Regular Governing Board Agenda

CABRILLO UNIFIED SCHOOL DISTRICT

Thursday, September 10, 2020

Closed Session 6:00 PM | Via Zoom: https://cabrillok12.zoom.us/j/95667940826

(For public comments on Closed Session items only)

Public Session 7:00 PM | Via Zoom: https://cabrillok12.zoom.us/j/98767728201

Governing Board Meeting broadcast live on the CUSD YouTube channel, on http://www.PacificCoast.tv/, and on Xfinity Channel 27 in Half Moon Bay

In response to the COVID-19 pandemic, Governor Newsom issued Executive Order N-29-20, which temporarily suspended provisions of the Brown Act relating to public meetings. As such, Cabrillo Unified School District will be conducting its Governing Board meeting at the regular time, in a different modality. The District will be leveraging a Webinar format (using Zoom) in order for the Governing Board members to participate remotely, and to allow for orderly public comment. There will not be a physical location for this meeting.

The Governing Board will meet for Closed Session to discuss labor negotiations, student discipline, personnel matters, litigation, anc other matters as provided under California state law as set forth on the agenda below. Following Closed Session, the Board reconvenes to Public Session. Adjournment of the Public Session will be no later than 10:00 PM for all regular and special meetings unless extended by a majority vote of the Board. Writings relating to a board meeting agenda items that are distributed to at least a majority of the Board members less than 72 hours before the noticed meeting, and that are public records not otherwise exempt from disclosure, will be available for inspection at the District administrative offices, 498 Kelly Avenue, Half Moon Bay, CA. Such writings may also be available on the District's website. (Government Code 54957.5b).

Individuals who require special accommodations (Spanish interpreter, accessible seating, documentation in an accessible format, etc.) should contact the Administrative Assistant to the Superintendent at acostar@cabrillo.k12.ca.us no later than 48 hours preceding the meeting.

PUBLIC COMMENTS GUIDELINES

There are two ways in which members of the public may provide comments as part of a Cabrillo Unified School District Governing Board remote meeting:

1. Submit Comments in Advance:
Members of the public may submit comments in advance of the meeting through the following link: http://bit.ly/cusdcomments. Comments will be read out loud by the Board President or a designee during the meeting. Written comments should be limited to no more than 300 words; longer comments might not be shared publicly during the meeting.

However, all comments received, whether or not they are shared publicly during the meeting, will be made available to all Board members.

2. Provide Comment in Real-Time During Remote Meeting:
Members of the public may submit a request to comment in real-time in advance of the meeting by through the following link: http://bit.ly/cusdcomments. When called upon by Board president or designee, speakers will be unmuted. After the allotted time, speakers will be placed on mute.

Because of technical limitations, please submit your comments or request to address the Board in real-time before 6:00 PM on Thursday, September 10, 2020. We ask the participants to type their full name when joining the meeting, as prompted. "Hand Raised" feature only for interpretation.

Individual speakers shall be allowed three minutes to address the Board on each agenda or nonagenda item. The Board shall limit the total time for public input on each item to 20 minutes. With Board consent, the president may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The president may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add. (Governing Board Bylaw 9323 - Meeting Conduct)

IMPORTANT BOARD PROTOCOLS REGARDING PUBLIC COMMENTS

The CUSD Governing Board does not act upon any matter that has not been agendized except under limited circumstances as permitted by law. It is the policy of the CUSD Governing Board to refer matters raised in this forum to staff for further examination and/or action where appropriate.

Instructions to join the Board Meeting are as follows:

Please click the link below to join the webinar: https://cabrillok12.zoom.us/j/98767728201
Webinar ID: 987 6772 8201
Or Telephone: +1 669 900 6833 or +1 346 248 7799
International numbers available: https://cabrillok12.zoom.us/u/acmOtF05O

Open Board meetings may be recorded and broadcast.

1. CALL TO ORDER

a. Public Comments on Closed Session Topics

b. Adjourn to Closed Session - 6:00 PM

Board Members will meet privately via Zoom for Closed Session. Any action taken during Closed Session will be reported out under "Closed Session Action Report."

1. **Matters Related to Students (Education Code §35146, §48912, §49070)**

   The Board may hear expulsion cases and consider the requests from students for re-admittance following expulsion. Also, the Board may hear matters related to student suspensions/other disciplinary actions, student grade change appeals, and confidential student matters according to Education Code. The Education Code requires closed session in these cases to prevent disclosure of confidential student record information.

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

3. **Conference with Legal Counsel—Anticipated Litigation (Government Code §54956.9 (d)(2) or (3))**

4. **Conference Regarding Labor Negotiators (Government Code §54957.6)**

    - Cabrillo Unified Teachers' Association
    - California School Employees' Association, Chapter 485

5. **Public Employee Performance Evaluation (Government Code §54957)**

c. Reconvene to Public Session - 7:00 PM - Welcome

1. Closed Session Action Report: If applicable
2. Pledge of Allegiance

2. APPROVAL OF AGENDA

3. COMMUNICATIONS

a. Public Comments

b. Employee Organizations Report

1. CUTA Representatives
2. CSEA Representatives

c. Board Members Report

d. Student Board Representative Report

e. Superintendent Report

4. CONSENT AGENDA

a. Approval of Certificated Personnel Report (Consent Agenda)

4.a Certificated Personnel Report.pdf (p. 6)

b. Approval of Classified Personnel Report (Consent Agenda)

4.b Classified Personnel Report.pdf (p. 7)

c. Approval of Cunha Intermediate School Roofs Design Proposal (Consent Agenda)

4.c Board Memo Cunha School Roofs Design Proposal.pdf (p. 8)

4.c.1 Cunha School Roof Design Proposal.pdf (p. 9)

d. Approval of Minutes of Special and Regular Governing Board Meeting (Consent Agenda)

4.d Board Memo Minutes.pdf (p. 12)

4.d.1 2020-07-15 Special Board Meeting Minutes.pdf (p. 13)

4.d.2 2020-07-16 Regular Board Meeting Minutes.pdf (p. 14)

4.d.3 2020-07-23 Special Board Meeting Minutes.pdf (p. 19)

e. Approval of Board Policy Updates as Recommended by the California School Boards Association (Consent Agenda)

4.e Board Memo Policy Updates.pdf (p. 24)

4.e.1 Policy Guidesheet.pdf (p. 25)

4.e.1.1 3100 BP Budget.pdf (p. 27)

4.e.1.2 3260 BP Fees and Charges.pdf (p. 34)

4.e.1.3 3510 BP Green School Operations.pdf (p. 38)

4.e.1.4 3511 BP Energy And Water Management.pdf (p. 42)

4.e.1.5 3551 BP Food Service Operations-Cafeteria Fund.pdf (p. 45)

4.e.1.6 4033 BP Lactation Accommodation.pdf (p. 50)

5. GENERAL BUSINESS

a. Proclamation Endorsing September 15, 2020 to October 15, 2020 as Hispanic Heritage Month (Action)

5.a Board Memo Proclamation Hispanic Heritage Month.pdf (p. 53)

5.a.1 Proclamation Hispanic Heritage Month.pdf (p. 54)

b. Proclamation Designating October as LGBTQ History Month (Action)

5.b Board Memo Proclamation October as LGBTQ Month.pdf (p. 56)

5.b.1 Proclamation October as LGBTQ Month.pdf (p. 57)

c. Approval of Learning Continuity and Attendance Plan (Action)

5.c Board Memo Learning Continuity and Attendance Plan.pdf (p. 59)

5.c.1 Learning Continuity and Attendance Plan Presentation.pdf (p. 61)

5.c.2 2020 Learning Continuity and Attendance Plan 20200903.pdf (p. 78)

d. Approval of Opening of School Handbook (Information)

5.d Board Memo Opening of Schools Handbook.pdf (p. 109)

5.d.1 Opening of Schools Handbook.pdf (p. 110)

e. Adoption of Resolution No. 28-20, Assigning Teachers on the Basis of Education Code 44265 Credential Types (Action)

5.e Board Memo Education Code 44265 Teacher Assignments.pdf (p. 168)

5.e.1 Resolution No. 28-20 Education Code 44265 Teacher Assignments.pdf (p. 169)

f. Presentation and Approval of the 2019-20 Unaudited Actuals (Action)

5.f Board Memo 2019-20 Unaudited Actuals.pdf (p. 170)

5.f.1 2019-20 Unaudited Actuals Presentation.pdf (p. 171)

5.f.2 2019-20 Unaudited Actuals Report SEMA.pdf (p. 181)

g. Adoption of Resolution No. 29-20, Implementing Prequalification of Construction Contractors Under Public Contract Code 20111.6 Utilizing the Quality Bidders Questionnaire/Service (Action)

5.g Board Memo Resolution Quality Bidders.pdf (p. 332)

5.g.2 Exhibits A and B Quality Bidders.pdf (p. 333)

h. Adoption of Resolution 30-20, Approving Gann Limit (Action)

5.h Board Memo Resolution Approving Gann Limit.pdf (p. 355)

5.h.1 Resolution 30-20 Approving Gann Limits.pdf (p. 356)

5.h.2 CUSD Appropriation Limit.pdf (p. 357)

i. Adoption of Resolution No. 31-20, Declaring the Result of the Education Parcel Tax Election held on November 5, 2019 and Authorizing the San Mateo County Controller to Levy the Education Parcel Tax (Action)

5.i Board Memo Resolution Declaring the Result of Parcel Tax Election.pdf (p. 360)

5.i1 Resolution No. 31-20 Declaring the Result of Parcel Tax Election.pdf (p. 361)

5.i.2 Exhibit A - Resolution No. 14-19 Calling Parcel Tax Measure Election.pdf (p. 363)

5.i.3 Exhibit B - SMC Certification November 2019 Elections_Redacted.pdf (p. 374)

j. Adoption of Resolution No. 32-20, Endorsing Schools and Communities Funding Act (Action)

5.j Board Memo Schools and Communities Funding Act.pdf (p. 384)

5.j.1 Resolution No. 32-20 Endorsing Schools and Communities Funding Act.pdf (p. 385)

6. FUTURE EVENTS

a. September 16 - PTO Alliance Meeting, via Zoom - 9:00 AM

b. October 1 - CUSD and City of Half Moon Bay 2X2 Subcommittee Meeting, via Zoom - 3:00 PM

c. October 8 - Regular Board Meeting, via Zoom - 7:00 PM

7. RETURN TO CLOSED SESSION (IF NECESSARY)

8. ADJOURNMENT OF THE MEETING

CABRILLO UNIFIED SCHOOL DISTRICT

498 Kelly Avenue, Half Moon Bay, California 94019 • 650 712-7100 • Fax 650 726-0279 • www.cabrillo.k12.ca.us

SUPERINTENDENT
Sean McPhetridge, Ed.D.

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Kimberly Hines
Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: September 10, 2020
TO: Members of the Governing Board
FROM: Jason Owens, Director of Personnel and Pupil Services
CATEGORY: Consent
ITEM TITLE: Approval of the Certificated Personnel Report

BACKGROUND:

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

1. OFFER OF PROBATIONARY EMPLOYMENT FOR 2020-2021

Marlena Moran Ramirez, Immersion Teacher, Hatch Elementary School, effective August 31, 2020.

2. OFFER OF TEMPORARY EMPLOYMENT FOR 2020-2021

Kaia Lindberg, PE/Science Teacher, Farallone View Elementary School, effective September 1, 2020.

3. RESIGNATION

Karen Egan, Resource Specialist, Cunha Intermediate School, effective August 28, 2020.

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

Approve as submitted.

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MEMORANDUM

MEETING DATE: September 10, 2020
TO: Members of the Governing Board
FROM: Jason Owens, Director of Personnel and Pupil Services
CATEGORY: Consent
RECOMMENDATION: Approval of Classified Personnel Report

BACKGROUND INFORMATION

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

1. RESIGNATION

Richard Gonzalez, School Bus Driver, Transportation Department, effective August 31, 2020.

Cristal Hernandez, Administrative Assistant V, District Office, effective August 31, 2020.

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

Approve as submitted.

CABRILLO UNIFIED SCHOOL DISTRICT

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MEMORANDUM

MEETING DATE: September 10, 2020
TO: Members of the Governing Board
FROM: J Jesus Contreras – Chief Business Officer
CATEGORY: Consent
ITEM TITLE: Approval of Cunha Intermediate School Roofs Survey

BACKGROUND

Earlier this year, the district surveyed all the roofs in the district. Buildings A, E, Multiuse and Library at Cunha Intermediate School were identified as grade “F” (on a A to F scale). The district has received a quote from Skyline Engineering to provide plans and specifications, periodic inspections, a preconstruction meeting with contractor, the final inspection and required documents during the process. The process will include testing for asbestos in the current roofing materials.

FISCAL ANALYSIS

The cost for the services is $60,500 for the design services and $12,000 for the environmental testing covered by Bond funds. There is no financial impact to the General Fund.

RECOMMENDATION

Approve the Skyline Engineering proposal.

SKYLINE
ENGINEERING
ENGINEERING SERVICES FOR THE BUILDING ENVELOPE

July 2, 2020

James Crawford
Cabrillo Unified School District
498 Kelly Ave.
Half Moon Bay, CA 94019

RE: Cunha Intermediate School re-roof design proposal

Dear Jim,

Thank you for the opportunity to be of service. The following is a proposal for the design of the new roofs at Cunha Intermediate School to include: building A, building E, MU building and Library building (approximately 42,500 total square feet). Skyline shall design an 80 mil, white TPO or PVC single ply roof or a modified bitumen roof. Budget to replace these roofs should be around $20 per square foot which is around $866,000.

Skyline Engineering shall:

Engineering Services (roof design)	**Fees**
TASK	
1. Perform site visit to study the roofs.	$500
2. Provide plans and specifications suitable for public bidding for roof replacement design. Drawings to be on architectural 24" x 36" size D paper. This will include: a. Field investigation of the roofs on site. b. 90% submittal to owner for owner comments. c. 100%, finalized drawings and specs with changes made per owner's request. Drawings to include (each on 24" x 36" size D paper, on Skyline Engineering title block): a. One title page. b. One overview drawing of the roofs. c. Roof details. Spec sections to include: a. Roof spec section.	$54,000

8991 Del Rio Circle, Gilroy, CA 95020
phone: 408/842-0500 fax: 408/842-2146 justin16@ix.netcom.com

b. Sheet metal flashing and trim spec section. c. Painting spec section.	
3. Provide 6 Quality Assurance roof inspections during the construction (@ $600 per inspection).	$3,600
4. Provide assistance with prebid meeting, pre-construction meeting and final inspection.	$1,800
5. Respond to RFI's during construction.	$200
6. Provide submittal review of apparent low bid contractor.	$200
7. Misc time (ie perform change order reviews, etc).	$200
TOTAL COST (Design and CA)	**$60,500** (which is around 7%)

Environmental Services

1. Remove and test 30 samples of the roof and provide owner with a hazardous material report (for lead and asbestos). If additional samples are needed, the fee shall be $115 per asbestos sample and $95 per lead sample.	$7,000
2. Provide owner with asbestos and lead removal specifications.	$5,000
TOTAL COST (Environmental Services)	**$12,000**

Owner shall provide Skyline Engineering with a pdf as-built drawing showing the overview of the roofs, to scale if available.

Please note it is recommended that the roofs be tested for hazardous materials (ie asbestos and lead). If any of the tests come back positive then a hazardous material remediation spec section should be added to the specs. Please see the above proposal for this from Skyline Engineering.

Please note that this is a roofing project and will not be taken thru the DSA. Any damaged decking during the project will be replaced with new to match existing. The above proposal does not include any structural design services.

If you are in accordance with the above proposal please sign below and mail back to me.

As always, in accordance with State and Federal guidelines for the selection of consulting services, all of the above quoted fees are negotiable. Also, per State guidelines any party may cancel the contract at any time. Please contact me if you have any questions.

8991 Del Rio Circle, Gilroy, CA 95020
phone: 408/842-0500 fax: 408/842-2146 justin16@ix.netcom.com

Sincerely,

Justin Schalesky, Vice President
Skyline Engineering Inc.

Approval (roof design): _____ Date: _____

Approval (environmental services): _____ Date: _____

PO (if necessary): _____

Additional fees (upon approval of the owner) shall be billed as follows:

Licensed Engineer (Mechanical): $275/hr
Degreed Engineer (Mechanical): $250/hr
Inspector: $185/hr

Minimum of 4 hours billed per meeting or inspection.

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SUPERINTENDENT
Sean McPhetridge, Ed.D.

GOVERNING BOARD
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Lizet Cortes
Kimberly Hines
Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: September 10, 2020
TO: Members of the Governing Board
FROM: Sean McPhetridge, Ed.D., Superintendent
CATEGORY: Consent
ITEM TITLE: Approval of Regular and Special Governing Board Meeting Minutes

BACKGROUND INFORMATION

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

REPORT/PROPOSAL

The unadopted minutes of the July 15, 2020 Special Governing Board meeting, the July 16, 2020 Regular Governing Board meeting, and the July 23, 2020 Special Governing Board meeting and are included in this Board packet for consideration.

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

Approve as submitted.

Governing Board Meeting Agenda

(Unadopted) Meeting Minutes

CABRILLO UNIFIED SCHOOL DISTRICT

Wednesday, July 15, 2020

Closed Session 6:00 PM | Via Zoom: https://cabrillok12.zoom.us/j/98282650085

(For public comments on Closed Session items only)

Board Members Present:	Ms. Kimberly Hines, President Ms. Lizet Cortes, Vice President Ms. Mary Beth Alexander, Clerk to the Governing Board Ms. Freya McCamant, Member Ms. Sophia Layne, Member
Administrators Present:	Dr. Sean McPhetridge, Ed.D., Superintendent

1. CALL TO ORDER – 6:00 PM

a. Public Comments on Closed Session Topics

The Board received four (4) written comments via the Google Public Comment Request form.

To read full public comments submitted via Google Public Comment Request form, please follow the link provided below:

https://docs.google.com/spreadsheets/d/1VhuxBKsLWTBzeVz1QEo406NLMZ2-VCZ8MDPMkqODUlk/edit?usp=sharing

b. Adjourn to Closed Session – 6:10 PM

President Kimberly Hines reported no action was taken in closed session.

17. ADJOURNMENT OF THE MEETING

Meeting was adjourned at 8:00 PM

Minutes prepared by Rosibel Acosta, Administrative Assistant to the Superintendent

Minutes presented by Sean McPhetridge, Ed.D., Secretary to the Governing Board

Certified by:

_____ _____

Mary Beth Alexander
Clerk to the Governing Board

Date

Governing Board Meeting Agenda

(Unadopted) Meeting Minutes

CABRILLO UNIFIED SCHOOL DISTRICT

Thursday, July 16, 2020

Closed Session 6:30 PM | Via Zoom: https://cabrillok12.zoom.us/j/94326643309
(For public comments on Closed Session items only)
Public Session 7:00 PM | Via Zoom: https://cabrillok12.zoom.us/j/96904824943

Board Members Present:	Ms. Kimberly Hines, President Ms. Lizet Cortes, Vice President Ms. Mary Beth Alexander, Clerk to the Governing Board Ms. Freya McCamant, Member Ms. Sophia Layne, Member
Administrators Present:	Dr. Sean McPhetridge, Ed.D., Superintendent Dr. Leticia Bhatia, Ed.D., Assistant Superintendent Mr. Jesus Contreras, Chief Business Officer

1. CALL TO ORDER – 6:30 PM

a. Public Comments on Closed Session Topics

Written Comments. The Board received one (1) written comment via the Google Public Comment Request form.

b. Adjourn to Closed Session – 6:40 PM

c. Reconvene to Public Session - 7:12 PM - Welcome

1. Closed Session Action Report: If applicable

President Kimberly Hines reported no action was taken in closed session.

2. Pledge of Allegiance

President Kimberly Hines led the Pledge of Allegiance.

2. APPROVAL OF AGENDA

Motion to approve the agenda, as presented, was made by Member Freya McCamant and seconded by Member Mary Beth Alexander.

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

(M-91) Passed 5-0

3. COMMUNICATIONS

a. Public Comments

Kelly Hoffman Davis, CUSD parent, spoke to the Board about her involvement with Measure B, M, and especially Measure I as one of its focus was to retain teachers. Ms. Hoffman Davis reiterated her support to salary raises but not to the expense of the financial stability of the district. Ms. Hoffman Davis asked the Board and the Superintendent to examine the budget again and to partner with teachers to find a creative alternative that would allow the district to afford raises.

James Ward, CUSD teacher, spoke to the Board about the challenges teachers and students are facing due to the remote learning. Mr. Ward also expressed to the Board his feelings regarding the request for raises and asked the Board to respect teachers because teachers care about their jobs.

Caleb Hartman, Cunha Intermediate School teacher, spoke to the Board about the Opening of School plan and shared that he sent a letter about the spread of the coronavirus. Mr. Hartman asked the district leadership to consider the health of the students, staff, and community to safety reopening schools.

Abby Foster, Hatch Elementary School teacher, spoke to the Board about the technical difficulties experienced during the meeting and asked the Board to reschedule to allow the community to participate. Ms. Foster told the Board she hopes the district follow the scientific guidelines and continue with the remote learning until the transmission of the virus is under control. Lastly, Ms. Foster asked the Board to revise the budget and give teachers a raise.

Breanna Lafontaine, community member, expressed to the Board her support to teachers. Ms. Lafontaine thanked the staff involved in the opening of schools committee and told the Board that educators and school staff should be the primary influencers of the opening plan. Mrs. Lafontaine also asked the Board to prioritize remote learning.

Claudia Lunstroth, Half Moon Bay High School teacher, spoke to the Board about the response from the district in regards to negotiations and the COLA. Ms. Lunstroth said she hopes the Board does the right thing.

Kerri Costa, Hatch PTO and SIPA Board member, spoke to the Board about the opening of schools planning and expressed her appreciation for the district staff for the thought and planning on it. Ms. Costa said that with the remote learning might not be perfect or the same as the school instruction, but with support from the administrators, teachers, students, and parents, it should thrive.

Christy Walter, CUSD parent, spoke to the Board about racism. Ms. Walter said that it is crucial to do their part to implement an antiracism curriculum and idea so students are educated.

Maria Skinner, Hatch Elementary School teacher, spoke to the Board in support of teacher salary increases and said that students deserve to keep their qualified teachers. Ms. Skinner said she is pleased to see the proposal to reopen schools with phase 1, remote learning.

Written Comments. The Board received fifteen (15) comments via the Google Public Comment Request form related to this agenda.

To read full public comments submitted via Google Public Comment Request form, please follow the link provided below:

https://docs.google.com/spreadsheets/d/1iOkSANWUjnfwRX25cYT_RM1bEgHEVlQ4lQHghZOPRoE/edit?usp=sharing

b. Employee Organizations Report

1. CUTA Representatives

CUTA Co-President Sean Riordan talked to the Board and public about the yearly budget reserve and questioned the percentage approved. Mr. Riordan spoke about CUTA staff members not participating in

the Opening of Schools committees due to the salary pay scale placement. Mr. Riordan shared that the CUTA bargaining process is now in impasse and has a second mediation session scheduled in August before school starts. Mr. Riordan also spoke about the community walk CUTA held to communicate the message of fair compensation with voters.

2. CSEA Representatives

None.

c. Board Members Report

Member Sophia Layne expressed her gratitude to all community members who joined the meeting. Ms. Layne spoke about the district mission to develop critical thinkers and socially responsible citizens who actively participate in their individual learning and development and fully prepared to embrace their next challenge. Ms. Layne said the early stages of this unprecedented pandemic do not make it easier to accomplish the mission. Still, she sees the pandemic as triggering a transformational change in public education. Ms. Layne said this brings an opportunity to rethink public education and partnership with students, families, and community to create a robust and equitable learning environment.

Member Mary Beth Alexander said she is thankful for all the people who have reached out to her after the meetings to share their thoughts and concerns. Ms. Alexander encouraged the public to continue reaching out to her. Ms. Alexander explained that the district has three groups of employees: certificated, classified, and unrepresented. The different groups are paid on a salary schedule and that the district budgets the percentage increases between steps and columns. Ms. Alexander also spoke about the parcel tax renewal, the financial state of the district, and the 16 percent aspirational reserve for economic uncertainties recently approved by the Board.

Member Freya McCamant thanked community members who have reached out to her to express their concerns and points of view regarding the opening of schools. Ms. McCamant also thanked and expressed her appreciation and support to teachers. Ms. McCamant also shared that her goal is to be able to provide raises to teachers and that she is looking forward to a time where they can be on the same page. Lastly, Ms. McCamant reassured that the Board listens and appreciates participants' comments.

Member Lizet Cortes thanked teachers and parents for joining the meeting and for offering suggestions and opinions. Ms. Cortes shared that the topics at tonight's meeting are difficult because the Board will need to look at how the next school year will look for students and staff, and she acknowledged that there is no perfect plan in these circumstances. Ms. Cortes said that, with help and support from everybody, we will get through the difficulties.

President Kimberly Hines shared she was able to attend a Coastside Collaborative Meeting with different service providers of the Coast. Ms. Hines said she was impressed by the healthy networks available to collaborate. Ms. Hines shared she also was delighted by the postcards she received and that every postcard is a person who put a thought into it. Ms. Hines reassured teachers the Board does not forget about them. Ms. Hines said that through these conversations they get pieces of information. Still, there might be more information that they might need to know and to understand to be able to compare and contrast. Ms. Hines also spoke about the district's financial state and her disposition to acknowledge teachers monetarily if funds are available.

d. Superintendent Report

Superintendent Dr. Sean McPhetridge offered an apology to the public for the technical difficulties during the meeting. Superintendent McPhetridge expressed his gratitude to Dr. Leticia Bhatia, Jesus Contreras, members of the Opening Schools Steering Committee, focus groups, and everybody who sent emails and took the survey. Dr. McPhetridge shared that the district was told the State might come out with new guidelines in the next few days and that County Board of Educations are taking different approaches to the reopening of schools. Dr. McPhetridge said CUSD staff can come together with hybrid plans considering the Four Pillars and find a way to get students back in schools safely, but he reiterated that he would like everybody to be aware the guidelines change and people need to be able to adapt and be flexible. Dr. McPhetridge said that during a meeting with CUTA representatives, district staff communicated that the health and safety of the staff and the students are very important to all.

Dr. McPhetridge spoke about the budget and the confusion it created. Dr. McPhetridge also provided a summary of the process of budget adoption and the new financial burdens with the COVID-19. Lastly, Dr. McPhetridge spoke about the CUTA impasse and the mediation. Dr. McPhetridge said he hopes this impasse process brings an opportunity for both sides to share and understand viewpoints and facts. Dr. McPhetridge encouraged staff and community members to reach out to him with questions.

4. CONSENT AGENDA

a. Approval of Certificated Personnel Report
b. Acceptance of Donations to Cabrillo Unified School District
c. Approval of Williams Uniform Complaints Quarterly Report
d. Approval of Minutes of the June 18, 2020 Regular Governing Board Meeting

Motion to approve consent items was made by Member Freya McCamant and seconded by Member Mary Beth Alexander.

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

(M-92) Passed 5-0

5. GENERAL BUSINESS

a. Cabrillo Unified School District Financial Report: 2020-21 Budget Update

Dr. Sean McPhetridge, Superintendent, and J. Jesus Contreras, Chief Business Officer, provided the Board an update on the financial state of the district, including the changes resulting from the California COVID-19 Pandemic response.

At 9:57 PM, President Kimberly Hines requested motion continue past the 10:00 PM curfew. Motion was made by Member Sophia Layne and seconded by Member Mary Beth Alexander.

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

(M-93) Passed 5-0

Written Comments. The Board received two (2) comments via the Google Public Comment Request form related to this agenda.

b. Cabrillo Unified School District Technology Update

Dr. Sean McPhetridge, Superintendent, provided the Board an update on the different projects the Technology department are working on during the summer.

c. Approval of Preliminary Recommendations of Cabrillo Unified School District Opening of School Guidelines

Dr. Leticia Bhatia, Assistant Superintendent, presented part of the preliminary recommendations for CUSD's guidelines for return to school in August 2020. After a conversation about time limitation, the Board agreed to bring back the item to a later meeting.

Motion to change item 5.c from Action to Information and bring it back as an Action item at a later meeting was made by Member Freya McCamant and seconded by Member Sophia Layne.

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

(M-94) Passed 5-0

Caleb Hartman, Cunha Intermediate School teacher, asked the Board to suspend the meeting and reschedule.

Written Comments. The Board received twenty-five (25) comments via the Google Public Comment Request form related to this item.

To read full public comments submitted via Google Public Comment Request form, please follow the link provided below:

https://docs.google.com/spreadsheets/d/1iOkSANWUjnfwRX25cYT_RM1bEgHEVlQ4lQHghZOPRoE/edit?usp=sharing

8. ADJOURNMENT OF THE MEETING

Motion to adjourn was made by Member Mary Beth Alexander and seconded by Member Freya McCamant.

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

(M-95) Passed 5-0

Meeting was adjourned at 12:24 AM

Minutes prepared by Rosibel Acosta, Administrative Assistant to the Superintendent

Minutes presented by Sean McPhetridge, Ed.D., Secretary to the Governing Board

Certified by:

_____ _____
Mary Beth Alexander Date
Clerk to the Governing Board

Special Governing Board Meeting Agenda

(Unadopted) Meeting Minutes

CABRILLO UNIFIED SCHOOL DISTRICT

Thursday, July 23, 2020

Closed Session 6:00 PM | Via Zoom: https://cabrillok12.zoom.us/j/99474453534
(For public comments on Closed Session items only)
Public Session 7:00 PM | Via Zoom: https://cabrillok12.zoom.us/j/97854426560

Board Members Present:	Ms. Kimberly Hines, President Ms. Lizet Cortes, Vice President Ms. Mary Beth Alexander, Clerk to the Governing Board Ms. Freya McCamant, Member Ms. Sophia Layne, Member
Administrators Present:	Dr. Sean McPhetridge, Ed.D., Superintendent Dr. Leticia Bhatia, Ed.D., Assistant Superintendent Mr. Jesus Contreras, Chief Business Officer

1. CALL TO ORDER – 6:00 PM

a. Public Comments on Closed Session Topics

None.

b. Adjourn to Closed Session – 6:05 PM

c. Reconvene to Public Session - 7:02 PM - Welcome

1. Closed Session Action Report: If applicable

President Kimberly Hines reported no action was taken in closed session.

2. Pledge of Allegiance

President Kimberly Hines led the Pledge of Allegiance.

2. APPROVAL OF AGENDA

Motion to approve the agenda, as presented, was made by Member Mary Beth Alexander and seconded by Member Freya McCamant.

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

(M-96) Passed 5-0

3. COMMUNICATIONS

a. Public Comments

Written Comments. The Board received three (3) comments via the Google Public Comment Request form related to this agenda.

To read full public comments submitted via Google Public Comment Request form, please follow the link provided below:

https://docs.google.com/spreadsheets/d/1onMDCX1il1E11qUUbGpsEcFLDyGB8-v5gyoF0EvIlm0/edit?usp=sharing

b. Employee Organizations Report

2. CSEA Representatives

CSEA President Stig Lynne said CSEA supports and represents about 110 classified staff. Mr. Layne said that CSEA also supports a salary increase for teachers and that there are also CUSD unrepresented employees that have not received a salary increase since 2017. Mr. Layne also said that there must be a change in school funding in California, so districts pay their employees a fair living wage and offer good health benefits.

