS ON THE CLOSED SESSION AGENDA

Anyone wishing to address the Board regarding any of the Closed Session matters may do so at this time.

4. RECESS TO CLOSED SESSION

a. Pupil Personnel/Student Matters (Education Code §35146).

The Board may hear expulsion cases and consider the requests from students for re-admittance following expulsion. Also, the Board may review student disciplinary reports, exemption requests, and other student related matters that are regarded to be confidential according to Education Code. The Education Code requires closed session in these cases to prevent disclosure of confidential student record information.

b. Public Employee Discipline/Dismissal/Release (Government Code §54954.5, §54957).

c. Conference with Legal Counsel – Anticipate Litigation (Government code §54956.9).

Conference regarding anticipated litigation pursuant to Subdivision (b) of Section §54956.9.

d. With respect to every item of business to be discussed in closed session pursuant to (Government Code §54957.6): Update School Facilities Construction.

e. Conference Regarding Labor Negotiations with District-Designated Representatives Dannis/Wolliver/Kelley, Jane Yuster (Government Code §54957.6).

i. Cabrillo Unified Teachers' Association

ii. California School Employees' Association, Chapter 485

5. RECONVENE OPEN SESSION – 7:00 PM

Recording and Broadcasting of Meetings

The district may tape, film, stream, or broadcast any open Board meeting. At the beginning of the meeting, the Board president shall announce that a recording or broadcasting is being made at the direction of the Board and that the recording or broadcast may capture images and sounds of those attending the meeting. As practicable, the recorder or camera shall be placed in plain view of meeting participants.

Report action from Closed Session: if applicable.

6. PLEDGE OF ALLEGIANCE

7. ADOPTION OF AGENDA AS PRESENTED / AMENDED

8. STUDENT / STAFF / COMMUNITY RECOGNITION

a. Adopt Resolution No. 10-19 Recognizing Retiring District Superintendent Jane Yuster for her Service to the District.

8.a Board Memo Resolution Recognition Superintendent Yuster.pdf (p. 7)

8.a.1 Resolution No 10-19 Recognition Superintendent Yuster.pdf (p. 8)

9. COMMENTS FROM THE PUBLIC RELATED TO ITEMS NOT ON THIS AGENDA

Public Participation at Board Meetings

The Board of Education encourages your participation in its deliberations. If you wish to address the Board on an agenda item, please fill out a speaker card located on the agenda table at the back of the room and present it to the Administrative Assistant seated to the immediate left of the Superintendent prior to the item being called. Any additional materials you choose to present will be copied and presented to all Board members following the meeting. The Board President will randomly call on persons submitting cards. The general order of discussion on any particular agenda item during the course of a meeting is: 1) Staff presentation on item, 2) Public comment, and 3) Board deliberation and action, if so warranted. If you wish to address the Board on a matter that is not on the agenda, you may speak during the "Comments from the Public" portion of the meeting that is held near the beginning of the meeting following the same general procedures noted above. Board members are legally prohibited from discussing non-agenda items and, therefore, cannot respond to items presented at this time. Open session is audio and/or video recorded.

Board agendas are often long and time is limited. For that reason, the Board reserves the right to limit the time allocated to each speaker (three minutes) as well as the cumulative time allocated to multiple speakers who are addressing the same topic (twenty minutes). The presiding officer may rule out of order persons who unduly interrupt or otherwise interfere with the orderly conduct of business, or who use defamatory, abusive, or profane language. Irrelevant or redundant presentations may likewise be ruled out of order. In the unlikely event that the behavior of an individual is such that the Board is unable to continue to conduct its business in an orderly manner, the Board President may direct the offending individual(s) to vacate the meeting room. Finally, a citizen may place an item on the Board Agenda by submitting a written request and supporting information to the Superintendent's Office.

The Superintendent, in consultation with the Board President, will determine at which upcoming regular Board meeting the item will be scheduled. The person who requested the item will be allowed three minutes at the meeting to present the information to the Board. Following this presentation the Board may address the issue, put the issue on a future agenda for more discussion and action, refer the issue to the administration for follow-up, or take no action. In compliance with the Americans with Disabilities Act, those individuals requiring assistance and/or accommodations or *Spanish language translation in order to participate in this meeting are asked to contact the Superintendent's Office in advance at (650) 712-7112. (*Si usted necesita traducción al español para participar en esta reunión se pide que se ponga en contacto con la oficina del Superintendente antes de esta fecha al (650) 712-7112.)

10. REPRESENTATIVE REPORTS

a. CUTA Representatives

b. CSEA Representatives

11. REPORTS / INFORMATION / PRESENTATIONS

a. Receive an Overview by TBWB Strategies on the Process to Assess the Feasibility to Pursue a Renewal of the Existing Parcel Tax

11.a Board Memo TBWB Parcel Tax Presentation.pdf (p. 9)

11.a.1 TBWB Parcel Tax Presentation.pdf (p. 10)

b. Receive the 2019-2020 District and Site Staff Development Plans

11.b Board Memo Professional Development Plan 2019-20.pdf (p. 19)

11.b.1 Professional Development Plan 2019-20.pdf (p. 20)

12. DISCUSSION ITEMS

a. Discuss Construction/Facilities Plan and Schedule

12.a Board Memo Measure M Projects & Funds.pdf (p. 22)

13. COMMUNICATIONS

a. Board Members

b. Student Board Member

c. Superintendent

14. CONSENT ITEMS

The Consent Agenda

Consent items are those items judged by staff to be routine in nature, consistent with policy, and reflective of established practice. As a time-saving measure, such items are typically grouped together on what is called the "Consent Agenda" for Board consideration of action. The Consent Agenda requires a motion and a second and must be approved by a roll call vote of the Governing Board. Any Board member may direct that one or more of these items be removed from the Consent Agenda for the purpose of discussion and consideration of action.

a. Approve Agricultural Career Technical Education Incentive Grant for 2019-20

14.a Board Memo Agricultural CTE Grant.pdf (p. 23)

14.a.1 Agricultural CTE Grant.pdf (p. 24)

b. Approve Certificated Personnel Report

14.b Certificated Personnel Report (Revised).pdf (p. 30)

c. Approve Classified Personnel Report

14.c Classified Personnel Report.pdf (p. 32)

d. Approve Change to Adult Education Child Care Worker Salary

14.d Board Memo Adult Ed Child Care Worker Salary Change.pdf (p. 33)

14.d.1 Nonbargaining Rates 2018-19.pdf (p. 34)

e. Approve the University of California Santa Cruz Student Teaching Agreement

14.e Board Memo UCSC Student Teaching Agreement 2019-22.pdf (p. 35)

14.e.1 UCSC Agreement 2019-22.pdf (p. 36)

f. Accept Donations to Cabrillo Unified School District

14.f Board Memo Donations.pdf (p. 38)

g. Accept Enrollment Report for the Ninth Month of the 2018-2019 School Year

14.g Board Memo Enrollment Report.pdf (p. 40)

14.g.1 Period 9 Enrollement Report.pdf (p. 41)

h. Approve the Spring/Summer Submission of the Consolidated Application and Reporting System

14.h Board Memo Consolidated Application Report.pdf (p. 42)

14.h.1 Consolidated Application 2019-20.pdf (p. 43)

i. Approve Proposed Agreement for Professional Services with the Law Firm of Dannis, Woliver, and Kelley for the 2019-2020 School Year

14.i Board Memo DWK Agreement.pdf (p. 50)

14.i.1 DWK Agreement 2019-20.pdf (p. 51)

j. Approve and Adopt of Minutes of June 6, 2019 Regular Governing Board Meeting

14.j Board Memo Board Minutes.pdf (p. 54)

14.j.1 2019-06-06 Board Minutes.pdf (p. 55)

15. ACTION ITEMS

a. Approve Adoption of the 2019-2020 Local Control Accountability Plan

15.a Board Memo LCAP 2019-20.pdf (p. 63)

15.a.1 LCAP Budget Overview 2019-20.pdf (p. 64)

15.a.2 LCAP 2019-20.pdf (p. 73)

b. Approve Adoption of the 2019-20 Local Control Accountability Plan Federal Addendum

15.b Board Memo LCAP Federal Addendum 2019-20.pdf (p. 232)

15.b.1 LCAP Federal Addendum 2019-20.pdf (p. 234)

c. Approve Adoption of the 2019-2020 District Budget

15.c Board Memo District Budget 2019-20.pdf (p. 252)

15.c.1 Budget Report 2019-20.pdf (p. 253)

d. Adopt Resolution No. 11-19 Authorizing the District to Spend Funds Received in 2018-2019 from the Education Protection Account in Accordance with Article XIII, Section 36 of the California Constitution

15.d Board Memo Resolution Education Protection Account.pdf (p. 411)

15.d.1 Resolution No. 11-19 for Education Protection Account.pdf (p. 413)

e. Adopt Resolution No. 12-19 To Designate Authorized Representatives of Cabrillo Unified School District as Signatories Effective July 1, 2019

15.e Board Memo Resolution Signatories 2019-20.pdf (p. 415)

15.e.1 Resolution No 12-19 Signatories 2019-20.pdf (p. 416)

15.e.2 Signatory Graph 2019-20.pdf (p. 417)

f. Adopt Resolution No. 13-19, Supporting Award of Lease-Leaseback Agreements for the Building D Roof Project and Authorization to Enter Facilities Lease and Site Lease by and between Cabrillo Unified School District and Blach Construction Company

15.f Resolution Supporting Lease-Leaseback Agreements.pdf (p. 418)

15.f.1 Resolution No 13-19 Supporting Lease-Leaseback Agreements.pdf (p. 420)

g. Approve Lighting Project for Half Moon Bay High School Track

15.g Board Memo HMBHS Track & Field Lighting Project.pdf (p. 428)

15.g.1 Sourcewell HMBHS Lighting Project Quote.pdf (p. 429)

h. Approve Cabrillo Unified School District Governing Board Policy Updates and Adopt the Proposed Revisions as Recommended by the California School Boards Association

15.h Board Memo Policies Updates.pdf (p. 432)

15.h.1 Policy Guidesheet.pdf (p. 434)

15.h.2 BP 3290 Gifts, Grants and Bequest.pdf (p. 435)

15.h.3 BP 5111.1 District Residency.pdf (p. 439)

15.h.4 BB 9270 Conflict Of Interest.pdf (p. 442)

16. FUTURE BOARD AGENDA ITEMS

a. Approve Cabrillo Unified School District Governing Board Policy Updates and Adopt the Proposed Revisions as Recommended by the California School Boards Association

b. Approve William Uniform Complaint Report

17. FUTURE EVENTS/DATES/REQUESTS

a. August 8 - Regular Governing Board Meeting, District Office Board Room, 7:00 PM

18. RETURN TO CLOSED SESSION (IF NECESSARY)

19. ADJOURNMENT OF THE MEETING

Meeting Curfew

Board Bylaw 9323 stipulates that the meeting of the Board shall conclude no later than 10:00 pm. The Board, at its discretion, may extend the meeting for a defined time to finish the business at hand.

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: June 20, 2019

☒ **ACTION**
☐ **CONSENT**
☐ **DISCUSSION**
☐ **INFORMATION**

BOARD AGENDA NUMBER: 8.a

BOARD AGENDA ITEM: Adopt Resolution No.10-19, Recognizing Superintendent Jane Yuster

DEPARTMENT: Superintendent/Governing Board

CONTACT PERSON: Jane Yuster, Superintendent

BACKGROUND INFORMATION:

Jane Yuster has been the Superintendent of Cabrillo Unified School District for the past 4 years. Superintendent Yuster will be retiring from both Cabrillo Unified School District and her career in public education on June 30, 2019.

REPORT/PROPOSAL:

The Governing Board of Cabrillo Unified School District would like to adopt a resolution recognizing Superintendent Yuster's service to the students of Cabrillo Unified School District.

FINANCIAL IMPACT:

There is no financial impact to the General Fund by passing this resolution.

RECOMMENDATION:

Adopt Resolution No. 10-19, Recognizing Superintendent Jane Yuster.

CABRILLO UNIFIED SCHOOL DISTRICT GOVERNING BOARD
RESOLUTION 10-19
HONORING JANE YUSTER ON HER RETIREMENT

WHEREAS, Superintendent Yuster has made the decision to retire, bringing to conclusion a distinguished career of more than 43 years, with 17 in public educations; and

WHEREAS, Superintendent Yuster has capably served students throughout California, including the communities of the Cabrillo Unified School District and Redwood City Elementary School District; and

WHEREAS, Superintendent Yuster began her career in public education as Lead Middle School Teacher at Hoover Community Schools in the Redwood City Elementary School District and will conclude her career as the highly esteemed Superintendent of the Cabrillo Unified School District; and

WHEREAS, Superintendent Yuster's accomplishments include tireless efforts directed at ensuring every school or district where she has worked is characterized by a positive school culture that creates a safe and productive learning environment for every student; and

WHEREAS, Superintendent Yuster is a visionary innovator, a collaborative change agent, and a dedicated educator; and

WHEREAS, Superintendent Yuster has been a trailblazing force in expanding mental health and social-emotional supports for students and employees of Cabrillo Unified School District; and

WHEREAS, Superintendent Yuster is highly regarded by her peers, participating actively in the San Mateo County Superintendents' Forum and as a helpful mentor to her fellow superintendents through a kind smile, a ready ear, and a sense of perspective; and

WHEREAS, Superintendent Yuster's work throughout her career has been characterized by high ethical standards and an abiding commitment to equity; and

WHEREAS, Superintendent Yuster's impact on public education throughout California leaves an impressive legacy;

NOW, THEREFORE BE IT RESOLVED that the Cabrillo Unified School District Governing Board thank Superintendent Yuster for her many years of dedicated service to the children of California and wish her a long and fulfilling retirement.

PASSED AND ADOPTED this 20th day of June, 2019, at a regular meeting of the Governing Board of Cabrillo Unified School District.

_____
Sophia Layne, President, Governing Board

_____
Date

_____
Lizet Cortez, Clerk, Governing Board

_____
Date

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: June 20, 2019

☐ **ACTION**
☐ **CONSENT**
☐ **DISCUSSION**
☒ **INFORMATION**

BOARD AGENDA NUMBER: 11.a

BOARD AGENDA ITEM: Receive an Overview by TBWB Strategies on the Process to Assess the Feasibility to Pursue a Renewal of the Existing Parcel Tax

DEPARTMENT: Superintendent/Governing Board

CONTACT PERSON: Jane Yuster, Superintendent

BACKGROUND INFORMATION:

On June 3, 2014, the voters within the Cabrillo Unified School District approved Measure B, a parcel tax measure to augment the District budget and preserve valued programs and services. The parcel tax expires at the end of the 2019-2020 school year. TBWB Strategies partnered with the District to pass Measure B.

REPORT/PROPOSAL:

This purpose of this presentation is to ensure that the Governing Board understands the process of gathering necessary information to inform their eventual decision whether or not to pursue a renewal of the existing parcel tax.

Measure B provides an additional $1.6 million and has provided the District tremendous relief during the continuing reductions in State funding to schools. TBWB Strategies assisted in the successful passage of Measure B.

FINANCIAL IMPACT:

There is an impact to the general fund of $6,500 per month plus expenses during the period of time this work is underway. There may be additional costs should the District decide to mail home informational or survey materials. These costs would range from $11,896 to $12,963 depending on the type of mailer chosen.

RECOMMENDATION:

Receive an overview by TBWB Strategies on the process to assess the feasibility to pursue a renewal of the existing parcel tax.






EMC research TBWB STRATEGIES

Cabrillo Unified School District Parcel Tax Feasibility Study

May 2019

Methodology

EMC research

- Mixed-mode survey of likely Cabrillo Unified School District voters
- Voters were contacted for phone interviews via landline and cell phone, and to complete a web version of the survey via an email invitation or a text message invitation
- Survey conducted May 14-24, 2019
- 400 interviews; overall margin of error ±4.9 percentage points
- A split-sample methodology was used to obtain unbiased feedback on different parcel tax amounts. Half of respondents were randomly assigned to Sample A, and the other half to Sample B
  - Sample A: $150 renewal, no increase; n=200; margin of error ±6.93 percentage points
  - Sample B: $197 renewal + increase; n=200; margin of error ±6.93 percentage points
- Where applicable, results compared with the following previous surveys:

Dates Conducted	Number of Interviews	Margin of Error	Methodology
September 18-27, 2018	406	± 4.9	Telephone/Web Survey
January 17-23, 2018	465	± 4.5	Telephone/Web Survey
May 1-12, 2017	463	± 4.6	Telephone/Web Survey

Please note that due to rounding, some percentages may not add up to exactly 100%.

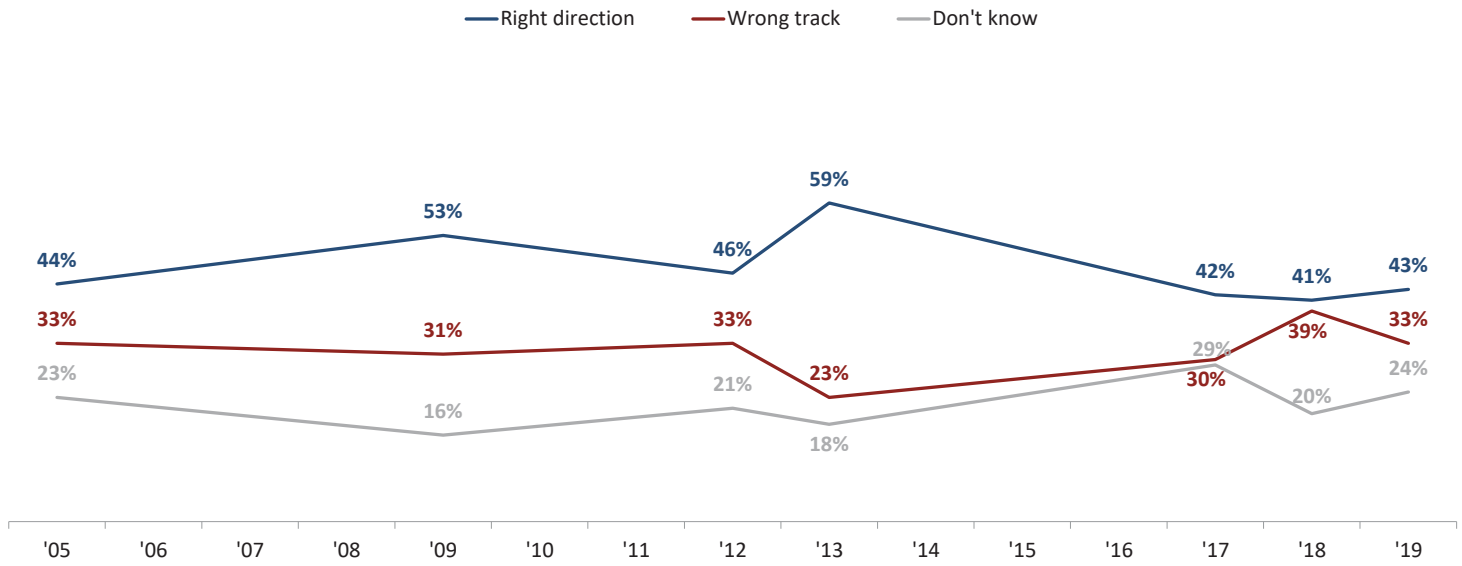
Key Findings

- The opinion environment has improved slightly since late last year – overall pessimism is down, perception of need for additional funding for the schools is up, and perception of the District's financial management has improved somewhat.
- Support for a parcel tax renewal has also increased since last year's polling. Solid support for a straight renewal of the $150 parcel tax reaches the required two-thirds threshold; while solid support for a renewal plus increase measure is just below the threshold.
- Voters cite a variety of reasons for supporting the measure. Concerns about the District's financial management and over-taxation are mentioned as the primary reasons for voting against it.

Opinion Environment

Coastside: Right Direction/Wrong Track

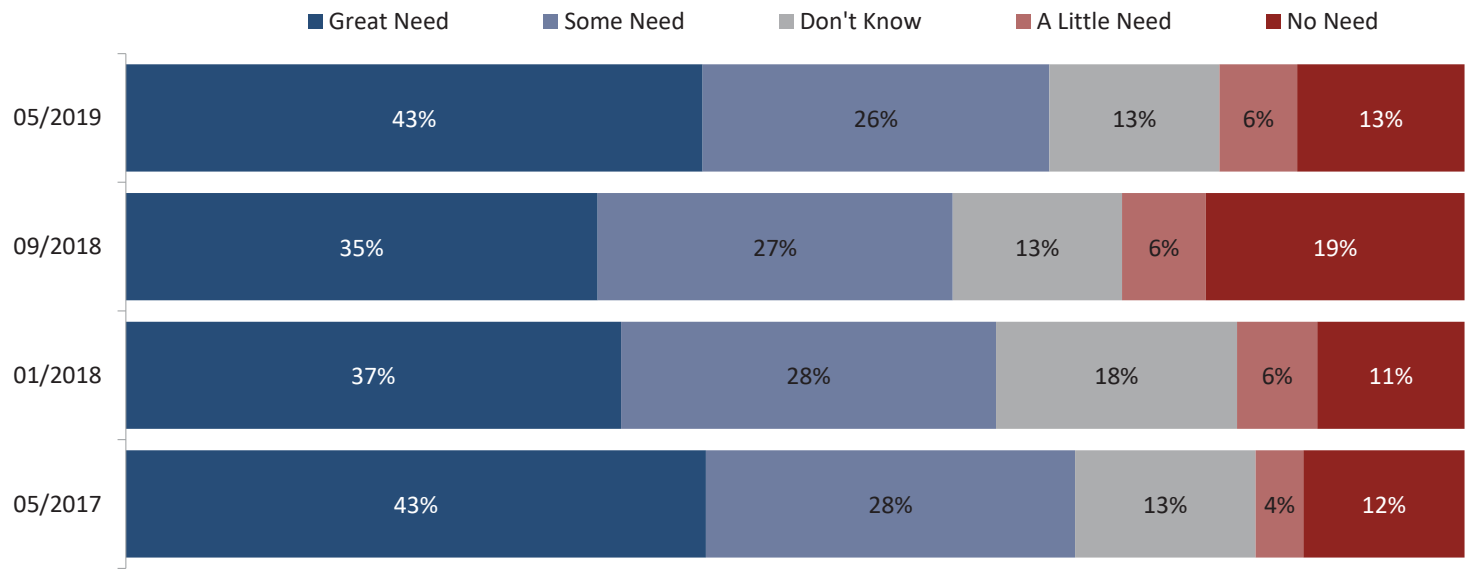
Pessimism has softened slightly since last year.



Q4. Do you feel that things on the Coastside are generally going in the right direction or do you feel things have gotten pretty seriously off on the wrong track?

Perceived Need for Funding, Over Time

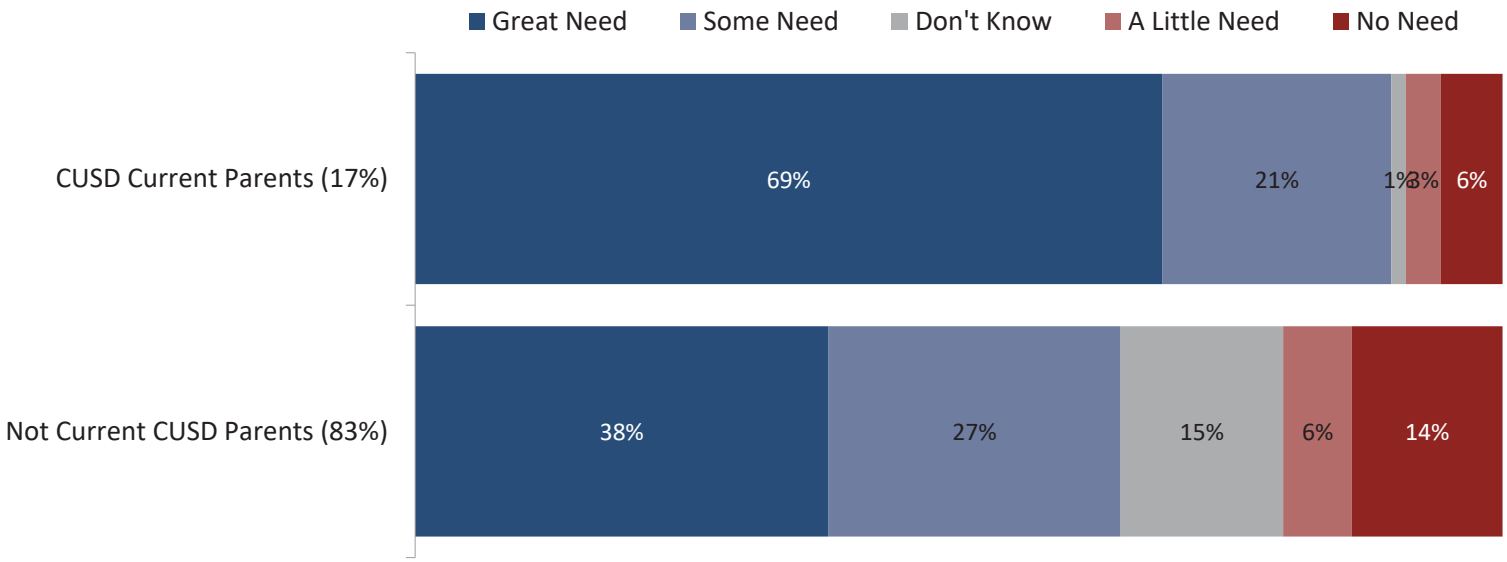
Perception of need for additional funding has increased since last September.



Q5. Would you say that schools in the Cabrillo Unified School District have a great need for more money, some need, a little need for more money, or no real need for more money?

Perceived Need for Funding among CUSD Parents

District parents are much more likely to say there is need for additional funding.

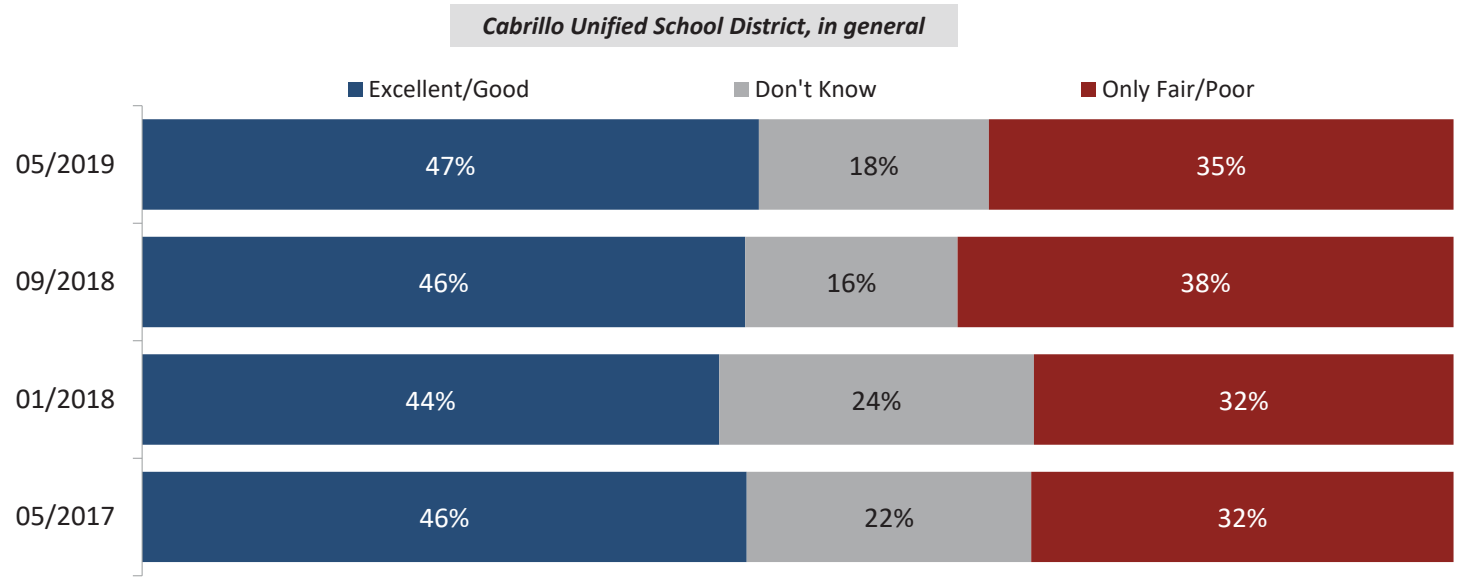


Q5. Would you say that schools in the Cabrillo Unified School District have a great need for more money, some need, a little need for more money, or no real need for more money?

District Ratings

Overall District Rating Over Time

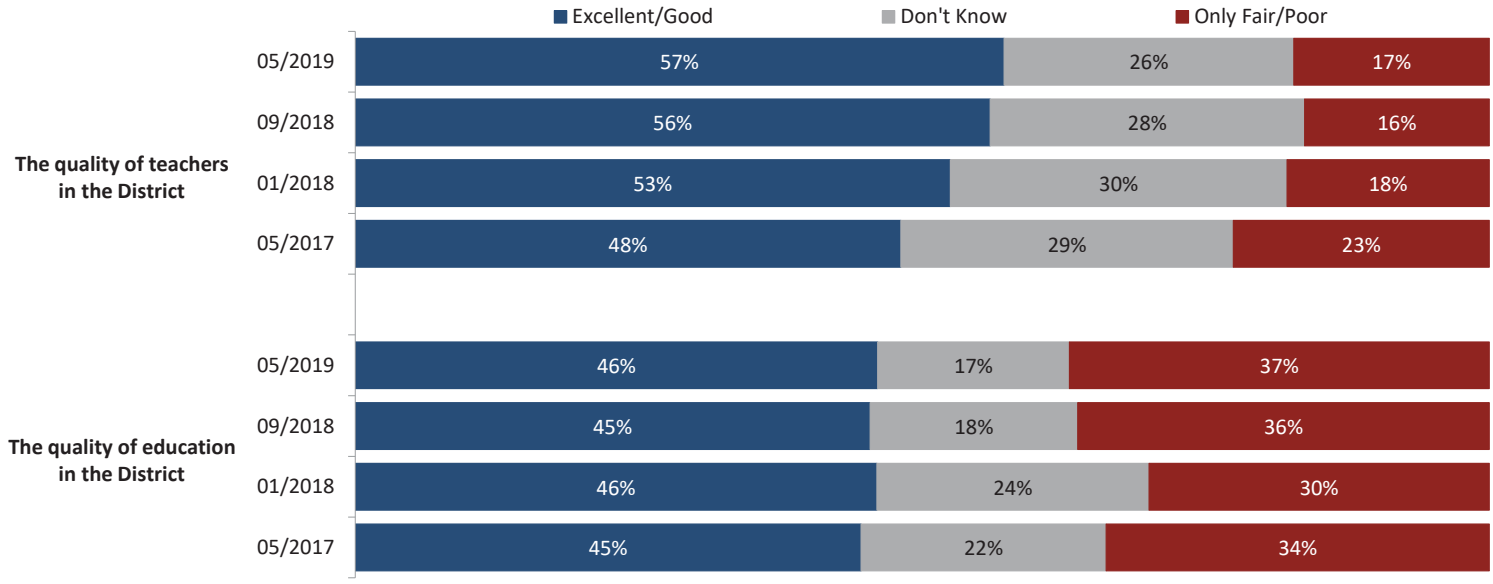
The District's overall rating has remained consistent.



Q6. Whether you have children in school or not, please rate each of the following as excellent, good, only fair, or poor, for the Cabrillo Unified School District.

Teacher/Education Ratings Over Time

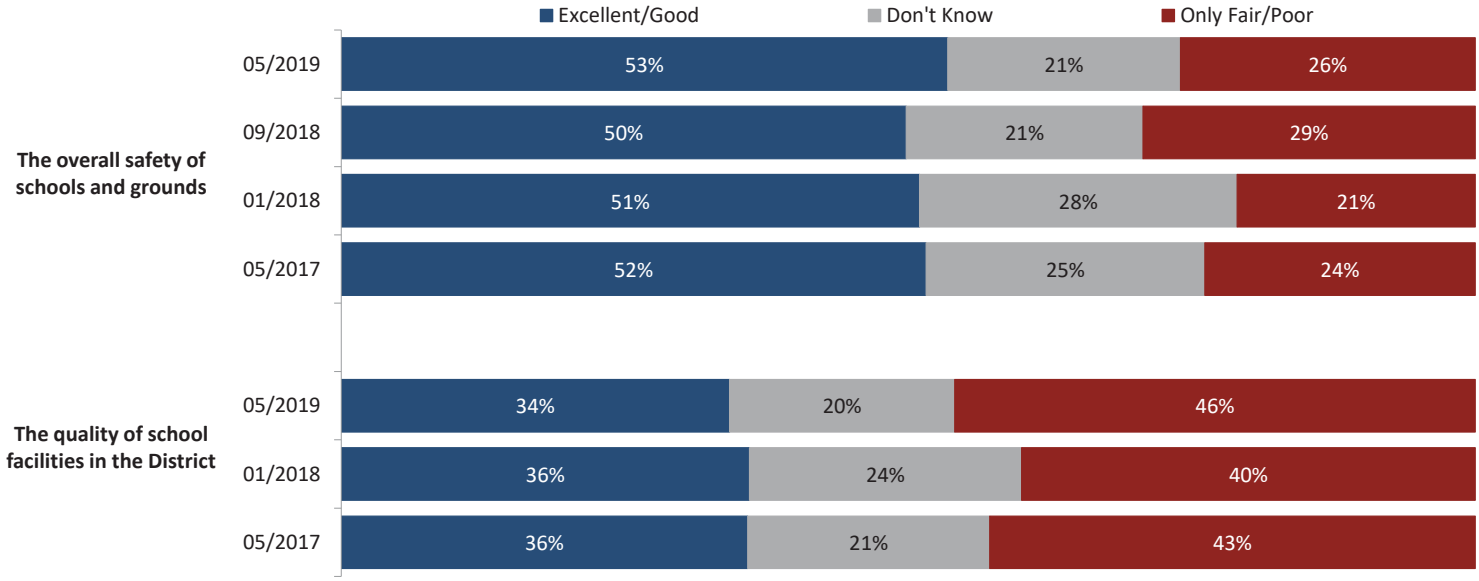
Ratings of the quality of the District's teachers and education remain fairly consistent.



Q7-11. Whether you have children in school or not, please rate each of the following as excellent, good, only fair, or poor, for the Cabrillo Unified School District.

Other District Ratings Over Time

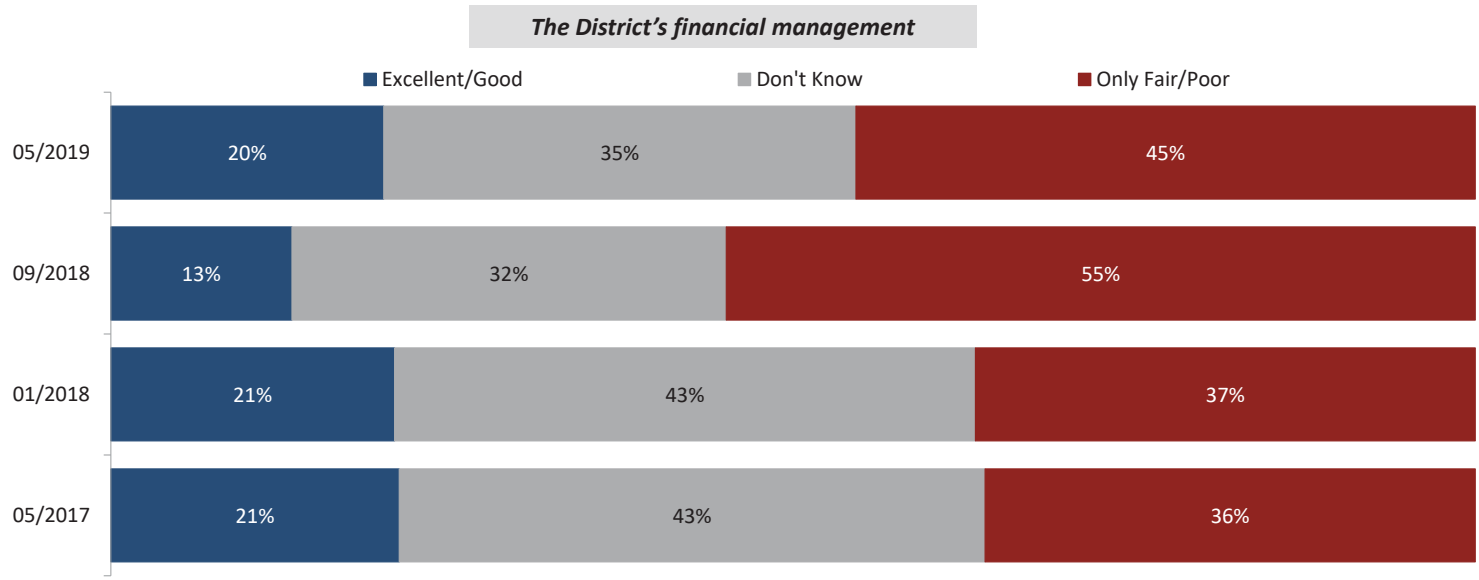
While a majority believes the District has safe schools and grounds, voters continue to indicate concern about the quality of school facilities.



Q7-11. Whether you have children in school or not, please rate each of the following as excellent, good, only fair, or poor, for the Cabrillo Unified School District.

Other District Ratings Over Time

Concerns about the District's financial management may have softened since last year.



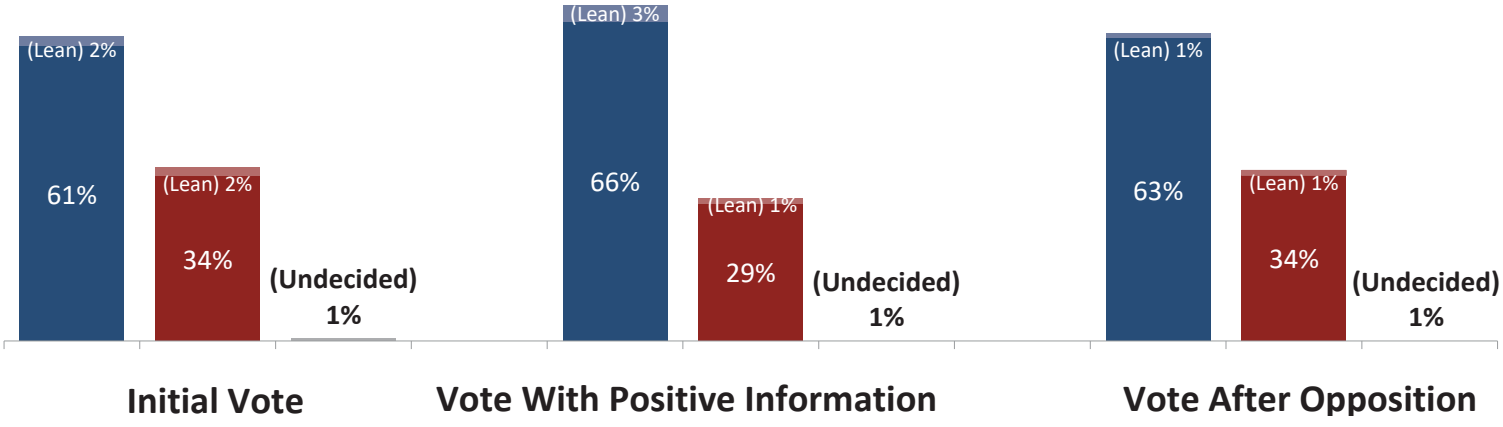
Q7-11. Whether you have children in school or not, please rate each of the following as excellent, good, only fair, or poor, for the Cabrillo Unified School District.

Potential Parcel Tax Measure

Vote Progression from 2018 Poll

In 2018 polling, support for a parcel tax renewal was initially below the necessary two-thirds threshold, then increased to two-thirds after positive information, but dropped again after opposition messages.

(Measure tested in 2018 poll) *To maintain quality education in Coastside schools without increasing taxes, by preserving strong academic programs in reading, writing, science, technology, engineering, arts, and math; retaining qualified teachers/staff; maintaining class sizes; supporting struggling students; keeping schools open; and preparing students for college/careers; shall the Cabrillo Unified School District measure to renew its expiring $150 education parcel tax for 12 years be adopted, raising approximately $1,500,000 annually with independent citizen oversight, senior exemptions, and all funds staying in Coastside schools?*



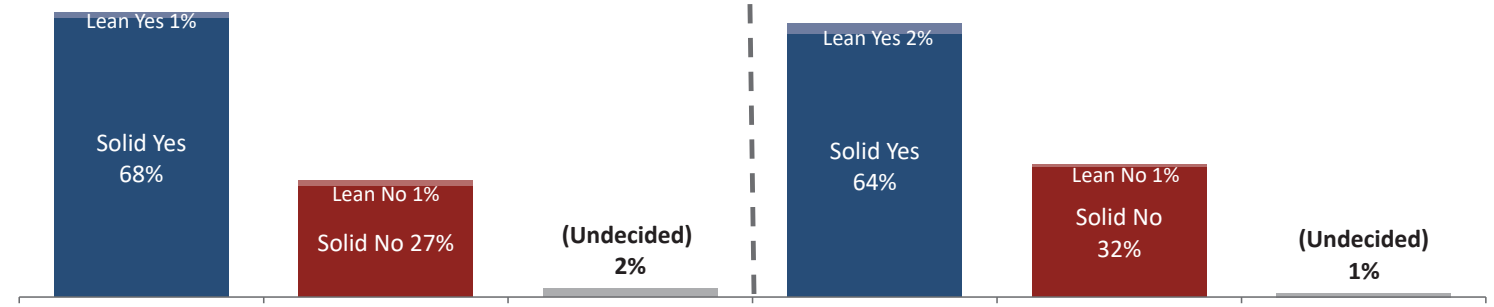
If the election were held today, would you vote yes to approve or no to reject this measure?

Current Poll: Parcel Tax Vote

Solid support for a straight renewal is at the two-thirds level, while solid support for the renewal and increase measure falls slightly below the threshold.

SAMPLE A: $150 renewal, no increase (n=200)
To maintain quality education in Coastside schools, without increasing taxes, to preserve strong academic programs in reading, writing, science, technology, engineering, arts, math; retain qualified teachers/staff; prepare students for college/careers; and, maintain school safety/security; shall the Cabrillo Unified School District measure to renew its expiring $150 education parcel tax for 8 years be adopted, raising approximately $1,600,000 annually with independent citizen oversight, exemptions for seniors and people with disabilities, all funds staying in Coastside schools?

SAMPLE B: $197 renewal + increase (n=200)
To maintain quality education in Coastside schools and protect expiring local funding that cannot be taken by the State, to preserve strong programs in reading, writing, science, technology engineering, arts, math; retain qualified teachers; prepare students for college/careers; shall the Cabrillo Unified School District measure be adopted to renew and increase the parcel tax from $150 to $197 per parcel for 8 years, raising $2,100,000 annually with citizen oversight, exemptions for seniors and all funds staying local?



Q12/13. I'd like to read you a measure which may be on the ballot next year. It would read…If the election were held today, would you vote yes to approve or no to reject this measure?

Reasons for Support/Opposition

Why would you [vote yes/vote no] on the possible parcel tax measure for Cabrillo Unified School District?

Reasons to Support (n=272)

Schools need money/Schools are underfunded	34
Education should be a priority for our community	22
General Support for Education	15
Teachers should be paid more	9
Education is important for our children	8
To improve the quality of our schools	7
The parcel tax is reasonable	6
Support it, but concerned that funds will be mismanaged	5
Better schools raise the property value	2

Reasons to Oppose (n=122)

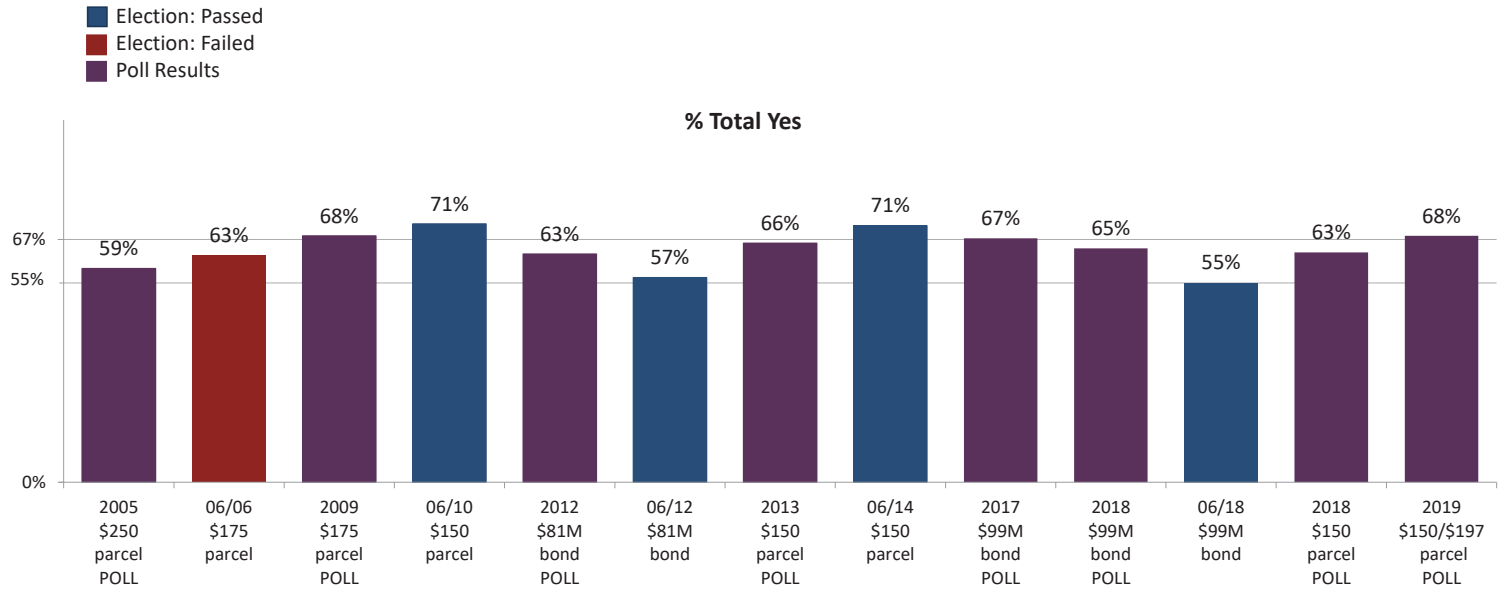
Concerns that funds are currently/will be mismanaged	41
Taxes are too high already	41
Approved enough funding measures for schools already	12
Find other fund source for schools	8
I don't have children going to public schools	4

Q14. Why [would you vote yes/would you vote no/are you undecided] on the possible parcel tax measure for Cabrillo Unified School District?

% shown for average of both ballot questions.

CUSD: Historical Polling and Election Results

Achieving two-thirds support has been challenging but doable in this community.



66.7% - threshold for parcel tax to pass
55% - threshold for GO bond to pass

Jessica Polsky
Jessica@EMCresearch.com
510.550.8933

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Megan Sympson
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614.827.9675

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Robin Gerrity
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CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: June 20, 2019

☐ **ACTION**
☐ **CONSENT**
☐ **DISCUSSION**
☒ **INFORMATION**

BOARD AGENDA NUMBER: 11.b

BOARD AGENDA ITEM: Receive the 2019-2020 District and Site Staff Development Plans

DEPARTMENT: Curriculum and Instruction

CONTACT PERSON: Joy Dardenelle, Assistant Superintendent, Curriculum and Instruction

BACKGROUND INFORMATION:

Per the CUTA/CUSD contract:

The 2019-2020 District and Site Staff Development Plan includes one full day of professional development and six early release "Super" Tuesdays. The six early-release Super Tuesdays include three district-wide days and three site-based days. The district-wide professional development topics were planned in groups of elementary and secondary teams to target shared needs and goals. The topics for site-based professional development were determined by site teams. These professional development plans support the Strategic Education Plan (Local Control Accountability Plan – LCAP) goals of literacy and reclassification, college and career readiness, and school climate.

REPORT/PROPOSAL:

Please see attached document.

FINANCIAL IMPACT:

There is no negative financial impact to the general fund.

RECOMMENDATION:

Receive the 2019-2020 District and Site Staff Development Plans.

Cabrillo Unified School District Professional Development Plan 2019-2020

ELEMENTARY	Hatch	El Granada	Farallone View	Kings Mountain
August 12, 2019 (full day): District-wide	School Year Kick-off, Strategic Education Plan Overview AND Multi-Tiered Systems of Support Overview (MTSS)	School Year Kick-off, Strategic Education Plan Overview AND Multi-Tiered Systems of Support Overview (MTSS)	School Year Kick-off, Strategic Education Plan Overview AND Multi-Tiered Systems of Support Overview (MTSS)	School Year Kick-off, Strategic Education Plan Overview AND Multi-Tiered Systems of Support Overview (MTSS)
September 10, 2019 (2 hr. 40 min.): Site-based	Social Emotional Learning/ KidPower	Primary (K-2) Phonics Instruction and upper (3-5) Grammar Conventions Assessment	Mental Health and Supports & Check-in Check-out (CICO) Process	Project Based Learning Planning and Unit Design: First Trimester
October 15, 2019 (2 hr. 40 min.): District-wide	MTSS: Social Emotional, Wellness Support	MTSS: Social Emotional, Wellness Support	MTSS: Social Emotional, Wellness Support	MTSS: Social Emotional, Wellness Support
January 21, 2020 (2 hr. 40 min.): Site-based	Dyslexia: Session 1	Primary (K-2) Phonics Instruction and upper (3-5) Grammar Conventions Lesson Design	Structured Literacy (Primary) & Word Study Work (Upper Gr)	Project Based Learning Planning and Unit Design: Second Trimester
February 11, 2020 (2 hr. 40 min.): District-wide	MTSS: Inclusive Practices and Accessing Content through Reading	MTSS: Inclusive Practices and Accessing Content through Reading	MTSS: Inclusive Practices and Accessing Content through Reading	MTSS: Inclusive Practices and Accessing Content through Reading
March 3, 2020 (2 hr. 40 min.): Site-based	Dyslexia: Session 2	Primary (K-2) Phonics Instruction and upper (3-5) Grammar Conventions Lesson Intervention	Structured Literacy (Primary) & Word Study Work (Upper Grades)	Project Based Learning Planning and Design: Third Trimester
April 14, 2020 (2 hr. 40 min.): District-wide	MTSS: Universal Design for Learning Guidelines	MTSS: Universal Design for Learning Guidelines	MTSS: Universal Design for Learning Guidelines	MTSS: Universal Design for Learning Guidelines

Cabrillo Unified School District Professional Development Plan 2019-2020

SECONDARY	HMBHS	Pilarcitos	Cunha
August 12, 2019 (full day): District-wide	School Year Kick-off, Strategic Education Plan Overview AND Multi-Tiered Systems of Support Overview (MTSS)	School Year Kick-off, Strategic Education Plan Overview AND Multi-Tiered Systems of Support Overview (MTSS)	School Year Kick-off, Strategic Education Plan Overview AND Multi-Tiered Systems of Support Overview (MTSS)
September 10, 2019 (2 hr. 40 min.): District-wide	MTSS: Social Emotional, Wellness Support	MTSS: Social Emotional, Wellness Support	MTSS: Social Emotional, Wellness Support
October 15, 2019 (2 hr. 40 min.): Site-based	Drug education/and State and behavioral data review	Restorative Justice in Education (RJE) : Planning RJE class for students	Restorative Practices: Session 1
January 21, 2020 (2 hr. 40 min.): District-wide	MTSS: Inclusive Practices and Accessing Content through Reading	MTSS: Inclusive Practices and Accessing Content through Reading	MTSS: Inclusive Practices and Accessing Content through Reading
February 11, 2020 (2 hr. 40 min.): Site-based	CPR/AED Training	Restorative Justice in Education: Community Building using RJE practices	Restorative Practices: Session 2
March 3, 2020 (2 hr. 40 min.): District-wide	MTSS: Universal Design for Learning Guidelines	MTSS: Universal Design for Learning Guidelines	MTSS: Universal Design for Learning Guidelines
April 14, 2020 (2 hr. 40 min.): Site-based	Horizontal Alignment: By Grade Level / Vertical Alignment: By Department	Restorative Justice in Education: Repairing Relationships	Restorative Practices: Session 3

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: June 20, 2019

☐ **ACTION**
☐ **CONSENT**
☒ **DISCUSSION**
☐ **INFORMATION**

BOARD AGENDA NUMBER: 12.a

BOARD AGENDA ITEM: Discuss Construction/Facilities Plan and Schedule

DEPARTMENT: Business

CONTACT PERSON: Crystal Leach, Chief Business Official

BACKGROUND INFORMATION:

In August of 2013 the District completed a Facilities Master Plan through the joint effort of staff, teachers, and parents to identify the facility needs of our sites. This was the first step of many to plan the order and design components for the $81 million Measure S and for the $99 million Measure M bond construction projects.

REPORT/PROPOSAL:

For discussion is the schedule of projects for the next two summers.

FINANCIAL IMPACT:

There is no financial impact to the District.

RECOMMENDATION:

Discuss Construction/Facilities Plan and Schedule.

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: June 20, 2019

☐ **ACTION**
☒ **CONSENT**
☐ **DISCUSSION**
☐ **INFORMATION**

BOARD AGENDA NUMBER: 14.a

BOARD AGENDA ITEM: Approve Agricultural Career Technical Education Incentive Grant for 2019-2020

DEPARTMENT: Curriculum and Instruction

CONTACT PERSON: Joy Dardenelle, Assistant Superintendent, Curriculum and Instruction
John Nazar, Principal, Half Moon Bay High School

BACKGROUND INFORMATION:

The California Department of Education offers an Incentive Grant for Agricultural Career Technical Education. Half Moon Bay High School has an Agricultural Career Technical Education (CTE) pathway that is enhanced by this incentive grant.

REPORT/PROPOSAL:

See attached Agricultural Career Technical Education Incentive Grant.

FINANCIAL IMPACT:

Incentive Grant Allocation - $11,688

RECOMMENDATION:

Approve Agricultural Career Technical Education Incentive Grant for 2019-2020.

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2019–20 APPLICATION FOR FUNDING

California Department of Education
(Due Date: To be received in Regional Supervisor's Office by June 30, 2019)

Half Moon Bay High School	Cabrillo Unified School District
School Site	District

Please include the following items with your application:

- [x] Eligibility Determination Sheet
- [ ] Variance Request Form (if applicable)
- [ ] Quality Criterion 12 Form (if applicable)
- [x] Award Estimator and Budget Sheet
- [x] List of Agriculture Teachers

Certification: I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the attached assurances are accepted as the basic conditions of the operations in this project/program for local participation and assistance.

[redacted]	Chief Business Official
Signature of Authorized Agent	Authorized Agent Title
[redacted]	[redacted]
Signature of Agriculture Teacher Responsible for the Program	Signature of Principal

Contact Phone Number: (650) 712-7100

Date of Local Agency Board Approval: 06/20/19

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2019–20 APPLICATION FOR FUNDING

California Department of Education
(Due Date: To be received in Regional Supervisor's Office by June 30, 2019)

Eligibility Determination Sheet

IN ORDER TO APPLY FOR FUNDING, YOU MUST MEET **ALL** THE QUALITY CRITERIA LISTED BELOW.

Please check each Quality Criteria you meet:

- [X] 1. Curriculum and Instruction
- [X] 2. Leadership and Citizenship Development
- [X] 3. Practical Application of Occupational Skills
- [X] 4. Qualified and Competent Personnel
- [X] 5. Facilities, Equipment, and Materials
- [X] 6. Community, Business, and Industry Involvement
- [X] 7. Career Guidance
- [X] 8. Program Promotion
- [X] 9. Program Accountability and Planning

IF YOU CHECKED **ALL** THE REQUIRED QUALITY CRITERIA, PLEASE CONTINUE TO THE NEXT PAGE OF YOUR APPLICATION.

If you **do not** meet one or more of the criteria listed above, you may submit a Variance Request Form for each unmet criterion.

A variance is a proposed plan to bring your program into compliance with all the quality criteria listed above, prior to the following year's application.

All variances must be approved with this application in order to be eligible for funding. Non-compliance with the terms of the approved variance will result in a loss of funds.

Will you be including a formal Variance Request Form for each unmet criterion?

☐ Yes ☑ No

IF YOU ARE REQUESTING ONE OR MORE VARIANCES, PLEASE COMPLETE A **VARIANCE REQUEST FORM** FOR EACH AND CONTINUE TO THE NEXT PAGE OF YOUR APPLICATION.

IF YOU DO NOT MEET **ALL** REQUIRED QUALITY CRITERIA LISTED ABOVE, **AND** YOU ARE **NOT** SUBMITTING A VARIANCE REQUEST FORM

STOP

YOU ARE NOT ELIGIBLE TO APPLY FOR FUNDING THROUGH THE AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT.

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2019–20 APPLICATION FOR FUNDING

California Department of Education
(Due Date: To be received in Regional Supervisor's Office by June 30, 2019)

AWARD ESTIMATOR

DATES OF PROJECT DURATION: JULY 1, 2019 TO JUNE 30, 2020

Applicant Information (please fill in the underlined fields)

Number of Different Agriculture Teachers at Site (Please attach a separate list of Agriculture teachers' names):	1.2
Total Number of Students from the prior fiscal year R-2 Report:	161
Number of teachers meeting Criterion 10 (see instructions for more information):	1.20
Number of teachers meeting Criterion 11a (see instructions for more information):	1
Number of teachers meeting Criterion 11b (see instructions for more information):	1
Do you meet all criteria on the attached Quality Criterion 12 Form (Y/N)?	N

Award Calculations

Part 1: Based on your number of agriculture teachers at the site: (Please attach a separate list of Agriculture teachers' names):	$ 4,000.00
Part 2: Based on $8.00 per member listed on the R-2 Report:	$ 1,288.00
Part 3a: Based on number of teachers meeting Criterion 10:	$ 2,400.00
Part 3b: Based on number of teachers meeting Criterion 11a:	$ 2,000.00
Part 3c: Based on number of teachers meeting Criterion 11b:	$ 2,000.00
Part 4: Based on meeting all criteria on the Quality Criterion 12 Form:	$ 0.00
Total Estimated Award:	$ 11,688.00

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2019–20 APPLICATION FOR FUNDING

California Department of Education

(Due Date: To be received in Regional Supervisor's Office by June 30, 2019)

Budget Sheet

Incentive grant awards must be matched for each Account Number below (4000, 5000, and 6000). Account Number 4000 requires only the subtotal be matched, but Account Numbers 5000 and 6000 must be matched by line item. A waiver of matching must be approved for any instances where matching funds do not meet or exceed Incentive Grant funds.

Amount left to Allocate: $ 0.00

4000: Books & Supplies

Items	Description of Items of Funds Being Used	Incentive Grant Funds	Matching Funds
1.	Instructional Materials	$ 3,000.00	$ 3,000.00
Subtotal	N/A	$ 3,000.00	$ 3,000.00

5000 Services and Operating Expenses, including services of consultants, staff travel, conferences, rentals, leases, repairs, and bus transportation

Items	Description of Items of Funds Being Used	Incentive Grant Funds	Matching Funds
1.	Conferences	$ 4,000.00	$ 4,000.00
2.	Greenhouse repair	$ 2,688.00	$ 2,688.00
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
Subtotal	N/A	$ 6,688.00	$ 6,688.00

6000 Capital Outlay, including sites, buildings, improvement of buildings, and equipment

Items	Description of Items of Funds Being Used	Incentive Grant Funds	Matching Funds
1.	Greenhouses/Ag Lab facility improvem	$ 2,000.00	$ 2,000.00
2.			
3.			
4.			
5.			
Subtotal	N/A	$ 2,000.00	$ 2,000.00

Total Allocated Funds: $ 11,688.00 $ 11,688.00

2019-20 Perkins Application - CTE Teacher Matrix

The purpose of this document is to determine whether or not your CTE teachers **1) have a CTE-eligible credential**, and **2) if the subject of the credential matches the pathway assignment he/she is teaching in**.

0) Enter your district's name. Please do not use abbreviations or acronyms.

1) (A) For each CTE teacher assisted w/ Perkins funds, enter either the name of the teacher as it appears on the CTE-eligible credential. (B) Enter the document number of the CTE-eligible credential. We look up 100% of your entries on the CTC website.

CTC Website: Credential Lookup

2) For each CTE teacher assisted w/ Perkins funds, (A) enter the local name of the pathway & site, e.g., "Pharmacy Tech, Phelan High" (B) Enter the pathway assignment, i.e., the name of the CTE Model Curriculum Standards the teacher covers e.g., "Health Science & Medical Technology/Health Care Operational Support Services." A drop-down list will appear when you select the cell. If the same teacher is assigned to two or more pathways, list him/her two or more times.

CTE Model Curriculum Standards

4) When the list is complete, email this as an attachment to the Perkins general mailbox.

5) If a new teacher is added during the school year add them to the list and resend to the Perkins mailbox.

Perkins Mailbox

0) LEA Name: Cabrillo Unified School District

	1) Is the Teacher's Credential CTE-Eligible?					2) Does the Credential Match the Assignment?	
1A) CTE Teacher's Name (as it appears on the CTE-eligible credential)			**1B) Document Number** (of the CTE-eligible credential)	**1C) Document Title** (from CTC website)	**1D) Subject Description** (from CTC website)	**2A) Local Name of Pathway & Name of Site of Pathway**	**2B) Pathway Assignment** (Which CTE Model Curriculum Standards are covered)
First Name	**Middle Name**	**Last Name**					
Hannah	Mae	Carney	170217994	Single Subject Teaching Credential	Agriculture AND Agricultural Specialist	Agriscience/Half Moon Bay High School	Agriculture & Natural Resources/Agriscience
Brianna	Lynn	Camozzi	190089926	Designated Subjects Career Technical Education Teaching Credential	Agriculture & Natural Resources	Agriscience/Half Moon Bay High School	Agriculture & Natural Resources/Agriscience

ANNUAL FFA CHAPTER ACTIVITIES CHECK SHEET

Year 2018-19 **School** Half Moon Bay High School

Must meet at least 12 areas

	ACTIVITY	NUMBER OF PARTICIPANTS
Attended the following:		
	Greenhand Conference	14
	Made For Excellence Conference	
	Advanced Leadership Academy	
	Chapter Officer Leadership Conference	6
	Spring Region Meeting	4
	State Leadership Conference	11
	National Convention	
Submitted the following:		
	State Degree Application	2
	American Degree Application	1
	Proficiency Award Application - Section	
	Chapter Award Application - State	
	Scholarship Application - State	
Participated in the following:		
	Opening and Closing Contest - Section	6
	Best Informed Greenhand Contest - Section	
	Co-Op Marketing Quiz - Section	
	Creed Recitation - Section	
	Extemporaneous Speaking - Section	
	Job Interview - Section	
	Impromptu Speaking - Section	
	Prepared Speaking - Section	
	Parliamentary Procedure - Section	
	County/District Fair/Show	14
	Career Development Teams (other than those identified above)	
1	Farm Power,Tractors / Pumpkin Festival-livestock, events	4/65
2	Equestrian / Floral /Program Recruitment	3/17/6
3	Rodeo / Tree Enterprise	5 / 21
	Other Activity Above the Chapter Level (Leadership Events/Additional CDE Teams)	
1	Santa Cruz County Fair	1
2	Tulare Farm Show	3
3		
4		
5		
	TOTAL AREAS MET	17

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: June 20, 2019

☐ **ACTION**
☒ **CONSENT**
☐ **DISCUSSION**
☐ **INFORMATION**

BOARD AGENDA NUMBER: 14.b

BOARD AGENDA ITEM: Approve Certificated Personnel Report

DEPARTMENT: Personnel

CONTACT PERSON: Holly Wade Ph.D., Assistant Superintendent, Educational Support Services
Jason Owens, Director of Personnel and Pupil Services

BACKGROUND INFORMATION:

The following personnel items are submitted for your ratification/approval.

1. OFFER OF EMPLOYMENT FOR CERTIFICATED ADMINISTRATOR

Leticia Bhatia, Assistant Superintendent, Curriculum and Instruction, effective July 1, 2019.

Julia Chang. 0.6 FTE School Psychologist, Special Education Department, effective August 5, 2019.

Erinn Taft, School Psychologist, Special Education Department, effective August 5, 2019.

Ramlin Tatari, School Psychologist, Special Education Department, effective August 5, 2019.

2. OFFER OF PROBATIONARY EMPLOYMENT FOR 2019-2020

Florante Vilar, Mathematics Teacher, Half Moon Bay High School, effective August 12, 2019.

3. RESIGNATION

Megan Chan, School Counselor, Half Moon Bay High School, effective June 14, 2019.

Cesar Gaytan, Principal, Farallone View Elementary School, effective June 30, 2019.

FINANCIAL IMPACT:

Financial impact is included in the budget.

RECOMMENDATION:

Approve the Certificated Personnel report.

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: June 20, 2019

☐ **ACTION**
☒ **CONSENT**
☐ **DISCUSSION**
☐ **INFORMATION**

BOARD AGENDA NUMBER: 14.c

BOARD AGENDA ITEM: Approve Classified Personnel Report

DEPARTMENT: Personnel

CONTACT PERSON: Holly Wade Ph.D., Assistant Superintendent, Education Support Services
Jason Owens, Director of Personnel and Pupil Services

BACKGROUND INFORMATION:

The following personnel items are submitted for your ratification/approval.

1. **RESIGNATION**

   Stephanie Duncan, Paraprofessional Special Education II, El Granada Elementary School, effective June 13, 2019.

   Joseph Sahm, School Bus Driver, Transportation Department, effective June 13, 2019.

FINANCIAL IMPACT:

Financial impact is included in the budget.

RECOMMENDATION:

Approve the Classified Personnel report.

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: June 20, 2019

☐ **ACTION**
☒ **CONSENT**
☐ **DISCUSSION**
☐ **INFORMATION**

BOARD AGENDA NUMBER: 14.d

BOARD AGENDA ITEM: Approve Change to Adult Education Child Care Worker Salary

DEPARTMENT: Personnel

CONTACT PERSON: Holly Wade Ph.D., Assistant Superintendent, Educational Support Services
Jason Owens, Director of Personnel and Pupil Services

BACKGROUND INFORMATION:

The La Costa Adult Education program is working to hire qualified child care workers to assist the parents attending classes. Providing this valuable service is critical in the recruiting and attendance of students in the program.

REPORT/PROPOSAL:

The District proposes approval of an hourly range that can be used to hire qualified child care workers of all ages. The higher range of $18.00/hour has been determined to incentivize the hiring of adult child care workers while the lower $15.00/hour range is satisfactory for the hiring of young adult workers.

FINANCIAL IMPACT:

There is no additional cost to the general fund.

RECOMMENDATION:

Approve change to Adult Education Child Care Worker salary.

Cabrillo Unified School District

NON-BARGAINING UNIT EMPLOYEES

2018-2019

EFFECTIVE 8/24/2007	
Translator	$19.99 an hour
EFFECTIVE 6/20/2019	
Adult Education Child Care Aide	$12.00 an hour*
Adult Education Child Care Worker	$15.00 - $18.00 an hour
Adult Education Tutor Aide (SLS)	$13.22 an hour
Adult Education Accompanist	$16.17 an hour
Adult Education Teacher/Proctors	$32.59 an hour
Adult Credentialed Teacher Tutors (SLS)	$32.59 an hour
EFFECTIVE 11/14/2014 (Board approved 11/13/2014)	
Regular Substitute Teacher	$135.00 a day
Regular Substitute Teacher	$160.00 a day after the 10th consecutive day
Substitute Teacher Long-Term Assignment (min. 10 consecutive days)	$160.00 a day
CUSD Retired Substitute Teacher	$160.00 a day
CUSD Retired Substitute Teacher Long-Term Assignment (min. 10 consecutive days)	$185.00 a day
EFFECTIVE 5/11/2018	
Nurse Substitute	$35.00 - $38.00 an hour
EFFECTIVE 4/20/2018	
Student Worker	$12.00 an hour*
Workability Student Worker	$12.00 an hour*
Summer School Maintenance Helpers	$12.00 an hour*
Summer School Teacher- Elementary	$35.00 an hour
Summer School Teacher- Middle/High School	$35.00 an hour
Student Homework Club Tutors	$12.00 an hour*
Student Tutors (SLS)	$12.00 an hour*
Adult Credentialed Teacher Tutors (SLS)	$32.59 an hour
Dolphin Club Lead After School Tutor	$18.00 an hour
Dolphin Club After School Tutor	$12.00 an hour
AVID Aide	$12.00 an hour*
Extended Academic Center Teacher	$32.59 an hour
Extended Academic Center Tutor	$18.00 an hour
After School Kindergarten Enrichment Specialist	$32.59 an hour
After School Kindergarten Enrichment Tutor	$18.00 an hour
EFFECTIVE 1/18/2018 (Board approved 01/17/2008)	
Noon Yard Duty Supervisor	$12.75 an hour*
EFFECTIVE 08/22/2016	
CELDT Teachers	$32.59 an hour
Detention Supervisor (Teacher)	$32.59 an hour
Home Hospital Teacher	$32.59 an hour
In-Home Specialized Academic Instruction Teacher	$32.59 an hour

* Will adjust to current state minimum wage rate

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: June 20, 2019

☐ **ACTION**
☒ **CONSENT**
☐ **DISCUSSION**
☐ **INFORMATION**

BOARD AGENDA NUMBER: 14.e

BOARD AGENDA ITEM: Approve the University of California Santa Cruz Student Teaching Agreement

DEPARTMENT: Personnel

CONTACT PERSON: Holly Wade Ph.D., Assistant Superintendent, Educational Support Services
Jason Owens, Director of Personnel and Pupil Services

BACKGROUND INFORMATION:

The district will enter and maintain a student teacher contract with University of California Santa Cruz in order to participate in their student teaching program.

The student teacher shall be enrolled in training curricula practices under the supervision and instruction of District employees who hold valid credentials issued by the CCTC.

REPORT/PROPOSAL:

The general guidelines for student teachers vary between credential emphasis. Beginning with the 2019-2020 school year, students from University of California Santa Cruz will be assigned to the Cabrillo Unified School District.

FINANCIAL IMPACT:

There is no financial impact on the district for this agreement.

RECOMMENDATION:

Approve the University of California Santa Cruz Student Teaching Agreement.

UNIVERSITY OF CALIFORNIA, SANTA CRUZ

BERKELEY • DAVIS • IRVINE • LOS ANGELES • MERCED • RIVERSIDE • SAN DIEGO • SAN FRANCISCO



SANTA BARBARA • SANTA CRUZ

Education Department
1156 High Street
Santa Cruz, CA 95064

May 31, 2019

RE: UCSC 2019-2022 Student Teacher Agreement

Superintendent, Jane Yuster
Campbell Union School District
498 Kelly Ave.,
Half Moon Bay, CA 94019

Dear Superintendent Yuster:

One of the strongest attributes of the Teacher Education Program at UC Santa Cruz is the partnership we form with local school districts in the preparation of future teachers. We look forward to developing a partnership with Cabrillo Unified School District in mentoring teacher candidates.

Attached is our UCSC 2019-2022 Student Teacher Agreement for your review and approval. Once approved, please sign, scan, and return the agreement to our Program Assistant, Esperanza Zamora, at zamora@ucsc.edu.

The Education Department and I look forward to working with your district.

Respectfully yours,

[redacted]

Cynthia Lewis
Professor and Chair of Education
email: cylewis@ucsc.edu

Attachment: UCSC 2019-2022 Student Teacher Agreement

University of California, Santa Cruz
Education Department
Student Teacher (Practice Teaching) Agreement

PARTIES: University of California, Santa Cruz
Cabrillo Unified School District

TERM: August 1, 2019 – June 30, 2022

SERVICES: Practice teaching placements

1. The District shall provide teaching experience through practice teaching in schools and classes of the District, and under the direct supervision and instruction of such employees of the District, as the District and the University of California, Santa Cruz through their duly authorized representatives may agree upon.

   The District may, for good cause, refuse to accept for practice teaching any student of the University of California, Santa Cruz assigned to practice teaching in the District, and upon request of the District made for good cause, the University of California shall terminate the assignment of any student of the University of California to practice teaching in the District.

   "Practice teaching" as used herein and elsewhere in this agreement means active participation in the duties and functions of classroom teaching under the direct supervision and instruction of employees of the District holding valid credentials issued by the California Commission on Teacher Credentialing, other than emergency or provisional credentials, authorizing them to serve as classroom teachers in the schools or classes in which the practice of teaching is provided.

2. Student teachers are students of the University and not employees of the school district.
   An assignment of a student of the University of California, Santa Cruz to practice teaching in the District shall be deemed to be effective for the purposes of this agreement as of the date the student presents to the proper authorities of the District the Final Student Teacher Placement notice or other documents given the student by the University of California, Santa Cruz effecting such assignment.

Signed:

Education Department

University of California, Santa Cruz

[redacted]

Cynthia Lewis, Professor and Chair
Education Department
Date signed: May 31, 2019

Superintendent's Office
Cabrillo Unified School District

Superintendent, Jane Yuster

Date signed:_____

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: June 20, 2019

☐ **ACTION**
☒ **CONSENT**
☐ **DISCUSSION**
☐ **INFORMATION**

BOARD AGENDA NUMBER: 14.f

BOARD AGENDA ITEM: Approve Donations to Cabrillo Unified School District

DEPARTMENT: Business Department

CONTACT PERSON: Crystal Leach, Chief Business Official

BACKGROUND INFORMATION:

The Governing Board routinely reviews the monthly donation reports.

REPORT/PROPOSAL:

Pursuant to the Governing Board Policy 3290, the Governing Board is to accept donations on behalf of the district or any school in the district.

HALF MOON BAY HIGH SCHOOL	**$56,500**
Industrial Arts Club	
John J.F. McCue III	$1,000
Brad Prescott Living Trust *2884 La Salle	$1,000
California Scholarship Federation Club	
USA Productions, LLC	$500
HMB Latino Council Scholarship in Memory of Yanira Serrano	
Lorenzo Garcia	$500
HMB Pirates Rocky Perry Scholarship	
Half Moon Bay Pirates	$1,000
Woodlake Scholarship	
Marta Drury	$1,000
Brad Prescott & John McCue in Memory of Laurien Pederson	
John J.F. McCue III	$1,500
Brad Prescott Living Trust *2884 La Salle	$1,500

Coastside Lutheran Church & Iglesia Del Mar Community Book Fair Scholarship
Coastside Lutheran Church $2,000

Kampe Excellence Memorial Award Scholarship
Diane Kampe, TTEE $2,000

HMB Brewery Co. Scholarship
The Brewery on Half Moon Bay, Co, Inc. $5,000

Bradley Royer Math & Science Scholarship
Michael C. Royer, Susan L.Royer $10,000

Coastside Futures Scholarship
Cabrillo Education Foundation Coastside Futures $29,500

PILARCITOS HIGH SCHOOL **$700**

Coyote Farm Project
Anne Barreto $700

HATCH ELEMENTARY SCHOOL **$5,000**

Dan Rave, Nicole Rave $5,000

FINANCIAL IMPACT:

There is no financial impact to the District.

RECOMMENDATION:

Approve donations to Cabrillo Unified School District.

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: June 20, 2019

☐ **ACTION**
☒ **CONSENT**
☐ **DISCUSSION**
☐ **INFORMATION**

BOARD AGENDA NUMBER: 14.g

BOARD AGENDA ITEM: Accept Enrollment Report: Ninth Month 2018-2019 School Year

DEPARTMENT: Business Department

CONTACT PERSON: Crystal Leach, Chief Business Official

BACKGROUND INFORMATION:

The Governing Board routinely reviews the monthly enrollment reports.

REPORT/PROPOSAL:

The enrollment report for the ninth month of the 2018-2019 school year is being presented to the Governing Board for information.

FINANCIAL IMPACT:

There is no financial impact to the District.

RECOMMENDATION:

Accept enrollment report for the ninth month of the 2018-2019 school year.

CABRILLO UNIFIED SCHOOL DISTRICT
2018-2019 SCHOOL YEAR
ENROLLMENT REPORT

School Month No. **9** **Date:** **5/24/2019**

Grade	El Granada	Farallone View	Hatch	Kings Mountain	Cunha	Half Moon Bay High	Pilarcitos	Home & Independent Study	TOTALS
TK	9	10	11	0	-	-	-	0	30
K	62	53	79	5	-	-	-	0	199
1	69	54	75	13	-	-	-	0	211
2	54	48	93	8	-	-	-	0	203
3	52	49	100	12	-	-	-	0	213
4	64	43	99	11	-	-	-	0	217
5	76	50	110	9	-	-	-	0	245
6	-	-	-	-	224	-	-	0	224
7	-	-	-	-	255	-	-	0	255
8	-	-	-	-	262	-	-	0	262
9	-	-	-	-	-	267	0	5	272
10	-	-	-	-	-	241	3	5	249
11	-	-	-	-	-	243	11	8	262
12	-	-	-	-	-	204	25	8	237
Total Regular Enrollment	386	307	567	58	741	955	39	26	3079
SDC Student Enrollment	16	0	0	0	21	15	0	0	52
TOTAL ENROLLMENT	**402**	**307**	**567**	**58**	**762**	**970**	**39**	**26**	**3131**
Total Enrollment as of 6/04/18	409	322	580	71	791	955	37	27	3192
Difference between 06/04/18 Total Enrollment and 5/24/19 Total Enrollment	**-7**	**-15**	**-13**	**-13**	**-29**	**15**	**2**	**-1**	**-61**
Total Enrollment as of 4/26/19	402	307	566	58	762	972	40	24	3131
Difference between 4/26/19 Total Enrollment and 5/24/19 Total Enrollment	**0**	**0**	**1**	**0**	**0**	**-2**	**-1**	**2**	**0**

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: June 20, 2019

☐ **ACTION**
☒ **CONSENT**
☐ **DISCUSSION**
☐ **INFORMATION**

BOARD AGENDA NUMBER: 14.h

BOARD AGENDA ITEM: Approve the Spring/Summer Submission of the Consolidated Application and Reporting System

DEPARTMENT: Business Department

CONTACT PERSON: Crystal Leach, Chief Business Official

BACKGROUND INFORMATION:

Each year, the District is required to submit an application for funding categorical programs and for close out of prior year carryover of federal categorical programs in which the district participates.

REPORT/PROPOSAL:

The report submitted to the California Department of Education includes the application for funding, prior and current year funding allocations, funding reservations, and funding expenditure reports.

FINANCIAL IMPACT:

There is no financial impact.

RECOMMENDATION:

Approve the Spring/Summer submission of the Consolidated Application and Reporting System.

2019-20 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca19assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Crystal Leach
Authorized Representative's Signature	
Authorized Representative's Title	Chief Business Official
Authorized Representative's Signature Date	06/10/2019

*****Warning*****

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2019-20 Protected Prayer Certification

ESSA Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov , 916-319-0269

Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Jason Owens
Authorized Representative's Title	Director Of Pupil & Personnel Services
Authorized Representative's Signature Date	06/10/2019
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the Comment field. (Maximum 500 characters)	

*****Warning*****

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2019-20 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCFF@cde.ca.gov, 916-323-5233

To receive funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to apply for funds, the LEA must certify that the 2017/18–2019/20 LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification the LEA is agreeing to submit the LCAP Federal Addendum that has been approved by the local governing board or governing body of the LEA to the California Department of Education (CDE), and acknowledging that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

County Offices of Education and School Districts Enter the original approval date of the county office of education or school district 2017/18–2019/20 LCAP Note: For districts, the date should be the day your county office of education (COE) approved your 2017/18–2019/20 LCAP. For COEs, it should be the date the CDE approved your 2017/18–2019/20 LCAP.	07/01/2017
Charter Schools Enter the adoption date of the charter school LCAP	
Authorized Representative's Full Name	Joy Dardenelle
Authorized Representative's Title	Assistant Superintendent, C&I

*****Warning*****
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2019-20 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	04/01/2019

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

DELAC representative's full name (non-LEA employee)	Catalina Maya
DELAC review date	03/14/2019
Meeting minutes web address Please enter the web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.	http://www.cabrillo.k12.ca
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No

*****Warning*****
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2019-20 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Title IV, Part A (Student Support) ESSA Sec. 1112(b) SACS 4127	No

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2019-20 Title III English Learner Student Program Subgrant Budget

The purpose of this form is to provide a proposed budget for 2019-20 English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831
Kevin Webb, Language Policy and Leadership Office, kwebb@cde.ca.gov, 916-323-5838

Estimated Entitlement Calculation

Estimated English learner per student allocation	$107.75
Estimated English learner student count	616
Estimated English learner entitlement amount	$66,374

Note: $10,000 minimum program eligibility criteria

If the LEA's estimated entitlement amount is less than $10,000, then it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the CDE Title III EL Consortium Details web page at https://www.cde.ca.gov/sp/el/t3/elconsortium.asp.

Budget

Professional development activities	$6,374
Program and other authorized activities	$56,481
English Proficiency and Academic Achievement	$1,000
Parent, family, and community engagement	$1,000
Direct administrative costs (Amount cannot exceed 2% of the estimated entitlement)	$1,327
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	$192
Total budget	$66,374

Warning
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2019-20 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

John Miles, Financial Accountability and Info Srv Office, jmiles@cde.ca.gov, 916-445-7289

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate. Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at https://www.cde.ca.gov/fg/ac/sa/.

2019-20 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

*****Warning*****

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CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: June 20, 2019

☐ **ACTION**
☒ **CONSENT**
☐ **DISCUSSION**
☐ **INFORMATION**

BOARD AGENDA NUMBER: 14.i

BOARD AGENDA ITEM: Approve Proposed Agreement for Professional Services with the Law Firm of Dannis, Woliver, and Kelley for the 2019-2020 School Year

DEPARTMENT: Superintendent/Governing Board

CONTACT PERSON: Jane Yuster, Superintendent

BACKGROUND INFORMATION:

For a number of years, the District has relied on the firm of Dannis, Woliver, and Kelley for legal advice in most general aspects of school operations. The most notable exception relates to certain types of pending litigation when legal counsel is assigned by the San Mateo County School Insurance Group (SMCSIG). Each year the District is asked to review and approve a new Agreement for Professional Services with DWK (proposed agreement for 2019-2020 is included in this packet.)

REPORT/PROPOSAL:

This is an opportunity for the Board to review and approve the proposed Agreement for Professional Services as presented.

FINANCIAL IMPACT:

The fiscal impact to the general fund for the 2019-2020 school year is unknown at this time.

RECOMMENDATION:

Approve proposed agreement for professional services with the Law Firm of Dannis, Woliver, and Kelley for the 2019-2020 school year.

DANNIS WOLIVER KELLEY
Attorneys at Law

GREGORY J. DANNIS
Attorney at Law
gdannis@DWKesq.com

San Francisco

SAN FRANCISCO
275 Battery Street
Suite 1150
San Francisco, CA 94111
TEL 415.543.4111
FAX 415.543.4384

LONG BEACH
115 Pine Avenue
Suite 500
Long Beach, CA 90802
TEL 562.366.8500
FAX 562.366.8505

SAN DIEGO
750 B Street
Suite 2310
San Diego, CA 92101
TEL 619.595.0202
FAX 619.702.6202

SAN RAFAEL
4040 Civic Center Drive
Suite 200
San Rafael, CA 94903
TEL 415.543.4111
FAX 415.543.4384

CHICO
2485 Notre Dame Boulevard
Suite 370-A
Chico, CA 95928
TEL 530.343.3334
FAX 530.924.4784

SACRAMENTO
555 Capitol Mall
Suite 645
Sacramento, CA 95814
TEL 916.978.4040
FAX 916.978.4039

SAN LUIS OBISPO
1065 Higuera Street
Suite 301
San Luis Obispo, CA 93401
TEL 805.980.7900
FAX 916.978.4039

May 22, 2019

VIA U.S. MAIL

Jane Yuster
Superintendent
Cabrillo Unified School District
498 Kelly Ave.
Half Moon Bay, CA 94019

Re: 2019-20 Agreement for Professional Services

Dear Ms. Yuster:

Thank you for the opportunity to provide legal advice and counseling services to the Cabrillo Unified School District. It has been our honor for over four decades to be vital, participating partners with California school and community college districts in their mission to educate and prepare all children and young adults to be responsible, mindful citizens in the global marketplace of ideas. We understand the vital role our services play in the important job you do and appreciate the salutary impact our work can have through your good works.

Attached is our Agreement for Professional Services for 2019-20. The billing ranges have been adjusted, so the rates for some individuals who perform work on your matters may increase as a result. We will continue to offer the District efficient and prompt service and the highest quality legal advice and counsel you have come to expect.

We look forward to serving the District in the coming school year and continuing our mutually rewarding partnership. Please sign both originals of the Agreement, insert the date of Board approval, and return one signed original to our office in the envelope provided.

Best regards,

DANNIS WOLIVER KELLEY

[redacted]

Gregory J. Dannis
GJD:bdb
Enclosures

DWK SF 930094v1

AGREEMENT FOR PROFESSIONAL SERVICES

This Agreement is made and entered into on May 22, 2019, by and between the Cabrillo Unified School District, hereinafter referred to as District, and Dannis Woliver Kelley, a professional corporation, hereinafter referred to as Attorney.

In consideration of the promises and the mutual agreements hereinafter contained, District and Attorney agree as follows:

SCOPE OF SERVICES. District appoints Attorney to represent, advise, and counsel it from July 1, 2019, through and including June 30, 2020, and continuing thereafter as approved. Any services performed during the period between the above commencement date and the date of Board action approving this Agreement are hereby ratified by said Board approval. Attorney agrees to prepare periodic reviews of relevant court decisions, legislation, and other legal issues. Attorney agrees to keep current and in force at all times a policy covering incidents of legal malpractice.

CLIENT DUTIES. District shall be truthful with Attorney, cooperate with Attorney, keep Attorney informed of developments, perform the obligations it has agreed to perform under this Agreement and pay Attorney bills in a timely manner.

FEES AND BILLING PRACTICES. Except as hereinafter provided, District agrees to pay Attorney two hundred sixty-five dollars ($265) to three hundred sixty dollars ($360) per hour for Shareholders and Of Counsel; two hundred forty-five dollars ($245) to two hundred ninety-five dollars ($295) for Special Counsel; one hundred ninety-five dollars ($195) to two hundred sixty dollars ($260) per hour for Associates; and one hundred thirty dollars ($130) to one hundred eighty dollars ($180) per hour for Paralegals and Law Clerks. The rate for Gregory J. Dannis will be three hundred eighty dollars ($380) per hour. Rates for individual attorneys may vary within the above ranges depending on the level of experience and qualifications and the nature of the legal services provided. Agreements for legal fees at other than the hourly rate set forth above may be made by mutual agreement for special projects, particular scopes of work, or for attorneys with specialized skills. The rates specified in this agreement are subject to change at any time by Attorney by written notice to Client and shall apply to all services rendered after such notice is given. Substantive communications advice (telephone, voice-mail, e-mail) is billed in a minimum increment of one-tenth (.1) of an hour, except for the first such advice in any business day, which is charged in a minimum of three-tenths (.3) of an hour. Actual travel time is charged at the rates above. In the course of travel it may be necessary for Attorney to work for and bill other clients while in transit. If, during the course of representation of District, an insurance or other entity assumes responsibility for payment of all or partial fees of Attorney on a particular case or matter, District shall remain responsible for the difference between fees paid by the other entity and Attorney's hourly rates as specified in this Agreement unless otherwise agreed by the parties.

OTHER CHARGES. District further agrees to reimburse Attorney for actual and necessary expenses and costs with respect to providing the above services, including support services such as copying charges (charged at $0.10 per page), postage (only charged if in excess of $1.00), and computerized legal research (i.e. Westlaw). Any discount received on computerized legal research is passed along to Client by Attorney. District agrees that such actual and necessary expenses may vary according to special circumstances necessitated by request of District or emergency conditions which occasionally arise. Such expenses shall be provided at cost unless otherwise specified.

District further agrees to pay third parties, directly or indirectly through Attorney, for major costs and expenses including, but not limited to, costs of serving pleadings, filing fees

and other charges assessed by courts and other public agencies, arbitrators' fees, court reporters' fees, jury fees, witness fees, investigation expenses, consultants' fees, and expert witness fees. Upon mutual consent of District and Attorney, District may either advance or reimburse Attorney for such costs and expenses.

Occasionally Attorney may provide District officials and/or employees with food or meals at Attorney-sponsored trainings or when working with District officials and/or employees. Attorney may provide such food or meals without additional charge in exchange for the consideration provided by the District under this Agreement.

BILLING STATEMENT. Attorney shall send District a statement for fees and costs incurred every calendar month. Attorney's statements shall clearly state the basis thereof, including the amount, rate and basis for calculations or other methods of determination of Attorney's fees. Upon District office's request for additional statement information, Attorney shall provide a bill to District no later than ten (10) days following the request. District is entitled to make subsequent requests for bills at intervals of no less than thirty (30) days following the initial request. District shall pay Attorney's statements within thirty (30) days after each statement's date.

INDEPENDENT CONTRACTOR. It is expressly understood and agreed to by both parties that Attorney, while carrying out and complying with any of the terms and conditions of this Agreement, is an independent contractor and is not an employee of the District.

CONFLICT OF INTEREST. Because Attorney represents many school and community college districts, county offices of education, joint powers authorities, SELPAs and other entities, conflicts of interest may arise in the course of Attorney's representation. If Attorney becomes aware of any conflicts of interest, Attorney will comply with the legal and ethical requirements to fulfill its duties of loyalty and confidentiality to District. If District has any question about whether Attorney has a conflict of interest in its representation of District in any matter, it may contact Attorney or other legal counsel for clarification.

TERMINATION OF CONTRACT. District or Attorney may terminate this Agreement by giving reasonable written notice of termination to the other party.

IN WITNESS WHEREOF, the parties hereto have signed this Agreement for Professional Services.

CABRILLO UNIFIED SCHOOL DISTRICT

_____ _____

Jane Yuster Date
Superintendent

DANNIS WOLIVER KELLEY

[redacted]

_____ 5/22/19

Gregory J. Dannis Date
Attorney at Law

At its public meeting of_____, 2019, the Board approved this Agreement and authorized the Board President, Superintendent or Designee to execute this Agreement.

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: June 20, 2019

☐ **ACTION**
☒ **CONSENT**
☐ **DISCUSSION**
☐ **INFORMATION**

BOARD AGENDA NUMBER: 14.j

BOARD AGENDA ITEM: Approve and Adopt Minutes of June 6, 2019 Regular Governing Board Meeting

DEPARTMENT: Superintendent/Governing Board

CONTACT PERSON: Jane Yuster, Superintendent

BACKGROUND INFORMATION:

The Governing Board routinely reviews and approves minutes from all regular meetings and special sessions.

REPORT/PROPOSAL:

The unadopted minutes from the June 6, 2019 regular Governing Board meeting are included in this Board packet for consideration.

FINANCIAL IMPACT:

There is no financial impact to the General Fund.

RECOMMENDATION:

Approve and adopt minutes of June 6, 2019 regular Governing Board meeting.

Governing Board Meeting Agenda

(Unadopted) Meeting Minutes

CABRILLO UNIFIED SCHOOL DISTRICT
District Office Board Room
498 Kelly Avenue, Half Moon Bay, CA 94109
June 6, 2019 7:00 PM
(Closed Session 6:00 PM)

Board Members Present:	Ms. Sophia Layne, President Ms. Kimberly Hines, Vice President Ms. Lizet Cortes, Clerk to the Governing Board Ms. Mary Beth Alexander, Member Ms. Freya McCamant, Member
Administrators at the Table:	Ms. Jane Yuster, Superintendent Ms. Joy Dardenelle, Assistant Superintendent Ms. Holly Wade, Ph.D., Assistant Superintendent Ms. Crystal Leach, Chief Business Official
Student Board Representative:	Miss Lauren DuBose, Student Board Representative

1. CALL TO ORDER - 6:00 PM

2. ROLL CALL / QUORUM

___ Ms. Sophia Layne, President
___ Ms. Kimberly Hines, Vice President
___ Ms. Lizet Cortes, Clerk to the Governing Board
___ Ms. Mary Beth Alexander, Member
___ Ms. Freya McCamant, Member

3. COMMENTS FROM THE PUBLIC RELATED TO ITEMS ON THE CLOSED SESSION AGENDA

4. RECESS TO CLOSED SESSION – 6:01 PM

5. RECONVENE OPEN SESSION – 7:02 PM

The Governing Board met in closed session from 6:01 PM to 7:00 PM

6. PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was led by Ms. Sophia Layne, Governing Board President.

7. ADOPTION OF AGENDA AS PRESENTED / AMENDED

Motion to approve the agenda as presented/amended by Member Kimberly Hines and seconded by Member Lizet Cortes.

(M-106) Passed 5-0 with Student Representative voting aye

8. STUDENT / STAFF / COMMUNITY RECOGNITION

The Governing Board recognized the following Half Moon Bay High School Students for their outstanding academic achievements:

Half Moon Bay High School 2018-19 Salutatorian: Maxwell Paik. Max earned an A in every class he enrolled in at Half Moon Bay High School and is fully fluent in Spanish. He served as editor of the student newspaper, The Paw Print, was a tutor in our AVID program, wrote for the student literary publication, the MUSE, and occasionally was a paid journalist for the Half Moon Bay review. He will be attending Northwestern University in the fall.

Half Moon Bay High School 2018-19 Valedictorian: Rachel Brody. Rachel earned an A in every class she had taken at Half Moon Bay High School and she took almost every Advanced Placement and Advanced course offered. She is fully fluent in Spanish, was an AVID tutor, and earned All League honors in tennis. Very impressively, she volunteered about 300 hours at the Coastside Roto Care Health Clinic performing valuable service. She will continue doing service, taking the next year to do volunteer work in a number of Central American nations before entering University.

The Governing Board recognizes the following retiring employees for their years of excellent service to Cabrillo Unified School District:

Diana Purucker with 28 years of service
Jeannette Bass with 25 years of service
Rick Waechtler with 14 years of service

9. COMMENTS FROM THE PUBLIC RELATED TO ITEMS NOT ON THIS AGENDA

Ms. Shannon Murray, 451 Poplar Street, Half Moon Bay, CA 94019. Ms. Murray came to address the Board regarding split classes and Open Enrollment transfers.

Ms. Monica Hart-Nolan, PO Box 351, La Honda, CA 94020. Ms. Hart-Nolan came to address the Board regarding teachers' compensation and split classes.

Ms. Avis Calhoun, 609 Marseille Way, Half Moon Bay, CA 94019. Ms. Calhoun came to address the Board regarding teachers' compensation and a COLA raise.

Ms. Erika Krein, PO Box 502. Ms. Krein came to address the Board regarding teachers' compensation and a COLA raise.

10. REPRESENTATIVE REPORTS

a. CUTA Representatives

CUTA Incoming Co-President Ramon Macias thanked Mr. Sean Riordan for four years of service and leadership as CUTA President. Mr. Macias also thanked Kathleen Wall for many years of dedication and service in many capacities at CUTA. He urged the Board to provide a raise considering the cost of living.

CUTA Incoming Co-President Heidi Mills shared her concerns about the District's offer to its union members. Ms. Mills said that students come first and that teacher are the ones who make the difference in the children's lives. Ms. Mills asked to keep teachers as the District's financial priorities and to pass state COLA.

CUTA Outgoing President Sean Riordan asked fellow teacher members to stand up. Mr. Riordan said that those were the teachers that will be ready in early August prepared and ready to teach and serve every child every day. Mr. Riordan shared that the CUTA team is ready to continue the negotiations.

11. REPORTS / INFORMATION / PRESENTATIONS

a. Report Regarding Proposed 2019-20 Local Control Accountability Plan

Ms. Joy Dardenelle, Assistant Superintendent, Curriculum and Instruction, presented a draft version for the 2019-20 Local Control Accountability Plan for review by the Governing Board.

b. Report Regarding Proposed 2019-20 Federal Addendum for the Local Control Accountability Plan

Ms. Joy Dardenelle, Assistant Superintendent, Curriculum and Instruction, presented a draft version for the 2019-20 Federal Addendum for the Local Control Accountability Plan for review by the Governing Board.

c. Report Regarding Proposed 2019-20 District Budget

Ms. Crystal Leach, Chief Business Official, presented to the proposed 2019-2020 District Budget for review by the Governing Board.

12. DISCUSSION ITEMS

a. Public Hearing for the 2019-20 Local Control Accountability Plan

President Sophia Layne opened the Public Hearing for the 2019-20 Local Control Accountability Plan at 8:48 PM. Hearing no comments, the public hearing was closed 8:49 PM.

b. Public Hearing on Proposed 2019-20 District Budget

President Sophia Layne opened the Public Hearing for the Proposed 2019-20 District Budget at 8:49 PM. Hearing no comments, the public hearing was closed 8:49 PM.

c. Public Hearing on Excess Reserves and Disclosure

President Sophia Layne opened the Public Hearing for the Excess Reserves and Disclosure at 8:50 PM. Hearing no comments, the public hearing was closed 8:50 PM.

13. COMMUNICATIONS

a. Board Members

Member Freya McCamant shared that when she first became a Board Member the Parcel Tax had just passed and it's still the only Parcel Tax passed. Member McCamant explained the difficulties passing a Parcel Tax because it requires 2/3 of the votes to approve it. Member McCamant thanked the community for the amount of time and support, and asked to make a plea to continue to pass and renew the Parcel Tax. Member McCamant asked the Coastside Community to actively support it. Member McCamant said she attended the Los Listos Promotion and that it was a wonderful event. Ms. McCamant thanked the retirees, Ms. Diana Purucker, Jeannette Bass and Mr. Rick Waechtler for their service.

Clerk Lizet Cortes said she also attended Los Listos Promotion and thanked Member McCamant for the gift for the children. Member Cortes acknowledged and shared her appreciation to all the teachers and their hard work.

Vice President Kimberly Hines said she appreciates all the teachers that came to speak to the Board and that she is humbled by the work that Administrators do. Member Hines said that she is looking forward Graduation. Member Hines thanked Ms. Crystal Leach and Diane Siegel for their services to the District.

Member Mary Beth Alexander thanked the community for the advocacy and support for AB39. Member Alexander said that she is happy to see the advocacy around the Coast but she also feels it's important the advocacy at the state level. Member Alexander said she is looking forward for a week of graduation.

President Sophia Layne thanked Ms. Crystal Leach, Ms. Joy Dardenelle, Dr. Holly Wade and Superintendent Jane Yuster for the work they put in together to bring the reports to the Board. President Layne said is appreciative for Superintendent Jane Yuster who is working with the incoming Superintendent, Dr. Sean McPhetridge, and onboarding him. She also acknowledged Ms. Diane Siegel and Mr. Raj Bechar who will be pursuing new opportunities.

b. Student Board Member

El Granada Elementary School

El Granada kicked off its inaugural Arts & Science week with great success. They had an art project day where students painted rocks which are on display at the front of the school for all to enjoy. Students also participated in a field trip where they assessed sand crabs with Mr. Centoni and his environmental science class and of course Arts and Science day ended the week with students participating in a variety of art and science workshops throughout the day. Open House was also a lot of fun. The evening started with an Ice Cream social. The HMB Library and Coastside Buzz were available to let families know about summer reading programs on the coast. In addition to all our classrooms being open to show all our student's

learning and growing, we also had a fabulous art show. And finally, we are looking forward to our 5th grade promotion ceremony on June 13th at 8:30 am.

Kings Mountain Elementary School

Up on King's Mountain, the last weeks of school are always packed, regardless the size of the school. Kings Mountain students finished their CAASP/SBAC, state testing. Our third, fourth and fifth grade students did a terrific job staying focused, taking time, and checking answers as they worked through the assessments. May 19th was Principal for a Day. Principal/ first grader Elizabeth arrived to school in the Kings Mountain Volunteer Fire Brigade truck, providing much needed help in classrooms, during recess and lunch service. We had a school-wide assembly, a reflection and celebration of this year's Changing Perspectives learning on empathy and inclusion. Older students partnered with younger students to reflect through inquiry charts on the year's units; Empathy, Vision, Dyslexia/Dyscalculia, and Autism. Activities included reflections on "What makes me… Me!", our strengths and challenges, and Play-do and pipe cleaner models of our brains' wiring. It was a wonderful celebration of, "What makes us…Us!" At our annual Open House. Student art was hung around the school to celebrate their creative expressions. Jaime arrived with his Taco Cart followed by recognitions and appreciations in the Lion's Den. The 4/5 Band, led by Ms. P-S played a repertoire of songs. Families visited classrooms where students shared their work and learning. The evening ended with the ever-popular Ice Cream Social.

The K/1 class visited Año Nuevo State reserve on May 28th with docent/principal Diane. It was a wonderful day of exploration of elephant seals, wild flowers, animal tracks and tadpoles. On May 31st teachers hosted Donuts for Do-Gooders, an appreciation for our amazing Kings Mountain school family volunteers, a critical driving force for what makes our school so special! On June 3rd, 5th graders went on the Mountain to Coast hike, an annual ritual. Students hiked with Principal Diane and parent Scott Menary, along the Purisima Creek Trail from the mountain to the coast, some 4.8 miles. After the hike, all gathered at Round Table for pizza with Cunha Principal, James Barnes, followed by the arrival former Kings Mountain School Alumni, now at Cunha. Our annual Fund Run and Carnival, Spirit Week, and Graduation will wrap the successful 2018-19 school year at Kings Mountain School!

Farallone View Elementary School

FV has had a very successful Oceans Week. Every one of students enjoyed having their T-shirts silk screen printed by themselves (with the help from volunteers). This event is marine science oriented and brought many activities, such as presentations from the Marine Science Institute, Harbor Masters, Yatch Club, and the super exciting Sharkmobile with a live tiger shark. Of course, Mr. Lauritzen offered our students the opportunity to dissect a shark and learn about their anatomy. Our grand event culminated with the painting of a collective sharks mural that is located on the fence of our greenhouse and outdoor learning space. FV is also happy to report that we had a very well attended Open House, which featured the annual student art exhibition and our recycled art exhibit. If you can, please join us for our culmination ceremony next Wednesday at 11 am.

Hatch Elementary School

A week ago, Hatch hosted a financial budget update for the school district. Mrs. Leach provided the Hatch families information about the current and projected school district budget. The meeting was very well attended. The Kindness Campaign was at Hatch last Thursday.

HMBHS students came to Hatch to promote their Kindness Campaign within our fifth graders. Students had the opportunity to participate in six work stations to increase and develop their awareness for kindness. Thank you to Mr. Nazar and his One of a Kindness Campaign! Fifth grade promotion will be on June 13th. We invite all fifth grade parents to congratulate our students for their hard work. Fifth grade students in the Two-Way Bilingual Immersion program will be also receiving the 'Bilingual Service and Participation Award' and the 'Biliteracy Attainment Award'. The last event of the year is right around the corner!! Sport & Spirit Day is on June 7th. Teachers, parents, and students are ready for the fun that will take place at the Hatch Field. Since the school year is ending in one week, Hatch administration would like to acknowledge the fantastic group of teachers and parents. Their hard work and dedication makes a big difference to our Hatch students and the community. Thank you everyone!

Cunha Intermediate School

Cunha had a great Super Bowl of games and activities, organized by leadership. The winning 6,7,8th grade classes all got a trip to Golfland! Sunday the boosters fundraising event Cunha Crush was a great success as kids clambered through an inflatable obstacle course, rolled tires, and some even dove into the mud pit! We held elections Tuesday for the new student body officers, and will finish off the week with the last dance of the year. We had the Youth Summit last Friday which was an amazing time, and the students were engaged through the presentations and enjoyed games and activities, including a climbing wall. Shout-out to the high school Leadership class and the Kindness campaign for their work for our Cunha 8th graders.

Half Moon Bay High School

As usual, Half Moon Bay High School has had a lot of incredible activities on our campus. Our staff and students enjoyed the final outstanding cougar luncheon of the year. The FFA (future farmers of America) banquet was held in our multipurpose room. We had a contest that involved the students from our guitar making class as they put their guitars on display and were judged by our very own teacher band. The last assembly of the year was hosted by our amazing yearbook class. At the assembly, a slideshow of photos throughout the year and a prom video were presented. In addition, we had the alumni ceremony. The relatives of senior students that graduated from HMBHS were invited to the ceremony. They were able to present their senior with a cord that they will wear at graduation. It is truly incredible to see how strong our community has been for the past decades. Speaking of yearbook, our yearbook is out! A huge shout out to the yearbook class for creating a beautiful token to remember this school year by. Some of our students went down to Cunha for the Youth Summit. It was a great event and we can’t wait to welcome those 8th graders to our school! We had our annual talent battle where students were able to perform their talents such as singing, dancing, playing an instrument, magic, and motivational speaking. Just after the talent battle, Leadership hosted our successful Sadie Hawkins luau dance right in our quad! We hung up string lights, gave every student a lei, played music on the speakers, and people danced the night away! Our art students put their artwork on display at the Coastal Arts League for local artists to enjoy and judge. The music concert, directed by the band teacher Mr. Anderson, was lovely. Students that have been in the music department for all four years were presented with a cord to wear at graduation. The results of the ASB elections have been announced: Ashley Procopio is our new secretary, Sara Sprankle will be our treasurer, Bryan Tejada is our Vice President, and Cristian Alvarez was elected our ASB president. Summer is approaching quickly, and our students are very excited!

But we just have to get through finals first. Our graduation will be in one week, on June 13th. Thank you so much for a wonderful school year!

c. Superintendent

Superintendent Jane Yuster said that it is important to get AB39 passed and that she has voiced her strong support calling the office of the Governor. Superintendent Yuster said that it's not just a Parcel Tax or AB39 that will bring the solvency back to the District that it has to be everything. Superintendent Yuster said that it has to be the state of California acknowledging it must fund education at a higher level. Superintendent Yuster said she attended the Middle College Graduation and that it was a lovely event. She said she also attended the Half Moon Bay High School Year Book Assembly and congratulated all the graduates.

14. CONSENT ITEMS

a. Approve Certificated Personnel Report
b. Approve Classified Personnel Report
c. Accept Donations to Cabrillo Unified School District
d. Approve Declaration of District Property as Surplus
e. Approve School Lunch Service Contract for the 2019-20 school year between Better 4 You Meals and Cabrillo Unified School District
f. Approve and Adopt of Minutes of May 16, 2019 Regular Governing Board Meeting

Motion to adopt consent items as presented was made by Member Mary Beth Alexander and seconded by Member Kimberly Hines.

(M-107) Passed 5-0 with Student Representative voting aye

15. ACTION ITEMS

a. Approve Third Interim Financial Report: Fiscal Year 2018-2019

Motion to approve Third Interim Financial Report: Fiscal Year 2018-2019 was made by Member Kimberly Hines and seconded by Member Lizet Cortes.

(M-108) Passed 5-0 with Student Representative voting aye

b. Ratify Lease-Lease Back Agreement with Blach Construction, Hatch Phase III Increment 4 Project, Kinder Complex

Motion to ratify Lease-Lease Back Agreement with Blach Construction, Hatch Phase III Increment 4 Project, Kinder Complex was made by Member Mary Beth Alexander and seconded by Member Kimberly Hines.

(M-109) Passed 5-0 with Student Representative voting aye

c. Approve Contract with Syserco, For The Heating and Air Conditioning Project, Half Moon Bay High School

Motion to approve Contract with Syserco, for the heating and air conditioning project, Half Moon Bay High School was made by Member Kimberly Hines and seconded by Member Lizet Cortes.

(M-110) Passed 5-0 with Student Representative voting aye

d. Approve the following Measure M Facility Bond Project: Purchase of Capital Equipment

Motion to approve Measure M Facility Bond Project: Purchase of Capital Equipment was made by Member Kimberly Hines and seconded by Member Freya McCamant.

(M-111) Passed 5-0 with Student Representative voting aye

19. ADJOURNMENT OF THE MEETING

Motion to adjourn made by Member Kimberly Hines and seconded by Member Lizet Cortes.

(M-112) Passed 5-0 with Student Representative voting aye

Meeting was adjourned at 9:40 PM.

Minutes prepared by Rosibel Acosta, Administrative Assistant to the Superintendent

Minutes presented by Jane Yuster, Secretary to the Governing Board

Certified by:

_____ _____

Lizet Cortes
Clerk to the Governing Board

Date

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: June 20, 2019

☒ **ACTION**
☐ **CONSENT**
☐ **DISCUSSION**
☐ **INFORMATION**

BOARD AGENDA NUMBER: 15.a

BOARD AGENDA ITEM: Approve the 2019-2020 Local Control Accountability Plan

DEPARTMENT: Curriculum and Instruction

CONTACT PERSON: Joy Dardennelle, Assistant Superintendent, Curriculum and Instruction

BACKGROUND INFORMATION:

The Local Control Accountability Plan (LCAP) is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity to share our stories of how, what, and why programs and services are selected to meet our local needs.

This is the final year of the three year plan for the Local Control Accountability Plan which includes actions and services for the 2019-2020 school year.

REPORT/PROPOSAL:

Staff has developed a draft LCAP and has been meeting with various stakeholder groups to share the LCAP process, the draft document, and to gather input. A public hearing was held at the June 6, 2019 regular meeting of the Governing Board prior to returning the revised document for formal adoption at its June 20, 2019 regular meeting.

FINANCIAL IMPACT:

There is no negative financial impact to the general fund.

RECOMMENDATION:

Approve the 2019-20 Local Control Accountability Plan.

Local Control Funding Formula (LCFF) Budget Overview for Parents Template

Developed by the California Department of Education, December 2018

Not for Inclusion with the Template

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	Cabrillo Unified School District
CDS code:	41 68890 0000000
LEA contact information:	Crystal Leach 650-712-7135
Coming LCAP Year:	2019-2020
Current LCAP Year	2018-2019

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

Projected General Fund Revenue for the 2019-2020 LCAP Year	**Amount**
Total LCFF funds	$ 30,175,042
LCFF supplemental & concentration grants	$ 2,266,715
All other state funds	$ 2,262,645
All local funds	$ 2,746,324
All federal funds	$ 1,332,711
Total Projected Revenue	$ 36,516,722

Total Budgeted Expenditures for the 2019-2020 LCAP Year	**Amount**
Total Budgeted General Fund Expenditures	$ 38,017,008
Total Budgeted Expenditures in LCAP	$ 35,349,555
Total Budgeted Expenditures for High Needs Students in LCAP	$ 3,072,500
Expenditures not in the LCAP	$ 2,667,453

Expenditures for High Needs Students in the 2018-2019 LCAP Year	**Amount**
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 2,408,359
Estimated Actual Expenditures for High Needs Students in LCAP	$ 2,942,894

Not for Inclusion with the Template

LCFF Budget Overview for Parents: Narrative Response Page

Required Prompt(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the LCAP year not included in the LCAP.	The General Fund expenditures not identified as actions and services in this LCAP include the salaries and benefits and expenditures related to District business office, general administration, and support staff that provide non-instructional services.
A prompt may display based on information provided in the Data Input tab.	[Respond to the prompt here; if there is no prompt a response is not required.]
A prompt may display based on information provided in the Data Input tab.	[Respond to the prompt here; if there is no prompt a response is not required.]

Not for Inclusion in the Template

LCFF Budget Overview for Parents

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

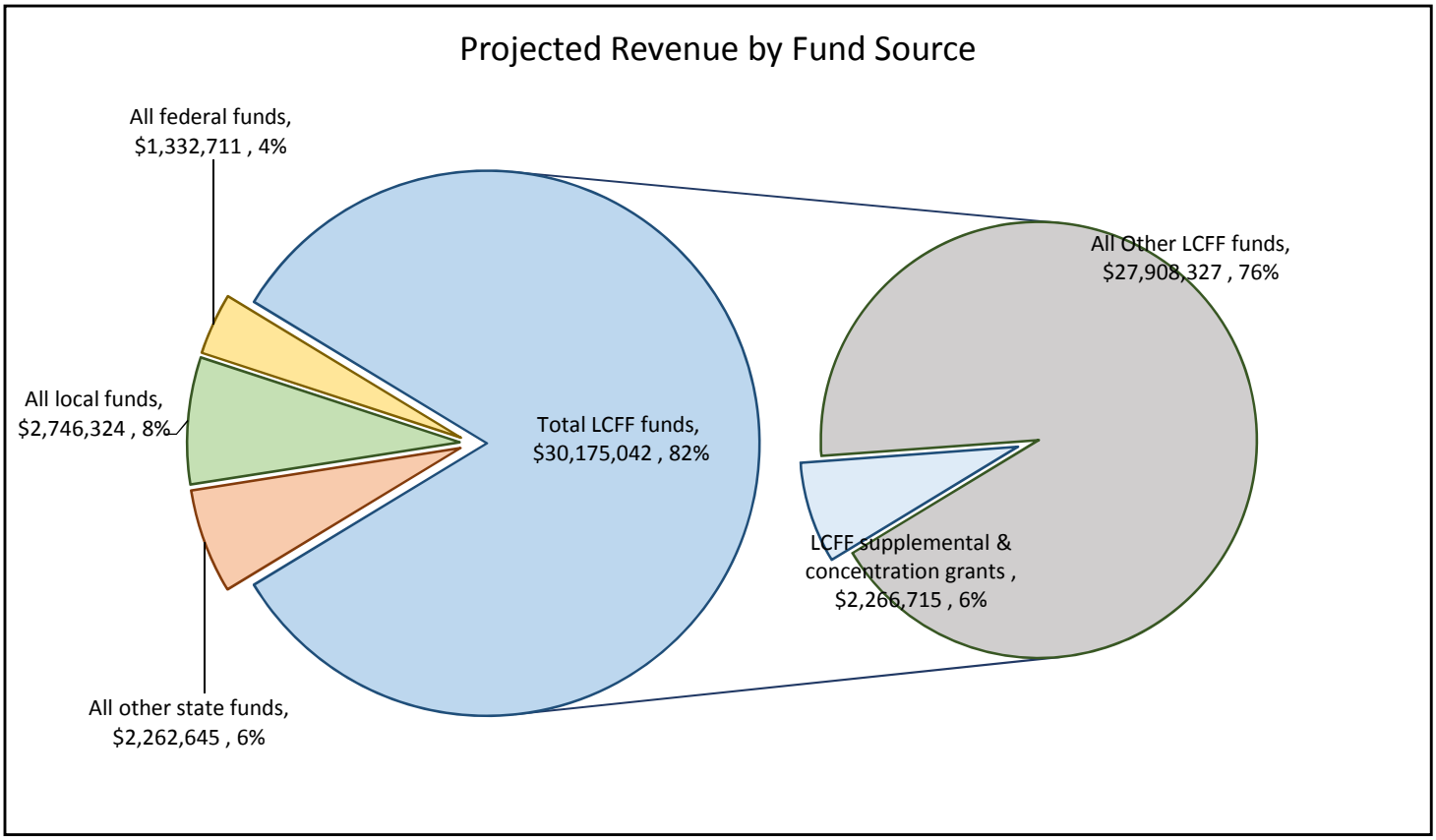
CDS Code: 41 68890 0000000

Local Control and Accountability Plan (LCAP) Year: 2019-2020

LEA contact information: Crystal Leach 650-712-7135

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 2019-2020 LCAP Year

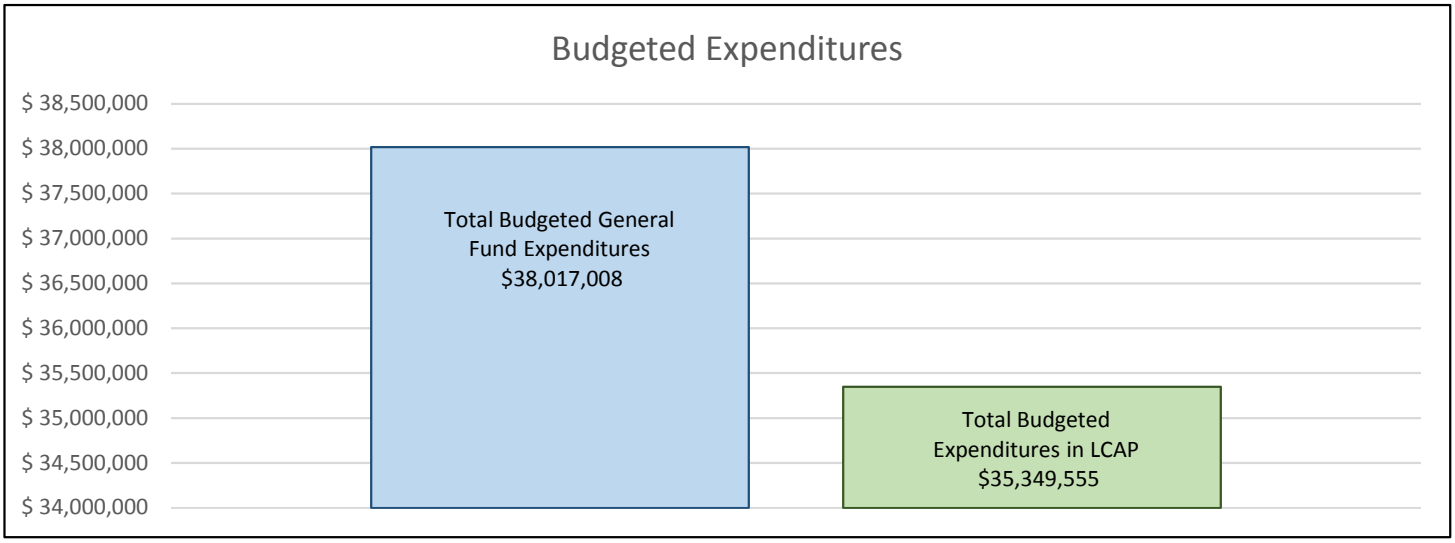


This chart shows the total general purpose revenue Cabrillo Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Cabrillo Unified School District is $36,516,722.00, of which $30,175,042.00 is Local Control Funding Formula (LCFF), $2,262,645.00 is other state funds, $2,746,324.00 is local funds, and $1,332,711.00 is federal funds. Of the $30,175,042.00 in LCFF Funds, $2,266,715.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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 Acccountability Plan (LCAP) that shows how they will use these funds to serve students.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Cabrillo Unified School District plans to spend for 2019-2020. It shows how much of the total is tied to planned actions and services in the LCAP.

Cabrillo Unified School District plans to spend $38,017,008.00 for the 2019-2020 school year. Of that amount, $35,349,555.00 is tied to actions/services in the LCAP and $2,667,453.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

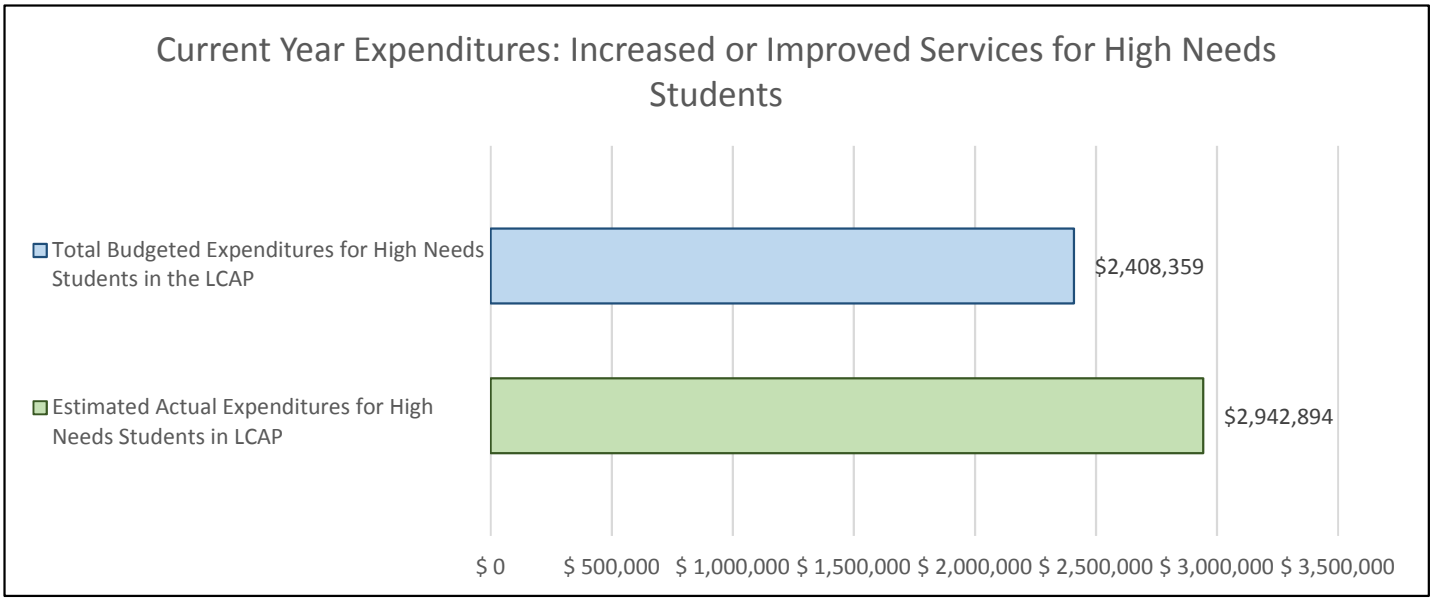
The General Fund expenditures not identified as actions and services in this LCAP include the salaries and benefits and expenditures related to District business office, general administration, and support staff that provide non-instructional services.

Increased or Improved Services for High Needs Students in 2019-2020

In 2019-2020, Cabrillo Unified School District is projecting it will receive $2,266,715.00 based on the enrollment of foster youth, English learner, and low-income students. Cabrillo Unified School District 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, Cabrillo Unified School District plans to spend $3,072,500.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-2019



This chart compares what Cabrillo Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Cabrillo Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-2019, Cabrillo Unified School District 's LCAP budgeted $2,408,359.00 for planned actions to increase or improve services for high needs students. Cabrillo Unified School District estimates that it will actually spend $2,942,894.00 for actions to increase or improve services for high needs students in 2018-2019.

LCFF Budget Overview for Parents Data Entry Instructions

These instructions are for the completion of the Local Control Funding Formula (LCFF) Budget Overview for Parents. The local educational agency (LEA) will enter its data in the 'Data Input' tab in the Excel workbook and respond to the available prompts in the 'Narrative Response' tab. This information will automatically populate the 'Template' pages of the Budget Overview for Parents with the information. To start, ensure that you are on the 'Data Input' worksheet by clicking on the 'Data Input' in the lower left hand side.

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

Data Input Tab

LEA Information (rows 1-3)

The LEA must enter the LEA name, county district school (CDS) code, and LEA contact information (name, phone number and email address) in the corresponding blue boxes.

Identify the Applicable LCAP Year

• **Coming LCAP Year (row 4):** Enter the upcoming fiscal year for which the Local Control and Accountability Plan (LCAP) is adopted or updated on or before July 1. Enter in this format 20XX-XX.

• **Current LCAP Year (row 5):** Enter the current fiscal year for which the previous LCAP was adopted or updated on July 1. Enter in this format 20XX-XX.

Projected General Fund Revenue for the Coming LCAP Year

All amounts should be entered in the gray boxes adjacent to the corresponding amount title. The coming LCAP year (as indicated in row 4) means the fiscal year for which an LCAP is adopted or updated by July 1.

• **Total LCFF funds (row 8):** This amount is the total amount of LCFF funding (including supplemental & concentration grants) the LEA estimates it will receive pursuant to California *Education Code* (*EC*) sections 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as applicable for the coming LCAP year. This amount is the amount indicated in the Standardized Account Code Structure (SACS) Budget Fund Form 01, Column F, row A.1 (LCFF Sources).

• **LCFF supplemental & concentration grants (row 9):** This amount is the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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), pursuant to *EC* sections 2574 and 42238.02, as applicable for the coming LCAP year.

• **All other state funds (row 11):** This amount is the total amount of other state funds (not including LCFF funds) the LEA estimates it will receive.

• **All local funds (row 12):** This amount is the total amount of local funds and entitlements the LEA estimates it will receive.

• **All federal funds (row 13):** This amount is the total amount of federal funds (including all Every Student Succeeds Act Title funds) the LEA estimates it will receive.

The total of the General Fund Revenue should equal the amount indicated in the SACS Budget Fund Form 01, Column F, row A.5 (Total Revenues).

Total Budgeted Expenditures for the Coming LCAP Year

• **Total Budgeted General Fund Expenditures (row 17):** This amount is the LEA's total budgeted General Fund expenditures for the coming LCAP year as indicated on SACS Budget Fund Form 01, column F, Row B.9 (Total Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (http://www.cde.ca.gov/fg/ac/sa/). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

• **Total Budgeted Expenditures in the LCAP (row 18):** This is the total amount of budgeted expenditures on the planned actions and services to meet the goals included in the LCAP for the coming LCAP year.

• **Total Budgeted Expenditures for High Needs Students in LCAP (row 19):** This is the total amount of the budgeted expenditures, from all fund sources, in the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07.

Expenditures for High Needs Students in the Current LCAP Year

• **Total Budgeted Expenditures for High Needs Students in the LCAP (row 23):** This amount is the total of the budgeted expenditures, from all fund sources, in the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07 for the current LCAP year.

• **Estimated Actual Expenditures for High Needs Students in LCAP (row 24):** This is the total of the estimated actual expenditures, from all fund sources, on the actions and services included in the LCAP that are identified to contribute to the increased or improved services for high needs students pursuant to *EC* Section 42238.07, as reflected in the Annual Update for the current LCAP year.

Narrative Responses Tab

The LEA's response for each prompt is limited to 75 words. Double click on the applicable cell to respond to the required prompt(s).

• **Brief description for General Fund Expenditures (row 2):** Briefly describe any of the General Fund Budget Expenditures for the LCAP year that are not included in the LCAP.

• **Brief description for High Needs Students (row 3):** If the amount on line 19 ('Data Input' tab) is less than the amount on line 9 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of how the actions and services in the LCAP will meet the requirement to improve services for high needs students. If no prompt appears, the LEA is not required to supply a description.

• **Brief description for actual expenditures for high needs students (row 4):** If the amount in line 23 ('Data Input' tab) is greater than the amount in line 24 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or improved services for high needs students in the current fiscal year pursuant to *EC* Section 42238.07. If no prompt appears, the LEA is not required to supply a description.

LCAP Year (select from 2017-18, 2018-19, 2019-20)

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	Contact Name and Title	Email and Phone
Cabrillo Unified School District	Joy Dardenelle Assistant Superintendent, Curriculum and Instruction	dardenellej@cabrillo.k12.ca.us 650-712-7107

2017-20 Plan Summary

The Story

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

The Cabrillo Unified School District (CUSD) is located just south of San Francisco on the coast of San Mateo County and encompasses an area of approximately 135 square miles. During the 2018-2019 school year, our student population totalled 3,152 Students (Source: CDE DataQuest).

Unduplicated Students include:

English Learners: 700 (22.2%)

Our subgroups over 10 students are:

Hispanic/Latino: 1,626 (51.6%)

White: 1,294 (41.0%)

Two or More Races: 131 (4.2%)

Asian: 43 (1.4%)

Filipino: 38 (1.2%)

(Source: CDE DataQuest)

CUSD serves students in preschool through adult school. We operate two preschool programs, four elementary schools, one intermediate school, one comprehensive high school and an alternative high school/ continuation school, and an adult education program. We provide programs and services as detailed in this plan organized in a Multi-tiered System of Support (MTSS), including:

* Professional Development for Certificated and Classified Staff
* English Language Development Support
* Advancement Via Individual Determination
* Advanced Placement, Early College, and Career Technical Pathways
* Positive Behavior Interventions and Supports
* Wellness Services
* Community Liaisons and Parent Outreach
* Individualized Education Programs

To meet our goals in supporting student success, we continue to strengthen our partnerships with local organizations including the Big Lift Learning Initiative, the Boys and Girls Club, the Chamber of Commerce, Half Moon Bay Rotary, the HEAL Project, the San Mateo Sheriff's Activities League, the Cabrillo Education Foundation, and the many school-based Parent Teacher Organizations and Boosters within our District.

LCAP Highlights

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

The goals of the District's 2019-20 Local Control Accountability Plan have been consistent with the 2017-18 and 2018-19 plans. The four major goals are:

Goal 1 - Literacy and the Reclassification of English Language Learners: All students shall have the necessary academic skills so they are college and career ready. There shall be a particular focus on literacy and reclassification of the District English Learner students. (State Priorities 1, 2, 4, 7, and 8)

Goal 2: College and Career Readiness: Increase the percentage of students who are engaged in curriculum that prepares them to be college and career ready. (State Priorities 2, 4, 7, and 8)

Goal 3 - Parent Engagement: Implement a stakeholder communication plan to support parental involvement and regular updates. (State Priority 3)

Goal 4 - Safety and School Climate: Create a positive school climate where students feel safe and supported. (State Priorities 5 and 6)

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

While there have been several areas of progress for our District, these particular strengths have been examples of our continued commitment to high quality education for all students.

First of all, our Reclassification rate has consistently increased from 8% (2015-16) to 11% (2016-17) and now 20% (2017-18). This increase in reclassification is also seen in our percent of Reclassified students in 11th grade, which has gone from 54% (2015-16) to 74% (2017-18), and the percent of Reclassified students in 8th grade, which has increased from 59% (2015-16) to 67% (2017-18). We plan to continue to build upon this success through continuing to improve our communication with families around reclassification, providing effective curriculum and instruction in English Language Development, and improving our monitoring for our reclassified students. (Data Source: CDE DataQuest)

A second example of our success has been our Graduation Rate for All Students, as well as our subgroups including Socio-economically Disadvantaged Students and Hispanic/ Latino Students. While there continues to be a gap between our English

Learners and All Students, we recognize that our English Learner graduation rate (84.6%) has declined, we know this rate is significantly exceeds the State English Learner graduation rate (70.9%). We will continue to support all of our students toward graduation, and especially our subgroups through technology-enhanced credit recovery, targeted communication regarding student progress at our secondary schools, and continued development of Multi-Tiered Systems of Support for all students. (Data Source: California School Dashboard 2018)

In looking at the data available through the California School Dashboard, we have also made progress academically in both English Language Arts and Mathematics in All Students, including several of our subgroups: English Learners, Socio-economically Disadvantaged students, and Hispanic Latino Students. We have also made progress with our cohort groups of students, although when comparing the same grade level from year to year, the progress has not been consistent. These improvements have come through targeted interventions in literacy, targeted family engagement around literacy, and new curriculum implemented in both English Language Arts and Mathematics. We recognize that while our subgroups are progressing and score significantly above the State average, we want to continue to improve our services and supports for all students. (Source: California School Dashboard 2018, CDE DataQuest)

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

The College and Career indicator on the California School Dashboard, our District is in the “Orange” performance category because 44.3% of our graduating seniors in the 2017-18 school year met the requirements of College and Career Readiness, which was a 3% decline from the prior year. In comparison, the State percentage was 42.2%. (Source: California School Dashboard 2018) In a related local metric, we have seen a decline in proficiency for all students in the completion of A-G course requirements, which went from 56.7% (2017) to 51.4% (2018). (Source: CDE DataQuest 17-18 Four-Year Adjusted Cohort Graduation Rate)

In order to address the needs of our overall proficiency for College and Career Readiness, we will be providing more targeted communication for families. This includes targeted communication for families of English Learners so that they are aware of how to support their students toward reclassification and the progress that their individual students are making toward that end. In addition, we will be providing targeted

communication to families of students in secondary schools with Ds and Fs to notify, and also provide suggestions and strategies for support.

In order to support all students toward College and Career Readiness, we are also looking specifically at how to support students across all levels who have been identified through the Low-Performing Students Block Grant, which provides funding for us to analyze data, identify students who are not identified through other subgroups, yet struggle with English Language Arts or Mathematics. We will be supporting struggling students through targeted data analysis, intervention curriculum, as well as site-based progress monitoring of all students.