1. CUTA Representatives

CUTA Co-President Claudia Lunstroth said that CUSD teachers did their best to support their students when the pandemic started with little training for remote learning. Ms. Lunstroth said teachers care and worry about their health and the health of their students and that teachers would like to go back to in-person learning when it is safe to return following the state and county guidelines. Ms. Lunstroth also said everybody should do their part to stop the transmission and safely return to school.

c. Board Members Report

President Kimberly Hines thanked all the people that connected to Zoom or watched the meeting online. President Hines also thanked the teachers for all the prep work. President Hines said that there are many points of view, and the Board will take the time to proceed with the Opening of School Plan in a way that honors people's concerns and wishes. President Hines said their objective is to provide teachers as much support as possible to have a good start to the school year.

Member Freya McCamant thanked everyone that connected to the meeting and the people who reached out to her. Ms. McCamant also thanked teachers for the postcards, and she said she understands their concerns and needs for a raise and that she is committed to supporting raises given the constraints of the budget. McCamant reassured everyone that the Board would work together to alleviate the stress experienced by the community, teachers, and families in regards to the return to school and said that everybody should keep in mind the need to be flexible when moving to the planning phase as the virus and other factors control the situation.

Member Mary Beth Alexander thanked everybody that has reached out to her. Ms. Alexander said the comments she has received concerning the opening of schools have different points of view and that the Board will do their best to have a safe return to school. Ms. Alexander said that the silver lining we get from the situation is that although many students do better in a classroom setup, there are also many students who are thriving with remote learning. She also said that possibly when schools are back to normal teachers can integrate some of these new approaches to better support the students.

Member Lizet Cortes offered an apology to Spanish speaker families that were not able to listen live and participate in the meeting. Ms. Cortes also said that staff would look into making Spanish interpretation available and communicating the opening of school plans to Latino and Spanish speaker families. Ms. Cortes asked participants to reach out to the Board with comments and concerns in regards to the plan to open the schools.

Member Sophia Layne thanked everybody that joined the meeting. Ms. Layne also thanked people that have reached out to her through emails, chats, and postcards and said she appreciates the open conversation. Ms. Layne said she hopes we all can take this opportunity to turn challenges into opportunities for improvement going forward together.

d. Superintendent Report

Superintendent Dr. Sean McPhetridge invited the public to reach out to him if they have comments, questions, or concerns. Dr. McPhetridge said that through these conversations is how the district best collaborates and communicates with the community. Dr. McPhetridge told the Spanish speakers in the community that the district will focus on communication and will look to provide Spanish interpretation for Board meetings.

Dr. McPhetridge said that this a time of significant ambiguity and that the Board will decide on the opening of schools plan based on recommendations made from a steering committee and the input of different stakeholders. Dr. McPhetridge also said he is not expecting the Board to decide on how the whole school year is going to look but to take a step by step approach following the guidelines and mandates from the state.

5. GENERAL BUSINESS

a. Approval of Preliminary Recommendations of Cabrillo Unified School District Opening of School Guidelines

Dr. Leticia Bhatia, Assistant Superintendent, Jesus Contreras, Chief Business Officer, Martha Ladd, Director of Educational Support Services, John Nazar, Half Moon Bay High School Principal, and James Barnes, Cunha Intermediate School Principal, presented the second part of the preliminary recommendations for CUSD's guidelines for return to school in August 2020.

Meta Townsley, CUSD parents, spoke to the Board about the pandemic and said that possibly this might not be controlled for the remainder of the school year and that it might be necessary to continue in phase 1 until a vaccine is available. Ms. Townsley said she hopes teachers can make more live connections with students and possibly one-on-one calls.

Caleb Hartman, Cunha Intermediate School Teacher, requested the Board to continue with remote learning until there are 14 days of no new cases within the county to prevent transmission and to guarantee the safety of the students, staff, and community. Mr. Hartman also asked the Board to consider adequate ventilation, protective equipment, adequate social distancing, and access to technology.

David Seaton, CUSD parent, GBSD Board Member, asked the Board to consider extending phase one as the situation is unsafe. Mr. Seaton requested the Board consider challenges and limitations of the families.

Written Comments. The Board received thirty-one (31) comments via the Google Public Comment Request form related to this item.

To read full public comments submitted via Google Public Comment Request form, please follow the link provided below:

https://docs.google.com/spreadsheets/d/1onMDCX1il1E11qUUbGpsEcFLDyGB8-v5gyoF0EviIm0/edit?usp=sharing

At 9:59 PM, President Kimberly Hines requested motion continue past the 10:00 PM curfew. Motion was made by Member Freya McCamant and seconded by Member Mary Beth Alexander.

(M-97) Passed 5-0

ROLLCALL
Ms. Kimberly Hines, President - aye
Ms. Lizet Cortes, Vice President - aye
Ms. Mary Beth Alexander, Clerk to the Governing Board - aye

Ms. Freya McCamant, Member - aye
Ms. Sophia Layne, Member - aye

Motion to approve the start of the school year with remote learning and the phased approach as presented without setting dates for potential movement between the phases was made by Member Sophia Layne and seconded by Member Mary Beth Alexander.

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

(M-98) Passed 5-0

Motion to approve the start date for students of August 17, 2020, was made by Member Sophia Layne and seconded by Freya McCamant.

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

(M-99) Passed 5-0

Motion to approve Synchronous and Asynchronous learning to meet the need of CUSD families was made by Member Sophia Layne and seconded by Freya McCamant.

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

(M-100) Passed 5-0

8. ADJOURNMENT OF THE MEETING

Motion to adjourn was made by Member Freya McCamant and seconded by Member Sophia Layne.

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

(M-101) Passed 5-0

Meeting was adjourned at 11:06 PM

Minutes prepared by Rosibel Acosta, Administrative Assistant to the Superintendent

Minutes presented by Sean McPhetridge, Ed.D., Secretary to the Governing Board

Certified by:

_____ _____

Mary Beth Alexander Date
Clerk to the Governing Board

CABRILLO UNIFIED SCHOOL DISTRICT

498 Kelly Avenue, Half Moon Bay, California 94019 • 650 712-7100 • Fax 650 726-0279 • www.cabrillo.k12.ca.us

SUPERINTENDENT
Sean McPhetridge, Ed.D.

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Kimberly Hines
Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: September 10, 2020
TO: Members of the Governing Board
FROM: Sean McPhetridge, Ed.D., Superintendent
CATEGORY: Consent
ITEM TITLE: Approval of Governing Board Policy Updates as Recommended by the California School Boards Association

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, Board Policy 3100, 3260, 3510, 3511, 3551, and 4033 are provided for adoption. These Board Policies 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.

FISCAL ANALYSIS

There is no financial impact to the General Fund.

CABRILLO UNIFIED SCHOOL DISTRICT
POLICY GUIDE SHEET

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/AR 3100 - Budget
(BP/AR revised)

Policy updated to reflect **NEW LAW (AB 1808)** which requires districts to annually develop, adopt, and post an LCFF budget overview for parents/guardians and to file the budget overview with the county superintendent of schools. Section on "Long-Term Financial Obligations" revised to reflect **NEW LAW (SB 1413)** which establishes the California Employers' Pension Prefunding Trust Program to allow districts to prefund required contributions to the California Public Employees' Retirement System. Regulation updated to emphasize that any recommendations by the budget advisory committee should be consistent with the district's vision, goals, priorities, LCAP, and other comprehensive plans and to clarify that a regional budget review committee convened by the county superintendent of schools requires approval of the Superintendent of Public Instruction as well as the district board.

BP/AR 3260 - Fees and Charges
(BP/AR revised)

Policy and regulation updated to add new section on "Collection of Debt," reflecting **NEW LAW (AB 1974)** which prohibits negative action against a student or former student for a debt owed to the school and requires districts to provide parents/guardians with an itemized invoice that references applicable district policies. Regulation also revised to more directly reflect the most recent CDE fiscal advisory regarding student fees.

BP 3510 - Green School Operations
(BP revised)

Policy expands best practices for environmental accountability in district programs and operations, including involvement of staff at all levels, use of least toxic pest management practices, compliance with green building standards in any new construction, acquisition of reduced or zero emission school buses, limitation of unnecessary idling of school buses or personal vehicles, implementation of green practices in the district's food services program, and use of green school activities as tools for student learning.

BP/AR 3511 - Energy and Water Management
(BP/AR revised)

Policy and regulation updated to reflect recommendations in **NEW STATE GUIDANCE** from CDE, the Division of the State Architect in the Department of General Services, and the State Water Resources Control Board. Policy also deletes green school strategies duplicated in other policies, and adds coordination with local and regional entities to share expertise and resources. Section on "Storm Water Management" deletes specific requirements for "nontraditional MS4 entities" that are subject to the General Permit for Storm Water Discharges to Small Municipal Separate Storm Sewer Systems, and clarifies that districts may also be subject to the Construction General Permit and the National Pollutant Discharge Elimination System General Permit for Storm Water Discharges Associated with Industrial Activities. Section on "Emergency Interruption of Services" contains material formerly in AR. Regulation expands components of the district's resource management program to include strategies related to outdoor spaces, drought-tolerant habitats, and equipment maintenance and repair. Regulation also adds new section on "Storm Water Management" with examples of best practices and adds new material related to the emergency interruption of services.

BP/AR 3551 - Food Service Operations/Cafeteria Fund
(BP/AR revised)

Policy updated to reflect **NEW FEDERAL REGULATION (84 Fed. Reg. 8247)** and updated California Department of Education (CDE) guidance giving districts with an average daily attendance of less than 2,500 greater flexibility in the hiring of food service directors. Policy also consolidates material on

nondiscrimination toward students who have unpaid meal fees and those who participate in the free and reduced-price meal program. Regulation updated to reflect **NEW LAW (AB 3043, 2018)** which permits the use of cafeteria funds to (1) pay for the purchase of a mobile food facility and (2) supplement the cost of providing universal breakfast in districts that do not provide universal breakfast under a federal program, provided they submit the required certification to CDE. Regulation also updates section on U.S. Department of Agriculture (USDA) donated foods to reflect current requirements for the safe storage and control of the foods. In both policy and regulation, CDE and USDA guidance renumbered when superseded by newer guidance.

BP 4033 - Lactation Accommodation

(BP revised)

Policy updated to reflect **NEW LAW (SB 142)** which mandates districts to adopt policy that addresses an employee's right to request lactation accommodation, the process by which the employee makes the request, the district's obligation to respond to the request, and the employee's right to file a complaint with the Labor Commissioner alleging any violation of the right to lactation accommodation. Policy also reflects provisions of SB 142 requiring districts to provide a lactation room or location with prescribed features, prohibiting districts from discriminating or retaliating against an employee who exercises the right to lactation accommodation, and authorizing districts with fewer than 50 employees to seek an exemption from the requirement to provide lactation accommodation if the district demonstrates that the requirement poses an undue hardship.

Cabrillo USD
Board Policy
Budget

BP 3100
Business and Noninstructional Operations

The Governing Board recognizes its critical responsibility for adopting a sound budget each fiscal year which is aligned with **and reflects** the district's vision, goals, ~~and~~ priorities**, local control and accountability plan (LCAP), and other comprehensive plans.** The district budget shall guide decisions and actions throughout the year and shall serve as a tool for monitoring the fiscal health of the district.

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)
(cf. 0400 - Comprehensive Plans)
(cf. 0460 - Local Control and Accountability Plan)
(cf. 3300 - Expenditures and Purchases)
(cf. 3460 - Financial Reports and Accountability)
(cf. 9000 - Role of the Board)

The district budget shall show a complete plan and itemized statement of all proposed expenditures and all estimated revenues for the following fiscal year, together with a comparison of revenues and expenditures for the current fiscal year. The budget shall also include the appropriations limit and the total annual appropriations subject to limitation as determined pursuant to Government Code 7900-7914. (Education Code 42122)

Budget Development and Adoption Process

In order to provide guidance in the development of the budget, the Board shall annually establish budget priorities based on identified district needs and goals and on realistic projections of available funds.

The Superintendent or designee shall oversee the preparation of a proposed district budget for approval by the Board and shall involve appropriate staff in the development of budget projections.

The Board shall hold a public hearing on the proposed budget in accordance with Education Code 42103 and 42127. **The hearing shall occur at the same meeting as the public hearing on the district's LCAP and the local control funding formula (LCFF) budget overview for parents/guardians. (Education Code 42103, 42127, 52062, 52064.1)**

(cf. 9320 - Meetings and Notices)
(cf. 9322 - Agenda/Meeting Materials)
(cf. 9323 - Meeting Conduct)

The Board shall adopt the district budget **at a public meeting held after the date of the public hearing but** on or before July 1 of each year. **The Board shall adopt the budget following**

its adoption of the LCAP, or annual update to the LCAP, and the LCFF budget overview for parents/guardians. The budget shall include the expenditures necessary to implement the LCAP or the annual update to the LCAP. (Education Code 42127, 52062)

~~At a public meeting scheduled on a date after the public hearing on the budget, the Board shall, following its adoption of the LCAP or an annual update to the LCAP, adopt the budget. The budget shall include the expenditures necessary to implement the LCAP or the annual update to the LCAP. (Education Code 42127, 52062)~~

The budget that is **presented at the public hearing as well as the budget** formally adopted by the Board shall adhere to the state's Standardized Account Code Structure as prescribed by the Superintendent of Public Instruction **(SPI)**. (Education Code 42126, 42127)

The Superintendent or designee may supplement this format with additional information as necessary to effectively communicate the budget to the Board, staff, and public.

No later than five days after the Board adopts the district budget or by July 1, whichever occurs first, the Board shall file **the adopted district budget** with the County Superintendent of Schools ~~the adopted district budget and supporting data~~. The budget and supporting data shall be maintained and made available for public review. (Education Code 42127)

(cf. 1340 - Access to District Records)

If the County Superintendent disapproves or conditionally approves the district's budget, the Board shall review and respond to ~~his/her~~ **the County Superintendent's** recommendations at a **regular** public meeting on or before October 8. The response shall include any revisions to the adopted budget and any other proposed actions to be taken as a result of those recommendations. (Education Code 42127)

Budget Advisory Committee

The Superintendent or designee may appoint a budget advisory committee composed of staff, Board representatives, and/or members of the community.

The committee shall submit recommendations during the budget development process and its duties shall be assigned each year based on district needs. All recommendations of the committee shall be advisory only and shall not be binding on the Board.

(cf. 1220 - Citizen Advisory Committees)
(cf. 2230 - Representative and Deliberative Groups)
(cf. 3350 - Travel Expenses)
(cf. 9130 - Board Committees)
(cf. 9140 - Board Representatives)

Budget Criteria and Standards

The ~~Superintendent or designee shall develop a~~ district budget **shall be developed** in accordance with state criteria and standards specified in 5 CCR 15440-15450 as they relate to projections of average daily attendance (ADA), enrollment, ratio of ADA to enrollment, ~~local control funding formula~~ **LCFF** revenue, salaries and benefits, other revenues and expenditures, facilities maintenance, deficit spending, ~~unrestricted general~~ fund balance, and reserves. In

addition, ~~he/she~~ **the Superintendent or designee** shall provide the supplemental information specified in 5 CCR 15451 which addresses the methodology and budget assumptions used, contingent liabilities, use of one-time revenues for ongoing expenditures, use of ongoing revenues for one-time expenditures, contingent revenues, contributions, long-term commitments, unfunded liabilities, status of collective bargaining agreements, the LCAP, and LCAP expenditures. (Education Code 33128, ~~33128.3,~~ 33129, 42127.01; 5 CCR 15440-15451)

The district budget shall provide for increas~~ing~~**ed** or improv~~ing~~**ed** services for unduplicated students at least in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated students **in accordance with 5 CCR 15496.** *Unduplicated students* are students who are eligible for free or reduced-price meals, English learners, and/or foster youth. (Education Code 42238.07; 5 CCR 15496)

(cf. 3553 - Free and Reduced Price Meals)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6174 - Education for English Learners)

The Board may establish other budget assumptions or parameters which may take into consideration the stability of funding sources, legal requirements and constraints on the use of funds, anticipated increases and/or decreases in the cost of services and supplies, program requirements, and any other factors necessary to ensure that the budget is a realistic plan for district revenues and expenditures.

(cf. 2210 - Administrative Discretion Regarding Board Policy)
(cf. 3110 - Transfer of Funds)

Fund Balance

The district shall classify fund balances in compliance with Governmental Accounting Standards Board (GASB) Statement 54, as follows:

1. *Nonspendable fund balance* includes amounts that are not expected to be converted to cash, such as resources that are not in a spendable form (e.g., inventories and prepaids) or that are legally or contractually required to be maintained intact.

2. *Restricted fund balance* includes amounts constrained to specific purposes by their providers or by law.

3. *Committed fund balance* includes amounts constrained to specific purposes by the Board.

   For this purpose, all commitments of funds shall be approved by a majority vote of the Board. The constraints shall be imposed no later than the end of the reporting period (June 30), although the actual amounts may be determined subsequent to that date but prior to the issuance of the financial statements.

4. *Assigned fund balance* includes amounts which are intended for a specific purpose but do not meet the criteria to be classified as restricted or committed.

The Board delegates authority to assign funds to the assigned fund balance to the Superintendent and authorizes the assignment of such funds to be made any time prior to the issuance of the financial statements. The Superintendent ~~may~~ **shall have discretion to** further delegate the authority to assign funds ~~at his/her discretion~~.

5. *Unassigned fund balance* includes amounts that are available for any purpose.

When multiple types of funds are available for an expenditure, the district shall first utilize funds from the restricted fund balance as appropriate, then from the committed fund balance, then from the assigned fund balance, and lastly from the unassigned fund balance.

The Board intends to maintain a minimum assigned and unassigned fund balance in an amount the Board deems sufficient to maintain fiscal solvency and stability and to protect the district against unforeseen circumstances.

If the assigned and unassigned fund balance falls below the level set by the Board due to an emergency situation, unexpected expenditures, or revenue shortfalls, the Board shall develop a plan to recover the fund balance which may include dedicating new unrestricted revenues, reducing expenditures, and/or increasing revenues or pursuing other funding sources.

Reserve Balance

The district budget shall include a minimum reserve balance for economic uncertainties that is consistent with the percentage or amount specified in 5 CCR 15450.

In any year ~~that~~ **following the fiscal year in which** the district is notified by the ~~Superintendent of Public Instruction~~ **SPI** that the amount of monies in the state Public School System Stabilization Account equals or exceeds three percent of the combined total of general fund revenues appropriated for school districts and allocated local proceeds of taxes, the district budget shall not contain a combined assigned or unassigned ending general fund balance that is in excess of 10 percent of these funds**, unless the requirement is waived in accordance with Education Code 42127.01**. (Education Code ~~41202,~~ 42127.01)

Long-Term Financial Obligations

The district's current-year budget and multiyear projections shall include adequate provisions for addressing the district's long-term financial obligations, including, but not limited to, long-term obligations resulting from collective bargaining agreements, financing of facilities projects, unfunded or future liability for retiree benefits, and accrued workers' compensation claims.

(cf. 4141/4241 - Collective Bargaining Agreement)
(cf. 4154/4254/4354 - Health and Welfare Benefits)
(cf. 7210 - Facilities Financing)
(cf. 9250 - Remuneration, Reimbursement and Other Benefits)

The Board may approve a plan for meeting the district's long-term obligations to fund contributions to the California Public Employees' Retirement System (CalPERS) which, to the extent possible, minimizes significant increases in annual general fund expenditures towards pension obligations. The plan may include prefunding required

pension contributions through the California Employers' Pension Prefunding Trust Program pursuant to Government Code 21710-21716.

The Board shall approve a plan for meeting the district's long-term obligations to fund nonpension, other postemployment benefits (OPEBs). This plan shall include a specific funding strategy and the method that will be used to finance the district's annual fiscal obligations for such benefits in a manner that continually reduces the deficit to the district to the extent possible. The Board reserves the authority to review and amend the funding strategy as necessary to ensure that it continues to serve the best interests of the district and maintains flexibility to adjust for changing budgetary considerations.

~~When the~~ **The** Superintendent or designee **shall annually** present~~s~~ a report to the Board on the estimated accrued but unfunded cost of OPEBs**.**~~, the Board shall disclose, as~~ **As** a separate agenda item at the same meeting, **the Board shall disclose** whether or not it will reserve a sufficient amount of money in its budget to fund the present value of the benefits of existing retirees and/or the future cost of employees who are eligible for benefits in the current fiscal year. (Education Code 42140)

~~When the~~ **The** Superintendent or designee **shall annually** present~~s~~ a report to the Board on the estimated accrued but unfunded cost of workers' compensation claims~~, the Board shall disclose, as~~ **and the actuarial reports upon which the estimated costs are based. As** a separate agenda item at the same meeting, **the Board shall disclose** whether ~~or not~~ it will reserve in the budget sufficient amounts to fund the present value of accrued but unfunded workers' compensation claims or if it is otherwise decreasing the amount in its workers' compensation reserve fund. The Board shall annually certify to the County Superintendent the amount, if any, that it has decided to reserve in the budget for these costs. The Board shall submit to the County Superintendent any budget revisions that may be necessary to account for this budget reserve. (Education Code 42141)

Budget Amendments

No later than 45 days after the Governor signs the annual Budget Act, the Superintendent or designee shall make available for public review any revisions in budgeted revenues and expenditures which occur as a result of the funding made available by that Budget Act. (Education Code 42127)

Whenever revenues and expenditures change significantly throughout the year, the Superintendent or designee shall recommend budget amendments to ensure accurate projections of the district's net ending balance. When final figures for the prior-year budget are available, this information shall be used as soon as possible to update the current-year budget's beginning balance and projected revenues and expenditures.

In addition, budget amendments shall be submitted for Board approval as necessary when collective bargaining agreements are accepted, district income declines, increased revenues or unanticipated savings are made available to the district, program proposals are significantly different from those approved during budget adoption, interfund transfers are needed to meet actual program expenditures, and/or other significant changes occur that impact budget projections.

Legal Reference:

EDUCATION CODE
1240 Duties of county superintendent of schools
33127-33131 Standards and criteria for local budgets and expenditures
41202 Determination of minimum level of education funding
42103 Public hearing on proposed budget; requirements for content of proposed budget
42122-42129 Budget requirements
42130-42134 Financial certifications
*42140-~~42141~~ **42142** Disclosure of fiscal obligations*
42238-42251 Apportionments to districts, especially:
42238.01-42238.07 Local control funding formula
42602 Use of unbudgeted funds
42610 Appropriation of excess funds and limitation thereon
45253 Annual budget of personnel commission
45254 First year budget of personnel commission
52060-52077 Local control and accountability plan
GOVERNMENT CODE
7900-7914 Appropriations limit
21710-21716 California Employer's Pension Prefunding Trust Program
CODE OF REGULATIONS, TITLE 5
15060 Standardized account code structure
15440-15451 Criteria and standards for school district budgets
*15494-~~15496~~ **15497** Local control funding formula, **supplemental and concentration grant** expenditures*

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
California School Accounting Manual
New Requirements for Reporting Fund Balance in Governmental Funds, January 7, 2011
FISCAL CRISIS AND MANAGEMENT ASSISTANCE TEAM PUBLICATIONS
*Fiscal Oversight Guide for AB 1200, AB 2756 and Subsequent Related Legislation, **December 2015** ~~September 2006~~*
GOVERNMENT FINANCE OFFICERS ASSOCIATION
*Best Practice: ~~Appropriate Level of Unrestricted Fund Balance in the General Fund, 2009~~ **Fund Balance Guidelines for the General Fund, September 2015***
GOVERNMENTAL ACCOUNTING STANDARDS BOARD STATEMENTS
Statement 75, Accounting and Financial Reporting ~~by Employers~~ for Post-employment Benefits Other Than Pensions, June 2015
*Statement 54, Fund Balance Reporting and Governmental Fund Type Definitions, ~~March~~ **February** 2009*
WEB SITES
CSBA: http://www.csba.org
Association of California School Administrators: http://www.acsa.org
California Department of Education, Finance and Grants: http://www.cde.ca.gov/fg
California Department of Finance: http://www.dof.ca.gov
Fiscal Crisis and Management Assistance Team: http://www.fcmat.org
WEB SITES (continued)
Government Finance Officers Association: http://www.gfoa.org
Governmental Accounting Standards Board: http://www.gasb.org
School Services of California, Inc.: http://www.sscal.com

Policy CABRILLO UNIFIED SCHOOL DISTRICT
adopted: February 12, 2009 Half Moon Bay, California
revised: October 14, 2010
revised: June 30, 2011

revised: December 12, 2013
revised: May 14, 2015
revised: April 7, 2016
revised: August 9, 2018
revised: TBD

Cabrillo USD
Board Policy
Fees And Charges

BP 3260
Business and Noninstructional Operations

The Governing Board recognizes its responsibility to ensure that books, materials, equipment, supplies, and other resources necessary for students~~'~~ participation in the district's educational program are made available to ~~them~~ **students** at no cost.

No student shall be required to pay a fee, deposit, or other charge for ~~his/her~~ participation in an educational activity which constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities. (Education Code 49010, 49011; 5 CCR 350)

(cf. 3100 - Budget)
(cf. 6145 - Extracurricular and Cocurricular Activities)

As necessary, the Board may approve fees, deposits, and other charges which are specifically authorized by law. When approving such fees, deposits, or charges, establishing fee schedules, or determining whether waivers or exceptions should be granted, the Board shall consider relevant data, including the socioeconomic conditions of ~~district~~ students' families and their ability to pay.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 0415 - Equity)
(cf. 3250 - Transportation Fees)
~~(cf. 3515.4 - Recovery for Property Loss or Damage)~~
(cf. 3553 - Free and Reduced Price Meals)
(cf. 5143 - Insurance)
(cf. 9323.2 - Actions by the Board)

The prohibition against student fees shall not ~~restrict~~ **prevent** the district from soliciting for donations, ~~participating in~~ **conducting** fundraising activities, or providing prizes or other recognition for participants in such activities and events. The Superintendent or designee shall emphasize that participation of students, parents/guardians, district employees, volunteers, or educational or civic organizations in such activities and events is voluntary. The district shall not offer or award to a student any course credit or privileges related to educational activities in exchange for voluntary donations or participation in fundraising activities by or on behalf of the student. ~~It~~ **The district** also shall not remove or threaten to remove from a student any course credit or privileges related to educational activities, or otherwise discriminate against the student, due to a lack of voluntary donations or participation in fundraising activities by or on behalf of the student.

(cf. 1321 - Solicitation of Funds from and by Students)
(cf. 3290 - Gifts, Grants and Bequests)

The Superintendent or designee may provide information or professional development opportunities to administrators, teachers, and other personnel regarding permissible fees.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

Complaints

A complaint alleging district noncompliance with the prohibition against requiring student fees, deposits, or other charges shall be filed in accordance with the district's procedures in BP/AR 1312.3 - Uniform Complaint Procedures. (Education Code 49013)

(cf. 1312.3 - Uniform Complaint Procedures)

If, upon investigation, the district finds merit in the complaint, the Superintendent or designee shall recommend and the Board shall adopt an appropriate remedy to be provided to all affected students and parents/guardians in accordance with 5 CCR 4600.

Information related to the prohibition against requiring students to pay fees for participation in an educational activity shall be included in the district's annual notification of uniform complaint procedures to be provided to all students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 49013)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)
(cf. 5145.6 - Parental Notifications)

Collection of Debt

The Superintendent or designee shall, in accordance with law, recover any debt owed to the district as a result of unpaid permissible student fees approved by the Board. However, the district shall not bill a current or former student for accumulated debt, nor take negative action against a student or former student because of such debt, including, but not limited to, any of the following: (Education Code 49014)

1. **Denying full credit for any class assignment**

2. **Denying full and equal participation in any classroom activity**

3. **Denying access to the library or other on-campus educational facilities**

4. **Denying or withholding grades or transcripts**

5. **Denying or withholding a diploma**

6. **Limiting or barring participation in an extracurricular activity, club, or sport**

7. **Limiting or excluding the student from participation in an educational activity, field trip, or school ceremony**

Legal Reference:

EDUCATION CODE
8239 Preschool and wraparound child care services
8250 Child care and development services for children with disabilities
8263 Child care eligibility
8422 21st Century High School After School Safety and Enrichment for Teens programs
8482.6 After School Education and Safety programs
*8760-8774 Outdoor science~~, and~~ conservation**, and forestry** programs*
*17453.1 District sale or lease of Internet appliances or personal computers to ~~students or~~ parents **of students***
17551 Property fabricated by students
19910-19911 Offenses against libraries
32033 Eye protective devices
32221 Insurance for athletic team member
32390 Fingerprinting program
35330-35332 Excursions and field trips
35335 School camp programs
38080-38086.1 Cafeteria establishment and use
38120 Use of school band equipment on excursions to foreign countries
39801.5 Transportation for adults
39807.5 Payment of transportation costs
39837 Transportation of students to places of summer employment
48050 Residents of adjoining states
48052 Tuition for foreign residents
48904 Liability of parent or guardian
49010-49013 Student fees
49014 Public School Fair Debt Collection Act
49065 Charge for copies
49066 Grades, effect of physical education class apparel
49091.14 Prospectus of school curriculum
49557.5 Unpaid school meal fees
51810-51815 Community service classes
52612 Tuition for adult classes
52613 Nonimmigrant foreign nationals
56504 School records; students with disabilities
60410 Students in classes for adults
GOVERNMENT CODE
6253 Request for copy; fee
CALIFORNIA CONSTITUTION
Article 9, Section 5 Common school system
CODE OF REGULATIONS, TITLE 5
350 Fees not permitted
4600-4687 Uniform complaint procedures
UNITED STATES CODE, TITLE 8
*1184 ~~Foreign~~ **Nonimmigrant** students*
COURT DECISIONS
Arcadia Unified School District v. State Department of Education (1992) 2 Cal 4th 251
*Driving School Assn of CA v. San Mateo Union HSD ~~(1993)~~ **(1992)** 11 Cal. App. 4th 1513*
~~Arcadia Unified School District v. State Department of Education (1992) 2 Cal 4th 251~~
Steffes v. California Interscholastic Federation (1986) 176 Cal. App. 3d 739
Hartzell v. Connell (1984) 35 Cal. 3d 899
CTA v. Glendale School District Board of Education (1980) 109 Cal. App. 3d 738

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
*Pupil Fees**, ~~: Damage to School Property~~ **Deposits and Other Charges**, Fiscal Management Advisory ~~16-01, September 16, 2016~~ **17-01, July 28, 2017***
~~Pupil Fees: Parent Service Hours, Fiscal Management Advisory 15-01, January 20, 2015~~

~~*Pupil Fees, Deposits, and Other Charges: Cap and Gown for High School Graduation Ceremony, Addendum to Fiscal Management Advisory 12-02, October 4, 2013*~~
~~*Fees, Deposits and Other Charges, Fiscal Management Advisory 12-02, April 24, 2013*~~
WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov

Policy CABRILLO UNIFIED SCHOOL DISTRICT
adopted: December 11, 2008 Half Moon Bay, California
revised: May 9, 2013
revised: May 29, 2014
revised: October 12, 2017
revised: TBD

Cabrillo USD
Board Policy
GREEN SCHOOL OPERATIONS

BP 3510
Business and Noninstructional Operations

The Governing Board believes everyone has a responsibility to be a steward of the environment and desires to integrate environmental accountability into all district programs and operations. The Superintendent or designee shall develop strategies to promote district use of "green" school principles and practices in order to conserve natural resources, reduce the impact of district operations on the environment, and protect the health of students, staff, and the community.