In further analysis of our Greatest Needs, we also see areas of discrepancies between All Student performance and subgroups, which will be discussed in the next section.

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

The California School Dashboard has identified three subgroups that fall two or more performance levels below the "all student" performance. These subgroups are: Students with Disabilities, English Learners, and Homeless students.

In the area of Student Achievement for both English Language Arts (ELA) and Mathematics, All Students scored in the "Yellow" performance category while the Students with Disabilities subgroup scored in the "Red" performance category for both of these areas. We are addressing these performance gaps through improving our monitoring metrics as well as implementing targeted actions. The improved metrics for the Students with Disabilities subgroup include:

* the percentage proficient in the CAASPP assessment in ELA and Math
* the percentage of participation in the CAASPP assessment in ELA and Math
* the percentage of students assessed for Dyslexia
* the percentage of students place in Non-Public School settings for Special Education services
* the graduation rate

The improved actions for the Students with Disabilities subgroup include:

* targeted curriculum for dyslexia and Students with Disabilities

* improving collaboration, professional development, and coordination of services between General Education teachers and Education Specialists
* increasing inclusive program options
* continued work the the Coastside Advisory Committee for improved supports fo Families and Students with Disabilities
* further developing structure for Multi-Tiered Systems of Supports.

In the area of our Graduation Rate, All Students scored in the “Green” performance category while English Learners scored in the “Orange” performance category. We will continue to look at metrics for the English Learner subgroup including:

* the percentage proficient in the CAASPP assessment in ELA and Math
* the percentage proficient on our local reading benchmark
* the reclassification rate
* the percentage of reclassified students
* the percentage of students who complete A-G requirements
* the high school graduation rate.

The actions to support the graduation rate of the English Learner subgroup include:

* continuing the adoption process for Common Core-aligned English Language Development curriculum.
* providing professional development on making core academic curriculum accessible for English Learners
  between General Education teachers and Education Specialists
* providing literacy intervention across grade levels
* “Summer Bridge” programs for elementary to intermediate and intermediate to high school
* mandatory communication with families for students receiving Ds and Fs in secondary schools
* student-specific communication with parents regarding their child’s progress toward reclassification.

In the area of School Climate as measured on the California School Dashboard by Suspensions, All Students scored in the “Green” performance category while our Homeless student subgroup was placed in the “Orange” performance category. As this

is a small subgroup of 48 students out of 3297 (1.5%) (Source: California School Dashboard), the actions that we have are aimed at measuring and implementing actions to support school-wide improvements for all students in School Climate. Measures include:

*Suspension Rate

* Expulsion Rate

* Panorama - Student Survey

The actions to support School Climate include:

* continuing wellness services with parent outreach that include at least one event on drugs, alcohol, and vaping

* implementing Positive Behavior Interventions and Supports (PBIS)

* safety plans that address major health, safety protocols, and bullying

* social-emotional curriculum

* cultural competency and inclusivity training for all employees

* professional development on behavioral intervention strategies

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.

None of the schools within the Cabrillo Unified School District have been identified for Comprehensive Support and Improvement for the 2019-2020 school year.

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.

Not applicable.

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.

Not applicable.

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

All students shall have the necessary academic skills so they are college and career ready. There shall be a particular focus on literacy and reclassification of the district English Learner students.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7 and 8

Local Priorities: n/a

Annual Measurable Outcomes

Expected

The percent of all students meeting or exceeding standards in English Language Arts on the California Assessment of Student Performance and Progress (CAASPP) increases 4% per year in Grades 3, 5, 8, and 11.

Source: CAASPP - CDE website

Actual

CAASPP - English Language Arts	2015-16 Baseline	2016-17	2017-18	Change from baseline year
Grade 3 (All Students)	42%	43.6%	42.9%	+0.9%
Grade 5 (All Students)	55%	42.4%	48.6%	- 6.4%
Grade 8 (All Students)	52%	40.2%	57.9%	+5.9%
Grade 11 (All Students)	59%	56.4%	59.3%	+0.3%

The expected outcome was met in Grade 8. The expected outcome was not met in grades 3, 5, and 11.

The percent of all English Learner students meeting or exceeding standards in English Language Arts on the California Assessment of Student Performance and Progress increases 4% per year in Grades 3, 5, 8, and 11

Source: CAASPP - CDE website

CAASPP - English Language Arts	2015-16 Baseline	2016-17	2017-18	Change from baseline year
Grade 3 (English Learner Students)	6%	5.3%	14.1%	+8.1%
Grade 5 (English Learner Students)	11%	7.4%	10.3%	-0.7%
Grade 8 (English Learner Students)	0%	0%	3.1%	+3.1%
Grade 11 (English Learner Students)	3%	0%	0%	-3%

The expected outcome was met in Grade 3. The expected outcome was not met in grades 5, 8, and 11.

The percent of all Socioeconomically Disadvantaged (SED) students meeting or exceeding standards in English Language Arts on the California Assessment of Student Performance and Progress increases 4% per year in Grades 3, 5, 8, and 11.

Source: CAASPP - CDE website

CAASPP - English Language Arts	2015-16 Baseline	2016-17	2017-18	Change from baseline year
Grade 3 (SED Students)	14%	18.4%	20.4%	+6.4%
Grade 5 (SED Students)	29%	24.2%	25.8%	-3.2%
Grade 8 (SED Students)	27%	17.1%	35.4%	+8.4%
Grade 11 (SED Students)	26%	34%	41.5%	+15.5%

The expected outcome was met in grade 3, 8 and 11. The expected outcome was not met in grade 5.

The percent of all students reading at a grade level on the Fountas and Pinnell Reading Assessment will

increase 6% per year in Grades 3 and 5.

Source: IO Assessment System

Fountas & Pinnell Reading Assessment	2015-16 Baseline	2016-17	2017-18	Change from baseline year
Grade 3 (All Students)	57%	53.9%	54.6%	-2.4%
Grade 5 (All Students)	46.2%	48.0%	49.8%	+3.6%

The expected outcome was not met.

The percent of English Learner students reading at a grade level on the Fountas and Pinnell Reading Assessment will increase 10% per year in Grades 3 and 5.

Source: IO Assessment System

Fountas & Pinnell Reading Assessment	2015-16 Baseline	2016-17	2017-18	Change from baseline year
Grade 3 (English Learner Students)	8.8%	12.7%	13.2%	+4.4%
Grade 5 (English Learner Students)	1.4%	5.0%	2.1%	+0.7%

The expected outcome was not met for English Language Learner students.

The percent of Socioeconomically Disadvantaged (SED) students reading at a grade level on the Fountas and Pinnell Reading Assessment will increase 8% per year in Grades 3 and 5.

Source: IO Assessment System

Fountas & Pinnell Reading Assessment	2015-16 Baseline	2016-17	2017-18	Change from baseline year
Grade 3 (SED Students)	29.0%	21.8%	28.1%	-0.9%
Grade 5 (SED Students)	14.6%	23.6%	26.0%	+11.4%

The expected outcome was met for 5th grade SED students, but not for 3rd grade SED students.

Creating a baseline for the percent of students who increase by one CELDT/ELPAC level or maintain overall CELDT 4 & 5.

Source for CELDT: CDE

Source for ELPAC: EADMS/ IO Systems

Assessment	**2015-16 Baseline**	**2016-17**	**2017-18**
CELDT	63.5%	57.4%	
ELPAC			59.4%

We have a baseline year for the ELPAC Summative assessment, calculated with 59.4% of students scoring on levels 3 (Moderately Developed) and 4 (Well Developed). We still need an additional year of data to identify the percent of students who increase by one ELPAC level or maintain at level 3 and 4.

The expected outcome of creating a baseline is in progress.

The district reclassification rate shall increase by 4%.

Source: IO Assessment System

CUSD	**2015-16 Baseline**	**2016-17**	**2017-18**	**Change from baseline year**
Reclassification Rate	8.9%	11%	20%	+11%

The expected outcome was met.

The percent of Ever-English Learner students who have been reclassified in grades 5, 8, and 11 will increase as follows:

Grade 5: 10%
Grade 8: 4%
Grade 11: 4%

Note: Ever- Ever English Learner students are those who have been identified as English Learners at any time during their Education.

Percent of Reclassified Students	**2015-16 Baseline**	**2016-17**	**2017-18**	**Change from baseline year**
Grade 5	21.4%	19.7%	23.6%	+2.2%
Grade 8	59.2%	63.2%	66.7%	+7.5%

Source: CDE DataQuest

Grade 11	54.2%	74.5%	73.6%	+19.4%

The expected outcome was not met for grade 5. The expected outcome was met and exceeded for grades 8 and 11.

The number of English Language Development Sections will decrease by 1 section.

Source: Infinite Campus

English Language Development	2017-18 Baseline	2018-19	**Change from baseline year**
Sections	12 Sections	11 Sections	- 1 Sections

The expected outcome was met.

The percent of students proficient in English Language Arts on the CAASPP - Students with Disabilities

Source: CAASPP - CDE

Percent of Students Proficient in English Language Arts on the CAASSPP - Students with Disabilities	**2017 - 18 Baseline**	**2018 - 19**	**Change from baseline year**
Students with Disabilities	15%	10%	-5%

The expected outcome was not met.

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
1.1 Direct instruction in English Language Arts with district adopted instructional materials. (Combined 2017-18 Actions 1.1 and 1.2.)	Direct instruction for English Language Arts continued with district-adopted instructional materials. The most recent adoption in the 2018-2019 school year is the Windows and Mirrors curriculum at Cunha Intermediate School.	1.1 $30,000, Source: Lottery Materials, Object code: 4000	$108,827
1.2 Assessment with district adopted formative reading and writing assessment in elementary three times a year. Frequent formative assessments will be given and results will be analyzed to determine instructional strategies for student learning and interventions, as needed. (Combined 2017-18 Actions 1.3 and 1.4.)	Assessment with district-adopted formative assessment has continued in the elementary schools three times a year. This data has been analyzed at both site and district levels to determine strategies and interventions that would be appropriate for students. We also recognize that the current assessments function as a thorough diagnostic, more than a quick screener. We are investigating the use of a different assessment screener in order to provide quicker and more timely information for all students.	1.2 $100,000 Source: LCFF Base Grant Certificated and Classified salaries and benefits, Object code: 1000,2000,3000 and materials 4000	No cost

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1 Continuing class sizes in Grades TK-3 at a reduced ratio of 24-to-1 as opposed to the district norm of 34-to-1 allow for intensive small group instruction in ELD and literacy.	Classes in grades TK-3 have been provided on average at the reduced ratio of 24 to 1.	2.1 $660,000 Source: LCFF Base Grant Certificated salaries and benefits, Object code: 1000, 3000	$4,174,854
2.2 Spanish classes offered in Intermediate and High School to enhance language acquisition and literacy for English Language Learners.	A selection of Spanish classes continues to be offered at the Intermediate and High Schools including Spanish Immersion courses,	2.2 $183,000 Source: LCFF Supplemental Grant Certificated salaries and benefits, Object code: 1000, 3000	$405,720

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.1 Elementary students reading below grade level will receive targeted, small group, pull-out reading intervention instruction by certificated reading teachers. (3.6 Full-Time Equivalent)	Reading intervention teachers (3.6 Full-Time Equivalent) provided targeted support in small groups. In addition to instruction, teachers participated in the District Dyslexia Committee to evaluate programs and resources to better meet the needs of the students in our District.	3.1 $400,000 Source: LCFF Supplemental Grant Certificated salaries and benefits, Object code: 1000, 3000	$381,352
3.2 Technology-enhanced reading intervention will be available to students from Transitional Kindergarten through High School.	Lexia licenses were provided to schools across the district through a multi-year license.	3.2 No cost	No cost
3.3 Interventions will be coordinated, monitored, and evaluated for efficacy and impact on student achievement. (New Action)	The sites coordinated interventions at the site, particularly identifying students for available site-based interventions including reading interventions and after school programs.	3.3 included in Goal 2, Action 1.1 Source: LCFF Base Grant Certificated salaries and benefits, Object code: 1000, 3000	3.3 included in Goal 2, Action 1.1

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.1 District will complete the piloting and adoption of English Language Development materials aligned with the new English Language Development standards.	Secondary schools are in the process of their pilot review. By the end of April or early May, we anticipate making a recommendation. Elementary schools needed their English Language Arts adoption prior to adopting an English Language Development materials review with the exception of Hatch Elementary that adopted ELA and ELD materials.	4.1 $150,000 Source: Lottery Object code 4000	$89,550 Source: Lottery $64,336 Title II $25,214
4.2 English Learners will receive both integrated and designated English Language Development on a daily basis to ensure they make the required progress toward state English Language Development assessments.	Teaching staff at elementary and secondary schools received integrated and designated professional development during super Tuesdays tailored to each grade in the elementary grades and subject area in secondary grades. Teachers created lesson plans or set goals to implement their learning on a daily basis in English Language Development classes and throughout the school day.	4.2 included in Goal 2, Action 1.1 Source: same as Goal 2, Action 1.1.	4.2 included in Goal 2, Action 1.1 Source: same as Goal 2, Action 1.1.
4.3 Cunha and Half Moon Bay High School will have dedicated sections of English Language Development (11 sections).	Cunha and Half Moon Bay High School have dedicated eleven sections of English Language Development.	4.3 $220,000 Source: LCFF Supplemental Certificated salaries and benefits, Object code: 1000, 3000	$135,123
4.4 Create plan for parents stating criteria for reclassification. Plan will include final goals and critical progress benchmarks for parents. Create a baseline for monitoring progress.	The master plan for English Learners was revised and final goals and monitoring progress baseline was revised. Benchmarks for critical progress were discussed in alignment with research that continues to support	4.4, included in Goal 2, Action 1.1 Source: same as Goal 2, Action 1.1.	4.4, included in Goal 2, Action 1.1 Source: same as Goal 2, Action 1.1.

	acquisition of English between five to seven years with an expected year's progress in the state assessment of the English Language, ELPAC, English Language Proficiency Assessments for California.		
4.5 The ELPAC will be used during initial assessments in the Fall and summative assessments in the Spring.	ELPAC has been used for initial assessments during the school year and we are in our second year of summative assessments in the spring.	4.5 $15,000 Source: LCFF Supplemental same as Goal 2, Action 1.1.	$12,000

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5.1 Teachers receive direct professional development on making core academic curriculum accessible for English Learner students.	For two years, teachers K-12 participated in professional development addressing the needs of English Learners and making core academic curriculum accessible to them during ELD and throughout the day. For primary and secondary teachers, they participated in English Language Development and English Language Arts standards framework. Primary teachers participated in additional training around English Language Development and mathematics. For secondary schools, teachers also received training in content areas and integrated English Language Development. At Pilarcitos High School, they received additional professional development for the last three years that included in addition to the aforementioned professional development, reading and discussing ELA/ELD framework vignettes in high school, best instructional practices and routines including but not limited to AVID, assessment, identifying key connections and engagement for socioeconomically disadvantaged students.	5.1, $125,000 Source: LCFF Supplemental Grant Certificated salaries and benefits, Object code: 1000, 3000	$125,008
5.2 Parents will receive guidance on the best strategies they can use to help their children become literate	During DELAC and ELAC parents received information about reclassification at least three times	5.2, cost included in 5.1	5.2, cost included in 5.1

and reclassified, a minimum of three times a year.	during the year, supporting students with reading, writing and speaking so they can become literate in English. Additional meetings were held over the past two years specifically on reclassification and on literacy. Parents participated in literacy classes in elementary schools where they learned and applied strategies about enriching students' experiences with reading and improving parents' comfort supporting students' literacy in English even if parents are not proficient in English.		

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6.1 Summer intervention programs for target students to support elementary literacy, credit recovery, and A-G course requirements.	During the Summer of 2018, the following summer intervention programs were provided: Big Lift Inspiring Summers for incoming K-2 graders, Traditional Summer School for incoming grades 3-5, Jump Start Reclassification for students on the cusp of reclassification in grades 6-12, credit recovery, and Extended School Year.	6.1 $50,000 Source: Big Lift (15k), LCFF Supplemental (35k) Certificated salaries and benefits, Object code: 1000, 3000	$92,492 Source: Big Lift $37,208 LCFF Supplemental $55,284
6.2 New “Jump Start Reclassification” program designed to provide summer intensive interventions and reclassification opportunities to students in Grades 6-12.	During the Summer of 2018, we provided the Jump Start Reclassification for a total of 34 students. At the end of the program, 20 of the students were reclassified.	6.2 $80,000 Source: LCFF Supplemental Certificated salaries and benefits, Object code: 1000, 3000	$9,564
6.3 Students reading below grade level will receive after school intervention.	After school interventions include: after school academic programs, homework club, small group reading intervention, technology-based reading support. While some programs are open to all students who seek additional support, the more intensive programs target English Learners, at risk students, and students who are reading below grade level.	6.3 $128,000 Source: ASCS/Dolphin Club Classified salaries, benefits, and materials, Object code: 1000, 2000, 3000, 4000	$121,106
6.4 New “Summer Bridge” program designed to provide summer intensive intervention and smooth transitions for at risk students from elementary to middle school and middle to high school. (New Action)	The intent was to run the new “Summer Bridge” program for the summer of 2019. We are currently planning the implementation of a 20-day summer session for eighth graders going to high school and a	6.4 $12,000 Source: LCFF Supplemental	$10,000

	week-long session for fifth graders going to sixth grade.	Certificated salaries and benefits, Object code: 1000, 3000	

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.

Goal 1 was divided into groups of actions and services including core instruction for all students, supports for students reading below grade level, supports for English Learners, supports for teachers and parent of English Learners, and summer and after school interventions. Overall, the services were implemented as planned.

In the area of core instruction for all students, the District implemented new curriculum in English Language arts at Cunha Intermediate school and continued to work on assessments and data analysis. Additional supports were provided for students reading below grade level including technology-enhanced programs and reading intervention.

In the area of supporting English Learners, new materials were piloted at secondary sites and the English Learner Master Plan was revised to include benchmarks toward proficiency. The District also provided targeted professional development for teachers and family engagement evenings with the purpose of sharing information on literacy, reclassification, and how parents can support their children.

The District also provided supports for summer and after school interventions including a comprehensive summer program preschool through Grade 12. After school interventions varied across the district due to specific site-based needs.

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

While there have been some improvements, overall, the annual measurable outcome data continues to show inconsistent growth in the area of literacy.

We are analyzing this data from different perspectives including analyzing cohorts instead of grade levels. In analyzing cohort data for Grade 5 and Grade 8, we see that while there was a decline in proficiency when analyzing one 5th grade group from

year to year, the actual cohort increased in proficiency. With that said, there is still much improvement necessary to address how to support all our students, and our subgroups in particular, toward higher proficiency.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Actions 2.1, 2.2, 4.3, 6.1,6.2 material differences in estimated actual and budgeted expenditures were due to staff salary schedules. Budget was based on the particular employees filling specific positions, which changed when the year began resulting in significantly increased or decreased expenditures over original estimates. Action 1.1 cost of adoptions were higher than anticipated, in action 1.2 assessments did not require purchase in current LCAP year.

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.

Changes to Goal 1 metrics include:

* Adding to the metric for "Percent of students who increase by one CELDT level or maintain overall CELDT 4 or 5" by updating language to reflect the current assessment, the English Language Proficiency Assessments of California (ELPAC).
* Revised the target for "Percent of students who increase by one CELDT level or maintain overall CELDT 4 or 5 or ELPAC level 3 (Moderately Developed) & 4 (Well Developed)," as it is necessary to have another year of data to establish the percent of students who have increased their scores.
* Adding percentage of Students with Disabilities participating in the CAASPP in English Language Arts
* Adding percentage of Students in Grades TK-2 screened for Dyslexia

Changes to Goal 1 actions and services:

* We added universal screening for at-risk literacy factors in grades TK-2 (Goal 1, Action 1.3)
* We added providing intervention materials to support students with Dyslexia (Goal 1, Action 3.4)
* We clarified language to support English Learners including communicating with parents regarding reclassification criteria (Goal 1, 4.2) and communicating with parents in their language or correspondence regarding strategies to support literacy and reclassification a minimum of three times per year (Goal 1, 5.2).

Goal 2

Increase the percentage of students who are engaged in curriculum that prepares them to be college or career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7 and 8

Local Priorities: Alternative Education

Annual Measurable Outcomes

<table>
<tr><th>Expected</th><th>Actual</th></tr>
<tr><td>10% increase in the percent of students proficient on the Early Assessment Program in Mathematics

Source: CAASPP - CDE website</td><td>Early Assessment Program in Mathematics results:

Spring 2016: 38.9%
Spring 2017: 37.2%
Spring 2018: 42.1%

While there was a 4% improvement, the expected outcome was not met.</td></tr>
<tr><td>4% increase in the percent of students who complete A-G course requirements.

Source: CDE DataQuest</td><td>
<table>
<tr><th>Completion of A-G Requirements</th><th>2015-16 Baseline</th><th>2016 - 17</th><th>2017 - 18</th><th>Change from baseline year</th></tr>
<tr><td>Half Moon Bay High School (All students)</td><td>57.4%</td><td>57.0%</td><td>52.5%</td><td>- 4.9%</td></tr>
<tr><td>CUSD (All students)</td><td>53.9%</td><td>53.8%</td><td>49.6%</td><td>- 4.3%</td></tr>
</table>

The expected outcome was not met.</td></tr>
<tr><td>4% increase in the percent of English Learners who complete A-G</td><td></td></tr>
</table>

<table>
<tr>
<td>course requirements.

Source: CDE DataQuest</td>
<td>
<table>
<tr><th>Completion of A-G Requirements</th><th>2015-16 Baseline</th><th>2016 - 17</th><th>2017 - 18</th><th>Change from baseline year</th></tr>
<tr><td>CUSD (English Learner students)</td><td>12.5%</td><td>6.7%</td><td>9.1%</td><td>- 7.2%</td></tr>
</table>

The expected outcome was not met.
</td>
</tr>
<tr>
<td>4% increase in the percent of Socioeconomically Disadvantaged (SED) students who complete A-G course requirements.

Source: CDE DataQuest</td>
<td>
<table>
<tr><th>Completion of A-G Requirements</th><th>2015 - 16 Baseline</th><th>2016 - 17</th><th>2017 - 18</th><th>Change from baseline year</th></tr>
<tr><td>CUSD SED Students</td><td>38.9%</td><td>27.2%</td><td>29.0%</td><td>- 9.9%</td></tr>
</table>

The expected outcome was not met.
</td>
</tr>
<tr>
<td>4% increase in the percent of students participating in College Credit Courses (Early College or Advanced Placement)

Source: Infinite Campus Student Information System</td>
<td>There was an increase in comparing the percent of students participating in College Credit Courses (Early College or Advanced Placement) from the baseline year of 4.2%

<table>
<tr><th>Participation in College Credit Courses</th><th>2015-16 Baseline</th><th>2016-17</th><th>2017-18</th><th>Change from baseline year</th></tr>
<tr><td>Half Moon Bay High Students</td><td>44.6%</td><td>42.6%</td><td>48.8%</td><td>+4.2%</td></tr>
</table>

The expected outcome was met.
</td>
</tr>
<tr>
<td>Increase the number of Early College credits available to students</td>
<td>The number of courses offered for Early College classes available</td>
</tr>
</table>

by 6.0 course credits.

Source: Infinite Campus Student Information System

was Increased from 2017-18. An additional 3.0 course credits were offered.

Number of Early College Credits	2015-16 Baseline	2016-17	2017-18	Change from baseline year
Credits Available	6.0	9.0	12.0	+ 6.0

The expected outcome was met.

10% increase in student participation rate in Advancement Via Individual Determination (AVID) courses at Cunha Intermediate School and Half Moon Bay High School

Source: Infinite Campus Student Information System

Participation in AVID (Number of Students)	2015-16 Baseline	2016 - 17	2017 - 18	Change from baseline year
Half Moon Bay High	95	99	101	+ 6.3%
Cunha Intermediate	87	71	50	- 42.5%

The expected outcome was not met. Note, while additional courses were available, the number of students who were able to qualify for AVID was ultimately the limiting factor in participation.

Maintain the Percentage of AVID students who apply to post-secondary at 95%.

Source: Local Reports

AVID Students Applying to Post-Secondary	2015-16 Baseline	2016 - 17	2017 - 18	Maintained 95%
Percentage of AVID Students Who Apply	95%	100%	100%	Yes.

	The expected outcome was met.
3% increase of students to be proficient in Mathematics on the CAASPP - All students Source: CAASPP - CDE website	<table><tr><th>CAASPP - Mathematics</th><th>2015-16 Baseline</th><th>2016 - 17</th><th>2017 - 18</th><th>Change from baseline year</th></tr><tr><td>3 Grade (All students)</td><td>41.0%</td><td>45.5%</td><td>48.9%</td><td>+7.9%</td></tr><tr><td>5 Grade (All students)</td><td>36.2%</td><td>31.9%</td><td>29.5%</td><td>- 6.7%</td></tr><tr><td>8 Grade (All students)</td><td>31.8%</td><td>28.4%</td><td>42.5%</td><td>+10.7%</td></tr><tr><td>11 Grade (All students)</td><td>39.0%</td><td>37.2%</td><td>42.6%</td><td>+3.6%</td></tr></table> The expected outcome was met for 3rd, 8th and 11th grade, but not for 5th grade.
3% increase of students proficient in Mathematics on the CAASPP - English Learners Source: CAASPP - CDE website	Note: percentages were corrected in the 2018-19 LCAP revision to be consistent and accurate with published data. <table><tr><th>CAASPP - Mathematics</th><th>2015-16 Baseline</th><th>2016-17</th><th>2017-18</th><th>Change from baseline year</th></tr><tr><td>3 Grade (English Learner students)</td><td><s>6%</s> 10%</td><td>8%</td><td>19%</td><td>+9%</td></tr><tr><td>5 Grade (English Learner students)</td><td><s>11%</s> 2%</td><td>5%</td><td>2%</td><td>0%</td></tr></table>

8 Grade (English Learner students)	0%	0%	3%	+3%
11 Grade (English Learner students)	~~3%~~ 0%	0%	5%	+5%

The expected outcome was met for 3rd, 8th and 11th grades, but not for 5th grade.

3% increase of students proficient in Mathematics on the CAASPP - Economically Disadvantaged Students (SED)

Source: CAASPP - CDE website

CAASPP - Mathematics	**2015-16 Baseline**	**2016-17**	**2017-18**	**Change from baseline year**
3 Grade (SED students)	17%	25%	27%	+10%
5 Grade (SED students)	10%	11%	7%	- 3%
8 Grade (SED students)	8%	12%	24%	+16%
11 Grade (SED students)	13%	13%	19%	+6%

The expected outcome was met for 3rd, 8th and 11th grades, but not for 5th grade.

4% increase in the Percentage of Total AP Students with Scores 3 and Above

Source: College Board

Note that the baseline of 74% was corrected in the 2018-19 LCAP revision to be consistent and accurate with published data. In the 2019-20 LCPA revision, both the 2015-16 baseline and 2016-17 percentage were corrected again to be consistent with published data and consistency with the 2017-2018 percentage of 65.2%.

Percent of	**2015-16**	**2016-17**	**2017-18**	**Change**

	<table><tr><th>Advance Placement Students (AP)</th><th>Baseline</th><th></th><th></th><th>from baseline year</th></tr><tr><td>AP Students Scoring 3 and above</td><td>~~74%~~ ~~68%~~ 66%</td><td>~~73%~~ 66.0%</td><td>65.2%</td><td>- 0.8%</td></tr></table> The expected outcome was not met.
State Priority 2 - Implementation of Academic Standards: Increase by 1.0 the Average District Score according to the Reflection Tool. Source: CA Dashboard	<table><tr><th>Implementation of Academic Standards Reflection Tool</th><th>2015-16 Baseline</th><th>2016 - 17</th><th>2017-18</th><th>Change from baseline year</th></tr><tr><td>Cabrillo Unified School District</td><td>2.4</td><td>3.8</td><td>3.9</td><td>+1.5</td></tr></table> The expected outcome was met.
2% increase in percent of students proficient in Math on the CAASPP - Students with Disabilities Source: CAASPP - CDE	Note: As the original percentage of 24% was not consistent with published data through the CAASPP - CDE source, the score was corrected to 8%. <table><tr><th>Percent Proficient in Math - Students with Disabilities</th><th>2017-18 Baseline</th><th>2018-19</th><th>Change from the baseline year</th></tr><tr><td>Cabrillo Unified School District</td><td>~~24%~~ 8%</td><td>8%</td><td>+ 0%</td></tr></table>

	The expected outcome was not met.

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
1.1 Instruction from appropriately qualified and certificated teachers and classified staff. Retention of highly qualified district and school site administration. Ensure that salaries are competitive with neighboring districts to attract and retain certificated staff and ensure assignments are appropriate to certification.	The District continues to implement the salary schedule negotiated with the Cabrillo Unified Teachers Association.	1.1 $24,161,384 Source: $18,624,277 Local Control Funding Formula Base Grant, $1,846,383 Parcel Tax, $2,958,665 Other Restricted, $602,059 Reserves deficit spending Certificated and Classified salaries and benefits, Object code: 1000, 2000, 3000	$23,324,509 Source: $18,589,835 Local Control Funding Formula Base Grant, $1,855,086 Parcel Tax, $2,879,588 Other Restricted,
1.2 New teachers will receive support through the Induction Program. Beginning Teacher Support and Assessment (BTSA) program.	New teachers participated in the Beginning Teacher Support and Assessment (BTSA) program through the San Mateo County Office of Education	1.2 $100,000 Source: LCFF Supplemental Contracted Services, Object code: 5000	$49,662
1.3 Professional development will be provided to at least 90% of faculty: Math teachers K-12 English Language Arts K-12 ELD Standards and instructional strategies in K-12 Science teachers K-12 focused on Next Generation Science Standards	Professional Development was provided to 100% of the faculty according to the 2018-2019 professional development calendar. There was a mixture of site-based and district-based days on topics including: Mathematics Implementation, Western Association of Schools and Colleges (WASC) data analysis and reporting, Restorative Justice, and safety.	1.3 $5,000 Source: Title II Certificated salaries and benefits, Object code: 1000,3000	$8,000

Integration of technology into the curriculum Universal Design for Learning Gathering and analyzing student performance data, including formative and summative assessment.			
1.4 Provide site-based stipended Common Core lead teachers: (2) Pilarcitos High School (7) Half Moon Bay High School (7) Cunha Intermediate School (12) Elementary Schools	Common Core lead teachers were identified at our High School sites. The intermediate and elementary teachers did not select Common Core lead teachers during the 2018-19 school year.	1.4 $12,000 Source: LCFF Supplemental Certificated salaries and benefits, Object code: 1000,3000	$30,000
1.5 Assessing effectiveness of math instruction and curricular adoptions district-wide. (Combined 2017-18 Actions 1.5, 1.6, 1.7, and 1.8.)	Effectiveness of math instruction was evaluated at the site level.	1.5 No cost	1.5 No cost
1.6 Maintain Fifth Grade District Science teacher. (New Action)	The fifth grade elementary science teacher continued to work in our four elementary school sites. This support was funded in a partnership with the Cabrillo Education Foundation.	1.6 No cost	$100,562 Source: $80,562 LCFF Supplemental $20,000 Cabrillo Education Foundation
1.7 Provide cross-district collaboration time for Next Generation Science Standards. (New Action)	Teachers from across all schools, including the fifth grade elementary science teacher, teachers from the intermediate school and our two high schools, met monthly to collaborate on effective science instruction and vertical alignment.	1.7 No cost	$57,600 Source: Cabrillo Education Foundation
1.8 Continue survey of Extended Day programming. Develop a plan for 2019-2020 school year. (Moved from 2017-18 Action 1.9.)	This year, we collected information on the after school programing across the district, including the students that are served, the purpose of the programs, and funding sources.	1.8 No cost	1.8 No cost

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1 Provide AVID courses in grades 6th-12th for the purpose of developing a pipeline to support college readiness (9.25 sections)	AVID courses support students in grades 6th-12th supporting their college and career readiness. For one period a day, students receive the additional academic, social, and emotional support that will help them succeed in their school's most rigorous courses.	2.1 $205,000 Source: LCFF Supplemental Grant Certificated salaries and benefits, Object code: 1000, 3000	$165,924 Source: $148,924 LCFF Supplemental Grant $17,000 Title I
2.2 Provide professional development to AVID teachers to support new sections and explore AVID elementary. (Combined from 2017-18 Action 2.2 and 2.3.)	AVID's professional learning benefits both beginning and experienced educators. Educators have opportunities to reevaluate their beliefs and expectations around student potential and learn and practice activities that transform classrooms and campuses. Professional development covers all core content areas and all grade levels in topics such as Culturally Relevant Teaching, Academic Language and Literacy, and Digital Teaching and Learning. Our teachers attend Summer Institutes as a team and occasionally attend pathways workshops to support their teaching and student learning. Last year we had a team from Cunha and Half Moon Bay High School attend Summer Institute in Sacramento where they participated in core content specific training and each	2.2 $80,000 Source: LCFF Supplemental Grant Certificated salaries and benefits, conferences and travel, Object code: 1000, 3000, 5000	$25,230 Source: $15,230 LCFF Supplemental Grant $10,000 Title I

	school developed a school plan for 2018-2019.		
2.3 Pilot AVID Excel, which is a research-based program that is designed to support Long-Term English Language Learners. (New Action)	The team from Cunha selected AVID Excel as a new action to explore a new support system for English Learners. The teachers who would teach AVID Excel participated in the AVID Excel training. The school has been teaching AVID Excel throughout the year as their support system for English Learners.	2.3 $64,000 Source: LCFF Supplemental Grant Certificated salaries and benefits, conferences and travel, Object code: 1000, 3000, 5000	$10,500

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.1 Continue with development of Early College courses. (Combined 2017-18 Actions 3.1 and 3.2.)	We have continued to provide Early College courses in Art at Half Moon Bay High School.	3.1 $80,000 Source: LCFF Supplemental Grant Certificated salaries and benefits, Object code: 1000,3000	$101,000
3.2 Continue participation in the Middle College Program. (Moved from 2017-18 Action 3.3.)	For the 2018-19 school year, Cabrillo Unified School District students continue to participate in the Middle College Program through the San Mateo Community College system.	3.2 $40,000 Source: LCFF Base Grant Contracted Services, Object code: 5000	$72,000
3.3 Continue developing CTE pathways in agriculture, construction, and broadcasting. (Moved from 2017-18 Action 3.4.)	CTE courses in agriculture, construction, and broadcasting continue to be offered.	No Cost	$100,000 Source: LCFF Base Grant
3.4 Provide technology-enhanced Credit Recovery and A-G course requirements. (Moved from 2017-18 Action 3.6.)	A technology-enhanced Credit Recovery and A-G Course requirement program is used at Half Moon Bay High School and at Pilarcitos High School. This program is offered during the school year as well as during the summer. As the lab science “D” requirement cannot be made currently through a technology-based option, we are working with the Half Moon Bay High School staff to transition the 9th grade earth science course, currently a “G” elective course, into a “D” lab-science course.	3.4 $140,000 Source: LCFF Supplemental Grant Certificated salaries and benefits, Object code: 1000,3000	$37,000 LCFF Supplemental Grant $18,000 Object code: 1000,3000 $19,000 Object code: 4000
3.5 Articulation of CTE technology pathway with elementary and middle	Computer were provided at elementary, intermediate, and high	No Cost	No Cost

school programs.	school this school year. A formal CTE pathway for technology is still in process.		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.1 Students with disabilities Special Education (SPED) students will be taught by highly qualified teachers, in the Least Restrictive Environment, using grade level curriculum with appropriate accommodations according to their Individualized Education Programs (IEPs).	The District has made progress in this area, both reviewing the LRE data, understanding where students are learning as well as what accommodations are being implemented to support them in the least restrictive environment. Curriculum for math and reading have been reviewed district wide and recommendations for common core aligned curriculum in both math and reading will be made for the 2019-20 school year. The District has maintained staffing this year with appropriate credentials to meet the needs of students.	4.1 $6,431,924 Source: LCFF Base Grant (4,415,000), Restricted Special Education funding (2,016,924) Certificated salaries, benefits, materials, and services, Object code: 1000, 3000	$6,964,301 Source: (4,818,797) LCFF Base Grant ($2,145,504) Restricted Special Education funding $4,405,753 Object code: 1000,2000,3000 $40,075 Object code: 4000 $2,367,139 Object code: 5000 $151,334 Object code: 7000
4.2 Students with IEPs will have academic goals aligned with state standards.	This is a work in progress, teachers may use goals in the IEP Program in SEIS, but further professional learning and tools to support this alignment are in process.	4.2 No cost	4.2 No cost
4.3 Students' IEPs will be reviewed no less than annually, with goals and services updated as reflected by revised IEPs.	Compliance efforts, reminders, and central office tracking systems have led to greater efficacy in this area. Progress has been made. The District will continue to focus on this in its planning for 2019-20, with a greater site level oversight to ensure that timelines are being met and goals and services are appropriately reviewed.	4.3 No cost	4.3 No cost

4.4 General Education and Education Specialists SPED teachers will collaborate to plan and develop instructional strategies in order to meet the needs of diverse learners, including students with IEPs, within the Least Restrictive Environment.	School sites have varying methods for ensuring that these collaborative meetings are occurring. Teachers participate in grade level meetings, and in department meetings outside of the special education department to discuss ways that students with IEPs will be supported successfully in the LRE. The District has also explored ways to implement a district wide launch of Universal Design for Learning strategies across the district, and will implement an MTSS framework next year to embed the UDL framework in our tiered system of support.	4.4 No cost	4.4 No cost
4.5 Gen Ed and Education Specialists SPED teachers will participate in professional learning development together to develop capacity to ensure students with IEPs have in order to provide access to grade level instructional curriculum, data based decision making, standard aligned goals, and ongoing progress monitoring. for students with IEPs.	A variety of curriculum has been reviewed this year, and an analysis of our achievement gaps for students in special education has been completed. Materials have been ordered and are in use include: Mindplay at the high school, Unique curriculum, K-12 (in final stages of training), and Wilson Reading Programs (Just Words, Fundations). Bridges Supplemental Math Materials were provided to all educational specialists in the district, the education specialists all participated in professional learning with their general education colleagues throughout the year. A review of math materials at the secondary level is underway and supplemental materials	4.5 $5,000 Source: LCFF Base Grant (4,415,000), Restricted Special Education funding (2,016,924) Certificated salaries, benefits, materials, and services, Object code: 1000, 3000	$5,000 Source: LCFF Base Grant

	will be ordered for the middle school and high school, requisite professional learning will be provided.		
4.6 Professional learning development will be provided to teachers and paraprofessionals in co-teaching/collaborative instructional models and specialized instruction in order to provide access for students with IEPs to the general education GE curriculum and classrooms.	A series of Super Tuesday (District wide professional learning days) was developed for para educators with an invitation for all staff to participate. The topics for the learning included: supporting students with sensory issues, creating inclusive opportunities, social emotional learning and promoting independence, supporting students with Autism, communication strategies, play and social skills and the ABCs of behavioral intervention. These were mandatory meetings and were well attended and received. All professional learning was designed to help expand our capacity to serve students in the least restrictive environment. Several co-teaching professional learning opportunities were identified by the District. We did not have any participants in those professional development sessions. Plans are underway for the 2019-20 calendar.	4.6 $5,000	$5,000 LCFF Base Grant

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.

Goal 2 was divided into groups of actions and services including professional development and curriculum support, Advancement Via Individual Determination (AVID), programs to support College and Career Readiness, and the improvement of services for Students with Disabilities.

In the area of professional development and curriculum support, professional learning opportunities in key areas were provided for all teachers. In addition, new teachers received support through the Beginning Teacher Support and Assessment (BTSA) program. Select staff also received additional professional development and training, such as math curriculum training for the new adoption in elementary schools.

Both AVID and our programs to support College and Career readiness has more limited success due to enrollment. For AVID, we were not able to expand our program due to the number of students who met the eligibility criteria. Also, we continue to develop our Career Technical Education pathways, although staffing and student interest create variabilities from year to year which are a challenge to sustainable and cohesive implementation.

In addition, while the Common Core Specialists at the High School have consistently been effective, the identification of teachers has been more challenging at the intermediate and elementary school due to difficulty with schedules and developing a sustainable and impactful structure of support.

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

Our annual measurable outcome data continues to show inconsistent progress. Areas of continued progress are in the percent of proficient students on the CAASPP assessment in math, which has demonstrated overall progress as well as our participation rate for students in college credit courses.

A couple of areas of needed improvement are the A-G course requirements as well as our percent of students who have passed an AP exam with a score of 3 or higher. In particular, with regards to the A-G course requirements, anecdotal reports indicate that students are not choosing to meeting A-G requirements as much as they have in the past due to the availability of the Promise Initiative which provides free tuition at local community colleges. Even with these anecdotal reports, the District continues to be committed to providing the opportunities and supports for students to meet these requirements so that at graduation, they can make the choice of whether they want to pursue a 4-year university, a community college, or other career track.

Based on our analysis of information, we are also concerned about how we are measuring our progress in meeting the needs of our Students with Disabilities. For this reason, we are adding additional metrics, described below, to better measure the effectiveness of our programs for Students with Disabilities.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Actions 1.1, 2.1, 3.1, 3.4, 4.1 material differences in estimated actual and budgeted expenditures were due to staff salary schedules. Budget was based on the particular employees filling specific positions, which changed when the year began resulting in significantly increased or decreased expenditures over original estimates. Action 1.2 the number of teachers participating was less than what was budgeted. Due to stakeholder need, action 1.6 for the Science specialist was brought back for an additional year. Action 1.4 more teachers participated than what was budgeted. Actions 2.2, the professional development cost for AVID was less due to the decrease in teachers attending. Action 2.3, less teachers participated in action. Action 3.2 total number of students were calculated for estimated actuals. Action 3.3 data was not available at budget.

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.

Changes to Goal 2 metrics include:

* We added the percentage of Students with Disabilities participating in the CAASPP in Mathematics.
* We added the percentage of Students with Disabilities placed in Non-Public School settings for Special Education Services.
* We corrected the percent of students who have passed an AP exam with a score of 3 or higher to be consistent and accurate with published data.

Changes to Goal 2 actions and services include:

* We added professional development aligned with Multi-Tiered Systems of Support (Goal 2, Action 1.3).
* We added increasing program options for Students with Disabilities with Autism Spectrum Disorder and mental health Disabilities (Goal 2, Action 4.7).

Goal 3

Implement a stakeholder communication plan to support parental involvement and regular updates.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

Annual Measurable Outcomes

<table>
<tr><th>Expected</th><th>Actual</th></tr>
<tr><td>Increase participation of parents of Unduplicated Pupils* as representatives on School Site Council and the Superintendent Parent Advisory Committee by 6%.

Note: Unduplicated Pupils include English Learners, Socio-economic Disadvantaged, and Foster Youth.

Source: Local Reports</td><td>The percent participation of parents of Unduplicated Pupils decreased from the 2016-2017 to the 2018-19 school year.

<table>
<tr><th>Percent of Parent Participation of Unduplicated Students</th><th>2016-17 Baseline</th><th>2017-18</th><th>2018-19</th><th>Change from baseline year</th></tr>
<tr><td>School Site Council Average</td><td>35%</td><td>41%</td><td>42%</td><td>+ 7%</td></tr>
<tr><td>Superintendent Parent Advisory Committee</td><td>50%</td><td>60%</td><td>50%</td><td>+ 0%</td></tr>
</table>

The expected outcome was met for improving the School Site Council average. The outcome was not met for the Superintendent Parent Advisory Committee.</td></tr>
<tr><td>Increase Parent Participation on Panorama Survey Data by 6%.

Source: Panorama Surveys</td><td>The percent participation increase by 4.8% from the 2016-17 school year to the 2018-19 school year. Note, the previous percentages were revised for accuracy using the exact number of families as the</td></tr>
</table>

<table>
<tr>
<td></td>
<td>total population.

Panorama Parent Survey Data Participation Rate:
2016-17: <s>25%</s> 21.2% (635 out of 3048 families)
2017-18: <s>32%</s> 29.9% (824 out of 2763 families)
2018-19: 26.0% (712 out of 2743 families)

While there was an almost 5% increase from the 2016-17 year to the 2018-19 year, the expected outcome of a 6% increase was not met.</td>
</tr>
<tr>
<td>Maintain the Panorama Survey score of Barriers to Engagement of parents according to the Panorama Survey at > 4.0, and increase the family engagement by 0.6.

Source: Panorama Surveys</td>
<td>There was a slight decline in results from the Panorama Survey were similar to the scores from the baseline year.

<table>
<tr><th>Panorama Survey</th><th>2016-17 Baseline</th><th>2017-18</th><th>2018-19</th><th>Change from baseline year</th></tr>
<tr><td>Barriers to Engagement</td><td>4.3 points</td><td>4.2 points</td><td>4.2 points</td><td>- 0.1 points</td></tr>
<tr><td>Family Engagement</td><td>3.0 points</td><td>2.9 points</td><td>2.9 points</td><td>- 0.1 points</td></tr>
</table>

The expected outcome was met for Barriers to Engagement. The expected outcome was not met for Family Engagement.</td>
</tr>
<tr>
<td>Increase to 3 Parent Engagement Events per Site

Source: Local Reports</td>
<td>Since the baseline year, there has been an increase of Parent Engagement events at each school site. In addition to Back to School and Open House, there was an average of 3 parent engagement events that were designed specifically to address site-based needs.

2016-17: 1 parent engagement event (District Average)
2017-18: 3 parent engagement events (District Average)</td>
</tr>
</table>

	2018-19: 4+ parent engagement events (District Average) The expected outcome was met.

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
1.1 District will improve communication through the use of technology including robocalls, screencasts, websites, and social media. (Combined from 2017-18 Action 1.1 and 1.2.)	The District has improved communication through the use of technology, including transitioning to a new system that will integrate our communication with websites, daily and emergency communication, and a mobile phone app.	1.1 $15,000 LCFF Base Grant Contracted Services, Object code: 5000	$19,483
1.2 School sites that did not participate in the Family Engagement Institute during the 2017-2018 school year will participate, including creating specific action plans for the schools to support family engagement around student learning. (New Action)	Three of the remaining four schools participated in the Family Engagement Institute during the 2018-19 school year to create and implement specific action plans for schools to support family engagement and student learning. The fourth school was under a Western Association of Colleges and Schools (WASC) accreditation process, and postponed their participation until later.	1.2 No Cost	No Cost
1.3 Sites will implement at least 3 parent engagement events to discuss tailored to site-identified parent needs.	Sites have implemented at least three parent engagement events to meet site-specific needs. These events include family literacy nights, site orientations, as well as tailored events to meet unforeseen needs such as parent education on safety. Other topics and events include: financial aid,	1.3 No Cost	$184 Source: LCFF Supplemental Grant

	drugs and alcohol awareness, principal coffees, donuts with Deputies, math night, mindfulness, and parent health.		
1.4 Continue wellness services that include parent outreach.	The district continues its ongoing efforts to reach families and promote wellness, rich in community resources, the District continues to partner with Coastside agencies to ensure a systems approach to wellness. A few examples include: School Linked Services offered an evening workshop for 5th grade students and their parents: A Dialogue about Transition to Middle School. The high school is hosting a rising 9th grade parent information informational meeting to prepare students with IEPs for the transition to high school. Our Health and Wellness Committee of parents, staff, and students, at the High School has promoted and supported the expansion of mental health services. There are comprehensive mental and emotional health support system in place at all sites for students and parents who need support. The High School is also offering an Alternatives to Suspension program that diverts students referred for alcohol and drugs to counseling services, this program has yielded promising results thus far.	1.4 $5,000 LCFF Base Grant Materials, Object code: 4000	$5,000
1.5 Continue to provide a District-wide Panorama Climate Survey to ensure that our schools are serving the needs of all families.	The District-wide Panorama Climate survey was given in February through March 2019 for parents, students, and staff. In the past, the survey was given	1.5 $13,500 LCFF Base Grant	$8,831

	at the beginning of the school year. The timing was changed to later in the year in order to provide participants with more time to get to know their schools and school communities before responding to the survey.	Contracted Services, Object code: 5000	
1.6 Set up parent advisory committees to facilitate a dialogue with families and the school district with the purpose of improving safety, communication, and learning. (New Action)	Safety Committees were engaged at school sites through the School Site Council. These teams worked collaboratively to revise the site-based safety plans that were approved by the school board.	1.6 No Cost	No Cost
1.7 Set up a special education Coastside parent advisory committee to facilitate a dialogue with families and the school district with the purpose of understanding services and resources that are needed to support students with specific learning needs to work in partnership with students and families; creating opportunities for connections that nurture our students and enrich our community. (New Action)	The Coastside Advisory Committee for Inclusion and Access has established a charge, meeting dates, application and goals for their work. The Committee has 6 members, and is currently seeking additional parent members to represent each school. The group has provided parent education, and is establishing a calendar and plan for the 2019-20 school year to include: recruitment, goal setting, parent information series, and school site representation.	1.7 No Cost	No Cost
1.8 Evaluate current practices in communicating student progress. Identify best practices and procedures to communicate with families in a timely manner regarding student progress, ways to support student learning at home and critical	We are in the process to implement a new communication system to integrate our daily and emergency digital communication, websites, and a custom District app which will be released in 2019. The system was chosen after a process of analyzing	1.8 No Cost	No Cost

information about school. (New Action)	communication needs and available options to meet those needs.		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1 Bilingual community liaison will be available at all sites to support interpretation and translation as well as parent engagement.	School Community Relations Assistants have supported interpretation and translation services at all schools and have supported parent engagement through ELAC, English Language Advisory Committees, supporting parent outreach from teachers, counselors and administrators.	2.1,$220,000 LCFF Supplemental Grant Classified salaries and benefits, Object code: 2000, 3000	$230,000
2.2 Provide training for liaisons to improve targeted outreach to families to increase parent engagement and to improve interpretation and translation skills, especially for meetings with specific education related vocabulary. (Combined from 2017-18 Action 2.2 and 2.3.)	School Community Relations Assistants participated in a 40 hour interpretation and translation training and all of them finished the training and received a certificate of completion. All participants report the positive impact of the training in their day to day interpretation and translation services. Additionally, they created a support network to call on each other as words or phrases are not readily available because they have a joint perspective of the nuances and intent behind interpretation and translations needs that was not present prior to the training.	2.2 $20,000 LCFF Supplemental Grant Classified salaries and benefits, Object code: 2000, 3000	$20,000
2.3 Provide oral interpretation and written translation services. (Moved from 2017-18 Action 2.4.)	Every School Community Relations Assistant provides oral interpretation and written translation services to the schools supporting parents, teachers,	2.3 $50,000 LCFF Supplemental Grant	$127,000

	students, support staff and administrators. The services include but are not limited to parent teacher conferences, special education meetings, and school events.	Classified salaries and benefits, Object code: 2000, 3000, Object code: 5000	

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.

Goal 3 was divided into groups of actions and services including communication and outreach to all families and specific supports for Spanish-speaking families. Overall, the actions and services were implemented as planned.

In the area of communication and outreach to all families, the District has progressed in its use of digital communication as well as the implementation of targeted site-based family engagement activities. Another additional significant improvement in services has been the addition of parent advisory committees, specifically around safety and the parent engagement groups, which have made impactful changes to our site-based safety plans and planning meaningful and targeted events.

In the area of supports for Spanish-speaking families, we have continued to provide translation and interpretation services as well as improving the quality of those services through professional development training in interpretation and translation. This training was more extensive than training that had been provided in the past.

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

Overall, the Expected Annual Measurable Outcomes in Goal 3 showed maintained progress with some areas of improvement in comparison to the baseline year.

In particular, one area of improvement was the increased percentage of parent of Unduplicated Pupils as represented in our School Site Councils. This improvement has come about through targeted outreach. We have also been able to maintain the 50% representation of parents of Unduplicated Pupils in our Superintendent Parent Advisory Committee.

The results of our Panorama survey have not show a change in Barriers to Engagement or Family Engagement as measured by the survey. Some families expressed that the survey was difficult to understand. One idea to consider for the next Local Control

Accountability Plan cycle is whether or not to consider if there are other measures to assess the quality of family engagement in our schools.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 2.3 material differences in estimated actual and budgeted expenditures were due to additional translation services required this school year for the development of additional communication shared with all stakeholders.

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.

Changes to Goal 3 metrics include:

* Revising Parent Participation in Panorama Survey Data be accurate using exact numbers of families as the total population.

Changes to Goal 3 actions and services include:

* We have added drugs, alcohol and vaping as a necessary topic through our wellness services (Goal 3, Action 1.4).
* Improving targeted, student-specific communication with parents for students with Ds and Fs (Goal 3, Action 1.9) and for students who are identified as English Learners (Goal 3, 2.4).

Goal 4

Create a positive school climate where students feel safe and supported.

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Maintain 100% compliance with Williams Act: Facilities. Source: Local Reports	Maintained 100% compliance with Williams Act: Facilities. The expected outcome was met.
Maintain 100% compliance with Williams Act: Teacher Authorizations. Source: Local Reports	Maintained 100% compliance with Williams Act: Teacher Authorizations. The expected outcome was met.
Maintain 100% compliance with Williams Act: Instructional Materials. Source: Local Reports	Maintained 100% compliance with Williams Act: Instructional Materials. The expected outcome was met.
Maintain the Attendance Rate above 96%. Source: Infinite Campus Student Information System	We maintained our attendance rate above 96%. 2015-16: 96.2% 2016-17: 96.1% 2018-19: 95.7%

	The expected outcome was met within statistical variation.
Decrease Chronic Absence rate by 0.2%. Source: 15-16, 16-17: Student Absence Summary (STAS) reported to CALPADS 16-17, 17-18: CDE Dataquest	The chronic absence rate increased. Note that the 2015-16 baseline was adjusted for consistency and accuracy with the 2016-17 and 2018 metrics, which were pulled from the Student Absence Summary (STAS) reported to CALPADS. 2015-16: ~~7.4%~~ 8.6% 2016-17: 9.1% Dataquest reports this as 9.2% 2017-18: 9.4% Dataquest The expected outcome was not met. With that said, this rate is comparable to the County rate of 9.3% and below the state rate of 11.1% for the 2017-18 year.
Decrease the Truancy Rate by 0.2% Source: 15-16: CDE Dataquest 16-17, 17-18: Local Reports	The truancy rate increased. Note that the 2015-2016 Truancy Rate was adjusted for consistency and accuracy with the 2016-17 percentage. As these amounts are no longer calculated by the CDE Dataquest, the statistical comparisons are limited. 2015-16: ~~22.4%~~ 22.2% 2016-17: 23.9% 2017-18: 26% The expected outcome was not met.
Maintain Suspension Rate below 3.0%. Source: CDE DataQuest	The suspension rate decreased. Note that the 2015-16 Suspension Rate was adjusted to be consistent and accurate with published data. 2015-16: ~~3.0%~~ 3.6% 2016-17: 2.6% 2017-18: 2.2% The expected outcome was met.
Maintain the Expulsion Rate below 0.2%.	The expulsion rate increased slightly, yet maintained below the goal

Source: CDE DataQuest	of less that 0.2%. Note that the 2015-16 Expulsion Rate was adjusted to be consistent and accurate with published data. 2015-16: ~~<0.2%~~ 0.00% 2016-17: 0.06% 2017-18: 0.00% The expected outcome was met.

Maintain the HMBHS Dropout Rate below 1%.

Maintain CUSD Dropout Rate below 4%.

Decrease English Learner Dropout Rate by 4% from 2015-16 baseline, which was originally published as 10.2%.

Source: CDE DataQuest

The High School Dropout maintained at 1.12%. Note, information has been corrected to be consistent and accurate with published data. In order to maintain consistency and accuracy, we will only update published data.

High School Dropout Rate	**2015-16 Baseline**	**2016-17**	**2017-18**	**Change from baseline year**
HMBHS - All Students	~~0.4%~~ 0.3%	0.3%	0.8%	+0.5%
CUSD - All Students	~~3.6%~~ 1.1%	1.1%	1.1%	+0%
CUSD - English Learners	~~10.2%~~ 2.7%	2.0%	4.2%	+1.5%
CUSD - Socio-economic Disadvantaged Students	~~6.2%~~ Not published	Not published	n/a	n/a
Hispanic	~~5.0%~~ Not published	Not published	n/a	n/a

The expected outcome was met for the All Students groups at Half

<table>
<tr><td></td><td>Moon Bay High School and CUSD District-wide. Our English Learner subgroup did not meet the expected outcome.</td></tr>
<tr><td>Maintain Middle (Intermediate) School Dropout Rate below 2%.

Source: CDE DataQuest</td><td>2015-16: 0%
2016-17: 1 student (Percentage not published.)
2017-18: 0%

The expected outcome was met.</td></tr>
<tr><td>Maintain the Half Moon Bay High School Graduation Rate above 96%.

Increase the Cabrillo Unified School District (CUSD) Graduation Rate by 2% from the baseline year.

Increase the Graduation Rate of CUSD subgroups:
English Learners by 6%.
Socioeconomically Disadvantaged Students (SED) by 4%.
Hispanic Students by 2%.

Source: CDE Cohort Outcome Reports</td><td>The graduation rate did not increase for Half Moon Bay High School, although it did increase for the District as a whole, and the District subgroups.

<table><tr><th>Graduation Rate</th><th>2015-16 Baseline</th><th>2016-17</th><th>2017-18</th><th>Change from baseline year</th></tr><tr><td>Half Moon Bay High School</td><td>97.2%</td><td>95.9%</td><td>96.8%</td><td>-0.4%</td></tr><tr><td>Cabrillo Unified School District (CUSD)</td><td>89.8%</td><td>90.2%</td><td>92.9%</td><td>+3.1%</td></tr><tr><td>CUSD English Learners</td><td>76.3%</td><td>88.2%</td><td>85.4%</td><td>+9.1%</td></tr><tr><td>CUSD SED Students</td><td>80.6%</td><td>84.8%</td><td>92.4%</td><td>+11.8%</td></tr><tr><td>CUSD Hispanic Students</td><td>82.5%</td><td>90.8%</td><td>91.5%</td><td>+9.0%</td></tr></table>
The expected outcome was met for all groups.</td></tr>
</table>

Improve Panorama score by 0.2 points from the baseline for both School Climate and Safety.

Source: Panorama Survey

Note: The 2016-17 scores were corrected during the 2018-19 LCAP revision for consistency and accuracy with the 2017-18 scores.

Student Survey Results	**2016-17 Baseline**	**2017-18**	**2018-19**	**Change from baseline year**
School Climate Score	~~Grades 5-12: 3.7 points~~ Grade 5: 3.8 points Grade 6-12: 3.4 points	Grade 5: 3.8 points Grade 6-12: 3.3 points	Grade 5: 3.6 points Grade 6-12: 3.1 points	- 0.2 pts - 0.2 pts
School Safety Score	~~Grades 5-12: 4.07 points~~ Grade 5: 3.6 points Grade 6-12: 3.7 points	Grade 5: 3.6 points Grade 6-12: 3.6 points	Grade 5: 3.6 points Grade 6-12: 3.5 points	+ 0 pts - 0.1 pts

The expected outcome was not met.

Increase High School Graduation Rate for Students with Disabilities from baseline set in 2017 by 2%.

Source: California School Dashboard

Note: The baseline was changed for the purpose of consistency with published data for 2018-19.

2017-18 Baseline (2017 grad rate)	**18-19 (2018 grad rate)**	**Change**

~~77.3%~~ 83.4%	78.3%	- 5.1%

The expected outcome was not met.

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
1.1 School facilities are maintained and in good repair.	Maintenance, Custodial, Grounds, and Operations staff work to keep school facilities in good repair.	1.1 $1,515,228 LCFF Base Grant/Restricted resource Object code: 2000, 3000, 4000, 5000	$1,810,602
1.2 All schools shall use Positive Behavior Intervention and Supports (PBIS) as a tool to enhance school safety and climate through the implementation of school-wide behavioral expectations, positive behavior recognition, and explicit instruction on appropriate behaviors.	School leaders have worked with a Positive Behavior Interventions and Supports (PBIS) consultant to improve implementation of Tier I and II elements of PBIS. Progress has been measured through informal surveys and the Tiered Fidelity Inventory (TFI).	1.2 $5,000 LCFF Base grant Object code: 5000	$9,922 LCFF Supplemental Grant $1,300 Title I $1,000 Title III Object code: 4000
1.3 Site-based intervention teams will analyze data to identify at-risk students and target them for support. Improve use of site-based data to identify students in need of support and recognize students who have demonstrated improvements.	At site level, schools have continued to analyze data to identify students for targeted behavioral supports. There have also been site-based recognition opportunities for students demonstrating improvements as well as positive behaviors.	1.3 No cost	No cost

1.4 Continue ongoing monitoring by District Office administration of school site adherence to interventions to reducing truancy: daily parental contact, parent conferences with teachers, assigning appropriate disciplinary consequences, counseling referrals, attendance letters, referrals to Student Study Teams, and site/district Student Attendance Review Board (SARB) meetings.	The District Office Pupil Services department continues to offer structures and supports for truancy protocols. Students who continue to need additional supports participate in the District-level Student Attendance Review Board (SARB) meetings.	1.4 $180,000 LCFF Base grant Object Code: 1000, 3000	$193,975
1.5 Continue with home visits of truant student/families by site/district administration and the Sheriff/ School Resource Officer (SRO).	As necessary, sites and District administration involve Sheriffs and/or the School Resource Officer (SRO) as support in home visits for truant students.	1.5 Cost included in 1.4	Cost included in 1.4
1.6 Provide positive recognition programs for students with good and/or improved attendance.	Our District provides, site-based positive recognition programs for students with improved attendance and perfect attendance.	1.6 $5,000 LCFF Base grant Object code: 4000	$5,000
1.7 Continue to survey all stakeholders to better understand engagement and improve school climate	The Panorama Climate survey was given in January through April 2019 for students, staff and families to assess our progress in improving engagement and school climate. The survey window was moved from the beginning of the year in order to provide families with more time to adjust to new schools prior to answering survey questions.	1.7 $5,000 LCFF Base grant Object code: 4000	$2,235
1.8 Update safety plans to include site-based plans for major health and safety protocols as well as anti-bullying processes. (New Action)	Schools worked with School Site Councils and ICS4Schools Safety assessment to update Safety Plans.	1.8 No cost	$21,000 LCFF Base grant Object code: 4000
1.9 Evaluate effectiveness of current district Social Emotional curriculum	Social Emotional curriculum has been assessed. In response to targeted	1.9 No cost	$17,384

programs and provide recommendations to address any areas of need. (New Action)	needs, additional social emotional curriculum supports on boundaries and bullying were also implemented during the 2018-19 school year.		$16,774 Supplemental Grant $305 Title II $305 Local grants (Hatch)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1 Expand wellness services for at-risk students and their families through site-based support (3 MFT and 8 interns).	Wellness services this year were provided to at-risk students and their families. The total number of support providers included 3 Marriage Family Therapist (MFTs) and 7 interns.	2.1 $200,000 CCAT Grant $90K, LCFF Supplemental Grant $110,000 $90,000 CCAT Grant, Object code: 2000, 3000, $110,000 LCFF Supplemental Grant, Certificated Salaries and benefits, Object code: 1000, 3000	$304,236 LCFF Supplemental Grant
2.2 Provide transportation for at-risk students.	Home-to-school transportation provided for all at-risk students, district wide.	2.2 $257,359 LCFF Supplemental Grant 2.2 Classified salaries and benefits, Object code: 2000, 3000	$607,849

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.1 Provide academic counseling to high school students to ensure completion of graduation requirements for at-risk students. Provide credit recovery curriculum to at-risk students. On-going mandatory student/parent conferences with site administration for at-risk students and families transitioning from elementary to middle school (5-6) and middle school to high school (8-9).	Counseling was provided to all students at the high school and intermediate school. Transition meetings took place for students with 504s, IEPs, as well as other identified students.	3.1 $242,000 LCFF Base Grant Certificated salaries and benefits, Object code: 1000, 3000	$459,573

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.1 A planning team, comprised of District and Site administrators, General Education and Education Specialists SPED teachers and parents, will begin planning the implementation of districtwide Multi-Tiered System of Support (MTSS) structure. This team will attend San Mateo County Office of Education (SMCOE) trainings and other local professional development opportunities to assess and "scale up" current practices for MTSS.	A planning team including district administrators, site administrators, and teachers participated in the training for Multi-Tiered System of Support. The trainings included assessments as well as the development of a larger MTSS rollout for 2019-20.	4.1 No cost	No cost
4.2 As part of the "Scale Up MTSS (SUMS)" initiative, the District will host quarterly trainings and parent breakfasts to describe the MTSS design, assess progress and ensure the inclusion of parents of children with special education learning needs in the design process. (New Action)	The Coastside Advisory Committee is a parent collaborative that includes families of Students with Disabilities. This committee has provided input and guidance in the development of our MTSS structures. We also have utilized the Dyslexia planning committee, which includes administrators, teachers, and parents, in the planning and communication process of MTSS.	4.2 No cost	No cost

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.

Goal 4 was divided into groups of actions and services including base levels of supports for all students, services for at-risk students, and services for Students with Disabilities.

In the area of base levels of supports for all students, the District continued to maintain facilities as well as protocols around attendance and truancy. In addition, sites continued to improve their implementation of Positive Behavior Interventions and Supports (PBIS).

In addition, last year, the District focused on improving services for Students with Disabilities as well as better developing a Multi-Tiered System of Support through data analysis, professional development, and targeted interventions.

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

Overall, the process toward Goal 4 was positive, including the compliance with the Williams Act, and our graduation rate for All Students. Particular area of concern is that while our graduation rate for All Students has met our expected outcome and as measured by the CA School Dashboard, our graduation rate is in the "green" performance band, there is an achievement gap for our English Learner and Students with Disabilities subgroup in the graduation rate. For this reason, our new actions in the LCAP are focused on better meeting the needs of these two subgroups and other students who may need additional supports through targeted identification and interventions.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1.1 material differences in estimated actual and budgeted expenditures were due to increase in required repairs, additional overtime to cover vacant positions, and one time payout for vacation liability for employee leaving. Also note that the expenses for this restricted funding is a 100% contribution from unrestricted funding. Action 1.8 consultant was used for the

creation and review of the safety plans. Action 1.9 cost of teams to attend meetings to assess the social emotional curriculum. Action 2.1 the district did not receive the renewal of the CCAT grant. Stakeholders did not want to decrease mental health services, because of the importance in today's environment. Action 2.2 transportation of at-risk students program was reassessed, additional staffing was needed to meet the need.

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.

Changes to Goal 4 Metrics include:

* Revising the target for the English Learner (EL) subgroup for the High School Dropout Rate because the original baseline was corrected, making it necessary to also revise the target that was dependent on the baseline.
* Revising the percentages for High School Graduation Rate - Students with Disabilities due to the 2018 Dashboard Adjustment using new business rules for calculating graduation rate.

Changes to Goal 4 Actions and Services include:

* Adding cultural competency and inclusivity training for all employees (Goal 4, Action 1.10).
* Adding professional learning for behavioral intervention strategies (Goal 4, Action 1.11).
* Revising the development and communication of Multi-Tiered Systems of Support (Goal 4, Action 4.1 and 4.2).
* Adding clarification on identification and progress monitoring of at-risk students (Goal 4, Action 4.3 and 4.4).

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?

Cabrillo Unified School District provided updates on the overall LCAP progress through two separate board presentations (12/13/2018, 2/13/2019), all of which included goals, strategies and interventions, qualitative and quantitative impact data, and recommended next steps for improved implementation. In addition to these overview presentations, in-depth presentations were provided for Goal 1 in literacy and reclassification on March 14, 2019 and for Goal 2 in college and career readiness on April 8, 2019. Site-based data was also shared during school site council meetings throughout the year. These initial updates were previews of the progress toward outcomes and action implementation that are described in depth in the Annual Update section.

In addition to the progress updates, CUSD also collected input for the development of the 2019-20 LCAP, through the implementation of a comprehensive two-way communication strategy in February through April 2019. This outreach targeted students, teachers, administrators, school personnel, bargaining units, and parents. The process included the creation and distribution of LCAP survey in English and Spanish, and community input meetings with an emphasis on providing stakeholders with information about the purpose of the LCAP, our four goals, strategies and interventions included within the 2018-19 plan, and a request for input around four common questions.

The key questions for stakeholder groups were:

- What things have you seen help students?
- Is there something that we should be doing that we aren’t doing yet to help struggling students?
- What can our schools do to make kids want to come to school?
- How could families and schools work together better to support all students?

Through this process, the LCAP was referred to as a Strategic Education Plan for how the district will educate its students. The presentations provided a cohesive message that was shared through district and site-based community input meetings as well as during site-based discussion group meetings.

The LCAP stakeholder input survey, in English and Spanish, collected responses to the LCAP input questions and demographic information including the stakeholders role(s) in the community (parent, student, employee, general community member) and their self-identified school community(ies). The PDF of the slide presentation shared during the community input meetings, and a link to the stakeholder input survey were made available on the district and site-based websites for the duration of input collection.

In addition to the online format with the LCAP presentation and survey, the district hosted site-based discussion groups embedded within the existing meeting schedules of site-based organizations. District-level meetings were also created for the purpose of discussing the LCAP and collecting information from bargaining units, parent advisory committees, and district administrative leadership. During each meeting, administrative leadership presented the LCAP information through the district slide presentations. Information was then collected through discussion, with some meetings also providing the option of providing input through the online survey. The in-person discussion meetings included:

- **Site-based English Language Advisory Committees:** Half Moon Bay High School - HMBHS (3/12), Cunha Intermediate School - CU (3/05), Hatch Elementary Elementary School - HA (3/07), El Granada Elementary School - EG (3/08), Farallone View Elementary School - FV (3/07)
- **Site-based Parent Teacher Organizations:** HMBHS (3/04), CU (3/07), HA (3/12), EG (2/12), FV (2/19), Kings Mountain Elementary - KM (3/21)
- **Site-based School Site Councils:** HMBHS (3/14), Pilarcitos High School - PHS (3/27), CU (3/28), HA (3/12), EG (2/21), FV (2/21), KM (3/21)
- **Site-based Leadership Teams and Staff Meetings:** HMBHS (3/15, 3/26), PHS (3/27), CU (3/07), HA (2/06, 3/06), EG (2/25, 2/26), FV (1/27, 3/07), KM (3/21)
- **Bargaining Units:** Cabrillo Unified Teachers Association (3/28), California School Employees Association (4/04)
- **Students:** HMBHS (3/14), PHS (3/27)
- **District Administrative Leadership:** 3/05
- **District English Language Parent Advisory Committee (ELPAC):** 3/01, 5/07
- **Superintendent's Parent Advisory Committee (PAC):** 3/19, 5/07

Members of the District English Learner Advisory Committee, which is comprised of parents of English Learners at each of the school sites also served as the District's ELPAC in the development of the 2018-19 LCAP. The Superintendent's Parent Advisory Committee (PAC) was comprised of at least two parents from each school, including a majority representation of parents of Unduplicated Pupils. The Superintendent presented the draft of the LCAP to Superintendent PAC and ELPAC committee members on 5/07 and collected questions and comments. Written responses were shared and posted online on 5/17/2019.

The Board LCAP Hearing was held on 6/06/2019. The date for final Board approval for the LCAP and Budget is scheduled for 6/20/2019.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Information from discussions and the online survey were compiled by stakeholder group and analyzed for common themes. Common themes that arose across the stakeholder groups are organized below according to their related LCAP goal:

Goal 1: Literacy and Reclassification

- Support for reading Intervention
- Value of Early Reclassification
- Interest in updated English Language Development curriculum
- Continued supports for newly reclassified students
- Expanding intervention across all subject areas
- Technology-enhanced Learning

Goal 2: College and Career Readiness

- Streamlining the process for identifying students who need supports and providing targeted supports
- Effectiveness of Advancement Via Individual Determination (AVID)

- Interventions and supports for students in math
- Student Engagement through Extra-Curricular Activities before and after school
- Connecting students with mentors

Goal 3: Parent Engagement

- Outreach and Support for Spanish-speaking Families
- Family Engagement Opportunities including more time and opportunities for parents to meet with teachers
- Cultural sensitivity and inclusivity training for all staff
- More Information about District Opportunities and Programs through digital communication platforms
- More Frequent and Student Specific Communication in English and Spanish
- Parent education opportunities including developing habits to foster academic success

Goal 4: Safety and School Climate

- Interest in recognition programs (i.e., attendance, kindness, not limited to academics)
- Maintaining and possibly expanding Wellness Services
- Better activities for students at recess
- Social emotional curriculum
- Review of discipline practices toward positive recognition

Based on the information collected during the survey, the school district included the following actions and services in the 2018-19 LCAP plan:

Goal 1: Literacy and Reclassification

- Action 1: Common Core Materials and Instruction, Assessment and Data Analysis
- Action 2: Class Sizes in Grades TK-3 and Provide Spanish Language Options to Support English Language Learners
- Action 3: Small Group and Technology-Enhanced Intervention
- Action 4: English Language Development Instruction, Assessment, Data Analysis, and Communication
- Action 5: Professional Development and Parent Education in Supporting English Learners and the Reclassification Process
- Action 6: Summer and After School Intervention Programs to Support At-Risk Students

Goal 2: College and Career Readiness

- Action 1: Instruction From Appropriately Qualified Certificated Staff with Professional Development and Collaboration Support
- Action 2: Expansion of Advancement Via Individual Determination (AVID) Program Including Exploring AVID Elementary and Piloting AVID Excel.
- Action 3: College and Career Readiness Through Early College, Middle College, and Career Technical Pathways
- Action 4: Instructional Strategies and Supports for Students with Disabilities

Goal 3: Parent Engagement

- Action 1: Communication For All Stakeholders Through Technology, Family Engagement, Parent Outreach, and the Establishment of Targeted Advisory Committees
- Action 2: Language Support, Outreach, and Parent Education for Spanish-speaking Families

Goal 4: Safety and School Climate

- Action 1: Base Supports for Maintenance, Behavioral Interventions and Supports, Attendance and Truancy Procedures
- Action 2: Supports for At-Risk Students Including Wellness Services and Transportation
- Action 3: Academic Counseling and Parent Meetings for At-Risk Students
- Action 4: Multi-Tiered System of Support for General Education and Special Education

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 1

All students shall have the necessary academic skills so they are college and career ready. There shall be a particular focus on literacy and reclassification of the district English Learner students.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7 and 8

Local Priorities: n/a

Identified Need:

Examination of student achievement data from a variety of sources reveals areas of strength and consistent progress, such as the increased reclassification rate over the past three years from 9% to 20%. When we look at cohort data, which is not captured in the metrics, we see that there has been consistent improvement for the Grade 5 and Grade 8 cohort of students, even though the specific grade level comparisons from year to year is not demonstrate consistent growth. We have also seen the trend from grades in English Language Arts achievement increases overall as the students move through the grades. Likewise, there has been an increase in the percentage of students who are reclassified by both 8th grade and 11th grade, which is largely due to improving our reclassification process opportunities for reclassification for students who are on the cusp.

With this said, there continue to be areas of inconsistent growth and areas for targeted improvement, including the need to improve the proficiency for all subgroups in the California Assessment for Proficiency and Progress (CAASPP) as well as the Fountas and Pinnell local assessment that does not yet show significant and consistent progress through time. This is particularly true of our English Learner and Students with Disabilities subgroups.

In addition to the data, we also consider the comments from our stakeholder groups during the LCAP input process. The themes that we heard from them specifically in Goal 1 of Literacy and Reclassification is: (1) the appreciation of technology-enhanced learning supports especially in reading, (2) more timely and sustained reading intervention, (3) earlier reclassification of English Learner students, (4) professional development and resources for English Language Development, and (5) more monitoring and supports for reclassified students.

Given the analysis of our annual measurable outcomes as well as our stakeholder input, we have adding new metrics for the 2019-2020 metrics, actions and services. First of all, we are adding a metric for the percentage of students with Disabilities participating in the CAASPP in English Language Arts. We will also create a baseline for students who are assessed for Dyslexia. To help meet that goal, we are adding: Goal 1, Action 1.3 to universally screen students TK-2 for identification of at-risk literacy factors and Goal 1, Action 3.4 to provide intervention materials to support students with dyslexia. We are also clarifying language to support English Language Learners, including Goal 1, 4.2 communicating with parents regarding reclassification criteria and Goal 1, 5.2 communicating with parents in their language of correspondence regarding strategies to support literacy and reclassification a minimum of three times per year.

For easy reference, new metrics and actions have been written in bold.

Note: There was a change in the target for “Percent of students who increase by one CELDT level or maintain overall CELDT 4 or 5” as the 2019-20 year will be the year when we establish the baseline percentage of change from the 2018-19 ELPAC to the 2019-20 ELPAC.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percent of students proficient in English Language Arts on	Grade 3: 42% Grade 5: 55%	Target: Baseline + 2%	Target: Baseline + 4%	Baseline +6%

the CAASPP - All Students Source: CAASPP - CDE	Grade 8: 52% Grade 11: 59%	Actual: Grade 3: 44% Grade 5: 42% Grade 8: 40% Grade 11: 56%	Actual: Grade 3: 42.86 % Grade 5: 48.57 % Grade 8: 57.87 % Grade 11: 59.34 %	
Percent of students proficient in English Language Arts on the CAASPP - English Learners Source: CAASPP - CDE	Grade 3: 6% Grade 5: 11% Grade 8: 0% Grade 11: 3%	Target: Baseline + 2% Actual: Grade 3: 5% Grade 5: 8% Grade 8: 0% Grade 11: 0%	Target: Baseline + 4% Actual: Actuals: (2017-18 CAASPP) Grade 3: 14.08 % Grade 5: 10.34 % Grade 8: 3.13 % Grade 11: 0 %	Baseline + 6%
Percent of students proficient in English Language Arts on the CAASPP - Socioeconomically Disadvantaged Students Source: CAASPP - CDE	Grade 3: 14% Grade 5: 29% Grade 8: 27% Grade 11: 26%	Target: Baseline + 2% Actual: Grade 3: 18% Grade 5: 24% Grade 8: 17% Grade 11: 34%	Target: Baseline + 4% Actuals: (2017-18 CAASPP) Grade 3: 20.4 % Grade 5: 25.77 % Grade 8: 35.43 % Grade 11: 41.49 %	Baseline + 6%
Percent of students reading on grade level on the Fountas and Pinnell Reading Assessment for Grades 3 and 5 - All Students	Grade 3: ~~66%~~ 57% Grade 5: ~~61%~~ 46% (Percentages were corrected for	Target: Baseline + 3% Actual: Grade 3: 54%	Baseline + 6% Actual: Grade 3: 54.55 % Grade 5: 49.77%	Baseline + 9%

Source: IO Data System	consistency and accuracy.)	Grade 5: 48%		
Percent of students reading on grade level on the Fountas and Pinnell Reading Assessment for Grades 3 and 5 - English Learners Source: IO Data System	Grade 3: ~~25%~~ 9% Grade 5: ~~13%~~ 1% (Percentages were corrected for consistency and accuracy.)	Target: Baseline + 5% Actual: Grade 3: 12.66% Grade 5: 5%	Baseline + 10% Actual: Grade 3: 13.24% Grade 5: 2.08%	Baseline + 15%
Percent of students reading on grade level on the Fountas and Pinnell Reading Assessment for Grades 3 and 5 - Socioeconomically Disadvantaged Students Source: IO Data System	Grade 3: ~~40%~~ 29% Grade ~~37%~~ 15% (Percentages were corrected for consistency and accuracy.)	Target: Baseline + 4% Actual: Grade 3: 22% Grade 5: 24%	Baseline + 8% Actual: Grade 3: 28.13% Grade 5: 26.04%	Baseline + 12%
Percent of students who increase by one CELDT level or maintain overall CELDT 4 or 5 **or ELPAC level 3 (Moderately Developed) & 4 (Well Developed).** Source: CDE	63.5%	Target: Baseline + 2% (CELDT) Actual: 57.4%	Create a new baseline with ELPAC. Actual: 59.4 % Note: ELPAC score 4 is equivalent to CELDT Levels 4 & 5	~~Target based on 2018-2019 baseline.~~ Revised Target: To create a baseline for the percent of students who increase one ELPAC level or maintain at a level 3 or 4.
Reclassification Rate Source: CDE DataQuest	8.9%	Target: Baseline + 2% Actual:	Baseline + 4% Actual: 20.3%	Baseline + 6%

		11.0%		
Percent of Ever-ELs who have been reclassified in grades 5, 8, and 11. Note: Ever-ELs are students who have been identified as English Learners at any time during their education. Source: CDE DataQuest	Grade 5: ~~23.8 %~~ 21.4% Grade 8: 59.2% Grade 11: 54.2% (Grade 5 percentage was corrected for consistency and accuracy.)	Target: Grade 5: Baseline + 5% Grade 8: Baseline + 2% Grade 11: Baseline + 2% Actual: Grade 5: 19.7% Grade 8: 63.2% Grade 11: 74.5%	Grade 5: Baseline + 10% Grade 8: Baseline + 4% Grade 11: Baseline + 4% Actual: Grade 5: 23.6% Grade 8 : 66.7% Grade 11: 73.6%	Grade 5: Baseline + 15% Grade 8: Baseline + 6% Grade 11: Baseline + 6%
English Language Development Sections Source: Infinite Campus	2017-18 baseline: 12 Sections	Metric introduced for 2018-19. Actual: 12 Sections	Baseline less 1 Sections Actual: 11 sections	Baseline less 2 Sections
Percent of students proficient in English Language Arts on the CAASPP - Students with Disabilities Source: CAASPP - CDE	2017-18 baseline: 15%	Metric introduced for 2018-19. Actual: 15%	Baseline + 2% Actual: 10%	Baseline + 3%
Percent of Participation in the CAASPP English Language Arts - Students with Disabilities **Source: CAASPP - CDE**	2018-19 Baseline: 90.6% from Spring 2018 CAASPP			Baseline + 4.4%

Percentage of Students in Grades TK-2 Screened for Dyslexia.	2018-19 baseline: 0% Currently, no students in Grades TK-2 participate in universal screening for dyslexia.			Baseline + 95%

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)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	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)	**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)

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	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.1 Direct instruction in English Language Arts with district adopted instructional materials.	1.1 Direct instruction in English Language Arts with district adopted instructional materials. (Combined 2017-18 Actions 1.1 and 1.2.)	1.1 Direct instruction in English Language Arts with district adopted instructional materials.
1.2 District will continue process to pilot and adopt Common Core English Language Arts materials.	1.2 Assessment with district adopted formative reading and writing assessment in elementary three times a year. Frequent formative assessments will be	1.2 Assessment with district adopted formative reading and writing assessment in elementary three times a year. Frequent formative assessments will be

	given and results will be analyzed to determine instructional strategies for student learning and interventions, as needed. (Combined 2017-18 Actions 1.3 and 1.4.)	given and results will be analyzed to determine instructional strategies for student learning and interventions, as needed.
1.3 Assessment with district adopted formative reading and writing assessment three times a year.	(Included in Action 1.2 above.)	**1.3 District will universally screen TK-2 students at least three times per year for identification of at-risk literacy factors for early intervention. (New Action)**
1.4 Frequent formative assessments will be given and results will be analyzed to determine instructional strategies for student learning and interventions, as needed.	(Included in Action 1.2 above.)	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1.1, 1.2 $60,000 1.3, 1.4 $40,000	1.1 $30,000, 1.2 $100,000	1.1 $164,000, 1.2 $100,000, 1.3 $25,000
Source	1.1, 1.2 Lottery Materials 1.3, 1.4 LCFF Base Grant	1.1, Lottery Materials, 1.2, LCFF Base Grant	1.1, Lottery Materials, 1.2, LCFF Base Grant, 1.3, Low Performing Student Block Grant
Budget Reference	1.1, 1.2, 1.3, 1.4 Object code: 4000	1.1, Object code: 4000 1.2 Certificated and Classified salaries and benefits, Object code: 1000,2000,3000 and materials 4000	1.1 Object code: 4000 1.2 ($50,000) Certificated and Classified salaries and benefits, Object code: 1000,2000,3000 and ($50,000) materials 4000 1.3 Certificated and Classified salaries and benefits, Object code: 1000,2000,3000 and materials 4000

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)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	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)	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)

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	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.1 Class sizes in Grades TK-3 are reduced to 24-to-1 as opposed to the district norm of 34-to-1 allow for intensive small group instruction in ELD and literacy.	2.1 Continuing class sizes in Grades TK-3 at a reduced ratio of 24-to-1 as opposed to the district norm of 34-to-1 allow for intensive small group instruction in ELD and literacy.	2.1 Continuing class sizes in Grades TK-3 at a reduced ratio of 24-to-1 as opposed to the district norm of 34-to-1 allowing for intensive small group instruction in English Language Development and literacy.
2.2 Spanish for Native Speakers classes offered in Intermediate and High School to enhance language acquisition and literacy.	2.2 Spanish classes offered in Intermediate and High School to enhance language acquisition and literacy for English Language Learners.	2.2 Spanish classes offered in Intermediate and High School to enhance language acquisition and literacy for English Language Learners.

		2.3 Provide dual language preschool for eligible Migrant and at-risk students. (New Action)
		2.4 Facilitate Big Lift Collaborative to continue to align Preschool through Grade 3 literacy, improve family engagement strategies, and develop community partnerships. (New Action)

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	2.1 $660,000 2.2 $183,000	2.1 $660,000 2.2 $183,000	2.1 $4,200,000 2.2 $405,000 2.3 No cost 2.4 No cost
Source	2.1 LCFF Base Grant 2.2 LCFF Supplemental Grant	2.1 LCFF Base Grant 2.2 LCFF Supplemental Grant	2.1 LCFF Base Grant 2.2 LCFF Supplemental Grant
Budget Reference	2.1, 2.2 Certificated salaries and benefits, Object code: 1000, 3000	2.1, 2.2 Certificated salaries and benefits, Object code: 1000, 3000	2.1, 2.2 Certificated salaries and benefits, Object code: 1000, 3000

Action 3

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)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

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 and Low Income	LEA-wide	All Schools

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	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.1 Elementary students reading below grade level will receive targeted, small group, pull-out reading intervention instruction by certificated reading teachers. (3.6 Full-Time Equivalent)	3.1 Elementary students reading below grade level will receive targeted, small group, pull-out reading intervention instruction by certificated reading teachers. (3.6 Full-Time Equivalent)	3.1 Elementary students reading below grade level will receive targeted, small group, pull-out reading intervention instruction by certificated reading teachers. (3.6 Full-Time Equivalent)
3.2 Technology-enhanced reading intervention will be available to students from Transitional Kindergarten through High School.	3.2 Technology-enhanced reading intervention will be available to students from Transitional Kindergarten through High School.	3.2 Technology-enhanced reading intervention will be available to students from Transitional Kindergarten through High School.

	3.3 Interventions will be coordinated, monitored, and evaluated for efficacy and impact on student achievement. (New Action)	3.3 Interventions will be coordinated, monitored, and evaluated for efficacy and impact on student achievement.
		3.4 Intervention and Common Core-aligned materials will be provided to support students with dyslexia. (New Action)

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	3.1 $396,000 3.2 $100,000	3.1 $400,000 3.2 No cost 3.3 included in Goal 2, Action 1.1	3.1 $408,000 3.2 $50,000 3.3 included in Goal 2, Action 1.1 3.4 $10,000
Source	LCFF Supplemental Grant	3.1 LCFF Supplemental Grant 3.3 LCFF Base Grant	3.1 & 3.2 LCFF Supplemental Grant 3.3 LCFF Base Grant 3.4 Low Performing Student Block Grant
Budget Reference	3.1 Certificated salaries and benefits, Object code: 1000, 3000 3.2 Materials, Object code: 4000	3.1, 3.3 Certificated salaries and benefits, Object code: 1000, 3000	3.1, 3.3 Certificated salaries and benefits, Object code: 1000, 3000 3.2 Materials, Object code: 4000 3.4 Materials, Object code: 4000

Action 4

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)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

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	LEA-wide	All schools

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	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.1 District will continue to explore and pilot English Language Development materials aligned with the new English Language Development standards.	4.1 District will complete the piloting and adoption of English Language Development materials aligned with the new English Language Development standards.	4.1 District will continue the piloting and adoption of English Language Development materials aligned with the new English Language Development standards. [Note: the piloting and adoption was not completed during the 2018-19 school year.]
4.2 English Learners will receive both integrated and designated English Language Development on a daily basis to ensure they make the required progress toward state English Language	4.2 English Learners will receive both integrated and designated English Language Development on a daily basis to ensure they make the required	4.2 English Learners will receive both integrated and designated English Language Development on a daily basis to ensure they make the required progress toward state English Language Development assessments

Development assessments.	progress toward state English Language Development assessments.	
4.3 Cunha and Half Moon Bay High School will have dedicated sections of English Language Development (12 sections).	4.3 Cunha and Half Moon Bay High School will have dedicated sections of English Language Development (11 sections).	4.3 Cunha and Half Moon Bay High School will have dedicated sections of English Language Development (10 sections).
4.4 English Learner students will be identified, assessed using California English Language Development Test, and appropriately grouped for instruction. The district is also transitioning into the English Learner Profile Assessment of California	4.4 Create plan for parents stating criteria for reclassification. Plan will include final goals and critical progress benchmarks for parents. Create a baseline for monitoring progress.	4.4 Communicate plan for parents stating criteria for reclassification.
4.5 English Learners will be assessed using the CELDT for initial assessments. In Spring of 2018, students will take the summative ELPAC assessment	4.5 The ELPAC will be used during initial assessments in the Fall and summative assessments in the Spring.	4.5 The ELPAC will be used during initial assessments in the Fall and summative assessments in the Spring.

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	4.1 $20,000 4.2, 4.3, 4.4, 4.5 included in Goal 2, Action 1.1.	4.1 $150,000 4.2, 4.4, included in Goal 2, Action 1.1 4.3 $220,000 4.5 $15,000	4.1 No cost 4.2, 4.4, included in Goal 2, Action 1.1. 4.3 $224,400 4.5 $15,000
Source	4.1 Lottery 4.2, 4.3, 4.4, 4.5 same as Goal 2, Action 1.1.	4.1 Lottery 4.2, 4.4, same as Goal 2, Action 1.1. 4.3 LCFF Supplemental 4.5 LCFF Supplemental	4.2, 4.4, same as Goal 2, Action 1.1. 4.3 LCFF Supplemental 4.5 LCFF Supplemental
Budget Reference	4.1 Object code 4000 4.2, 4.3, 4.4, 4.5 same as Goal 2, Action 1.1.	4.1 Object code 4000 4.2, 4.4, 4.5 same as Goal 2, Action 1.1. 4.3 Certificated salaries and	4.2, 4.4, same as Goal 2, Action 1.1. 4.3, 4.5 Certificated salaries and benefits, Object code: 1000, 3000

		benefits, Object code: 1000, 3000	

Action 5

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)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

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	LEA-wide	All schools

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	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
5.1 Teachers receive direct professional development from the Director of Categorical Programs regarding accessing the curriculum for English Learner students.	5.1 Teachers receive direct professional development on making core academic curriculum accessible for English Learner students.	5.1 Teachers receive direct professional development on making core academic curriculum accessible for English Learner students
5.2 Parents will receive advice and instruction from the Director of Categorical Programs on best strategies they can use to help their children become literate and reclassified.	5.2 Parents will receive guidance on the best strategies they can use to help their children become literate and reclassified, a minimum of three times a year.	5.2 Parents will receive guidance **in language of correspondence** on best strategies they can use to help their children become literate and reclassified, a minimum of three times a year.

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	5.1, 5.2 $130,000	5.1, $125,000 5.2, cost included in 5.1	5.1, $130,000 5.2, cost included in 5.1
Source	LCFF Supplemental Grant	LCFF Supplemental Grant	LCFF Supplemental Grant
Budget Reference	5.1, 5.2 Certificated salaries and benefits, Object code: 1000, 3000	5.1, Certificated salaries and benefits, Object code: 1000, 3000	5.1, Certificated salaries and benefits, Object code: 1000, 3000

Action 6

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)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

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	LEA-wide	All schools

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	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
6.1 Summer intervention programs for target students to support elementary literacy, credit recovery, and A-G course requirements.	6.1 Summer intervention programs for target students to support elementary literacy, credit recovery, and A-G course requirements.	6.1 Summer intervention programs for target students to support elementary literacy, credit recovery, and A-G course requirements.
6.2 New “Jump Start Reclassification” program designed to provide summer intensive interventions and reclassification opportunities to students in Grades 6-12.	6.2 New “Jump Start Reclassification” program designed to provide summer intensive interventions and reclassification opportunities to students in Grades 6-12.	6.2 **As necessary**, the “Jump Start Reclassification” program **will** provide summer intensive interventions and reclassification opportunities to students entering Grades 6-12.
6.3 Students reading below grade level will receive after school intervention.	6.3 Students reading below grade level will receive after school intervention.	6.3 Students reading below grade level will receive after school intervention.

	6.4 New “Summer Bridge” program designed to provide summer intensive intervention and smooth transitions for at risk students from elementary to middle school and middle to high school. (New Action)	6.4 **Expand** “Summer Bridge” program to provide summer intensive intervention and smooth transitions for at risk students from middle to high school **and from elementary and to middle school.** [Note: The elementary to middle school program was not started during the 2018-19 school year.]

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	6.1 $50,000 6.2 $80,000 6.3 $128,000	6.1 $50,000 6.2 $80,000 6.3 $128,000 6.4 $12,000	6.1 $50,000 6.2 $12,000 6.3 $128,000 6.4 $12,000
Source	6.1 Big Lift, LCAP Supplemental 6.2 LCFF Supplemental 6.3 ASCS/Dolphin Club	6.1 Big Lift (15k), LCFF Supplemental (35k) 6.2 LCFF Supplemental 6.3 ASCS/Dolphin Club 6.4 LCFF Supplemental	6.1 Big Lift (15k), LCFF Supplemental (35k) 6.2 LCFF Supplemental 6.3 ASCS/Dolphin Club 6.4 LCFF Supplemental
Budget Reference	6.1 Certificated salaries and benefits, Object code: 1000, 3000 6.2 Certificated salaries and benefits, Object code: 1000, 3000 6.3 Classified salaries, benefits, and materials, Object code: 1000, 2000, 3000, 4000	6.1 Certificated salaries and benefits, Object code: 1000, 3000 6.2 Certificated salaries and benefits, Object code: 1000, 3000 6.3 Classified salaries, benefits, and materials, Object code: 1000, 2000, 3000, 4000 6.4 Certificated salaries and benefits, Object code: 1000, 3000	6.1 Certificated salaries and benefits, Object code: 1000, 3000 6.2 Certificated salaries and benefits, Object code: 1000, 3000 6.3 Classified salaries, benefits, and materials, Object code: 1000, 2000, 3000 6.4 Certificated salaries and benefits, Object code: 1000, 3000

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 2

Increase the percentage of students who are engaged in curriculum that prepares them to be college or career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7 and 8

Local Priorities: Alternative Education

Identified Need:

Examination of student achievement data in Goal 2 reveals areas of strength and consistent progress, including the number of students participating in our College Credit classes including Advanced Placement, Middle College, and Early College courses, which has increased from 44.6% to 48.8%.

There continue to be areas of inconsistent progress, such as the completion of A-G requirements. The High School has reported through anecdotal evidence that students are not choosing to complete A-G requirements as much as they have in the past due to the availability of the Promise initiative at the local Community College District that currently provides one year of free tuition and will be expanding the program to two years of free tuition.

In addition to looking at trends in the measurable outcomes, we also considered the comments from our stakeholder groups from the LCAP input process. The themes that we heard regarding Goal 2 for College and Career Readiness is: (1) Valuing Advancement Via Individual Determination (AVID), (2) Appreciation for having options for both college and career, (3) request for improving the process for screening at-risk students and providing timely support across academics, behavior, and social supports, (4) and more technology integration.

We also want to address aspects of Performance Indicator Review (PIR) within Goal 2, which acknowledges the need for us to better monitor the progress of our Students with Disabilities as well as the services that we provide for those students. Based on this information, we recognize that we need to increase the participation rate for Students with Disabilities on the CAASPP as well as improve the overall proficiency as well as how we serve students to provide appropriate options for the Least Restrictive Environment (LRE).

With this information, we are adding new metrics for the 2019-2020 metrics, actions and services in Goal 2. First of all, we are adding the percentage of students with Disabilities participating in the CAASPP in Mathematics. In response to the PIR, we will also measure the percentage of students with Disabilities placed in Non-Public school setting for Special Education services, to monitor our effectiveness in meeting the needs of our students in the Least Restrictive Environment.

For actions and services, we are adding professional development aligned with Multi-tiered Systems of Support within Goal 2, Action 1.3, and increasing inclusive program options for Students with Disabilities with Autism Spectrum Disorder and mental health disabilities in Goal 2, Action 4.7.

For easy reference, new metrics and actions have been written in bold.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percent of students proficient on Early Assessment Program - Math Source: CAASPP CDE	38.9%	Target: Baseline +5% Actual: 37.2%	Target: Baseline + 10% Actual: 42.1%	Baseline + 6%
Percent Completion of A-G Course Requirements - All Students	HMBHS: 57.4%	Target: Baseline + 2%	Target: Baseline + 4%	Baseline + 6%

Source: CDE DataQuest	CUSD: 53.9%	Actual: HMBHS: 57.0% CUSD: 53.8%	Actual: HMBHS: 52.5% CUSD: 49.6%	
Percent Completion of A-G Course Requirements - English Learners Source: CDE DataQuest	CUSD: 12.5%	Target: Baseline + 2% Actual: HMBHS: 6.7%	Target: Baseline + 4% Actual: HMBHS: 14.3% CUSD: 9.1%	Baseline + 6%
Percent Completion of A-G Course Requirements - Socioeconomically Disadvantaged Students Source: CDE DataQuest	CUSD: 38.9%	Target: Baseline + 2% Actual: 27.2%	Target: Baseline + 4% Actual: 29.0%	Baseline + 6%
Percent of students participating in College Credit Courses (Early College or Advanced Placement) Source: Infinite Campus Student Information System	44.6%	Target: Baseline + 2% Actual: 42.6%	Target: Baseline + 4% Actual: 48.8%	Baseline + 6%
Number of Early College course credits available to students Source: Infinite Campus Student Information System	6.0 course credits	Baseline + 3.0 course credits Actual: 9.0 course credits	Baseline + 6.0 course credits Actual: 12.0 course credits	Baseline + 9.0 course credits

Participation in Advancement Via Individual Determination Source: Infinite Campus Student Information System	95 students at HMBHS 87 students at Cunha	Target: HMBHS: Baseline + 5% Cunha: Baseline + 5% Actual: 99 students at HMBHS 71 students at Cunha	Target: HMBHS: Baseline + 10% Cunha: Baseline + 10% Actual: 101 students at HMB HS 50 students at Cunha	HMBHS: Baseline + 15% Cunha: Baseline + 15%
Percentage of AVID students who apply to post-secondary Source: Local Reports	95%	Target: Maintain ≥ 95% Actual: 100%	Target: Maintain ≥ 95% Actual: 100%	Maintain ≥ 95%
Percent of students proficient in Mathematics on the CAASPP - All Students Source: CAASPP CDE	Grade 3: 41.0% Grade 5: 36.2% Grade 8: 31.8% Grade 11: 39.0%	Target: Baseline + 3% Actual: Grade 3: 45.5% Grade 5: 31.9% Grade 8: 28.4% Grade 11: 37.2%	Target: Baseline + 3% Actual: Grade 3: 48.86% Grade 5: 29.52% Grade 8: 42.52% Grade 11: 42.59%	Baseline + 3%
Percent of students proficient in Mathematics on the CAASPP - English Learners Source: CAASPP CDE	Grade 3: ~~6%~~ 10% Grade 5: ~~11%~~ 2% Grade 8: 0% Grade 11: ~~3%~~ 0% (Percentages were	Target: Baseline + 3% Actual: Grade 3: 8% Grade 5: 5% Grade 8: 0%	Target: Baseline + 3% Actual: Grade 3: 19.18% Grade 5: 1.72% Grade 8: 3.03%	Baseline + 3%

	corrected to be consistent and accurate with published data.)	Grade 11: 0%	Grade 11: 5%	
Percent of students proficient in Mathematics on the CAASPP - Socioeconomically Disadvantaged Source: CAASPP CDE	Grade 3: 17% Grade 5: 10% Grade 8: 8% Grade 11: 13%	Target: Baseline + 3% Actual: Grade 3: 25% Grade 5: 11% Grade 8: 12% Grade 11: 13%	Target: Baseline + 6% Actual: Grade 3: 27% Grade 5: 7.21% Grade 8: 23.63% Grade 11: 18.75%	Baseline + 9%
Percent of students who have passed an AP exam with score of 3 or higher Source: College Board	~~74%~~ ~~68%~~ 66.0% (Percentage was updated in 2018-19 LCAP and again in 2019-20 LCAP to be consistent and accurate with published data.)	Target: Baseline + 2% Actual: ~~73%~~ 69.5% (Percentage was updated in the 2019-20 LCAP to be consistent and accurate with published data.)	Target: Baseline + 4% Actual: 65.2%	Baseline + 6%
State Priority 2 - Implementation of Academic Standards: Reflection Tool Average District Score Source: CA Dashboard	2.4	Target: Baseline + 0.5 Actual: ~~3.8~~ 3.7	Target: Baseline + 1.0 Actual: 3.9	Baseline +1.5

		(Score was updated to be consistent with published data.)		
Percent of students proficient in Math on the CAASPP - Students with Disabilities Source: CAASPP - CDE	2017-18 baseline: ~~24%~~ 8% (Percentage was updated to be consistent and accurate with published data.)	Metric introduced for 2018-19. Actual: ~~24%~~ 8% (Percentage was updated to be consistent and accurate with published data.)	Target: Baseline + 2% Actual: 8%	Baseline + 3%
Percent of Participation in the CAASPP Math - Students with Disabilities	2018-19 Baseline: 92.2% from Spring 2018 CAASPP - Math			Baseline + 2.8%
Percent of Students with Disabilities placed in Non-Public School settings for Special Education services	2018-19 baseline: 4.1%			Baseline - 0.1%

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)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	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)	**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)

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	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.1 Instruction from appropriately qualified and certificated teachers and classified staff. Retention of highly qualified district and school site administration. Ensure that salaries are competitive with neighboring districts to attract and retain certificated staff and ensure assignments are appropriate to certification.	1.1 Instruction from appropriately qualified and certificated teachers and classified staff. Retention of highly qualified district and school site administration. Ensure that salaries are competitive with neighboring districts to attract and retain certificated staff and ensure assignments are appropriate to certification.	1.1 Instruction from appropriately qualified and certificated teachers and classified staff. Retention of highly qualified district and school site administration. Ensure that salaries are competitive with neighboring districts to attract and retain certificated staff and ensure assignments are appropriate to certification.

1.2 New teachers will receive support through the Beginning Teacher Support and Assessment (BTSA) program.	1.2 New teachers will receive support through the Induction Program. Beginning Teacher Support and Assessment (BTSA) program.	1.2 New teachers will receive support through the Beginning Teacher Support and Assessment (BTSA) program.
1.3 Professional development will be provided to at least 90% of faculty: Math teachers K-12 English Language Arts K-12 ELD Standards and instructional strategies in K-12 Science teachers K-12 focused on Next Generation Science Standards Integration of technology into the curriculum Gathering and analyzing student performance data, including formative and summative assessment.	1.3 Professional development will be provided to at least 90% of faculty: Math teachers K-12 English Language Arts K-12 ELD Standards and instructional strategies in K-12 Science teachers K-12 focused on Next Generation Science Standards Integration of technology into the curriculum Universal Design for Learning Gathering and analyzing student performance data, including formative and summative assessment.	1.3 Professional development will be provided to faculty: **Multi-Tiered System of Support** **Social Emotional Learning** **Cultural Proficiency** **Comprehension Across Content Areas** Universal Design for Learning Math teachers K-12 English Language Arts K-12 ELD Standards and instructional strategies in K-12 Science teachers K-12 focused on Next Generation Science Standards Integration of technology into the curriculum Gathering and analyzing student performance data, including formative and summative assessment
1.4 Provide professional development support through site-based stipended Common Core Specialist teachers: (2) Pilarcitos High School (7) Half Moon bay High School (7) Cunha Intermediate School (8) Elementary Schools	1.4 Provide site-based stipended Common Core lead teachers: (2) Pilarcitos High School (7) Half Moon bay High School (7) Cunha Intermediate School (12) Elementary Schools	1.4 Provide site-based stipended Common Core lead teachers: (2) Pilarcitos High School (7) Half Moon bay High School
1.5 Elementary: Pilot and select curriculum for math adoption.	1.5 Assessing effectiveness of math instruction and curricular adoptions district-wide. (Combined 2017-18 Actions 1.5, 1.6, 1.7, and 1.8.)	1.5 Continue to implement newly adopted math curriculums and assess effectiveness of math instruction and curricular adoptions district-wide.
1.6 Intermediate: Continue implementation of Math Common Core curriculum and assess effectiveness of curriculum.	1.6 Maintain Fifth Grade District Science teacher. (New Action)	1.6 Maintain Fifth Grade District Science teacher.

1.7 Half Moon Bay High School: Implement new curriculum and assess effectiveness of curriculum.	1.7 Provide cross-district collaboration time for Next Generation Science Standards. (New Action)	1.7 Provide cross-district collaboration time for Next Generation Science Standards.
1.8 Pilarcitos High School: Explore best curriculum and methods of instruction for diverse student population.	1.8 Continue survey of Extended Day programming. Develop a plan for 2019-2020 school year. (Moved from 2017-18 Action 1.9.)	1.8 Implementation of Extended Day Programing 2019-2020.
1.9 Survey of Extended Day Programming, Development of Plan for 2018-2019.	(Included in 1.8 above.)	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1.1 $21,691,563 1.5 $200,000 1.6 $200,000 1.7 $200,000 1.8 $200,000 1.9 No Cost	1.1 $24,161,384 1.2 $100,000 1.3 $5,000 1.4 $12,000 1.5 No cost 1.6 No cost 1.7 No cost 1.8 No cost	1.1 $17,582,720 1.2 $60,000 1.3 $20,000 1.4 No cost 1.5 No cost 1.6 $60,000 1.7 $5,000 1.8 $10,000
Source	1.1 $14,902,000 Local Control Funding Formula Base Grant, $436,563 Local Control Funding Formula Supplemental Grant, $1,098,000 Other Unrestricted $1,200,000 Parcel Tax, $250,000 Cabrillo Education Foundation, $125,000 HMBHS Foundation, $480,000 Migrant $3,200,000 Other Restricted 1.5, 1.6, 1.7, 1.8 $800,000 LCFF	1.1 $18,624,277 Local Control Funding Formula Base Grant, $1,846,383 Parcel Tax, $2,958,665 Other Restricted, $602,059 Reserves deficit spending 1.2 LCFF Supplemental 1.3 Title II 1.4 LCFF Supplemental	1.1 $11,942,041 Local Control Funding Formula Base Grant, $1,919,780 Parcel Tax, $3,720,899 Other Restricted 1.2 LCFF Base 1.3 Low Performing Student Block Grant 1.6 LCFF Base ($20,000) Cabrillo Education Foundation ($40,000) 1.7 Cabrillo Education Foundation

	Base Grant		1.8 LCFF Base
Budget Reference	1.1 Certificated and Classified salaries and benefits, Object code: 1000, 2000, 3000 1.5, 1.6, 1.7, 1.8 Books/Supplies Object code: 4000	1.1 Certificated and Classified salaries and benefits, Object code: 1000, 2000, 3000 1.2 Contracted Services, Object code: 5000 1.3 Certificated salaries and benefits, Object code: 1000,3000 1.4 Certificated salaries and benefits, Object code: 1000,3000	1.1 Certificated and Classified salaries and benefits, Object code: 1000, 2000, 3000 1.2 Certificated salaries and benefits, Object code: 1000,3000 1.3 Certificated salaries and benefits, Object code: 1000,3000 1.6 Certificated and Classified salaries and benefits, Object code:1000,2000,3000 1.7 Materials, Object code: 4000 1.8 Certificated and Classified salaries and benefits, Object code:1000,2000,3000

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)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

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	LEA-wide	All Schools

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	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.1 Provide AVID courses in grades 6th-12th for the purpose of developing a pipeline to support college readiness (8.25 sections).	2.1 Provide AVID courses in grades 6th-12th for the purpose of developing a pipeline to support college readiness (9.25 sections).	2.1 Provide AVID courses in grades 6th-12th for the purpose of developing a pipeline to support college readiness (10.25 sections).
2.2 Provide professional development to AVID teachers.	2.2 Provide professional development to AVID teachers to support new sections and explore AVID elementary. (Combined from 2017-18 Action 2.2 and 2.3.)	2.2 Continue professional development for AVID teachers and administrators.
2.3 Assess interest in AVID elementary for the 2019-20 school year.	2.3 Pilot AVID Excel, which is a research-based program that is designed	2.3 Continue evaluating opportunities for expanding AVID supplemental programs.

	to support Long-Term English Language Learners. (New Action)	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2.1 $165,000 2.2 $64,000 2.3 No Cost	2.1 $205,000 2.2 $80,000 2.3 $64,000	2.1 $205,000 2.2 $25,000 2.3 $129,000
Source	2.1, 2.2 LCFF Supplemental Grant	2.1, 2.2, 2.3 LCFF Supplemental Grant	2.1, 2.2, LCFF Supplemental Grant 2.3 LCFF Supplemental Grant ($104,000) Cabrillo Education Foundation ($25,000)
Budget Reference	2.1 Certificated salaries and benefits, Object code: 1000, 3000 2.2 Certificated salaries and benefits, conferences and travel, Object code: 1000, 3000, 5000	2.1 Certificated salaries and benefits, Object code: 1000, 3000 2.2, 2.3 Certificated salaries and benefits, conferences and travel, Object code: 1000, 3000, 5000	2.1 Certificated salaries and benefits, Object code: 1000, 3000 2.2, 2.3 Certificated salaries and benefits, conferences and travel, Object code: 1000, 3000

Action 3

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)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

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	LEA-wide	All schools

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	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.1 Maintain a minimum of two Early College courses, with college credit, at the Half Moon Bay High School campus.	3.1 Continue with development of Early College courses. (Combined 2017-18 Actions 3.1 and 3.2.)	3.1 Continue with Early College course development.
3.2 Implement additional college credit courses through Early College course development.	3.2 Continue participation in the Middle College Program. (Moved from 2017-18 Action 3.3.)	3.2 Continue participation in the Middle College Program.
3.3 Continue participation in the Middle College Program.	3.3 Continue developing CTE pathways in agriculture, construction, and broadcasting. (Moved from 2017-18 Action 3.4.)	3.3 Continue developing CTE pathways in agriculture, construction, and broadcasting.

3.4 Implement CTE pathways in agriculture, construction, and broadcasting.	3.4 Provide technology-enhanced Credit Recovery and A-G course requirements. (Moved from 2017-18 Action 3.6.)	3.4 Provide technology-enhanced Credit Recovery and A-G course requirements.
3.5 Plan technology CTE pathway.	3.5 Articulation of CTE technology pathway with elementary and middle school programs.	3.5 Develop at least one Career Technical Education pathway aligned with San Mateo Community College District certification programs.
3.6 Provide technology-enhanced Credit Recovery and A-G course requirements.	(Included in Action 3.4 above.)	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	3.1 $60,000 3.2 No Cost 3.3 $40,000 3.4 $120,000 3.5 No Cost	3.1 $80,000 3.2 $40,000 3.3 No Cost 3.4 $140,000 3.5 No Cost	3.1 $80,000 3.2 $40,000 3.3 $100,000 3.4 $83,100 3.5 $25,000
Source	3.1, 3.4 LCFF Supplemental Grant 3.3 LCFF Base Grant	3.1, LCFF Supplemental Grant 3.2 LCFF Base Grant 3.4 LCFF Supplemental Grant	3.1 LCFF Supplemental Grant 3.2 LCFF Base Grant 3.3 LCFF Base Grant 3.4 LCFF Supplemental Grant 3.5 LCFF Base Grant
Budget Reference	3.1, 3.4 Certificated salaries and benefits, Object code: 1000,3000, 3.3 Object code 5000	3.1, 3.4 Certificated salaries and benefits, Object code: 1000,3000 3.2 Contracted Services, Object code: 5000	3.1, Certificated salaries and benefits, Object code: 1000,3000 3.2 Contracted Services, Object code: 5000 3.3 Certificated salaries and benefits, Object code: 1000,3000 3.4 Contracted Services, Object code: 5000

			3.5 Certificated salaries and benefits, Object code: 1000,3000

Action 4

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)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
Students with Disabilities	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)	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)

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
None	New	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	4.1 Students with disabilities Special Education (SPED) students will be taught by highly qualified teachers, in the Least Restrictive Environment, using grade level curriculum with appropriate accommodations according to their Individualized Education Programs (IEPs).	4.1 Students with disabilities who receive Special Education services will be taught by highly qualified teachers, in the Least Restrictive Environment, using grade level curriculum with appropriate accommodations according to their Individualized Education Programs (IEPs).
	4.2 Students with IEPs will have academic goals aligned with state standards.	4.2 Students with IEPs will have academic goals aligned with state standards
	4.3 Students' IEPs will be reviewed no less than annually, with goals and	4.3 Students' IEPs will be reviewed no less than annually, with goals and

	services updated as reflected by revised IEPs.	services updated as reflected by revised IEPs. **Baselines will be quantifiable and goals will be aligned with the Common Core standards.**
	4.4 General Education and Education Specialists SPED teachers will collaborate to plan and develop instructional strategies in order to meet the needs of diverse learners, including students with IEPs, within the Least Restrictive Environment.	4.4 General Education teachers and Education Specialists will collaborate to plan and develop instructional strategies in order to meet the needs of diverse learners, including students with IEPs, within the Least Restrictive Environment.
	4.5 Gen Ed and Education Specialists SPED teachers will participate in professional learning development together to develop capacity to ensure students with IEPs have in order to provide access to grade level instructional curriculum, data based decision making, standard aligned goals, and ongoing progress monitoring. for students with IEPs.	4.5 General Education teachers and Education Specialists will participate in professional learning together to develop capacity to ensure students with IEPs have access to grade level instructional curriculum, data based decision making, standard aligned goals, and ongoing progress monitoring for students with IEPs.
	4.6 Professional learning development will be provided to teachers and paraprofessionals in co-teaching/collaborative instructional models and specialized instruction in order to provide access for students with IEPs to the general education GE curriculum and classrooms.	4.6 Professional learning will be provided to teachers and paraprofessionals in co-teaching/collaborative instructional models and specialized instruction in order to provide access for students with IEPs to curriculum in the General Education classroom.
		4.7 Increase inclusive program options for students with disabilities with Autism Spectrum Disorder and mental health disabilities by developing a comprehensive continuum of services and supports to effectively serve students in the school district. (New Action)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		4.1 $6,431,924 4.2 No cost 4.3 No cost 4.4 No cost 4.5 $5,000 4.6 $5,000	4.1 $7,033,789 4.2 No cost 4.3 No cost 4.4 No cost 4.5 No cost 4.6 No Cost 4.7 No cost
Source		4.1, 4.5 LCFF Base Grant (4,415,000), Restricted Special Education funding (2,016,924)	4.1, 4.5, 4.6 LCFF Base Grant (4,921,035), Restricted Special Education funding (2,112,754)
Budget Reference		Certificated salaries, benefits, materials, and services, Object code: 1000, 3000	4.1, Certificated salaries, benefits, materials, and services, Object code: ($4,405,589) 1000, 2000, 3000, ($2,628,200) 4000, 5000, 7000

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 3

Implement a stakeholder communication plan to support parental involvement and regular updates.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities: n/a

Identified Need:

The main areas of improvement in Goal 3 has shown inconsistent progress. First of all, there has been positive progress in our Parent Engagement events through the District's work with the Family Engagement Institute. We have also been able to improve representation of Unduplicated families in our School Site Councils and have been able to maintain a minimal 50% representation on our Superintendent Parent Advisory Committee. Our parent survey, including both participation as well as our scores in Barriers to Engagement and Family Engagement sub-categories has not reflected growth.

We have also taken into consideration the input from our LCAP Community Input meetings. Themes that we heard were: (1) Appreciation for the outreach and support for Spanish-speaking families, (2) Concerns about drugs, alcohol, and vaping, (3) request for improved use of technology as a tool for communication, and (4) a request for more frequent communication about student-specific progress.

We took into account our progress toward annual measurable outcomes as well as the LCAP input meetings as we planned our revision for Goal 3. We have added drugs, alcohol, and vaping as a necessary topic through our wellness services (Goal 3, Action 1.4). We have also included two particular ways of addressing more students specific

communication, particularly in Goal 3, Action 1.9 for mandatory communication for students with Ds and Fs to provided targeted strategies for improvement to families, and Goal 3, Action 2.4 to have conferences at least once a year to inform parents where their children are on the continuum of English Language Development and what parents can do to support their children.

For easy reference, new metrics and actions have been written in bold.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percent participation of parents of Unduplicated Pupils* as representatives on School Site Council and the Superintendent Parent Advisory Committee (PAC) Note: Unduplicated Pupils include English Learners, Socio-economic Disadvantaged, and Foster Youth. Source: Local Reports	School Site Council District Average: 35% Superintendent PAC: 50%	Target: Baseline + 3% Actual: School Site Council Average: 41% Superintendent PAC: 60%	Baseline + 6% SSC District Average: 42% Superintendent PAC: 50%	Baseline +9%
Parent Participation on Panorama Survey Data Source: Panorama Survey	~~25%~~ 21.2% participation (2016-17 Baseline percentage was updated for accuracy using exact number of families as the total population.)	Target: Baseline + 3% Actual: ~~32%~~ 29.9% participation (Percent was updated for accuracy using exact number of families as the total	Target: Baseline + 6% Actual: 26.0%	Baseline + 9%

		population.)		
Panorama Survey - Parent Survey Source: Panorama Survey	Barriers to Engagement: ~~4.27~~ 4.3 Family Engagement: ~~3.04~~ 3.0 (2016-17 scores were rounded to the accuracy of the 2017-18 scores.)	Target: Barriers to Engagement: Maintain > 4.0 Family Engagement: Baseline + 0.3 Actual: Barriers to Engagement: 4.2 Family Engagement: 2.9	Barriers to Engagement: Maintain > 4.0 Family Engagement: Baseline + 0.6 Actual: Barriers to Engagement: 4.2 Family Engagement: 2.9	Barriers to Engagement: Maintain > 4.0 Family Engagement: Baseline + 0.9
Average Number of Parent Engagement Events per Site Source: Local Reports	1 Parent Engagement Event	Target: 2 Parent Engagement Events Actual: 3 Parent Engagement Events	3 Parent Engagement Events Actual: 4 Parent Engagement Events	3 Parent Engagement Events

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)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All school

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)

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	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.1 Webmaster will update and maintain District and schools' websites	1.1 District will improve communication through the use of technology including robocalls, screencasts, websites, and social media. (Combined from 2017-18 Action 1.1 and 1.2.)	1.1 District will continue to implement identified common methods of preferred communication strategies across the school sites.
1.2 District will continue to explore improved communication through technology including robocalls,	1.2 School sites that did not participate in the Family Engagement Institute during the 2017-2018 school year will participate,	1.2 Schools will continue to utilize practices from the Family Engagement Institute to create and implement current

screencasts, and social media to identify common methods of preferred communication.	including creating specific action plans for the schools to support family engagement around student learning. (New Action)	plans for schools to support family engagement around student learning.
1.3 Sites will implement at least 2 parent engagement meetings to discuss tailored to site-identified parent needs.	1.3 Sites will implement at least 3 parent engagement events to discuss tailored to site-identified parent needs.	1.3 Sites will implement at least 4 parent engagement events to discuss tailored to site-identified parent needs.
1.4 Begin wellness services that include parent outreach.	1.4 Continue wellness services that include parent outreach.	1.4 Continue wellness services with parent outreach **that include at least one event on drugs, alcohol, and vaping.**
1.5 Continue to provide a District-wide Panorama Climate Survey to ensure that our schools are serving the needs of all families.	1.5 Continue to provide a District-wide Panorama Climate Survey to ensure that our schools are serving the needs of all families.	1.5 Continue to provide a District-wide Panorama Climate Survey to ensure that our schools are serving the needs of all families.
	1.6 Set up parent advisory committees to facilitate a dialogue with families and the school district with the purpose of improving safety, communication, and learning. (New Action)	1.6 Sites to work closely with School Site Councils on School Site Safety Plans and the School Plans for Student Achievement with the purpose of improving safety, communication, and learning.
	1.7 Set up a special education Coastside parent advisory committee to facilitate a dialogue with families and the school district with the purpose of understanding services and resources that are needed to support students with specific learning needs to work in partnership with students and families; creating opportunities for connections that nurture our students and enrich our community. (New Action)	1.7 Continue the Coastside Advisory Committee for access and inclusion to build a network of families, resources, communication and ongoing parent education events. Increase connections and understand of the the processes in place supporting student with disabilities.
	1.8 Evaluate current practices in communicating student progress. Identify best practices and procedures to communicate with families in a timely manner regarding student progress, ways to support student learning at home and critical information about school. (New Action)	1.8 Implementing District-wide protocols and procedures to communicate with families in a timely manner regarding student progress, ways to support student learning at home and critical information about school.

		1.9 Mandatory communication with parents of students with Ds and Fs at Secondary Schools for notification and to provide targeted strategies for improvement. (New Action)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1.1 $15,000 1.2 No Cost 1.3 No Cost 1.4 No Cost 1.5 $13,500	1.1 $15,000 1.2 No Cost 1.3 No Cost 1.4 $5,000 1.5 $13,500 1.6 No Cost 1.7 No Cost 1.8 No Cost	1.1 $20,000 1.2 No Cost 1.3 No Cost 1.4 $5,000 1.5 $13,500 1.6 No Cost 1.7 No Cost 1.8 No Cost 1.9 $1,000
Source	1.1 & 1.5 LCFF Base Grant	1.1, 1.4, 1.5 LCFF Base Grant	1.1, 1.4, 1.5 LCFF Base Grant 1.9, Low Performing Student Block Grant
Budget Reference	1.1 & 1.5 Contracted Services, Object code: 5000	1.1 & 1.5 Contracted Services, Object code: 5000 1.4 Materials, Object code: 4000	1.1 & 1.5 Contracted Services, Object code: 5000 1.4 Materials, Object code: 4000 1.9 Certificated salaries and benefits, Object code: 1000,3000

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)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

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	LEA-wide	All schools

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	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.1 Continue to provide school sites with bilingual community liaisons to support on-site interpretation and translation as well as parent engagement.	2.1 Bilingual community liaison will be available at all sites to support interpretation and translation as well as parent engagement.	2.1 Bilingual community liaison will be available at all sites to support interpretation and translation as well as parent engagement.
2.2 Provide training for liaisons to improve targeted outreach to families to increase parent engagement.	2.2 Provide training for liaisons to improve targeted outreach to families to increase parent engagement and to improve interpretation and translation skills, especially for meetings with specific education related vocabulary. (Combined from 2017-18 Action 2.2 and 2.3.)	2.2 Provide training for liaisons to improve targeted outreach to families to increase parent engagement and to improve interpretation and translation skills, especially for meetings with specific education related vocabulary.
2.3 Provide training for liaisons to improve interpretation and translation skills, especially for meetings with specific education related vocabulary.	2.3 Provide oral interpretation and written translation services. (Moved from 2017-18 Action 2.4.)	2.3 Provide oral interpretation and written translation services.

2.4 Continue to provide oral interpretation and written translation services.	(Included in Action 2.3 above.)	**2.4 Provide conferences at least once a year to inform parents about where their child is on the continuum of English Language Development and what parents can do to support students. (New Action)**

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2.1, 2.2 $232,702 2.3 $5,000	2.1,$220,000 2.2 $20,000 2.3 $50,000	2.1 $230,000 2.2 $20,000 2.3 $127,000 2.4 $5,000
Source	2.1, 2.2 LCFF Supplemental Grant 2.3 LCFF Base Grant	2.1, 2.2, 2.3 LCFF Supplemental Grant	2.1, 2.2, 2.3 LCFF Supplemental Grant 2.4 Title III
Budget Reference	2.1, 2.2 Classified salaries and benefits, Object code: 2000, 3000 2.3 Object code: 5000	2.1, 2.2 Classified salaries and benefits, Object code: 2000, 3000 2.3 Classified salaries and benefits, Object code: 2000, 3000, Object code: 5000	2.1, 2.2 Classified salaries and benefits, Object code: 2000, 3000 2.3 Classified salaries and benefits, Object code: ($75,000) 2000, 3000, Object code: ($52,000) 5000 2.4 Classified salaries and benefits, Object code: 2000, 3000

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 4

Create a positive school climate where students feel safe and supported.

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6

Local Priorities: n/a

Identified Need:

In Goal 4, we have been able to maintain many of our efforts, including 100% compliance in the Williams Act, our graduation rate, suspension rate, and expulsion rate. Our chronic absence rate has increased slightly over the past three years, and our attendance rate has slightly decreased.

We have also looked at the community input improving our services and actions within Goal 4. Themes from the LCAP input meetings include: (1) appreciation for wellness services, (2) requesting more systematic enrichment and engagement for students, (3) improving practices for diversity and inclusion strategies, and (4) identifying at-risk students to provide faster access to appropriate services.

In taking into consideration our annual measurable outcomes and our community input, we have added some new actions and services. First of all, in Goal 4, Action 1.1.0, we will be providing cultural competency and inclusivity training for all employees. In order to address the needs of all students, we will also provide school sites with behavioral intervention strategies (Goal 4, Action 1.11). In order to better identify at-risk students to provide faster access to appropriate services, we are revising Goal 4, Actions 4.1 and 4.2 to better develop and communicate our plan for Multi-Tiered Systems of

Support. In addition, we have added Goal 4, Actions 4.3 and 4.4 to enhance our ability for identification and progress monitoring of at-risk students.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Compliance with the Williams Act: Facilities Source: Local Reports	Maintain 100% compliance with Williams Act	Target: Maintain 100% compliance. Actual: 100% compliance	Target: Maintain 100% compliance. Actual: 100% compliance	Maintain 100% compliance.
Compliance with the Williams Act: Teacher Authorizations Source: Local Reports	Maintain 100% compliance with Williams Act	Target: Maintain 100% compliance. Actual: 100% compliance	Target: Maintain 100% compliance. Actual: 100% compliance	Maintain 100% compliance.
Compliance with the Williams Act: Instructional Materials Source: Local Reports	Maintain 100% compliance with Williams Act	Target: Maintain 100% compliance. Actual: 100% compliance	Target: Maintain 100% compliance. Actual: 100% compliance	Maintain 100% compliance.
Attendance Rate Source: Infinite Campus Student Information System	96.2%	Target: Maintain > 96% Actual: 96.1%	Target: Maintain > 96% Actual: 95.72%	Maintain > 96%

Chronic Absence Source: Student Absence Summary (STAS) reported to CALPADS	~~7.4%~~ 8.6% (Percentage was corrected for consistency and accuracy with the 2016-17 metric, which was pulled from the Student Absence Summary (STAS) reported to CALPADS.)	Target: Baseline - 0.1% Actual: 2016-17 9.1%	Target: Baseline - 0.2% Actual:2017-18 9.4%	Baseline - 0.3%
Truancy Rate Source: Local Reporting	~~22.4%~~ 22.2% (Percentage was adjusted for consistency and accuracy with the 2016-17 percentage.)	Target: Baseline - 0.1% Actual: 23.9%	Target: Baseline - 0.2% Actual: 26%	Baseline - 0.3%
Suspension Rate Source: CDE DataQuest	~~3.0%~~ 3.6% (Percentage was adjusted to be consistent and accurate with published data.)	Target: Maintain < 3.0% Actual: 2.6%	Target: Maintain < 3.0% Actual: 2.2%	Maintain < 3.0%
Expulsion Rate Source: CDE DataQuest	~~<0.2%~~ 0.00 % (Percentage was adjusted to be consistent and accurate	Target: Maintain < 0.2% Actual: 0.06%	Target: Maintain < 0.2% Actual: 0.003%	Maintain < 0.2%

	with published data.)			
High School Dropout Rate* Source: CDE DataQuest	HMBHS (2015-16): ~~0.4%~~ 0.3% CUSD (2015-16): ~~3.6%~~ 1.1% CUSD sub-groups: English Learners (EL): ~~10.2%~~ 2.7% Socio-economic Disadvantaged (SED): ~~6.2%~~ Not published. Hispanic: ~~5.0%~~ Not published. (Percentages have been corrected to be consistent and accurate with published data. In order to maintain consistency and accuracy, we are only updating published data.)	Target: HMBHS: Maintain < 1% CUSD: Maintain < 4% <u>CUSD sub-groups</u> English Learners (EL): Baseline - 2% SED: Baseline - 1% Hispanic: Maintain - 0.5% Actual: HMBHS: 0.3% CUSD: 1.1% <u>CUSD sub-groups</u> English Learners (EL): 2.0% SED: Not published. Hispanic: Not published.	Target: HMBHS: Maintain < 1% CUSD: Maintain < 4% <u>CUSD sub-groups:</u> EL: Baseline - 4% Actuals: HMB HS: 0.8% CUSD: 1.1% <u>CUSD sub-groups</u> EL: 4.2% (CUSD) SED: n/a Hispanic: n/a	HMBHS: Maintain < 1% CUSD: Maintain < 4% Revised Target: <u>CUSD sub-groups</u>: ~~EL: Baseline - 6%~~ EL: Baseline + 0% (Target was revised because of corrected baseline for English Learners.)
Middle (Intermediate) School Dropout Rate Source: CDE DataQuest	~~<0.1%~~ 0.0%	Target: Maintain < 0.2% Actual: 1 Student Percentage not published.	Target: Maintain < 0.2% Actual: No Drop outs at Middle School	Maintain < 0.2%
High School Graduation Rate Source: DataQuest	HMBHS: 97.2% CUSD 89.8%	Target: HMBHS: Maintain > 96% CUSD: Baseline + 1%	Target: HMBHS: Maintain > 96% CUSD: Baseline + 2%	HMBHS: Maintain > 96% CUSD: Baseline + 3%

Four-Year Adjusted Cohort Outcome	<u>CUSD sub-groups</u> English Learners (EL): 76.3% Socio-economically Disadvantaged (SED): 80.6% Hispanic: 82.5%	<u>CUSD sub-groups</u> EL: Baseline + 3% SED: Baseline + 2% Hispanic: Baseline + 1% Actual: HMBHS: 95.9% CUSD: 90.2% CUSD EL: 88.2% CUSD SED: 84.8% CUSD Hispanic: 90.8%	<u>CUSD sub-groups</u> EL: Baseline + 6% SED: Baseline + 4% Hispanic: Baseline + 2% Actual: HMB HS: 96.80% CUSD: 92.91% CUSD EL: 85.42 % CUSD SED: 92.37 % CUSD Hispanic: 91.53%	<u>CUSD sub-groups</u> EL: Baseline + 9% SED: Baseline +6% Hispanic: Baseline + 3%
Panorama Survey - Student Survey Source: Panorama Survey	School Climate: ~~Grades 5-12:~~ ~~3.7 points (Grade 5-12)~~ Grade 5: 3.8 points Grade 6-12: 3.4 points School Safety: ~~Grade 5-12:~~ ~~4.07 points~~ Grade 5: 3.6 points Grade 6-12: 3.7 points (Note that the 2016-17 scores were corrected for consistency and accuracy with the 2017-18 score.)	Target: <u>School Climate</u> Baseline + 0.1 <u>Safety</u> Maintain > 4.0 Actual: <u>School Climate</u> Grades 5: 3.8 points Grades 6-12: 3.3 points <u>Safety</u> Grades 5: 3.6 points Grades 6-12: 3.6 points	Target: <u>School Climate</u> Baseline + 0.2 <u>Safety</u> ~~Maintain > 4.0~~ Baseline + 0.2 Actual: <u>School Climate</u> Grades 5: 3.6 points Grades 6-12: 3.1 points <u>Safety</u> Grades 5: 3.6 points Grades 6-12: 3.5 points	<u>School Climate</u> Baseline + 0.3 <u>Safety</u> ~~Maintain > 4.0~~ Baseline + 0.3
High School Graduation Rate - Students with Disabilities Source: CA School Dashboard	Baseline set in 2017-18: ~~77.3%~~ 83.4%	Actual: ~~77.3%~~ 83.4%	Target: Baseline + 2% Actual: 78.3%	Baseline + 4%

	2018 Dashboard adjustment using new business rules for calculating graduation rate.			

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)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	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)	**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)

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	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.1 School facilities are maintained and in good repair.	1.1 School facilities are maintained and in good repair.	1.1 School facilities are maintained and in good repair.