In developing such strategies and assessing the environmental conditions in district facilities and operations, the Superintendent or designee shall involve staff at all levels and with varying job responsibilities, including administrators, certificated staff, and classified staff. As appropriate, the Superintendent or designee may also consult with health professionals; representatives of local governmental agencies, utilities, solid waste and recycling companies, and community organizations; and/or others with expertise.

(cf. 1220 - Citizen Advisory Committees)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 7131 - Relations with Local Agencies)

In selecting and prioritizing strategies, the Superintendent or designee shall give consideration to long-term potential cost savings, initial costs, feasibility of implementation, quality and performance of the product or service, health impacts, environmental considerations, and potential educational value.

(cf. 3100 - Budget)
(cf. 3460 - Financial Reports and Accountability)

District strategies may include, but are not limited to:

1. Reducing energy and water consumption, and using renewable and clean energy technologies and alternatives when available

(cf. 3511 - Energy and Water Management)

2. Establishing recycling programs in district facilities

(cf. 3511.1 - Integrated Waste Management)

3. Reducing the consumption of disposable materials by reusing materials and by using electronic rather than paper communications when feasible

4. Using environmentally preferable products and services whenever practical, including, but not limited to, products that:

   a. Minimize environmental impacts, toxins, pollutants, odors, and hazards

   b. Contain postconsumer recycled content

   c. Are durable and long-lasting

   d. Conserve energy and water

   e. Reduce waste

(cf. 3514 - Environmental Safety)
(cf. 3514.1 - Hazardous Substances)
(cf. 5141.23 - Asthma Management)

5. Using least toxic, independently certified green cleaning products when feasible, as well as high-efficiency cleaning equipment that reduces the need to use chemicals

6. Providing professional development to maintenance staff in the proper use, storage, and disposal of cleaning supplies

(cf. 4231 - Staff Development)

7. Using effective, least toxic pest management practices for the control and management of pests

(cf. 3514.2 - Integrated Pest Management)

8. Ensuring that any construction of new facilities complies with green building standards pursuant to 24 CCR 101.1-703.1, and focusing on sustainability and student health in the design and implementation of facilities modernization projects

(cf. 7110 - Facilities Master Plan)
(cf. 7111 - Evaluating Existing Buildings)
(cf. 7150 - Site Selection and Development)

9. Reducing vehicle emissions by:

   a. Encouraging students to walk or bicycle to school or to use district or public transportation

(cf. 5142.2 - Safe Routes to School Program)

   b. Using reduced or zero emission school buses and vehicles and providing accompanying infrastructure such as charging stations

(cf. 3540 - Transportation)

   c. Limiting unnecessary idling of school buses in accordance with 13 CCR 2480

d. Limiting unnecessary idling of personal vehicles by encouraging parents/guardians, through signage or other means of communication, to turn off their vehicles when parked on and around school grounds

10. Implementing green school practices in the district's food service programs by:

a. Providing fresh, locally sourced, unprocessed, organic food, including plant-based options, when available

b. Reducing food packaging and using packaging that is recyclable and/or biodegradable

c. Utilizing reusable products

d. Encouraging zero-waste lunches when food is brought from home

e. Maintaining a system for food waste, such as composting

f. Providing sharing tables where unused cafeteria food items may, in accordance with Health and Safety Code 114079, be returned for student use or donated to a food bank or other nonprofit charitable organization

(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 3551 - Food Service Operations/Cafeteria Fund)

11. Integrating green school practices and activities into the educational program by providing instruction to students on the importance of the environment, involving students in the implementation and evaluation of green school activities and projects as appropriate, and utilizing green school activities and projects as learning tools

(cf. 6142.5 - Environmental Education)

Legal Reference:
EDUCATION CODE
8700-8707 Environmental education
17070.96 Leroy F. Greene School Facilities Act of 1996, consideration of high performance standards
17072.35 New construction grants; use for designs and materials for high performance schools
17608-17614 Healthy Schools Act of 2000
32370-32376 Recycling paper
33541 Environmental education
101012 Kindergarten through 12th grade school facilities program
FOOD AND AGRICULTURAL CODE
13180-13188 Healthy Schools Act of 2000
HEALTH AND SAFETY CODE
114079 General food safety requirements; unused or returned food
PUBLIC CONTRACT CODE
12400-12404 Environmentally preferable purchasing
PUBLIC RESOURCES CODE
25410-25422 Energy conservation assistance
40050-40063 Integrated waste management act
42630-42647 Schoolsite source reduction and recycling assistance program
CODE OF REGULATIONS, TITLE 2

1859.70.4 Funding for high performance incentive grants
1859.71.6 Additional grant for high performance incentive, new construction
1859.77.4 Additional grants for high performance incentive, site and modernization
CODE OF REGULATIONS, TITLE 5
14010 Standards for school site selection
CODE OF REGULATIONS, TITLE 13
2480 Limitation to school bus idling and idling at schools
CODE OF REGULATIONS, TITLE 24
101.1-703.1 Green building standards

Management Resources:
CALIFORNIA AIR RESOURCES BOARD PUBLICATIONS
School Bus Fleet Webinar, April 20, 2018
COLLABORATIVE FOR HIGH PERFORMING SCHOOLS PUBLICATIONS
CHPS Best Practices Manual
GLOBAL GREEN USA PUBLICATIONS
Healthier, Wealthier, Wiser: A Report on National Green Schools
GREEN SCHOOLS INITIATIVE PUBLICATIONS
Green Schools Buying Guide
HEALTHY SCHOOLS CAMPAIGN PUBLICATIONS
The Quick and Easy Guide to Green Cleaning in Schools, 2nd ed., 2008
WEB SITES
CSBA: http://www.csba.org
California Air Resources Board: http://www.arb.ca.gov
California Department of General Services, Green California: http://www.green.ca.gov
California Energy Commission: http://www.energy.ca.gov
Collaborative for High Performance Schools: http://www.chps.net
Global Green USA: http://www.globalgreen.org
Green Schools Initiative: http://www.greenschools.net
Healthy Schools Campaign: http://www.healthyschoolscampaign.org/programs/gcs
U.S. Environmental Protection Agency: http//www.epa.gov
U.S. Green Building Council, LEED Green Building Rating System: http://www.usgbc.org

Policy CABRILLO UNIFIED SCHOOL DISTRICT
adopted: TBD Half Moon Bay, California

Cabrillo USD

Board Policy

Energy And Water Management

BP 3511
Business and Noninstructional Operations

~~The Governing Board shall establish goals for recycling and reducing energy and water use in the district.~~

The Governing Board recognizes the environmental and financial benefits that can be derived from conserving energy, water, and other natural resources, preparing for extreme weather and other natural events, and providing an environment that promotes the health and well-being of students and staff. To support district goals for energy and water management, the Superintendent or designee shall develop a resource management program which may include strategies for implementing effective and sustainable resource use practices, exploring the use of renewable and clean energy technology and/or sources, reducing energy and water consumption, and promoting conservation principles in the educational program.

(cf. 0200 - Goals for the School District)
(cf. 3100 - Budget)
(cf. 3300 - Expenditures and Purchases)
(cf. 3510 - Green School Operations)
(cf. 3511.1 - Integrated Waste Management)
(cf. 3512 - Equipment)
(cf. 6142.5 - Environmental Education)

The Superintendent or designee may solicit input from staff, students, and parents/guardians regarding the district's resource management program. The Superintendent or designee shall provide staff and students with training and guidance on best practices to achieve the district's goals, and may establish a reward program to recognize outstanding accomplishments.

(cf. 1150 - Commendation and Awards)

~~The Superintendent or designee shall establish a plan to meet energy and water use reduction goals, monitor energy consumption, and encourage employees and students to conserve resources.~~ The Superintendent or designee shall regularly inspect district facilities**,** ~~and~~ **monitor** operations**,** and make recommendations for maintenance and ~~capital expenditures~~ **repairs** which may help **the district reach its** ~~energy and water consumption goals~~ **conservation and management goals and improve efficiency**.

(cf. 7110 - Facilities Master Plan)
(cf. 7111 - Evaluating Existing Buildings)

~~The Superintendent or designee will seek available grants to initiate or sustain conservation efforts.~~

The Superintendent or designee shall make every effort to identify funding opportunities and cost-reducing incentive programs to help the district achieve its conservation and management goals. The district may coordinate with other local or regional entities to capitalize on their expertise and maximize the efficient use of resources, such as through joint or shared use agreements.

(cf. 1330.1 - Joint Use Agreements)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

The Superintendent or designee shall ~~periodically~~ **regularly** report to the Board on the district's progress in meeting ~~energy and water use reduction~~ **its conservation and resource management** goals.

Storm Water Management

To the maximum extent practicable, the district shall reduce the discharge of pollutants into the water system in order to minimize the threat to water quality from storm water runoff.

The Superintendent or designee shall ensure that the district complies with storm water discharge standards specified by any applicable General Permit coverage required by law, including all requirements of the Construction General Permit issued by the State Water Resources Control Board for any project that disturbs one acre or more of soil. (40 CFR 122.34).

(cf. 3514 - Environmental Safety)
(cf. 3514.1 - Hazardous Substances)
(cf. 3514.2 - Integrated Pest Management)

The Superintendent or designee shall develop a storm water management plan that complies with the provisions of the applicable permit and describes best management practices, design strategies, measurable goals, and timetables for implementation. The plan and a resolution authorizing its implementation shall be submitted to the Board for approval. (40 CFR 122.34)

For all projects, the district shall comply with any city or county ordinance that regulates drainage improvements and conditions. (Government Code 53097)

Emergency Interruption of Services

The Superintendent or designee shall develop a plan to minimize disruption to the educational program in the event of power outages or other emergency interruption of utility services. The plan shall include actions to be taken to facilitate student and staff safety, administrative control of operations, protection of equipment, effective communications, and coordination with local fire, police, and emergency personnel and utility service providers.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 3516 - Emergencies and Disaster Preparedness Plan)

(cf. 3516.5 - Emergency Schedules)

Legal Reference:

EDUCATION CODE
17213.1 School sites
17280 Construction of school buildings
35275 Coordination of new facilities with recreation and park authorities
41422 School term or session length, failure to comply due to disaster
46392 Emergency conditions; ADA estimate
GOVERNMENT CODE
53097 Local agencies
PUBLIC RESOURCES CODE
25410-25421 Energy conservation assistance
WATER CODE
189.3 Recommendations for best design and use practices
13383 Compliance with the federal Water Pollution Control Act
13383.5 Storm water discharge monitoring requirements
CODE OF REGULATIONS, TITLE 23
490-495 Model Water Efficient Landscape Ordinance
2200 Discharge permit fees
UNITED STATES CODE, TITLE 33
1342 National pollutant discharge elimination system
CODE OF FEDERAL REGULATIONS, TITLE 40
122.1-122.64 National pollutant discharge elimination system

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION ~~MANAGEMENT ADVISORIES~~ ***PUBLICATIONS***
~~0118.01 California's Energy Challenge~~
~~0706.90 Water Conservation Advisory, 90-09~~
Guidance for Stormwater and Dry Weather Runoff CAPTURE (California Practices to Use Runoff Effectively) at Schools, December 2018
A Blueprint for Environmental Literacy: Educating Every Student In, About, and For the Environment, 2015
*~~0222.90~~ Average Daily Attendance Credit During Periods of Emergency****, Management Advisory*** *90****-01, rev. February 10, 2005***
CALIFORNIA STATE WATER RESOURCES CONTROL BOARD PUBLICATIONS
Guidance for Design and Construction of Vegetated Low Impact Development Projects, 2016
U.S. ENVIRONMENTAL PROTECTION AGENCY PUBLICATIONS
National Management Measures to Control Nonpoint Source Pollution from Urban Areas, 2005
WEB SITES
CSBA: http://www.csba.org
Alliance to Save Energy: http://www.ase.org
California Department of Education, Facilities: http://www.cde.ca.gov/ls/fa
California Department of Water Resources: https://water.ca.gov
California Division of State Architect: https://www.dgs.ca.gov/DSA
California Energy Commission: http://www.energy.ca.gov
California State Water Resources Control Board: http://www.swrcb.ca.gov
California Stormwater Quality Association: https://www.casqa.org/resources
Collaborative for High Performance Schools (CHPS): https://chps.net
Green School Yards America: http://www.greenschoolyards.org
U.S. Environmental Protection Agency: http://www.epa.gov

Policy CABRILLO UNIFIED SCHOOL DISTRICT
adopted: December 11, 2008 Half Moon Bay, California
revised: TBD

Cabrillo USD

Board Policy

Food Service Operations/Cafeteria Fund

BP 3551
Business and Noninstructional Operations

The Governing Board intends that school food services shall be a self-supporting, nonprofit program. To ensure program quality and increase cost effectiveness, the Superintendent or designee shall centralize and direct the purchasing of foods and supplies, the planning of menus, and the auditing of all food service accounts for the district.

(cf. 3100 - Budget)
(cf. 3300 - Expenditures and Purchases)
(cf. 3311 - Bids)
(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 3552 - Summer Meal Program)
(cf. 5030 - Student Wellness)

The Superintendent or designee shall ensure that ~~all~~ food service ~~personnel~~ **director(s)** possess the ~~required~~ qualifications **required by 7 CFR 210.30 and California Department of Education (CDE) standards.** ~~and receive ongoing professional development related to the effective management and implementation of the district's food service program in accordance with law.~~

(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

At least once each year, food service administrators, other appropriate personnel who conduct or oversee administrative procedures, and other food service personnel shall receive training provided by the ~~California Department of Education (~~CDE~~)~~. (42 USC 1776)

Meal Sales

Meals may be sold to students, district employees, Board members, and employees or members of the fund or association maintaining the cafeteria. (Education Code 38082)

In addition, meals may be sold to nonstudents, including parents/guardians, volunteers, students' siblings, or other individuals, who are on campus for a legitimate purpose. Any meals served to nonstudents shall not be subsidized by federal or state reimbursements, food service revenues, or U.S. Department of Agriculture (USDA) foods.

Meal prices, as recommended by the Superintendent or designee and approved by the Board, shall be based on the costs of providing food services and consistent with Education Code 38084 and 42 USC 1760. **Students who are enrolled in the free or reduced-price meal program shall**

receive meals free of charge or at a reduced price in accordance with law, Board policy, and administrative regulation.

(cf. 3553 - Free and Reduced Price Meals)

The Superintendent or designee shall establish strategies and procedures for the collection of meal payments, including delinquent meal payments. Such procedures shall conform with **BP/AR 3553 - Free and Reduced Price Meals,** 2 CFR 200.426**,** and any applicable CDE guidance. The Superintendent or designee shall clearly communicate these procedures to students and parents/guardians, and shall make this policy and the accompanying administrative regulation available to the public **pursuant to Education Code 49557.5**.

The Superintendent or designee shall ensure that a student whose parent/guardian has unpaid school meal fees **or a student who is enrolled in the free or reduced-price meal program** is not overtly identified~~,~~ **by the use of special tokens, tickets, or other means and is not** shamed, treated differently, or served a meal that differs from the meal served to other students. (Education Code **49557,** 49557.5)

~~Students who are enrolled in the free or reduced-price meal program shall receive meals free of charge or at a reduced price in accordance with law, Board policy, and administrative regulation.~~

~~Such students shall not be overtly identified or treated differently from other students.~~

(cf. 0410 - Nondiscrimination in District Programs and Activities)
~~*(cf. 3553 - Free and Reduced Price Meals)*~~
(cf. 0415 - Equity)

Cafeteria Fund

The Superintendent or designee shall establish a cafeteria fund independent of the district's general fund.

The wages, salaries, and benefits of food service employees shall be paid from the cafeteria fund. (Education Code 38103)

The Superintendent or designee shall ensure that state and federal funds provided through school meal programs are allocated only for purposes related to the operation or improvement of food services and reasonable and necessary indirect program costs as allowed by law.

(cf. 3230 - Federal Grant Funds)
(cf. 3400 - Management of District Assets/Accounts)
(cf. 3460 - Financial Reports and Accountability)

Contracts with Outside Services

With Board approval, the district may enter into a contract for food service consulting services or management services in one or more district schools. (Education Code 45103.5; 42 USC 1758; 7 CFR 210.16)

(cf. 3312 - Contracts)
(cf. 3600 - Consultants)

Procurement of Foods, Equipment and Supplies

To the maximum extent practicable, foods purchased for use in school meals by the district or by any entity purchasing food on its behalf shall be domestic commodities or products. *Domestic commodity or product* means an agricultural commodity that is produced in the United States and a food product that is processed in the United States substantially using agricultural commodities that are produced in the United States. (42 USC 1760; 7 CFR 210.21)

A nondomestic food product may be purchased for use in the district's food service program only as a last resort when the product is not produced or manufactured in the United States in sufficient and reasonable quantities of a satisfactory quality, or when competitive bids reveal the costs of a United States product are significantly higher than the nondomestic product. In such cases, the Superintendent or designee shall retain documentation justifying the use of the exception.

Furthermore, the district shall accept a bid or price for an agricultural product grown in California before accepting a bid or price for an agricultural product grown outside the state, if the quality of the California-grown product is comparable and the bid or price does not exceed the lowest bid or price of a product produced outside the state. (Food and Agriculture Code 58595)

Bid solicitations and awards for purchases of equipment, materials, or supplies in support of the district's child nutrition program, or for contracts awarded pursuant to Public Contract Code 2000, shall be consistent with the federal procurement standards in 2 CFR 200.318-200.326. Awards shall be let to the most responsive and responsible party. Price shall be the primary consideration, but not the only determining factor, in making such an award. (Public Contract Code 20111)

Program Monitoring and Evaluation

The Superintendent or designee shall present to the Board, at least annually, financial reports regarding revenues and expenditures related to the food service program.

The Superintendent or designee shall provide all necessary documentation required for the Administrative Review conducted by the CDE to ensure compliance of the district's food service program with federal requirements related to maintenance of the nonprofit school food service account, meal charges, paid lunch equity, revenue from nonprogram goods, indirect costs, and USDA foods.

(cf. 3555 - Nutrition Program Compliance)

Legal Reference:
EDUCATION CODE
38080-38086.1 Cafeteria, establishment and use
38090-38095 Cafeterias, funds and accounts
38100-38103 Cafeterias, allocation of charges
42646 Alternate payroll procedure

45103.5 Contracts for management consulting services; restrictions
49490-49493 School breakfast and lunch programs
49500-49505 School meals
~~*49554 Contract for services*~~
*49550-49564.5 Meals for needy students**, especially:***
49550.5 Universal breakfast
49554 Contract for services
49580-49581 Food recovery program
FOOD AND AGRICULTURE CODE
58595 Preference for California-grown agricultural products
HEALTH AND SAFETY CODE
113700-114437 California Retail Food Code
PUBLIC CONTRACT CODE
2000-2002 Responsive bidders
20111 Contracts
CODE OF REGULATIONS, TITLE 5
15550-15565 School lunch and breakfast programs
UNITED STATES CODE, TITLE 42
1751-1769j School lunch programs
1771-1791 Child nutrition, including:
1773 School breakfast program
CODE OF FEDERAL REGULATIONS, TITLE 2
200.56 Indirect costs, definition
*200.~~318~~**317**-200.326 Procurement standards*
200.400-200.475 Cost principles
200 Appendix VII Indirect cost proposals
CODE OF FEDERAL REGULATIONS, TITLE 7
210.1-210.31 National School Lunch Program
220.1-220.21 National School Breakfast Program
250.1-250.70 USDA foods

Management Resources:
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
California School Accounting Manual
Food Distribution Program Administrative Manual
Professional Standards in the SNP and New Hiring Flexibility, NSD Management Bulletin, SNP-10-2019, April 2019
Paid Lunch Equity Requirement and Calculation Tool, NSD Management Bulletin, SNP-12-2018, May 2018
Clarification for the Use of Alternate Meals in the National School Lunch and School Breakfast Programs, and Additional Guidance on the Handling of Unpaid Meal Charges, NSD Management Bulletin, SNP-03-2018, February 2018
Storage and Inventory Management of U.S. Department of Agriculture Foods, NSD Management Bulletin, FDP-01-2018, January 2018
Unpaid Meal Charges: Local Meal Charge Policies, Clarification on Collection of Delinquent Meal Payments, and Excess Student Account Balances, NSD Management Bulletin, SNP-03-2017, April 2017
Procuring and Monitoring of Food Service Management Contracts, NSD Management Bulletin, SNP-13-2015
~~*Clarification for the Use of Alternate Meals in the National School Lunch and School Breakfast Programs, Bad Debt Policies, and the Handling of Unpaid Meal Charges, NSD Management Bulletin, USDA-SNP-06-2015, May 2015*~~
Cafeteria Funds--Allowable Uses, NSD Management Bulletin, NSD-SNP-07-2013, May 2013
~~*Paid Lunch Equity Requirement, NSD Management Bulletin, USDA-SNP-16-2012, October 2012*~~
Adult and Sibling Meals in the National School Lunch and School Breakfast Programs, NSD Management Bulletin, 00-111, July 2000
U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS

FAQs About School Meals
Compliance with and Enforcement of the Buy American Provision in the National School Lunch Program, SP 38-2017, June 2017
Overcoming the Unpaid Meal Challenge: Proven Strategies from Our Nation's Schools, ~~*September 2016*~~***May 2017***
Unpaid Meal Charges: Guidance and Q&A, SP 23-2017, March 2017
Indirect Costs: Guidance for State Agencies and School Food Authorities SP 60-2016, September 2016
~~*Overcoming the Unpaid Meal Challenge: Proven Strategies from Our Nation's Schools, September 2016*~~
Unpaid Meal Charges: Local Meal Charge Policies, SP 46-2016, July 2016
~~*Compliance with and Enforcement of the Buy American Provision in the National School Lunch Program, SP 24-2016, February 2016*~~
Discretionary Elimination of Reduced Price Charges in the School Meal Programs, SP 17-2014, January 2014
WEB SITES
California Department of Education, Nutrition Services Division: http://www.cde.ca.gov/ls/nu
California School Nutrition Association: http://www.calsna.org
U.S. Department of Agriculture, Food and Nutrition Service: http://www.fns.usda.gov/cnd

Policy CABRILLO UNIFIED SCHOOL DISTRICT
adopted: December 11, 2008 Half Moon Bay, California
revised: February 11, 2014
revised: August 9, 2018
revised: TBD

Cabrillo USD

Board Policy

Lactation Accommodation

BP 4033
All Personnel

The Governing Board recognizes the immediate and long-term health ~~advantages~~ **benefits** of breastfeeding ~~for infants and mothers~~ and desires to provide a supportive environment for any district employee to express milk for ~~her~~ **an** infant child upon ~~her~~ return**ing** to work following the birth of the child. The Board prohibits discrimination, harassment, and/or retaliation against any district employee ~~who chooses~~ **for seeking an accommodation** to express breast milk for ~~her~~ **an** infant child while at work.

(cf. 4030 - Nondiscrimination in Employment)

~~The district shall provide a reasonable amount of break time to accommodate an employee each time she has a need to express breast milk for her infant child. (Labor Code 1030)~~

~~To the extent possible, such break time shall run concurrently with the break time already provided to the employee. Any additional break time used by a non-exempt employee for this purpose shall be unpaid. (Labor Code 1030; 29 USC 207)~~

~~The employee shall be provided a private location, other than a restroom, which is in close proximity to her work area and meets the requirements of Labor Code 1031 and 29 USC 207, as applicable.~~

An e~~E~~mployee~~s are encouraged to~~ **shall** notify ~~their~~ **the employee's** supervisor or other appropriate personnel in advance of the~~ir~~ intent to ~~make use of the~~ **request an** accommodation~~s offered for employees who are nursing mothers~~. ~~As needed, the supervisor shall~~ **The supervisor shall respond to the request and shall** work with the employee to ~~address~~ **make** arrangements**.** ~~and~~ **If needed, the supervisor shall address** scheduling in order to ensure that the employee's~~'~~ essential job duties are covered during the break time.

Lactation accommodations ~~may be denied only in limited circumstances~~ **shall be granted** ~~in accordance with law~~ **unless limited circumstances exist as specified in law.** (Labor Code **1031,** 1032; 29 USC 207)

Before ~~an employee's supervisor makes~~ a determination **is made** to deny lactation accommodations **to an employee**, ~~he/she~~ **the employee's supervisor** shall consult **with** the Superintendent or designee. ~~In any case in which~~ **When** lactation accommodations are denied, the Superintendent or designee shall document the options that were considered and the reasons for denying the accommodations.

The Superintendent or designee shall provide a written response to any employee who was denied the accommodation(s). (Labor Code 1034)

The district shall include this policy in its employee handbook or in any set of policies that the district makes available to employees. In addition, the Superintendent or designee shall distribute the policy to new employees upon hire and when an employee makes an inquiry about or requests parental leave. (Labor Code 1034)

(*cf. 4112.9/4212.9/4312.9 - Employee Notifications)*

Break Time and Location Requirements

The district shall provide a reasonable amount of break time to accommodate an employee each time the employee has a need to express breast milk for an infant child. (Labor Code 1030)

To the extent possible, any break time granted for lactation accommodation shall run concurrently with the break time already provided to the employee. Any additional break time used by a non-exempt employee for this purpose shall be unpaid. (Labor Code 1030; 29 USC 207)

The employee shall be provided the use of a private room or location, other than a bathroom, which may be the employee's work area or another location that is in close proximity to the employee's work area. The room or location provided shall ~~and~~ meet~~s~~ the following requirements: (Labor Code 1031; 29 USC 207)

1. **Is shielded from view and free from intrusion while the employee is expressing milk**

2. **Is safe, clean, and free of hazardous materials, as defined in Labor Code 6382**

3. **Contains a place to sit and a surface to place a breast pump and personal items**

4. **Has access to electricity or alternative devices, including, but not limited to, extension cords or charging stations, needed to operate an electric or battery-powered breast pump**

5. **Has access to a sink with running water and a refrigerator or, if a refrigerator cannot be provided, another cooling device suitable for storing milk in close proximity to the employee's workspace**

If a multipurpose room is used for lactation, among other uses, the use of the room for lactation shall take precedence over other uses for the time it is in use for lactation purposes. (Labor Code 1031)

Dispute Resolution

An employee may file a complaint with the Labor Commissioner at the California Department of Industrial Relations for any alleged violation of Labor Code 1030-1034. (Labor Code 1034)

(cf. 4144/4244/4344 - Complaints)

Legal Reference:

EDUCATION CODE
*200-262.4 **Educational equity; p~~P~~**rohibition of discrimination on the basis of sex*
CIVIL CODE
43.3 Right of mothers to breastfeed in any public or private location
GOVERNMENT CODE
12926 Definition of sex; breastfeeding
*12940 **Unlawful d~~D~~**iscriminatory employment practices*
*12945 **Unlawful d~~D~~**iscrimination based on pregnancy, childbirth, or related medical conditions*
LABOR CODE
*1030-~~1033~~ **1034** Lactation accommodation*
6382 Procedure for listing hazardous substances
CODE OF REGULATIONS, TITLE 2
*11035-~~11049~~ **11051** **Unlawful s~~S~~**ex discrimination; pregnancy and related medical conditions*
UNITED STATES CODE, TITLE 29
207 Fair Labor Standards Act; lactation accommodation

Management Resources:

CALIFORNIA DEPARTMENT OF INDUSTRIAL RELATIONS PUBLICATIONS
Rest Periods/Lactation Accommodation, Frequently Asked Questions
CALIFORNIA DEPARTMENT OF PUBLIC HEALTH PUBLICATIONS
*~~Minimum Requirements of the California Lactation Accommodation Law~~ **Lactation Accommodation for Employers***
CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS
Lactation Support Program Toolkit
FEDERAL REGISTER
Reasonable Break Time for Nursing Mothers, December 21, 2010, Vol. 75, No. 244, pages 80073-80079
OFFICE OF THE SURGEON GENERAL PUBLICATIONS
The Surgeon General's Call to Action to Support Breastfeeding, 2011
HEALTH RESOURCES AND SERVICES ADMINISTRATION PUBLICATIONS
The Business Case for Breastfeeding: Steps for Creating a Breastfeeding Friendly Worksite, Toolkit, 2008
U.S. DEPARTMENT OF LABOR, WAGE AND HOUR DIVISION, PUBLICATIONS
Frequently Asked Questions- Break Time for Nursing Mothers
Fact Sheet #73: Break Time for Nursing Mothers under the FLSA, rev. April 2018
~~Fact Sheet #3: Break Time for Nursing Mothers under the FLSA, rev. December 2010~~
WEB SITES
California Department of Industrial Relations, Division of Labor and Standards Enforcement: http://www.dir.ca.gov/dlse California Department of Public Health: http://www.cdph.ca.gov
*California Women, Infants and Children **Program**: http://www.wicworks.ca.gov*
Centers for Disease Control and Prevention: http://www.cdc.gov
Health Resources and Services Administration: http://www.hrsa.gov
Office of the Surgeon General: http://www.surgeongeneral.gov
U.S. Department of Labor, Wage and Hour Division, Break Time for Nursing Mothers: http://www.dol.gov/whd/nursingmothers

Policy CABRILLO UNIFIED SCHOOL DISTRICT
adopted: November 17, 2011 Half Moon Bay, California
revised: TBD

CABRILLO UNIFIED SCHOOL DISTRICT

498 Kelly Avenue, Half Moon Bay, California, 94019 • 650 712-7100 • Fax 650 726-0279 • www.cabrillo.k12.ca.us

SUPERINTENDENT
Sean McPhetridge, Ed.D.

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Kimberly Hines
Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: September 10, 2020
TO: Members of Board of Education
FROM: Sean McPhetridge, Ed.D., Superintendent
CATEGORY: Action
ITEM TITLE: Proclamation Endorsing September 15, 2020 to October 15, 2020 as Hispanic Heritage Month

BACKGROUND INFORMATION

The Cabrillo Unified School District Governing Board formally recognizes the countless contributions that Hispanic Americans have made to this nation, proclaiming September 15 to October 15 as Hispanic Heritage Month.

The observation of Hispanic Heritage Month started in 1968 under President Lyndon Johnson. It was appropriate to begin celebrations on September 15 as it is also the anniversary of the independence of five Central American nations (Costa Rica, El Salvador, Guatemala, Honduras, and Nicaragua). In addition, Mexico commemorates its independence on September 16, and Chile commemorates its independence on September 18. In 1988, Congress established that these celebrations would be stretched to a full month. The following year, President George H. W. Bush was the first to issue a Proclamation from September 15 to October 15. In this way, the nation officially honors the influences, contributions, cultures, and heritage of Hispanics and Latinos during this month.

Tonight the Governing Board proclaims September 15 to October 15 as Hispanic Heritage Month in order to honor and celebrate the countless contributions that have been made by Hispanics and Latinos to our state and nation.

FISCAL ANALYSIS

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

RECOMMENDATION

Adopt Proclamation Endorsing September 15, 2020 to October 15, 2020 as Hispanic Heritage Month.

CABRILLO UNIFIED SCHOOL DISTRICT
HALF MOON BAY, CALIFORNIA

PROCLAMATION

Hispanic Heritage Month
September 15th – October 15th

WHEREAS, from the early settlers of the New World to those still reaching for the American dream today, Hispanics and Latinos have shaped and strengthened our country; and

WHEREAS, the month of September 15 to October 15 was designated as Hispanic Heritage Month by the United States Congress in 1988; and

WHEREAS, Hispanic, Latino, Latina, or Latinx individuals represent a wide range of nationalities and backgrounds, including Mexican, Puerto Rican, South American, Central American, or other cultures or origins regardless of race; and

WHEREAS, September 15 was chosen to commemorate the anniversary of independence of five Latin American countries (Costa Rica, El Salvador, Guatemala, Honduras, and Nicaragua) and September 16 commemorates Mexico's anniversary of independence; and

WHEREAS, this year's theme is "Hispanic Americans: Be Proud of Your Past, Embrace the Future;" and

WHEREAS, the huge and significant impact of Hispanic and Latino cultures and their centuries-old traditions are manifested in the achievements, customs, and laws of this state and nation; and

WHEREAS, like so many other Americans, Hispanics and Latinos have overcome great obstacles to persevere and flourish in every sector of our society; and

WHEREAS, Hispanic Americans continue to make important contributions to our society in American government, law, public service, business, agriculture, Armed Forces, commerce, education, the arts, science, and sports; and

WHEREAS, California Education Code Section 51204.5 specifically calls for instruction in the social sciences to include the study of the role and contributions of Mexican Americans to the economic, political, and social development of California and the nation, with particular emphasis on portraying the role of this group in contemporary society; and

WHEREAS, Hispanic Americans are one of the fastest growing communities in this country and represent 58.9 million or 18% of U.S. residents, 39.3% of California's population (which signifies the nation's largest Hispanic population), and the majority of Cabrillo Unified School District's students;

NOW, THEREFORE, BE IT RESOLVED that the Cabrillo Unified School District Board of Trustees hereby recognizes, honors, and celebrates the contributions, heritage, and history of Hispanics, Latinos, Latinas, and/or Latinx people during our annual commemoration and proclamation of Hispanic Heritage Month.

PASSED AND ADOPTED by the Governing Board of the Cabrillo Unified School District on the 10th day of September, 2020, 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:

_____

Mary Beth Alexander
Clerk to the Governing Board
Cabrillo Unified School District

Attest by:

_____

Sean McPhetridge, Ed.D.
Secretary to the Governing Board
Cabrillo Unified School District

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
Sean McPhetridge, Ed.D.

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Kimberly Hines
Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: September 10, 2020
TO: Members of the Governing Board
FROM: Sean McPhetridge, Ed.D., Superintendent
CATEGORY: Action
ITEM TITLE: Proclamation Designating October as LGBTQ History Month

BACKGROUND INFORMATION

The Cabrillo Unified School District Governing Board supports the rights, freedoms, and equality of those who are lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ). With this annual proclamation of October as LGBTQ History Month, the CUSD Governing Board reaffirms its appreciation of the achievements, contributions, and struggles of LGBTQ people. In so doing, CUSD remembers LGBTQ history while we simultaneously uphold our commitment to safeguard and protect the rights of all students, families, and staff so that all feel safe and welcome in their schools. CUSD is committed to building school environments where all can be known by their preferred name, gender identity, and story. CUSD also pledges to cultivating inclusive schools where all can see themselves represented in our curricula, in our staff, and in our community.

The Cabrillo Unified School District has actively partnered in the past year with Coast Pride, community partners, civic leaders, district leadership, the City of Half Moon Bay, and our own CUSD staff to show solidarity with LGBTQ inclusive policies and practices to support all students, families, and staff. The District recognizes that our students deserve a safe environment and community in which to learn. The District acknowledges we have a legal mandate and a moral responsibility to uphold the rights of LGBTQ youth and their families, and CUSD pledges its commitment to help keep LGBTQ youth free from the harm of discrimination in our schools.

In order to realize this, CUSD has worked to ensure that student groups on campus are supported with resources and the right to meet on a regular basis in environments that are free from judgement or harm. Furthermore, the District has committed to recognizing the rights of students and staff by working to ensure our facilities provide places on campus that accommodate LGBTQ students. Moreover, CUSD has worked to create and approve policies recognizing the importance of sexual orientation, gender identity, and gender expression (SOGIE).

The Cabrillo Unified School District Governing Board, district leadership, faculty, students, and staff recognize that creating an inclusive environment requires daily due diligence and ongoing professional learning to increase understanding and awareness. Thus, CUSD is committed to ongoing efforts beyond proclaiming October as LGBTQ History Month to ensure all students will continue to learn and thrive in our inclusive schools.

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

Adopt Proclamation Designating October as LGBTQ History Month

CABRILLO UNIFIED SCHOOL DISTRICT
HALF MOON BAY, CALIFORNIA

PROCLAMATION

Declaring October as Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning (LGBTQ) History Month

WHEREAS, the Cabrillo Unified School District (CUSD) Governing Board supports the rights, freedoms, and equality of all those who are lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ); and

WHEREAS, CUSD recognizes that years of struggle for freedom and civil rights by LGBTQ people and also by people of all races have contributed to the rich history of collective action championing equality for all people; and

WHEREAS, CUSD celebrates this rich history, acknowledging the contributions LGBTQ individuals have made and continue to make to strengthen the fabric of American society and its promise of equal rights for all; and

WHEREAS, October holds historical significance because the first LGBT National March on Washington occurred in October 1979 (marking the 10th anniversary of the Stonewall Riots), the first National Coming Out Day was celebrated on October 11 in 1988, and National Coming Out Day and annual LGBTQ awareness day continue to be observed now every year on October 11th; and

WHEREAS, the month of October has now been established as LGBTQ History Month to remind all cultures within our wider community of the important roles LGBTQ people have taken in shaping the social, historical, legal, and political worlds we live in today; and

WHEREAS, the CUSD Governing Board appreciates and recognizes the importance of LGBTQ History Month as an effective means of educating and calling to action the citizens of the City of Half Moon Bay and the Coastside to work together by fighting prejudice and discrimination in their own lives; and

WHEREAS, CUSD believes all students deserve to feel safe and welcome in their schools, to be known by their preferred name, gender identity, and story, and to see themselves represented in the curricula; and

WHEREAS, the California Legislature adopted AB 677 (Chapter 744) (2017) encouraging schools to collect voluntary self-identification information on sexual orientation and gender identity and expression (SOGIE); and

WHEREAS, on April 8, 2003, the federal Ninth Circuit Court of Appeals ruled, in a case brought by local Santa Clara County students (Flores v. Morgan Hill Unified School District, 324 F.3d 1130 [9th Cir. 2003]), that school district staff were responsible for maintaining safe school environments and for equitable enforcement of nondiscrimination statutes and policies; and

WHEREAS, SOGIE data and training promotes welcoming schools, improves understanding of LGBTQ students, and supports educators to provide services in a nondiscriminatory and respectful manner; and

WHEREAS, increasing visibility, raising awareness, and teaching LGBTQ history fosters a welcoming school climate where LGBTQ students, families, and educators can live their authentic lives and be treated with dignity and respect;

WHEREAS, in 2019 CUSD convened district staff, community members, Coast Pride, civic leaders, and others to join together in a concerted effort to enact policies and practices that honor LGBTQ rights, uniting us all in a social justice platform to uphold the rights of all people; and

WHEREAS, on May 27, 2020, the CUSD Governing Board approved Board Policy 5157 (Gender Identity and Access) that codified and formalized CUSD's commitment to safe, supportive, and inclusive learning environments for students of all sexual orientations, gender identities, and gender expressions;

THEREFORE, NOW BE IT RESOLVED that:

1. Cabrillo Unified School District Governing Board hereby celebrates and honors its annual celebration of October as Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning (LGBTQ) History Month.
2. CUSD recognizes the ongoing need to acknowledge the history and achievements of LGBTQ people, and we support the implementation of programs and curricula that reflect the diversity of LGBTQ people.
3. CUSD recognizes the importance of upholding the legal rights of LGBTQ people, and CUSD shall work toward voluntary self-identification efforts for sexual orientation and gender identity and expression (SOGIE) data collection in our schools while promoting policies and practices protecting LGBTQ people.

PASSED AND ADOPTED this 10th day of September, 2020, at a regular meeting of the Governing Board of the Cabrillo Unified School District 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:

_____
Mary Beth Alexander
Clerk to the Board of Education
Cabrillo Unified School District

Attest by:

_____
Sean McPhetridge, Ed.D.
Secretary to the Board of Education
Cabrillo Unified School District

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
Sean McPhetridge, Ed.D.

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Kimberly Hines
Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: September 10, 2020
TO: Members of the Governing Board
FROM: Sean McPhetridge, Ed.D.
THRU: Jesus Contreras, Chief Business Officer
Martha Ladd, Director of Student Supports
Jason Owens, Director of Personnel and Pupil Services
Randy Rudolph, Director of Technology
Leticia Bhatia, Ed.D., Assistant Superintendent Curriculum and Instruction
CATEGORY: Action
ITEM TITLE: Approval of Learning Continuity and Attendance Plan

BACKGROUND:

Senate Bill 98, approved by Governor Newsom on 6.29.20, made several key changes to accountability requirements for 2020-21. These include the establishment of a new requirement – The Learning Continuity and Attendance Plan – that must be adopted by 9.30.20. The contents of CUSD's Learning Continuity and Attendance Plan are aligned to our Opening of Schools Plan.

The Learning Continuity and Attendance Plan memorializes the ongoing planning process for the 2020-21 school year. It includes some items that are pending, still in development, and/or being discussed in negotiations with bargaining groups. The plan includes descriptions of how the district is doing the following:

- Addressing gaps in learning
- Conducting meaningful stakeholder engagement
- Maintaining transparency
- Addressing the needs of unduplicated pupils, students with unique needs, and students experiencing homelessness
- Providing access to necessary devices and connectivity for distance learning
- Providing resources and supports to address student and staff mental health and social emotional well-being
- Continuing to provide school meals for students

Additional Resources:

- California Department of Education (CDE) Learning Continuity and Attendance Plan resource page
- Senate Bill 98 text
- Sacramento County Office of Education (SCOE): School Year Planning: A Guide to Address the Challenges of COVID
- California Department of Health: COVID-19 Industry Guidance: Schools and School-based Programs
- California Department of Education: CDE Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools

FISCAL ANALYSIS

This plan will utilize supplemental funding using COVID19 Learning Loss Mitigations funding from state and federal resources to support remote learning and various learning models for 2020-2021.

RECOMMENDATION

Staff recommends approval of the 2020-2021 Learning Continuity and Attendance Plan.

CABRILLO UNIFIED SCHOOL DISTRICT

Every Student, Every Day!

Learning Continuity and Attendance Plan (LCA Plan) Presentation for Approval

Board Presentation

September 10, 2020

“The Learning Continuity and Attendance Plan is a key part of the overall budget package for K-12 that seeks to address funding stability of schools while providing information at the local education agency level for how learning continuity will be addressed during the COVID-19 crisis in the 2020-21 school year.”

What is the purpose of the LCA Plan?

LCA Plan Template

- General Information
- Stakeholder Engagement
- Continuity of Learning
  - In-Person Instructional Offerings
  - Distance Learning Program
  - Pupil Participation and Progress
  - Distance Learning Professional Development
  - Staff Roles and Responsibilities
- Pupil Learning Loss Strategies
- Mental Health and Well-Being
- Pupil and Family Engagement and Outreach
- School Nutrition
- Increased and Improved Service for Foster Youth, English, Learners, and Low-Income Students

Continuity Plan Development

Learner Continuity and Attendance Plan Development:

The Cabrillo USD plan was developed in consultation with stakeholders:

- Teachers, principals, administrators, other school personnel, bargaining units, and parents provided input through the Opening Schools Steering Committee and Stakeholder Focus Groups.
- Parent specific input was provided through parent specific focus group meetings:
  - Parents of English Learners
  - Students with Disabilities
  - General Parent meetings
- Input for the plan was specifically sought from the English Learner Parent Advisory committee.
- Recommendations and comments from the public were sought via a public hearing

Note: All input parent meetings were conducted in English and Spanish

Stakeholder Engagement

An Opening of Schools Survey was sent to parents and staff on June 25, 2020 and was tabulated after July 3, 2020. A total of 689 families responded to the survey (647 in English and 42 in Spanish). A total of 106 staff members responded to the survey (75 certificated and 31 classified and unrepresented).

Summary of survey results:

1. Families and staff preferred grouping students in stable cohorts.

2. Of the four learning models presented to stakeholder groups there was a preference for the "Hybrid Model A" (cohorts of students attend in-person learning 2 days per week and asynchronous learning 3 days per week).

3. Data indicated a preference by staff and families for a combination of in-person and online distance learning.

4. A majority of staff (59%) and parents (81%) surveyed feel comfortable returning back to school if all safety precautions are accounted for and enforced.

Stakeholder Engagement Meetings

On March 13th, the Superintendent of Schools of San Mateo Office of Education and the San Mateo County Department of Public Health announced the decision to keep sites physically closed and provide distance learning for the remainder of the school year. Below you will find a timeline of the impact COVID-19 pandemic has had on the LEA and its community.

March 13: Transition to remote learning announced through end of month

March 16-17: Planning time provided for teachers and administrators

March 18: Beginning of schools' transition to remote learning operations

March 20: Families/staff informed of potential for need to be out longer

March 25: Families/staff informed of need for remote learning through May 1

April 1: Families/staff informed of the need to be out for rest of school year and remote learning resources available for remote learning guidance

April 6: Families/staff provided with updates of community/district resources

April 17: Families/staff updated on guidance regarding essential services

April 23: Families/staff updated on remote learning guidance resources

March 16 - June 4: 100% Remote Learning Instruction for all CUSD students

August - June 2020: Ongoing Communication & Input

Stakeholder Focus Group Themes

Parents: Requested increased professional learning for staff in distance learning techniques and digital tools. Requested protocols for student face coverings across grade level spans. The scheduling of siblings on same days of in-person instruction. Parents of students with disabilities requested in-person learning as soon as practicable for support services and specialized academic instruction. Parents are not in favor of Remote Learning model.

Certificated: Concerns about the level of exposure to COVID-19 upon reopening of schools for in-person/on campus learning. The development of protocols for maintaining physical distancing on campus (especially in high school). The development of safety protocols for medical conditions that increase exposure to COVID-19. The development of protocols for the use of face coverings for students.

Classified: Focus on serving students with disabilities and students learning a language. Preference for students on campus. Training on procedures for disinfectants and cleaning of spaces and student manipulatives. The development of safety protocols for medical conditions that increase exposure to COVID-19. All hands on deck initiative and how to preserve as many jobs as possible.

Unrepresented: Support 2 full day a week model. Request detail plan for the feasibility of 2 cohorts on campus in the same day. Request the development of secondary and elementary specific focus groups to continue review of models and develop details for implementation.

Actions Related to In-Person Instruction

Budget Action Item	Cost
Personal protective equipment not limited to plexiglass shields, thermometers, hand sanitizer, cleaning equipment, portable sinks, and other equipment to promote social distancing, mask wearing, and hand cleanliness will be provided to all staff and in key locations to ensure safety.	$300,000
Extra custodial staff will be hired to assist in the regular cleaning of classroom areas between sessions.	$200,000
Ongoing Professional Development, training, and support for the implementation of the Hybrid Learning Model	$100,000

Actions Related to Distance Learning

Budget Action Item	Cost
A team of teacher trainers to support teacher professional development, data analysis, and lesson planning and delivery	$400,000
Remote Learning curriculum and instructional materials/technology platforms	$350,000
Remote Learning technology support and website continuous updates to support student and family communication	$300,000
Provide additional supports to at-promise students (including English learners, students with disabilities, students experiencing homelessness, foster youth, socioeconomically disadvantaged youth, and students most affected by COVID19)	$300,000
Services to support increased family engagement outreach and communication, not limited to training for families, professional development for staff, and community partnerships	$25,000
Staff training, implementation, and follow-up of new SB 98 attendance policies and practices	$50,000

Increased or Improved Services

Each of the actions below will provide increased and improved services for our At-Promise students, including Foster Youth, English Learners, Low-Income Students, Students Experiencing Homelessness, Students with Disabilities, and other students affected by learning loss due to COVID-19.

A team of teacher trainers to support teacher professional development, data analysis, and lesson planning and delivery.

• California Department of Education (CDE) and San Mateo County Office of Education (SMCOE) COVID guidelines and handbooks will be utilized to support lesson planning and to ensure essential standards, concepts, and content will be taught throughout the course of the year. Teachers-on-Assignment and coaches will support teachers in short and long term lesson planning based on the locally adopted pacing and remediation documents.

• School site administrators and teachers were provided with samples of standardized daily schedules for all 5 days of the week, which include the minimum instructional minutes and clearly define both synchronous (live instruction) and asynchronous (independent) instructional delivery, with a majority of the minutes to be delivered synchronously. Within the weekly schedules, all content areas, including designated and integrated ELD, are addressed.

• School site administrators and teachers were provided with parameters according to grade bands on how both synchronous and asynchronous tasks should be delivered and how tasks might be differentiated for at-promise students, including English learners, Foster Youth, students experiencing homelessness, low income students, and students with special learning needs.

• Administrators and grade level teams will continue to analyze student data from all subgroups for the purpose of identifying learning gaps and planning for instruction and intervention.

• Administrators will ensure the continuity of high quality instructional delivery through a system of virtual and in-person walk-throughs and will provide feedback to teachers.

• Professional development opportunities, intended to support high quality lesson delivery, will be provided based on staff input and data collected through staff surveys.

Increased or Improved Services

Remote Learning Curriculum and Instructional Materials/Technology Platforms

• School sites will adhere to the Williams Act requirement and distribute adopted textbooks (hard copy and/or electronic copy) in each content area as well as district provided devices (as explained in the Access in Devices and Connectivity section) to ensure all students have equal access to adopted materials and curriculum.

• Cabrillo Unified School District has endorsed standardized learning platforms such as Zoom, SeeSaw, Eureka, and Google Classroom to ensure equitable access to curriculum and adopted materials.

Increased or Improved Services

Remote Learning technology support and website continuous updates to support student and family communication

• District representatives have designed a comprehensive Distance Learning website for parents, students, and educators, complete with resources and materials, parent instructional documents and videos, and professional learning opportunities for teachers. The website is updated regularly.

Provide additional supports to At-Promise students (including English Learners, Students with Disabilities, Students Experiencing Homelessness, Foster Youth, Socioeconomically Disadvantaged Students, and students most affected by COVID19).

• To serve students who are unable to access school meal distribution sites, the Director of Food Services has increased the access points for providing meal service which includes offside locations, curbside pick-up, and drive-through delivery throughout the community. She now makes use of CUSD buses to distribute meals to students.

• CUSD will be using existing assessment tools and newly purchased tools (ex: Eureka Math, Lexia, Reading A-Z) and aligned its comprehensive system of assessments including screeners, diagnostics, and progress monitoring tools to our cycle of assessments. All students in grades TK-12 will be assessed three times annually in the areas of ELA and Math using local and new assessments.

• Teachers will continue to use frequent formative assessments, either from the District-adopted curriculum or teacher-developed, to measure near-term learning outcomes for the purpose of frequent progress monitoring.

• In addition to assessments, there will be individualized online intervention learning paths and lessons for reading and math. All students, including at-promise students, English learners, foster youth, low income students, students experiencing homelessness, and students with special needs, will engage weekly in the recommended number of minutes to maximize the program's effectiveness. Site administrators and teachers have developed schedules which include intervention blocks for reading and mathematics daily, with a combination of synchronous and asynchronous instruction.

• CUSD will continue to utilize existing assessments conducive to remote administration such as Reading Inventory for the purpose of monitoring growth in reading comprehension using Lexiles and Educational Software for Guiding Instruction (ESGI) to measure and progress monitor foundational literacy skills in TK-2nd grade.

• All teachers will administer assessments, analyze the results, and plan for targeted intervention and differentiated instruction. Principals will oversee the site assessment process.

Increased or Improved Services

Provide additional supports to At-Promise students (including English Learners, Students with Disabilities, Students Experiencing Homelessness, Foster Youth, Socioeconomically Disadvantaged, and students most affected by COVID19) (continued).

• School sites will utilize Wednesday planning time which includes a dedicated time for grade level teams to work collaboratively to analyze assessment results and plan for interventions.

• District and site administrators will monitor both usage and assessment reports to ensure the reduction of learning gaps in English language arts and mathematics.

• Curriculum embedded assessments to measure progress in ELD is in place through the district-wide use of the ELA/ELD adoptions, including through the specialized ELD intervention program TK-12.

• All teachers and administrators will receive designated and integrated ELD resources and professional development to conduct ongoing formative assessment and observations of student English language learning.

Increased or Improved Services

Services to support increased family engagement outreach and communication, not limited to training for families, professional development for staff, and community partnerships.

- Adoption of technology platforms and increased training on family engagement strategies and protocols to support communication with families. Examples of new platforms are SeeSaw, increased family engagement outreach, training for parents on new platforms using casting platforms, and increased used of SchoolMessenger.

Staff Training and implementation and follow up of new SB 98 Attendance Policies and Practices

- Additional support to develop, train, and implement new SB 98 Attendance Policies and Practices.

Increased student, family, and staff support on Health, Wellness, and Mental Health supports

- School Linked Services program staffed with a licensed clinical therapist.
- Counseling services provided by clinical interns supervised by School Linked Services clinical supervisor.
- Partnership with ALAS and Soy (of Star Vista) to provide direct mental health services to students and their families.
- Daily Social-Emotional Learning lessons delivered by teachers.
- Small group social-emotional support provided as needed.
- Site classified staff to provide small group social-emotional support as directed by Ed Specialists or case managers.
- Digital tools to support the mental health of students, families, and staff.

Next Steps

Communicate to stakeholders the two additional days of instruction per CUTA consultation will be October 12th, 2020 and November 23rd, 2020

Continued Stakeholder Input

SMCOE Review/Revisions by October 30: CUSD consideration of recommendations required within 15 days

Implementation of new actions/services

Questions?

Thank you!

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cabrillo Unified School District	Dr. Sean McPhetridge Superintendent	mcphetridges@cabrillo.k12.ca.us (650) 712-7112

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Cabrillo Unified School District (CUSD) schools are nestled in the beautiful San Mateo coastside covering more than 135 miles in a rural, small-town setting. Though we are geographically separated from the hustle and bustle of the San Francisco Bay Area, many of our students' parents commute to jobs in San Francisco, San Jose, and the surrounding area, and our students benefit from our proximity to a culturally rich and economically-thriving region. CUSD is comprised of 1 comprehensive high school, 1 alternative school, 1 middle school, 4 elementary schools, 1 preschool, and 1 adult school. We are the largest employer on the San Mateo County coastside serving a total of 3,152 diverse student populations which include Homeless (47) 1.5%, English Learners (701) 22.2%, Socioeconomically Disadvantaged (1,361) 43.2%, Foster Youth (2) 0.1%, Students with Disabilities (332) 10.5%, White (1,294) 41.1%, Filipino (38) 1.2%, Two or More Races (131) 4.2%, Asian (43) 1.4%, Hispanic (1,626) 51.6%, Pacific Islander (4) 0.1%, American Indian (2) 0.1%, African American (8) 0.3%, and unduplicated student count (1409) 44.93%.

On March 13th, the Superintendent of Schools of San Mateo County Office of Education and the San Mateo County Department of Public Health anounced the decision to keep sites physically closed and provide distance learning for the remainder of the school year. Below you will find a timeline of the impact COVID-19 pandemic has had on the LEA and its community.

March 13: Transition to remote learning announced through end of month
March 16-17: Planning time provided for teachers and administrators
March 18: Beginning of schools' transition to remote learning operations
March 20: Families/staff informed of potential for need to be out longer
March 25: Families/staff informed of need for remote learning through May 1
April 1: Families/staff informed of the need to be out for rest of school year and remote learning resources available for remote learning guidance
April 6: Families/staff provided with updates of community/district resources
April 17: Families/staff updated on guidance regarding essential services

April 23: Families/staff updated on remote learning guidance resources
March 16 - June 4: 100% Remote Learning Instruction for all CUSD students
August - June 2020: Ongoing communication

Meals were provided and continue to be provided to families, professional development was provided to teachers, district-level staff met regularly with site administration via video conferencing, virtual graduations were developed and drive-through diploma ceremonies were conducted, and district business continued and will continue to be provided to the best of our abilities.

The health and safety of our students, staff, and families are of the utmost importance. As COVID-19 continues to change the landscape of student learning and family engagement, our schools will continue to work together to leverage resources, share best practices, and advocate for "at promise" students, including state and federal waivers to enable us to provide the best possible programs for all students. Cabrillo Unified School District is fully committed to working together to prepare for the reopening of schools for the 2020-21 school year. In doing so, Opening of Schools committees, task force teams, and focus groups will continue to meet throughout the 2020-2021 school year with the purpose of supporting our students, families, and all staff regarding their social-emotional well-being, learning needs, safety concerns, and the impact of the pandemic. The meetings held with our various Opening of School advisory groups provided invaluable input that led to the development of 3 program options for our familes.

Hybrid Learning Model
Remote Learning Model
Home Study/Independent Study Model

Each option sharply focuses on academic instruction to enhance student performance, as well as provide athletics and extracurricular activities to support the physical, mental, and social well-being of our students.

This document is a summary of the findings from each of the task forces, as well as other committees engaged in safety and pandemic response, various surveys from families, teachers and classified staff, and utilizing information and guidance available as of August 16, 2020. These options are subject to change as public health guidelines are updated. It is important to note CUSD may start the school year with one or a combination of instructional options and, as new information becomes available about health and safety, we may transition to a different option.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

The Cabrillo Unified School District has engaged in a robust process since the March 2020 school campus closures because of COVID-19. CUSD utilized the efforts and energy of our community stakeholders to develop an ongoing and flexible Local Continuity and Attendance Plan to address the unique circumstances and impacts to learning and the educational environment that Shelter In Place and our County's inclusion on California's "Watch List" and subsequent placement on the "Monitoring List" presents to the learning and development of our students.

Our overarching goal is to develop and maintain learning models across a variety of learning environments that foster high quality instruction from teachers and other support providers using the District's adopted curriculum, state standards, an assessment process to identify learning needs, and learning gaps and needs for social and emotional supports, as well as tiered intervention for students in the areas of social emotional and academic assistance. Outreach has been utilized to inform and elicit feedback from stakeholders through public communication methods including emails, website, social media, videos, surveys, focus groups, a steering committee, 2 instructional task forces, and a professional learning committee.

- May 2020 Cabrillo Unified School District formed an Opening of Schools Steering Committee (OSSC). The 29-member steering committee was represented by all stakeholders in our education community. The Steering Committee was tasked with developing and recommending an opening of schools plan to the Cabrillo Unified School Board.

The OSSC developed a plan to research instructional frameworks, safety protocols, and resource needs. The OSSC used the following as guiding documents in developing a recommendation for return to schools:

*San Mateo County Health Orders

*California Department of Education "Stronger Together Guide" as a guidebook for the safe reopening of schools

*San Mateo County Office of Education (SMCOE) Pandemic Recovery Framework

- The OSSC initiated focus groups to inform and receive feedback towards the development of our opening of schools plan. The focus groups were made up of the following constituents: Parents/caregivers, parents/caregivers of English language learners, families new to Cabrillo Unified School District, parents/caretakers of students with disabilities, certificated staff, classified staff, unrepresented staff, and community partners.
- Surveys were also sent to each stakeholder category to obtain feedback with regard to the development of instructional models and other questions surrounding the reopening of schools.
- Two instructional task force teams were created (one for elementary and one for secondary schools) with the task of developing and mapping out an instructional model for different community health contingencies, resource and material needs, and professional learning needs.
- Seven School Board meetings were held June - July where public input to opening of schools presentations was noted and recorded.

[A description of the options provided for remote participation in public meetings and public hearings.]

Since the school closures in March due to the COVID-19 pandemic and in accordance with Governors Newsom's Executive Order ordering Californians to shelter in place and the banning of public gatherings, Cabrillo's Governing Board held meetings remotely. Therefore, public participation in the meetings was electronic. Members of the public may listen to CUSD Board meetings in real time simulcast on YouTube or through the video conferencing platform Zoom. The Board continues to value and encourage members of the public to make public comments during its meetings. Members of the public who wish to comment during the Board meeting on agenda, non-agenda, or closed session items will find complete directions and ways to address the Board via links on www.cabrillo.k12.ca.us. If an individual has a condition which prevents them from accessing any of these mechanisms, they are provided with the appropriate contact information to make comment and still engage in the process.
In addition, all presentations and the Board agenda are made available to the public via posts on the district website (www.cabrillo.k12.ca.us), social media posts, email distribution, and hard copies available at the district office at 498 Kelly Street, Half Moon Bay, CA prior to the Board meeting.
The Learning Continuity and Attendance Plan will be available to families and community members prior to the September 13th School Board meeting.

[A summary of the feedback provided by specific stakeholder groups.]

An Opening of Schools Survey was sent to families and staff on June 25, 2020 and was tabulated after July 3, 2020. A total of 689 families responded to the survey (647 in English and 42 in Spanish). A total of 106 staff members responded to the survey (75 certificated and 31 classified and unrepresented).

Summary of survey results:
1. Families and staff preferred grouping students in stable cohorts.
2. Of the four learning models presented to stakeholder groups, there was a preference for the "Hybrid Model A" (cohorts of students attend in-person learning 2 days per week and asynchronous learning 3 days per week).
3. Data indicated a preference by staff and families for a combination of in-person and online distance learning.
4. A majority of staff (59%) and parents (81%) surveyed feel comfortable returning back to school if all safety precautions are accounted for and enforced.

Focus Group Themes:
Parents: Requested increased professional learning for staff in distance learning techniques and digital tools. Requested protocols for student face coverings across grade level spans. The scheduling of siblings on same days of in-person instruction. Parents of students with disabilities requested in-person learning as soon as practicable for support services and specialized academic instruction. Parents are not in favor of Remote Learning model.
Certificated staff: Concerns about the level of exposure to COVID-19 upon reopening of schools for in-person/on campus learning. The development of protocols for maintaining physical distancing on campus (especially in high school). The development of safety protocols for medical conditions that increase exposure to COVID-19. The development of protocols for the use of face coverings for students.