1.2 Continue to implement Positive Behavior Intervention and Supports (PBIS) through the implementation of school-wide behavioral expectations, positive behavior recognition, and explicit instruction on appropriate behaviors.	1.2 All schools shall use Positive Behavior Intervention and Supports (PBIS) as a tool to enhance school safety and climate through the implementation of school-wide behavioral expectations, positive behavior recognition, and explicit instruction on appropriate behaviors.	1.2 All schools shall use Positive Behavior Intervention and Supports (PBIS) as a tool to enhance school safety and climate through the implementation of school-wide behavioral expectations, positive behavior recognition, and explicit instruction on appropriate behaviors.
1.3 Identify site-based data to determine the effectiveness of PBIS strategies.	1.3 Site-based intervention teams will analyze data to identify at-risk students and target them for support. Improve use of site-based data to identify students in need of support and recognize students who have demonstrated improvements.	1.3 Site-based intervention teams will analyze data to identify at-risk students and target them for support.
1.4 Ongoing monitoring by District Office administration of school site adherence to interventions to reducing truancy: daily parental contact, parent conferences with teachers, assigning appropriate disciplinary consequences, counseling referrals, attendance letters, referrals to Student Study Teams, and site/district SARB meetings.	1.4 Continue ongoing monitoring by District Office administration of school site adherence to interventions to reducing truancy: daily parental contact, parent conferences with teachers, assigning appropriate disciplinary consequences, counseling referrals, attendance letters, referrals to Student Study Teams, and site/district SARB meetings.	1.4 Continue ongoing monitoring by District Office administration of school site adherence to interventions to reducing truancy: daily parental contact, parent conferences with teachers, assigning appropriate disciplinary consequences, counseling referrals, attendance letters, referrals to Student Study Teams, and site/district SARB meetings.
1.5 Continue with home visits of truant student/families by site/district administration and the Sheriff/ School Resource Officer (SRO)	1.5 Continue with home visits of truant student/families by site/district administration and the Sheriff/ School Resource Officer (SRO).	1.5 Continue with home visits of truant student/families by site/district administration and the Sheriff/ School Resource Officer (SRO).
1.6 Provide positive recognition programs for students with good and/or improved attendance.	1.6 Provide positive recognition programs for students with good and/or improved attendance.	1.6 Provide positive recognition programs for students with good and/or improved attendance.
1.7 Continue to survey all stakeholders to better understand engagement and improve school climate.	1.7 Continue to survey all stakeholders to better understand engagement and improve school climate.	1.7 Continue to survey all stakeholders to better understand engagement and improve school climate.
	1.8 Update safety plans to include site-based plans for major health and safety protocols as well as anti-bullying processes. (New Action)	1.8 Update safety plans to include site-based plans for major health and safety protocols as well as anti-bullying processes.
	1.9 Evaluate effectiveness of current district Social Emotional curriculum	1.9 Evaluate effectiveness of current district Social Emotional curriculum

	programs and provide recommendations to address any areas of need. (New Action)	programs and provide recommendations to address any areas of need
		1.10 Provide cultural competency and inclusivity training for all employees. (New Action)
		1.11 Provide school sites with behavioral intervention strategies and tools at Tier 1 to reinforce and monitor positive behaviors and the universal identification of the ABC's (Antecedent, Behavior, Consequence) of behavior. (New Action)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1.1 $1,400,000 1.2, 1.3 $5,000 1.4, 1.5 $180,000 1.6, 1.7 $10,000	1.1 $1,515,228 1.2, 1.3 $5,000 1.3 No cost 1.4 $180,000 1.5 Cost included in 1.4 1.6 $5,000 1.7 $5,000 1.8 No cost 1.9 No cost	1.1 $1,905,046 1.2, $5,000 1.3 No cost 1.4 $200,000 1.5 Cost included in 1.4 1.6 $5,000 1.7 $5,000 1.8 No cost 1.9 No cost 1.10 $5,000 1.11 $5,000
Source	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 LCFF Base grant	1.1, LCFF Base Grant/Restricted resource 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 LCFF Base grant	1.1, LCFF Base Grant/Restricted resource 1.2, 1.4, 1.5, 1.6, 1.7 LCFF Base grant 1.10, 1.11 Low Performing Student

			Block Grant
Budget Reference	1.1 Object code: 2000, 3000, 4000, 5000 1.2, 1.3 Object code: 5000 1.4, 1.5 Object Code: 1000, 3000 1.6, 1.7 Object code: 4000	1.1 Object code: 2000, 3000, 4000, 5000 1.2, 1.3 Object code: 5000 1.4, 1.5 Object Code: 1000, 3000 1.6, 1.7 Object code: 4000	1.1 Object code: ($1,257,096) 2000, 3000, ($647,950) 4000, 5000 1.2, 1.3 Object code: 5000 1.4, 1.5 Object Code: 1000, 3000 1.6, 1.7 Object code: 4000 1.10, 1.11 Object Code: 1000, 3000

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)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

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	LEA-wide	All Schools

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	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.1 Expand wellness services for at-risk students and their families through site-based support. (3 Marriage Family Therapists [MFT] and 7 interns).	2.1 Expand wellness services for at-risk students and their families through site-based support (3 MFT and 8 interns).	2.1 Monitor and evaluate wellness services for at-risk students and their families through site-based support.
2.2 Provide transportation for at-risk students.	2.2 Provide transportation for at-risk students.	2.2 Provide transportation for at-risk students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2.1 $200,000 2.2 $312,116	2.1 $200,000 2.2 $257,359	2.1 $300,000 2.2 $607,000
Source	2.1 CCAT Grant, LCFF Supplemental Grant 2.2 LCFF Supplemental Grant	2.1 CCAT Grant $90K, LCFF Supplemental Grant $110,000 2.2 LCFF Supplemental Grant	2.1 LCFF Supplemental Grant 2.2 LCFF Supplemental Grant
Budget Reference	2.1 $100,000 CCAT Grant, Object code: 2000, 3000, $100,000 LCFF Supplemental Grant, Certificated Salaries and benefits, Object code: 1000, 3000 2.2 Classified salaries and benefits, Object code: 2000, 3000	2.1 $90,000 CCAT Grant, Object code: 2000, 3000, $110,000 LCFF Supplemental Grant, Certificated Salaries and benefits, Object code: 1000, 3000 2.2 Classified salaries and benefits, Object code: 2000, 3000	2.1 Object code: 2000, 3000, Object code: 1000, 3000 2.2 Classified salaries and benefits, Object code: 2000, 3000

Action 3

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)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

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	LEA-wide	6-12 grades

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	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.1 Provide academic counseling to high school students to ensure completion of graduation requirements for at-risk students. Provide credit recovery curriculum to at-risk students. On-going mandatory student/parent conferences with site administration for at-risk students and families transitioning from elementary to middle school (5-6) and middle school to high school (8-9).	3.1 Provide academic counseling to high school students to ensure completion of graduation requirements for at-risk students. Provide credit recovery curriculum to at-risk students. On-going mandatory student/parent conferences with site administration for at-risk students and families transitioning from elementary to middle school (5-6) and middle school to high school (8-9).	3.1 Provide academic counseling to high school students to ensure completion of graduation requirements for at-risk students. Provide credit recovery curriculum to at-risk students. On-going mandatory student/parent conferences with site administration for at-risk students and families transitioning from elementary to middle school (5-6) and middle school to high school (8-9).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	3.1 $226,231	3.1 $242,000	3.1 $459,000
Source	LCFF Base Grant	LCFF Base Grant	LCFF Base Grant
Budget Reference	Certificated salaries and benefits, Object code: 1000, 3000	Certificated salaries and benefits, Object code: 1000, 3000	Certificated salaries and benefits, Object code: 1000, 3000

Action 4

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)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
Students with Disabilities	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)	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)

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	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.1 Provide differentiated services to meet the needs of students with Individualized Education Programs in preschool through 12th Grade.	4.1 A planning team, comprised of District and Site administrators, General Education and Education Specialists SPED teachers and parents, will begin planning the implementation of districtwide Multi-Tiered System of Support (MTSS) structure. This team will attend San Mateo County Office of Education (SMCOE) trainings and other local professional development opportunities to assess and “scale up” current practices for MTSS.	4.1 With a planning team, comprised of District and Site administrators, General and Special Education teachers, the District will continue planning the implementation of districtwide Multi-Tiered System of Support (MTSS) structure. This team will attend San Mateo County Office of Education (SMCOE) trainings and other local professional development opportunities to assess and “scale up” current practices for MTSS to further expand and develop systems of tiered interventions for

		academic, behavioral, mental health at all grade levels and sites.
	4.2 As part of the “Scale Up MTSS (SUMS)” initiative, the District will host quarterly trainings and parent breakfasts to describe the MTSS design, assess progress and ensure the inclusion of parents of children with special education learning needs in the design process. (New Action)	4.2 Provide parent information/education quarterly in the form of presentations, newsletters, or through principal's meetings at the site level to ensure parents are informed and can provide input to the MTSS development process.
		4.3 Provide release time for site-level data conferences and data teams to identify and track the progress of at risk students, the effectiveness of interventions and supports, and communication with parents regarding student progress. (New Action)
		4.4 Begin implementation of database system and benchmarks across academics, attendance, and behavior for faster identification, supports, and progress analysis for at risk students. (New Action)

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	4.1 $6,298,013	4.1 No cost 4.2 No cost	4.1 No cost 4.2 No cost 4.3 $10,000 4.4 $30,000
Source	4.1 LCFF Base Grant		4.3, 4.4 Low Performing Student Block Grant
Budget Reference	Object code: 1000, 2000, 3000, 4000, 5000, 7000		4.3 Object code: 1000, 2000, 3000, 4.4 Object code: 5000

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-2018**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 2,303,498	9.44%

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.

Increase in Services:

- We are increasing our services to English Learner students by offering Spanish for Native Speakers at both our intermediate and high schools. [Goal 1, Action 2]
- We are increasing our services for Reading Intervention to serve students who are below grade level in reading, especially targeting students who are considered unduplicated pupils (i.e., English Learners, Foster Youth, and Socio-Economically Disadvantaged students). In addition to Reading Intervention with certificated teachers, technology-enhanced Reading Intervention will be provided for target students in all grades. [Goal 1, Action 3]
- We are increasing our summer intervention programs for at-risk students, including “Jump Start Reclassification,” a new summer program to support the reclassification of cusp students in grades 6 -12. [Goal 1, Action 6]
- We are providing Extended Day programing across the school sites with a focus on early literacy and reclassification. [Goal 1, Action 1.8]
- We will expand our Advancement Via Individual Determination (AVID) courses and professional development. Part of this process will include surveying interest in possible expansion into elementary schools. [Goal 2, Action 2]
- We will continue to expand our availability and accessibility of courses to support college and career readiness, including Advanced Placement, Early College, Career Technical Pathways, Credit Recovery and A-G Course Requirements. [Goal 2, Action 3]
- We are increasing our wellness services to include parent outreach and education. [Goal 3, Action 1]
- We are increasing our wellness services to include staff training and in-classroom coaching for trauma based interventions. [Goal 4, Action 2]

Improvement in Services:

- We will continue to reduce class sizes from the district norm of 34 to 1 to a class size of 24 to 1 in Grades TK-3 in order to provide intensive

instructional interventions to our unduplicated students. [Goal 1, Action 2]

- The Director of Categorical programs will provide direct professional development to teachers and community liaisons. The Director of Categorical Programs will also provide direct parent education and strategies to improve literacy and reclassification for students. [Goal 1, Action 5]
- We have rewritten and increased our teacher salaries in order to be able to attract and retain the best quality staff for our unduplicated student populations. [Goal 2, Action 1]
- We will continue to administer and modify our district climate survey to ensure we are meeting the needs of our unduplicated students. [Goal 3, Action 1]
- Liaisons will continue to work with parents of unduplicated pupils and will receive additional training in parent outreach and interpretation. [Goal 3, Action 2]
- We will continue to provide transportation to at-risk students. [Goal 4, Action 2]
- We will continue to provide and expand our group social and emotional support services for our at-risk students. [Goal 4, Action 2]

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).

LEA-wide: Less than 55% UPs.			
LCAP Goal	**Action/Service**	**Describe how this action/service is principally directed to and most effective use of funds to meet our goals for the UPs.**	**Description of basis of "most effective determination," including alternative services considered, and support research, experience or educational theory.**
1	Action 2: Class sizes are reduced from the district norm of 34 to 1 to 24 to 1 in Grades TK-3 to allow for intensive instruction in literacy and ELD. This is LEA-wide in Grades TK-3.	Principally Directed**:** The majority of English Learners who have not yet been reclassified struggle in the area of reading. They also require ELD instruction on a daily basis.	The largest barrier to reclassification is literacy, which is evident in both the CELDT exam and the CAASPP assessment. There is a trend that students primarily struggle the most with reading, while the areas of speaking and listening are not as much of a

		Most Effective Use of Funds: Small group instruction in reduced class sizes in the critical grades of TK-3 will meet the needs of these students and ensure they are on track for reclassification.	barrier to the reclassification of English Learners. As Common Core math has also changed to be more dependent on performance tasks, students require greater preparedness in comprehension in order to demonstrate proficiency. Thus, proficiency in literacy not only affects English Language Arts, it also affects proficiency in Mathematics
1	Action 2: Spanish for Native Speakers in Cunha Intermediate School and Half Moon Bay High School. This is school-wide at Cunha Intermediate School and Half Moon Bay High School.	Principally Directed: English Learners in Grades 6-12. Most Effective Use of Funds: The development of strong skills in students' native language has a direct impact on language transference and acquisition in a secondary language (English in this case). For our non-reclassified students in Cunha Intermediate and Half Moon Bay High School these courses will strengthen primary language skills and improve English acquisition as well.	Research shows that the stronger a student is in their primary language, the shorter the time will be for a student to become proficient in a second language. Spanish for Native Speakers allows students to obtain solid skills in their primary language.
1	Action 3: Provide Reading Intervention through targeted, small group instruction with certificated reading teachers and technology-enhanced reading intervention. Small group reading intervention will be provided LEA-wide in grades TK-5. Technology-enhanced reading	Principally Directed: The majority of English Learners who have not yet been reclassified struggle in the area of reading. The services of Reading Intervention will be targeted to primarily meet the needs of these students. Most Effective Use of Funds: The use of	We are using technology enhanced reading intervention that supports foundational reading skills for students, which has been evidenced in significant student improvements in reading while using these digital reading programs. While this technology is proactive in supporting readers, students who have persistent

	intervention will be provided LEA-wide in all grades TK-12.	funds to support reading intervention is divided into two distinct categories. One is to support small group intervention necessary for students who may have persistent challenges with reading. Technology enhanced reading intervention provides greater access to intervention beyond the scheduling limitations of a single reading intervention teacher, providing proactive options of supporting student learning before they reach persistent reading challenges.	challenges in reading need additional supports, such as small group reading intervention.
1	Action 5: The Director of Categorical Programs will provide direct professional development to teachers, liaisons, and parents of English Language Learners across the district. This will be done on an LEA-wide basis.	Principally Directed: The Director of Categorical Programs works primarily with unduplicated populations including English Learners and Socio-Economic Disadvantaged Students as resources are allocated to them through LCFF and Title funds. Most Effective Use of Funds: The Director of Categorical Programs provides support for the wraparound services necessary for English Learners, recently Reclassified students, Foster Youth, and Socio-Economically Disadvantaged Students.	During the LCAP outreach processes of past years, our teachers and families continue to request to have targeted administrative support, especially for English Learners. The Director of Categorical Programs fulfills this role in providing the wrap around support for: parent engagement, professional development, English Learner curriculum and assessment, reclassification, and the monitoring of students. While other actions may be in place for support, the Director of Categorical Programs ensures that the right services are provided to the right students at the right time, which improves the overall effectiveness of our efforts.
1	Action 6: Summer intervention programs will be provided for students	Principally Directed: Summer Intervention programs are targeted for English	Through our data analysis, we have seen an improvement with graduation rates,

	for the purpose of Credit Recovery, A-G coursework, reclassification criteria, and literacy support and intervention. This is LEA-wide.	Learners and Socio-Economically Disadvantaged Students. During the summer, students have access to additional support in English Language Development, English Language Arts, Credit Recovery and A-G coursework. Most Effective Use of Funds: The summer intervention program is an ideal time to provide additional support for students who have not been able to make adequate progress toward graduation, reclassification, or literacy goals during the regular academic year.	which has been supported through a technology-enhanced credit recovery program. We have also seen that English Learners who have had enough credits to graduate, may not have enough A-G courses. We want to continue to provide access to credit recovery, while also adding additional support for students who are already meeting graduation requirements, but haven't yet completed A-G courses. In addition, it is necessary that we provide continued services for students who have not made adequate progress during the year, particularly in literacy and reclassification. Summer is the most effective time to provide these services that are in addition to services provided during the school year.
2	Action 1: Instruction from appropriately qualified certificated teachers. Ensure salaries are competitive with neighboring districts to attract and retain certificated staff. This is LEA-wide.	Principally Directed: High quality teachers are essential for first-best instruction for unduplicated students to ensure equity in education for all students. Most Effective Use of Funds: First- best instruction is essential in order to close the achievement gap and to ensure that all unduplicated students receive the instruction that they need on a daily basis. This first-best instruction is the direct	The evidence overwhelmingly shows the impact of teachers on student learning. A highly qualified teacher can have a significant positive impact on learning and a non-qualified teacher can have a significant negative impact on learning. For Cabrillo Unified School District to be able to attract and retain outstanding teachers for our unduplicated students, it was necessary to revise the district's

		responsibility of well-prepared and well-qualified teachers.	existing salary schedule.
2	Action 2: Advancement Via Individual Determination (AVID) courses will be provided in grades 6-12 to develop a pipeline of support for college readiness. This is school-wide at Cunha Intermediate School and Half Moon Bay High School.	Principally Directed: The AVID program targets students who are underrepresented, a majority of those students who represent ELs, reclassified students, Foster Youth and Socio-Economically Disadvantaged Students. Most Effective Use of Funds: The AVID program has been proven to improve college preparedness for its students, those who are traditionally underrepresented at the college and university level. AVID has provided the necessary skills to support both academic and social-emotional growth and preparedness.	AVID is a research-based program that has increased students' preparedness for college and career, proven in both outside research and local data analysis. AVID utilizes a variety of strategies to support the development of necessary skills for college-bound students, with a specific focus on underrepresented students.
2	Action 3: Students will receive support in college preparedness through college credit courses, career technical pathways, and technology-enhanced credit recovery and A-G course requirements. This is LEA-wide for students in grades 9-12.	Principally Directed: Courses for college preparedness support underrepresented college students, especially in the development of career technical pathways. Most Effective Use of Funds: The expansion of college and career courses at the high school level provides opportunities for underrepresented students to have access to college credit and/or career technical pathways, which give them an advantage as they move	As part of the college and career indicator, our goal is to improve college preparedness through access to Advanced Placement courses, A-G course requirements, dual enrollment (Early College), and career technical pathways. We are approaching this goal through multiple avenues that suit the needs of our diverse student population.

		onto the college and university level.	
3	Action 1: Administration of a district-wide climate survey to ensure all schools are serving the needs of students and their families. This is on an LEA-wide basis.	Principally Directed: This is directed to ensue the district is receiving input from the students, faculty, staff, and families of all students, especially unduplicated students. Most Effective Use of Funds: The district needs to obtain direct feedback from all stakeholder groups to ensure the effectiveness of its programmatic offerings and services to unduplicated students.	Survey methodology, administered over time, allows the district to track its progress towards achieving the goals outlined in the Local Control Accountability Plan. It also allows the district to identify weaknesses or gaps in its offerings and make appropriate corrections.
3	Action 2: Community Liaisons will work with families and schools to improve parent engagement. This is on an LEA-wide basis.	Principally Directed: The funds for Community Liaisons are principally directed toward the support of English Learners, Reclassified students, Foster Youth and Socio-Economically Disadvantaged students as they provide outreach and translation services. Most Effective Use of Funds: The Community Liaisons play a central role in supporting our unduplicated students. The interpretation, translation, and outreach support are essential in our efficacy in parent engagement.	Access to communication is fundamental for families and family engagement. The services of translation are essential for families and schools to have meaningful two-way communication. Our community members have also made a clear request for improved professional development for community liaisons, particularly in the areas of translation, interpretation, community outreach, and parent education.
4	Action 2: Continue and expand services for at risk students including wellness and transportation. This is on an LEA-wide basis.	Principally Directed: Transportation is provided to targeted at-risk populations, especially Socio-economically Disadvantaged communities. In addition, wellness services support at risk students,	The wellness services provided by the school district allow for students to have better engagement and focus in developing college and career readiness through social-emotional success.

		including those who are English Learners, Foster Youth, and Socio-Economically Disadvantaged. Most Effective Use of Funds: There has been a clear call from the community including teachers, staff, administrators, students, parents that we provide continued and expanded support for transportation and wellness.	We continue to provide transportation for our at-risk students who reside in predominantly Socio-Economically Disadvantaged neighborhoods. This transportation provides a more equitable distribution of our various demographic groups across the district.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-2019**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 2,280,359	8.90%

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.

Increase in Services:

- We are increasing our services to English Learner students by offering Spanish for Native Speakers at both our intermediate and high schools. [Goal 1, Action 2]
- We are increasing our services for Reading Intervention to serve students who are below grade level in reading, especially targeting students who are considered unduplicated pupils (i.e., English Learners, Foster Youth, and Socio-Economically Disadvantaged students). In addition to Reading Intervention with certificated teachers, technology-enhanced Reading Intervention will be provided for target students in all grades. [Goal 1, Action 3]
- We are increasing our summer intervention programs for at-risk students, including “Summer Bridge,” a new summer program to support students moving from Grade 5 to 6 and from Grade 8 to 9. [Goal 1, Action 6]
- We will expand our Advancement Via Individual Determination (AVID) courses and professional development. Part of this process will include surveying interest in possible expansion into elementary schools. [Goal 2, Action 2]
- We will continue to expand our availability and accessibility of courses to support college and career readiness, including Advanced Placement, Early College, Career Technical Pathways, Credit Recovery and A-G Course Requirements. [Goal 2, Action 3]

Improvement in Services:

- We will continue to reduce class sizes from the district norm of 34 to 1 to a class size of 24 to 1 in Grades TK-3 in order to provide intensive instructional interventions to our unduplicated students. [Goal 1, Action 2]
- The Director of Categorical programs will provide direct professional development to teachers and community liaisons. The Director of Categorical Programs will also provide direct parent education and strategies to improve literacy and reclassification for students. [Goal 1, Action 5]

- We have rewritten and increased our teacher salaries in order to be able to attract and retain the best quality staff for our unduplicated student populations. We will also provide supports for teachers through the Beginning Teacher Supports and Assessment (BTSA) program. [Goal 2, Action 1]
- Liaisons will continue to work with parents of unduplicated pupils and will receive additional training in parent outreach and interpretation. [Goal 3, Action 2]
- We will continue to provide and expand our group social and emotional support services for our at-risk students. [Goal 4, Action 2]
- We will continue to provide transportation to at-risk students. [Goal 4, Action 2]

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).

LEA-wide: Less than 55% UPs.			
LCAP Goal	**Action/Service**	**Describe how this action/service is principally directed to and most effective use of funds to meet our goals for the UPs.**	**Description of basis of "most effective determination," including alternative services considered, and support research, experience or educational theory.**
1	Action 2: Class sizes are reduced from the district norm of 34 to 1 to 24 to 1 in Grades TK-3 to allow for intensive instruction in literacy and ELD. This is LEA-wide in Grades TK-3.	Principally Directed**:** The majority of English Learners who have not yet been reclassified struggle in the area of reading. They also require ELD instruction on a daily basis. Most Effective Use of Funds: Small group instruction in reduced class sizes in the critical grades of TK-3 will meet the needs of these students and ensure they are on	The largest barrier to reclassification is literacy, which is evident in both the CELDT exam and the CAASPP assessment. There is a trend that students primarily struggle the most with reading, while the areas of speaking and listening are not as much of a barrier to the reclassification of English Learners. As Common Core math has also changed

		track for reclassification.	to be more dependent on performance tasks, students require greater preparedness in comprehension in order to demonstrate proficiency. Thus, proficiency in literacy not only affects English Language Arts, it also affects proficiency in Mathematics
1	Action 2: Spanish for Native Speakers in Cunha Intermediate School and Half Moon Bay High School. This is school-wide at Cunha Intermediate School and Half Moon Bay High School.	Principally Directed: English Learners in Grades 6-12. Most Effective Use of Funds: The development of strong skills in students' native language has a direct impact on language transference and acquisition in a secondary language (English in this case). For our non-reclassified students in Cunha Intermediate and Half Moon Bay High School these courses will strengthen primary language skills and improve English acquisition as well.	Research shows that the stronger a student is in their primary language, the shorter the time will be for a student to become proficient in a second language. Spanish for Native Speakers allows students to obtain solid skills in their primary language.
1	Action 3: Provide Reading Intervention through targeted, small group instruction with certificated reading teachers and technology-enhanced reading intervention. Small group reading intervention will be provided LEA-wide in grades TK-5. Technology-enhanced reading intervention will be provided LEA-wide in all grades TK-12.	Principally Directed: The majority of English Learners who have not yet been reclassified struggle in the area of reading. The services of Reading Intervention will be targeted to primarily meet the needs of these students. Most Effective Use of Funds: The use of funds to support reading intervention is divided into two distinct categories. One is to support small group intervention necessary for students who may have	We are using technology enhanced reading intervention that supports foundational reading skills for students, which has been evidenced in significant student improvements in reading while using these digital reading programs. While this technology is proactive in supporting readers, students who have persistent challenges in reading need additional supports, such as small group reading intervention.

		persistent challenges with reading. Technology enhanced reading intervention provides greater access to intervention beyond the scheduling limitations of a single reading intervention teacher, providing proactive options of supporting student learning before they reach persistent reading challenges.	
1	Action 4: Cunha and Half Moon Bay High School will have dedicated sections for English Language Development and the English Learner Proficiency Assessments for California (ELPAC) will be used during initial assessments in the Fall and summative assessments in the Spring.	Principally Directed: The supports for English Language Development and the staffing support for administering the ELPAC will be directed to English Learners. Most Effective Use of Funds: The use of these funds to provide targeted instruction and small group assessment provides additional support for students toward reclassification success criteria.	During the LCAP outreach process, staff and families expressed the importance of early reclassification. When students do not reclassify by Grade 6, there are challenges for them in accessing a variety of course content. For this reason, targeted ELD supports are provided for students who have not met the benchmark for reclassification by Grade 5. In addition, supports are assessment support is provided for all students are take the ELPAC for the purpose of improving student success on the assessment.
1	Action 5: The Director of Categorical Programs will provide direct professional development to teachers, liaisons, and parents of English Language Learners across the district. This will be done on an LEA-wide basis.	Principally Directed: The Director of Categorical Programs works primarily with unduplicated populations including English Learners and Socio-Economic Disadvantaged Students as resources are allocated to them through LCFF and Title funds. Most Effective Use of Funds: The Director of Categorical Programs provides support for the wraparound services necessary for	During the LCAP outreach processes of past years, our teachers and families continue to request to have targeted administrative support, especially for English Learners. The Director of Categorical Programs fulfills this role in providing the wrap around support for: parent engagement, professional development, English Learner curriculum and assessment, reclassification, and the monitoring of students.

		English Learners, recently Reclassified students, Foster Youth, and Socio-Economically Disadvantaged Students.	While other actions may be in place for support, the Director of Categorical Programs ensures that the right services are provided to the right students at the right time, which improves the overall effectiveness of our efforts.
1	Action 6: Summer intervention programs will be provided for students for the purpose of Credit Recovery, A-G coursework, reclassification criteria, and literacy support and intervention. This is LEA-wide.	Principally Directed: Summer Intervention programs are targeted for English Learners and Socio-Economically Disadvantaged Students. During the summer, students have access to additional support in English Language Development, English Language Arts, Credit Recovery and A-G coursework. The new “Summer Bridge” program will also support students in transition between the critical grade levels of Grade 5 to 6 and Grade 8 to 9. Most Effective Use of Funds: The summer intervention program is an ideal time to provide additional support for students who have not been able to make adequate progress toward graduation, reclassification, or literacy goals during the regular academic year.	Through our data analysis, we have seen an improvement with graduation rates, which has been supported through a technology-enhanced credit recovery program. We have also seen that English Learners who have had enough credits to graduate, may not have enough A-G courses. We want to continue to provide access to credit recovery, while also adding additional support for students who are already meeting graduation requirements, but haven’t yet completed A-G courses. In addition, it is necessary that we provide continued services for students who have not made adequate progress during the year, particularly in literacy and reclassification. Summer is the most effective time to provide these services that are in addition to services provided during the school year.
2	Action 1: Instruction from appropriately qualified certificated teachers. Ensure	Principally Directed: High quality teachers are essential for first-best instruction for	The evidence overwhelmingly shows the impact of teachers on student learning. A

	salaries are competitive with neighboring districts to attract and retain certificated staff. This is LEA-wide.	unduplicated students to ensure equity in education for all students. Most Effective Use of Funds: First- best instruction is essential in order to close the achievement gap and to ensure that all unduplicated students receive the instruction that they need on a daily basis. This first-best instruction is the direct responsibility of well-prepared and well-qualified teachers.	highly qualified teacher can have a significant positive impact on learning and a non-qualified teacher can have a significant negative impact on learning. For Cabrillo Unified School District to be able to attract and retain outstanding teachers for our unduplicated students, it was necessary to revise the district's existing salary schedule.
2	Action 2: Advancement Via Individual Determination (AVID) courses will be provided in grades 6-12 to develop a pipeline of support for college readiness. This is school-wide at Cunha Intermediate School and Half Moon Bay High School.	Principally Directed: The AVID program targets students who are underrepresented, a majority of those students who represent ELs, reclassified students, Foster Youth and Socio-Economically Disadvantaged Students. Most Effective Use of Funds: The AVID program has been proven to improve college preparedness for its students, those who are traditionally underrepresented at the college and university level. AVID has provided the necessary skills to support both academic and social-emotional growth and preparedness.	AVID is a research-based program that has increased students' preparedness for college and career, proven in both outside research and local data analysis. AVID utilizes a variety of strategies to support the development of necessary skills for college-bound students, with a specific focus on underrepresented students.
2	Action 3: Students will receive support in college preparedness through college credit courses, career technical pathways, and	Principally Directed: Courses for college preparedness support underrepresented college students, especially in the development of career technical	As part of the college and career indicator, our goal is to improve college preparedness through access to Advanced Placement courses, A-G course

	technology-enhanced credit recovery and A-G course requirements. This is LEA-wide for students in grades 9-12.	pathways. Most Effective Use of Funds: The expansion of college and career courses at the high school level provides opportunities for underrepresented students to have access to college credit and/or career technical pathways, which give them an advantage as they move onto the college and university level.	requirements, dual enrollment (Early College), and career technical pathways. We are approaching this goal through multiple avenues that suit the needs of our diverse student population.
3	Action 2: Community Liaisons will work with families and schools to improve parent engagement. This is on an LEA-wide basis.	Principally Directed: The funds for Community Liaisons are principally directed toward the support of English Learners, Reclassified students, Foster Youth and Socio-Economically Disadvantaged students as they provide outreach and translation services. Most Effective Use of Funds: The Community Liaisons play a central role in supporting our unduplicated students. The interpretation, translation, and outreach support are essential in our efficacy in parent engagement.	Access to communication is fundamental for families and family engagement. The services of translation are essential for families and schools to have meaningful two-way communication. Our community members have also made a clear request for improved professional development for community liaisons, particularly in the areas of translation, interpretation, community outreach, and parent education.
4	Action 2: Continue and expand services for at risk students including wellness and transportation. This is on an LEA-wide basis.	Principally Directed: Transportation is provided to targeted at-risk populations, especially Socio-economically Disadvantaged communities. In addition, wellness services support at risk students, including those who are English Learners, Foster Youth, and Socio-Economically Disadvantaged.	The wellness services provided by the school district allow for students to have better engagement and focus in developing college and career readiness through social-emotional success. We continue to provide transportation for our at-risk students who reside in

		Most Effective Use of Funds: There has been a clear call from the community including teachers, staff, administrators, students, parents that we provide continued and expanded support for transportation and wellness.	predominantly Socio-Economically Disadvantaged neighborhoods. This transportation provides a more equitable distribution of our various demographic groups across the district.

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$2,266,715	8.70 %

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.

Increase in Services:

- We will provide services to English Learner students by offering Spanish for Native Speakers at both our intermediate and high schools. [Goal 1, Action 2]
- We will continue to provide services for Reading Intervention to serve students who are below grade level in reading, especially targeting students who are considered unduplicated pupils (i.e., English Learners, Foster Youth, and Socio-Economically Disadvantaged students). In addition to Reading Intervention with certificated teachers, technology-enhanced Reading Intervention will be provided for target students in all grades. We have also added intervention and common-core aligned materials to support students with Dyslexia. [Goal 1, Action 3]
- We will continue to pilot and adopt English Language Development materials and provide both integrated and designated English Language Development. In addition, we will continue to communicate with parents regarding reclassification criteria. [Goal 1, Action 4]
- We will increase our summer intervention programs for at-risk students, to support literacy, credit recovery and transitioning between elementary and intermediate school and intermediate school and high school for vulnerable populations. [Goal 1, Action 6]
- We will continue our Advancement Via Individual Determination (AVID) courses and professional development. Part of this process will evaluate possible expansion of AVID supplemental programs. [Goal 2, Action 2]
- We will continue to develop our availability and accessibility of courses to support college and career readiness, including Early College, Credit Recovery and A-G Course Requirements. [Goal 2, Action 3]
- We will continue to provide transportation to at-risk students. [Goal 4, Action 2]

Improvement in Services:

- We will continue to provide direct professional development to teachers and community liaisons. District staff will also provide direct parent education and strategies to improve literacy and reclassification for students. [Goal 1, Action 5]
- Bilingual community liaisons will continue to work with parents of unduplicated pupils and will receive additional training in parent outreach and interpretation. [Goal 3, Action 2]

- We will continue to provide and expand our group social and emotional support services for our at-risk students. [Goal 4, Action 2]

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).

LEA-wide: Less than 55% UPs.			
LCAP Goal	**Action/Service**	**Describe how this action/service is principally directed to and most effective use of funds to meet our goals for the UPs.**	**Description of basis of "most effective determination," including alternative services considered, and support research, experience or educational theory.**
1	**Action 2: Spanish Classes** Action 2.2: Spanish classes offered in Intermediate and High School to enhance language acquisition and literacy for English Language Learners. This is provided LEA-wide in grades 6-12.	Principally Directed: English Learners in Grades 6-12. Most Effective Use of Funds: The development of strong skills in students' native language has a direct impact on language transference and acquisition in a secondary language (English in this case). For our non-reclassified students in Cunha Intermediate and Half Moon Bay High School these courses will strengthen primary language skills and improve English acquisition as well.	Research shows that the stronger a student is in their primary language, the shorter the time will be for a student to become proficient in a second language. Spanish for Native Speakers allows students to obtain solid skills in their primary language.
1	**Action 3: Reading Intervention** Action 3.1: Elementary students	Principally Directed: The majority of English Learners who have not yet been reclassified struggle in the area of reading.	We are using technology enhanced reading intervention that supports foundational reading skills for students, which has been

	reading below grade level will receive targeted, small group, pull-out reading intervention instruction by certificated reading teachers. Action 3.2: Technology-enhanced reading intervention will be available to students from Transitional Kindergarten through High School. This is provided LEA-wide in grades TK-12.	The services of Reading Intervention will be targeted to primarily meet the needs of these students. Most Effective Use of Funds: The use of funds to support reading intervention is divided into two distinct categories. One is to support small group intervention necessary for students who may have persistent challenges with reading. Technology enhanced reading intervention provides greater access to intervention beyond the scheduling limitations of a single reading intervention teacher, providing proactive options of supporting student learning before they reach persistent reading challenges.	evidenced in significant student improvements in reading while using these digital reading programs. While this technology is proactive in supporting readers, students who have persistent challenges in reading need additional supports, such as small group reading intervention.
1	**Action 4: English Language Development** Action 4.3: Cunha and Half Moon Bay High School will have dedicated sections of English Language Development (10 sections). This is provided LEA-wide in grades 6-12. Action 4.5: The ELPAC will be used during initial assessments in the Fall and summative assessments in the Spring.	Principally Directed: The supports for English Language Development and the staffing support for administering the ELPAC will be directed to English Learners. Most Effective Use of Funds: The use of these funds to provide targeted instruction and small group assessment provides additional support for students toward reclassification success criteria.	During the LCAP outreach process, staff and families expressed the importance of early reclassification. When students do not reclassify by Grade 6, there are challenges for them in accessing a variety of course content. For this reason, targeted ELD supports are provided for students who have not met the benchmark for reclassification by Grade 5. In addition, supports are assessment support is provided for all students are take the ELPAC for the purpose of improving student success on the assessment.

	This is provided LEA-wide in grades TK-3.		
1	**Action 5: Supports for English Learners** Action 5.1 Teachers receive direct professional development on making core academic curriculum accessible for English Learner students. Action 5.2 Parents will receive guidance in language of correspondence on best strategies they can use to help their children become literate and reclassified, a minimum of three times a year. This is provided LEA-wide.	Principally Directed: District Office personnel will work with unduplicated populations including English Learners and Socio-Economic Disadvantaged Students as resources are allocated to them through LCFF and Title funds. Most Effective Use of Funds: The District Office personnel will provide support for the wraparound services necessary for English Learners, recently Reclassified students, Foster Youth, and Socio-Economically Disadvantaged Students.	During the LCAP outreach processes of past years, our teachers and families continue to request to have targeted administrative support, especially for English Learners. The District Office personnel fulfills this role in providing the wrap around support for: parent engagement, professional development, English Learner curriculum and assessment, reclassification, and the monitoring of students. While other actions may be in place for support, the District Office personnel ensures that the right services are provided to the right students at the right time, which improves the overall effectiveness of our efforts.
1	**Action 6: Summer Interventions** Action 6.1: Summer intervention programs for target students to support elementary literacy, credit recovery, and A-G course requirements. Action 6.2: As necessary, the “Jump Start Reclassification” program will provide summer intensive	Principally Directed: Summer Intervention programs are targeted for English Learners and Socio-Economically Disadvantaged Students. During the summer, students have access to additional support in English Language Development, English Language Arts, Credit Recovery and A-G coursework. The new “Summer Bridge” program will also support students in transition between the critical grade levels of Grade 5 to 6 and	Through our data analysis, we have seen an improvement with graduation rates, which has been supported through a technology-enhanced credit recovery program. We have also seen that English Learners who have had enough credits to graduate, may not have enough A-G courses. We want to continue to provide access to credit recovery, while also adding additional

	interventions and reclassification opportunities to students entering Grades 6-12. Action 6.4: Expand “Summer Bridge” program to provide summer intensive intervention and smooth transitions for at risk students from middle to high school and from elementary and to middle school. This is provided LEA-wide.	Grade 8 to 9. Most Effective Use of Funds: The summer intervention program is an ideal time to provide additional support for students who have not been able to make adequate progress toward graduation, reclassification, or literacy goals during the regular academic year.	support for students who are already meeting graduation requirements, but haven’t yet completed A-G courses. In addition, it is necessary that we provide continued services for students who have not made adequate progress during the year, particularly in literacy and reclassification. Summer is the most effective time to provide these services that are in addition to services provided during the school year.
2	**Action 2: Advancement Via Individual Determination (AVID)** Action 2.1: Provide AVID courses in grades 6th-12th for the purpose of developing a pipeline to support college readiness (10.25 sections). Action 2.2: Continue professional development for AVID teachers and administrators. Action 2.3: Continue evaluating opportunities for expanding supplemental AVID programs. This is provided school-wide at Cunha Intermediate School and Half Moon Bay High School.	Principally Directed: The AVID program targets students who are underrepresented, a majority of those students who represent ELs, reclassified students, Foster Youth and Socio-Economically Disadvantaged Students. Most Effective Use of Funds: The AVID program has been proven to improve college preparedness for its students, those who are traditionally underrepresented at the college and university level. AVID has provided the necessary skills to support both academic and social-emotional growth and preparedness.	AVID is a research-based program that has increased students’ preparedness for college and career, proven in both outside research and local data analysis. AVID utilizes a variety of strategies to support the development of necessary skills for college-bound students, with a specific focus on underrepresented students.

2	**Action 3: College and Career Courses** Action 3.1: Continue with Early College course development. Action 3.4: Provide technology-enhanced Credit Recovery and A-G course requirements. This is provided LEA-wide in grades 9-12.	Principally Directed: Courses for college preparedness support underrepresented college students, especially in providing access to Early College Course credit and A-G course options. Most Effective Use of Funds: The expansion of college and career courses at the high school level provides opportunities for underrepresented students to have access to college credit and/or career technical pathways, which give them an advantage as they move onto the college and university level.	As part of the college and career indicator, our goal is to improve college preparedness through access to Advanced Placement courses, A-G course requirements, dual enrollment (Early College), and career technical pathways. We are approaching this goal through multiple avenues that suit the needs of our diverse student population.
3	**Action 2: Bilingual Liaisons and Outreach Services** Action 2.1: Bilingual community liaison will be available at all sites to support interpretation and translation as well as parent engagement. Action 2.2: Provide training for liaisons to improve targeted outreach to families to increase parent engagement and to improve interpretation and translation skills, especially for meetings with specific education related vocabulary. Action 2.3: Provide oral interpretation and written translation services.	Principally Directed: The funds for Community Liaisons are principally directed toward the support of English Learners, Reclassified students, Foster Youth and Socio-Economically Disadvantaged students as they provide outreach and translation services. Most Effective Use of Funds: The Community Liaisons play a central role in supporting our unduplicated students. The interpretation, translation, and outreach support are essential in our efficacy in parent engagement.	Access to communication is fundamental for families and family engagement. The services of translation are essential for families and schools to have meaningful two-way communication. Our community members have also made a clear request for improved professional development for community liaisons, particularly in the areas of translation, interpretation, community outreach, and parent education.

	This is provided LEA-wide in grades TK-12.		
4	**Action 2: Services for Vulnerable Populations** Action 2.1: Monitor and evaluate wellness services for at-risk students and their families through site-based support. Action 2.2: Provide transportation for at-risk students. This is provided for target populations LEA-wide.	Principally Directed: Transportation is provided to targeted at-risk populations, especially Socio-economically Disadvantaged communities. In addition, wellness services support at risk students, including those who are English Learners, Foster Youth, and Socio-Economically Disadvantaged. Most Effective Use of Funds: There has been a clear call from the community including teachers, staff, administrators, students, parents that we provide continued and expanded support for transportation and wellness.	The wellness services provided by the school district allow for students to have better engagement and focus in developing college and career readiness through social-emotional success. We continue to provide transportation for our at-risk students who reside in predominantly Socio-Economically Disadvantaged neighborhoods. This transportation provides a more equitable distribution of our various demographic groups across the district.

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: June 20, 2019

☒ **ACTION**
☐ **CONSENT**
☐ **DISCUSSION**
☐ **INFORMATION**

BOARD AGENDA NUMBER: 15.b

BOARD AGENDA ITEM: Approve the Proposed 2019-2020 Federal Adendum for the Local Control Accountability Plan

DEPARTMENT: Curriculum and Instruction

CONTACT PERSON: Joy Dardennelle, Assistant Superintendent, Curriculum and Instruction

BACKGROUND INFORMATION:

The Local Control Accountability Plan (LCAP) Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the Every Student Succeeds Act (ESSA). Cabrillo Unified District has integrated their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources.

This is the proposed plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs that Cabrillo Unified School District participates as described in the 2019-20 LCAP. The ESSA provisions addressed within the LCAP are:

Title I, Part A

1. ESSA Section 1112(b)(1) (A-D); State Priority Alignment: 1, 3, 4, 7, 8 to monitor students progress toward meeting challenging state academic standards

2. Overuse in discipline practices that remove students from classrooms, ESSA Section 1112(b)(11); State Priority Alignment: 6 (as applicable)

3. Career Technical and Work-based opportunities, ESSA Section 1112(b)(12)(A-B), State Priority Alignment: 2, 4, 7 (as applicable)

Title III, Part A

1. Parent, Family, and Community Engagement, ESSA Section 3116(b)(3), State Priority Alignment: 3, 6 (as applicable)

REPORT/PROPOSAL:

Staff has developed a draft document of the LCAP Federal Adendum. The LCAP is still under revision until the Governing Board formally adopts the document at its June 20, 2019 regular meeting. The process for adopting the LCAP requires a public hearing be held at a regular meeting of the Governing Board prior to returning the document for formal adoption at a subsequent regular meeting of the Governing Board.

FINANCIAL IMPACT:

There is no negative financial impact to the general fund.

RECOMMENDATION:

Approve the proposed 2019-2020 LCAP Federal Adendum.

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

LEA name:

Cabrillo Unified School District

CDS code:

41 68890 0000000

Link to the LCAP:

(optional)

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

*(**NOTE:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

Title I, Part A; Title II, Part A; Title III, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The state funds in the Local Control Accountability Plan are used for four major goal areas: (1) Literacy and Reclassification of English Learners, (2) College and Career Readiness, (3) Parent Engagement, and (4) Safety and School Climate. The supplemental funds are principally directed toward English Learners, Socio-economically Disadvantaged Students, Homeless, and Foster Youth.

In addition, federal funds are used to supplement and enhance retention of highly qualified district and school site administration; support interpretation, translation and parent engagement with on-site bilingual community liaisons, and professional development for teaching and support staff in the areas of English Language Arts, English Language Development; Mathematics; Science; technology; data analysis; Common Core Curriculum and newly adopted curriculum.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

To ensure alignment in the use of federal funds with activities funded by state and local funds and across different federal grant programs, expenditures are focused on enhancement and supporting activities and services that meet needs above and beyond what is provided by the state and local funds as follows:

* To enhance identified local needs and services to ensure equity and access for all in teaching and learning.

* To support the monitoring of student progress, positive student supports of behavior intervention above and beyond what is funded by state and local funds.

* To create opportunities for career and technical support at secondary schools.

* To enhance beginning teacher supports and provide for all teachers the opportunity for teams of teaching and support staff to participate in professional development.

* To provide supplementary opportunities for staff to engage in professional development and collaboration based on district and site-based goals.

* To provide for a not for profit private school consultation for each participating private school to develop their professional development needs aligned to their goals.

* To make possible above and beyond support of ongoing parent consultation, family and community engagement in the creation of the Local Control Accountability Plan and the School Plan Student Achievement at each site.

* To support goals that are aligned throughout the district to ensure an ongoing process that is reflective of enhancement activities and supports.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

(B) identifying students who may be at risk for academic failure;

(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The annual comparability report reflects comparable services are being provided at all of our schools and all teachers are qualified, teaching in their field and serve students of low-income and minority children at proportionate rate throughout our district. If the comparability report showed disproportionality, steps will be taken to remedy the disproportionality with the use of TItle II funds, if needed, to provide teacher training, ensure completion of credentials, and if applicable transfer teachers to ensure proportionality.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

To support parent and family engagement, the district and sites engage in various activities.

At least annually parents take the Panorama survey and regularly engage with the district and site administrative and teaching staff in meaningful consultation about Title I students, written parent and family engagement policy. Parents and staff jointly develop site plans and the Local Control

Accountability Plan. Parents engage in developing and monitoring the plans. The district and sites coordinate technical support and identified needs to build the capacity of schools in planning and implementing effective parent involvement activities to improve student performance. Teaching, support staff and parents lead established committees and develop plans based on district and site goals addressing barriers, access and equity as reflected on the formal annual surveys and on informal ongoing parent evaluations. The District reserves at least 1% of Title I funds for parent and family engagement activities. Schools receive 90% of these funds and in an annual meeting parents are informed of their school's participation and the requirements of Title 1. Meeting times and location are determined by parent needs. Information about curriculum, assessments and standards is provided at the beginning of the year and is available at sites. Timely and meaningful two-way communication is ensured through open door policies and regularly scheduled meetings. Capacity building and training materials are provided at the district and sites based on parent and community needs as per survey and two-way communication.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

In consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, the schools establish a comprehensive needs assessment of the entire school. The support programs in schoolwide and targeted schools establish a school site council to develop, implement and evaluate the School Plan for Student Achievement. These plans delineate the methods and instructional strategies that strengthen the academic program that supports the individual school's goals and how these goals align to the district goals. Every school focuses on increasing the amount and quality of learning time and calendar professional development and collaboration. Each school develops a plan to provide enriched and accelerated curriculum while addressing the needs of all children in the school but particularly the needs of those not meeting the academic standards or at risk of not meeting academic standards. Annually the plan is evaluated, the standardized assessments, surveys and the overall program is reviewed to develop a plan for federal budget expenses to enhance base, state and local funding supporting identified students at targeted schools and supporting the needs of students at risk or in need at school wide school.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Parents and guardians of homeless children are informed of educational opportunities to participate in the education of their children. The District policy ensures homeless children are not segregated or stigmatized. The District has a Homeless liaison who coordinates activities with other agencies and ensures that homeless children are enrolled and have full and equal opportunity to succeed in school. All school staff is aware of the director's responsibilities supporting homeless youth: provide school stability, immediate enrollment, extracurricular activities. The District has a dispute resolution process. Any equipment of $500 or more purchased with the reservation of Title I funds for homeless students is inventoried. Coursework, credits and graduation requirements for homeless youth is ensured. Services to homeless students are comparable to those of other students throughout our district.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The District provides early childhood education programs at a State Preschool with a morning an and afternoon class and the District provides preschool for students receiving special education services.

Transition meetings for students moving from elementary to middle and middle to high school for at-risk students take place to give and receive information and the AVID system ensures a transition for student enrollment from elementary to middle school and to high school AVID.

We also provides CTE (broadcasting, agriscience, construction), Middle College, Early College.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The School District utilizes funds to support technology enhanced literacy at school sites, which provides for individualized learning for both struggling students and students who are excelling.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

District does not receive Title I, Part D funds.

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

District does not receive Title I, Part D funds.

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend**.**

THIS ESSA PROVISION IS ADDRESSED BELOW:

District does not receive Title I, Part D funds.

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

District does not receive Title I, Part D funds.

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

District does not receive Title I, Part D funds.

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

District does not receive Title I, Part D funds.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

District does not receive Title I, Part D funds.

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

District does not receive Title I, Part D funds.

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

District does not receive Title I, Part D funds.

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

District does not receive Title I, Part D funds.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

District does not receive Title I, Part D funds.

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

District does not receive Title I, Part D funds.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The District provides professional development growth and improvement opportunities to teachers through the Beginning Teacher Support and Assessment program and to administrators through the Association of California School Administrator coaching program. The District also provides content and curriculum support, especially in the area of English Language Development through the Director of Categorical Programs.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

The District has developed and implemented initiatives to assist in recruiting, hiring and retaining effective teachers especially in low-income schools. The initiatives have included:

* Recruitment at job fairs and other countries for the dual immersion program.

* Reduction in class size.

* Support efforts to train teachers, principals and other school leaders to effectively integrate technology into the curriculum and mindfulness at some sites.

* Programs and activities that increase the ability of teachers to effectively teach students with identified disabilities, special needs, as well as activities to increase the knowledge base of teachers, principals on instruction in the early grades and on strategies to measure whether young children are progressing.

* Professional development and capacity building with selecting and implementing formative assessments and using data to improve instruction and instruction for all but particularly the students who have not met standards.

* Professional development and inservice training is designed to help educators understand when and how to refer students affected by trauma and mental illness, the use of referral mechanisms, addressing issues related to school conditions for student learning such as safety, peer interaction, chronic absenteeism and substance abuse.

* Annually and ongoing training is provided on how to recognize and prevent sexual abuse.

* Provide training to support the identification of students who are gifted and talented.

* Professional development in STEM activities and on how to integrate academic content, career and technical education and work based learning is provided.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The stakeholders, teachers, support staff, students, families and communities review school and student data to set the pace for a continuous improvement model. Data reviewed includes survey results, available resources, demographic data, student and school achievement and growth data and graduation rates as applicable.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The English Learner Program ensures English learners in California, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students. The funds provided for English Learners under Title III Part A professional development are spent as a third tier to support and enhance efforts above and

beyond what the base program, state/local and other federal funds cannot support. Specifically, Title II supported professional development designed to improve the instruction and assessment of English Learners and to enhance the ability of teachers, principals and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English Learners in Designated English Language Development classes and in Integrated English Language Development classes. Professional development in Integrated English Language Development was subject-specific at the high school and focused on mathematics at the elementary schools.

Professional development opportunities for the English Language Proficiency Assessment for California, ELPAC and every site participated in administering the practice tests for a semester to expand and enhance existing language instruction educational programs, academic content instructional programs and assessment for English learners.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

District does not receive Title III Immigrant funds.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

English Learner students received base services and programs that are funded through the base program, Local Control Funding Formula and additional supports are provided with supplemental/concentration funds. As a third level of support, Title I provides additional supports for instructional activities that improve the education of English learners by assisting them to fully access intellectually rich and comprehensive curricula as well as meet the challenging state grade level and graduation standards. We use effective approaches and methodologies for teaching English learners during these activities to:

· Develop and implement new language instruction educational programs and academic content instructional programs for English learners in elementary school programs, and secondary school programs through professional development for designated and integrated English Language

Development. Instructional early childhood education programs focus on developing English learners acquisition of primary and secondary language.

- District and sites carry out locally designed activities that enhance English learner's experiences toward reaching district and site goals
- Annually, we review and plan, within an individual school, schoolwide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction for English learners
- The implementation of district-wide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction for English learners is based on district and site needs and goals.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and

(B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

English Learner acquisition progress and achievement goals are set by the district and each site. As the progress and achievement data is reviewed, new goals are set to meet the needs of the English Learners. District and school sites develop long-term goals with short-term check in points including intervention supports in the areas of oral language acquisition, including vocabulary; reading fluency; comprehension skills and writing. Additionally, every teacher supported access to the new annual assessments in English Language Development by engaging students in the practice test in weekly small practice sections.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

District does not receive Title IV funds.

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: June 20, 2019

☒ **ACTION**
☐ **CONSENT**
☐ **DISCUSSION**
☐ **INFORMATION**

BOARD AGENDA NUMBER: 15.c

BOARD AGENDA ITEM: Adopt 2019-20 District Budget

DEPARTMENT: Business Department

CONTACT PERSON: Crystal Leach, Chief Business Official

BACKGROUND INFORMATION:

The District is required to adopt a balanced budget prior to July 1st of each year for the upcoming fiscal year. In compliance with legislation AB1200, the district selected the single budget adoption calendar. AB1200 gives the district 45 days after the Governor signs the state budget to revise the school district's budget.

REPORT/PROPOSAL:

The 2019-2020 proposed district budget is presented to the Governing Board. The Budget Adoption process for Cabrillo Unified School District represents a projection of revenues and expenditures for the Fiscal Year 2019-2020. The financial information presented in this proposed budget is based on past data and the analysis of future trends and economic indicators in the State and the District.

The District's budget has improved as a result of the state economy and the implementation of the new Local Control Funding Formula (LCFF). LCFF revenues for the District's upcoming budget year and subsequent two fiscal years are based on the estimated cost of living adjustment and the gap funding assumption from the Department of Finance. Flat funding for Federal programs is projected for the upcoming budget year and subsequent two fiscal years.

FINANCIAL IMPACT:

Financial impact is detailed in the 2019-2020 district budget.

RECOMMENDATION:

Adopt 2019-2020 district budget.

ANNUAL BUDGET REPORT:
July 1, 2019 Budget Adoption

Insert "X" in applicable boxes:

[X] This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the governing board of the school district pursuant to Education Code sections 33129, 42127, 52060, 52061, and 52062.

[X] If the budget includes a combined assigned and unassigned ending fund balance above the minimum recommended reserve for economic uncertainties, at its public hearing, the school district complied with the requirements of subparagraphs (B) and (C) of paragraph (2) of subdivision (a) of Education Code Section 42127.

Budget available for inspection at:

Place: Cabrillo Unified School District
Date: June 4th - June 6th, 2019

Public Hearing:

Place: Cabrillo Unified School District
Date: June 06, 2019
Time: 7:00 p.m

Adoption Date: June 20, 2019

Signed: _____
Clerk/Secretary of the Governing Board
(Original signature required)

Contact person for additional information on the budget reports:

Name: Crystal Leach
Telephone: 650-712-7135

Title: Chief Business Official
E-mail: leachc@cabrillo.k12.ca.us

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review (Form 01CS). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern for fiscal solvency purposes and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Budgeted (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	

CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.	X	
4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.	X	
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.	X	
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	
9	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.		X

SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?		X

SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		X
		• If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2018-19) annual payment?	X	
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?	X	
		• If yes, are they lifetime benefits?	n/a	
		• If yes, do benefits continue beyond age 65?	n/a	
		• If yes, are benefits funded by pay-as-you-go?	n/a	
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:		
		• Certificated? (Section S8A, Line 1)		X
		• Classified? (Section S8B, Line 1)		X
		• Management/supervisor/confidential? (Section S8C, Line 1)	n/a	
S9	Local Control and Accountability Plan (LCAP)	• Did or will the school district's governing board adopt an LCAP or approve an update to the LCAP effective for the budget year?		X
		• Approval date for adoption of the LCAP or approval of an update to the LCAP:	Jun 20, 2019	
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template, Section 3: Actions, Services, and Expenditures?		X

ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	X	
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?		X
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	

ADDITIONAL FISCAL INDICATORS (continued)			No	Yes
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).		X
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

Pursuant to EC Section 42141, if a school district, either individually or as a member of a joint powers agency, is self-insured for workers' compensation claims, the superintendent of the school district annually shall provide information to the governing board of the school district regarding the estimated accrued but unfunded cost of those claims. The governing board annually shall certify to the county superintendent of schools the amount of money, if any, that it has decided to reserve in its budget for the cost of those claims.

To the County Superintendent of Schools:

(___) Our district is self-insured for workers' compensation claims as defined in Education Code Section 42141(a):

Total liabilities actuarially determined:	$
Less: Amount of total liabilities reserved in budget:	$
Estimated accrued but unfunded liabilities:	$ 0.00

(X) This school district is self-insured for workers' compensation claims through a JPA, and offers the following information:

(___) This school district is not self-insured for workers' compensation claims.

Signed _____ Date of Meeting: Jun 20, 2019

Clerk/Secretary of the Governing Board
(Original signature required)

For additional information on this certification, please contact:

Name: Crystal Leach

Title: Chief Business Official

Telephone: 650-712-7135

E-mail: leachc@cabrillo.k12.ca.us

Description	Object Codes	2019-20 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2020-21 Projection (C)	% Change (Cols. E-C/C) (D)	2021-22 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	28,663,412.00	1.25%	29,022,519.00	2.77%	29,825,568.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	593,759.00	0.00%	593,759.00	0.00%	593,759.00
4. Other Local Revenues	8600-8799	153,000.00	0.00%	153,000.00	0.00%	153,000.00
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	(8,135,008.00)	24.27%	(10,109,436.00)	2.34%	(10,345,798.00)
6. Total (Sum lines A1 thru A5c)		21,275,163.00	-7.59%	19,659,842.00	2.88%	20,226,529.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				12,238,775.00		12,483,551.00
b. Step & Column Adjustment				244,776.00		249,671.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	12,238,775.00	2.00%	12,483,551.00	2.00%	12,733,222.00
2. Classified Salaries						
a. Base Salaries				2,647,896.00		2,694,234.00
b. Step & Column Adjustment				46,338.00		47,149.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	2,647,896.00	1.75%	2,694,234.00	1.75%	2,741,383.00
3. Employee Benefits	3000-3999	5,666,578.00	5.60%	5,983,847.00	2.62%	6,140,433.00
4. Books and Supplies	4000-4999	349,911.00	0.00%	349,911.00	0.00%	349,911.00
5. Services and Other Operating Expenditures	5000-5999	1,912,618.00	0.00%	1,912,618.00	0.00%	1,912,618.00
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	38,232.00	-0.26%	38,132.00	0.00%	38,132.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(28,751.00)	0.00%	(28,751.00)	0.00%	(28,751.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	152,783.00	0.00%	152,783.00	0.00%	152,783.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		22,978,042.00	2.65%	23,586,325.00	1.92%	24,039,731.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(1,702,879.00)		(3,926,483.00)		(3,813,202.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		4,437,971.94		2,735,092.94		(1,191,390.06)
2. Ending Fund Balance (Sum lines C and D1)		2,735,092.94		(1,191,390.06)		(5,004,592.06)
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	35,500.00		35,500.00		35,500.00
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	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,145,094.00		1,174,599.00		1,195,292.00
2. Unassigned/Unappropriated	9790	1,554,498.94		(2,401,489.06)		(6,235,384.06)
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		2,735,092.94		(1,191,390.06)		(5,004,592.06)

Description	Object Codes	2019-20 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2020-21 Projection (C)	% Change (Cols. E-C/C) (D)	2021-22 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,145,094.00		1,174,599.00		1,195,292.00
c. Unassigned/Unappropriated	9790	1,554,498.94		(2,401,489.06)		(6,235,384.06)
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789	72,864.85		72,864.85		72,864.85
c. Unassigned/Unappropriated	9790	0.00				
3. Total Available Reserves (Sum lines E1a thru E2c)		2,772,457.79		(1,154,025.21)		(4,967,227.21)

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

Description	Object Codes	2019-20 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2020-21 Projection (C)	% Change (Cols. E-C/C) (D)	2021-22 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	1,511,630.00	0.00%	1,511,630.00	0.00%	1,511,630.00
2. Federal Revenues	8100-8299	1,332,711.00	0.00%	1,332,711.00	0.00%	1,332,711.00
3. Other State Revenues	8300-8599	1,668,886.00	0.00%	1,668,886.00	0.00%	1,668,886.00
4. Other Local Revenues	8600-8799	2,593,324.00	-63.59%	944,194.00	0.00%	944,194.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	8,135,008.00	24.27%	10,109,436.00	2.34%	10,345,798.00
6. Total (Sum lines A1 thru A5c)		15,241,559.00	2.13%	15,566,857.00	1.52%	15,803,219.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				3,406,560.00		3,474,691.00
b. Step & Column Adjustment				68,131.00		69,494.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	3,406,560.00	2.00%	3,474,691.00	2.00%	3,544,185.00
2. Classified Salaries						
a. Base Salaries				3,672,528.00		3,736,824.00
b. Step & Column Adjustment				64,296.00		65,394.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	3,672,528.00	1.75%	3,736,824.00	1.75%	3,802,218.00
3. Employee Benefits	3000-3999	3,943,068.00	4.89%	4,135,939.00	2.45%	4,237,413.00
4. Books and Supplies	4000-4999	690,726.00	7.21%	740,536.00	0.00%	740,536.00
5. Services and Other Operating Expenditures	5000-5999	3,253,544.00	0.00%	3,253,544.00	0.00%	3,253,544.00
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	205,984.00	0.00%	205,984.00	0.00%	205,984.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	19,339.00	0.00%	19,339.00	0.00%	19,339.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		15,191,749.00	2.47%	15,566,857.00	1.52%	15,803,219.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		49,810.00		0.00		0.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		605,903.75		655,713.75		655,713.75
2. Ending Fund Balance (Sum lines C and D1)		655,713.75		655,713.75		655,713.75
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	655,713.75		655,713.75		655,713.75
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)		655,713.75		655,713.75		655,713.75

Description	Object Codes	2019-20 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2020-21 Projection (C)	% Change (Cols. E-C/C) (D)	2021-22 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2						
in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

Description	Object Codes	2019-20 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2020-21 Projection (C)	% Change (Cols. E-C/C) (D)	2021-22 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	30,175,042.00	1.19%	30,534,149.00	2.63%	31,337,198.00
2. Federal Revenues	8100-8299	1,332,711.00	0.00%	1,332,711.00	0.00%	1,332,711.00
3. Other State Revenues	8300-8599	2,262,645.00	0.00%	2,262,645.00	0.00%	2,262,645.00
4. Other Local Revenues	8600-8799	2,746,324.00	-60.05%	1,097,194.00	0.00%	1,097,194.00
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)		36,516,722.00	-3.53%	35,226,699.00	2.28%	36,029,748.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				15,645,335.00		15,958,242.00
b. Step & Column Adjustment				312,907.00		319,165.00
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	15,645,335.00	2.00%	15,958,242.00	2.00%	16,277,407.00
2. Classified Salaries						
a. Base Salaries				6,320,424.00		6,431,058.00
b. Step & Column Adjustment				110,634.00		112,543.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	6,320,424.00	1.75%	6,431,058.00	1.75%	6,543,601.00
3. Employee Benefits	3000-3999	9,609,646.00	5.31%	10,119,786.00	2.55%	10,377,846.00
4. Books and Supplies	4000-4999	1,040,637.00	4.79%	1,090,447.00	0.00%	1,090,447.00
5. Services and Other Operating Expenditures	5000-5999	5,166,162.00	0.00%	5,166,162.00	0.00%	5,166,162.00
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	244,216.00	-0.04%	244,116.00	0.00%	244,116.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(9,412.00)	0.00%	(9,412.00)	0.00%	(9,412.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	152,783.00	0.00%	152,783.00	0.00%	152,783.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		38,169,791.00	2.58%	39,153,182.00	1.76%	39,842,950.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(1,653,069.00)		(3,926,483.00)		(3,813,202.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		5,043,875.69		3,390,806.69		(535,676.31)
2. Ending Fund Balance (Sum lines C and D1)		3,390,806.69		(535,676.31)		(4,348,878.31)
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	35,500.00		35,500.00		35,500.00
b. Restricted	9740	655,713.75		655,713.75		655,713.75
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,145,094.00		1,174,599.00		1,195,292.00
2. Unassigned/Unappropriated	9790	1,554,498.94		(2,401,489.06)		(6,235,384.06)
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		3,390,806.69		(535,676.31)		(4,348,878.31)

Description	Object Codes	2019-20 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2020-21 Projection (C)	% Change (Cols. E-C/C) (D)	2021-22 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,145,094.00		1,174,599.00		1,195,292.00
c. Unassigned/Unappropriated	9790	1,554,498.94		(2,401,489.06)		(6,235,384.06)
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	72,864.85		72,864.85		72,864.85
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		2,772,457.79		(1,154,025.21)		(4,967,227.21)
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		7.26%		-2.95%		-12.47%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	Yes					
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)		0.00				
2. District ADA						
Used to determine the reserve standard percentage level on line F3d						
(Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)		2,972.89		2,972.89		2,972.89
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		38,169,791.00		39,153,182.00		39,842,950.00
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)		38,169,791.00		39,153,182.00		39,842,950.00
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)		3%		3%		3%
e. Reserve Standard - By Percent (Line F3c times F3d)		1,145,093.73		1,174,595.46		1,195,288.50
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)		0.00		0.00		0.00
g. Reserve Standard (Greater of Line F3e or F3f)		1,145,093.73		1,174,595.46		1,195,288.50
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		NO		NO

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals Unrestricted (A)	2018-19 Estimated Actuals Restricted (B)	2018-19 Estimated Actuals Total Fund col. A + B (C)	2019-20 Budget Unrestricted (D)	2019-20 Budget Restricted (E)	2019-20 Budget Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	28,476,172.00	1,511,630.00	29,987,802.00	28,663,412.00	1,511,630.00	30,175,042.00	0.6%
2) Federal Revenue		8100-8299	0.00	1,596,390.00	1,596,390.00	0.00	1,332,711.00	1,332,711.00	-16.5%
3) Other State Revenue		8300-8599	1,187,042.00	2,221,021.00	3,408,063.00	593,759.00	1,668,886.00	2,262,645.00	-33.6%
4) Other Local Revenue		8600-8799	174,208.00	2,700,213.00	2,874,421.00	153,000.00	2,593,324.00	2,746,324.00	-4.5%
5) TOTAL, REVENUES			29,837,422.00	8,029,254.00	37,866,676.00	29,410,171.00	7,106,551.00	36,516,722.00	-3.6%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	11,817,692.00	3,346,434.00	15,164,126.00	12,238,775.00	3,406,560.00	15,645,335.00	3.2%
2) Classified Salaries		2000-2999	2,589,842.00	3,476,383.00	6,066,225.00	2,647,896.00	3,672,528.00	6,320,424.00	4.2%
3) Employee Benefits		3000-3999	5,106,578.00	3,954,666.00	9,061,244.00	5,666,578.00	3,943,068.00	9,609,646.00	6.1%
4) Books and Supplies		4000-4999	349,911.00	1,250,593.00	1,600,504.00	349,911.00	690,726.00	1,040,637.00	-35.0%
5) Services and Other Operating Expenditures		5000-5999	1,911,274.00	3,338,111.60	5,249,385.60	1,912,618.00	3,253,544.00	5,166,162.00	-1.6%
6) Capital Outlay		6000-6999	0.00	70,663.00	70,663.00	0.00	0.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	38,232.00	205,984.00	244,216.00	38,232.00	205,984.00	244,216.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(32,044.00)	22,632.00	(9,412.00)	(28,751.00)	19,339.00	(9,412.00)	0.0%
9) TOTAL, EXPENDITURES			21,781,485.00	15,665,466.60	37,446,951.60	22,825,259.00	15,191,749.00	38,017,008.00	1.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			8,055,937.00	(7,636,212.60)	419,724.40	6,584,912.00	(8,085,198.00)	(1,500,286.00)	-457.4%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	83,460.00	0.00	83,460.00	0.00	0.00	0.00	-100.0%
b) Transfers Out		7600-7629	121,488.00	0.00	121,488.00	152,783.00	0.00	152,783.00	25.8%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(7,958,106.00)	7,958,106.00	0.00	(8,135,008.00)	8,135,008.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(7,996,134.00)	7,958,106.00	(38,028.00)	(8,287,791.00)	8,135,008.00	(152,783.00)	301.8%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals Unrestricted (A)	2018-19 Estimated Actuals Restricted (B)	2018-19 Estimated Actuals Total Fund col. A + B (C)	2019-20 Budget Unrestricted (D)	2019-20 Budget Restricted (E)	2019-20 Budget Total Fund col. D + E (F)	% Diff Column C & F
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			59,803.00	321,893.40	381,696.40	(1,702,879.00)	49,810.00	(1,653,069.00)	-533.1%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	4,378,168.94	284,010.35	4,662,179.29	4,437,971.94	605,903.75	5,043,875.69	8.2%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4,378,168.94	284,010.35	4,662,179.29	4,437,971.94	605,903.75	5,043,875.69	8.2%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,378,168.94	284,010.35	4,662,179.29	4,437,971.94	605,903.75	5,043,875.69	8.2%
2) Ending Balance, June 30 (E + F1e)			4,437,971.94	605,903.75	5,043,875.69	2,735,092.94	655,713.75	3,390,806.69	-32.8%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	35,500.00	0.00	35,500.00	35,500.00	0.00	35,500.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	605,903.75	605,903.75	0.00	655,713.75	655,713.75	8.2%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	1,127,054.00	0.00	1,127,054.00	1,145,094.00	0.00	1,145,094.00	1.6%
Unassigned/Unappropriated Amount		9790	3,275,417.94	0.00	3,275,417.94	1,554,498.94	0.00	1,554,498.94	-52.5%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals Unrestricted (A)	2018-19 Estimated Actuals Restricted (B)	2018-19 Estimated Actuals Total Fund col. A + B (C)	2019-20 Budget Unrestricted (D)	2019-20 Budget Restricted (E)	2019-20 Budget Total Fund col. D + E (F)	% Diff Column C & F
G. ASSETS									
1) Cash									
a) in County Treasury		9110	0.00	0.00	0.00				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	0.00	0.00	0.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	0.00	0.00				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) TOTAL, ASSETS			0.00	0.00	0.00				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	0.00	0.00	0.00				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			0.00	0.00	0.00				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30									

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals Unrestricted (A)	2018-19 Estimated Actuals Restricted (B)	2018-19 Estimated Actuals Total Fund col. A + B (C)	2019-20 Budget Unrestricted (D)	2019-20 Budget Restricted (E)	2019-20 Budget Total Fund col. D + E (F)	% Diff Column C & F
(G9 + H2) - (I6 + J2)			0.00	0.00	0.00				

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals Unrestricted (A)	2018-19 Estimated Actuals Restricted (B)	2018-19 Estimated Actuals Total Fund col. A + B (C)	2019-20 Budget Unrestricted (D)	2019-20 Budget Restricted (E)	2019-20 Budget Total Fund col. D + E (F)	% Diff Column C & F
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	12,002,664.00	0.00	12,002,664.00	12,598,923.00	0.00	12,598,923.00	5.0%
Education Protection Account State Aid - Current Year		8012	2,747,206.00	0.00	2,747,206.00	2,353,505.00	0.00	2,353,505.00	-14.3%
State Aid - Prior Years		8019	15,318.00	0.00	15,318.00	0.00	0.00	0.00	-100.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	94,993.00	0.00	94,993.00	94,993.00	0.00	94,993.00	0.0%
Timber Yield Tax		8022	35,102.00	0.00	35,102.00	35,102.00	0.00	35,102.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	23,743,218.00	0.00	23,743,218.00	23,743,218.00	0.00	23,743,218.00	0.0%
Unsecured Roll Taxes		8042	1,242,094.00	0.00	1,242,094.00	1,242,094.00	0.00	1,242,094.00	0.0%
Prior Years' Taxes		8043	(39,577.00)	0.00	(39,577.00)	(39,577.00)	0.00	(39,577.00)	0.0%
Supplemental Taxes		8044	1,899,968.00	0.00	1,899,968.00	1,899,968.00	0.00	1,899,968.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	(13,264,814.00)	0.00	(13,264,814.00)	(13,264,814.00)	0.00	(13,264,814.00)	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	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	0.00	0.0%
Subtotal, LCFF Sources			28,476,172.00	0.00	28,476,172.00	28,663,412.00	0.00	28,663,412.00	0.7%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	1,511,630.00	1,511,630.00	0.00	1,511,630.00	1,511,630.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals Unrestricted (A)	2018-19 Estimated Actuals Restricted (B)	2018-19 Estimated Actuals Total Fund col. A + B (C)	2019-20 Budget Unrestricted (D)	2019-20 Budget Restricted (E)	2019-20 Budget Total Fund col. D + E (F)	% Diff Column C & F
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			28,476,172.00	1,511,630.00	29,987,802.00	28,663,412.00	1,511,630.00	30,175,042.00	0.6%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	589,465.00	589,465.00	0.00	589,465.00	589,465.00	0.0%
Special Education Discretionary Grants		8182	0.00	11,659.00	11,659.00	0.00	11,659.00	11,659.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	357,547.00	357,547.00	0.00	357,547.00	357,547.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		129,737.00	129,737.00		117,507.00	117,507.00	-9.4%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		173,174.00	173,174.00		50,607.00	50,607.00	-70.8%
Title III, Part A, Immigrant Student Program	4201	8290		0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals Unrestricted (A)	2018-19 Estimated Actuals Restricted (B)	2018-19 Estimated Actuals Total Fund col. A + B (C)	2019-20 Budget Unrestricted (D)	2019-20 Budget Restricted (E)	2019-20 Budget Total Fund col. D + E (F)	% Diff Column C & F
Title III, Part A, English Learner Program	4203	8290		206,834.00	206,834.00		77,952.00	77,952.00	-62.3%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3020, 3040, 3041, 3045, 3060, 3061, 3110, 3150, 3155, 3177, 3180, 3181, 3182, 3183, 3185, 4050, 4123, 4124, 4126, 4127, 4128, 5510, 5630	8290		0.00	0.00		0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290		14,902.00	14,902.00		14,902.00	14,902.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	113,072.00	113,072.00	0.00	113,072.00	113,072.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	1,596,390.00	1,596,390.00	0.00	1,332,711.00	1,332,711.00	-16.5%
OTHER STATE REVENUE									
Other State Apportionments									
ROC/P Entitlement Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		32,750.00	32,750.00		0.00	0.00	-100.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	693,163.00	0.00	693,163.00	124,877.00	0.00	124,877.00	-82.0%
Lottery - Unrestricted and Instructional Materials		8560	485,878.00	182,560.00	668,438.00	468,882.00	164,575.00	633,457.00	-5.2%
Tax Relief Subventions Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		112,500.00	112,500.00		112,500.00	112,500.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals			2019-20 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		2,340.00	2,340.00		0.00	0.00	-100.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		147,193.00	147,193.00		0.00	0.00	-100.0%
American Indian Early Childhood Educatior	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
Quality Education Investment Act	7400	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	8,001.00	1,743,678.00	1,751,679.00	0.00	1,391,811.00	1,391,811.00	-20.5%
TOTAL, OTHER STATE REVENUE			1,187,042.00	2,221,021.00	3,408,063.00	593,759.00	1,668,886.00	2,262,645.00	-33.6%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals Unrestricted (A)	2018-19 Estimated Actuals Restricted (B)	2018-19 Estimated Actuals Total Fund col. A + B (C)	2019-20 Budget Unrestricted (D)	2019-20 Budget Restricted (E)	2019-20 Budget Total Fund col. D + E (F)	% Diff Column C & F
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	1,649,130.00	1,649,130.00	0.00	1,649,130.00	1,649,130.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds									
Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF									
Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	45,100.00	0.00	45,100.00	45,000.00	0.00	45,000.00	-0.2%
Interest		8660	20,000.00	0.00	20,000.00	20,000.00	0.00	20,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									
Plus: Misc Funds Non-LCFF									

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals Unrestricted (A)	2018-19 Estimated Actuals Restricted (B)	2018-19 Estimated Actuals Total Fund col. A + B (C)	2019-20 Budget Unrestricted (D)	2019-20 Budget Restricted (E)	2019-20 Budget Total Fund col. D + E (F)	% Diff Column C & F
(50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	109,108.00	1,051,083.00	1,160,191.00	88,000.00	944,194.00	1,032,194.00	-11.0%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			174,208.00	2,700,213.00	2,874,421.00	153,000.00	2,593,324.00	2,746,324.00	-4.5%
TOTAL, REVENUES			29,837,422.00	8,029,254.00	37,866,676.00	29,410,171.00	7,106,551.00	36,516,722.00	-3.6%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals Unrestricted (A)	2018-19 Estimated Actuals Restricted (B)	2018-19 Estimated Actuals Total Fund col. A + B (C)	2019-20 Budget Unrestricted (D)	2019-20 Budget Restricted (E)	2019-20 Budget Total Fund col. D + E (F)	% Diff Column C & F
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	9,284,612.00	2,300,723.00	11,585,335.00	9,482,233.00	2,363,772.00	11,846,005.00	2.2%
Certificated Pupil Support Salaries		1200	244,311.00	867,913.00	1,112,224.00	384,483.00	852,371.00	1,236,854.00	11.2%
Certificated Supervisors' and Administrators' Salaries		1300	2,196,777.00	72,122.00	2,268,899.00	2,280,067.00	84,741.00	2,364,808.00	4.2%
Other Certificated Salaries		1900	91,992.00	105,676.00	197,668.00	91,992.00	105,676.00	197,668.00	0.0%
TOTAL, CERTIFICATED SALARIES			11,817,692.00	3,346,434.00	15,164,126.00	12,238,775.00	3,406,560.00	15,645,335.00	3.2%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	5,385.00	1,096,978.00	1,102,363.00	5,385.00	1,143,265.00	1,148,650.00	4.2%
Classified Support Salaries		2200	880,456.00	1,939,482.00	2,819,938.00	961,926.00	2,012,811.00	2,974,737.00	5.5%
Classified Supervisors' and Administrators' Salaries		2300	371,167.00	80,914.00	452,081.00	382,864.00	80,914.00	463,778.00	2.6%
Clerical, Technical and Office Salaries		2400	1,063,455.00	203,970.00	1,267,425.00	1,010,592.00	282,499.00	1,293,091.00	2.0%
Other Classified Salaries		2900	269,379.00	155,039.00	424,418.00	287,129.00	153,039.00	440,168.00	3.7%
TOTAL, CLASSIFIED SALARIES			2,589,842.00	3,476,383.00	6,066,225.00	2,647,896.00	3,672,528.00	6,320,424.00	4.2%
EMPLOYEE BENEFITS									
STRS		3101-3102	1,807,356.00	1,839,376.00	3,646,732.00	2,007,356.00	1,834,409.00	3,841,765.00	5.3%
PERS		3201-3202	541,454.00	637,102.00	1,178,556.00	741,454.00	637,054.00	1,378,508.00	17.0%
OASDI/Medicare/Alternative		3301-3302	372,910.00	318,165.00	691,075.00	372,910.00	317,078.00	689,988.00	-0.2%
Health and Welfare Benefits		3401-3402	2,143,776.00	1,025,225.00	3,169,001.00	2,303,776.00	1,020,302.00	3,324,078.00	4.9%
Unemployment Insurance		3501-3502	7,149.00	3,377.00	10,526.00	7,149.00	3,359.00	10,508.00	-0.2%
Workers' Compensation		3601-3602	190,525.00	90,978.00	281,503.00	190,525.00	90,423.00	280,948.00	-0.2%
OPEB, Allocated		3701-3702	0.00	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	0.00	0.0%
Other Employee Benefits		3901-3902	43,408.00	40,443.00	83,851.00	43,408.00	40,443.00	83,851.00	0.0%
TOTAL, EMPLOYEE BENEFITS			5,106,578.00	3,954,666.00	9,061,244.00	5,666,578.00	3,943,068.00	9,609,646.00	6.1%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	0.00	336,072.00	336,072.00	0.00	168,744.00	168,744.00	-49.8%
Books and Other Reference Materials		4200	0.00	5,711.00	5,711.00	0.00	3,602.00	3,602.00	-36.9%
Materials and Supplies		4300	349,911.00	908,084.00	1,257,995.00	349,911.00	517,654.00	867,565.00	-31.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals Unrestricted (A)	2018-19 Estimated Actuals Restricted (B)	2018-19 Estimated Actuals Total Fund col. A + B (C)	2019-20 Budget Unrestricted (D)	2019-20 Budget Restricted (E)	2019-20 Budget Total Fund col. D + E (F)	% Diff Column C & F
Noncapitalized Equipment		4400	0.00	726.00	726.00	0.00	726.00	726.00	0.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			349,911.00	1,250,593.00	1,600,504.00	349,911.00	690,726.00	1,040,637.00	-35.0%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	49,500.00	776,321.00	825,821.00	49,500.00	776,321.00	825,821.00	0.0%
Travel and Conferences		5200	51,701.00	156,631.60	208,332.60	51,701.00	66,874.00	118,575.00	-43.1%
Dues and Memberships		5300	22,905.00	300.00	23,205.00	22,905.00	300.00	23,205.00	0.0%
Insurance		5400 - 5450	243,779.00	0.00	243,779.00	243,779.00	0.00	243,779.00	0.0%
Operations and Housekeeping Services		5500	756,950.00	94,800.00	851,750.00	756,950.00	94,800.00	851,750.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	115,125.00	465,400.00	580,525.00	115,125.00	463,010.00	578,135.00	-0.4%
Transfers of Direct Costs		5710	(5,786.00)	5,786.00	0.00	(4,811.00)	4,811.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(1,536.00)	0.00	(1,536.00)	(1,167.00)	0.00	(1,167.00)	-24.0%
Professional/Consulting Services and Operating Expenditures		5800	561,000.00	1,822,845.00	2,383,845.00	561,000.00	1,810,909.00	2,371,909.00	-0.5%
Communications		5900	117,636.00	16,028.00	133,664.00	117,636.00	36,519.00	154,155.00	15.3%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,911,274.00	3,338,111.60	5,249,385.60	1,912,618.00	3,253,544.00	5,166,162.00	-1.6%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals Unrestricted (A)	2018-19 Estimated Actuals Restricted (B)	2018-19 Estimated Actuals Total Fund col. A + B (C)	2019-20 Budget Unrestricted (D)	2019-20 Budget Restricted (E)	2019-20 Budget Total Fund col. D + E (F)	% Diff Column C & F
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	70,663.00	70,663.00	0.00	0.00	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	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	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	70,663.00	70,663.00	0.00	0.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	100.00	0.00	100.00	100.00	0.00	100.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	50,000.00	50,000.00	0.00	50,000.00	50,000.00	0.0%
Payments to County Offices		7142	38,132.00	155,984.00	194,116.00	38,132.00	155,984.00	194,116.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2019-20 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			38,232.00	205,984.00	244,216.00	38,232.00	205,984.00	244,216.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(22,632.00)	22,632.00	0.00	(19,339.00)	19,339.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(9,412.00)	0.00	(9,412.00)	(9,412.00)	0.00	(9,412.00)	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(32,044.00)	22,632.00	(9,412.00)	(28,751.00)	19,339.00	(9,412.00)	0.0%
TOTAL, EXPENDITURES			21,781,485.00	15,665,466.60	37,446,951.60	22,825,259.00	15,191,749.00	38,017,008.00	1.5%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals Unrestricted (A)	2018-19 Estimated Actuals Restricted (B)	2018-19 Estimated Actuals Total Fund col. A + B (C)	2019-20 Budget Unrestricted (D)	2019-20 Budget Restricted (E)	2019-20 Budget Total Fund col. D + E (F)	% Diff Column C & F
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	83,460.00	0.00	83,460.00	0.00	0.00	0.00	-100.0%
(a) TOTAL, INTERFUND TRANSFERS IN			83,460.00	0.00	83,460.00	0.00	0.00	0.00	-100.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	121,488.00	0.00	121,488.00	152,783.00	0.00	152,783.00	25.8%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			121,488.00	0.00	121,488.00	152,783.00	0.00	152,783.00	25.8%
OTHER SOURCES/USES									
SOURCES									
State Apportionments Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2019-20 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(7,958,106.00)	7,958,106.00	0.00	(8,135,008.00)	8,135,008.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(7,958,106.00)	7,958,106.00	0.00	(8,135,008.00)	8,135,008.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(7,996,134.00)	7,958,106.00	(38,028.00)	(8,287,791.00)	8,135,008.00	(152,783.00)	301.8%

Description	Function Codes	Object Codes	2018-19 Estimated Actuals Unrestricted (A)	2018-19 Estimated Actuals Restricted (B)	2018-19 Estimated Actuals Total Fund col. A + B (C)	2019-20 Budget Unrestricted (D)	2019-20 Budget Restricted (E)	2019-20 Budget Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	28,476,172.00	1,511,630.00	29,987,802.00	28,663,412.00	1,511,630.00	30,175,042.00	0.6%
2) Federal Revenue		8100-8299	0.00	1,596,390.00	1,596,390.00	0.00	1,332,711.00	1,332,711.00	-16.5%
3) Other State Revenue		8300-8599	1,187,042.00	2,221,021.00	3,408,063.00	593,759.00	1,668,886.00	2,262,645.00	-33.6%
4) Other Local Revenue		8600-8799	174,208.00	2,700,213.00	2,874,421.00	153,000.00	2,593,324.00	2,746,324.00	-4.5%
5) TOTAL, REVENUES			29,837,422.00	8,029,254.00	37,866,676.00	29,410,171.00	7,106,551.00	36,516,722.00	-3.6%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		12,973,971.00	8,955,739.60	21,929,710.60	13,755,355.00	8,614,450.00	22,369,805.00	2.0%
2) Instruction - Related Services	2000-2999		4,244,719.00	1,511,090.00	5,755,809.00	4,502,893.00	1,369,799.00	5,872,692.00	2.0%
3) Pupil Services	3000-3999		568,053.00	2,353,083.00	2,921,136.00	588,431.00	2,366,396.00	2,954,827.00	1.2%
4) Ancillary Services	4000-4999		240,782.00	418,054.00	658,836.00	235,698.00	393,660.00	629,358.00	-4.5%
5) Community Services	5000-5999		0.00	56,700.00	56,700.00	0.00	56,700.00	56,700.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		2,457,085.00	95,916.00	2,553,001.00	2,361,727.00	94,324.00	2,456,051.00	-3.8%
8) Plant Services	8000-8999		1,258,643.00	2,068,900.00	3,327,543.00	1,342,923.00	2,090,436.00	3,433,359.00	3.2%
9) Other Outgo	9000-9999	Except 7600-7699	38,232.00	205,984.00	244,216.00	38,232.00	205,984.00	244,216.00	0.0%
10) TOTAL, EXPENDITURES			21,781,485.00	15,665,466.60	37,446,951.60	22,825,259.00	15,191,749.00	38,017,008.00	1.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			8,055,937.00	(7,636,212.60)	419,724.40	6,584,912.00	(8,085,198.00)	(1,500,286.00)	-457.4%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	83,460.00	0.00	83,460.00	0.00	0.00	0.00	-100.0%
b) Transfers Out		7600-7629	121,488.00	0.00	121,488.00	152,783.00	0.00	152,783.00	25.8%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(7,958,106.00)	7,958,106.00	0.00	(8,135,008.00)	8,135,008.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(7,996,134.00)	7,958,106.00	(38,028.00)	(8,287,791.00)	8,135,008.00	(152,783.00)	301.8%

Description	Function Codes	Object Codes	2018-19 Estimated Actuals Unrestricted (A)	2018-19 Estimated Actuals Restricted (B)	2018-19 Estimated Actuals Total Fund col. A + B (C)	2019-20 Budget Unrestricted (D)	2019-20 Budget Restricted (E)	2019-20 Budget Total Fund col. D + E (F)	% Diff Column C & F
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			59,803.00	321,893.40	381,696.40	(1,702,879.00)	49,810.00	(1,653,069.00)	-533.1%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	4,378,168.94	284,010.35	4,662,179.29	4,437,971.94	605,903.75	5,043,875.69	8.2%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4,378,168.94	284,010.35	4,662,179.29	4,437,971.94	605,903.75	5,043,875.69	8.2%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,378,168.94	284,010.35	4,662,179.29	4,437,971.94	605,903.75	5,043,875.69	8.2%
2) Ending Balance, June 30 (E + F1e)			4,437,971.94	605,903.75	5,043,875.69	2,735,092.94	655,713.75	3,390,806.69	-32.8%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	35,500.00	0.00	35,500.00	35,500.00	0.00	35,500.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	605,903.75	605,903.75	0.00	655,713.75	655,713.75	8.2%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	1,127,054.00	0.00	1,127,054.00	1,145,094.00	0.00	1,145,094.00	1.6%
Unassigned/Unappropriated Amount		9790	3,275,417.94	0.00	3,275,417.94	1,554,498.94	0.00	1,554,498.94	-52.5%

Resource	Description	2018-19 Estimated Actuals	2019-20 Budget
5640	Medi-Cal Billing Option	81,791.19	118,361.19
7311	Classified School Employee Professional Development Block Grant	20,683.00	20,683.00
7510	Low-Performing Students Block Grant	308,591.00	308,591.00
9010	Other Restricted Local	194,838.56	208,078.56
Total, Restricted Balance		605,903.75	655,713.75

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	44,755.00	44,755.00	0.0%
3) Other State Revenue		8300-8599	343,271.00	343,271.00	0.0%
4) Other Local Revenue		8600-8799	40,719.00	35,569.00	-12.6%
5) TOTAL, REVENUES			428,745.00	423,595.00	-1.2%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	218,272.00	139,923.00	-35.9%
2) Classified Salaries		2000-2999	47,673.00	48,782.00	2.3%
3) Employee Benefits		3000-3999	62,967.00	62,096.00	-1.4%
4) Books and Supplies		4000-4999	41,279.00	32,357.00	-21.6%
5) Services and Other Operating Expenditures		5000-5999	87,167.00	80,000.00	-8.2%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	9,412.00	9,412.00	0.0%
9) TOTAL, EXPENDITURES			466,770.00	372,570.00	-20.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(38,025.00)	51,025.00	-234.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(38,025.00)	51,025.00	-234.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	115,197.91	77,172.91	-33.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			115,197.91	77,172.91	-33.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			115,197.91	77,172.91	-33.0%
2) Ending Balance, June 30 (E + F1e)			77,172.91	128,197.91	66.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	60,271.78	110,353.78	83.1%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	16,901.13	17,844.13	5.6%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
FEDERAL REVENUE					
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	44,755.00	44,755.00	0.0%
TOTAL, FEDERAL REVENUE			44,755.00	44,755.00	0.0%
OTHER STATE REVENUE					
Other State Apportionments					
All Other State Apportionments - Current Year		8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years		8319	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
Adult Education Program	6391	8590	343,271.00	343,271.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			343,271.00	343,271.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	943.00	943.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Adult Education Fees		8671	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	39,776.00	34,626.00	-12.9%
Tuition		8710	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			40,719.00	35,569.00	-12.6%
TOTAL, REVENUES			428,745.00	423,595.00	-1.2%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	8,165.00	3,718.00	-54.5%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	210,107.00	136,205.00	-35.2%
TOTAL, CERTIFICATED SALARIES			218,272.00	139,923.00	-35.9%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	47,673.00	48,782.00	2.3%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			47,673.00	48,782.00	2.3%
EMPLOYEE BENEFITS					
STRS		3101-3102	29,343.00	28,790.00	-1.9%
PERS		3201-3202	7,163.00	7,163.00	0.0%
OASDI/Medicare/Alternative		3301-3302	7,415.00	7,210.00	-2.8%
Health and Welfare Benefits		3401-3402	15,624.00	15,624.00	0.0%
Unemployment Insurance		3501-3502	124.00	120.00	-3.2%
Workers' Compensation		3601-3602	3,298.00	3,189.00	-3.3%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			62,967.00	62,096.00	-1.4%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	36,506.00	32,357.00	-11.4%
Noncapitalized Equipment		4400	4,773.00	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			41,279.00	32,357.00	-21.6%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	4,732.00	0.00	-100.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	2,435.00	0.00	-100.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	79,972.00	79,972.00	0.0%
Communications		5900	28.00	28.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			87,167.00	80,000.00	-8.2%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	9,412.00	9,412.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			9,412.00	9,412.00	0.0%
TOTAL, EXPENDITURES			466,770.00	372,570.00	-20.2%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	44,755.00	44,755.00	0.0%
3) Other State Revenue		8300-8599	343,271.00	343,271.00	0.0%
4) Other Local Revenue		8600-8799	40,719.00	35,569.00	-12.6%
5) TOTAL, REVENUES			428,745.00	423,595.00	-1.2%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		112,133.00	101,493.00	-9.5%
2) Instruction - Related Services	2000-2999		345,225.00	261,665.00	-24.2%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		9,412.00	9,412.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			466,770.00	372,570.00	-20.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(38,025.00)	51,025.00	-234.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(38,025.00)	51,025.00	-234.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	115,197.91	77,172.91	-33.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			115,197.91	77,172.91	-33.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			115,197.91	77,172.91	-33.0%
2) Ending Balance, June 30 (E + F1e)			77,172.91	128,197.91	66.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	60,271.78	110,353.78	83.1%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	16,901.13	17,844.13	5.6%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2018-19 Estimated Actuals	2019-20 Budget
6391	Adult Education Program	59,955.49	110,037.49
9010	Other Restricted Local	316.29	316.29
Total, Restricted Balance		60,271.78	110,353.78

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,281.00	0.00	-100.0%
5) TOTAL, REVENUES			1,281.00	0.00	-100.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	141.00	0.00	-100.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			141.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			1,140.00	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	83,460.00	0.00	-100.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(83,460.00)	0.00	-100.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(82,320.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	83,459.95	1,139.95	-98.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			83,459.95	1,139.95	-98.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			83,459.95	1,139.95	-98.6%
2) Ending Balance, June 30 (E + F1e)			1,139.95	1,139.95	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	1,139.95	1,139.95	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
FEDERAL REVENUE					
Child Nutrition Programs		8220	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
State Preschool	6105	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Interest		8660	1,281.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,281.00	0.00	-100.0%
TOTAL, REVENUES			1,281.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	141.00	0.00	-100.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			141.00	0.00	-100.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			141.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8911	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	83,460.00	0.00	-100.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			83,460.00	0.00	-100.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(83,460.00)	0.00	-100.0%

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,281.00	0.00	-100.0%
5) TOTAL, REVENUES			1,281.00	0.00	-100.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		141.00	0.00	-100.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			141.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			1,140.00	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	83,460.00	0.00	-100.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(83,460.00)	0.00	-100.0%

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(82,320.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	83,459.95	1,139.95	-98.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			83,459.95	1,139.95	-98.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			83,459.95	1,139.95	-98.6%
2) Ending Balance, June 30 (E + F1e)			1,139.95	1,139.95	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	1,139.95	1,139.95	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2018-19 Estimated Actuals	2019-20 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	516,132.00	516,132.00	0.0%
3) Other State Revenue		8300-8599	72,806.00	72,806.00	0.0%
4) Other Local Revenue		8600-8799	257,011.00	257,011.00	0.0%
5) TOTAL, REVENUES			845,949.00	845,949.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	268,415.00	299,729.00	11.7%
3) Employee Benefits		3000-3999	174,115.00	174,096.00	0.0%
4) Books and Supplies		4000-4999	497,741.00	497,741.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	27,166.00	27,166.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			967,437.00	998,732.00	3.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(121,488.00)	(152,783.00)	25.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	121,488.00	152,783.00	25.8%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			121,488.00	152,783.00	25.8%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	13,182.57	13,182.57	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			13,182.57	13,182.57	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			13,182.57	13,182.57	0.0%
2) Ending Balance, June 30 (E + F1e)			13,182.57	13,182.57	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	13,182.57	13,182.57	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
FEDERAL REVENUE					
Child Nutrition Programs		8220	516,132.00	516,132.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			516,132.00	516,132.00	0.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	72,806.00	72,806.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			72,806.00	72,806.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	255,941.00	255,941.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	478.00	478.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	592.00	592.00	0.0%
TOTAL, OTHER LOCAL REVENUE			257,011.00	257,011.00	0.0%
TOTAL, REVENUES			845,949.00	845,949.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	166,785.00	182,277.00	9.3%
Classified Supervisors' and Administrators' Salaries		2300	62,724.00	62,724.00	0.0%
Clerical, Technical and Office Salaries		2400	38,906.00	54,728.00	40.7%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			268,415.00	299,729.00	11.7%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	62,445.00	62,431.00	0.0%
OASDI/Medicare/Alternative		3301-3302	19,259.00	19,255.00	0.0%
Health and Welfare Benefits		3401-3402	84,651.00	84,651.00	0.0%
Unemployment Insurance		3501-3502	124.00	124.00	0.0%
Workers' Compensation		3601-3602	3,352.00	3,351.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	4,284.00	4,284.00	0.0%
TOTAL, EMPLOYEE BENEFITS			174,115.00	174,096.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	5,933.00	5,933.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	491,808.00	491,808.00	0.0%
TOTAL, BOOKS AND SUPPLIES			497,741.00	497,741.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	1,662.00	1,662.00	0.0%
Dues and Memberships		5300	132.00	132.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	4,273.00	4,273.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	14,066.00	14,066.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	1,167.00	1,167.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	3,480.00	3,480.00	0.0%
Communications		5900	2,386.00	2,386.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			27,166.00	27,166.00	0.0%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			967,437.00	998,732.00	3.2%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	121,488.00	152,783.00	25.8%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			121,488.00	152,783.00	25.8%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			121,488.00	152,783.00	25.8%

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	516,132.00	516,132.00	0.0%
3) Other State Revenue		8300-8599	72,806.00	72,806.00	0.0%
4) Other Local Revenue		8600-8799	257,011.00	257,011.00	0.0%
5) TOTAL, REVENUES			845,949.00	845,949.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		962,758.00	994,053.00	3.3%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		4,679.00	4,679.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			967,437.00	998,732.00	3.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(121,488.00)	(152,783.00)	25.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	121,488.00	152,783.00	25.8%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			121,488.00	152,783.00	25.8%

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	13,182.57	13,182.57	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			13,182.57	13,182.57	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			13,182.57	13,182.57	0.0%
2) Ending Balance, June 30 (E + F1e)			13,182.57	13,182.57	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	13,182.57	13,182.57	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2018-19 Estimated Actuals	2019-20 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School I	13,182.57	13,182.57
Total, Restricted Balance		13,182.57	13,182.57

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	5.00	5.00	0.0%
5) TOTAL, REVENUES			5.00	5.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			5.00	5.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			5.00	5.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	224.68	229.68	2.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			224.68	229.68	2.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			224.68	229.68	2.2%
2) Ending Balance, June 30 (E + F1e)			229.68	234.68	2.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	229.68	234.68	2.2%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
OTHER STATE REVENUE					
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	5.00	5.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			5.00	5.00	0.0%
TOTAL, REVENUES			5.00	5.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	5.00	5.00	0.0%
5) TOTAL, REVENUES			5.00	5.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			5.00	5.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			5.00	5.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	224.68	229.68	2.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			224.68	229.68	2.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			224.68	229.68	2.2%
2) Ending Balance, June 30 (E + F1e)			229.68	234.68	2.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	229.68	234.68	2.2%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2018-19 Estimated Actuals	2019-20 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,143.00	1,143.00	0.0%
5) TOTAL, REVENUES			1,143.00	1,143.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			1,143.00	1,143.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,143.00	1,143.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	70,578.85	71,721.85	1.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			70,578.85	71,721.85	1.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			70,578.85	71,721.85	1.6%
2) Ending Balance, June 30 (E + F1e)			71,721.85	72,864.85	1.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	71,721.85	72,864.85	1.6%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	1,143.00	1,143.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,143.00	1,143.00	0.0%
TOTAL, REVENUES			1,143.00	1,143.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,143.00	1,143.00	0.0%
5) TOTAL, REVENUES			1,143.00	1,143.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			1,143.00	1,143.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,143.00	1,143.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	70,578.85	71,721.85	1.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			70,578.85	71,721.85	1.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			70,578.85	71,721.85	1.6%
2) Ending Balance, June 30 (E + F1e)			71,721.85	72,864.85	1.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	71,721.85	72,864.85	1.6%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2018-19 Estimated Actuals	2019-20 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	478,728.00	478,728.00	0.0%
5) TOTAL, REVENUES			478,728.00	478,728.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	177,644.00	239,875.00	35.0%
3) Employee Benefits		3000-3999	78,262.00	78,262.00	0.0%
4) Books and Supplies		4000-4999	485,877.00	0.00	-100.0%
5) Services and Other Operating Expenditures		5000-5999	1,173,454.00	0.00	-100.0%
6) Capital Outlay		6000-6999	19,221,745.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			21,136,982.00	318,137.00	-98.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(20,658,254.00)	160,591.00	-100.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	34,830,000.00	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			34,830,000.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			14,171,746.00	160,591.00	-98.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	9,453,286.70	23,625,032.70	149.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			9,453,286.70	23,625,032.70	149.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			9,453,286.70	23,625,032.70	149.9%
2) Ending Balance, June 30 (E + F1e)			23,625,032.70	23,785,623.70	0.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	2,133,910.00	New
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	23,625,032.70	21,651,713.70	-8.4%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue County and District Taxes					
Other Restricted Levies Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	478,728.00	478,728.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			478,728.00	478,728.00	0.0%
TOTAL, REVENUES			478,728.00	478,728.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	140,951.00	177,493.00	25.9%
Clerical, Technical and Office Salaries		2400	36,693.00	62,382.00	70.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			177,644.00	239,875.00	35.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	41,960.00	41,960.00	0.0%
OASDI/Medicare/Alternative		3301-3302	13,554.00	13,554.00	0.0%
Health and Welfare Benefits		3401-3402	19,722.00	19,722.00	0.0%
Unemployment Insurance		3501-3502	88.00	88.00	0.0%
Workers' Compensation		3601-3602	2,359.00	2,359.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	579.00	579.00	0.0%
TOTAL, EMPLOYEE BENEFITS			78,262.00	78,262.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	124,138.00	0.00	-100.0%
Noncapitalized Equipment		4400	361,739.00	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			485,877.00	0.00	-100.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	427,606.00	0.00	-100.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	369.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
Professional/Consulting Services and Operating Expenditures		5800	744,329.00	0.00	-100.0%
Communications		5900	1,150.00	0.00	-100.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,173,454.00	0.00	-100.0%
CAPITAL OUTLAY					
Land		6100	6,540.00	0.00	-100.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	19,178,556.00	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	36,649.00	0.00	-100.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			19,221,745.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			21,136,982.00	318,137.00	-98.5%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale of Bonds		8951	34,830,000.00	0.00	-100.0%
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			34,830,000.00	0.00	-100.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			34,830,000.00	0.00	-100.0%

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	478,728.00	478,728.00	0.0%
5) TOTAL, REVENUES			478,728.00	478,728.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		21,136,982.00	318,137.00	-98.5%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			21,136,982.00	318,137.00	-98.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(20,658,254.00)	160,591.00	-100.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	34,830,000.00	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			34,830,000.00	0.00	-100.0%

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			14,171,746.00	160,591.00	-98.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	9,453,286.70	23,625,032.70	149.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			9,453,286.70	23,625,032.70	149.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			9,453,286.70	23,625,032.70	149.9%
2) Ending Balance, June 30 (E + F1e)			23,625,032.70	23,785,623.70	0.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	2,133,910.00	New
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	23,625,032.70	21,651,713.70	-8.4%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2018-19 Estimated Actuals	2019-20 Budget
9010	Other Restricted Local	0.00	2,133,910.00
Total, Restricted Balance		0.00	2,133,910.00

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	227,561.00	17,982.00	-92.1%
5) TOTAL, REVENUES			227,561.00	17,982.00	-92.1%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	13,833.00	13,833.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			13,833.00	13,833.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			213,728.00	4,149.00	-98.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			213,728.00	4,149.00	-98.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,026,495.39	1,240,223.39	20.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,026,495.39	1,240,223.39	20.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,026,495.39	1,240,223.39	20.8%
2) Ending Balance, June 30 (E + F1e)			1,240,223.39	1,244,372.39	0.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,206,125.54	1,192,292.54	-1.1%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	34,097.85	52,079.85	52.7%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
OTHER STATE REVENUE					
Tax Relief Subventions Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	17,982.00	17,982.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	209,579.00	0.00	-100.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			227,561.00	17,982.00	-92.1%
TOTAL, REVENUES			227,561.00	17,982.00	-92.1%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
CERTIFICATED SALARIES					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	11,484.00	11,484.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	2,349.00	2,349.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			13,833.00	13,833.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			13,833.00	13,833.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	227,561.00	17,982.00	-92.1%
5) TOTAL, REVENUES			227,561.00	17,982.00	-92.1%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		13,833.00	13,833.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			13,833.00	13,833.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			213,728.00	4,149.00	-98.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			213,728.00	4,149.00	-98.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,026,495.39	1,240,223.39	20.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,026,495.39	1,240,223.39	20.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,026,495.39	1,240,223.39	20.8%
2) Ending Balance, June 30 (E + F1e)			1,240,223.39	1,244,372.39	0.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,206,125.54	1,192,292.54	-1.1%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	34,097.85	52,079.85	52.7%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2018-19 Estimated Actuals	2019-20 Budget
9010	Other Restricted Local	1,206,125.54	1,192,292.54
Total, Restricted Balance		1,206,125.54	1,192,292.54

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,572,898.60	6,572,898.60	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,572,898.60	6,572,898.60	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,572,898.60	6,572,898.60	0.0%
2) Ending Balance, June 30 (E + F1e)			6,572,898.60	6,572,898.60	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	6,572,898.60	6,572,898.60	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions Voted Indebtedness Levies					
Homeowners' Exemptions		8571	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8572	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue County and District Taxes Voted Indebtedness Levies					
Secured Roll		8611	0.00	0.00	0.0%
Unsecured Roll		8612	0.00	0.00	0.0%
Prior Years' Taxes		8613	0.00	0.00	0.0%
Supplemental Taxes		8614	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Bond Redemptions		7433	0.00	0.00	0.0%
Bond Interest and Other Service Charges		7434	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund		7614	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,572,898.60	6,572,898.60	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,572,898.60	6,572,898.60	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,572,898.60	6,572,898.60	0.0%
2) Ending Balance, June 30 (E + F1e)			6,572,898.60	6,572,898.60	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	6,572,898.60	6,572,898.60	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2018-19 Estimated Actuals	2019-20 Budget
9010	Other Restricted Local	6,572,898.60	6,572,898.60
Total, Restricted Balance		6,572,898.60	6,572,898.60

Description	2018-19 Estimated Actuals			2019-20 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	3,020.81	3,020.81	3,094.87	2,972.89	2,972.89	3,020.81
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	3,020.81	3,020.81	3,094.87	2,972.89	2,972.89	3,020.81
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	1.12	1.12	1.12	1.12	1.12	1.12
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	1.12	1.12	1.12	1.12	1.12	1.12
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	3,021.93	3,021.93	3,095.99	2,974.01	2,974.01	3,021.93
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR					
1. Adjusted Beginning Fund Balance	9791-9795	0.00		0.00	0.00
2. State Lottery Revenue	8560	485,878.00		182,560.00	668,438.00
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
6. Total Available (Sum Lines A1 through A5)		485,878.00	0.00	182,560.00	668,438.00
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	485,878.00			485,878.00
2. Classified Salaries	2000-2999	0.00			0.00
3. Employee Benefits	3000-3999	0.00			0.00
4. Books and Supplies	4000-4999	0.00		331,903.00	331,903.00
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	0.00			0.00
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800				
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800			(149,343.00)	(149,343.00)
6. Capital Outlay	6000-6999	0.00			0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211,7212,7221, 7222,7281,7282	0.00			0.00
b. To JPAs and All Others	7213,7223, 7283,7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399				
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11)		485,878.00	0.00	182,560.00	668,438.00
C. ENDING BALANCE (Must equal Line A6 minus Line B12)	979Z	0.00	0.00	0.00	0.00

D. COMMENTS:

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Data from this report will be used to prepare a report to the Legislature as required by Control Section 24.60 of the Budget A

*Pursuant to Government Code Section 8880.4(a)(2)(B) and the definition in Education Code Section 60010(h), Resource 6300 funds are to be used for purchase of instructional materials only. Any amounts in the shaded cells of this column should be reviewed for appropriatene

	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF	JUNE									
A. BEGINNING CASH			4,934,055.55	2,132,531.16	816,448.96	378,508.40	(759,895.70)	(1,593,170.82)	(2,120,947.52)	(1,594,238.17)
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		600,133.20	600,133.20	1,668,616.01	1,080,239.76	1,080,239.76	1,668,616.01	1,080,239.76	1,199,491.56
Property Taxes	8020-8079		0.00	27,996.46	42,478.21	1,167,731.32	1,186,024.56	(1,049,587.99)	2,208,315.66	85,220.82
Miscellaneous Funds	8080-8099		0.00	0.00	0.00	(184,279.39)	0.00	692,544.66	0.00	0.00
Federal Revenue	8100-8299		30.99	14,072.52	634.27	(72,420.06)	26,257.75	154,576.38	139,140.75	48,296.17
Other State Revenue	8300-8599		0.00	0.00	0.00	0.00	0.00	124,877.00	150,578.12	0.00
Other Local Revenue	8600-8799		544.59	8,713.58	37,962.12	81,803.61	(8,382.57)	1,085,343.51	174,198.23	122,005.15
Interfund Transfers In	8910-8929		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources	8930-8979		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECEIPTS			600,708.78	650,915.76	1,749,690.61	2,073,075.24	2,284,139.50	2,676,369.57	3,752,472.52	1,455,013.70
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		197,067.33	1,404,387.97	1,404,387.97	1,404,387.97	1,404,387.97	1,404,387.97	1,404,387.97	1,404,387.97
Classified Salaries	2000-2999		394,417.25	394,417.25	553,161.55	553,161.55	553,161.55	553,161.55	553,161.55	553,161.55
Employee Benefits	3000-3999		114,876.08	741,813.81	741,813.81	741,813.81	741,813.81	741,813.81	741,813.81	741,813.81
Books and Supplies	4000-4999		12,499.37	79,804.40	140,328.76	87,286.52	55,724.21	106,443.56	100,512.11	76,339.68
Services	5000-5999		561,451.77	332,045.55	333,410.10	406,043.64	343,541.23	379,553.53	407,101.88	400,696.88
Capital Outlay	6000-6599		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Outgo	7000-7499		18,785.85	18,785.85	18,785.85	18,785.85	18,785.85	18,785.85	18,785.85	18,785.85
Interfund Transfers Out	7600-7629		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Uses	7630-7699		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL DISBURSEMENTS			1,299,097.65	2,971,254.83	3,191,888.04	3,211,479.34	3,117,414.62	3,204,146.27	3,225,763.17	3,195,185.74
D. BALANCE SHEET ITEMS										
Assets and Deferred Outflows										
Cash Not In Treasury	9111-9199	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Accounts Receivable	9200-9299	0.00	1,004,256.87	1,004,256.87	1,004,256.87	0.00	0.00	0.00	0.00	0.00
Due From Other Funds	9310	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Stores	9320	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prepaid Expenditures	9330	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Current Assets	9340	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Deferred Outflows of Resources	9490	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SUBTOTAL		0.00	1,004,256.87	1,004,256.87	1,004,256.87	0.00	0.00	0.00	0.00	0.00
Liabilities and Deferred Inflows										
Accounts Payable	9500-9599	0.00	3,107,392.39	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Due To Other Funds	9610	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Current Loans	9640	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Unearned Revenues	9650	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Deferred Inflows of Resources	9690	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SUBTOTAL		0.00	3,107,392.39	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Nonoperating										
Suspense Clearing	9910		0.00							
TOTAL BALANCE SHEET ITEMS		0.00	(2,103,135.52)	1,004,256.87	1,004,256.87	0.00	0.00	0.00	0.00	0.00
E. NET INCREASE/DECREASE (B - C + D)			(2,801,524.39)	(1,316,082.20)	(437,940.56)	(1,138,404.10)	(833,275.12)	(527,776.70)	526,709.35	(1,740,172.04)
F. ENDING CASH (A + E)			2,132,531.16	816,448.96	378,508.40	(759,895.70)	(1,593,170.82)	(2,120,947.52)	(1,594,238.17)	(3,334,410.21)
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF	JUNE								
A. BEGINNING CASH		(3,334,410.21)	(3,035,922.38)	2,369,703.78	2,822,573.23				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	1,787,867.81	1,199,491.56	1,199,491.56	1,787,867.81	0.00	0.00	14,952,428.00	14,952,428.00
Property Taxes	8020-8079	1,226,464.78	6,226,470.44	2,138,061.84	451,807.90	0.00	0.00	13,710,984.00	13,710,984.00
Miscellaneous Funds	8080-8099	0.00	692,544.66	0.00	126,540.69	184,279.38	0.00	1,511,630.00	1,511,630.00
Federal Revenue	8100-8299	103,908.54	0.00	54,661.86	447,921.60	415,630.23	0.00	1,332,711.00	1,332,711.00
Other State Revenue	8300-8599	262,013.22	0.00	28,510.00	0.00	1,696,666.66	0.00	2,262,645.00	2,262,645.00
Other Local Revenue	8600-8799	113,419.22	482,305.24	227,329.93	2,548.40	418,532.99	0.00	2,746,324.00	2,746,324.00
Interfund Transfers In	8910-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources	8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECEIPTS		3,493,673.57	8,600,811.90	3,648,055.19	2,816,686.40	2,715,109.26	0.00	36,516,722.00	36,516,722.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	1,404,387.97	1,404,387.97	1,404,387.97	1,404,387.97	0.00	0.00	15,645,335.00	15,645,335.00
Classified Salaries	2000-2999	553,161.55	553,161.55	553,161.55	553,161.55	0.00	0.00	6,320,450.00	6,320,424.00
Employee Benefits	3000-3999	741,813.81	741,813.81	741,813.81	741,813.81	1,334,792.00	0.00	9,609,619.99	9,609,646.00
Books and Supplies	4000-4999	76,339.68	76,339.68	76,339.68	76,339.68	76,339.68	0.00	1,040,637.01	1,040,637.00
Services	5000-5999	400,696.88	400,696.88	400,696.88	400,696.88	399,529.88	0.00	5,166,161.98	5,166,162.00
Capital Outlay	6000-6599	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Outgo	7000-7499	18,785.85	18,785.85	18,785.85	18,785.85	9,373.85	0.00	234,804.05	234,804.00
Interfund Transfers Out	7600-7629	0.00	0.00	0.00	0.00	152,783.00	0.00	152,783.00	152,783.00
All Other Financing Uses	7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL DISBURSEMENTS		3,195,185.74	3,195,185.74	3,195,185.74	3,195,185.74	1,972,818.41	0.00	38,169,791.03	38,169,791.00
D. BALANCE SHEET ITEMS									
Assets and Deferred Outflows									
Cash Not In Treasury	9111-9199	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Accounts Receivable	9200-9299	0.00	0.00	0.00	0.00	(2,715,109.26)	0.00	297,661.35	
Due From Other Funds	9310	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Stores	9320	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Prepaid Expenditures	9330	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Other Current Assets	9340	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Deferred Outflows of Resources	9490	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	(2,715,109.26)	0.00	297,661.35	
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599	0.00	0.00	0.00	0.00	(1,972,818.41)	0.00	1,134,573.98	
Due To Other Funds	9610	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Current Loans	9640	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Unearned Revenues	9650	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Deferred Inflows of Resources	9690	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	(1,972,818.41)	0.00	1,134,573.98	
Nonoperating									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	(742,290.85)	0.00	(836,912.63)	
E. NET INCREASE/DECREASE (B - C + D)		298,487.83	5,405,626.16	452,869.45	(378,499.34)	0.00	0.00	(2,489,981.66)	(1,653,069.00)
F. ENDING CASH (A + E)		(3,035,922.38)	2,369,703.78	2,822,573.23	2,444,073.89				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								2,444,073.89	

	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF	JUNE									
A. BEGINNING CASH			2,444,073.89	692,351.06	(766,566.65)	(1,398,238.41)	(2,567,468.01)	(3,431,568.63)	(5,001,933.08)	(4,633,474.23)
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		629,946.15	629,946.15	1,658,594.07	1,133,903.07	1,133,903.07	1,658,594.07	1,133,903.07	1,256,672.67
Property Taxes	8020-8079		0.00	27,996.46	42,478.21	1,167,731.32	1,186,024.56	(1,049,587.99)	2,208,315.66	85,220.82
Miscellaneous Funds	8080-8099		0.00	0.00	0.00	(184,279.39)	0.00	692,544.66	0.00	0.00
Federal Revenue	8100-8299		30.99	14,072.52	634.27	(72,420.06)	26,257.75	154,576.38	139,140.75	48,296.17
Other State Revenue	8300-8599		0.00	0.00	0.00	0.00	0.00	0.00	150,578.12	0.00
Other Local Revenue	8600-8799		544.59	8,713.58	37,962.12	81,803.61	(8,382.57)	262,143.51	46,773.23	122,005.15
Interfund Transfers In	8910-8929		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources	8930-8979		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECEIPTS			630,521.73	680,728.71	1,739,668.67	2,126,738.55	2,337,802.81	1,718,270.63	3,678,710.83	1,512,194.81
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		197,067.33	1,432,834.06	1,432,834.06	1,432,834.06	1,432,834.06	1,432,834.06	1,432,834.06	1,432,834.06
Classified Salaries	2000-2999		394,417.25	394,417.25	564,222.35	564,222.35	564,222.35	564,222.35	564,222.35	564,222.35
Employee Benefits	3000-3999		130,241.00	786,795.73	786,795.73	786,795.73	786,795.73	786,795.73	786,795.73	786,795.73
Books and Supplies	4000-4999		12,499.37	79,804.40	140,328.76	87,286.52	55,724.21	106,443.56	100,512.11	84,641.35
Services	5000-5999		561,451.77	332,045.55	333,410.10	406,043.64	343,541.23	379,553.53	407,101.88	400,696.88
Capital Outlay	6000-6599		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Outgo	7000-7499		18,785.85	18,785.85	18,785.85	18,785.85	18,785.85	18,785.85	18,785.85	18,785.85
Interfund Transfers Out	7600-7629		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Uses	7630-7699		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL DISBURSEMENTS			1,314,462.57	3,044,682.84	3,276,376.85	3,295,968.15	3,201,903.43	3,288,635.08	3,310,251.98	3,287,976.22
D. BALANCE SHEET ITEMS										
Assets and Deferred Outflows										
Cash Not In Treasury	9111-9199	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Accounts Receivable	9200-9299	0.00	905,036.42	905,036.42	905,036.42	0.00	0.00	0.00	0.00	0.00
Due From Other Funds	9310	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Stores	9320	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prepaid Expenditures	9330	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Current Assets	9340	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Deferred Outflows of Resources	9490	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SUBTOTAL		0.00	905,036.42	905,036.42	905,036.42	0.00	0.00	0.00	0.00	0.00
Liabilities and Deferred Inflows										
Accounts Payable	9500-9599	0.00	1,972,818.41	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Due To Other Funds	9610	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Current Loans	9640	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Unearned Revenues	9650	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Deferred Inflows of Resources	9690	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SUBTOTAL		0.00	1,972,818.41	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Nonoperating										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		0.00	(1,067,781.99)	905,036.42	905,036.42	0.00	0.00	0.00	0.00	0.00
E. NET INCREASE/DECREASE (B - C + D)			(1,751,722.83)	(1,458,917.71)	(631,671.76)	(1,169,229.60)	(864,100.62)	(1,570,364.45)	368,458.85	(1,775,781.41)
F. ENDING CASH (A + E)			692,351.06	(766,566.65)	(1,398,238.41)	(2,567,468.01)	(3,431,568.63)	(5,001,933.08)	(4,633,474.23)	(6,409,255.64)
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF	JUNE								
A. BEGINNING CASH		(6,409,255.64)	(6,292,382.43)	(1,355,593.30)	(1,112,073.54)				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	1,781,363.67	1,256,672.67	1,256,672.67	1,781,363.67	0.00	0.00	15,311,535.00	15,311,535.00
Property Taxes	8020-8079	1,226,464.78	6,226,470.44	2,138,061.84	451,807.90	0.00	0.00	13,710,984.00	13,710,984.00
Miscellaneous Funds	8080-8099	0.00	692,544.66	0.00	126,540.69	184,279.38	0.00	1,511,630.00	1,511,630.00
Federal Revenue	8100-8299	103,908.54	0.00	54,661.86	447,921.60	415,630.23	0.00	1,332,711.00	1,332,711.00
Other State Revenue	8300-8599	262,013.22	0.00	28,510.00	0.00	1,821,543.66	0.00	2,262,645.00	2,262,645.00
Other Local Revenue	8600-8799	31,099.22	49,077.58	53,589.61	2,548.40	409,315.97	0.00	1,097,194.00	1,097,194.00
Interfund Transfers In	8910-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources	8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECEIPTS		3,404,849.43	8,224,765.35	3,531,495.98	2,810,182.26	2,830,769.24	0.00	35,226,699.00	35,226,699.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	1,432,834.06	1,432,834.06	1,432,834.06	1,432,834.06	0.00	0.00	15,958,241.99	15,958,242.00
Classified Salaries	2000-2999	564,222.35	564,222.35	564,222.35	564,222.35	0.00	0.00	6,431,058.00	6,431,058.00
Employee Benefits	3000-3999	786,795.73	786,795.73	786,795.73	786,795.73	1,334,792.00	0.00	10,119,786.03	10,119,786.00
Books and Supplies	4000-4999	84,641.35	84,641.35	84,641.35	84,641.35	84,641.35	0.00	1,090,447.03	1,090,447.00
Services	5000-5999	400,696.88	400,696.88	400,696.88	400,696.88	399,529.88	0.00	5,166,161.98	5,166,162.00
Capital Outlay	6000-6599	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Outgo	7000-7499	18,785.85	18,785.85	18,785.85	18,785.85	9,373.85	0.00	234,804.05	234,804.00
Interfund Transfers Out	7600-7629	0.00	0.00	0.00	0.00	152,783.00	0.00	152,783.00	152,783.00
All Other Financing Uses	7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL DISBURSEMENTS		3,287,976.22	3,287,976.22	3,287,976.22	3,287,976.22	1,981,120.08	0.00	39,153,282.08	39,153,282.00
D. BALANCE SHEET ITEMS									
Assets and Deferred Outflows									
Cash Not In Treasury	9111-9199	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Accounts Receivable	9200-9299	0.00	0.00	0.00	0.00	(2,830,769.24)	0.00	(115,659.98)	
Due From Other Funds	9310	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Stores	9320	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Prepaid Expenditures	9330	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Other Current Assets	9340	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Deferred Outflows of Resources	9490	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	(2,830,769.24)	0.00	(115,659.98)	
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599	0.00	0.00	0.00	0.00	(1,981,120.08)	0.00	(8,301.67)	
Due To Other Funds	9610	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Current Loans	9640	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Unearned Revenues	9650	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Deferred Inflows of Resources	9690	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	(1,981,120.08)	0.00	(8,301.67)	
Nonoperating									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	(849,649.16)	0.00	(107,358.31)	
E. NET INCREASE/DECREASE (B - C + D)		116,873.21	4,936,789.13	243,519.76	(477,793.96)	0.00	0.00	(4,033,941.39)	(3,926,583.00)
F. ENDING CASH (A + E)		(6,292,382.43)	(1,355,593.30)	(1,112,073.54)	(1,589,867.50)				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								(1,589,867.50)	

Section I - Expenditures	Funds 01, 09, and 62 Goals	Functions	Objects	2018-19 Expenditures
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	37,568,439.60
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	1,559,617.00
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	56,700.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999	70,663.00
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	0.00
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	121,488.00
6. All Other Financing Uses	All	9100 9200	7699 7651	0.00
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	1.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00
9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				248,852.00
D. Plus additional MOE expenditures:				
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	1000-7143, 7300-7439 minus 8000-8699	121,488.00
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)				35,881,458.60

Section II - Expenditures Per ADA		2018-19 Annual ADA/ Exps. Per ADA
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A6 and C9)		3,021.93
B. Expenditures per ADA (Line I.E divided by Line II.A)		11,873.69

Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)	Total	Per ADA
A. Base expenditures (Preloaded expenditures from prior year official CDE MOE calculation). (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)	36,179,460.22	11,702.58
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)	36,179,460.22	11,702.58
B. Required effort (Line A.2 times 90%)	32,561,514.20	10,532.32
C. Current year expenditures (Line I.E and Line II.B)	35,881,458.60	11,873.69
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%

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

Part I - General Administrative Share of Plant Services Costs

California's indirect cost plan allows that the general administrative costs in the indirect cost pool may include that portion of plant services costs (maintenance and operations costs and facilities rents and leases costs) attributable to the general administrative offices. The calculation of the plant services costs attributed to general administration and included in the pool is standardized and automated using the percentage of salaries and benefits relating to general administration as proxy for the percentage of square footage occupied by general administration.

A. Salaries and Benefits - Other General Administration and Centralized Data Processing

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702) (Functions 7200-7700, goals 0000 and 9000) — 1,430,172.00
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) — 28,861,423.00

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) — 4.96%

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. — **Entry required**

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)	1,708,213.00
2.	Centralized Data Processing, less portion charged to restricted resources or specific goals (Function 7700, objects 1000-5999, minus Line B10)	46,746.00
3.	External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000-5999)	50,218.00
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)	161,541.25
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)	1,966,718.25
9.	Carry-Forward Adjustment (Part IV, Line F)	19,140.26
10.	Total Adjusted Indirect Costs (Line A8 plus Line A9)	1,985,858.51
B.	**Base Costs**	
1.	Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	21,103,889.60
2.	Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	5,755,809.00
3.	Pupil Services (Functions 3000-3999, objects 1000-5999 except 5100)	2,921,136.00
4.	Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	658,836.00
5.	Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	56,700.00
6.	Enterprise (Function 6000, objects 1000-5999 except 5100)	0.00
7.	Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	683,952.00
8.	External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000-5999, minus Part III, Line A3)	0.00
9.	Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	116.00
10.	Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	73,168.00
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)	3,095,338.75
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)	457,358.00
15.	Child Development (Fund 12, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	141.00
16.	Cafeteria (Funds 13 and 61, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	967,437.00
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)	35,773,881.35
C.	**Straight Indirect Cost Percentage Before Carry-Forward Adjustment (For information only - not for use when claiming/recovering indirect costs)** (Line A8 divided by Line B18)	5.50%
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)	5.55%

Part IV - Carry-forward Adjustment

The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the approved rate was based.

Where the ratio of indirect costs incurred in the current year is less than the estimated ratio of indirect costs on which the approved rate for use in the current year was based, the carry-forward adjustment is limited by using either the approved rate times current year base costs, or the highest rate actually used to recover costs from any program times current year base costs, if the highest rate used was less than the approved rate. Rates used to recover costs from programs are displayed in Exhibit A.

A.	**Indirect costs incurred in the current year (Part III, Line A8)**	1,966,718.25
B.	**Carry-forward adjustment from prior year(s)**	
1.	Carry-forward adjustment from the second prior year	70,068.92
2.	Carry-forward adjustment amount deferred from prior year(s), if any	0.00
C.	**Carry-forward adjustment for under- or over-recovery in the current year**	
1.	Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (5.64%) times Part III, Line B18); zero if negative	19,140.26
2.	Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (5.64%) times Part III, Line B18) or (the highest rate used to recover costs from any program (6.17%) times Part III, Line B18); zero if positive	0.00
D.	**Preliminary carry-forward adjustment (Line C1 or C2)**	19,140.26

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:	not applicable
Option 2.	Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	not applicable
Option 3.	Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	not applicable
	LEA request for Option 1, Option 2, or Option 3	1
F.	**Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)**	19,140.26

Approved indirect cost rate: 5.64%
Highest rate used in any program: 6.17%

Note: In one or more resources, the rate used is greater than the approved rate.

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except Object 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	3060	185,708.00	11,449.00	6.17%
01	3410	72,253.00	4,046.00	5.60%
01	3550	14,153.00	749.00	5.29%
01	4203	203,541.00	3,293.00	1.62%
01	6520	53,924.00	3,095.00	5.74%
11	6391	403,567.00	9,412.00	2.33%

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense-Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	15,164,126.00	301	13,173.00	303	15,150,953.00	305	486,013.00		307	14,664,940.00	309
2000 - Classified Salaries	6,066,225.00	311	172,313.00	313	5,893,912.00	315	343,809.00		317	5,550,103.00	319
3000 - Employee Benefits	9,061,244.00	321	101,273.00	323	8,959,971.00	325	140,370.00		327	8,819,601.00	329
4000 - Books, Supplies Equip Replace. (6500)	1,600,504.00	331	72,891.00	333	1,527,613.00	335	409,524.00		337	1,118,089.00	339
5000 - Services. . . & 7300 - Indirect Costs	5,239,973.60	341	71,100.00	343	5,168,873.60	345	2,055,277.00		347	3,113,596.60	349
				TOTAL	36,701,322.60	365			TOTAL	33,266,329.60	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object		EDP No.
1. Teacher Salaries as Per EC 41011	1100	11,541,269.00	375
2. Salaries of Instructional Aides Per EC 41011	2100	1,102,363.00	380
3. STRS	3101 & 3102	3,070,144.00	382
4. PERS	3201 & 3202	277,367.00	383
5. OASDI - Regular, Medicare and Alternative	3301 & 3302	282,845.00	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans)	3401 & 3402	2,018,513.00	385
7. Unemployment Insurance	3501 & 3502	6,402.00	390
8. Workers' Compensation Insurance	3601 & 3602	171,231.00	392
9. OPEB, Active Employees (EC 41372)	3751 & 3752	0.00	
10. Other Benefits (EC 22310)	3901 & 3902	38,120.00	393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10)		18,508,254.00	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2		100,931.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted)		161.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*			396
14. TOTAL SALARIES AND BENEFITS		18,407,162.00	397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372		55.33%	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')			

PART III: DEFICIENCY AMOUNT

A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.