Classified staff: Focus on serving students with disabilities and students learning a language. Preference for students on campus. Training on procedures for disinfectants and cleaning of spaces and student manipulatives. The development of safety protocols for medical conditions that increase exposure to COVID-19. All hands on deck initiative and how to preserve as many jobs as possible.
Unrepresented staff: Support 2 full days a week model. Request detail plan for the feasibility of 2 cohorts on campus in the dame day. Request the development of secondary and elementary specific focus groups to continue review of models and develop details for implementation.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

The stakeholder engagement process, described previously, influenced the development of the Learning Continuity and Attendance Plan in multiple ways:
1. The development of a phased return to school plan beginning with 100% remote learning.
2. An increase of 2 professional learning days for teachers and staff in the implementation of digital tools and digital platforms.
3. The development of a daily and weekly schedule for instructional minutes both synchronous and asynchronous that comply with the mandates of SB98.
4. The development and training in communication platforms.
5. The distribution of technology and other material resources to students.
6. The development of multiple learning models to provide students and families a choice based on student need.
7. The development of a professional learning calendar to address technology platforms and digital tools as well as instructional strategies.
8. The development of a phased learning model specific to students with disabilities.
9. The development of distance learning plans for students with IEPs or 504 plans.
10. The development of Multiple Tiered Systems of Support (MTSS) relevant to remote and distance learning models, including mental health, social/emotional learning, and family engagement.
11. The development of a PBIS framework relevant to distance learning to increase student engagement.
12. The development of in-person Special Education assessment protocols.
13. The development of intervention programs to address learning loss and learning gaps caused by the disruption of the educational setting caused by the pandemic in the spring of 2020

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

The Cabrillo Unified School District will begin the 2020-2021 school year in 100% Remote Learning Model with a goal of transitioning to in-person instruction in a blended (on-line and in-person) fashion as soon it is safe for students to return physically to school. The continuity of a high quality instructional program and delivery model is of paramount importance to all CUSD stakeholders. In keeping with the vision and structures put in place during the implementation of our Multi-Tiered System of Supports (MTSS), the district will continue its actions in providing the

HYBRID LEARNING MODEL

This program is a hybrid of in-person and remote learning. Students attend in-person instruction 2 days a week and remote instruction for 3 days a week. Phase-In In-Person Hybrid (Model A: Hybrid of 2 days in-person and 3 days remote learning).

In this model, TK-12 students are split into two cohorts. Students will attend in-person instruction/support twice per week and learn via Asynchronous and Synchronous Learning three times a week. Cohort A attends in-person classes for two days while Cohort B is at home learning remotely. Cohort B attends in-person classes for 2 days while Cohort A is at-home learning remotely. Wednesdays are reserved for virtual or in-person socializing between students, outdoor learning, counseling, parent-teacher conferences, or student-teacher check-ins, deep cleaning, teacher preparation, and weekly staff meetings.

Robust stakeholder engagement efforts, including Opening of Schools Steering Committee (OSSC), Opening of Schools Task Force, and Focus Groups, provided input. This input in conjunction with the guidelines from county and state health authorities have been synthesized to develop comprehensive COVID-19 protocols that will be implemented as soon as state and local health guidance allows to begin in-person instruction.

These protocols include: daily staff and visitor COVID-19 health screening questions, social distancing markers, student desks 6 feet apart, signage, personal protective equipment including face masks, shields, gloves (as appropriate for staff and students), hand washing stations throughout the site, hand-sanitizers, protocols for possible COVID-19 exposure and confirmed cases for students, staff, and visitors, safe and secure quarantine areas for students and staff at all sites, interactive meeting process for staff with underlying health conditions and other factors, plexiglass dividers in areas where public interaction may take place, sanitizing classrooms between instructional cohorts, daily temperature checks for all staff, students, and visitors, no gathering permitted where social distancing cannot be maintained, deep cleaning, and ongoing revision to health protocols as directed by county and state health authorities.

REMOTE LEARNING MODEL

In this model, TK-12 students receive 100% online Remote Learning with a combination of Synchronous and Asynchronous Learning. All instructions will be 100% at-home. A program was created for families who desire to remain in a distance learning format for the 2020-21 school year. The program will mirror the instructional content being offered in the traditional modified model and will be instructed by CUSD teachers.

HOME STUDY (TK-5)/INDEPENDENT STUDY (6-12) MODEL

Home Study is the alternative instructional program for grades kindergarten through twelve and is designed to serve those parents who are teaching their children at home. Parents provide direction and monitor student progress. Home Study is homeschooling. Their instructional strategies are responsive to the individual learning needs of their children. A credentialed teacher works directly with parents and provides appropriate educational materials.

A contract is signed establishing regular meetings with parents and students to assist families in the preparation of educational goals, to guide selection of curriculum development of instructional strategies, and to provide support. Through this cooperative effort, the Cabrillo Unified School District provides an instructional program designed to meet individuals students' needs as well as the legal requirements of California's compulsory attendance laws. (Board Policy 6158).

Home Study provides the opportunity for each student to be treated as all unique persons with individual needs, goals, and interests. We support the diversity of learning and teaching styles. We encourage students to interact with the world around them as well as learn from textbooks. This program is based on a commitment to a wide variety of educational philosophies.

- Implementation of Social-Emotional Learning (SEL) Curriculum, Positive Behavior Intervention and Support (PBIS), tiered mental health supports, and case management services.

- Due to CUSD's implementation of a Multi-Tiered System of Supports, our instructional task forces have developed processes for identifying students with learning gaps and intervening with targeted support. CUSD will continue with its roll-out of professional development on developing a Multi-Tiered System of Support, including professional development on Universal Design for Learning, which will provide additional strategies to support students who have experienced significant learning loss due to school closures and for at-promise students, English learners, foster youth, low income students, and students with special needs.

- To provide additional support to staff and students, CUSD has purchased the Lexia Core 5, Mindprint Learning platform to serve not only as a comprehensive system of screeners, diagnostics, and progress monitoring tools, but also as an individualized online intervention platform for both reading and math.

- Professional development will be provided to all teachers and administrators on how to effectively utilize the the suite of assessments adopted, analyze data collected, and plan for small group instruction intended to close learning gaps.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Personal protective equipment not limited to plexiglass shields, thermometers, hand sanitizer, cleaning equipment, portable sinks, and other equipment to promote social distancing, mask wearing, and hand cleanliness will be provided to all staff and in key locations to ensure safety.	$300,000	No
Extra custodial staff will be hired to assist in the regular cleaning of classroom areas between sessions.	$200,000	No
Ongoing Professional Development, training, and support for the implementation of the Hybrid Learning Model.	$100,000	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

The Cabrillo Unified School District will begin the 2020-2021 school year using a 100% Remote Learning Model with a goal of transitioning to in-person instruction in a Hybrid Learning Model (on-line and in-person) as soon it is safe for students to return physically to school. All CUSD stakeholders and staff support the continuity of a high quality instructional program. CUSD will continue with the vision and structures put in place during the implementation of our Multi-Tiered System of Supports (MTSS) and continue its actions in providing the 2020-21 Learning Continuity and Attendance Plan for Cabrillo Unified School District. We will continue to provide the highest quality instruction and supports for all students, including our at-promise students, English learners, Foster Youth, low income students, homeless students, and students with disabilities. In order to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the use for curriculum and instructional resources, the district has developed structured guidelines to begin the year online and to promote flexibility in transitioning to in-person instruction when it is safe to return.

- School sites will adhere to the Williams Act requirement and distribute adopted textbooks (hard copy and/or electronic copy) in each content area as well as district provided devices (as explained in the Access in Devices and Connectivity section) to ensure all students have equal access to adopted materials and curriculum.

- California Department of Education (CDE) and San Mateo County Office of Education (SMCOE) COVID guidelines and handbooks will be utilized to support lesson planning and to ensure essential standards, concepts, and content will be taught throughout the course of the year. Teachers-on-Assignments and coaches will support teachers in short and long term lesson planning based on the locally adopted pacing and remediation documents.

- Cabrillo Unified School District has endorsed standardized learning platforms such as Zoom, SeeSaw, and Google Classroom to ensure equitable access to curriculum and adopted materials.

- School site administrators and teachers were provided with samples of standardized daily schedules for all 5 days of the week, which include the minimum instructional minutes and clearly define both synchronous (live instruction) and asynchronous (independent) instructional delivery, with a majority of the minutes to be delivered synchronously. Within the weekly schedules, all content areas, including designated and integrated ELD, are addressed.

- School site administrators and teachers were provided with parameters according to grade bands on how both synchronous and asynchronous tasks should be delivered and how tasks might be differentiated for at-promise students, including English learners, Foster Youth, homeless students, low income students, and students with special learning needs.

- Administrators and grade level teams will continue to analyze student data from all subgroups for the purpose of identifying learning gaps and planning for instruction and intervention.

- Administrators will ensure the continuity of high quality instructional delivery through a system of virtual and in-person walk-throughs and will provide feedback to teachers.

- Professional development opportunities, intended to support high quality lesson delivery, will be provided based on staff input and data collected through staff surveys.

- District representatives have designed a comprehensive Distance Learning website for parents, students, and educators, complete with resources and materials, parent instructional documents and videos, and professional learning opportunities for teachers. The website is updated regularly.

All of these actions were specially designed to ensure a smooth transition from our Remote Learning Model to our Hybrid Learning Model as soon as state and local guidelines allow.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

The Cabrillo Unified School District is implementing an online learning model upon reopening for the 2020-2021 school year. Students in grades PK-12 will have electronic access to all related instructional materials.

During the 2019-2020 school year, prior to securing Chromebooks and internet connectivity devices for students to access the content, the District surveyed parents/guardians to determine students' home access to devices and internet. Approximately 75% of CUSD students indicated they had access to equipment and the internet at home. Chromebooks and information regarding access to low-cost or free internet were provided to families/students for spring Distance Learning. However due to the District's geographically dispersed student population and the lack of adequate cellular infrastructure, hotspots tested were not getting strong enough signal to provide data and thus internet connectivity to several groups of students. CUSD is working with the County of San Mateo to install cellular infrastructure in the areas that are most affected by the lack of cellular connectivity.

For the 2020-2021 school year, the district has purchased new Chromebooks for all students to use while in class. We updated this policy to allow those students that need a computer at home to check out a Chromebook from their school library. Distribution of the Chromebooks took place as students came to school to pick up their books and instructional materials and during orientation sessions at each school site, ensuring that all students received required materials. Family needs for internet access will be assessed by school staff during orientation sessions, as school begins, and throughout the year to ensure connectivity with District-provided devices. The Destiny Scanner System will track the distribution of all district internet devices in real time. This tracking software may be easily accessed for accurate inventory control. A surplus of extra Chromebooks will be on standby and ready to deploy at every school site in the event that a student device malfunctions. This minimizes any chance of downtime for student access.

Each CUSD teacher has an internet ready laptop computer that has been provided by the District. Using this device, teachers will communicate with students and deliver lessons through Zoom video conferencing, SeeSaw, Google Classroom, and School Loop. Once students have logged in to their district provided device, curricular websites and applications will all be accessible.

Support in accessing the technology and curricular materials will be provided to each family through our online resources website, along with the support of the classroom teacher, Information Technology, and the EdTech team. Families will be provided with instructions on how to care for their devices. CUSD has published on its school and District websites information for students and parents, as well as a separate Teacher Resources section for teachers to obtain training and reference materials in technology they are becoming familiar with.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

All students will be provided instruction daily with a combination of synchronous and asynchronous learning. Teachers will ensure the synchronous activities and time value of assigned asynchronous work meets the minimum instructional minutes defined in Senate Bill 98 (Ed.

Code, § 43501). Teachers will record pupil participation in our student information system Infinite Campus each day/period. We are currently modifying the system to incorporate the necessary codes/menus/options and will offer professional learning opportunities to educators, attendance clerks, registrars, and office staff on proper utilization of the system to accurately record student participation. In partnership with A2A, regular attendance and participation reporting will be shared with parents (through letters, personal contacts by the attendance clerks, and/or community liaisons) and collected by the Pupil Services Department for auditing and monitoring purposes.

Site administrators will verify teacher-developed daily instructional schedules provide for synchronous and asynchronous instruction. Teachers will utilize the attendance module in the student information system Infinite Campus to document daily participation for each pupil on each school day for which remote learning is provided. Daily documentation may include evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between teachers and pupils or parents/guardians. A pupil who does not participate in remote learning on a school day shall be documented as absent for that school day. A weekly engagement record will be completed by the teacher(s) for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of online learning, verifying daily participation, and tracking assignments. District and site administrators will routinely monitor student participation and engagement in instruction. Site administrators will follow pupil re-engagement strategies, described later in this plan, for students that do not participate for 3 or more days.

NOTE: Participation is measured in accordance with SB 98 and not limited to verbal participation in classroom activities.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Cabrillo Unified School District has utilized a variety of professional development and resources to staff to support all three student program options: (1) Hybrid Learning Model (2) Remote Learning Model (3) Home Learning/Independent Study Learning Model. Teachers and staff will be provided 75 minutes a week of professional development and guidance not limited to best instructional remote learning practices, training on educational technology applications/programs, MTSS, and equity and inclusion. The remainder of Wednesdays every week will be used for staff specific professional learning, lesson development, remote learning lesson design, and/or student/parent outreach. Training was also designed to support for staff, students, and families. In the spring, Cabrillo Unified School District leaders hosted various input gathering sessions designed to provide recommendations on the return to school, including professional learning opportunities necessary to start the year either in a Hybrid Learning Model or a Remote Learning Model. In addition, over the summer we had 2 teacher leader cohorts which attended county professional development training series and who have returned to deliver train-the-trainer series of workshops either at their sites or at the district level.

A needs survey was provided to both teachers and administrators to support our Curriculum and Instruction/Student Supports department in developing our initial summer professional development sessions to prepare for our online model. Initial sessions offered alignment to the priorities gathered from the survey and from other stakeholder input. This included:

- Virtual professional development sessions for both in a synchronous and asynchronous model offering flexibility to participants.

- CUSD professional development summer sessions delivered by district leaders and teacher leaders which included offerings on adopted curriculum, social-emotional learning and restorative practices, digital learning platforms such as Zoom, Google Classroom, Google Docs and Apps, and School Loop, sessions to support English learners, sessions for special educators, and sessions to support coaching. These sessions will also be available to administrators, teachers, classified staff, and substitutes.

- All teachers and administrators will receive professional development on the use of our various instructional and assessment technology platforms to support students who have experienced significant learning loss due to school closures and for at-promise students, English learners, foster youth, low income students, and students with special needs. The introductory sessions will focus on the Remote Learning best practices, on adopted applications, and on how to administer the comprehensive assessments in both reading and math in order to identify students' learning gaps. Additional sessions will focus on additional remote learning best practices, equity, cultural competence, data analysis, and how to design lessons to mitigate and close the learning gaps.

- Upon the return to school, a comprehensive professional needs survey was provided to administrators, teachers, and classified staff in order to prioritize professional learning needs. This data will inform future professional learning opportunities to be provided by district directors and teachers-on-assignment.

- Continued professional development will support our MTSS cohort roll-out at all our schools. This systematic approach to alignment of programs, resources, personnel and behavioral, social-emotional, and academic supports will guide first instructional practices as well as interventions for students in need.

- Additional continued professional development opportunities will be provided in the areas of learning targets, writing, math, foundational reading (ECRI), and NGSS, to name a few.

- Professional development opportunities intended to support high quality lesson delivery will be provided.

- Teacher Leaders, Reading Intervention Specialists, and designated staff will support teachers in short and long term lesson planning using best instructional practices based on data analysis, both quantitative and qualitative.

- To further support both our educators and families, our CUSD website will be updated with resources and materials, parent instructional documents and videos, and additional professional learning opportunities for teachers.

- Professional development for teachers of English learners will continue to include how to deliver designated and integrated ELD through both synchronous and asynchronous instruction.

- Professional development for teachers of middle school Long Term English learners on supporting Specialized Designated ELD through district approved CORE and supplemental ELA/ELD programs/platforms.

- Professional development of teachers supporting Newcomer students in middle school and high school grades will build upon their Novice Level of English proficiency and access content area instruction.

- Professional development for all teachers, administrators, and teachers of Dual Immersion program on ways to access differentiation strategies to accomplish both designated and integrated ELD goals for students, including platforms such as iStation.

- Professional development for Education Specialists and Service Providers to learn how to effectively conduct an IEP meeting using Zoom.

- Support to families through our Family Engagement department and through frequent communication via our Community Liaisons in order to provide workshops on supporting their child academically and socially-emotionally during remote learning and hybrid learning when in person instruction resumes.

- Professional development for Special Day Class (SDC) teachers on how to develop lessons for on-line instruction and review samples schedules to build an instructional program that is supportive and appropriate for students with special needs during onine instruction.

- Additional professional development and coaching will be provided for both online and hybrid instruction in the areas of social-emotional learning, Positive Behavior Intervention and Supports (PBIS), and Restorative Practices and Circles.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

Many stakeholders will contribute to the effective implementation of this plan: staff, students, and parents.

Leadership Team

- Create and distribute CUSD's Continuity of Learning Plan.
- Establish clear channels of communications between faculty, staff, families, and students in the event of implementing the plan.
- Support staff, students, and families to transition to CUSD's Continuity of Learning plan.
- Help teachers implement the Continuity of Learning plan and ensure high-quality learning experiences for all students.

Curriculum Leadership Team

- Support all teachers and teams in the implementation of CUSD's Continuity of Learning Plan.
- Provide models and examples of outstanding online learning units and lessons.
- Support teachers and teams as they design appropriate methods to assess student learning.
- Support teachers and teams in developing strategies to differentiate their instruction.
- Collaborate with other members of teams or departments to design learning experiences for students.

- Provide timely feedback to support students' learning.

Learning Support Teachers

- Communicate regularly with the subject or classroom teachers who teach the students on their caseloads.
- Offer to scaffold or modify assignments, as necessary, for students on caseloads, to support subject or classroom teachers.
- Help subject or classroom teachers differentiate lessons and activities for the students.
- Communicate regularly with students on caseloads and/or their parents to ensure they have success with at-home learning.
- Provide supplementary learning activities for students on caseloads who may benefit from additional practice to close academic and curricular gaps.

Teachers

- Collaborate with other members of other teams or departments to design online learning experiences for students.
- Communicate regularly with students on caseloads and/or their parents to ensure they have success with online learning.
- Monitor the progress of students and provide timely feedback.

Mental Health Counselors

- Serve as liaison for communication with students and families in crisis.
- Maintain a bank of social-emotional lessons.
- Tailor recommendations to the specific crises: Does the time of year affect the planning? Do the events of the crisis require any special handling? What are the talking points for teachers or advisors?
- Students, parents, and guardians are encouraged to schedule meetings as needed.

Academic Counselors

- Evaluate timeline for graduation requirements, course completion, and any testing deadlines.
- If needed, collaborate with program coordinators to check testing plans for AP, SAT, or other exams.
- Students, parents, and guardians are encouraged to schedule meetings as needed.

Librarians

- Collaborate with colleagues to find resources for high-quality at-home learning experiences and research.
- Regularly check in with subject and classroom teachers to identify ways to support their design of at-home learning experiences.
- Maintain and update online library sites for obtaining resources.
- Be available for teachers and students as needed for support.

KG-Grade 5 Specialist Teachers

- Physical Education – Develop exercises, physical activities, and competitions for students, and share these with classroom teachers and families.
- Art – Staying mindful of the resources and tools families may not have in their home, develop projects and activities for students and share these with classroom teachers and families.
- Music – Staying mindful of the instruments or resources families may not have in their home, develop activities for students and share these with classroom teachers and families.
- Language - Develop activities for students and share these with classroom teachers and families.
- Communicate regularly with students and provide timely feedback to them.
- Collaborate with classroom teachers on how to integrate specialist subjects into classroom projects and experiences.

Teaching Assistants

- Communicate regularly with classroom teachers to identify ways they can support students and contribute to their continuity of learning.
- Monitor student learning and provide feedback to students, as requested by the teachers and teams they support.

Tech Support Team

- Review and develop how-to tutorials, ensuring teachers, students, and parents have the necessary manuals to excel in an at-home learning environment.
- Continually monitor the needs of teachers, students, and parents and troubleshoot their challenges, as needed.
- Be available in person or remotely to provide on-demand tech support help.
- Audit usage to identify students or parents who may be unavailable or out of reach.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

The Cabrillo Unified School District serves a racially, linguistically, and socio-economically diverse student population. In CUSD, we are a socioeconomically and ethnically diverse district with about 51% Hispanic or Latino students, 40% white students, and 9% from other ethnic backgrounds. About 26% of our students speak another language at home and are learning English, and about 46% of our students are eligible for free or reduced-price lunch. During the time of school closures in the spring due to COVID-19, staff was relentless in not only providing materials but also providing access to instruction. As we move into the 2020-2021 school year, teachers will meet the legislative requirements under SB 98 to provide daily instructional minutes through synchronous and asynchronous methods. The district has developed additional supports for students with additional needs, as recommended by the various surveys, task groups, and parent advisory groups to support students with exceptional needs, in foster care, linguistically diverse families, and those experiencing homelessness. In

doing so, identifying learning gaps for students is essential so resources can be allocated and interventions implemented. The district supports all school sites in the development of a comprehensive needs assessment in order to drive the joint development of their Single Plans for Student Achievement Plans (SPSAs), in consultation with stakeholders. SPSAs will address activities and resources dedicated to the remediation of learning for student groups. In addition, sites will utilize district and classroom assessments and through a professional collaboration using multiple measures, designing reading and math interventions for students (for distance learning and in-person learning) through a system of tiered support. Dedicated site staff will monitor the needs of students and families to overcome barriers resulting in poor school attendance, as well as barriers to learning by providing resources such as individual and group counseling, case management services, social-emotional learning, and behavioral supports. Strategies to support identified student groups are described below.

English Learner Supports:

- Teachers will provide academic and language support to English learners daily through synchronous integrated ELD strategies to ensure student access to content standards.
- Teachers will provide designated ELD using the California English Language Development Standards according to the English language proficiency level of ELs during a dedicated time each school day.
- Instructional minutes requirements will include specific parameters for integrated and designated ELD provided by certificated classroom teachers.
- School sites will develop schedules for designated and integrated ELD instructional plans and schedules.
- District school site administrative staff will ensure teachers have access to tutorials and guides describing how to access translation and interpretations services and extensions.
- Develop and provide EL parent support classes on accessing ZOOM, Gmail set up, Google Classroom, and other student learning programs through the Educational Support Services and Migrant Education departments.
- Provide translation of resources for families, interpretation of technology help requests, bilingual videos, and other resources.

Special Education Student Supports:

- Special Education Teachers and Related Service Providers will provide continuity of learning and services through online synchronous/asynchronous learning environments and learning resources, as appropriate, so special education students have the same learning opportunities as other students, to the greatest extent possible.
- RSP/SLP/APE/OT teachers and related service providers will administer services to students in the online model and provide instruction to the greatest extent possible.
- SDC teacher (gr. PK-8) instructional hours will be commensurate with the minimum minutes of instruction required in SB 98.
- Adaptive PE teachers will provide moderate to severe students with physical limitations Physical Education services.
- IEP Meetings may be held both virtually and in-person following required health guidelines and social distancing practices.
- If needed, the district will provide service providers with a partition to be utilized during assessments with students to ensure safe and precautionary measures are followed.
- Use of Mindprint Learning digital assessment to assist Ed Specialists in determining grouping and instructional strategies to assist students with disabilities in accessing their General Education Curriculum.
- Special education teachers will work collaboratively with core content teachers to adapt lessons to meet the needs of special education students and to ensure lessons and activities are necessary and appropriate, as documented in the student's IEP.
- Enrichment activities and lessons will take into consideration the health, safety, and well-being of all students and staff.

- Counseling may be provided via virtual or telephone appointments with students for social, emotional, and academic counseling, monitoring, and guidance. These appointments or conversations may be conducted via email, telephone, or other virtual tools, as appropriate, so long as the privacy of employees, students, and/or families can be guaranteed.
- SLP/APE/OT teachers/related service providers may provide individual and/or group virtual lessons. These lessons may be conducted by telephone, or other virtual platforms, as appropriate.
- Pupil Services and Educational Support Services are developing a process to ensure specific student populations are engaged in school that historically have had interruptions in their education due to unique family circumstances, immigrant status, homelessness, or foster placement.
- A review of current community resources and district supports will also be evaluated for appropriateness and effectiveness with these student groups based on how the pandemic crisis has affected their services.

Social-Emotional and Positive Behavior Intervention and Supports:

CUSD is committed to overcoming barriers for all students, including students with disabilities, English learners, foster youth, low income students, and students experiencing homelessness by providing resources to support social-emotional learning and Positive Behavior Interventions and Supports (PBIS).

- Restorative Practices and Circles to build positive relationships, increase positive school culture, and build a sense of community
- Mindfulness practices to learn calming strategies and reduce stress
- Building resilience strategies to learn how to overcome trauma
- Social-Emotional Learning to understand how to process emotions and overcoming trauma and crisis
- Counseling services to support mental health wellness
- Case Management Services to provide access to basic needs such as housing referrals, access to food banks, clothing, and shoes through our Coordination of Services Teams (COST) and Migrant Education Department
- Family Wrap Around Services to provide whole family counseling and case management services

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
A team of teacher trainers to support teacher professional development, data analysis, and lesson planning and delivery	$400,000	Yes
Remote Learning Curriculum and Instruction Materials/Technology Platforms	$350,000	Yes
Remote Learning technology support for Remote Learning and website continuous updates to support student and family communication	$300,000	Yes

Description	Total Funds	Contributing

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

As a result of the stakeholder input last spring and in the summer, a number of recommendations were made for the opening of school steering committee, task force, and focus groups including the prioritization of English language arts/English language development and mathematics both in first instruction and interventions designed to address learning loss that may be a result from COVID-19 school closures in 2019-20 and beginning 2020-21 in an online learning model. Through the continued implementation and refinement of Multi-Tiered System of Supports (MTSS), site and district leaders have designed a comprehensive system to identify students' learning gaps in English language arts/English Language Development and mathematics to build intervention systems to further mitigate and address gaps in learning and to focus on accelerating learning during the 2020-21 school year so students meet or exceed grade level expectations.

- CUSD will be using existing assessment tools and newly purchased tools (ex: Eureka Math, Lexia, Reading A-Z) and has aligned its comprehensive system of assessments including screeners, diagnostics, and progress monitoring tools to our cycle of assessments. All students in grades TK-12 will be assessed three times annually in the areas of ELA and Math using local and new assessments.

- Teachers will continue to use frequent formative assessments, either from the District adopted curriculum or teacher-developed, to measure near-term learning outcomes for the purpose of frequent progress monitoring.

- In addition to assessments, there will be individualized online intervention learning paths and lessons for both reading and math. All students, including at-promise students, English learners, foster youth, low income students, students experiencing homelessness, and students with special needs, will engage weekly in the recommended number of minutes to maximize the program's effectiveness. Site administrators and teachers have developed schedules which include intervention blocks for reading and mathematics daily, with a combination of synchronous and asynchronous instruction.

- CUSD will continue to utilize existing assessments conducive to remote administration such as Reading Inventory for the purpose of monitoring growth in reading comprehension using Lexiles and Educational Software for Guiding Instruction (ESGI) to measure and progress monitor foundational literacy skills in TK-2nd grade.

- All teachers will administer assessments, analyze the results, and plan for targeted intervention and differentiated instruction. Principals will oversee the site assessment process.
- School sites will utilize Wednesday planning time which includes a dedicated time for grade level teams to work collaboratively to analyze assessment results and plan for interventions.
- District and site administrators will monitor both usage and assessment reports to ensure the reduction of learning gaps in English language arts and mathematics.
- Curriculum embedded assessments to measure progress in ELD is in place through the district wide use of the ELA/ELD adoptions, including through the specialized ELD intervention program TK-12.
- All teachers and administrators will receive designated and integrated ELD resources and professional development to conduct ongoing formative assessment and observations of student English language learning.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

All students must have access to supports and resources to help them achieve their academic goals. In CUSD, a robust Multi-Tiered System of Supports has been created at the district level, at MTSS cohort 1 and 2 schools, and at all schools who are on the Universal track for aspects of MTSS implementation. Processes at the school and district level address learning loss, including strategies differentiated for EL, low-income, foster youth, students with exceptional needs, and students experiencing homelessness. Our Opening of Schools Task Force, Focus Groups, and recommendations from teachers and classified staff led to MOUs and Parent/Student Guidelines that are designated to support implementation of SB 98 to ensure all students receive the support they need to meet challenging state standards and social-emotional supports, based on need, so it is equitable for all students. Strategies to ensure the success of all students are described throughout this plan. Additional support will be provided to unduplicated students as described below.

ENGLISH LEARNER STUDENT SUPPORTS:

- Dedicated resources to support English learners in Dual Immersion programs to develop biliteracy, engage meaningfully during synchronous and asynchronous instruction, and provide professional development for teachers.
- Spanish Reading program and Diagnostic assessments will be piloted in grades K-5 at the Spanish Dual Immersion schools, iStation.

- ESGI online assessment program for K-2nd will be ELA assessment.
- District Intervention, Community Liaisons, and designated staff will identify at-promise students, including English learners, and will work with site administrators and teachers to identify appropriate interventions and ELD instructional strategies to deliver both during synchronous and asynchronous learning.
- Lexia, iReady, and other technology applications will be used in the middle school to support intervention.
- Middle school and high school will teach ELD sections and utilize supplemental programs to support ELD 1-3, ELD Labs, Interventions, ELD Professional Development, and Lesson Design.

SPECIAL EDUCATION STUDENT SUPPORTS:

- IEP meetings will be held to meet timelines, including upon parent request, to address IEP team member concerns/recommendations.
- SPED teachers, Service Providers, and Psychologists will collaborate with General Education staff to remediate learning loss.
- Upcoming assessments will take into consideration the baseline in English Language Arts, English Language Development, and Mathematics to identify deficit areas, develop appropriate goals and objectives, and measure any potential learning loss for each student.

STUDENT ENGAGEMENT AND ATTENDANCE:

- Student Supports and Student Services will work collaboratively with each school site to track and monitor student engagement and attendance using a tiered intervention system that determines the severity of circumstances for English Learners, low income students, foster youth, students with exceptional needs, and students experiencing homelessness.
- Teachers will be the first point of contact with the school's Triage Team to determine what barriers exist for a student that are affecting their attendance and engagement in synchronous/asynchronous learning.
- School attendance clerks and other repurposed staff are instrumental in verifying why a student has not reported to their remote classroom. Once a student misses 60% of weekly attendance, they will be immediately referred to the Triage Team for review and intervention.
- Early intervention is critical for these students, since conditions at home may be unstable and due to the pandemic. Interventions may be delivered at a distance without one-to-one contact, which traditionally has more impact. School sites will generate, by the second week of school, a list of students that missed 8.5% of the previous school year (before the school closures) to determine if

students within these identified groups are still enrolled and are exhibiting behaviors that are causing poor attendance and engagement patterns which impact learning.

- Students and Families Experiencing Homelessness, Low Income Students, and Foster Youth may access the following in order to address barriers which may result in learning loss.

- Community Liaisons and designated staff will provide case management services for students and families experiencing needs to include, but not be limited to, housing referrals, access to food banks, clothing, shoes, and other basic needs.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

According to the 2019 California School Dashboard, learning gaps remain for student groups in CUSD. As a result of the cohort implementation of Multi-Tiered System of Supports, progressive systems and evaluation of the fidelity of implementation have been in place for the last two years. As a result of stakeholder feedback and input, the post COVID-19 learning loss of At-Promise student groups has intensified. Additional measures of the effectiveness of implemented student learning loss strategies will be closely monitored to include analysis of evidence that the strategies detailed above are succeeding. In addition, students who are experiencing learning loss due to social-emotional concerns will be monitored through school site and district level data collection.

English Learner Student Support:

- Single Plans for Student Achievement (SPSAs) for all 7 schools will be reviewed for identifying learning gaps of students groups per the 2019 California Schools Dashboard and aligning resources and programs to ensure academic success in ELA/ELD

and math.

- English Learner Student data (ELPAC, analyzed data in PLCs, and plan for English Language Development (ELD)).
- Curriculum embedded assessments (intervention for LTELs) will help measure their progress in reading.
- Schools will meet at least three times per year with the English Learner Council to evaluate the effectiveness of their EL program and conduct EL parent needs assessment in identifying ways for parents to support their child.
- Reports will be sent to school administrators that identify English learners not making progress.
- Redesignated English Proficient students will be monitored to identify whether adequate progress is being made or if interventions are needed.
- Close monitoring of ELA/ELD performance of English learners in grades K-12, who are progressing towards reclassification, will be conducted.

Special Education Student Supports:

- Monitoring present Levels of Performance.
- Monitoring progress on the achievement of IEP goals.

- SPED staff will collaborate with General Education staff.
- SPED staff will communicate with parents about student progress.

Foster Youth, Homeless, Low Income:

- Review attendance from previous school year of identified student groups (before school closures).
- Determine attendance and learning progress goals as part of a student's intervention strategy.
- Assess and determine the appropriateness and effectiveness of each intervention implemented for possible reconsideration of strategies, based on identified barriers.
- Frequent contact with teacher for updates on student's progress using the Weekly Engagement Record for the class.
- Social-Emotional Supports, including Trauma Informed Care, will be provided.
- Staff observation during daily class check-in and self-rating of emotions, student engagement, and participation will be conducted, and staff will be trained to identify students in crisis.
- Data collection through a preliminary and post survey to determine social-emotional growth after engagement in social-emotional learning.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Provide additional supports to At-Promise students (Including English Learners, Students with Disabilities, Homeless, Foster Youth, Socioeconomically Disadvantaged, and students most affected by COVID19)	$300,000	Yes
Services to support increased family engagement outreach and communication, not limited to training for families, professional development for staff, and community partnerships	$25,000	Yes
Staff Training and implementation and follow up of new SB 98 Attendance Policies and Practices	$50,000	Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Cabrillo Unified School District will provide mental health and social-emotional wellness services to students, staff, and families as follows:

- School Linked Services program staffed with a licensed clinical therapist.
- Counseling services provided by clinical interns supervised by School Link Services clinical supervisor.
- Partnership with ALAS and Soy (of Star Vista) to provide direct mental health services to students and their families.
- Daily Social-Emotional Learning lessons delivered by teachers.
- Small group social-emotional support provided as needed.
- Site classified staff to provide small-group social-emotional support as directed by Ed Specialists or case managers.
- Digital tools to support the mental health of students, families, and staff.
- School Linked Services weekly staff wellness program open to all staff on drop-in basis.
- Monthly Wellness Program for families and caregivers provided virtually in English and Spanish.
- Regular meeting of the Coordination of Services Team (COST) to review referrals regarding student wellness, safety, and access to education as well as family and caregiver safety and well-being.
- Coordination between Mental Health Team and Behavior Team to support families during remote learning to foster engagement for students in the remote learning environment.

The following Professional Development will be provided to staff:

- Recognizing signs of crisis and trauma in students and adults
- Case management and mental health referrals
- Social-emotional supports for students and adults
- How to restore and repair harm through Restorative Circles

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

The Cabrillo Unified School District will closely monitor student attendance and engagement weekly. Community Liaisons, student mentors, and other support staff assigned to school sites will serve as a network of assistance when students are absent from learning. Each school will establish a Family Reengagement team to review student attendance data, reach out to students/families not meeting compulsory education requirements or not engaging in instruction, and utilize a tiered system of support to provide re-engagement strategies for students who are absent from online learning. In addition, students at risk of having learning difficulties will be referred to the COST team to increase access to targeted intervention and instruction through a collaborative approach that includes the teacher in the intervention design, implementation, and documentation.

A tiered system will be utilized that determines the level of student need that is aligned with developed re-engagement strategies. Close collaboration with the teacher, administrators, and support staff (Family Engagement Team) will provide regular monitoring using a weekly list that highlights these students and others who also are absent. School sites will use the Family Engagement team to monitor and make connections with students. Bilingual support staff, district translators, and designated staff will ensure staff are able to communicate with families in their primary language to assist and intervene in support of student engagement and achievement.

- Staff will use student re-engagement strategies that will be supported holistically to include the identification of barriers and challenges facing parents/guardians.
- Students who need re-engagement strategies or who are identified as chronic absentees, based on the weekly engagement record, may require a Tier 2 or Tier 3 support from the school site or our Community Liaisons or other designated staff, including conducting a needs assessment and providing personalized case management.
- Regular monitoring of student attendance and participation through the weekly engagement record will be part of the process and will include formulating goals through the adjustment of interventions.
- Alternative learning programs may be considered through the adoption of carefully conceived guidelines to support the student academically and improve their attendance as part of the re-engagement plan.

- Procedures for tiered re-engagement of students missing 3 days of synchronous/asynchronous instruction in a school week or identified as chronic absentees based on the weekly engagement record will be identified first by the teacher and then referred to the school site's support team for immediate intervention.

- The school Family Engagement Team will triage students who are not engaged and will examine all possible barriers: economic, health, family stability, reliable remote learning capability, etc. This process will be in full operation by the second week of the school year.

- Community Liaisons or designated staff will assist in monitoring students who are disengaged or have been absent from school.

- Community Liaisons or designated staff will use various family engagement strategies to re-engage students, to connect with families, and to reunite student with their teacher in order to engage in online learning.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

The Cabrillo Unified School District (CUSD) is committed to ensuring a child has access to healthy and appealing meals in schools. CUSD food service operations are transitioning from serving meals during unanticipated school closures to serving meals in a blended learning school environment. CUSD is taking into consideration the advice of national, state, and local health and safety guidelines. The CUSD Director of Food Services is an active participant of the Opening of Schools Steering Committee (OSSC) which continues to assess and vet the plans for reopening schools to ensure that students participating in all learning models have access to healthy meals. The Director has applied and continues to apply for state and nationwide waivers to update district and school policies, standard operating procedures, and trainings to ensure compliance with Child Nutrition Program requirements and procuring equipment, supplies, and menu options necessary for meal service.

For food service operations and health and hygiene promotion, the Director functions as a COVID-19 coordinator and trainer. As such, she teaches and reinforces handwashing and use of a cloth face covering by employees when near other employees or students. She ensures that CUSD has adequate supplies for both employees and students including soap, hand sanitizer, and tissues. The Director enforces the posting of signs on how to stop the spread of COVID-19.

For cleaning and sanitation, the Director continuously updates standard operating procedures for sanitation of school kitchens, cafeterias, food warehouses, and central production kitchens. She trains all food services employees on health and safety protocols, including correct application of disinfectants and maintaining physical distancing.

The Director designs how work-stations are reorganized for proper physical distancing during meal preparation and meal service. She adjusts employee shifts to minimize number of staff in the kitchen. She has suspended the use of shared tables and self-service buffets for food and condiments, ensures that staff wear masks and gloves while serving students, and has made sure to have hand sanitizer available.

To serve students who are unable to access school meal distribution sites, the Director has increased the access points for providing meal service which includes offside locations, curbside pick-up, and drivethrough delivery throughout the community. She now makes use of CUSD buses to distribute meals to students.

Our Director is in continuous communication with students and families about the CUSD food services using the CUSD and schools email, phone texts, and fliers. She often sends communications to all stakeholders via School Messanger. Below is an example of these messages:

Dear Parents and Guardians, please listen carefully to our Back to School Meal Service Information.

We are currently serving 3 days of Breakfast and Lunch for Students on Monday and 2 days of Breakfast and Lunch to Students on Thursdays. For your convenience we have added locations and have tried to ensure that meals are served after morning classes. The school buses will be supporting meal service at Moonridge, Main Street,and along Highway 92. The sites and service times have been sent in a detailed email to all. Meals may be picked up by parents at any of the locations; however, we will need the student's names for record reconciliation. We are serving at

Moonridge Community Plaza Area - by the bus stop

Highway 1 farms & Pillar Ridge - at the Community Office

Hatch Elementary - In front of the MU

El Granada Elementary - By the Dolphin

Main Street / in town we will have three (3) 20 minute stops

1. Main Street Housing in front of the park on Main Street

2. Colonel Way off Arnold in the back corner

3. Purissima at or across from Amesport Landing Green

Hilltop and on Highway 92 we will have three (3) 15 minute stops

1. Eastbound 92 @ Hilltop Market
2. Cozzolinos
3. Westbound 92 @ Hilltop North Park Housing

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
70%	$1,425,000

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Each of the actions below will provide increased and improved services for our At-Promise students, including Foster Youth, English Learners, Low-Income Students, Homeless, Students with Disabilities, and other students affected by learning loss due to COVID-19.

A team of teacher trainers to support teacher professional development, data analysis, and lesson planning and delivery.

- California Department of Education (CDE) and San Mateo County Office of Education (SMCOE) COVID guidelines and handbooks will be utilized to support lesson planning and to ensure essential standards, concepts, and content will be taught throughout the course of the year. Teachers-on-Assignments and coaches will support teachers in short and long term lesson planning based on the locally adopted pacing and remediation documents.

- School site administrators and teachers were provided with samples of standardized daily schedules for all 5 days of the week, which include the minimum instructional minutes and clearly define both synchronous (live instruction) and asynchronous (independent) instructional delivery, with a majority of the minutes to be delivered synchronously. Within the weekly schedules, all content areas, including designated and integrated ELD are addressed.

- School site administrators and teachers were provided with parameters according to grade bands on how both synchronous and asynchronous tasks should be delivered and how tasks might be differentiated for at promise students, including English learners, Foster Youth, homeless, low income students, and students with special learning needs.

- Administrators and grade level teams will continue to analyze student data from all subgroups for the purpose of identifying learning gaps and planning for instruction and intervention.

- Administrators will ensure the continuity of high quality instructional delivery through a system of virtual and in-person walk-throughs and will provide feedback to teachers.

- Professional development opportunities, intended to support high quality lesson delivery, will be provided based on staff input and data collected through staff surveys.

Remote Learning Curriculum and Instruction Materials/Technology Platforms

- School sites will adhere to the Williams Act requirement and distribute adopted textbooks (hard copy and/or electronic copy) in each content area as well as district provided devices (as explained in the Access in Devices and Connectivity section) to ensure all students have equal access to adopted materials and curriculum.

- Cabrillo Unified School District has endorsed standardized learning platforms such as Zoom, SeeSaw, and Google Classroom to ensure equitable access to curriculum and adopted materials.

Remote Learning technology support for Remote Learning and website continuous updates to support student and family communication

- District representatives have designed a comprehensive Distance Learning website for parents, students, and educators, complete with resources and materials, parent instructional documents and videos, and professional learning opportunities for teachers. The website is updated regularly.

Provide additional supports to At-Promise students (Including English Learners, Students with Disabilities, Homeless, Foster Youth, Socioeconomically Disadvantaged, and students most affected by COVID19).

- To serve students who are unable to access school meal distribution sites, the Director has increased the access points for providing meal service which includes offside locations, curbside pick-up, and drivethrough delivery throughout the community. She now makes use of CUSD buses to distribute meals to students.

- CUSD will be using existing assessment tools and newly purchased tools (ex: Eureka Math, Lexia, Reading A-Z) and aligned its comprehensive system of assessments including screeners, diagnostics and progress monitoring tools, to our cycle of assessments. All students in grades TK-12 will be assessed three times annually in the areas of ELA and Math using local and new assessments.

- Teachers will continue to use frequent formative assessments, either from the District adopted curriculum or teacher-developed, to measure near-term learning outcomes for the purpose of frequent progress monitoring.

- In addition to assessments, there will be individualized online intervention learning paths and lessons for both reading and math. All students, including at-promise students, English learners, foster youth, low income students, homeless, and students with special needs, will engage weekly in the recommended number of minutes to maximize the program’s effectiveness. Site administrators and teachers have developed schedules which include intervention blocks for reading and mathematics daily, with a combination of synchronous and asynchronous instruction.

- CUSD will continue to utilize existing assessments conducive to remote administration such as Reading Inventory for the purpose of monitoring growth in reading comprehension using Lexiles and Educational Software for Guiding Instruction (ESGI) to measure and progress monitor foundational literacy skills in TK-2nd grade.

- All teachers will administer assessments, analyze the results, and plan for targeted intervention and differentiated instruction. Principals will oversee the site assessment process.

- School sites will utilize Wednesday planning time which includes a dedicated time for grade level teams to work collaboratively to analyze assessment results and plan for interventions.

- District and site administrators will monitor both usage and assessment reports to ensure the reduction of learning gaps in English language arts and mathematics.

- Curriculum embedded assessments to measure progress in ELD is in place through the districtwide use of the ELA/ELD adoptions, including through the specialized ELD intervention program TK-12.

- All teachers and administrators will receive designated and integrated ELD resources and professional development to conduct ongoing formative assessment and observations of student English language learning.

Services to support increased family engagement outreach and communication, not limited to training for families, professional development for staff, and community partnerships.

- Adoption of technology platforms and increased training on family engagement strategies and protocols to support communication with families. Examples of new platforms are SeeSaw, increased family engagement outreach, training for parents on new platforms using casting platforms, and increased used of SchoolMessenger.

Staff Training and implementation and follow up of new SB 98 Attendance Policies and Practices

- Additional support to develop, train, and implement new SB 98 Attendance Policies and Practices.

Increased student, family, and staff support on Health, Wellness, and Mental Health supports

- School Linked Services program staffed with a licensed clinical therapist.

- Counseling services provided by clinical interns supervised by School Link Services clinical supervisor.

- Partnership with ALAS and Soy (of Star Vista) to provide direct mental health services to students and their families.

- Daily Social-Emotional Learning lessons delivered by teachers.
- Small group social-emotional support provided as need.
- Site classified staff to provide small group social-emotional support as directed by Ed Specialists or case managers.
- Digital tools to support the mental health of students, families and staff.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

CABRILLO UNIFIED SCHOOL DISTRICT

498 Kelly Avenue, Half Moon Bay, California 94019 • 650 712-7100 • Fax 650 726-0279 • www.cabrillo.k12.ca.us

SUPERINTENDENT
Sean McPhetridge, Ed.D.

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Kimberly Hines
Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: September 10, 2020
TO: Members of the Governing Board
FROM: Sean McPhetridge, Ed.D.
THRU: Jesus Contreras, Chief Business Officer
Martha Ladd, Director of Student Supports
Jason Owens, Director of Personnel and Pupil Services
Randy Rudolph, Director of Technology
Leticia Bhatia, Ed.D., Assistant Superintendent Curriculum and Instruction
CATEGORY: Information
ITEM TITLE: Opening of Schools Handbook

BACKGROUND

Due to COVID-19 and our current Remote Learning Model, our staff have created an Opening of Schools Handbook to support staff regarding our Opening of Schools journey, Remote Learning, COVID19 Protocols and Procedures, and responses to the guiding questions from the California Department of Education Stronger Together Guidebook for the safe reopening of California public schools and the San Mateo County Office of Education Pandemic Recovery Framework.

The Opening of Schools Handbook will be uploaded on Thursday as soon as it is finalized.

FISCAL ANALYSIS

There is no impact to the general fund.

RECOMMENDATION

This item is information only. A recommendation is not applicable to this item.

CABRILLO UNIFIED SCHOOL DISTRICT

OPENING OF SCHOOLS PLAN

2020-2021

VISION

Every Child, Every Day

MISSION

An exemplary learning community committed to valuing our district cultural identities – is to develop critical thinkers and socially responsible citizens who actively participate in their individual learning and development and are fully prepared to embrace their next challenge.

LCAP GOALS

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.

GOAL 2:

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

GOAL 3:

Implement a stakeholder communication plan to support parental involvement.

GOAL 4:

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

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Governance

CABRILLO UNIFIED SCHOOL DISTRICT
GOVERNING BOARD

Governing Board



Kimberly Hines
President



Lizet Cortes
Vice-President



Mary Beth Alexander
Clerk



Freya McCamant
Member



Sophia Layne
Member

LETTER FROM SUPERINTENDENT



Dear CUSD Community,

In collaboration with San Mateo County Public Health, San Mateo County Office of Education, and in accordance with state guidance, Cabrillo Unified School District (CUSD) has decided to begin the school year in a distance-learning format for all students. It is our hope that as conditions improve we can bring our students back to school using phases leading to the opening of schools.

We thank staff and families who helped guide our work in their participation this summer in the Opening Schools Steering Committee that guided CUSD's plans for returning to school in fall of 2020. Safety of students and staff is our highest priority. With this in mind, over 250 stakeholders representing parents, teachers, staff, leadership, and community worked together in partnership to prepare a comprehensive and research-based plan in line with county, state, and federal guidance. As guidance changes, our plans will adapt in order to maintain compliance and adapt as necessary. Thus, this is a living document.

We want to stress that our safety, cleaning, and distancing procedures are in place to mitigate but not eliminate risk. By working together to implement the "Four Pillars" safety measures identified with fidelity, we can all do our part and greatly reduce the risk to our students and staff. But we must urge everyone to 1) wear masks, 2) maintain physical distancing, 3) wash hands regularly, and 4) avoid convening in groups for the sake of all. These "Four Pillars" can help protect us.

In order to meet the needs of our community as voiced in our stakeholder participation process, CUSD will offer three models: (1) Remote Learning Model, (2) Hybrid Learning Model (In-Person and Remote), and (3) Home Study/Independent Study Learning Model.

CUSD continues to work with other agencies on a plan for student supervision on the days students are not scheduled for face-to-face instruction in the modified traditional model. As plans solidify, we will communicate and add to the reopening plan.

Regardless of the instructional model in use, CUSD will strive to provide a high quality education in a supportive environment aligned to our district vision to serve "Every Child, Every Day." Please know we appreciate your cooperation and support during this time of community challenge, and please know we hope you and your families are staying safe and healthy during this difficult time.

Sincerely,

Sean McPhetridge, Ed. D.
Superintendent

ACKNOWLEDGMENTS

The Governing Board and leadership of the Cabrillo Unified School District would like to thank all of the members of the Opening of Schools Steering Committee, Task Forces, and all stakeholders who participated in surveys and focus groups. We thank all these individuals for selflessly giving of their time and expertise in the creation of this plan. A special thanks to the leadership of our collective bargaining units for their continued partnership throughout CUSD's response to the global pandemic. CUSD would also like to acknowledge the work of the California Department of Education Stronger Together Framework and the San Mateo County Office of Education's Pandemic Recovery Framework as we used their thorough planning materials as the foundation of our work.

PROCESS

CUSD surveyed staff in May, June, and July and worked closely with families in June to seek input and solicit input for the reopening of schools. Three hundred eighty-six (386) staff completed the survey. Two thousand eight hundred three (2803) families responded to the family survey. Over fifty volunteers made up of parents, teachers, staff, and leadership volunteered to serve on the Opening Schools Steering Committee and Task Force. Below you will find the three main forms of input which supported and guided the development of our Opening of Schools Plan.

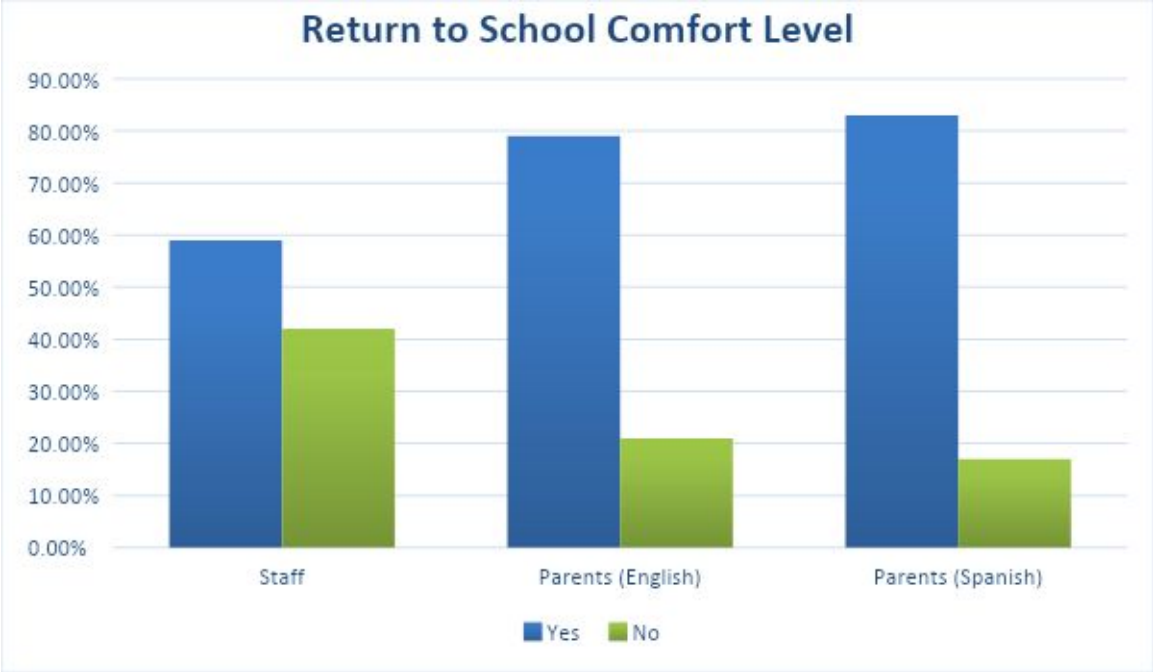
The OS Steering Committee reviewed state and local guidance and provided input that led to the development of a recommendation for Opening of Schools. Grade level specific OS Focus Group subcommittees grouped into elementary, middle, and high school teams to focus specifically on each grade level band. Likewise, focus groups provided input from specific stakeholder groups, including parents, parents of English Learners with Spanish as their primary language, parents of students with disabilities, parents new to CUSD, staff members, and community partners.

Each work group studied reopening resources and guidance from within our county, region, state, and nation. They diligently worked on answering essential questions posed for various focus areas within their function. The input of each work group was then aggregated into one document. The total membership of the Task Forces, campus leaders, union leadership, and the Board of Trustees reviewed the plan and provided input before it was finalized.

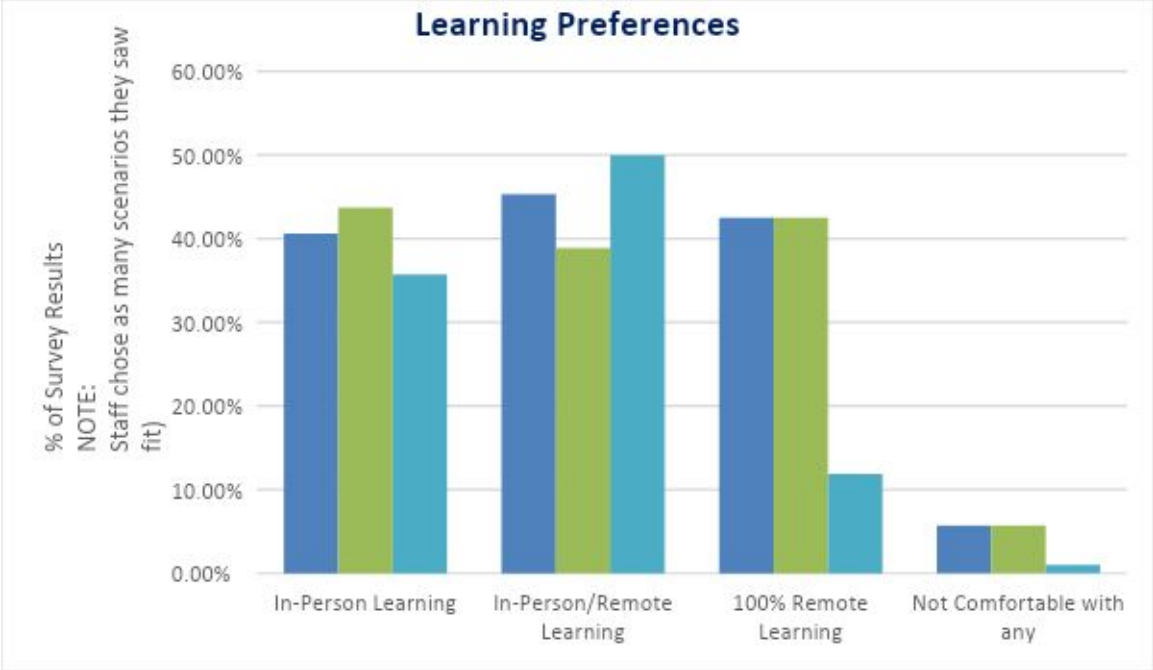
STAFF & PARENT SURVEY RESULTS

CUSD staff were surveyed in June. It is important to note COVID-19 infection rates have risen since then.

With the information we have today, would you feel comfortable returning to school if all safety precautions were accounted for?



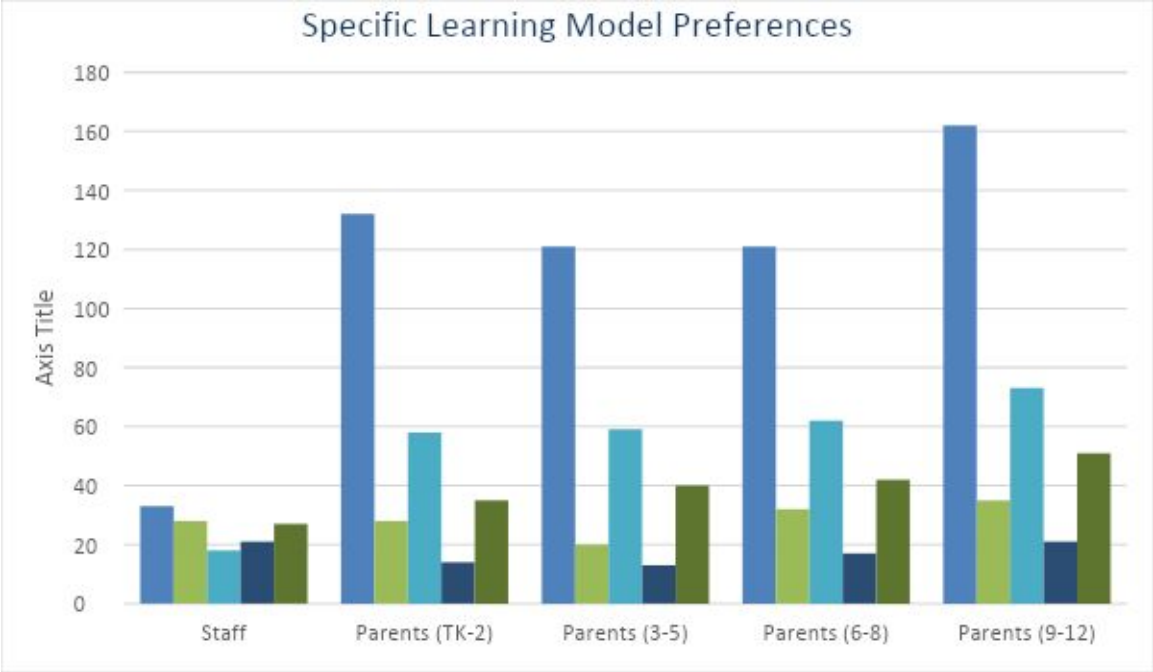
In the event that local health orders allow for some combination of social distancing in schools along with various forms of digital learning, and with the understanding that with all scenarios health and safety orders would be in place and followed, which scenario would be most favorable to your family?



Parents and staff chose their specific learning model preference as defined below:

LEARNING MODEL A: In-Person/Asynchronous A/B Day Hybrid 2 full days a week for In-Person Instruction, 2 days at home for Asynchronous learning, and 1 day a week for independent work assigned by a certificated teacher
LEARNING MODEL B: **In-Person/Asynchronous A/B Half Day Hybrid** Students would attend 2 half days a week for In-Person Instruction, 2 half days at home for Asynchronous learning, and 1 day a week for independent work assigned by a certificated teacher
LEARNING MODEL C: In-Person/Asynchronous A/B Week Hybrid Students would attend 4 full days a week for In-Person Instruction on week A and 4 days a week for Asynchronous learning on Week B with 1 day a week for independent work assigned by a certificated teacher
LEARNING MODEL D: In-Person/Asynchronous A/B Week Hybrid Students would attend 4 half days a week for In-Person Instruction on week A and 4 half days a week for Asynchronous learning on Week B with 1 day a week for independent work assigned by a certificated teacher
LEARNING MODEL E: **100% Remote Learning** (50% Live Synchronous Instruction and 50% Asynchronous instruction)

If schools are allowed to reopen, but with restrictions on the number of students allowed on campus, students may be assigned alternating days of in-person learning. Which format would you prefer?



CUSD OPENING OF SCHOOLS STEERING COMMITTEE

Sandra Jonaidi
Food Services Coordinator
District Office

Jaime Rico
Maintenance, Operations, & Transportation
District Office

Rosalva Segura
Family Engagement, Early Learning, & Special Projects Supervisor
District Office

Susan Ciccarelli Vana
Nurse
District Office

Martha Ladd & Holly Wade
Director of Educational Support Services

Misty Veloso
CUTA Member
Hatch Elementary School

Sean Riordon
CUTA Co-President
Half Moon Bay High School

Claudia Lunstroth
CUTA Co-President
Half Moon Bay High School

David Porcel
Elementary Administrator Representative
Hatch Elementary School

James Barnes
Middle School Administrator
Cunha Intermediate School

John Nazar
High School Administrator
Half Moon Bay High School

Cathy Gray
Elementary Administrative Assistant
Hatch Elementary School

Stig Lynne
CSEA President
District Office

Sonja Krieger
CSEA Member / Secondary Administrative Assistant
Half Moon Bay High School

Brendan Roth
Athletic Director
Half Moon Bay High School

Catalina Maya
DELAC President
Hatch Elementary and Half Moon Bay High School

Kristeen Nunziati-Ament
PTO Representative
Farallone View Elementary School

Lisa Zanette
PTO Representative
Cunha Intermediate School

Christy Walker / Amber Stariha
Co-Presidents
King's Mountain Elementary School

Kerri Costa
SIPA Representative
Dual Immersion Program
Hatch Elementary School

Roxanna Irani & Kendra Holland
PTO Co-Representatives
Hatch Elementary School

Amy Broome
PTO Representative
Half Moon Bay High School

Breanna LaFontaine
PTO Representative
El Granada Elementary School

Josefina Infanzon & Cristal Hernandez
Notetakers / Administrative Support
District Office

Jesus Contreras & Leticia Bhatia
Co-Facilitators
District Office

CUSD OPENING OF SCHOOLS TASK FORCE





ELEMENTARY TASK FORCE

Maile Springer
Teacher
King's Mountain Elementary School

Bryan Felts
Science 5th Grade Teacher
Districtwide

Robin Inglis-Arkell
Teacher
Hatch Elementary School

Ramlin Younan
Psychologist
Hatch Elementary School

Misty Veloso
Teacher
Hatch Elementary School

Debbie Silveria
Teacher
Kings Mountain Elementary School

Amy McVicker
Farallone View Principal

Martha Ladd
Director of Educational Supports

MIDDLE SCHOOL TASK FORCE

Diane Angst
ELD Department Chair

Tom Cox
Social Studies
Department Chair

Karen Egan
Special Educations Teacher

Dena Grover
Librarian

Nicole Higaki
ELA/Reading Teacher
James Barnes
Principal

Ben Bartel
Assistant Principal

HIGH SCHOOL TASK FORCE

Michael Muramoto
Counselor

Traci Yerby
Teacher

Marseene Kendall
Teacher

Nancy Damarodas
Paraprofessional

Joseph Centoni
Teacher

John Nazar
Principal

Deanna Tower
Vice Principal

Andrew Boysen
Assistant Principal

PROMOTING HEALTHY HYGIENE PRACTICES

WHAT CAN FAMILIES EXPECT AS SCHOOLS REOPEN?