1.	Minimum percentage required (60% elementary, 55% unified, 50% high)	55.00%
2.	Percentage spent by this district (Part II, Line 15)	55.33%
3.	Percentage below the minimum (Part III, Line 1 minus Line 2)	0.00%
4.	District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369)	33,266,329.60
5.	Deficiency Amount (Part III, Line 3 times Line 4)	0.00

PART IV: Explanation for adjustments entered in Part I, Column 4b (required)

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense-Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	15,645,335.00	301	13,173.00	303	15,632,162.00	305	468,882.00		307	15,163,280.00	309
2000 - Classified Salaries	6,320,424.00	311	172,313.00	313	6,148,111.00	315	361,323.00		317	5,786,788.00	319
3000 - Employee Benefits	9,609,646.00	321	101,273.00	323	9,508,373.00	325	140,344.00		327	9,368,029.00	329
4000 - Books, Supplies Equip Replace. (6500)	1,040,637.00	331	72,891.00	333	967,746.00	335	206,714.00		337	761,032.00	339
5000 - Services. . . & 7300 - Indirect Costs	5,156,750.00	341	71,100.00	343	5,085,650.00	345	2,203,254.00		347	2,882,396.00	349
				TOTAL	37,342,042.00	365			TOTAL	33,961,525.00	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object		EDP No.
1. Teacher Salaries as Per EC 41011	1100	11,818,033.00	375
2. Salaries of Instructional Aides Per EC 41011	2100	1,148,650.00	380
3. STRS	3101 & 3102	3,267,704.00	382
4. PERS	3201 & 3202	477,367.00	383
5. OASDI - Regular, Medicare and Alternative	3301 & 3302	282,573.00	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans)	3401 & 3402	2,178,513.00	385
7. Unemployment Insurance	3501 & 3502	6,395.00	390
8. Workers' Compensation Insurance	3601 & 3602	171,015.00	392
9. OPEB, Active Employees (EC 41372)	3751 & 3752	0.00	
10. Other Benefits (EC 22310)	3901 & 3902	38,120.00	393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10)		19,388,370.00	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2		100,931.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted)		0.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*			396
14. TOTAL SALARIES AND BENEFITS		19,287,439.00	397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372		56.79%	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')			

PART III: DEFICIENCY AMOUNT

A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.

1.	Minimum percentage required (60% elementary, 55% unified, 50% high)	55.00%
2.	Percentage spent by this district (Part II, Line 15)	56.79%
3.	Percentage below the minimum (Part III, Line 1 minus Line 2)	0.00%
4.	District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369)	33,961,525.00
5.	Deficiency Amount (Part III, Line 3 times Line 4)	0.00

PART IV: Explanation for adjustments entered in Part I, Column 4b (required)

Description	Direct Costs - Interfund Transfers In 5750	Direct Costs - Interfund Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Indirect Costs - Interfund Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
01 GENERAL FUND								
Expenditure Detail	0.00	(1,536.00)	0.00	(9,412.00)				
Other Sources/Uses Detail					83,460.00	121,488.00		
Fund Reconciliation							0.00	0.00
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	9,412.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	83,460.00		
Fund Reconciliation							0.00	0.00
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	1,167.00	0.00	0.00	0.00				
Other Sources/Uses Detail					121,488.00	0.00		
Fund Reconciliation							0.00	0.00
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
21 BUILDING FUND								
Expenditure Detail	369.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00

Description	Direct Costs - Interfund Transfers In 5750	Direct Costs - Interfund Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Indirect Costs - Interfund Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
TOTALS	1,536.00	(1,536.00)	9,412.00	(9,412.00)	204,948.00	204,948.00	0.00	0.00

Description	Direct Costs - Interfund Transfers In 5750	Direct Costs - Interfund Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Indirect Costs - Interfund Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
01 GENERAL FUND								
Expenditure Detail	0.00	(1,167.00)	0.00	(9,412.00)				
Other Sources/Uses Detail					0.00	152,783.00		
Fund Reconciliation								
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	9,412.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	1,167.00	0.00	0.00	0.00				
Other Sources/Uses Detail					152,783.00	0.00		
Fund Reconciliation								
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

Description	Direct Costs - Interfund Transfers In 5750	Direct Costs - Interfund Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Indirect Costs - Interfund Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
TOTALS	1,167.00	(1,167.00)	9,412.00	(9,412.00)	152,783.00	152,783.00		

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 approval of the budget.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

STANDARD: Funded average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA		
3.0%	0	to	300
2.0%	301	to	1,000
1.0%	1,001	and	over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4): 2,973

District's ADA Standard Percentage Level: **1.0%**

1A. Calculating the District's ADA Variances

DATA ENTRY: For the Third, Second, and First Prior Years, enter Estimated Funded ADA in the Original Budget Funded ADA column; enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the Third, Second, and First Prior Years. All other data are extracted.

Fiscal Year	Original Budget Funded ADA (Form A, Lines A4 and C4)	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2016-17)				
District Regular	3,156	3,187		
Charter School				
Total ADA	**3,156**	**3,187**	**N/A**	**Met**
Second Prior Year (2017-18)				
District Regular	3,156	3,151		
Charter School				
Total ADA	**3,156**	**3,151**	**0.2%**	**Met**
First Prior Year (2018-19)				
District Regular	3,088	3,095		
Charter School		0		
Total ADA	**3,088**	**3,095**	**N/A**	**Met**
Budget Year (2019-20)				
District Regular	3,021			
Charter School	0			
Total ADA	**3,021**			

1B. Comparison of District ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

1b. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

2. CRITERION: Enrollment

STANDARD: Projected enrollment has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA		
3.0%	0	to	300
2.0%	301	to	1,000
1.0%	1,001	and	over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4): 2,973

District's Enrollment Standard Percentage Level: 1.0%

2A. Calculating the District's Enrollment Variances

DATA ENTRY: Enter data in the Enrollment, Budget, column for all fiscal years and in the Enrollment, CBEDS Actual column for the First Prior Year; all other data are extracted or calculated. CBEDS Actual enrollment data preloaded in the District Regular lines will include both District Regular and Charter School enrollment. Districts will need to adjust the District Regular enrollment lines and the Charter School enrollment lines accordingly. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	Enrollment Budget	Enrollment CBEDS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2016-17)				
District Regular	3,250	3,279		
Charter School				
Total Enrollment	**3,250**	**3,279**	**N/A**	**Met**
Second Prior Year (2017-18)				
District Regular	3,151	3,207		
Charter School				
Total Enrollment	**3,151**	**3,207**	**N/A**	**Met**
First Prior Year (2018-19)				
District Regular	3,151	3,152		
Charter School				
Total Enrollment	**3,151**	**3,152**	**N/A**	**Met**
Budget Year (2019-20)				
District Regular	3,102			
Charter School				
Total Enrollment	**3,102**			

2B. Comparison of District Enrollment to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

1b. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

3. CRITERION: ADA to Enrollment

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the budget year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

3A. Calculating the District's ADA to Enrollment Standard

DATA ENTRY: All data are extracted or calculated. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	P-2 ADA Estimated/Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CBEDS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2016-17)			
District Regular	3,151	3,279	
Charter School		0	
Total ADA/Enrollment	**3,151**	**3,279**	**96.1%**
Second Prior Year (2017-18)			
District Regular	3,088	3,207	
Charter School			
Total ADA/Enrollment	**3,088**	**3,207**	**96.3%**
First Prior Year (2018-19)			
District Regular	3,021	3,152	
Charter School	0		
Total ADA/Enrollment	**3,021**	**3,152**	**95.8%**
		Historical Average Ratio:	96.1%
		District's ADA to Enrollment Standard (historical average ratio plus 0.5%):	**96.6%**

3B. Calculating the District's Projected Ratio of ADA to Enrollment

DATA ENTRY: Enter data in the Estimated P-2 ADA column for the two subsequent years. Enter data in the Enrollment column for the two subsequent years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund only, for all fiscal years. All other data are extracted or calculated.

Fiscal Year	Estimated P-2 ADA Budget (Form A, Lines A4 and C4)	Enrollment Budget/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Budget Year (2019-20)				
District Regular	2,973	3,102		
Charter School	0			
Total ADA/Enrollment	**2,973**	**3,102**	**95.8%**	**Met**
1st Subsequent Year (2020-21)				
District Regular	2,973	3,102		
Charter School				
Total ADA/Enrollment	**2,973**	**3,102**	**95.8%**	**Met**
2nd Subsequent Year (2021-22)				
District Regular	2,973	3,102		
Charter School				
Total ADA/Enrollment	**2,973**	**3,102**	**95.8%**	**Met**

3C. Comparison of District ADA to Enrollment Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected P-2 ADA to enrollment ratio has not exceeded the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

4. CRITERION: LCFF Revenue

STANDARD: Projected local control funding formula (LCFF) revenue for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population, plus the district's cost-of-living adjustment (COLA) and its economic recovery target payment, plus or minus one percent.

For basic aid districts, projected LCFF revenue has not changed from the prior fiscal year by more than the percent change in property tax revenues plus or minus one percent.

For districts funded by necessary small school formulas, projected LCFF revenue has not changed from the prior fiscal year amount by more than the district's COLA and its economic recovery target payment, plus or minus one percent.

4A. District's LCFF Revenue Standard

Indicate which standard applies:

LCFF Revenue

Basic Aid

Necessary Small School

The District must select which LCFF revenue standard applies.
LCFF Revenue Standard selected: LCFF Revenue

4A1. Calculating the District's LCFF Revenue Standard

DATA ENTRY: Enter data in Step 1a for the two subsequent fiscal years. All other data is extracted or calculated. Enter data for Steps 2a through 2c. All other data is calculated.

Note: Enter data for the Economic Recovery Target Funding (current year increment), Step 2c, for the current year only (not applicable in the two subsequent fiscal years).

Projected LCFF Revenue

		Prior Year (2018-19)	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Step 1 - Change in Population					
a.	ADA (Funded) (Form A, lines A6 and C4)	3,095.99	3,021.93	2,974.01	2,974.01
b.	Prior Year ADA (Funded)		3,095.99	3,021.93	2,974.01
c.	Difference (Step 1a minus Step 1b)		(74.06)	(47.92)	0.00
d.	Percent Change Due to Population (Step 1c divided by Step 1b)		-2.39%	-1.59%	0.00%
Step 2 - Change in Funding Level					
a.	Prior Year LCFF Funding		28,460,854.00	28,663,412.00	29,022,519.00
b1.	COLA percentage		3.26%	3.00%	2.80%
b2.	COLA amount (proxy for purposes of this criterion)		927,823.84	859,902.36	812,630.53
c.	Economic Recovery Target Funding (current year increment)			N/A	N/A
d.	Total (Lines 2b2 plus Line 2c)		927,823.84	859,902.36	812,630.53
e.	Percent Change Due to Funding Level (Step 2d divided by Step 2a)		3.26%	3.00%	2.80%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2e)			0.87%	1.41%	2.80%
	LCFF Revenue Standard (Step 3, plus/minus 1%):		**-.13% to 1.87%**	**.41% to 2.41%**	**1.80% to 3.80%**

4A2. Alternate LCFF Revenue Standard - Basic Aid

DATA ENTRY: If applicable to your district, input data in the 1st and 2nd Subsequent Year columns for projected local property taxes; all other data are extracted or calculated.

Basic Aid District Projected LCFF Revenue

	Prior Year (2018-19)	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	13,710,984.00	13,710,984.00	13,710,984.00	13,710,984.00
Percent Change from Previous Year		**N/A**	**N/A**	**N/A**
Basic Aid Standard (percent change from previous year, plus/minus 1%):		**N/A**	**N/A**	**N/A**

4A3. Alternate LCFF Revenue Standard - Necessary Small School

DATA ENTRY: All data are extracted or calculated.

Necessary Small School District Projected LCFF Revenue

	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Necessary Small School Standard (COLA plus Economic Recovery Target Payment, Step 2e, plus/minus 1%):	**N/A**	**N/A**	**N/A**

4B. Calculating the District's Projected Change in LCFF Revenue

DATA ENTRY: Enter data in the 1st and 2nd Subsequent Year columns for LCFF Revenue; all other data are extracted or calculated.

	Prior Year (2018-19)	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	28,460,854.00	28,663,412.00	29,022,519.00	29,825,568.00
District's Projected Change in LCFF Revenue:		0.71%	1.25%	2.77%
LCFF Revenue Standard:		**-.13% to 1.87%**	**.41% to 2.41%**	**1.80% to 3.80%**
Status:		Met	Met	Met

4C. Comparison of District LCFF Revenue to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected change in LCFF revenue has met the standard for the budget 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 budget year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999) Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
Third Prior Year (2016-17)	19,277,444.37	21,249,931.19	90.7%
Second Prior Year (2017-18)	20,133,052.19	22,169,170.91	90.8%
First Prior Year (2018-19)	19,514,112.00	21,781,485.00	89.6%
		Historical Average Ratio:	90.4%

	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	3.0%	3.0%	3.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	**87.4% to 93.4%**	**87.4% to 93.4%**	**87.4% to 93.4%**

5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: If Form MYP exists, Unrestricted Salaries and Benefits, and Total Unrestricted Expenditures data for the 1st and 2nd Subsequent Years will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Budget - Unrestricted (Resources 0000-1999) Salaries and Benefits (Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3)	Total Expenditures (Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
Budget Year (2019-20)	20,553,249.00	22,825,259.00	90.0%	Met
1st Subsequent Year (2020-21)	21,161,632.00	23,433,542.00	90.3%	Met
2nd Subsequent Year (2021-22)	21,615,038.00	23,886,948.00	90.5%	Met

5C. Comparison of District Salaries and Benefits Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Ratio of total unrestricted salaries and benefits to total unrestricted expenditures has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the percentage change in population and the funded cost-of-living adjustment (COLA) plus or minus ten percent.

For each major object category, changes that exceed the percentage change in population and the funded COLA plus or minus five percent must be explained.

6A. Calculating the District's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	0.87%	1.41%	2.80%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	**-9.13% to 10.87%**	**-8.59% to 11.41%**	**-7.20% to 12.80%**
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-4.13% to 5.87%	-3.59% to 6.41%	-2.20% to 7.80%

6B. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range (Section 6A, Line 3)

DATA ENTRY: If Form MYP exists, the 1st and 2nd Subsequent Year data for each revenue and expenditure section will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)			
First Prior Year (2018-19)	1,596,390.00		
Budget Year (2019-20)	1,332,711.00	-16.52%	Yes
1st Subsequent Year (2020-21)	1,332,711.00	0.00%	No
2nd Subsequent Year (2021-22)	1,332,711.00	0.00%	No

Explanation: (required if Yes) Removed PY carryover

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)			
First Prior Year (2018-19)	3,408,063.00		
Budget Year (2019-20)	2,262,645.00	-33.61%	Yes
1st Subsequent Year (2020-21)	2,262,645.00	0.00%	No
2nd Subsequent Year (2021-22)	2,262,645.00	0.00%	No

Explanation: (required if Yes) Removed PY carryover and one time funding

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)			
First Prior Year (2018-19)	2,874,421.00		
Budget Year (2019-20)	2,746,324.00	-4.46%	Yes
1st Subsequent Year (2020-21)	1,097,194.00	-60.05%	Yes
2nd Subsequent Year (2021-22)	1,097,194.00	0.00%	No

Explanation: (required if Yes) Removed one time funding

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)			
First Prior Year (2018-19)	1,600,504.00		
Budget Year (2019-20)	1,040,637.00	-34.98%	Yes
1st Subsequent Year (2020-21)	1,090,447.00	4.79%	No
2nd Subsequent Year (2021-22)	1,090,447.00	0.00%	No

Explanation: (required if Yes) Reduced expenses for removal of PY carryover and one time funding

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)

First Prior Year (2018-19)	5,249,385.60		
Budget Year (2019-20)	5,166,162.00	-1.59%	No
1st Subsequent Year (2020-21)	5,166,162.00	0.00%	No
2nd Subsequent Year (2021-22)	5,166,162.00	0.00%	No

Explanation:
(required if Yes)

6C. Calculating the District's Change in Total Operating Revenues and Expenditures (Section 6A, Line 2)

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
Total Federal, Other State, and Other Local Revenue (Criterion 6B)			
First Prior Year (2018-19)	7,878,874.00		
Budget Year (2019-20)	6,341,680.00	-19.51%	Not Met
1st Subsequent Year (2020-21)	4,692,550.00	-26.00%	Not Met
2nd Subsequent Year (2021-22)	4,692,550.00	0.00%	Met
Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)			
First Prior Year (2018-19)	6,849,889.60		
Budget Year (2019-20)	6,206,799.00	-9.39%	Not Met
1st Subsequent Year (2020-21)	6,256,609.00	0.80%	Met
2nd Subsequent Year (2021-22)	6,256,609.00	0.00%	Met

6D. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 6B if the status in Section 6C is not met; no entry is allowed below.

1a. STANDARD NOT MET - Projected total operating revenues have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:
Federal Revenue
(linked from 6B
if NOT met)

Removed PY carryover

Explanation:
Other State Revenue
(linked from 6B
if NOT met)

Removed PY carryover and one time funding

Explanation:
Other Local Revenue
(linked from 6B
if NOT met)

Removed one time funding

1b. STANDARD NOT MET - Projected total operating expenditures have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating expenditures within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:
Books and Supplies
(linked from 6B
if NOT met)

Reduced expenses for removal of PY carryover and one time funding

Explanation:
Services and Other Exps
(linked from 6B
if NOT met)

7. CRITERION: Facilities Maintenance

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

NOTE: EC Section 17070.75 requires the district to deposit into the account a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year.

DATA ENTRY: Click the appropriate Yes or No button for special education local plan area (SELPA) administrative units (AUs); all other data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

1. a. For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation?

   b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D) (Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223) — 0.00

2. Ongoing and Major Maintenance/Restricted Maintenance Account

		3% Required Minimum Contribution (Line 2c times 3%)	Budgeted Contribution[1] to the Ongoing and Major Maintenance Account	Status
a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999)	38,169,791.00			
b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)				
c. Net Budgeted Expenditures and Other Financing Uses	38,169,791.00	1,145,093.73	1,904,721.00	Met

[1] Fund 01, Resource 8150, Objects 8900-8999

If standard is not met, enter an X in the box that best describes why the minimum required contribution was not made:

- [ ] Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
- [ ] Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
- [ ] Other (explanation must be provided)

Explanation: (required if NOT met and Other is marked)

8. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves[1] as a percentage of total expenditures and other financing uses[2] in two out of three prior fiscal years.

8A. Calculating the District's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

	Third Prior Year (2016-17)	Second Prior Year (2017-18)	First Prior Year (2018-19)
1. District's Available Reserve Amounts (resources 0000-1999)			
a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	1,109,605.03	1,198,854.85	1,198,775.85
c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	4,243,849.58	3,217,643.58	3,275,417.94
d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	0.00	0.00
e. Available Reserves (Lines 1a through 1d)	5,353,454.61	4,416,498.43	4,474,193.79
2. Expenditures and Other Financing Uses			
a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	34,652,966.09	37,609,183.12	37,568,439.60
b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223)			0.00
c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	34,652,966.09	37,609,183.12	37,568,439.60
3. District's Available Reserve Percentage (Line 1e divided by Line 2c)	15.4%	11.7%	11.9%
District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	**5.1%**	**3.9%**	**4.0%**

[1]Available reserves are the unrestricted amounts in the Stabilization Arrangement, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

[2]A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000-7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2016-17)	1,255,734.63	21,393,366.50	N/A	Met
Second Prior Year (2017-18)	(941,502.26)	22,332,170.91	4.2%	Not Met
First Prior Year (2018-19)	59,803.00	21,902,973.00	N/A	Met
Budget Year (2019-20) (Information only)	(1,702,879.00)	22,978,042.00		

8C. Comparison of District Deficit Spending to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Unrestricted deficit spending, if any, has not exceeded the standard percentage level in two or more of the three prior years.

Explanation:
(required if NOT met)

Increases in STRS/PERS rates, step/column, etc are exceeding COLA

9. CRITERION: Fund Balance

STANDARD: Budgeted beginning unrestricted general fund balance has not been overestimated for two out of three prior fiscal years by more than the following percentage levels:

Percentage Level [1]	District ADA		
1.7%	0	to	300
1.3%	301	to	1,000
1.0%	1,001	to	30,000
0.7%	30,001	to	400,000
0.3%	400,001	and	over

[1] Percentage levels equate to a rate of deficit spending which would eliminate recommended reserves for economic uncertainties over a three year period.

District Estimated P-2 ADA (Form A, Lines A6 and C4): 2,974

District's Fund Balance Standard Percentage Level: **1.0%**

9A. Calculating the District's Unrestricted General Fund Beginning Balance Percentages

DATA ENTRY: Enter data in the Original Budget column for the First, Second, and Third Prior Years; all other data are extracted or calculated.

Fiscal Year	Unrestricted General Fund Beginning Balance [2] (Form 01, Line F1e, Unrestricted Column) Original Budget	Estimated/Unaudited Actuals	Beginning Fund Balance Variance Level (If overestimated, else N/A)	Status
Third Prior Year (2016-17)	4,965,306.00	4,063,936.57	18.2%	Not Met
Second Prior Year (2017-18)	5,162,351.00	5,319,671.20	N/A	Met
First Prior Year (2018-19)	3,559,314.00	4,378,168.94	N/A	Met
Budget Year (2019-20) (Information only)	4,437,971.94			

[2] Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

9B. Comparison of District Unrestricted Beginning Fund Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Unrestricted general fund beginning fund balance has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

10. CRITERION: Reserves

STANDARD: Available reserves[1] for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts[2] as applied to total expenditures and other financing uses[3]:

DATA ENTRY: Budget Year data are extracted. If Form MYP exists, 1st and 2nd Subsequent Year data will be extracted. If not, enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA		
5% or $69,000 (greater of)	0	to	300
4% or $69,000 (greater of)	301	to	1,000
3%	1,001	to	30,000
2%	30,001	to	400,000
1%	400,001	and	over

[1] Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

[2] Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment (Education Code Section 42238), rounded to the nearest thousand.

[3] A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	2,973	2,973	2,973
District's Reserve Standard Percentage Level:	**3%**	**3%**	**3%**

10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Budget Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members? Yes
2. If you are the SELPA AU and are excluding special education pass-through funds:
   a. Enter the name(s) of the SELPA(s):

	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223)	0.00		

10B. Calculating the District's Reserve Standard

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 and 2 will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

		Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
1.	Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	38,169,791.00	39,153,182.00	39,842,950.00
2.	Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)			
3.	Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	38,169,791.00	39,153,182.00	39,842,950.00
4.	Reserve Standard Percentage Level	3%	3%	3%
5.	Reserve Standard - by Percent (Line B3 times Line B4)	1,145,093.73	1,174,595.46	1,195,288.50
6.	Reserve Standard - by Amount ($69,000 for districts with 0 to 1,000 ADA, else 0)	0.00	0.00	0.00
7.	**District's Reserve Standard (Greater of Line B5 or Line B6)**	**1,145,093.73**	**1,174,595.46**	**1,195,288.50**

10C. Calculating the District's Budgeted Reserve Amount

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 through 7 will be extracted; if not, enter data for the two subsequent years.
All other data are extracted or calculated.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00	0.00	0.00
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	1,145,094.00	1,174,599.00	1,195,292.00
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	1,554,498.94	(2,401,489.06)	(6,235,384.06)
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	0.00	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	72,864.85	72,864.85	72,864.85
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00		
8. District's Budgeted Reserve Amount (Lines C1 thru C7)	2,772,457.79	(1,154,025.21)	(4,967,227.21)
9. District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	7.26%	-2.95%	-12.47%
District's Reserve Standard (Section 10B, Line 7):	**1,145,093.73**	**1,174,595.46**	**1,195,288.50**
Status:	Met	Not Met	Not Met

10D. Comparison of District Reserve Amount to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD NOT MET - Projected available reserves are below the standard in one or more of the budget or two subsequent fiscal years. Provide reasons for reserves falling below the standard and what plans and actions are anticipated to be taken to increase reserves to, or above, the standard.

Explanation:
(required if NOT met)

STRS/PERS rate increases, step/column, raises, etc are exceeding LCFF increases. Parcel tax expires after FY 1920.

SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

S1. Contingent Liabilities

1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget? — No

1b. If Yes, identify the liabilities and how they may impact the budget:

S2. Use of One-time Revenues for Ongoing Expenditures

1a. Does your district have ongoing general fund expenditures in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources? — No

1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

S3. Use of Ongoing Revenues for One-time Expenditures

1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues? — No

1b. If Yes, identify the expenditures:

S4. Contingent Revenues

1a. Does your district have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)? — No

1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

S5. Contributions

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from the prior fiscal year amounts by more than $20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from the prior fiscal year amounts by more than $20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

Estimate the impact of any capital projects on the general fund operational budget.

District's Contributions and Transfers Standard: **-10.0% to +10.0% or -$20,000 to +$20,000**

S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund

DATA ENTRY: For Contributions, enter data in the Projection column for the 1st and 2nd Subsequent Years. Contributions for the First Prior Year and Budget Year will be extracted. For Transfers In and Transfers Out, enter data in the First Prior Year. If Form MYP exists, the data will be extracted for the Budget Year, and 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data in the Budget Year, 1st and 2nd subsequent Years. Click the appropriate button for item 1d; all other data will be calculated.

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a. **Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)**				
First Prior Year (2018-19)	(7,958,106.00)			
Budget Year (2019-20)	(8,135,008.00)	176,902.00	2.2%	Met
1st Subsequent Year (2020-21)	(10,109,436.00)	1,974,428.00	24.3%	Not Met
2nd Subsequent Year (2021-22)	(10,345,798.00)	236,362.00	2.3%	Met
1b. **Transfers In, General Fund ***				
First Prior Year (2018-19)	0.00			
Budget Year (2019-20)	0.00	0.00	0.0%	Met
1st Subsequent Year (2020-21)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2021-22)	0.00	0.00	0.0%	Met
1c. **Transfers Out, General Fund ***				
First Prior Year (2018-19)	121,488.00			
Budget Year (2019-20)	152,783.00	31,295.00	25.8%	Not Met
1st Subsequent Year (2020-21)	152,783.00	0.00	0.0%	Met
2nd Subsequent Year (2021-22)	152,783.00	0.00	0.0%	Met

1d. **Impact of Capital Projects**
Do you have any capital projects that may impact the general fund operational budget? No

* Include transfers used to cover operating deficits in either the general fund or any other fund.

S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for item 1d.

1a. NOT MET - The projected contributions from the unrestricted general fund to restricted general fund programs have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify restricted programs and amount of contribution for each program and whether contributions are ongoing or one-time in nature. Explain the district's plan, with timeframes, for reducing or eliminating the contribution.

Explanation: (required if NOT met)
Parcel tax expiration

1b. MET - Projected transfers in have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation: (required if NOT met)

1c. NOT MET - The projected transfers out of the general fund have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify the amount(s) transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timeframes, for reducing or eliminating the transfers.

Explanation:
(required if NOT met)

FD 13 continues to require funds from FD 01 to remain solvent

1d. NO - There are no capital projects that may impact the general fund operational budget.

Project Information:
(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments[1] and their annual required payments for the budget year and two subsequent fiscal years.

Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.

[1] Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the District's Long-term Commitments

DATA ENTRY: Click the appropriate button in item 1 and enter data in all columns of item 2 for applicable long-term commitments; there are no extractions in this section.

1. Does your district have long-term (multiyear) commitments? (If No, skip item 2 and Sections S6B and S6C) — Yes

2. If Yes to item 1, list all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For: Funding Sources (Revenues)	SACS Fund and Object Codes Used For: Debt Service (Expenditures)	Principal Balance as of July 1, 2019
Capital Leases				
Certificates of Participation				
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (do not include OPEB):				
TOTAL:				0

Type of Commitment (continued)	Prior Year (2018-19) Annual Payment (P & I)	Budget Year (2019-20) Annual Payment (P & I)	1st Subsequent Year (2020-21) Annual Payment (P & I)	2nd Subsequent Year (2021-22) Annual Payment (P & I)
Capital Leases				
Certificates of Participation				
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
Total Annual Payments:	0	0	0	0
Has total annual payment increased over prior year (2018-19)?		**No**	**No**	**No**

S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

1a. No - Annual payments for long-term commitments have not increased in one or more of the budget and two subsequent fiscal years.

Explanation:
(required if Yes to increase in total annual payments)

S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments

DATA ENTRY: Click the appropriate Yes or No button in item 1; if Yes, an explanation is required in item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.

Explanation:
(required if Yes)

S7. Unfunded Liabilities

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the actuarially determined contribution (if available); and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and indicate how the obligation is funded (level of risk retained, funding approach, etc.).

S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other than Pensions (OPEB)

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

1. Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5) — No

2. For the district's OPEB:
   a. Are they lifetime benefits? — No
   b. Do benefits continue past age 65? — No
   c. Describe any other characteristics of the district's OPEB program including eligibility criteria and amounts, if any, that retirees are required to contribute toward their own benefits:

3. a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method?

   b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or governmental fund

Self-Insurance Fund	Governmental Fund

4. OPEB Liabilities

a. Total OPEB liability	
b. OPEB plan(s) fiduciary net position (if applicable)	
c. Total/Net OPEB liability (Line 4a minus Line 4b)	0.00
d. Is total OPEB liability based on the district's estimate or an actuarial valuation?	
e. If based on an actuarial valuation, indicate the date of the OPEB valuation	

5. OPEB Contributions

	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method			
b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)	0.00		
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)			
d. Number of retirees receiving OPEB benefits			

S7B. Identification of the District's Unfunded Liability for Self-Insurance Programs

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

1. Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip items 2-4)

   No

2. Describe each self-insurance program operated by the district, including details for each such as level of risk retained, funding approach, basis for valuation (district's estimate or actuarial), and date of the valuation:

3. Self-Insurance Liabilities

a. Accrued liability for self-insurance programs	
b. Unfunded liability for self-insurance programs	

4. Self-Insurance Contributions

	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
a. Required contribution (funding) for self-insurance programs			
b. Amount contributed (funded) for self-insurance programs			

S8. Status of Labor Agreements

Analyze the status of all employee labor agreements. Identify new labor agreements, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:
The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the district governing board and superintendent.

S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2018-19)	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Number of certificated (non-management) full-time-equivalent (FTE) positions	150.0	148.0	140.0	140.0

Certificated (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?
If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?
If Yes, date of budget revision board adoption:

4. Period covered by the agreement: Begin Date: End Date:

5. Salary settlement:

	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
One Year Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year			
or			
Multiyear Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
7. Amount included for any tentative salary schedule increases			

Certificated (Non-management) Health and Welfare (H&W) Benefits	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
1. Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2. Total cost of H&W benefits			
3. Percent of H&W cost paid by employer			
4. Percent projected change in H&W cost over prior year			

Certificated (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget? No

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

Certificated (Non-management) Step and Column Adjustments	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
1. Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2. Cost of step & column adjustments			
3. Percent change in step & column over prior year			

Certificated (Non-management) Attrition (layoffs and retirements)	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
1. Are savings from attrition included in the budget and MYPs?	No	No	No
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	No	No	No

Certificated (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2018-19)	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Number of classified (non-management) FTE positions	80.0	80.0	80.0	80.0

Classified (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? No

   If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

   If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

   If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

   If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

   If Yes, date of budget revision board adoption:

4. Period covered by the agreement: Begin Date: End Date:

5. Salary settlement:

	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
One Year Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year			
or			
Multiyear Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
7. Amount included for any tentative salary schedule increases			

Classified (Non-management) Health and Welfare (H&W) Benefits	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
1. Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2. Total cost of H&W benefits			
3. Percent of H&W cost paid by employer			
4. Percent projected change in H&W cost over prior year			

Classified (Non-management) Prior Year Settlements			
Are any new costs from prior year settlements included in the budget?	No		
If Yes, amount of new costs included in the budget and MYPs			

If Yes, explain the nature of the new costs:

Classified (Non-management) Step and Column Adjustments	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
1. Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2. Cost of step & column adjustments			
3. Percent change in step & column over prior year			

Classified (Non-management) Attrition (layoffs and retirements)	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
1. Are savings from attrition included in the budget and MYPs?	No	No	No
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	No	No	No

Classified (Non-management) - Other
List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):

S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2018-19)	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Number of management, supervisor, and confidential FTE positions	15.0	15.0	15.0	15.0

Management/Supervisor/Confidential
Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? n/a

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

If n/a, skip the remainder of Section S8C.

Negotiations Settled

2. Salary settlement:

	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits

	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
4. Amount included for any tentative salary schedule increases			

Management/Supervisor/Confidential Health and Welfare (H&W) Benefits	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
1. Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2. Total cost of H&W benefits			
3. Percent of H&W cost paid by employer			
4. Percent projected change in H&W cost over prior year			

Management/Supervisor/Confidential Step and Column Adjustments	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
1. Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2. Cost of step and column adjustments			
3. Percent change in step & column over prior year			

Management/Supervisor/Confidential Other Benefits (mileage, bonuses, etc.)	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
1. Are costs of other benefits included in the budget and MYPs?	Yes	Yes	Yes
2. Total cost of other benefits			
3. Percent change in cost of other benefits over prior year			

S9. Local Control and Accountability Plan (LCAP)

Confirm that the school district's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.

DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

1. Did or will the school district's governing board adopt an LCAP or approve an update to the LCAP effective for the budget year?	Yes
2. Approval date for adoption of the LCAP or approval of an update to the LCAP.	Jun 20, 2019

S10. LCAP Expenditures

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

DATA ENTRY: Click the appropriate Yes or No button.

Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template, Section 3: Actions, Services and Expenditures?	Yes

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review.

DATA ENTRY: Click the appropriate Yes or No button for items A1 through A9 except item A3, which is automatically completed based on data in Criterion 2.

A1.	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	No
A2.	Is the system of personnel position control independent from the payroll system?	No
A3.	Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Yes or No)	Yes
A4.	Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?	No
A5.	Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	No
A6.	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	No
A7.	Is the district's financial system independent of the county office system?	No
A8.	Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education)	Yes
A9.	Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?	No

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:
(optional)

End of School District Budget Criteria and Standards Review

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: June 20, 2019

☒ **ACTION**
☐ **CONSENT**
☐ **DISCUSSION**
☐ **INFORMATION**

BOARD AGENDA NUMBER: 15.d

BOARD AGENDA ITEM: Adopt Resolution No. 11-19 Authorizing the District to Spend Funds Received in 2018-2019 from the Education Protection Account in Accordance with Article XIII, Section 36 of the California Constitution

DEPARTMENT: Business Department

CONTACT PERSON: Crystal Leach, Chief Business Official

BACKGROUND INFORMATION:

Proposition 30, The Schools and Local Public Safety Protection Act of 2012, approved by the voters on November 6, 2012, temporarily increases the states sales tax rate for all taxpayers and the personal income tax rates for upper-income taxpayers.

The new revenues generated from Proposition 30 are deposited into a newly created state account called the Education Protection Account (EPA). Previously, school districts, county offices of education, and charter schools received funds from the EPA based on their proportionate share of the statewide revenue limit amount. A corresponding reduction is made to a school district's revenue limit school general purpose state aid equal to the amount of their EPA entitlement.

Pursuant to this article, school districts, county offices of education and community college districts are required to determine how the monies received from the EPA are spent in the school or schools within its jurisdiction. The funds received from the EPA shall not be used for salaries or benefits for administrators or any other administrative costs.

REPORT/PROPOSAL:

The district is proposing to apply the 2018-2019 EPA funds of $2,747,206 towards Instructional Services. This award is a portion of the district's overall total state aid allocation.

FINANCIAL IMPACT:

There is no financial impact to the general fund.

RECOMMENDATION:

Adopt Resolution No. 11-19 authorizing the district to spend funds received in 2018-2019 from the Education Protection Account in accordance with Article XIII, Section 36 of the California Constitution.

RESOLUTION NO. 11-19
BEFORE THE GOVERNING BOARD
OF THE CABRILLO UNIFIED SCHOOL DISTRICT
SAN MATEO COUNTY, CALIFORNIA

AUTHORIZING THE DISTRICT TO SPEND FUNDS IN 2018-2019
FROM THE EDUCATION PROTECTION ACCOUNT IN ACCORDANCE WITH
ARTICLE XIII, SECTION 36 OF THE CALIFORNIA CONSTITUTION

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

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 Cabrillo Unified School District;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Cabrillo Unified School District has determined to spend the monies received from the Education Protection Act as attached.

PASSED AND ADOPTED this 20th Day of June, 2019 by the following vote:

Mary Beth Alexander:	_____	Aye	_____	No	_____	Abstain	_____ Absent
Lizet Cortes:	_____	Aye	_____	No	_____	Abstain	_____ Absent
Kimberly Hines:	_____	Aye	_____	No	_____	Abstain	_____ Absent
Sophia Layne:	_____	Aye	_____	No	_____	Abstain	_____ Absent
Freya McCamant:	_____	Aye	_____	No	_____	Abstain	_____ Absent

Certified by

_____ _____

Lizet Cortes Date
Clerk to the Governing Board
Cabrillo Unified School District

I hereby certify under penalty of perjury that the forgoing is a full, true, and correct copy of the Resolution duly adopted by the Governing Board on May 16, 2019.

_____ _____

Jane Yuster Date
Secretary to the Governing Board
Cabrillo Unified School District

_____ _____

Nancy Magee Approved/Filed Date
County Superintendent of Schools

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: June 20, 2019

☒ **ACTION**
☐ **CONSENT**
☐ **DISCUSSION**
☐ **INFORMATION**

BOARD AGENDA NUMBER: 15.e

BOARD AGENDA ITEM: Adopt Resolution No. 12-19, To Designate Authorized Representatives of Cabrillo Unified School District as Signatories Effective July 1, 2019

DEPARTMENT: Business Department

CONTACT PERSON: Crystal Leach, Chief Business Official

BACKGROUND INFORMATION:

The Governing Board of the Cabrillo Unified School District, under the authority of the Education Code 42632, shall designate authorized representatives as signatories as specified on the attached Resolution No. 12-19.

RECOMMENDATION:

Adopt Resolution No. 12-19, to designate authorized representatives of Cabrillo Unified School District as signatories effective July 1, 2019.

RESOLUTION NO. 12-19
BEFORE THE GOVERNING BOARD
OF THE CABRILLO UNIFIED SCHOOL DISTRICT
SAN MATEO COUNTY, CALIFORNIA

MATTER OF IDENTIFYING THE DISTRICT REPRESENTATIVE(S)

BE IT RESOLVED that the Governing Board of the Cabrillo Unified School District, under the authority of Education Code Section 42632 to delegate power to contract, hereby orders the officials and employees of the above named organization whose titles and signatures are listed on the attached chart, shall be and are hereby authorized as our representatives to sign, as specified on the chart, any and all reports, documents, bank accounts, and/or contracts as listed in this resolution. Pursuant to Education Code 42632 and provided, however, that all purchase orders and revolving fund checks require two (2) signatures, and additionally provided however, that no contract made pursuant to such delegation and authorization shall be valid or constitute enforceable obligation against the District unless and until the same shall have been approved or ratified by the Governing Board.

PASSED AND ADOPTED this 20th day of June, 2019, by the Governing Board of the Cabrillo Unified School District of San Mateo County, California by the following vote:

Mary Beth Alexander:	_____ Aye	_____ No	_____ Abstain	_____ Absent
Lizet Cortes:	_____ Aye	_____ No	_____ Abstain	_____ Absent
Kimberly Hines:	_____ Aye	_____ No	_____ Abstain	_____ Absent
Sophia Layne:	_____ Aye	_____ No	_____ Abstain	_____ Absent
Freya McCamant:	_____ Aye	_____ No	_____ Abstain	_____ Absent

I, _____, Clerk of the Governing Board of the Cabrillo Unified School District do hereby certify the foregoing is a full, true and correct copy of a resolution adopted by said Board at a regular meeting hereof held at its regular place of meeting at the time.

_____
Lizet Cortes
Clerk to the Governing Board
Cabrillo Unified School District

Cabrillo Unified School District - Authorized Signatures Effective July 1, 2019

SIGNATURE / NAME & TITLE	Vendor Payments	Checking & Savings (Rev. Cash)	Contracts & Agreements	Government Projects	Interdistrict Agreements	Payroll Documents	Purchase & Bid Documents	County Documents	Reports	Use of Facilities	Dept of Real Estate
Sean McPhetridge Superintendent	X	X	X	X	X	X	X	X	X	X	X
Holly Wade Assistant Superintendent, Educational Support Services	X	X	X	X	X	X	X	X	X		
Jason Owens Director of Personnel and Pupil Services	X	X	X	X	X	X		X	X		
Rick Alva Director of Technology	X	X	X	X	X	X		X	X		

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: June 20, 2019

☒ **ACTION**
☐ **CONSENT**
☐ **DISCUSSION**
☐ **INFORMATION**

BOARD AGENDA NUMBER: 15.f

BOARD AGENDA ITEM: Adopt Resolution No. 13-19, Supporting Award of Lease-Leaseback Agreements for the Building D Roof Project and Authorization to Enter Facilities Lease and Site Lease by and between Cabrillo Unified School District and Blach Construction Company

DEPARTMENT: Superintendent/Governing Board

CONTACT PERSON: Crystal Leach, Chief Business Official

BACKGROUND INFORMATION:

The District incorporated the Best Value Methodology into the Request for Qualifications and Proposals ("RFQ/P") for the Project, which was issued and publicly advertised in March 2019. The District received one (1) proposals.

District staff reviewed the proposals submitted in response to the RFQ/P in accordance with the adopted Best Value Methodology, and taking into consideration the proposers' demonstrated competence and professional qualifications necessary for the satisfactory performance of the services required.

Blach Construction Company ("Blach") received the highest score and has agreed to the proposed Facilities Lease and Site Lease (together, "Lease-Leaseback Agreement") for the Project.

REPORT/PROPOSAL:

Pursuant to Education Code section 17406, the Resolution Supporting Award of Lease-Leaseback Agreements is presented for adoption and the Facilities Lease and Site Lease are presented for approval.

FINANCIAL IMPACT:

There is no impact to the general fund.

RECOMMENDATION:

Adopt Resolution No. 13-19, Supporting Award of Lease-Leaseback Agreements.

RESOLUTION NO. 13-19
BEFORE THE GOVERNING BOARD
OF THE CABRILLO UNIFIED SCHOOL DISTRICT
SAN MATEO COUNTY, CALIFORNIA

RESOLUTION SUPPORTING AWARD OF LEASE-LEASEBACK AGREEMENTS

WHEREAS, the Cabrillo Unified School District ("District") is currently undertaking a project known as the Building D Roof Project ("Project");

WHEREAS, on March 9, 2017, the District's Governing Board ("Board") adopted Resolution No. 06-17, adopting and publishing required procedures and guidelines ("Best Value Methodology") for evaluating the qualifications of proposers on the Project to ensure the best value selections by the District are conducted in a fair and impartial manner pursuant to Education Code section 17406;

WHEREAS, the District incorporated the Best Value Methodology in a Request for Qualifications and Proposals ("RFQ/P"), which was advertised in San Mateo Daily Journal and Challenge News once a week for two weeks, commencing on March 28, 2019, and completed on April 4, 2019;

WHEREAS, attached hereto as **Exhibit "A"** is a copy of the Proof of Publication;

WHEREAS, District staff have reviewed proposals for the Project submitted in response to the RFQ/P in accordance with the adopted Best Value Methodology and taking into consideration the proposers' demonstrated competence and professional qualifications necessary for the satisfactory performance of the services required;

WHEREAS, after evaluation, the Board hereby awards the Site Lease and Facilities Lease ("Lease-Leaseback Agreements") for the Project to Blach Construction Company ("Blach"), who was the highest ranked respondent according to the adopted Best Value Methodology, for each Project;

WHEREAS, Blach has been prequalified pursuant to the RFQ/P requirements;

WHEREAS, Education Code section 17406 provides that the school district's governing board shall issue a written decision supporting its contract award and stating in detail the basis of the award; and

WHEREAS, attached hereto as **Exhibit "B"** is a copy of the written findings of the Board supporting the Board's award of the Lease-Leaseback Agreements to Blach for the Project.

NOW THEREFORE, the Cabrillo Unified School District Governing Board hereby resolves, determines, and finds the following:

Section 1. That the foregoing recitals and the findings are true.

Section 2. That the District complied with the procedure set forth in Education Code section 17406, the Best Value Methodology adopted by the District and the Request for Qualifications and Proposals issued by the District.

Section 3. That Blach Construction Company provided the best value to the District for each Project, taking into consideration the proposer's demonstrated

competence and professional qualifications necessary for the satisfactory performance of the services required.

Section 4. That, based on the foregoing, it is in the best interest of the District to award the Lease-Leaseback Agreements to Blach Construction Company for the Project.

Section 5. That the Superintendent and designee(s) are authorized and directed to take any and all actions that are necessary to carry out, give effect to and comply with the terms and intent of this Resolution.

PASSED AND ADOPTED by the Governing Board of the Cabrillo Unified School District, this ___ day of _____, 2019, by the following vote:

Mary Beth Alexander:	_____	Aye	_____	No	_____	Abstain	_____	Absent
Lizet Cortes:	_____	Aye	_____	No	_____	Abstain	_____	Absent
Kimberly Hines:	_____	Aye	_____	No	_____	Abstain	_____	Absent
Sophia Layne:	_____	Aye	_____	No	_____	Abstain	_____	Absent
Freya McCamant:	_____	Aye	_____	No	_____	Abstain	_____	Absent

Certified by

_____
Lizet Cortes
Clerk to the Governing Board
Cabrillo Unified School District

EXHIBIT A
PROOF OF PUBLICATION

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Over the Hedge



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110 Employment

SALES/MARKETING INTERNSHIPS

The San Mateo Daily Journal is looking for enthusiastic individuals to join our sales team and help us grow our business online and in person. Learn the ins and outs of the newspaper and media industries. This position will provide valuable experience for your job search.

Email resume to info@smdailyjournal.com

203 Public Notices

FICTITIOUS BUSINESS NAME STATEMENT #568312

The following person is doing business as: Peace, Bird, Hamilton Street, REDWOOD CITY, CA 94063. Registered Owner: Peace Cards, Inc., CA. The business is conducted by a Corporation. The registrant commenced to transact business under their FBN on N/A.

s/Peace Card

This statement was filed with the Assessor-County Clerk on 2/6/2019. (Published in the San Mateo Daily Journal, 2/7/19, 2/14/19, 2/21/19, 2/28/19).

FICTITIOUS BUSINESS NAME STATEMENT #568309

The following person is doing business as: Symbol Place, 3000 Clinton Dr. Suite 1 Bay #BH1H2GD, CA 94080. Registered Owner: A Cards LLC, CA. The business is conducted by a Limited Liability Company. The registrant commenced to transact business under their FBN on n/a.

s/Sasha S. Sukkarie

This statement was filed with the Assessor-County Clerk on 2/6/2019. (Published in the San Mateo Daily Journal, 2/7/19, 2/14/19, 2/21/19, 2/28/19).

FICTITIOUS BUSINESS NAME STATEMENT #568301

The following person is doing business as: Modern Lights, 880 El Camino Real, 100, San Bruno, CA 94066. Registered Owner: Bright Idea, 1775 Lane Dr., Milpitas, CA 94080. The business is conducted by an Individual. The registrants commenced to transact business under their FBN on 2/11/19.

s/Bright Idea

This statement was filed with the Assessor-County Clerk on 2/11/2019. (Published in the San Mateo Daily Journal, 2/14/19, 2/21/19, 2/28/19, 3/07/19).

203 Public Notices

FICTITIOUS BUSINESS NAME STATEMENT #568313

The following person is doing business as: Order Bottom Co., 1078 Cedarbrook Street #2, FOSTER CITY, CA 94404. Registered Owner: Schedule Inc., same address. The business is conducted by a Corporation. The registrants commenced to transact business under their FBN on 2/13/19.

s/Haifeng Luo

This statement was filed with the Assessor-County Clerk on 2/13/2019. (Published in the San Mateo Daily Journal, 2/14/19, 2/21/19, 2/28/19, 3/07/19).

FICTITIOUS BUSINESS NAME STATEMENT #568307

The following person is doing business as: Lake Tower Apartments, 2211 Lake Road, Belmont, CA 94002. Registered Owner: Robert Tod Spieker and Catherine Spieker, 80 Hackberry Lane, Atherton, CA 94027. The business is conducted by a Married Couple. The registrant commenced to transact business under their FBN on 10/15/1998.

s/Robert Tod Spieker

This statement was filed with the Assessor-County Clerk on 2/7/19. (Published in the San Mateo Daily Journal, 2/21/19, 2/28/19, 3/07/19, 3/14/19).

FICTITIOUS BUSINESS NAME STATEMENT #568310

The following person is doing business as: The Hotel Building, 301 B Main Ave, San Mateo, CA 94401. Registered Owner: Sunset Ridge Development CO., INC., CA. The business is conducted by a Limited Partnership. The registrant commenced to transact business under their FBN on N/A.

s/Theresa McFerland

This statement was filed with the Assessor-County Clerk on 2/8/2019. (Published in the San Mateo Daily Journal, 2/21/19, 2/28/19, 3/07/19, 3/14/19).

203 Public Notices

FICTITIOUS BUSINESS NAME STATEMENT #568312

The following person is doing business as: Tiffany Maintenance, 333 El Camino Real Blvd, San Carlos, CA 94070. Registered Owner: Sunset Ridge Development CO., INC., CA. The business is conducted by a Limited Partnership. The registrant commenced to transact business under their FBN on Feb 15, 2019.

s/Theresa McFerland

This statement was filed with the Assessor-County Clerk on 2/8/2019. (Published in the San Mateo Daily Journal, 2/21/19, 2/28/19, 3/07/19, 3/14/19).

FICTITIOUS BUSINESS NAME STATEMENT #568314

The following person is doing business as: Advice, 1161 Nimitz Lane, Foster City, CA 94404. Registered Owner: Haifeng Luo, same address. The business is conducted by an Individual. The registrants commenced to transact business under their FBN on 01/01/2018.

s/Luo Haifeng

This statement was filed with the Assessor-County Clerk on 2/13/2019. (Published in the San Mateo Daily Journal, 2/21/19, 2/28/19, 3/07/19, 3/14/19).

FICTITIOUS BUSINESS NAME STATEMENT #568311

The following person is doing business as: Kissing Cousins, 2165 Cordova Drive #206, San Mateo, CA 94403. Registered Owner: Regina Maria A. Perez and Richard L. Perez, 1333 Palo Verde Dr., Apt. B, San Mateo, CA 94403. The business is conducted by a Married Couple. The registrant commenced to transact business under their FBN on n/a.

s/Regina Maria A. Perez

This statement was filed with the Assessor-County Clerk on 2/8/2019. (Published in the San Mateo Daily Journal, 2/21/19, 2/28/19, 3/07/19, 3/14/19).

FICTITIOUS BUSINESS NAME STATEMENT #568317

The following person is doing business as: Bean Bean Bean, 2nd Floor, Redwood City, CA 94063. Registered Owners: Ian Kim and Brian Jeffers, 818 Stanton Ave, San Francisco, CA 94112. The business is conducted by a Married Couple. The registrants commenced to transact business under their FBN on n/a.

s/Ian Kim

This statement was filed with the Assessor-County Clerk on 2/13/2019. (Published in the San Mateo Daily Journal, 2/21/19, 2/28/19, 3/07/19, 3/14/19).

203 Public Notices

FICTITIOUS BUSINESS NAME STATEMENT #568315

The following person is doing business as: Tiffin, Bean Sprouts Cottage, 80 Woodside Plaza, Suite 111, REDWOOD CITY, CA 94061. Registered Owner: Bean Sprouts Inc., CA. The business is conducted by a Corporation. The registrants commenced to transact business under the FBN on February 13, 2019.

s/Thomas Hsiao

This statement was filed with the Assessor-County Clerk on 2/21/2019. (Published in the San Mateo Daily Journal, 2/28/19, 3/07/19, 3/14/19, 3/21/19).

FICTITIOUS BUSINESS NAME STATEMENT #568317

The following person is doing business as: Bean Bean Bean, 2nd Floor, Redwood City, CA 94063. Registered Owners: Ian Kim and Brian Jeffers, same address. The business is conducted by an Individual. The registrants commenced to transact business under their FBN on September 1, 2018.

s/Ian Kim

This statement was filed with the Assessor-County Clerk on 2/13/2019. (Published in the San Mateo Daily Journal, 2/21/19, 2/28/19, 3/07/19, 3/14/19).

FICTITIOUS BUSINESS NAME STATEMENT #568321

The following person is doing business as: Half Moon Bay Realty, 8080 Tourista Lane, HALF MOON BAY, CA 94019. Registered Owner: Vanessa Dana Tuer, same address. The business is conducted by an Individual. The registrants commenced to transact business under their FBN on n/a.

s/Vanessa Tuer

This statement was filed with the Assessor-County Clerk on 2/19/2019. (Published in the San Mateo Daily Journal, 2/28/19, 3/07/19, 3/14/19, 3/21/19).

FICTITIOUS BUSINESS NAME STATEMENT #568322

The following person is doing business as: 1WOODS, 3GOODLIVING, 110, 28th Ave, Apt. #1, San Mateo, CA 94403. Registered Owner: Sharan Pal Singh, same address. The business is conducted by an Individual. The registrant commenced to transact business under the FBN on 2/1/19.

s/Chetan Pal Singh

This statement was filed with the Assessor-County Clerk on 2/19/2019. (Published in the San Mateo Daily Journal, 2/28/19, 3/07/19, 3/14/19, 3/21/19).

203 Public Notices

NOTICE OF PETITION TO ADMINISTER ESTATE OF Susan Jane Seasert
Case Number: 19PR0C0330

To all heirs, beneficiaries, creditors, contingent creditors, and persons who may otherwise be interested in the will or estate, or both, of Susan Jane Seasert. A PETITION PROBATE has been filed by Robert Seasert in the Superior Court of California, County of San Mateo.

The petition requests that Robert Seasert be appointed as personal representative to administer the estate of the decedent.

The petition requests authority to administer the estate under the Independent Administration of Estates Act. (This authority will allow the personal representative to take many actions without obtaining court approval. Before taking certain very important actions, however, the personal representative will be required to give notice to interested persons unless they have waived notice or consented to the proposed action.) The independent administration authority will be granted unless an interested person files an objection to the petition and shows good cause why the court should not grant the authority.

A hearing on the petition will be held in this court as follows: APR 18, 2019 at 9:00 A.M. Dept. 25, Superior Court of California, County of San Mateo, 400 County Center, Redwood City, CA 94063.

If you object to the granting of the petition, you should appear at the hearing and state your objections or file written objections with the court before the hearing. Your appearance may be in person or by your attorney.

If you are a creditor or a contingent creditor of the decedent, you must file your claim with the court and mail a copy to the personal representative appointed by the court within the later of either (1) four months from the date of first issuance of letters to a general personal representative, as defined in section 58(b) of the California Probate Code, or (2) 60 days from the date of mailing or personal delivery to you of a notice under section 9052 of the California Probate Code. Other California statutes and legal authority may affect your rights as a creditor. You may want to consult with an attorney knowledgeable in California law.

You may examine the file kept by the court. If you are a person interested in the estate, you may file with the court a Request for Special Notice (form DE-154) of the filing of an inventory and accounting as provided in Probate Code section 1250. A Request for Special Notice form is available from the court clerk.

Attorney for Petitioner
Patrick D. Kanoh
888 Woodside Road
REDWOOD CITY, CA 94062
(650)599-6060
PUBLISHED:
(Published in the San Mateo Daily Journal on 2/28/19, 3/07/19, 3/14/19).

203 Public Notices

Ann Chair, Ste. Superior Court of California, County of San Mateo, 400 County Center, Redwood City, CA 94063.

If you object to the granting of the petition, you should appear at the hearing and state your objections or file written objections with the court before the hearing. Your appearance may be in person or by your attorney.

If you are a creditor or a contingent creditor of the decedent, you must file your claim with the court and mail a copy to the personal representative appointed by the court within the later of either (1) four months from the date of first issuance of letters to a general personal representative, as defined in section 58(b) of the California Probate Code, or (2) 60 days from the date of mailing or personal delivery to you of a notice under section 9052 of the California Probate Code. Other California statutes and legal authority may affect your rights as a creditor. You may want to consult with an attorney knowledgeable in California law.

You may examine the file kept by the court. If you are a person interested in the estate, you may file with the court a Request for Special Notice (form DE-154) of the filing of an inventory and accounting as provided in Probate Code section 1250. A Request for Special Notice form is available from the court clerk.

Attorney for Petitioner
Rosanne T. Jan
Rothenberg & Associates
2000 Alameda de las Pulgas, Suite 250
San Mateo, CA 94403
(650) 358-9500
PUBLISHED: 3/21/2019
(Published in the San Mateo Daily Journal on 3/28/19, 4/04/19, 4/04/19)

ORDER TO SHOW CAUSE FOR CHANGE OF NAME
CASE NUMBER: 19PR0C0330
SUPERIOR COURT OF CALIFORNIA, COUNTY OF SAN MATEO
400 COUNTY CENTER RD.
REDWOOD CITY CA 94063
PETITION OF
Jesko Dana Persons

TO ALL INTERESTED PERSONS:
Petitioner: Jesko Dana Persons has a petition with the court to change names as follows:
Present name: Jesko Dana Persons
Proposed name: Jany Dana Persons

THE COURT ORDERS that all persons interested in this matter shall appear before this court at the hearing indicated below to show cause, if any, why the petition for change of name should not be granted. Any person objecting to the name changes described above must file a written objection that includes the reasons for the objection at least two days before the matter is scheduled to be heard and must appear at the hearing to show cause why the petition should not be granted. If no written objection is timely filed, the court may grant the petition without a hearing. A hearing on the petition shall be held on 4/18/19 at 9

203 Public Notices

FICTITIOUS BUSINESS NAME STATEMENT #568316

The following person is doing business as: Peninsula Family Service, 24 Second Ave, San Mateo, CA 94401. Registered Owner: Peninsula Family Service, same address. The business is conducted by a Corporation. The registrant commenced to transact business under their FBN on 2/14/19.

s/Thomas Hsiao

This statement was filed with the Assessor-County Clerk on 2/21/2019. (Published in the San Mateo Daily Journal, 2/28/19, 3/07/19, 3/14/19, 3/21/19).

FICTITIOUS BUSINESS NAME STATEMENT #568318

The following person is doing business as: Half Moon Bay Realty, 8080 Tourista Lane, HALF MOON BAY, CA 94019. Registered Owner: Vanessa Dana Tuer, same address. The business is conducted by an Individual. The registrants commenced to transact business under their FBN on n/a.

s/Vanessa Tuer

This statement was filed with the Assessor-County Clerk on 2/19/2019. (Published in the San Mateo Daily Journal, 2/28/19, 3/07/19, 3/14/19, 3/21/19).

FICTITIOUS BUSINESS NAME STATEMENT #568320

The following person is doing business as: 1WOODS, 3GOODLIVING, 110, 28th Ave, Apt. #1, San Mateo, CA 94403. Registered Owner: Sharan Pal Singh, same address. The business is conducted by an Individual. The registrant commenced to transact business under the FBN on 2/1/19.

s/Chetan Pal Singh

This statement was filed with the Assessor-County Clerk on 2/19/2019. (Published in the San Mateo Daily Journal, 2/28/19, 3/07/19, 3/14/19, 3/21/19).

CABRILLO UNIFIED SCHOOL DISTRICT REQUEST FOR QUALIFICATIONS AND PROPOSALS BUILDING D ROOF PROJECT LEASE-LEASEBACK CONSTRUCTION SERVICES RFQ/P # 2019-20.01

Cabrillo Unified School District ("District") is seeking proposals from qualified persons, firms, partnerships, corporations, associations, or professional organizations to provide constructability review, value engineering, master scheduling, cost estimating, budgeting, and construction services for the development and construction for the **Building D Roof Project** ("Project"). In accordance with the lease-leaseback structure set forth in Education Code section 17406 et seq.

Respondents to the Request for Qualifications and Proposals ("RFQ/P") shall submit a completed Statement of Qualifications ("SOQ") along with the Proposal (collectively "RFQ/P Packet"). Respondents must mail or deliver five (5) bound copies, one (1) unbound copy, and one (1) electronic copy on CD or DVD of the RFQ/P Packet conforming to the requirements of this RFQ/P to:

CABRILLO UNIFIED SCHOOL DISTRICT
498 Kelly Avenue
Half Moon Bay, CA 94019
ATTN: Crystal Leach, Chief Business Official
RE: RFQ/P # 2019-20.01

ALL RESPONSES ARE DUE BY 2:00 P.M. ON April 15, 2019. Oral, telegraphic, facsimile, telephone or email RFQ/P Packets will not be accepted. RFQ/P Packets received after this date and time will not be accepted and returned unopened.

Questions regarding this RFQ/P may be directed to the Chief Business Official, Crystal Leach, at leachc@cabrillo.k12.ca.us, and must be submitted on or by 4:00 P.M. on April 10,2019. All Respondents must be prequalified by the District in accordance with Public Contract Code section 20111.6. First-tier electrical, mechanical, and plumbing subcontractors must be prequalified prior to subcontractor bids. Contractors of all tiers must be currently registered and qualified to perform public work pursuant to Labor Code section 1725.5.

Published in the San Mateo Daily Journal, MArch

INVITATION FOR BID

Peninsula Family Service is a non-profit child development program that participates in the USDA Child and Adult Care Food Program. We are currently soliciting letters of interest from prospective suppliers of meals in order to comply with federal regulations governing the program in matters of procurement. The contract will be for meals served to children at the Peninsula Family Service childcare centers located in Menlo Park, Redwood City, San Mateo, Daly City, and South San Francisco. The selected vendor will provide approximately 324 breakfasts, 301 lunches, and 356 snacks daily at the locations indicated above for children ages six (6) weeks to twelve (12) years, and the meal pattern must meet the USDA meal pattern for children ages six (6) weeks to twelve (12) years. Additionally, meals served under this contract must meet the requirements of 7 CFR Part 226, Child and Adult Care Food Program Regulations.

The Bid will be open on March 26, 2019 at 9AM. The Bid will be closed on April 10, 2019 at 5PM. Bids received after closing time will not be considered. In Addition, only sealed bids will be accepted. As required by USDA, the contract will be awarded to the lowest, most responsible and responsive bidder.

Applications for food service bid and contract is available at
http://www.peninsulafamilyservice.org/food-service-bid/
The food service vendors who may have interest in bidding for this contract are requested to submit by or before April 10, 2019 a letter of interest and application to:

Peninsula Family Service
24 Second Avenue
San Mateo, CA 94401
Attention: Rlanda Levin

The bid opening will be made public on April 10, 2019 at 5PM at the above address.

Any questions regarding this proposed contract may be referred to Rlanda Levin at 650 403 4300x4710 or rlevin@peninsulafamilyservice.org
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OCEAN VIEW SCHOOL DISTRICT

Ocean View School District is seeking qualified Disabled Veteran Business Enterprises (DVBE) contractors, subcontractors & vendors to participate in and / or submit bids for the following project:

College View Elementary School Modernization

To be located at:
6582 Lennox Drive, Huntington Beach, CA

All bids are due by 2:00 PM on Tuesday, April 23, 2019. All bids must be submitted to the Purchasing Office located in Building B, Ocean View School District, 17200 Pinehurst Lane, Huntington Beach, CA 92647. Plans, specifications, and other bid documents are **ONLY** available from the Construction Manager:

LEDESMA & MEYER CONSTRUCTION COMPANY, INC.
9441 Haven Ave.
Rancho Cucamonga, CA 91730 5435
Phone: (909) 476 0590 **Fax:** (909) 476 0592

Please call Christina Arceneaux at Ledesma & Meyer Construction Company, Inc. for more information.

NOTICE TO CONTRACTORS
BID PROPOSALS SOUGHT FOR SANTA CRUZ HARBOR PILE REPAIR AND REPLACEMENT PROJECT - PHASE 2 - 2019

The Santa Cruz Port District invites qualified contractors to submit sealed bid proposals for Santa Cruz Harbor Pile Repair and Replacement Project Phase 2. Work required as part of this project consists, in general, of removal and replacement of eighty (80), 14" to 16" OD piles ranging in length from 50 to 75 feet, pile caps, pile guides and appurtenant hardware as needed with hollow, 14" steel piles with a high density polyethylene (HDPE) sleeve. Pile driving work will be accomplished with a 2.5 inch diameter water jet pipe system that drives piles to within 4 feet of tip. Piles will then be seated as necessary for embedment relative to geotechnicalconditions using a dynamic hammer. Work shall be performed in accordance with all permits, including, but not limited to completion of all work by November 30, 2019; deployment of silt booms for turbidity control prior to pile removal and installation; and a limit of 6 piles per workday. Contractor shall retain biologist(s) for required pre construction survey, training and on site monitoring during construction. Access to portions of the work will require use of small boat(s) and a floating barge for workers and pile driving equipment.Project documents and copies of the prevailing rate of wages can be obtained from the Santa Cruz Port District, 135 Fifth Avenue, Santa Cruz, CA for a fee of $25. Sealed bid proposals will be received at the Santa Cruz Harbor office until 10 a.m. on Wednesday, April 10, 2019, at which time they will be opened and publicly read. For information about obtaining a bid packet, contact the Santa Cruz Port District office at (831)475 6161. Packets will also be available on constructionbidboard.com.