In order to safely reopen schools, CUSD has created a plan to mitigate risk while providing optimal opportunities for learning. Therefore, families will see schools that promote healthy hygiene practices, intensify cleaning, disinfecting, and ventilation, implement social/physical distancing, limit sharing, and screen for symptoms of staff and students.



Staff and students will be expected to wash/sanitize their hands regularly.



Classrooms without sinks will be provided with hand sanitizer to use.



Staff and students grades PreK-12th/Adult must wear face coverings while on campus.

In accordance with the California Department of Public Health's (CDPH) Guidance for Face Coverings, staff and students (grade PreK – 12th/Adult) must wear face coverings while in public spaces.

Students must wear face coverings while:

- waiting to enter the campus
- on school grounds when not eating or drinking
- in the classroom
- leaving school

SIGNAGE WILL BE POSTED ON CAMPUSES TO PROMOTE HEALTHY HYGIENE PRACTICES

INTENSIFIED CLEANING, DISINFECTING, AND VENTILATION

- CUSD has implemented the disinfection guidelines from the CDE, EPA, CDPH, and CDE. CUSD has purchased specialized cleaning and disinfecting equipment to optimize cleanliness.
- Common touch surfaces will be cleaned regularly (e.g. countertops, door handles, restrooms, student desks, student chairs, etc.).
- Buses will be disinfected between routes.
- CUSD's HVAC systems have been adjusted and programmed to maximize fresh air intake at all school sites.

DISTANCING PROTOCOLS

IN AND OUT OF THE CLASSROOM







PHYSICAL DISTANCING WILL ASSIST IN MITIGATING THE SPREAD OF THE VIRUS. CUSD SCHOOLS WILL ADHERE TO THE FOLLOWING PROCEDURES TO MAINTAIN DISTANCING, WHEN FEASIBLE:

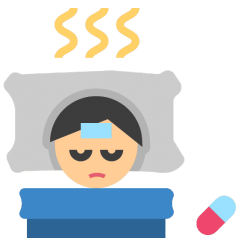
- Classrooms will be arranged so students face the same direction and are spaced six feet apart
- Transparent physical barriers will be available in classrooms where required
- Playground equipment will not be used during recess
- Entry, exit, lunch, and recess will occur on a staggered schedule
- Routes will be designated for entry and exit to school, lunch, recess, and other transition times, as practicable
- Group activities will be held virtually
- Lunches will be individually packaged
- Schools will restrict access to non-essential visitors, volunteers, and outside groups
- Staff will be asked to practice physical distancing at all times when on school property
- Transparent physical barriers will be installed in front office areas where face-to-face interaction with the public occurs

LIMIT SHARING



- Schools will limit sharing of supplies between students to the extent possible and encourage students to take home personal items for daily cleaning.
- Students will be encouraged to bring refillable water bottles and use water bottle refilling stations. Drinking fountains will not be accessible. Bottled water will be provided as necessary.
- Salad bars and share tables will be discontinued.

SCREENING FOR SYMPTOMS



- Students will be screened by parents at home prior to coming to school. There will be a visual assessment at the point of entry and again by the teacher.
- Staff must self-screen before coming to work, will attest to not having any new symptoms, and may be given additional screening.
- Active screening will take place for any student or staff who member acknowledges or exhibits symptoms.

EDUCATIONAL OPTIONS

In order to meet the needs of our community, CUSD is offering 3 Learning Models. Every effort will be made to keep siblings, regardless of school, in the same cohort.

We ask families to commit to a program for at least 6 months and will determine if there is the feasibility to transfer to a different learning model

Hybrid Learning Model (Model A: Hybrid of 2 days in-person and 3 days remote learning)
In this model, TK-12 students are split into two cohorts. Students will attend in-person instruction/support twice per week and learn via Asynchronous and Synchronous Learning three times a week. Cohort A attends in-person classes for two days while Cohort B is at home learning remotely. Cohort B attends in-person classes for 2 days while Cohort A is at-home learning remotely. Wednesdays are reserved for asynchronous learning, parent-teacher conferences, or student-teacher check-ins, deep cleaning, teacher preparation/training/planning, and weekly staff meetings.

Remote Learning Model

In this model, TK-12 students receive 100% online Remote Learning with a combination of Synchronous and Asynchronous Learning. All instructions will be 100% at-home. program for families who desire to remain in a distance learning format for the 20-21 school year. The program will mirror the instructional content being offered in the traditional modified model and will be instructed by CUSD teachers.

Home Study (TK-5)/Independent Study (6-12) Learning Model

Home Study is the alternative instructional program for grades kindergarten through twelve and is designed to serve those parents who are teaching their children at home. Parents provide direction and monitor student progress. Home Study is homeschooling. Their instructional strategies are responsive to the individual learning needs of their children. A credentialed teacher works directly with parents and provides appropriate educational materials.

A contract is signed establishing regular meetings with parents and students to assist families in the preparation of educational goals, to guide selection of curriculum development of instructional strategies, and to provide support. Through this cooperative effort, the Cabrillo Unified School District provides an instructional program designed to meet individuals students' needs as well as the legal requirements of California's compulsory attendance laws. (Board Policy 6158).

Home Study provides the opportunity for each student to be treated as all unique persons with individual needs, goals, and interests. We support the diversity of learning and teaching styles. We encourage students to interact with the world around them as well as learn from textbooks. This program is based on a commitment to a wide variety of educational philosophies.

For more information, please visit the home study /independent study program offered through Pilarcitos Alternative Education School at

https://pilarcitos.cabrillo.k12.ca.us/cms/One.aspx?portalId=18665441&pageId=18825886

PreK – 12
REMOTE LEARNING MODEL
(PHASE-IN HYBRID)

2 DAYS IN-PERSON/3 DAYS REMOTE LEARNING

CUSD is proposing a phase-in approach that will eventually lead to in-person instruction:

Phase 1 **-** 100% - Remote Learning Phase-In Model A (Hybrid of 2 days in person and 3 days remote learning) for 100% of students.

Phase 2 **-** Instruction to groups of students including English Learners, Foster Youth, students experiencing homelessness or housing insecurity, Students with Disabilities, and other students that may need support as identified by staff: students would come for in-person instruction/support based on their cohort while all other students are still in 100% Remote Learning Model (Hybrid of 2 days in person and 3 days remote learning).

Phase 3 **-** Remoe Learning Model: Students will be divided into two cohorts. Each Cohort will attend 2 days per week on designated days for In-Person learning and 3 days a week of Remote Learning (Synchronous and Asynchronous).

Phase 4 - 100% of students will return to school for 100% of In-Person Instruction, as we did before COVID-19.

Each phase is a minimum of two weeks unless health data or a COVID-related situation occurs on campus that requires adjustment. Staff will evaluate to determine whether to move to the next phase based on the latest data available. Unfortunately, we are unable to predict how long we will remain in a phase because it is tied into the recommendations from our state and county health and school leaders.

Sample schedules below will provide you with an overview of our proposed schedule when we transition to Phase 3 of In-Person Instruction.

PRESCHOOL SAMPLE SCHEDULES (Los Listos)

Tentative Schedule Pending Information from the state

Students enrolled in Los Listos Preschool will attend school 4 days a week for 3 hours as part of either a morning (AM) or afternoon (PM) cohort. Preschool is guided by Title V State Preschool regulations and does not follow the same K-12 regulations. The estimated transition from Phase 1 to Phase 2, is September 2020.

per week	Monday	Tuesday	Wednesday	Thursday	Friday
	In-Person		At-Home	In-Person	
Cohort AM	3 hrs	3 hrs	Asynchronous (Independent Assignment) 3 hr	3 hrs	3 hrs
Cleaning	1.5 hrs	1.5 hrs		1.5 hrs	1.5 hrs
Cohort PM	3 hrs	3 hrs	Asynchronous (Independent Assignment) 3 hr	3 hrs	3 hrs

ELEMENTARY SAMPLE SCHEDULES

Transitional kindergarten and kindergarten children will attend school every day as part of either a morning (AM) or afternoon (PM) cohort.

SAMPLE TK & K GRADE SCHEDULE

Tentative Schedule Pending Information from the state

960 Min per week	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort AM	2.5 hrs	2.5 hrs	Independent Assignments 1 hr	2.5 hrs	2.5 hrs
Cleaning	2 hrs	2 hrs		2 hrs	2 hrs
Cohort PM	2.5 hrs	2.5 hrs	Independent Assignments 1 hr	2.5 hrs	2.5 hrs

SAMPLE TK & KINDERGARTEN INSTRUCTIONAL MINUTES

900 Min per week	In-Person *4 days am/pm cohorts*	Asynchronous *4 days*	Independent *Wednesday*
Reading / Language Arts	30 Minutes	15 Minutes	15 Minutes
Writing	20 Minutes	15 Minutes	15 Minutes
FUNdations	30 Minutes		
Math	30 Minutes	15 Minutes	15 Minutes
SEL	20 Minutes		
Science / Social Studies / PE/ ELD	20 Minutes		
Enrichment / Etc.		15 Minutes	15 Minutes
TOTAL Minutes	**150 Minutes (x4=600)**	**60 minutes (x4=240)**	**60 minutes (x1=60)**

SAMPLE GRADES 1-3 SCHEDULE

Students in grades first through third (1-3) will attend on a rotating schedule. Students assigned to the A cohort will always attend Monday and Tuesday. Students assigned to the B cohort will always attend Thursday and Friday. Wednesday will be a Remote Learning day for all students.

	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A	In-person	In-person	Independent Assignments	Asynchronous	Asynchronous
Cohort B	Asynchronous	Asynchronous	Independent Assignments	In-Person	In-Person

GRADES 1-3 INSTRUCTIONAL MINUTES

	In-Person ***2 full-day cohorts***	**Asynchronous** ***2 days***	**Asynchronous Independent** ***Wednesday***
Reading / Language Arts	40 Minutes (x2=80)	45 Minutes (x2=90)	45 Minutes
Writing	40 Minutes (x2=80)	50 Minutes (x2=100)	50 Minutes
FUNdations	30 minutes (x2=60)	30 Minutes (x2=60)	30 Minutes
Math	50 Minutes (x2=100)	50 Minutes (x2=100)	50 Minutes
SEL	30 Minutes (x2=60)	15 Minutes (x2=30)	15 Minutes
Science / Social Studies / PE / ELD	60 Minutes (x2=120)		
Enrichment / Etc.	40 Minutes (x2=80)		
TOTAL Minutes (1,150 Weekly)	**290 Minutes (x2=580)**	**190 Minutes (x2=380)**	**190 Minutes (x1=190)**

SAMPLE GRADES 4-5 SCHEDULE

Students in grades fourth through fifth (4-5) will attend on a rotating schedule. Students assigned to the A cohort will always attend Monday and Tuesday. Students assigned to the B cohort will always attend Thursday and Friday. Wednesday will be a Remote Learning day for all students.

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Cohort A	In-person	In-person	Independent Assignments	Asynchronous	Asynchronous
Cohort B	Asynchronous	Asynchronous	Independent Assignments	In-Person	In-Person

GRADES 4-5 INSTRUCTIONAL MINUTES

	In-Person *2 full-day cohorts*	Asynchronous *2 days*	Asynchronous Independent *Wednesday*
Reading / Language Arts	60 Minutes (x2=120)	60 Minutes (x2=120)	60 Minutes
Writing	45 Minutes (x2=90)	45 Minutes (x2=90)	45 Minutes
Math	60 Minutes (x2=120)	60 Minutes (x2=120)	60 Minutes
SEL	30 Minutes (x2=60)	20 Minutes (x2=40)	20 Minutes
Science / Social Studies / PE/ELD	90 Minutes (x2=180)		
Enrichment / Etc.	40 Minutes (x2=80)		
TOTAL Minutes (1,205 Weekly)	**325 Minutes (x2=650)**	**185 minutes (x2=370)**	**185 minutes (x1=185)**

SECONDARY SAMPLE SCHEDULES

GRADES 6-12 SAMPLE SCHEDULE

In grades 6-12, instruction will follow a period schedule. Each period includes a synchronous and asynchronous lesson, time for guided practice, and independent work time. During independent work time, teachers may provide office hours.

Sample Phase 1 Remote Learning Model (Synchronous/Asynchronous)

<table>
<tr><th></th><th colspan="2">Instructional Days</th><th>Teacher PD / Planning Day</th><th colspan="2">Instructional Days</th></tr>
<tr><th></th><th>Mon</th><th>Tues</th><th>Wed</th><th>Thurs</th><th>Fri</th></tr>
<tr><td>8 - 8:50am</td><td>1st Period</td><td></td><td rowspan="3">Teachers: PD/Planning
Students: Independent (Digital Asynchronous)</td><td>1st Period</td><td></td></tr>
<tr><td>9:00 - 9:50 am</td><td>3rd Period</td><td>2nd Period</td><td>3rd Period</td><td>2nd Period</td></tr>
<tr><td>10:00 - 10:50 am</td><td>5th Period</td><td>4th Period</td><td>5th Period</td><td>4th Period</td></tr>
<tr><td>11:00 am - 11:50 pm</td><td>7th Period</td><td>6th Period</td><td></td><td>7th Period</td><td>6th Period</td></tr>
<tr><td>11:50 am - 12:20 pm</td><td colspan="5">Student and Teacher Lunch</td></tr>
<tr><td>12:30 - 3:30pm</td><td colspan="2">Teachers: digital check-ins with students, provide feedback on remote work, planning
Students: Independent (Digital Asynchronous)</td><td>Teachers: PD/Planning
Students: Independent (Digital Asynchronous)</td><td colspan="2">Teachers: digital check-ins with students, provide feedback on remote work, planning
Students: Independent (Digital Asynchronous)</td></tr>
</table>

Sample Phase 3 Hybrid In-Person

	Instructional Days				Teacher PD / Planning Day	Instructional Days			
	Mon		Tues		Wed	Thurs		Fri	
Groups	Group A	Group B	Group A	Group B	All Teachers and Students Remote Learning	Group A	Group B	Group A	Group B
	In-Person	At-Home	In-Person	At-Home		At-Home	In-Person	At-Home	In-Person
8 - 8:50 am	1st Period				*Teachers: PD/Planning Students: Independent (Digital Asynchronous*	1st Period			
9:00 - 9:50 am	3rd Period		2nd Period			3rd Period		2nd Period	
10:00 - 10:50 am	5th Period		4th Period			5th Period		4th Period	
11:00am - 11:50 am	7th Period		6th Period			7th Period		6th Period	
11:50am - 12:20pm	**Student and Teacher Lunch**								
12:30 - 3:30pm	*Teachers: digital check-ins with students, provide feedback on remote work, planning, opportunity for students to set meetings with teachers* *Students: Independent (Digital Asynchronous), opportunities to meet with teachers*				*Teachers: PD/Planning Students: Independent (Digital Asynchronous)*	*Teachers: digital check-ins with students, provide feedback on remote work, planning, opportunity for students to set meetings with teachers* *Students: Independent (Digital Asynchronous), opportunities to meet with teachers*			

REMOTE LEARNING MODEL



The Remote Learning Model is CUSD's program for families who desire to remain in a remote learning format for at least 100% of the 2020-2021 school year. If parents are interested in switching to the Remote Learning Model at the half-year mark, we will consider if it is possible to switch programs if staffing is available. The program will mirror the instructional content being offered in the traditional modified model and will be instructed by CUSD teachers: however, the learning will be 100% at home.

All students enrolled in the CUSD Remote Learning Model, if needed, will be provided a Chromebook for the academic year.

Students will receive daily synchronous (live, on Google Meet or Zoom) instruction from their classroom teachers and asynchronous learning (independent learning). Instruction will be based on the priority standards using the same Board-adopted materials as in the Hybrid Learning Model, and access will be given to selected online applications. Students will earn grades in the Remote Learning Model.

In grades TK-5, teachers will set up a daily schedule that has consistent times for synchronous instruction. Synchronous learning will be followed by asynchronous learning (independent work) that reinforces instruction.

In grades 6-12, students will follow a period schedule. Students will have direct, synchronous instruction followed by asynchronous learning (independent work) for each class period. Teachers will be available for office hours while students are completing independent work.

For students who receive special education services, the services in the student's IEP with the necessary accommodations will be implemented to ensure that the IEP can be provided to the maximum extent possible in a digital environment.

English learners will be provided with integrated and designated English Language Development (ELD).

In order to better support their students at home, teachers will be providing onboarding for parents on

how to navigate their specific distance learning classrooms. Additionally, the district will provide parents with a repository of video tutorials on the various platforms being used in digital learning.

Students will also have onboarding to orient them to remote learning in the digital classroom. This information includes how to use zoom, chat, how to access assignments, how to communicate with the teacher, and attendance/participation expectations.

Students in the Remote Learning Model will have access to a school counselor for social-emotional support. Additionally, teachers will develop regular community-building activities for students in the digital classroom.

MAINTENANCE, OPERATIONS, & TRANSPORTATION

Essential actions necessary to ensure district and school assets are, and remain, safe for students and staff to inhabit.

LEADS

Jesus Contreras, Jaime Rico, Kathi Bagot, Sandra Jonaldi

FOCUS AREA: PHYSICAL INFRASTRUCTURE

ESSENTIAL QUESTIONS:

Do we have access to the necessary supplies and cleaning protocols in place to effectively clean and disinfect when schools and offices are open?

Appropriate site staff is provided supplies and supply lists by the MOT department as well as step-by-step cleaning and sanitizing instructions. Increased cleaning, sanitizing, and disinfecting of school sites is taking place. All MOT staff have been trained.

How do we ensure social distancing in classrooms, restrooms and high traffic areas?

Clear markers, directional lines, and barriers directing foot traffic away from "Do Not Enter" areas will be employed. To the extent possible, we will work to implement one-way flow onto campus (i.e., student arrival and dismissal sites) and have multiple check-in locations. Staff will work to clearly maintain and identify safe exit routes on campus. Clear signage will be displayed at campuses. Each school site shall develop a safe protocol for student movement from classroom to restroom and office.

As of now, the latest data requires us to recommend the non-use of playground equipment.

What considerations should be made regarding the use of personal protective equipment (PPE) by students and staff?

Staff and students in grades Pre-K through 12th/Adult are required to wear face coverings. Students in preschool through grade two are highly recommended to wear face coverings. It is recommended that all students and staff bring their own masks. Extra masks will be available for those staff and students who forget to bring their own masks. In addition to face masks, should teachers request, the district will provide face shields, clear partitions, and face masks with a clear cutout around the mouth. This will enable teachers to choose appropriate PPE options that ensure safety while minimizing interference to communication. Special consideration will be made for students with special needs as well as students and staff with a physician's note due to a health condition.

Masks must be worn:

- while waiting to enter the school campus
- while on school grounds
- while leaving school
- while on a school bus
- in the classroom

Hand washing and hand sanitizing procedures will accompany the guidelines for PPE. Accommodations will be made to ensure easy access to soap and sanitizer. Hand sanitizer stations are added to all classrooms and other areas used by students.

What should we consider when setting up classroom space?

Classrooms will be arranged using desks so children are all facing one direction and are spaced six-feet apart. Transparent physical barriers will be provided when necessary.

Each school site will create plans and schedules for maximizing use of outdoor space for instruction: recreation fields, garden areas, courtyards, quads, and outdoor classrooms.

For the safety of all, CUSD will discontinue all facilities use by outside organizations at this time. School events must be run virtually until further notice.

How will we prepare for closing partial or entire schools after the year begins?

CUSD will follow the CDPH guidelines for what triggers a partial or full school closure. We have a communication plan for both immediate and follow-up scenarios.

RESOURCES:

1. California Department of Public Health COVID-19 Industry Guidance: Schools and School-Based Programs
2. Stronger Together A guidebook for the safe reopening California public schools by the CDE
3. San Mateo County Office of Education: Pandemic Recovery Framework

FOCUS AREA: NUTRITIONAL SERVICES

How will we provide students with nutritional meals and services that maintain social distancing in a clean and disinfected environment?

CUSD has clear safety procedures and training protocols for food service staff and substitutes. All substitutes will receive the same safety training as full time staff to ensure consistent implementation of safety measures. All food service staff will wear masks, face shields, and gloves. Surfaces will be regularly cleaned and disinfected. Students will wash hands or use hand sanitizer before and after receiving food. Mealtimes will be staggered. No salad bars or share tables will be used. Food items will be single serve options, comprised of individually wrapped items such as whole fruits, prepackaged vegetables, pre-portioned commodity foods, and packaged entrees. Students will pick up the food

"grab-and-go style" without touching common surfaces or serving utensils.

For elementary school students, in lieu of staff members handling student IDs to record meal payment, food service staff will scan barcodes on a laminated page. Middle school students will continue to self-scan their ID cards because this process does not require touching a common surface.

During non-inclement weather, students may eat at the outdoor lunch tables, spaced six feet apart. Tables will be assigned to class groups to avoid cohort mixing. Tables will be disinfected between groups of students. During inclement weather students will eat lunch in classrooms.

RESOURCES:

1. COVID-19 Planning Considerations: Guidance for School Re-entry
2. Stronger Together A guidebook for the safe reopening California public schools by the CDE
3. San Mateo County Office of Education: Pandemic Recovery Framework

FOCUS AREA: TRANSPORTATION

How will we provide safe and regularly scheduled transportation routes for our students? How do we protect the safety of our students?

CUSD is only able to transport those students whose transportation is mandated through the IEP process.

On all those routes, students will be actively screened prior to boarding the bus. Students will use hand sanitizer upon boarding and exiting the bus. Students will have assigned seats and board and exit the bus in a prescribed order that will minimize personal interaction.

What can we do at the bus waiting areas at schools?

Staging areas at school sites with visual indicators on the ground will be created to ensure physical distancing.

How do we protect bus drivers?

Bus drivers will be trained on COVID-19 safety procedures. Drivers will be provided with all necessary PPE, and management will provide oversight to ensure proper and consistent use.

How do we maintain a safe, clean bus?

CUSD transportation will identify high use, daily use, and low use areas for specific cleaning cadence. High use areas will be disinfected at the end of each run. Daily use areas will be disinfected at the end of daily shifts. Low use areas will be cleaned twice a week. The use of a disinfectant misting gun will be used when there is a suspected COVID-19 case on the bus.

What will need to happen before buses can be assigned to route?

Bus drivers will need to have all required certifications in place before being placed on duty.

Buses are required to need to have CHP certification signed by an inspector onboard the bus, signaling that the bus is deemed safe and free of any defects within.

RESOURCES:

1. California Department of Public Health COVID-19 Industry Guidance: Schools and School-Based Programs
2. Stronger Together A guidebook for the safe reopening California public schools by the CDE
3. San Mateo County Office of Education: Pandemic Recovery Framework

WELLNESS

Essential actions to keep staff and students safe and healthy

LEAD FACILITATORS

Jesus Contreras, Jaime Rico, Susan Vana, Martha Ladd

FOCUS AREAS: IMPORTANT CONSIDERATIONS

Essential Questions:

What are the important considerations for districts as we prepare to open up?

CUSD follows the General Measures outlined in the California Department of Public Health COVID-19 Industry Guidance: Schools and School Based Programs. These measures include regular communication with local and state authorities, a plan for repeated closures of classes, groups, or entire facilities, and adequate equipment and cleaning supplies.

How will schools address new disinfecting measures?

CUSD will implement the disinfection guidelines from the CDC, EPA, CDPH, and CDE.

What type of personal protective equipment should schools anticipate purchasing?

The District shall purchase face coverings, face shields, and gloves. N95 masks and paper gowns shall be purchased for staff working with anyone that must be isolated and/or spraying disinfectant.

How do we prepare for the closing of classrooms or schools after the year begins?

CUSD follows the California Department of Health Guidance for potentially closing schools. As this could happen to a classroom, a school, or the whole District, all teachers and students need to be prepared to shift to Distance Learning. Communication to families about transition planning will occur early in the school year. In the event of a closure lasting more than two days, schools will distribute student materials needed for distance learning as needed. In addition, we will follow our CUSD COVID 19 Handbook.

How do we track COVID-19 data in schools?

CUSD tracks presumptive and confirmed cases of COVID 19. Individual daily survye has been created for each school site for students/staff members who present symptoms while at school, students/staff members who report symptoms or positive COVID-19 test results. MOT Staff and the Director of Personnel and Pupil Services will have access to this information.

Students/staff who become symptomatic while at school and students/staff who report an absence will receive follow up calls from school staff who will report information to the Director of Pupil

Personnel Services as necessary. CUSD may provide staff with information about free testing.

RESOURCES:

1. CDPH Reopening Guidance page 13-14
2. CUSD and COVID-19 Response Protocol for Wellness
3. San Mateo County Office of Education: Pandemic Recovery Framework
4. CUSD COVID 19 Handbook (Department of Personnel and Pupil Services)

FOCUS AREA: SUPPORTING SOCIAL DISTANCING AND INFECTION CONTROL

ESSENTIAL QUESTIONS:

How do we create a school environment that supports social distancing?

CUSD students and staff shall follow best practices recommended by the CDPH, CDE, San Mateo County Public Health, and the CDC for social distancing practices. The number of students on campus will be reduced to maintain a 6-foot distance in and outside of classrooms. Schools will be clearly marked with distancing marks both in the classroom and out on the campus. Classroom cohorts shall not mingle with other classroom cohorts. Teachers shall reinforce the importance of physical distancing to mitigate virus exposure.

How will we implement intensified hand washing protocols/hand sanitizer protocols?

CUSD shall follow the CDC guidance of frequent hand washing with soap and water for at least 20 seconds. Teachers will teach proper technique the first week and reinforce constantly. Teachers shall mount posters outlining the technique. Teachers will create a daily handwashing schedule. If soap and water are not available, then a hand sanitizer should be used.

RESOURCES:

1. CUSD and COVID-19 Response Protocol for Wellness
2. San Mateo County Office of Education: Pandemic Recovery Framework
3. CUSD COVID 19 Handbook (Department of Personnel and Pupil Services)

How does one return to school after a diagnosis of COVID-19?

According to the California School Nurses Organization, students/staff with COVID-19 who have symptoms and were directed to care for themselves at home may discontinue isolation if at least 3 days (72 hours) have passed since recovery (defined as resolution of fever without the use of fever-reducing medications **and** improvement in respiratory symptoms (e.g., cough, shortness of breath) **and** at least 10 days have passed since symptoms first appeared).

What are the steps a school should follow if there are confirmed cases of COVID-19?

CUSD monitors and communicates with the San Mateo County Department of Health when confirmed cases occur in CUSD schools. Absence monitoring and follow-up will occur on a daily basis. Notifications to people exposed to a person who tested positive for COVID-19 will follow HIPAA and FERPA requirements. A written script will be provided to supervisors and attendance clerks to be sure

all information is collected for monitoring. CUSD has will also follow guidelines as written in our CUSD COVID 19 Handbook .

RESOURCES:

1. CUSD and COVID-19 Response Protocol for Wellness
2. San Mateo County Office of Education: Pandemic Recovery Framework
3. CUSD COVID 19 Handbook (Department of Personnel and Pupil Services)

What are the isolation guidelines for schools if there is a suspected case of COVID-19?

Students and staff will be isolated immediately upon determining the student/staff member is demonstrating COVID-19 like symptoms. The student/staff member shall be masked. The student's parents should be contacted for immediate pick-up and the staff member, if able, should immediately drive themselves home. If a student has siblings at a CUSD school, the siblings should also be sent home. If the student/staff member tests positive for COVID-19 or cannot prove symptoms are not COVID-19, then the student/staff member must follow the CUSD protocol. Siblings will need to self-quarantine for 14 days after the onset of the family member's symptoms. Determination for who else must self-quarantine is based on the type of contact that was had at the school site between the student/staff member and other students/staff members.

Consideration will be given for virtual parent education nights hosted by mental health professionals for students and families during distance learning. Counselors can connect students and families to community based mental health agencies for additional mental health services.

RESOURCES:

1. American School Counselor Association (ASCA)
   – National Association of School Psychologist (NASP) Considerations: Supporting Student Social Emotional Learning and Mental and Behavioral Health Amidst Covid-19
2. CASEL – Collaborative for Academic, Social, Emotional and Learning Leveraging Social Emotional Learning As You Prepare to Reopen and Renew
3. UCLA School Mental Health Project - Quarterly Journal Spring 2020 Plan Ahead to Support the Transition-back of Students, Families and Staff
4. CUSD COVID 19 Handbook (Department of Personnel and Pupil Services)

What extra measures should schools take to prevent communicable disease transmission?

CUSD has collected a variety of best practices from the CDC, CDPH, CDE, California School Nurses Association, as well as model reopening plans from around the nation. Visual assessments for symptoms will be conducted by staff. Training will be provided to staff for these visual assessments. Temperature checks will be conducted if a student/staff member is suspected of having a fever. Staff will self-assess daily and attest to being asymptomatic.

RESOURCES:

1. CUSD and COVID-19 Response Protocol for Wellness
2. San Mateo County Office of Education: Pandemic Recovery Framework
3. CUSD COVID 19 Handbook (Department of Personnel and Pupil Services)

FOCUS AREA: MENTAL HEALTH INTRODUCTION:

ESSENTIAL QUESTIONS:

How do we address the mental health needs of students and staff during the pandemic?

Schools will engage in regular mental wellness check-ins for students and staff. The use of restorative and mindfulness practices in the classrooms will help establish a welcoming and supportive environment for staff and students.

Teachers and other school personnel should receive training on how to address and support children and staff during a pandemic. Principals and teachers should also receive training/resources in identifying signs of emotional distress, such as depression, anxiety, and grief/loss.

How do we address a student or staff member who has lost a loved one due to COVID-19?