Issued: March 18, 2019

29291814

CABRILLO UNIFIED SCHOOL DISTRICT
REQUEST FOR QUALIFICATIONS AND PROPOSALS
BUILDING D ROOF PROJECT
LEASE-LEASEBACK CONSTRUCTION SERVICES
RFQ/P # 2019-20.01

Cabrillo Unified School District ("District") is seeking proposals from qualified persons, firms, partnerships, corporations, associations, or professional organizations to provide constructability review, value engineering, master scheduling, cost estimating, budgeting, and construction services for the development and construction for the **Building D Roof Project** ("Project"), in accordance with the lease leaseback structure set forth in Education Code section 17406 et seq.

Respondents to the Request for Qualifications and Proposals ("RFQ/P") shall submit a completed Statement of Qualifications ("SOQ") along with the Proposal (collectively "RFQ/P Packet"). Respondents must mail or deliver five (5) bound copies, one (1) unbound copy, and one (1) electronic copy on CD or DVD of the RFQ/P Packet conforming to the requirements of this RFQ/P to:

CABRILLO UNIFIED SCHOOL DISTRICT
498 Kelly Avenue
Half Moon Bay, CA 94019
Attn: Crystal Leach, Chief Business Official
Re: RFQ/P # 2019 20.01

ALL RESPONSES ARE DUE BY 2:00 P.M. ON April 16, 2019. Oral, telegraphic, facsimile, telephone or email RFQ/P Packets will not be accepted. RFQ/P Packets received after this date and time will not be accepted and returned unopened.

Questions regarding this RFQ/P may be directed to the Chief Business Official, Crystal Leach, at lsachc@cabrillo.k12.ca.us and must be submitted on or by **4:00 P.M. on April 10, 2019.**

All Respondents must be prequalified by the District in accordance with Public Contract Code section 20111.6. First tier electrical, mechanical, and plumbing subcontractors must be prequalified prior to subcontractor bids. Contractors of all tiers must be currently registered and qualified to perform public work pursuant to Labor Code section 1725.5.

NOTICE TO BIDDERS

Notice is hereby given that the Campbell Union School District of Santa Clara County, California, acting by and through its Governing Board, will receive sealed bids at the Corporation Yard, 240 N. Harrison Ave., Campbell, California 95008, up to and including dates and times listed below for the furnishing of all labor, equipment and services required for the following referenced project:

Roofing Renovations - Blackford Elementary School, Village Elementary School

Bid Opening: April 19th, 2019, 10:00 a.m.
240 N. Harrison Ave., Campbell, Ca. 95008

The Pre-Bid Site Visit (Job Walk) will be held on April 9th, 2019, 10:00 a.m. at Blackford School, 1970 Willow St., San Jose, Ca. 95125

Plans and specifications will be made available during Pre-Bid Site Visit. Questions regarding this project may be directed to:
Bradke@campbellusd.org

The Governing Board of the Campbell Union School District reserves the right to accept or reject any or all bids and to act as sole judge of the merit and qualifications of the proposals offered.

29290110

Have your company listed in the DVBE Business Card Directory Its on online www.challengenews.net

GUERRA CONSTRUCTION GROUP WOULD LIKE to invite DVBE's to bid 2019 Pavement Maintenance Project for Milpitas Unified School District. Requested Firms: Slurry Seal, Striping, Underground, Concrete, Paving.
Bid Date: March 29, 2019 @ 1:00 p.m.
Lic. Type: C8
Location: Milpitas, CA
Duration: 60 Days
Est. Cost: $500,000
Contact: Jaime Guerra
Email: Jaime@guerraco.com
Company: Guerra Construction Group
Address: 984 Memorex Dr.
Santa Clara, CA 95050
Tel: 408 279 2027 **Fax:** 408 279 2044

29290259

REQUESTING SUB-BIDS FROM QUALIFIED DVBE for the following project:
Castro Valley Independent and Proctor E.S. Interim Housing
Bid Date: March 27, 2019 @ 2:00 P.M.
Eng. Est: $680K
Lietz E.S. Media Center Modernization
Bid Date: March 29, 2019 @ 2:00 P.M.
Eng. Est.: $500K
Contact: Andrew Borrago
Company: Calstate Construction, Inc.
Address: 4165 Business Center Dr.
Fremont, CA 94538
Tel: (510) 657 1800 **Fax:** (510) 657 1810

29290260

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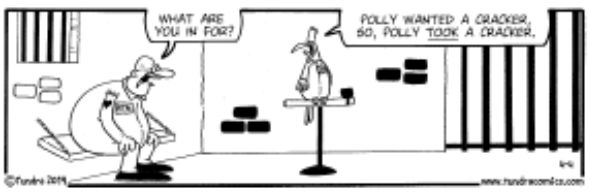
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We expect a commitment of four to eight hours a week for at least four months. The internship is unpaid, but intelligent, aggressive and talented interns have frequently in time into paid correspondents and full-time reporters.
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Send your information via e-mail to news@smdailyjournal.com or by regular mail to 1700 S. Amphlett Blvd., #350, San Mateo CA 94402

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203 Public Notices

FICTITIOUS BUSINESS NAME STATEMENT #568031
The following person is doing business as: Modern Lifestyles, 980 E Charles Earl Dr. #30, SAN MATEO, CA 94065. Registered Owner: Gilbert Vivas, 1115 Lake St., Millbrae, CA 94030. The business is conducted by an Individual. The registrants commenced to transact business under their FBN on 3/1/19.
/s/Gilbert Vivas/
This statement was filed with the Assessor-County Clerk on 3/11/2019. Published in the San Mateo Daily Journal, 3/14/19, 3/21/19, 3/28/19, 4/4/19.

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Over the Hedge



203 Public Notices

INVITATION FOR BID

Peninsula Family Service is a non-profit child development program that participates in the USDA Child and Adult Care Food Program. We are currently soliciting letters of interest from prospective suppliers of meals in order to comply with federal regulations governing the program in matters of procurement. The contract will be for meals served to children at the Peninsula Family Service childcare centers located in Menlo Park, Redwood City, San Mateo, Daily City, and South San Francisco. The selected vendor will provide approximately 324 breakfasts, 301 lunches, and 356 snacks daily at the locations indicated above for children ages six (6) weeks to twelve (12) years, and the meal pattern must meet the USDA meal pattern for children ages six (6) weeks to twelve (12) years. Additionally, meals served under this contract must meet the requirements of 7 CFR Part 226, Child and Adult Care Food Program Regulations

The Bid will be open on March 26, 2019 at 9AM. The Bid will be closed on April 10, 2019 at 5PM. Bids received after closing time will not be considered. In Addition, only sealed bids will be accepted. As required by USDA, the contract will be awarded to the lowest, most responsible and responsive bidder

Applications for food service bid and contract is available at:
http://www.peninsulafamilyservice.org/food-service-bid/
The food service vendors who may have interest in bidding for this contract are requested to submit by or before April 10, 2019 a letter of interest and application to:

Peninsula Family Service
24 Second Avenue
San Mateo, CA 94401
Attention: Rianda Levin

The bid opening will be made public on April 10, 2019 at 6PM at the above address

Any questions regarding this proposed contract may be referred to Rianda Levin at 650 403 4300x4710 or rlevin@peninsulafamilyservice.org
This institution is an equal opportunity provider

CABRILLO UNIFIED SCHOOL DISTRICT REQUEST FOR QUALIFICATIONS AND PROPOSALS BUILDING D ROOF PROJECT LEASE-LEASEBACK CONSTRUCTION SERVICES RFQ/P # 2019-20.01

Cabrillo Unified School District ("District") is seeking proposals from qualified persons, firms, partnerships, corporations, associations, or professional organizations to provide constructability review, value engineering, master scheduling, cost estimating, budgeting, and construction services for the development and construction for the **Building D Roof Project** ("Project"), in accordance with the lease-leaseback structure set forth in Education Code section 17406 et seq.

Respondents to the Request for Qualifications and Proposals ("RFQ/P") shall submit a completed Statement of Qualifications ("SOQ") along with the Proposal (collectively "RFQ/P Packet"). Respondents must mail or deliver five (5) bound copies, one (1) unbound copy, and one (1) electronic copy on CD or DVD of the RFQ/P Packet conforming to the requirements of this RFQ/P to:

CABRILLO UNIFIED SCHOOL DISTRICT
498 Kelly Avenue
Half Moon Bay, CA 94019
ATTN: Crystal Leach, Chief Business Official
RE: RFQ/P # 2019-20.01

ALL RESPONSES ARE DUE BY 2:00 P.M. ON April 15, 2019. Oral, telegraphic, facsimile, telephone or email RFQ/P Packets will not be accepted. RFQ/P Packets received after this date and time will not be accepted and returned unopened.

Questions regarding this RFQ/P may be directed to the Chief Business Official, Crystal Leach, at leachc@cabrillo.k12.ca.us, and must be submitted on or by 4:00 P.M. on April 10,2019.
All Respondents must be prequalified by the District in accordance with Public Contract Code section 20111.6. First-tier electrical, mechanical, and plumbing subcontractors must be prequalified prior to subcontractor bids. Contractors of all tiers must be currently registered and qualified to perform public work pursuant to Labor Code section 1725.5

Published in the San Mateo Daily Journal, MArch

203 Public Notices

CITY OF SAN MATEO
REQUEST FOR PROPOSALS
DOWNTOWN SAN MATEO
CLEANING SERVICES

The City of San Mateo (City) is requesting proposals to select qualified contractor(s) to provide cleaning services for City-owned parking lots, garages, streets, and sidewalks in Downtown San Mateo. All questions regarding this request for proposals (RFP) shall be directed to Randy Kleinbaum, Assistant City Manager, email: rkleinbaum@cityofsanmateo.org. The RFP and details of the scope of services are available for viewing online at http://www.cityofsanmateo.org/bidcast. The City reserves the right to select one or more contractors for any or all of the six parts described in the RFP. Proposers shall be submitted by contractors that have a capable and comprehensive background in the type of work described in the RFP. In addition, all interested contractor shall have sufficient, readily available resources in the form of trained personnel, support services, safety procedures, pertinent fee equipment and financial resources to carry out the work without delay or shortcomings. The proposals shall be submitted to the City of San Mateo City Clerk's Office, 330 W 20th Avenue, San Mateo, California, 94403, no later than 2:00 p.m. on Tuesday, April 30. Proposals received after the deadline will not be considered. Respondents shall submit three (3) copies and one (1) electronic copy on a flash drive.

Date: April 4, 2019

/S/ Diane Papan, Mayor

FICTITIOUS BUSINESS NAME STATEMENT #568063
The following person is doing business as: eCHO Properties, 69 Sculpture Court, HALF MOON BAY, CA 94019. Registered Owner: Kathleen K. Silsbury, same address. The business is conducted by an Individual. The registrants commenced to transact business under their FBN on N/A.
/s/Kathleen K. Silsbury/
This statement was filed with the Assessor-County Clerk on 3/18/2019. (Published in the San Mateo Daily Journal, 3/14/19, 3/21/19, 3/28/19, 4/4/19).

FICTITIOUS BUSINESS NAME STATEMENT #568060
The following person is doing business as: Orchid Bubble Co., 1018 Easmarsh Street, #3, FOSTER CITY, CA 94404. Registered Owner: Cornerstone Inc., same address. The business is conducted by a Corporation. The registrants commenced to transact business under their FBN on 3/1/2019.
/s/Shelling Luo/
This statement was filed with the Assessor-County Clerk on 3/18/2019. (Published in the San Mateo Daily Journal, 3/14/19, 3/21/19, 3/28/19, 4/4/19).

FICTITIOUS BUSINESS NAME STATEMENT #568062
The following person is doing business as: Jane Tower Apartments, 2211 Jane Road, Belmont, CA 94002. Registered Owner: Richard Tso Solesar and Catherine R. Solesar, 90 Woodside Lane, Belmont, CA 94002. The business is conducted by a Married Couple. The registrant commenced to transact business under the FBN on 1/1/2019.
/s/Richard Tso Solesar/
This statement was filed with the Assessor-County Clerk on 3/18/19. (Published in the San Mateo Daily Journal, 3/21/19, 3/28/19, 4/4/19, 4/11/19).

FICTITIOUS BUSINESS NAME STATEMENT #568010
The following person is doing business as: The Interior Supply, 201 E O Street, SAN MATEO, CA 94401. Registered Owner: Sunset Ridge Development CO, INC, CA. The business is conducted by a Limited Partnership. The registrants commenced to transact business under their FBN on N/A.
/s/Tanessa IezParsons/
This statement was filed with the Assessor-County Clerk on 3/18/2019. (Published in the San Mateo Daily Journal, 3/21/19, 3/28/19, 4/4/19, 4/11/19).

203 Public Notices

FICTITIOUS BUSINESS NAME STATEMENT #568112
The following person is doing business as: Tiberia Apartments, 333 S Camino Real Bvd, San Carlos, CA 94070. Registered Owner: Sunset Ridge Development CO, INC, CA. The business is conducted by a Limited Partnership. The registrants commenced to transact business under their FBN on Feb 19, 2019.
/s/Tanessa IezParsons/
This statement was filed with the Assessor-County Clerk on 3/18/2019. (Published in the San Mateo Daily Journal, 3/21/19, 3/28/19, 4/4/19, 4/11/19).

FICTITIOUS BUSINESS NAME STATEMENT #568067
The following person is doing business as: Soma Dental, 1000 Dogen Dental, same address. The business is conducted by a Married Couple. The registrants commenced to transact business under their FBN on 01/01/2019.
/s/Hind Dogen Dental/
This statement was filed with the Assessor-County Clerk on 3/18/2019. (Published in the San Mateo Daily Journal, 3/21/19, 3/28/19, 4/4/19, 4/11/19).

FICTITIOUS BUSINESS NAME STATEMENT #568077
The following person is doing business as: Alberto Corentzova, 2188 Campus Drive #288, SAN MATEO, CA 94403. Registered Owner: Anna Maria A. Perez and Bernardo A. Perez, 1288 Page Mill Road, Palo Alto, CA 94304. The business is conducted by a Married Couple. The registrants commenced to transact business under their FBN on N/A.
/s/Anna Maria A. Perez/
This statement was filed with the Assessor-County Clerk on 3/18/2019. (Published in the San Mateo Daily Journal, 3/21/19, 3/28/19, 4/4/19, 4/11/19).

FICTITIOUS BUSINESS NAME STATEMENT #568077
The following person is doing business as: Chin Chin Kitchen, 2838 Broadway, Redwood City, CA 94063. Registered Owners: Hoi Kin and Shui Jeffie, 216 Stanton Ave, San Francisco, CA 94112. The business is conducted by a Married Couple. The registrants commenced to transact business under their FBN on N/A.
/s/Hoi Kin/
This statement was filed with the Assessor-County Clerk on 3/18/2019. (Published in the San Mateo Daily Journal, 3/21/19, 3/28/19, 4/4/19, 4/11/19).

FICTITIOUS BUSINESS NAME STATEMENT #568067
The following person is doing business as: Bright Future Consulting, 2211 Broadway, Redwood City, CA 94063. Registered Owner: Yan Xiao, same address. The business is conducted by a Corporation. The registrants commenced to transact business under the FBN on February 15, 2019.
/s/Yanxiao xiao/
This statement was filed with the Assessor-County Clerk on 3/18/2019. (Published in the San Mateo Daily Journal, 3/21/19, 3/28/19, 4/4/19, 4/11/19).

FICTITIOUS BUSINESS NAME STATEMENT #568077
The following person is doing business as: Accessible Space, Suite 111, REDWOOD CITY, CA 94061. Registered Owner: Swarm Living, Inc. The business is conducted by a Corporation. The registrants commenced to transact business under the FBN on February 15, 2019.
/s/Thomas Hartley/
This statement was filed with the Assessor-County Clerk on 3/18/2019. (Published in the San Mateo Daily Journal, 3/21/19, 3/28/19, 4/4/19, 4/11/19).

FICTITIOUS BUSINESS NAME STATEMENT #568077
The following person is doing business as: Tire and Cook, 8 60th Ave, #8, SAN MATEO, CA 94403. Registered Owner: Igor Ivo, same address. The business is conducted by an Individual. The registrants commenced to transact business under the FBN on September 1, 2018.
/s/Igor Ivo/
This statement was filed with the Assessor-County Clerk on 3/18/2019. (Published in the San Mateo Daily Journal, 3/21/19, 3/28/19, 4/4/19, 4/11/19).

FICTITIOUS BUSINESS NAME STATEMENT #568077
The following person is doing business as: Half Moon Bay Realty, 9061 Tunitas Creek Rd, Half Moon Bay, CA 94019. Registered Owner: Holmes Diane Thue, same address. The business is conducted by an Individual. The registrants commenced to transact business under their FBN on N/A.
/s/Holmes Diane Thue/
This statement was filed with the Assessor-County Clerk on 3/18/2019. (Published in the San Mateo Daily Journal, 3/21/19, 3/28/19, 4/4/19, 4/11/19).

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FICTITIOUS BUSINESS NAME STATEMENT #568070
The following person is doing business as: Nuvo Construction, 1169 Ruby St, REDWOOD CITY, CA 94061. Registered Owner: Fernando Martinez, same address. The business is conducted by an individual. The registrant commenced to transact business under their FBN on N/A.
/s/Fernando Martinez/
This statement was filed with the Assessor-County Clerk on 3/18/2019. (Published in the San Mateo Daily Journal, 3/21/19, 3/28/19, 4/4/19, 4/11/19).

FICTITIOUS BUSINESS NAME STATEMENT #568078
The following person is doing business as: Eddie Hair Design, 1018 Piccadilly Lane, SAN MATEO, CA 94403. Registered Owners: Yesenia Yuridia Ortiz, 1018 Lane Dr. Ste, Belmont, CA 94002 &Paras Parekh, 1877 Dunes St., San Mateo, CA 94005. The business is conducted by a General Partnership. The registrant commenced to transact business under the FBN on 10/2009.
/s/Paras P. Parekh/
This statement was filed with the Assessor-County Clerk on 3/18/2019. (Published in the San Mateo Daily Journal, 3/21/19, 3/28/19, 4/4/19, 4/11/19).

ORDER TO SHOW CAUSE FOR CHANGE OF NAME
CASE# 19CH01005
SUPERIOR COURT OF CALIFORNIA, COUNTY OF SAN MATEO
400 COUNTY CENTER RD
REDWOOD CITY, CA 94063
Petition of:
Jesse Claire Persons

TO ALL INTERESTED PERSONS:
Petitioner: Jesse Claire Persons filed a petition with this court for a decree changing names as follows:
Present name: Jesse Claire Persons
Proposed name: Jerry Claire Persons

THE COURT ORDERS that all persons interested in this matter shall appear before the court at the hearing indicated below to show cause, if any, why the petition for change of name should not be granted. Any person objecting to the name changes described above must file a written objection that includes the reasons for the objection at least two days before the matter is scheduled to be heard and must appear at the hearing to show cause why the petition should not be granted. If no written objection is timely filed, the court may grant the petition without a hearing. A hearing on the petition shall be held on 4/19/19 at 9:00 AM in Room 400 of this Court, Redwood City, CA, 94063. A copy of this Order to Show Cause shall be published at least once each week for four successive weeks prior to the date set for hearing on the petition in the following newspaper of general circulation:
San Mateo Daily Journal
Filed: 3/8/2019
/s/Jeannine E. Kessler/
Judge of the Superior Court
Dated: 3/18/19
(Published 3/14/19, 3/21/19, 3/28/19, 4/4/19).

CABRILLO UNIFIED SCHOOL DISTRICT
REQUEST FOR QUALIFICATIONS AND PROPOSALS
BUILDING D ROOF PROJECT
LEASE-LEASEBACK CONSTRUCTION SERVICES
RFQ/P # 2019-20.01

Cabrillo Unified School District ("District") is seeking proposals from qualified persons, firms, partnerships, corporations, associations, or professional organizations to provide constructability review, value engineering, master scheduling, cost estimating, budgeting, and construction services for the development and construction for the **Building D Roof Project** ("Project"), in accordance with the lease leaseback structure set forth in Education Code section 17406 et seq.

Respondents to the Request for Qualifications and Proposals ("RFQ/P") shall submit a completed Statement of Qualifications ("SOQ") along with the Proposal (collectively "RFQ/P Packet"). Respondents must mail or deliver five (5) bound copies, one (1) unbound copy, and one (1) electronic copy on CD or DVD of the RFQ/P Packet conforming to the requirements of this RFQ/P to:

CABRILLO UNIFIED SCHOOL DISTRICT
498 Kelly Avenue
Half Moon Bay, CA 94019
Attn: Crystal Leach, Chief Business Official
Re: RFQ/P # 2019-20.01

ALL RESPONSES ARE DUE BY 2:00 P.M. ON April 16, 2019. Oral, telegraphic, facsimile, telephone or email RFQ/P Packets will not be accepted. RFQ/P Packets received after this date and time will not be accepted and returned unopened.

Questions regarding this RFQ/P may be directed to the Chief Business Official, Crystal Leach, at leachc@cabrillo.k12.ca.us, and must be submitted on or by **4:00 P.M. on April 10, 2019.**

All Respondents must be prequalified by the District in accordance with Public Contract Code section 20111.6. First tier electrical, mechanical, and plumbing subcontractors must be prequalified prior to subcontractor bids. Contractors of all tiers must be currently registered and qualified to perform public work pursuant to Labor Code section 1725.5.

BARSTOW UNIFIED SCHOOL DISTRICT

Barstow Unified School District is seeking qualified Disabled Veteran Business Enterprises (DVBE) contractors, subcontractors & vendors to participate in and / or submit bids for the following project:

District Bid #19-007
Modernization at Barstow J.H.S. - REBID
at: 1000 Armory Road
Barstow, CA 92311

All bids and DVBE documentation are due by 02:00 PM on 4/30/2019. Bids must be submitted to the **District Office** located at 551 South Avenue H, Barstow, CA 92311. Plans, specifications and other bid documents are **ONLY** available from the Construction Manager.

LEDESMA & MEYER
CONSTRUCTION COMPANY, INC.
9441 Haven Ave.
Rancho Cucamonga, CA 91730 5435
Phone: (909) 476 0590 **Fax:** (909) 476 0592

Please call Janny Johnson at Ledesma & Meyer Construction Company, Inc. for more information.

OCEAN VIEW SCHOOL DISTRICT

Ocean View School District is seeking qualified Disabled Veteran Business Enterprises (DVBE) contractors, subcontractors & vendors to participate in and/or submit bids for the following project:

Harbour View ES - Restrooms

To be located at:
4343 Pickwick Circle, Huntington Beach, CA

All bids are due by 2:00 PM on Thursday, May 21, 2019. All bids must be submitted to the Purchasing Office located in Building B, Ocean View School District, 17200 Pinehurst Lane, Huntington Beach, CA 92647. Plans, specifications, and other bid documents are ONLY available from the Construction Manager:

LEDESMA & MEYER
CONSTRUCTION COMPANY, INC.
9441 Haven Ave.
Rancho Cucamonga, CA 91730 5435
Phone: (909) 476 0590 **Fax:** (909) 476 0592

Please call Anna Acurso at Ledesma & Meyer Construction Company, Inc. for more information.

PORTOLA VALLEY SCHOOL DISTRICT INVITES
bids for ROOFING IMPROVEMENT PROJECT
Complete NTB document is available at:
http://pvsd.net/rfp

Bid Date: May 1, 2019 @ 2:00 P.M.
Location: Portola Valley, CA
Contact: Adam Lint
Owner: Portola Valley School District
4575 Alpine Road
Portola Valley, CA 94028
Tel: (650) 851 1777 alint@pvsd.net
29040114

Have you checked the Caltrans website lately? There might be a project there for you!

Go to:

http://www.dot.ca.gov/hq/esc/oe/weekly_ads/all_advertised.php

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CONSTRUCTION CONTRACTING OPPORTUNITY
for Contractors, Subcontractors, Suppliers

The Sanitation Districts Of Los Angeles County Invite Bids For The Construction Of:

Joint Outfall "C" Unit 4B
Trunk Sewer Rehabilitation
(Bid Opening April 30, 2019 -
Estimate $2,500,000 - $3,700,000)

Contracting And Supply Opportunities Include: Fiberglass Reinforced Polymer (FRP) Pipe Lining; CIPP Lining; Flow Bypass Pumping; Sewer Manhole Rehabilitation With Calcium Aluminate Coating; CIPP Fiberglass Manhole Lining System; Epoxy Mastic; Flexible PVC Liner System; Sewer Manhole; VCP; Shoring Design; Sewer Cleaning; CCTV Inspection; Traffic Control

The Sanitation Districts encourage participation of minority, women, disadvantaged, disabled veterans, and small business enterprises.

Plans and Specifications may be obtained at the Sanitation Districts' Engineering Counter
1955 Workman Mill Road, Whittier, CA 90601
(562) 908 4288, ext. 1205
Visit our Web site at "www.lacsd.org" and click on "New Construction Projects"

NOTICE TO BIDDERS

Notice is hereby given that the Campbell Union School District of Santa Clara County, California, acting by and through its Governing Board, will receive sealed bids at the Corporation Yard, 240 N. Harrison Ave., Campbell, California 95008, up to and including dates and times listed below for the furnishing of all labor, equipment and services required for the following referenced project:

Roofing Renovations - Blackford Elementary School, Village Elementary School

Bid Opening: April 19th, 2019, 10:00 a.m.
240 N. Harrison Ave., Campbell, Ca. 95008

The Pre-Bid Site Visit (Job Walk) will be held on April 9th, 2019, 10:00 a.m. at Blackford School, 1970 Willow St., San Jose, Ca. 95125

Plans and specifications will be made available during Pre-Bid Site Visit. Questions regarding this project may be directed to:
Dradke@campbellusd.org

The Governing Board of the Campbell Union School District reserves the right to accept or reject any or all bids and to act as sole judge of the merit and qualifications of the proposals offered.

29029112

GUERRA CONSTRUCTION GROUP WOULD LIKE to invite DVBE's to bid Hoover Elementary School Onsite Gas Provisions. Requested Firms: Concrete, Asphalt Paving, Demo, Underground.
Bid Date: April 15, 2019 @ 10:00 a.m.
Bid No: HGI 19
Lic. Type: Specialty
Location: Palo Alto, CA
Duration: 60 Calendar Days
Est. Cost: $200,000
Contact: Jaime Guerra
Email: Jaime@guerraco.com
Company: Guerra Construction Group
Address: 984 Memorex Dr.
Santa Clara, CA 95050
Tel: 408 279 2027 **Fax:** 408 279 2044
29040446

[END OF EXHIBIT A]

EXHIBIT B

FINDINGS REGARDING THE AWARD OF THE LEASE-LEASEBACK AGREEMENTS FOR THE BUILDING D ROOF PROJECT

WHEREAS, Blach Construction Company received 40 out of 40 points for Technical Expertise; and

WHEREAS, Blach Construction Company received 20 out of 20 points for Price; and

WHEREAS, Blach Construction Company received 12 out of 15 points for Schedule; and

WHEREAS, Blach Construction Company received 10 out of 10 points for Subcontractors; and

WHEREAS, Blach Construction Company received 5 out of 5 points for Safety; and

WHEREAS, Blach Construction Company's overall combined score was 87 out of 90 points based on RFQ/P evaluation criteria, which was the greatest number of points in accordance with the methodology described in the RFQ/P, and was ranked as the best value to the District out of the one proposal submitted.

[END OF EXHIBIT B]

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: June 20, 2019

☒ **ACTION**
☐ **CONSENT**
☐ **DISCUSSION**
☐ **INFORMATION**

BOARD AGENDA ITEM: 15.g

BOARD AGENDA NUMBER: Approval for Lighting Project for Half Moon Bay High School Track

DEPARTMENT: Business Department

CONTACT PERSON: Crystal Leach, Chief Business Official

BACKGROUND INFORMATION:

On June 5, 2012, the Coastside community approved Measure S authorizing the district to issue $81 million in bonds to fund a building program. One of the many projects is the reinstatement of track elements once located at the Half Moon Bay High School Track and Field. Site work will include the installation of LED technology.

REPORT/PROPOSAL:

Site work will include the installation of LED technology, optimizing visibility and reduction of energy and maintenance costs by 50% to 85%. Product assurance and warranty program that covers materials and on site labor, eliminating 100% of maintenance cost for 25 years.

FINANCIAL IMPACT:

There is no financial impact to the general fund.

RECOMMENDATION:

Approval for Lighting Project for Half Moon Bay High School Football Field with Musco Sports Lighting.

Quote

Date: May 30, 2019

Project: Half Moon Bay High School Football
Half Moon Bay, California
Ref: 181828

Sourcewell (Formerly NJPA)
Master Project: 170558, **Contract Number:** 082114-msl, **Expiration:** 09/16/2019
Category: Facility & MRO, **Sub-Category:** Athletic Field / Court and Parking Lot Lighting Systems

Quotation Price – Materials Delivered to Job Site and Installation

Football Field ..... ***$ 660,034.00***

Bonding is not included.
Pricing furnished is effective for 60 days unless otherwise noted and is considered confidential.

Light-Structure System with Total Light Control – TLC for LED™ technology

Guaranteed Lighting Performance

- Guaranteed light levels of 40 footcandles and uniformity of 2.0:1
- BallTracker™ technology – targeted light, optimizing visibility of the ball in play with no glare in the players typical line-of-sight

System Description

- (4) Pre-cast concrete bases with integrated lightning grounding
- (4) Galvanized steel poles
- Factory wired and tested remote electrical component enclosures
- Pole length, factory assembled wire harnesses
- (4) Factory wired poletop luminaire assemblies
- (47) Factory aimed and assembled luminaries, including BallTracker™ luminaires
- UL Listed as a complete system

Control Systems and Services

- Control-Link® system with contractors for remote on/off control and performance monitoring with 24/7 customer support

Operation and Warranty Services

- Reduction of energy and maintenance costs by 50% to 85% over typical 1500W metal halide equipment
- Product assurance and warranty program that covers materials and onsite labor, eliminating 100% of your maintenance costs for 25 years
- Support from Musco's Lighting Services Team – over 170 Team members dedicated to operating and maintaining your lighting system – plus a network of 1800+ contractors

Installation Services Provided

Customer Responsibilities:

1. Complete access to the site for construction using standard 2 wheel drive rubber tire equipment.
2. Locate existing underground utilities not covered by your local utilities. i.e. water lines, electrical lines, irrigation systems and sprinkler heads. Musco or Subcontractor will not be responsible for repairs to unmarked utilities.
3. Locate and mark field reference points per Musco supplied layout. (e.g. home plate, center of FB field)
4. Customer to pay for extra costs associated with foundation excavation in non-standard soils (rock, caliche, high water table, collapsing holes, etc.). Standard soils are those defined in the geotechnical report dated January 2019 by BVGG Engineers.
5. Customer responsible for damage that may occur to existing track during installation. *Contractor will take all necessary precaution to protect existing track but due to not knowing the makeup of the construction for the track underlayment,*

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contractor can't guarantee that damage may not occur due to heavy equipment needed for the installation.(see note #1 under subcontractor responsibilities)

6. Customer responsible for any necessary power company fees and requirements.
7. Customer responsible for all permitting fees (payment) if permits are required.
8. Customer to provide area on site for disposal of spoils from foundation excavation and dumpsters.
9. Provide sealed Electrical Plans. (If required)

Musco Responsibilities:

1. Provide required poles, fixtures, foundations, electrical enclosures and control cabinets.
2. Provide layout of pole locations and aiming diagram.
3. Provide Project Management as required.
4. Provide stamped foundation designs based on soils defined in the geotechnical report dated January 2019 by BVGG Engineers.
5. Musco shall provide Performance and Payment Bonds in an amount equal to the total amount of bid. (**Only if Required, Not included in quote)**

Musco Subcontractor Responsibilities General:

1. Provide equipment and materials to off load equipment at jobsite per scheduled delivery.
2. Provide storage containers for material, (including electrical components enclosures), as necessary and waste disposal.
3. Provide adequate security to protect Musco delivered products from theft, vandalism or damage during the installation.
4. Confirm the existing underground utilities and irrigation systems have been located and are clearly marked so as to avoid damage from construction equipment. Repair any such damage during construction.
5. 1 hour comprehensive burn of all lights on each zone.
6. Keep all heavy equipment off of playing fields when possible. Repair damage to grounds which exceeds that which would be expected. Indentations caused by heavy equipment traveling over dry ground would be an example of expected damage. Ruts and sod damage caused by equipment traveling over wet grounds would be an example of damage requiring repair.
7. Provide startup and aiming as required to provide complete and operating sports lighting system.

Musco Subcontractor Responsibilities Demolition:

1. Remove and dispose the (3) existing lighting poles, fixtures and electrical enclosures. This will include the recycling of lamps, aluminum reflectors, ballast and steel as necessary. This does not include removal of pole with cell tower on it. Cell tower will be left as is at site except the electrical connection to the pole.
2. Demolition of (3) existing foundations to 2' below grade and backfill with native soil.
3. Leave existing power feed in place for connection to new pole locations.

Musco Subcontractor Responsibilities – Foundations, Poles and Fixtures:

1. Provide materials and equipment to protect the track surface. Install carpet on the track surface, 1" plywood over carpet and 7/8" steel plate over plywood. *Contractor will take all necessary precaution to protect existing track but due to not knowing the makeup of the construction for the track underlayment, contractor can't guarantee that damage may not occur due to heavy equipment needed for the installation.*
2. Provide materials and equipment to install (4) LSS foundations as specified on Layout and per the stamped foundation drawings, if applicable.
3. Remove spoils to owner designated location at jobsite.
4. Provide materials and equipment to assemble Musco (47)TLC-LED fixtures, electrical enclosures, poles and pole harnesses.
5. Provide equipment and materials to erect dressed (4) LSS Poles and aim utilizing the pole alignment beam.

Musco Subcontractor Responsibilities – Electrical:

1. Provide materials and equipment to reuse electrical service panels as required. **Pending DSA approval**
2. Provide materials and equipment to install a new 2 kw lighting inverter.
3. Provide materials and equipment to install all underground conduit, wiring, pull boxes etc. and terminate wiring as

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required. Install new conductors through existing conduit for egress lighting. **Pending DSA approval**

4. Provide as built drawings on completion of installation, **(if required).**

Musco Subcontractor Responsibilities – Core Control System:

1. Provide equipment and materials to install Lighting Contactor Cabinet(s) and terminate all necessary wiring.
2. Provide a dedicated 120v 20amp controls circuit or a step down transformer for 120v control circuit if not available.
3. Provide a dedicated 20amp breaker connected to all available phases for powerline communication.
4. Check all Zones to make sure they work in both auto and manual mode.
5. Contractor will commission Control Link by contacting Control Link Central at (877-347-3319).

Payment Terms

Musco's Credit Department will provide payment terms.

Email or fax a copy of the Purchase Order to Musco Sports Lighting, LLC:

Musco Sports Lighting, LLC
Attn: Ryan Tighe
Fax: 800-374-6402
Email: musco.contracts@musco.com

All purchase orders should note the following:
Sourcewell (Formerly NJPA) purchase – Contract Number: 082114-MSL

Delivery Timing

6 - 8 weeks for delivery of materials to the job site from the time of order, submittal approval, and confirmation of order details including voltage, phase, and pole locations.

Due to the built-in custom light control per luminaire, pole locations need to be confirmed prior to production. Changes to pole locations after the product is sent to production could result in additional charges.

Notes

Quote is based on:

- Shipment of entire project together to one location.
- Structural code and wind speed = 2016, CBC 110 mi/h, Importance Factor Exposure C.
- Standard soil conditions – rock, bottomless, wet or unsuitable soil may require additional engineering, special installation methods and additional cost.
- Confirmation of pole locations prior to production.

Thank you for considering Musco for your lighting needs. Please contact me with any questions or if you need additional details.

Jasen Deniz
Musco Sales Representative
Musco Sports Lighting, LLC
Phone: 530/742-7429
E-mail: jasen.deniz@musco.com

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CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: April 8, 2019

☒ **ACTION**
☐ **CONSENT**
☐ **DISCUSSION**
☐ **INFORMATION**

BOARD AGENDA NUMBER: 15.h

BOARD AGENDA ITEM: Approve Cabrillo Unified School District Governing Board Policy Updates and Adopt the Proposed Revisions as Recommended by the California School Boards Association

DEPARTMENT: Governing Board

CONTACT PERSON: Jane Yuster, Superintendent
Joy Dardenelle, Assistant Superintendent, Curriculum and Instruction
Holly Wade Ph.D., Assistant Superintendent, Educational Support Services
Crystal Leach, Chief Business Official

BACKGROUND INFORMATION:

The Cabrillo Unified School District (CUSD) participates in the California School Boards Association's (CSBA) *Policy Online and Manual Maintenance Service*. One important component of this optional service is that participating districts receive a quarterly "*Policy Maintenance Report*" to help keep Board policies up to date and fully compliant. Most often, the proposed changes are mandate-driven. In such instances, staff will suggest that the Board waive additional readings and adopt the suggested revisions en masse and via action. In those instances, when a quarterly maintenance review indicates: 1) a need for a change in a policy that provides optional courses of action or 2) the need for a new policy to address a particular issue, staff will suggest that the Board engage in a first and second reading of the document prior to considering policy adoption.

REPORT/PROPOSAL:

This month, BP 3290, BP 5111.1 and BB 9270 are provided for adoption. These Board policy and bylaw have been reviewed by appropriate staff and are submitted for your consideration. Staff has further concluded that the proposed revisions reflect new laws and/or additional CSBA suggested wordsmithing that could be considered for adoption under action items. These policies are included in the Board packet for review and consideration of action.

FINANCIAL IMPACT:

There is no financial impact to the General Fund.

RECOMMENDATION:

Approve Cabrillo Unified School District Governing Board policy updates and adopt the proposed revisions as recommended by the California School Boards Association.

CABRILLO UNIFIED SCHOOL DISTRICT

POLICY GUIDE SHEET

June 20, 2019

Note: Descriptions below identify revisions made to CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes have also been made. Districts and county offices of education should review the sample materials and modify their own policies accordingly.

BP 3290 - Gifts, Grants and Bequests

(BP revised)

Policy updated to add new section on "Online Fundraising" addressing considerations for approving a crowdfunding Internet platform to raise funds for district, school, or classroom projects or equipment. Policy also adds a prohibition against accepting any gift, grant, or bequest that promotes the use of non-nutritious foods or beverages and provides that any advertising used by a corporate sponsor meet the standards specified in BP 1325 - Advertising and Promotion.

BP/AR 5111.1 - District Residency

(BP/AR revised)

Policy and regulation updated to reflect **NEW LAW (AB 699)** which prohibits districts from collecting information or documents regarding the citizenship or immigration status of students or their family members. Regulation also updated to reflect **NEW LAWS** providing that a student meets district residency requirements if the student's parent/guardian is transferring or pending transfer to a military installation within the state **(SB 455)**, or the student's parent/guardian was a resident of California who departed the state against his/her will pursuant to a transfer by a government agency, a court order, or the federal Immigration and Nationality Act **(SB 257)**.

Cabrillo USD

Board Policy

Gifts, Grants and Bequests

BP 3290
Business and Noninstructional Operations

The Governing Board may accept any ~~bequest or~~ gift**, grant, or bequest** of money**,** ~~or~~ property, **or service** ~~on behalf of~~ **to** the district~~.~~ **from any individual, organization, foundation, or public or private agency that desires to support the district's educational program.** While greatly appreciating suitable donations, the Board ~~discourages~~ **shall reject** any gift which may directly or indirectly impair its ~~commitment~~ **authority to make decisions in the best interest of district students or its ability or commitment** to ~~providing~~ provide ~~equal~~ equitable educational opportunities ~~for all district students~~.

~~*(cf. 0100 - Philosophy)*~~
(cf. 0200 - Goals for the School District)
(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 0415 - Equity)
(cf. 1260 - Educational Foundation)
(cf. 9270 - Conflict of Interest)

Before accepting ~~a~~ **any** gift**, grant, or bequest**, the Board shall **carefully** consider **any conditions or restrictions imposed by the donor to ensure their consistency with the district's vision, philosophy, and operations. If the Board believes the district will be unable to fully satisfy the donor's conditions, the gift shall not be accepted.**

~~1. Has a purpose consistent with the district's vision and philosophy~~

~~2. Begins a program which the Board would be unable to continue when the donated funds are exhausted~~

~~3. Entails undesirable or excessive costs~~

~~4. Implies endorsement of any business or product~~

~~(cf. 1325 - Advertising and Promotion)~~

~~The Board shall carefully evaluate any conditions or restrictions imposed by the donor in light of district philosophy and operations. If the Board feels the district will be unable to fully satisfy the donor's conditions, the gift shall not be accepted.~~

(cf. 0000 - Vision)
(cf. 0100 - Philosophy)

In addition, the Board shall ensure that acceptance of the gift, grant, or bequest does not:

1. Involve creation of a program which the Board would be unable to sustain when the donation is exhausted

2. Entail undesirable or excessive costs

3. Promote the use of violence, drugs, tobacco, or alcohol

(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5131.62 - Tobacco)

4. Advertise or endorse the use of non-nutritious food or beverages during the school day

(cf. 5030 - Student Wellness)

5. Encourage or enable the violation of any law or district policy

~~4.~~ 6. Imply endorsement of any business or product or unduly commercialize or politicize the school environment

(cf. 1325 - Advertising and Promotion)

Any gift of books ~~and~~ **or** instructional materials ~~shall~~ **may only** be accepted ~~only~~ if they meet ~~regular~~ district criteria **for selection of instructional materials.**

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)
(cf. 6161.11 - Supplementary Instructional Materials)

All gifts, grants, and bequests shall become district property. Donors are encouraged to donate all gifts to the district rather than to a particular school**, classroom, or teacher**. At the Superintendent or designee's discretion, a gift may be used at a particular school **or classroom**.

When any gift of money received by the district is not immediately used, it shall be placed in the county treasury in accordance with law. (Education Code 41030-41031)

(cf. 3430 - Investing)

The Superintendent or designee shall annually provide a report to the Board indicating the gifts, grants, and/or bequests received on behalf of the district in the preceding fiscal year. The report shall include a statement of account and expenditure of all gifts of money and an inventory of all gifts of physical assets.

(cf. 3440 - Inventories)
(cf. 3460 - Financial Reports and Accountability)

Corporate Sponsorship

The Board may enter into an agreement or arrangement with an outside entity for the sponsorship of an educational, athletic, or other program or activity. When appropriate, the agreement may allow the outside entity to advertise or promote its business, product, or service in district publications or on district property or web sites.

(cf. 1113 - District and School Web Sites)
(cf. 1700 - Relations Between Private Industry and the Schools)

(cf. 3312 - Contracts)
(cf. 6145.2 - Athletic Competition)

Every sponsorship agreement shall be in writing and shall be approved by the Board. The Board shall ensure that the district's relationship and arrangement with the sponsor are consistent with the district's mission, values, and goals. Any advertising or promotional message, image, or other depiction to be used by the sponsor shall meet the standards set for commercial advertising on district property and in district-sponsored publications in accordance with BP 1325 - Advertising and Promotion.

Each sponsorship agreement shall contain statements including, but not limited to:

1. **The purpose of the relationship with the sponsor, details of the benefits to the district, and how the benefits will be distributed**

2. **The duration of the agreement and the roles, expectations, rights, and responsibilities of the district and the sponsor, including whether and to what extent the sponsor is allowed to advertise or promote its products and/or services**

3. **The authority of the Board to retain exclusive right over the use of the district's name, logo, and other proprietary information and the requirement that the sponsor obtain prior approval of the Board before using such information**

4. **The prohibition against the collection or distribution of students' personal information except as allowed by law.**

5. **The authority of the Board to terminate the agreement without any penalty or sanction to the district if the sponsor's message, business, or product becomes inconsistent with the district's vision, mission, or goals or the sponsor engages in any prohibited activity.**

(cf. 5022 - Student and Family Privacy Rights)
(cf. 5125 - Student Records)

Online Fundraising

Any person or entity who wishes to conduct an online fundraising campaign, including a crowdfunding campaign, for the benefit of the district, a school, or a classroom shall submit a written request for prior approval to the Superintendent or designee. Approval of requests shall take into consideration compatibility with the district's vision and goals, core beliefs, instructional priorities, and infrastructure; the manner in which donations are collected and distributed; equity of the use of funds; and any other factors deemed relevant or appropriate by the district.

Any person or entity approved to conduct an online fundraising campaign shall comply with relevant district policies and procedures, including ensuring financial transparency in describing the purpose and use of the funds and protecting student privacy as applicable. Such person or entity shall specify that the district, rather than a staff member, classroom, or school, will own the funded resources.

Funds raised by an online fundraising campaign and donated to the district shall be subject to the same terms, criteria for acceptance, and accountability measures as any other donation as specified in this policy.

Appreciation

The Board may show appreciation for any donation to the district in any manner it deems appropriate. Such appreciation may take the form of letters of recognition or Board resolutions; plaques, commendations, or awards; planting of commemorative trees or gardens; or naming or renaming of buildings, grounds, or facilities. Conferment of any such honor shall be in accordance with applicable Board policy.

(cf. 1150 - Commendations and Awards)
(cf. 7310 - Naming of Facility)

Legal Reference:
EDUCATION CODE
1834 Acquisition of materials and apparatus
35160 Powers and duties
35162 Power to sue, be sued, hold and convey property
41030 School district may invest surplus monies from bequest or gifts
41031 Special fund or account in county treasury
41032 Authority of school board to accept gift or bequest; investments; gift of land requirements
41035 Advisory committee
41036 Function of advisory committee
41037 Rules and regulations
41038 Applicability of other provisions of chapter

Management Resources:
WEB SITES
California Consortium of Education Foundations: http://www.cceflink.org

Policy CABRILLO UNIFIED SCHOOL DISTRICT
adopted: December 11, 2008 Half Moon Bay, California
revised: TBD

Cabrillo USD
Board Policy
District Residency

BP 5111.1
Students

The Governing Board desires to admit all students who reside within district boundaries or who fulfill the district residency requirements through other means as allowed by law. The Superintendent or designee shall develop procedures to facilitate the receipt and verification of students' proof of residency.

(cf. 5116 - School Attendance Boundaries)

The Superintendent or designee shall annually notify parents/guardians of all existing attendance options available in the district, including, but not limited to, all options for meeting residency requirements for school attendance. (Education Code 48980)

(cf. 5116.1 - Intradistrict Open Enrollment)
(cf. 5117 - Interdistrict Attendance)
(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall require parents/guardians to provide documentation of the student's residency upon admission to a district school. A copy of the document or written statement offered as verification of residency shall be maintained in the student's mandatory permanent record. (5 CCR 432)

(cf. 5111 - Admission)
(cf. 5125 - Student Records)

When establishing ~~a student's~~ **students'** residency for enrollment purposes, the Superintendent or designee shall not inquire into ~~a student's~~ **the** citizenship or immigration status **of students or their family members**.

(cf. 5145.13 - Response to Immigration Enforcement)

A student's enrollment may be denied when the submitted documentation is insufficient to establish district residency. In any such case, the Superintendent or designee shall notify the parent/guardian in writing, including specific reasons for the denial.

Investigation of Residency

When the Superintendent or designee reasonably believes that a student's parent/guardian has provided false or unreliable evidence of residency, he/she may make reasonable efforts to determine that the student meets district residency requirements. An investigation may be initiated when the Superintendent or designee is able to identify specific, articulable facts supporting the belief that the parent/guardian has provided false or unreliable evidence of residency. (Education Code 48204.1, 48204.2)

The Superintendent or designee may assign a trained district employee to conduct the investigation. The investigation may include the examination of records, including public records, and/or interviews of persons who may have knowledge of the student's residency.

If necessary, the Superintendent or designee may employ the services of a private investigator to conduct the investigation. Before hiring a private investigator, the Superintendent or designee shall make other reasonable efforts to determine whether the student resides in the district. (Education Code 48204.2)

The investigation shall not include the surreptitious collection of photographic or videographic images of persons or places subject to the investigation. However, the use of technology is not prohibited if done in open and public view. (Education Code 48204.2)

Any employee or contractor engaged in the investigation shall truthfully identify himself/herself as an investigator to individuals contacted or interviewed during the course of the investigation. (Education Code 48204.2)

Appeal of Enrollment Denial

If the Superintendent or designee, upon investigation, determines that a student does not meet district residency requirements and denies the student's enrollment in the district, he/she shall provide the student's parent/guardian an opportunity to appeal that determination. (Education Code 48204.2)

The Superintendent or designee shall send the student's parent/guardian written notice specifying the basis for the district's determination. This notice shall also inform the parent/guardian that he/she may, within 10 school days, appeal the decision and provide new evidence of residency.

The burden shall be on the parent/guardian to show why the district's determination to deny enrollment should be overruled. (Education Code 48204.2)

A student who is currently enrolled in the district shall be allowed to remain in attendance at his/her school pending the results of the appeal. A student who is not currently enrolled in the district shall not be permitted to attend any district school unless his/her appeal is successful.

In an appeal to the Superintendent of a determination that district residency requirements were not met, the Superintendent shall review any evidence provided by the parent/guardian or obtained during the district's investigation and shall make a decision within 10 school days of receipt of the parent/guardian's request for the appeal. The Superintendent's decision shall be final.

Enrollment Not Requiring District Residency

When approved by the Board and the appropriate agency, the district may enroll students from other countries who are in the United States on an F-1 visa or are participating in an international exchange program under the sponsorship of a government-approved agency.

(cf. 5111.2 - Nonresident Foreign Students)
(cf. 6145.6 - International Exchange)
The district may enroll a nonresident student living in an adjoining state or foreign country in accordance with Education Code 48050-48052.

District residency is not required for enrollment in a regional occupational center or program if there are openings in the program or class. (Education Code 52317)

(cf. 6178.2 - Regional Occupational Center/Program)

Legal Reference:
EDUCATION CODE
220 Prohibition of discrimination
234.7 Student protections relating to immigration and citizenship status
35160.5 Intradistrict open enrollment
35351 Assignment of students to particular schools
46600-46611 Interdistrict attendance permits
48050-48054 Nonresidents
48200-48208 Compulsory education law, especially:
48204 Residency requirements
*48204.1 ~~48204.2~~ **48204.4** Evidence of residency*
*48300 ~~48316~~ **48317** Student attendance alternatives, school district of choice program*
48350-48361 Open Enrollment Act transfers
48645.5 Former juvenile court school students, enrollment
48852.7 Education of homeless students; immediate enrollment
48853.5 Education of foster youth; immediate enrollment
48980 Notifications at beginning of term
52317 Regional occupational program, admission of persons including nonresidents
FAMILY CODE
6550-6552 Caregivers
GOVERNMENT CODE
6205-6210 Confidentiality of residence for victims of domestic violence
CODE OF REGULATIONS, TITLE 5
432 Retention of student records
UNITED STATES CODE, TITLE 8
1229c Immigration and Nationality Act
UNITED STATES CODE, TITLE 42
11431-11435 McKinney-Vento Homeless Assistance Act
COURT DECISIONS
Katz v. Los Gatos-Saratoga Joint Union High School District, (2004) 117 Cal.App.4th 47
Plyler v. Doe, 457 U.S. 202 (1982)

Management Resources:
CSBA PUBLICATIONS
Legal Guidance on Providing All Children Equal Access to Education, Regardless of Immigration Status, February 2017
Legal Guidance Regarding International Student Exchange Placement Organizations, April 2014
CALIFORNIA ATTORNEY GENERAL'S OFFICE PUBLICATIONS
Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, April 2018
U.S. DEPARTMENT OF JUSTICE CIVIL RIGHTS DIVISION AND U.S. DEPARTMENT OF EDUCATION OFFICE FOR CIVIL RIGHTS JOINT PUBLICATIONS
Dear Colleague Letter: School Enrollment Procedures, May 8, 2014
*Fact Sheet: Information on the Rights of All Children to Enroll in School, **May 8, 2014***
Information on the Rights of All Children to Enroll in School: Questions and Answers for States, School Districts and Parents, May 8, 2014
WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov
California Office of the Attorney General: http://oag.ca.gov
California Secretary of State, Safe at Home Program: http://www.sos.ca.gov/safeathome
U.S. Department of Education, Office for Civil Rights: http://www2.ed.gov/ocr
U.S. Department of Justice: https://www.justice.gov

Policy Cabrillo Unified School District
adopted: February 16, 2017 Half Moon Bay, California
revised: TBD

Cabrillo USD

Board Bylaw

Conflict Of Interest

BB 9270
Board Bylaws

The Governing Board desires to maintain the highest ethical standards and help ensure that decisions are made in the best interest of the district and the public. Accordingly, no Board member, district employee, or other person in a designated position shall participate in the making of any decision for the district when the decision will or may be affected by his/her financial, family, or other personal interest or consideration.

(cf. 9005 - Governance Standards)

Even if a prohibited conflict of interest does not exist, a Board member shall abstain from voting on personnel matters that uniquely affect his/her relatives. However, a Board member may vote on collective bargaining agreements and personnel matters that affect a class of employees to which his/her relative belongs. Relative means an adult who is related to the Board member by blood or affinity within the third degree, as determined by the common law, or an individual in an adoptive relationship within the third degree. (Education Code 35107)

A relationship within the third degree includes an individual's parents, grandparents, great-grandparents, children, grandchildren, great-grandchildren, brothers, sisters, aunts, uncles, nieces, nephews, and the similar family of the individual's spouse/registered domestic partner unless the individual is widowed or divorced.

The Board shall adopt for the district a conflict of interest code that incorporates the provisions of 2 CCR 18730 by reference, specifies the district's designated positions, and provides the disclosure categories required for each position. The conflict of interest code shall be submitted to the district's code reviewing body for approval, in accordance with Government Code 87303 and within the deadline for submission established by the code reviewing body. (Government Code 87303)

Upon direction by the code reviewing body, the Board shall review the district's conflict of interest code and submit any changes to the code reviewing body or, if no change is required, the Board shall submit a written statement to that effect. (Government Code 87306.5)

When a change in the district's conflict of interest code is necessitated due to changed circumstances, such as the creation of new designated positions, changes to the duties assigned to existing positions, amendments, or revisions, the amended code shall be submitted to the code reviewing body within 90 days after the changed circumstances necessitating the amendments have become apparent. (Government Code 87306)

When reviewing and preparing the district's conflict of interest code, the Superintendent or designee shall provide officers, employees, consultants, and members of the community

adequate notice and a fair opportunity to present their views. (Government Code 87311)

(cf. 9320 - Meetings and Notices)

Board members and designated employees shall annually file a Statement of Economic Interest/Form 700 in accordance with the disclosure categories specified in the district's conflict of interest code. A Board member who leaves office or a designated employee who leaves district employment shall, within 30 days, file a revised statement covering the period of time between the closing date of the last required statement and the date of leaving office or district employment. (Government Code 87302, 87302.6)

(cf. 4117.2/4217.2/4317.2 - Resignation)
(cf. 9222 - Resignation)

Conflict of Interest under the Political Reform Act

A Board member, designated employee, or other person in a designated position shall not make, participate in making, or in any way use or attempt to use his/her official position to influence a governmental decision in which he/she knows or has reason to know that he/she has a disqualifying conflict of interest. A disqualifying conflict of interest exists if the decision will have a "reasonably foreseeable material financial effect," which is distinguishable from the effect on the public generally, on the Board member, designated employee, or other person in a designated position, his/her immediate family, or any financial interest described in 2 CCR 18700. (Government Code 87100, 87101, 87103; 2 CCR 18700-18709)

A Board member, designated employee, or other person in a designated position makes a governmental decision when he/she, acting within the authority of his/her office or position, authorizes or directs any action on a matter, votes or provides information or opinion on it, contacts or appears before a district official for the purpose of affecting the decision, or takes any other action specified in 2 CCR 18704.

However, a Board member shall participate in the making of a contract in which he/she has a financial interest if his/her participation is required by the rule of necessity or legally required participation pursuant to Government Code 87101 and 2 CCR 18705.

Additional Requirements for Boards that Manage Public Investments

Any Board member who manages public investments pursuant to Government Code 87200 and who has a financial interest in a decision shall, upon identifying a conflict or potential conflict of interest and immediately prior to the consideration of the matter, do all of the following: (Government Code 87105; 2 CCR 18707)

1. Publicly identify each financial interest that gives rise to the conflict or potential conflict of interest in detail sufficient to be understood by the public, except that disclosure of the exact street address of a residence is not required.

2. Recuse himself/herself from discussing and voting on the matter, or otherwise acting in violation of Government Code 87100. The Board member shall not be counted toward achieving a quorum while the item is discussed.

However, the Board member may speak on the issue during the time that the general public speaks on it and may leave the dais to speak from the same area as members of the public. He/she may listen to the public discussion and deliberations of the matter with members of the public.

3. Leave the room until after the discussion, vote, and any other disposition of the matter is concluded, unless the matter has been placed on the portion of the agenda reserved for uncontested matters.

   If the item is on the consent calendar, the Board member must recuse himself/herself from discussing or voting on that matter, but the Board member is not required to leave the room during consideration of the consent calendar.

4. If the Board's decision is made during closed session, disclose his/her interest orally during the open session preceding the closed session. This disclosure shall be limited to a declaration that his/her recusal is because of a conflict of interest pursuant to Government Code 87100. He/she shall not be present when the item is considered in closed session and shall not knowingly obtain or review a recording or any other nonpublic information regarding the Board's decision.

(cf. 3430 - Investing)
(cf. 9321 - Closed Session Purposes and Agendas)
(cf. 9321.1 - Closed Session Actions and Reports)

Conflict of Interest under Government Code 1090 - Financial Interest in a Contract

Board members, employees, or district consultants shall not be financially interested in any contract made by the Board on behalf of the district, including in the development, preliminary discussions, negotiations, compromises, planning, reasoning, and specifications and solicitations for bids. If a Board member has such a financial interest in a contract made by the Board, the contract is void. (Government Code 1090)

A Board member shall not be considered to be financially interested in a contract in which he/she has only a "remote interest," as specified in Government Code 1091, if the interest is disclosed during a Board meeting and noted in the official Board minutes. The affected Board member shall not vote or debate on the matter or attempt to influence any other Board member or district official to enter into the contract. (Government Code 1091)

In addition, a Board member shall not be considered to be financially interested in a contract in which his/her interest is a "noninterest" as defined in Government Code 1091.5. Noninterest includes a Board member's interest in being reimbursed for his/her actual and necessary expenses incurred in the performance of his/her official duties, in the employment of his/her spouse/registered domestic partner who has been a district employee for at least one year prior to the Board member's election or appointment, or in any other applicable circumstance specified in Government Code 1091.5.

Common Law Doctrine Against Conflict of Interest

A Board member shall abstain from any official action in which his/her private or personal

interest may conflict with his/her official duties.

Incompatible Offices and Activities

Board members shall not engage in any employment or activity or hold any office which is inconsistent with, incompatible with, in conflict with, or inimical to the Board member's duties as an officer of the district. (Government Code 1099, 1126)

(cf. 4136/4236/4336 - Nonschool Employment)

Gifts

Board members and designated employees may accept gifts only under the conditions and limitations specified in Government Code 89503 and 2 CCR 18730.

The limitation on gifts does not apply to wedding gifts and gifts exchanged between individuals on birthdays, holidays, and other similar occasions, provided that the gifts exchanged are not substantially disproportionate in value. (Government Code 89503)

In addition, the limitation on gifts does not apply to informational materials such as books, reports, pamphlets, calendars, and periodicals. (Government Code 82028)

Gifts of travel and related lodging and subsistence shall be subject to the current gift limitation, except when: (Government Code 89506)

1. The travel is in connection with a speech given by a Board member or designated employee, provided the lodging and subsistence expenses are limited to the day immediately preceding, the day of, and the day immediately following the speech and the travel is within the United States.

2. The travel is provided by a person or agency specified in Government Code 89506, including a government, governmental agency or authority, bona fide public or private educational institution, as defined in Revenue and Taxation Code 203, or nonprofit organization exempt from taxation under section 501(c)(3) of the Internal Revenue Code.

Gifts of travel exempted from the gift limitation, as described in items #1 and 2 above, shall nevertheless be reportable on the recipient's Statement of Economic Interest/Form 700 as required by law.

A gift of travel does not include travel provided by the district for Board members and designated employees. (Government Code 89506)

Honoraria

Board members and designated employees shall not accept any honorarium, which is defined as any payment made in consideration for any speech given, article published, or attendance at any public or private conference, convention, meeting, social event, meal, or like gathering. (Government Code 89501, 89502)

The term honorarium does not include: (Government Code 89501)

1. Earned income for personal services customarily provided in connection with a bona fide business, trade, or profession, unless the sole or predominant activity of the business, trade, or profession is making speeches

2. Any honorarium which is not used and, within 30 days after receipt, is either returned to the donor or delivered to the district for donation into the general fund without being claimed as a deduction from income for tax purposes

Design-Build Projects

The District's guidelines for a standard organizational conflict-of-interest policy, consistent with applicable law, regarding Design-Build projects are as follows: (Education Code 17250.20(b))

1. Any professional services provider or other consultant retained by the District to provide services related to a Design-Build project may have an actual or apparent conflict of interest within the meaning of this Board Policy. If such professional services provider or other consultant does have an actual or apparent conflict of interest within the meaning of this Board Policy, that professional services provider or consultant is precluded from participating as part of the design-build entity with which the District contracts for a Design-Build project. This prohibition applies, without limitation, to the architect(s), engineer(s), or other professional firms retained to develop the Design-Build project's:

- **a. design character;**
- **b. basic scope and needs;**
- **c. preliminary plans;**
- **d. specifications; or**
- **e. estimated cost.**

2. The prohibition in paragraph 1 also applies to the District's Program Manager and Construction Manager, or other professional service provider or consultant, if it provides services in connection with a Design-Build project sufficient to cause a conflict of interest.

3. Any individual who participates in providing the services referenced in paragraphs 1 or 2, and who has a conflict of interest as understood within this Board Policy, is precluded from participating as part of the Design-Build Entity with which the District contracts for the Design-Build project, even if the employer would not otherwise be precluded from participation.

4. Any Design-Build Entity member that employs a former District employee or Board member who engaged in any of the planning, arrangements, or any part of the decision-making process related to the Design-Build project while employed or engaged in any capacity by the District has an actual or apparent

conflict of interest within the meaning of this Board Policy precluding the Design-Build Entity from contracting with the District for the Design-Build project.

Legal Reference:
EDUCATION CODE
1006 Qualifications for holding office
17250.10-17250.55 Design-Build Contracts
35107 School district employees
35230-35240 Corrupt practices, especially:
35233 Prohibitions applicable to members of governing boards
41000-41003 Moneys received by school districts
41015 Investments
FAMILY CODE
297.5 Rights, protections, and benefits of registered domestic partners
GOVERNMENT CODE
1090-1099 Prohibitions applicable to specified officers
1125-1129 Incompatible activities
81000-91014 Political Reform Act of 1974, especially:
82011 Code reviewing body
82019 Definition, designated employee
82028 Definition, gift
82030 Definition, income
82033 Definition, interest in real property
82034 Definition, investment
87100-87103.6 General prohibitions
87200-87210 Disclosure
87300-87313 Conflict of interest code
87500 Statements of economic interests
89501-89503 Honoraria and gifts
89506 Ethics; travel
91000-91014 Enforcement
PENAL CODE
85-88 Bribes
REVENUE AND TAXATION CODE
203 Taxable and exempt property - colleges
CODE OF REGULATIONS, TITLE 2
18110-18997 Regulations of the Fair Political Practices Commission, especially:
18700-18707 General prohibitions
18722-18740 Disclosure of interests
18750.1-18756 Conflict of interest codes
COURT DECISIONS
McGee v. Balfour Beatty Construction, LLC, et al. (4/12/16, No. B262850)
Davis v. Fresno Unified School District (2015) 237 Cal.App.4th 261
Klistoff v. Superior Court, (2007) 157 Cal.App.4th 469
Thorpe v. Long Beach Community College District, (2000) 83 Cal.App.4th 655
Kunec v. Brea Redevelopment Agency, (1997) 55 Cal.App.4th 511
ATTORNEY GENERAL OPINIONS
92 Ops.Cal.Atty.Gen. 26 (2009)
92 Ops.Cal.Atty.Gen. 19 (2009)
89 Ops.Cal.Atty.Gen. 217 (2006)
86 Ops.Cal.Atty.Gen. 138(2003)
85 Ops.Cal.Atty.Gen. 60 (2002)
82 Ops.Cal.Atty.Gen. 83 (1999)
81 Ops.Cal.Atty.Gen. 327 (1998)
80 Ops.Cal.Atty.Gen. 320 (1997)
69 Ops.Cal.Atty.Gen. 255 (1986)
68 Ops.Cal.Atty.Gen. 171 (1985)

65 Ops.Cal.Atty.Gen. 606 (1982)
63 Ops.Cal.Atty.Gen. 868 (1980)

Management Resources:
CSBA PUBLICATIONS
Conflict of Interest: Overview of Key Issues for Governing Board Members, Fact Sheet, July 2010
FAIR POLITICAL PRACTICES COMMISSION PUBLICATIONS
Can I Vote? A Basic Overview of Public Officials' Obligations Under the Conflict-of-Interest Rules, 2005
INSTITUTE FOR LOCAL GOVERNMENT PUBLICATIONS
Understanding the Basics of Public Service Ethics: Personal Financial Gain Laws, 2009
Understanding the Basics of Public Service Ethics: Transparency Laws, 2009
WEB SITES
CSBA: http://www.csba.org
Fair Political Practices Commission: http://www.fppc.ca.gov
Institute of Local Government: http://www.ca-ilg.org

Bylaw CABRILLO UNIFIED SCHOOL DISTRICT
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revised: October 14, 2010
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