Counseling support is provided to address the numerous causes of trauma. Crisis teams need to be available to all, especially to assist in identifying students and staff with direct family or friends affected by the virus. Schools will follow crisis intervention protocols to provide emotional and psychological support as needed. Counselors will assist in crisis response by helping students and staff cope with painful emotions and feelings resulting from the crisis, providing educational materials, and referring those in need for intensive services.

How will schools address students that are having difficulty concentrating/learning due to the stress associated with the pandemic?

CUSD will anticipate the academic, emotional, and social regression for students, and CUSD will build from some of the unique learning experiences students may have had at home. Teachers should consider conducting routine screenings, the use of emoji related levels (similar to medically used pain scales) to identify students' confidence and comfort with the environment and their ability to learn, and the use of mood elevating activities (e.g., breaks, mindfulness activities, movement games) when needed. Teachers shall contact students who do not return to school as they may be experiencing avoidance due to anxiety related to the pandemic.

Students may disconnect as a protective form of coping. The underlying motivational differences have profound implications for successful re-engagement. Teachers shall focus on prevention strategies like teaching and re-teaching expectations and routines and avoid punitive approaches when managing physical distancing requirements. Teachers should empower students by defining responsibilities/expectations, setting realistic goals, sharing successes, and encouraging kindness towards others. CUSD will anticipate student defiance or resistance as a method of establishing control. Some students may feel disempowered, victimized, abandoned, or resentful. Others may experience emotional numbing. We will avoid assuming that lack of demonstration of social skills represents willful disobedience or purposeful insubordination. Staff working with these students should develop ways to empower students and provide unconditional positive support to build trust and take extra time for relationship building.

Teachers will establish and implement daily routines for both in-person and remote delivery that includes stress management and mindfulness practices in daily routines. Teachers will create structure and consistency through lesson schedules, regularly scheduled communication, and clear and concise

instructions.

RESOURCES:

1. Coalition to Support Grieving Students
2. National Center on Safe Supportive Learning Environments: Building Trauma-Sensitive Schools
3. National Center for School Crisis and Bereavement Guidelines for Responding to Death of a Student or School Staff
4. The Dougy Center for School Crisis and Bereavement Supporting Grieving Children and Teen During Covid-19 (Eng, Span), Developmental Responses to Grief, Now What? Tips for Grieving Teens
5. The National Child Traumatic Stress Network
6. Coalition to Support Grieving Students
7. National Center on Safe Supportive Learning Environments: Building Trauma-Sensitive Schools
8. National Center for School Crisis and Bereavement Guidelines for Responding to Death of a Student or School Staff
9. The Dougy Center for School Crisis and Bereavement Supporting Grieving Children and Teen During Covid-19 (Eng, Span), Developmental Responses to Grief, Now What? Tips for Grieving Teens
10. The National Child Traumatic Stress Network
11. Considerations: Supporting Student Social Emotional Learning and Mental and Behavioral Health Amidst Covid-19
12. California Department of Education's Stronger Together
13. CASEL – Collaborative for Academic, Social, Emotional and Learning's Leveraging Social Emotional Learning

INSTRUCTION

Essential actions to achieve a comprehensive understanding of students' academic and social-emotional well-being when they return and to effectively transition back to instruction in the classroom.

TASK FORCE TEAM

Elementary/Middle/High School Task Force Teams

LEAD FACILITATORS

John Nazar, Andrew Boysen, Deanna Tower, James Barnes, Ben Bartel, David Porcel

FOCUS AREA: EQUITY

ESSENTIAL QUESTIONS:

How can schools come to know all students so that learning opportunities can make personal connections?

It is essential that all students feel connected to the learning environment, regardless of the learning model. Teachers will need to spend time implementing community-building activities of their choice at the inception of the school year.

Continuing with socio-emotional learning and character education will also support students in connecting meaningfully with the learning environment. In addition to cultivating relationships with students, emphasis needs to be placed on engendering and building relationships with families. Schools shall develop mechanisms for creating virtual clubs to increase student connectedness. Counselors will provide support to school teams in developing and supporting socio-emotional learning.

How do schools support teachers to monitor the impact of instruction?

Through professional learning communities and the weekly planning/professional development day, teachers can share ideas, resources, and practices to create a consistent quality program district-wide. Vertical and horizontal articulation will provide teachers with the opportunity to collaborate and identify areas where students may need additional support.

Students will need access to a guaranteed and viable curriculum which utilizes district adopted materials. To ensure an equitable learning experience for students, teachers will need professional learning opportunities that support them in purveying consistent modified traditional and/or remote learning instruction.

How do schools determine instructional strategies that best support students in meeting their learning expectations?

In order to target student areas of need, educators will need to use multiple methods of formative assessment to gather information in real time. These assessments will provide the ongoing data needed to support instructional choices.

It will be essential for teachers to leverage the use of methodologies such as Universal Design for Learning and Multi Tiered System of Support so that students have an opportunity to demonstrate their learning in multiple ways while teachers find multiple strategies for engagement. Providing students with explicit learning goals and consistent feedback on their progress toward those goals will assist them in meeting learning expectations.

How do schools diagnose students' learning needs to close gaps for students?

CUSD will use local assessments to support this process. Summative and formative assessments such as publisher assessments, Brigance, Fundations, English Learner Progress Monitoring Assessments, or other teacher-created assessments will also be used to help diagnose student- learning needs. The examination of student work, observations, and anecdotal notes and checklists can also support the identification of student learning gaps.

How do schools use evidence of student learning to determine the learning needs of their teachers/teams?

Student and staff needs will drive professional learning. To ensure an equitable learning experience for students, teachers will need professional learning opportunities. Data from formative and summative assessments should be used to analyze areas where teachers may need additional instructional support. Surveying teachers about the areas when they need further support can also inform professional learning.

What data do schools gather and analyze to determine the impact of their instructional decisions on student learning?

In pre-school, staff will use the Desired Results Developmental Profile (DRDP) to examine student progress and identify areas of student need. Teachers in Transitional Kindergarten through 5th grade will continue to use a variety of local assessments to target student needs. These assessments are not limited to approved CORE curriculum assessments. The universal screener is a nationally-normed metric which provides information on student progress with expected growth targets.

Teachers in grades 3-12 may also use the Interim Assessment Blocks (IABSs) or the Focused Interim Assessment Blocks (FIABs) to monitor student progress. Teachers in all grades will utilize other forms of assessments such as publisher assessments or teacher-developed formative assessments that allow them to track progress for all students. Data from the various forms of assessment will be analyzed to inform instruction.

RESOURCES:

1. CDE Foundations and Frameworks
2. Educational Software for Guiding Instruction
3. Leveled Literacy Intervention

4. Smarter Balanced Interim Assessments
5. Understanding Formative Assessment
6. All Things PLC- Solution Tree
7. Prioritizing the Standards Using R.E.A.L. Criteria

FOCUS AREA: STANDARDS-BASED INSTRUCTIONAL DELIVERY MODELS

ESSENTIAL QUESTIONS:

How can we ensure delivery models are equitable and accessible to all students?

CUSD has established a system to provide technology to those who need this tool device system that will support universal access for all students. We will continue to use Google Classroom and other approved platforms to ensure students have equitable access to courses.

A consistent standard in how Google classrooms are organized shall be established to ensure equitable access in the digital setting. Teachers shall provide students and families with onboarding to support understanding of how their specific learning platforms work, how to access assignments, how to use video chat appropriately, what behavior expectations are, and how parents can guide at-home learning environments.

How can we best prepare principals and teachers to design and facilitatethe various models?

Teachers and administrators will need access to professional learning to support instruction in the various types of delivery. Additionally, teachers will be provided support in the use of flexible and small group instruction to support student needs, specifically in an online environment. Professional learning for staff regarding platforms and best practices in a digital environment will need to be available for teachers to access. Teachers will receive additional training in platforms to record lessons to implement remote learning. CUSD's Curriculum and Instruction Department is contacting publishers of the district's adopted materials to inquire about distance learning support for teachers.

How can we ensure robust and coherent learning opportunities that are responsive to formative data and changing environmental conditions?

Students will need access to a guaranteed and viable curriculum which utilizes and ensures access to district-adopted materials. Priority standards that have readiness and leverage for future learning will be the focus of instruction.

To ensure a coherent learning model and increase programmatic consistency, teachers should regularly collaborate with their grade or subject level peers. The task force recommends teachers have regular time for collaboration through professional learning communities. Every Wednesday teachers will have time to receive professional development, plan, and develop engaging instructional lessons.

Consistent behavior structures including the development of online behavior expectations will need to be developed and provided to students. An example of these structures could be the use of PBIS or other teacher-developed mechanisms to aid in the learning of students.

What are the models that best fit the needs of CUSD students?

To provide families with options that support access to high quality instruction, the district will develop three learning models. The description of these models can be found at the beginning of this document.

1. Remote Learning Model

2. Hybrid Learning Model
3. Home Study/Independent Study Learning Model

RESOURCES:

1. Text from AB 77
2. Distance Learning
3. SMCOE Pandemic Recovery Framework
4. San Diego County Office of Education.pdf
5. Illinois State Plan (Sections: Blended Remote Learning Days, Special Education Considerations
6. Maryland State Plan (Section: Instructional Program)
7. Achieve the Core Progression

FOCUS AREA: ASSESSMENT AND MEASUREMENT

ESSENTIAL QUESTIONS:

How do we accurately assess students' academic levels and social-emotional needs upon students' re-entry into schools in 2020-21?

Local Assessments will be conducted through a proctored (either virtual or face-to-face) session. Parent protocols for at-home administration should be clearly communicated.

Assessing student socio-emotional needs will be a priority. Teachers will conduct regular check-ins and rapport building with students. Virtual office hours are highly beneficial and will be used in all of our learning models. Teachers could conduct occasional class surveys to assess how students are doing on an emotional level.

A clear system of supports will be in place for all 3 models. The Coordination of Services Team (COST) process will continue as a mechanism for support. Additional service providers such as the Intervention Specialists, school counselors, psychologists, and designated staff will support the COST process, teachers, and students as needed.

How do we ensure that key aspects of high quality, balanced assessment systems including frequent progress monitoring can be implemented with fidelity across various learning models?

Assessment should include a blend of formative and summative measures. There should be multiple means for gathering formative data such as polls, digital exit tickets, or other mechanisms that are consistently used to share data at professional learning community meetings to plan next steps.

Common formative assessments are recommended for all teams so that teachers can leverage planning to address the needs of students.

How should we monitor and measure other aspects of a student's educational experience including access and engagement?

In all our learning models, we will monitor student engagement with learning in multiple ways. Attendance patterns provide good data regarding whether students have access and are engaging with the learning program. Outreach will need to be conducted when a student is not consistently attending/participating either in a face-to-face or digital format. Work completion rates are also a good indicator of whether students are engaged in the learning program. Through their community-building processes, teachers can assess whether students are not participating in activities due to socio-emotional needs. The use of classroom administered student surveys can also provide useful information that assesses student engagement levels.

How do we ensure effective, ongoing, two-way communication between stakeholders related to assessment and measurement?

Parents should be provided with regular information about student progress. In order to ensure compliance with SB 98 mandates, teachers will need to develop mechanisms for providing parents with feedback about students' progress/engagement, many of which are part of regular practice. Clear and reasonable parameters for parent communication will also be necessary to establish, including defining

the hours that teachers are available to respond to email. These expectations will be clearly communicated to parents in a variety of ways.

RESOURCES:

1. AB 77 Text
2. CDE- Stronger Together
3. Leveraging-SEL-CASEL
4. Second Step- COVID-19 Resources for Educators
5. Smarter Balanced Interim Assessments
6. UDL

FOCUS AREA: SPECIAL POPULATIONS

ENGLISH LEARNERS

ESSENTIAL QUESTIONS:

How will we ensure that all current English learners and reclassified students make progress during distance learning or a blend of in-person and virtual learning?

Monitoring language acquisition progress for English learners (EL) will be required to assist teachers in determining scaffolds and language focus lessons for required integrated and designated English Language Development (ELD) instruction.

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Utilizing various assessment measures, teachers will complete progress monitoring forms twice per year for reclassified students. Our ELD teachers will provide designated ELD instruction to support language acquisition while our content level teachers will continue to support integrated ELD strategies to provide our ELs with access to CORE content.

How will we engage English learners' families and ensure they receive information and convey information in a language they understand during our various phases of learning models?

Families are partners in their child's education, and it will be imperative that families of English learners receive information in a language they understand so that they have the opportunity to be engaged in the school community. District English Learner Advisory Committee (DELAC) and site English Learner Advisory Committees (ELAC) will continue via a virtual model which will provide a venue for support and feedback. It will be important to ensure that resources for parents regarding online and blended learning are easily accessible and translated.

SPECIAL EDUCATION

ESSENTIAL QUESTIONS:

What does instruction look like for 2020–21?

Special Day classes will be provided Monday-Friday and in-person as soon as it is allowed per SMCOE and CDE guidelines. Every effort will be made so that master schedules are aligned at grade levels to accommodate time to provide the pull out service to the RSP students.

What does FAPE look like and how do we document it within each model?

Every student with disabilities receives services based on the offer of FAPE made at an IEP meeting. This offer is based on assessment results, areas of identified need, and goals that are developed for each area of need. Service and a time is offered in order for the student to achieve his/her goals. FAPE is individually determined at each student's Individualized Education Plan meeting. This will not change moving forward. Equity, equal access, and the provision of service in the least restrictive environment are all important considerations in the instructional programming for students with disabilities.

What does the day look like for the staff, teachers, and/or paraprofessionals in their roles and how they are held accountable?

Each special education teacher's day will look differently depending on the model in which they teach. RSP teachers, related service providers, and Remote Learning Model teachers will need to create schedules based on the students' service needs. Teachers serving our students with disabilities will work during the prescribed school day and follow a set class schedule. During all three Learning Models, all special education teachers and related service providers will maintain service logs for their students. When appropriate, instructional assistants could support instructional programs, manage behaviors, provide sensory breaks, or support small group instruction. A special education task force will be convened before for planning purposes.

How do we determine services and hours as well as provide the "COMP ED"/MAKE-UP requests? If we expand online programs, does it change student placement if they are SWDS?

Services and minutes/hours are determined on an individual basis at an IEP meeting. This method will continue in the fall regardless of the student's program.

What about adaptive technology devices for students receiving special education services?

Technology accommodations needed to address learning barriers should be stated in an IEP, 504, or similar plan language. As much as possible, general education (and SPED) teachers will be kept informed of built-in accommodation features within the apps regularly used at CUSD in order to offer the best learning options and resources for all students.

EARLY LEARNING

ESSENTIAL QUESTIONS:

What resources and programs are available to support families in need of early learning services?

The Cabrillo Unified Los Listos Preschool program provides services for children who may qualify for early learning services.

What arrival and departure procedures are most important to include when opening classrooms to students?

Arrival and departure procedures will be consistent with the schools where early learning opportunities are provided.

What steps must be put in place to prepare our environments for opening of schools?

The physical environment must include social distancing indicators throughout the campus. Staff will develop protocols for movement around the classroom. School sites with early learning programs will establish procedures for outdoor play that conform with social distancing and health guidelines.

RESOURCES:

1. Early Childhood Programs SMCOE
2. English Learner Roadmap
3. First Five San Mateo County
4. Illinois State Plan (Sections: Blended Remote Learning Days, Special Education Considerations)Phase-4.pdf
5. Maryland State Plan (Section: Instructional Programs):DERecoveryPlan.pdf
6. Maryland Public Schools: Continuity_of_Learning_for_SWD.pdf

GIFTED LEARNERS

ESSENTIAL QUESTIONS:

What resources and programs are available to support families of high achieving students?

The CUSD website contains an Online Learning Parent Guide with resources that provide enrichment ideas for students, descriptions of academic programs, a repository with extension activities, and a parent resource page.

TECHNOLOGY

Essential actions to ensure technology infrastructure, assets, and guidance support an organized transition to classroom instruction.

LEAD FACILITATOR

Randy Rudolph

FOCUS AREA: TECHNOLOGY ACCESS

ESSENTIAL QUESTIONS:

How do we provide a standardized platform for students and teachers to ensure clear communication among the school community?

Teachers will utilize Google Classroom/Suite as the primary platform for teacher-student communication in the classroom. Grades TK-2nd will utilize Seesaw. The Google Suite includes Google Meets, a virtual meeting platform with limited features when compared with Zoom, but it is capable of easily providing closed captioning for classes with students who require it. Teachers have also been given District sponsored Zoom accounts instead of the free Zoom Accounts. This allows teachers more flexibility, security and control of their virtual classrooms.

The CUSD technology team recommends that teachers should standardize on a single communication platform for their class websites, such as Google Sites (as opposed to other options like Blackboard, Weebly, Wix, etc.). This will streamline communication and allow for future training and staff development opportunities to be directed at a single platform. Resources for how to create and maintain a Google Site are posted on the Technology FAQ website page of the Staff Portal.

RESOURCES:

1. What is Google Classroom?
2. Parents Guide to Google (Video Credit: Mr. Vacca from Mohonasen High School, New York)
3. Zoom for Education

How do we provide students access to a device at home to create a flexible and fluid learning model?

CUSD will have a full 1:1 take-home program for the 2020-2021 school year in anticipation of a varied in-class and distance learning model. Students in grades TK-8 will be issued a Chromebook device and are responsible for its care during the 2020-2021 school year. Students should become accustomed to transferring their device to and from school each day. Parents will play an important role in assisting students with their daily Chromebook device responsibilities.

Distribution and collection of technology devices will be coordinated with school site Librarians and CUSD technology staff. Possibilities include in-person pickup by vehicle “drive through” or at predetermined locations throughout the district via “stations” in accordance with the current state and

local health guidelines at the time of distribution or collection. Specific communication including clear instructions will be sent out prior to any distribution or collection activity.

Printed materials and resources may be considered for students who need special accommodations or cannot access technology.

How do we ensure students have access to the internet?

The CUSD technology task force team researched several options. Our District is in a unique geographic area where hotspots do not always work reliably. The CUSD Technology Department has worked with San Mateo County to provide Public WiFi at a handful of communities that may not have access to the internet. They have also worked with the community's owners to provide chromebooks to these students enrolled in their summer programs.

Not all devices, such as hotspots, will function in all situations, so it is important to understand that, while CUSD strives to assist and care for any family in need, it is not always possible to accommodate every situation. CUSD will keep low-cost technology resources such as discounted internet service through third party providers posted on our website to assist families with alternate options as they become available in our community.

RESOURCE:

1. Technology Department FAQ for Parents/Student

Has the infrastructure been evaluated to ensure devices can be supported again back at sites?

Yes. CUSD has sufficient technology infrastructure to meet the current needs. Since CUSD has been a leader in the county with our full 1:1 device program for years, capacity is expected to remain the same, even with the addition of devices for PreK/TK/K. The CUSD Technology Department team consistently monitors our infrastructure and adjusts or upgrades our capacity as required to sustain the reliability of our technology programs district-wide. There may be a requirement to expand services or adjust network settings depending on how much on-site video streaming occurs simultaneously.

FOCUS AREA:SCHOOL/WORK ENVIRONMENT

ESSENTIAL QUESTIONS:

How do we ensure student and staff devices, projectors, printers, etc. are ready for use in classrooms?

The Technology Department team maintains devices over the summer and provides set up for each classroom at the beginning of every school year. To help with a coordinated and efficient process, teachers were given clear instructions to follow for shut-down of their classrooms at the end of the 19-20 school year. Following this process allows the Technology Department team to efficiently set up each room again for the 20-21 school year.

CUSD collects all student devices each year to ensure that they are inventoried, repaired as needed, and updated for the upcoming school year. In order to supply chargers for take-home chromebooks,

existing classroom carts will be stripped down and chargers will be sent home with students. Each cart will remain in the classroom to be used for device storage (not charging) and will be equipped with a small number of chargers for students who forget to charge at home.

When staff return, it will be a high impact time for technical support. What should we communicate and provide for staff?

The best way for staff to obtain technical support is by entering a support ticket in our helpdesk system. All support requests should include specific details of the issue, question or concern to avoid a delay in service. Often it is helpful to attach a screenshot, picture, or video of the issue within the ticket to help techs quickly diagnose and provide a resolution. An alternative, but often slower method of receiving support is by calling the technology helpdesk phone line posted on the Technology Department department web page.

Emails, memorandum, and FAQs will be used by district staff to communicate resolutions for common issues. The Technology Department department page on the CUSD website will be kept up-to-date with helpful information as well.

FOCUS AREA: PROFESSIONAL DEVELOPMENT

ESSENTIAL QUESTIONS:

What kind of training and troubleshooting tips could be provided to parents/students?

Troubleshooting tips and FAQs will be updated and posted on the Technology Department FAQ page for parents as needed. Training for curricular topics may be provided as well. Teachers should provide in- class training for students on applications and other tasks that require technology use prior to expecting completion of those tasks at home. Teachers in the Digital Learning Academy should provide training virtually for parents and students at home as needed for specific class activities.

Digital Citizenship lessons that cover appropriate computer, network and online resource use and etiquette will be completed by all CUSD teachers no later than September 4th, 2020. Teachers will also be required to go through basic rules, expectations and protocols for digital/distance learning no later than August 28th, 2020.

FOCUS AREA: SECURITY AND DATA PRIVACY

ESSENTIAL QUESTIONS:

Has a review of security and data privacy plans been considered in our current situation?

Yes. Technology Department and Student Services consistently review policies and procedures, privacy agreements, and protocols for application use as necessary throughout the school year for both on-site and distance learning programs. CUSD's technology policies are kept up-to-date and in compliance with current data privacy laws. Information, forms, and agreements regarding technology safety and privacy are posted on the Technology Department department web pages and FAQ section.

How should we ensure the ability to check our networks and systems?

CUSD systems have checks and balances built-in as well as automated monitoring systems that alert of errors or failures. The Technology Department team will adjust our protocols and implement new systems as requirements change over time due to both on-site and distance learning requirements.

How do we ensure staff devices have received all updates (i.e. antivirus) and are ready to use remotely upon return to school?

The CUSD Technology Department staff has system updates automated on staff and student devices. Student Chromebooks and other devices that require periodic manual updates are taken care of during breaks or over the summer. Updates provided by vendors are monitored and only applied after ensuring that they are ready for a production environment.

RESOURCE:

1. Technology Department FAQs for Parents/Students

FOCUS AREA: SUPPORT

ESSENTIAL QUESTIONS:

What technology support resources are available for students and families?

Links to helpful support guides and other information are kept up-to-date on the Technology Department's FAQ for parents page, including Zoom setup and expected classroom behavior guides, instructions for how to replace a lost chargers through Amazon online, etc. Other helpful guides, videos, and support information will be posted to the site to help assist families with basic troubleshooting of common issues.

Teachers and/or the school principal are the first point of contact for students and families in order to receive basic support after checking the FAQs, documents, and videos posted on the CUSD website. If a student is having trouble with their CUSD issued technology device, logging into an application, etc., the child's teacher or principal can help with most basic issues, and if it is determined to require further support, the Teacher can submit a helpdesk request to the Technology Department team on the parent's or student's behalf. Please note that if your family chooses to utilize a personal device instead of the CUSD-issued Chromebook, staff will not be able to provide support for personal devices beyond limited help with access to some of our curriculum or software. Contact the student's teacher or principal for help initiating a device-swap if other troubleshooting processes have not resolved the issue.

What technology support resources are available for employees?

Beginning with the 20-21 school year, all teachers were issued a District provided laptop computer for use in the classroom as well as remotely. The CUSD Technology Department continues to provide ongoing support for employees both on-site and remotely. All employee support requests should be initiated through our Technology Department helpdesk or by utilizing our Help Desk. FAQs and informative guides on many of the technology devices and software CUSD uses can be found on the Staff Portal off the main District Website under Technology.

RESOURCES:

CUSD Technology Guidance

SCHOOL OPERATIONS

Essential actions to ensure operations support a safe and organized transition back to classroom instruction

LEAD FACILITATOR

Jason Owens

FOCUS AREA: ENGAGEMENT

ESSENTIAL QUESTIONS:

How do we respond to students who are chronically absent?

CUSD will continue the use of the SARB process, with the changes needed to address COVID-19 kept in mind so that students are not penalized for staying home to keep others safe. Daily and weekly reporting of students absences resulting from COVID-19 or COVID-19 symptoms to District personnel will occur so close monitoring of the reasons for chronic absenteeism can be tracked. Schools will continue with incentive programs that value work completion over programs that promote physically attending school. For those chronically absent, daily contact should be made by school administration or counselors to ensure the students are safe and to ascertain what resources students may need to promote school attendance and participation.

Remote Learning classes should function, as much as possible, as a traditional classroom. There will be a combination of asynchronous and synchronous learning happening throughout the day in the Remote Learning Model.

How do we provide social emotional learning that promotes student engagement and supports staff and families in the new landscape for learning?

To provide for social-emotional learning, CUSD will continue with the implementation of various social-emotional curriculum/lessons to support students. For those students and families that become disengaged in Remote Learning, an informal digital/virtual check-in should be completed to help students and families return successfully to the digital environment.

How do we engage and support families, guardians, and/or caregivers in student learning?

Each school will provide a positive reentry plan and orientation to help their community adjust to the changes and new structure of school. To increase the feeling of inclusion, schools should also tailor specific parts of their orientation/reentry plan to student groups, such as SWD or ELL students, present on their campus. The reentry plan/orientation should take the general guidelines of the CUSD reopening plan and apply them to the specific school site so that students feel at ease and more able to focus on learning. Also, student handbook materials will be updated to account for changes in the new learning environment.

Parent orientation materials (video, printed materials, and possible group Zoom webinars) should clearly explain the new operational procedures, learning tools, and structure of school. These materials will be distributed to parents in various ways to increase overall awareness of the new program. Examples of these materials would include posted videos to the individual school websites, newsletter, and presentations. Topics discussed may include and are not limited to entrance and exit procedures, hand washing protocols, and changes in procedures as students transition between classes. Additionally, teachers should be given professional development time, before the beginning of school, to create similar beginning of the year materials for their specific student and families to ease the transition into our new learning environment.

To offer family support, we will continue the practice of posting to the CUSD school district website resources for parents regarding how best to handle the challenges of COVID-19, and other resources that may help meet the needs of the diverse families we have within the CUSD.

Another important family support would be to offer expert Zoom sessions on specific topics or areas of concerns for students and parents in the new learning environment. This can be done either at the District or the school site level to assist families that may be struggling.

FOCUS AREA: SUPPORTING SOCIAL DISTANCING AND INFECTION CONTROL

ESSENTIAL QUESTIONS:

How do we ensure social distancing in classrooms, restrooms, and high traffic areas?

To ensure social distancing in classrooms, restrooms, and high traffic areas we suggest the following:

Classrooms:

- To the greatest extent possible, separate desks to be six feet apart. For classrooms with dual desks, mark off every other desk.
- Limit class size to the number that ensures
- 6-foot distancing
- Design pathways within the classroom to encourage and maintain social distancing.
- Set up outside the classroom so students will line up appropriately.
- Hold class outdoors when possible as a change of scenery, to decrease the chance of transmission of germs, and as an alternative learning environment.

Restrooms:

- Sinks and urinals blocked or taped off to ensure six foot distancing in the restroom.
- Set up six-foot queues outside the restroom to limit the total number of students in the restroom so social distancing guidelines can be followed.

High Traffic Areas:

- Set up one-way walkways to hallways to limit the co-mingling of students. Provide ample signage for this purpose.
- Set up markers on the ground (possible tape) at line up areas: outside gates, outside and inside classrooms, lunch/cafeteria areas, drinking fountains, restrooms to ensure social distancing protocols.
- Establish one to two points of entry/ exit monitored by staff members during duty hours. On elementary campuses, schools may identify a specific gate for TK and kindergarten students. Students report directly to the classroom/homeroom and do not congregate on the playground. If students are outside of school (before gates open), tape to mark where to stand before school. Schools should not open early or allow parents on campus.
- During school arrival/lunch/recess students will consistently line up outside of their classrooms on markers.

Other Areas of Campus:

- Place a box outside of the campus for parents to drop-off items. Items need to be labeled and placed in a bag. Parents are to call the office to alert office staff that there is something that has been delivered.
- Lockers will not be used this year for secondary school students. Students only bring books that they need for the day in a backpack as they will only attend three - four classes per day.
- Classes will lineup on specific areas of the playground, with at least six feet between classes. Classes should line up away from drinking fountains and bathrooms to help avoid unnecessary congregation of students.

How do we address limited group sizes in the school setting?

- A number of actions can be taken to limit group size in the school setting.
- For PE, classes need to be spread out to ensure physical distancing. Activities that do not require the use of shared equipment should be encouraged (group cardiovascular workouts). Use of PE equipment should be limited to what students can control without the use of their hands. The equipment should be sanitized before being used by other students, if feasible.
- Students should eat in designated spots around campus that are separate from one another to help students avoid unnecessary contact.
- To the extent practical, students should stay with their class/grade level cohort including at recess and lunch when feasible.
- Locker use (both general and PE lockers for middle school grades) should be eliminated this year to help students avoid the need to congregate in large groups.
- Elementary classrooms that use backpack hooks should have the backpacks spaced on hooks every other hook. If there are no hooks, backpacks should sit outside, and lunches put on the lunch cart.
- Until the CDPH, and CDE release restrictions, there should be no on campus assemblies, field trips, dances, or extracurricular activities. These assemblies and field trips can be done virtually.
- Community groups should not be allowed to use campus facilities, until it is deemed safe by the county health department to do so.
- Campus supervisor hours for each campus should be flexible, so that they can be utilized for supervision during drop off and pick up, as well as recess, lunch, passing periods, or other duties.

RESOURCES:

1. SMCOE Pandemic Recovery Framework

FOCUS AREA: TEACHER AND STAFF CONSIDERATIONS

ESSENTIAL QUESTIONS:

What professional development will teachers need to be efficient in their new roles?

For health and safety, teachers need training in the most effective and efficient steps they can take to reduce the chances of spreading possible coronavirus.

A wide array of socio-emotional professional development is needed in our new school environments. Teachers need training to identify students and families that are experiencing trouble adjusting to the new school environment and a warehouse of resources that they or counselors can direct families to if they need assistance. Also, more training on using online curriculum is needed to increase the chances of a successful implementation of the program District-wide.

How will the district work collaboratively with CUTA on any contract language changes?

The District and CUTA will continue the positive relationship and work together on any contract language changes through the negotiation process. CUSD and CUTA will continue their continuous open, two-way communication.

What procedures need to be developed to promote a safe working environment?

Facilities and maintenance department will work with individual site principals to conduct a work risk assessment at each school site before the beginning of school. To support the on-going and changing safety concerns, the safety committee at each school should focus on the new procedure and protocols in addition to their regular responsibilities. They should meet regularly to ensure the school's current procedures are in compliance with any new state or District safety mandates. It should be noted that parents should be a part of the school safety committee if they are not already included.

1. California Dept of Education's Guidebook: Stronger Together, pages 30-31

To the greatest extent possible, students and staff must adhere to social distancing guidelines.

Personal Protective Equipment (PPE) for teachers and students will be provided.

Structural and program changes at the site level shall be made to increase safety on campus. They include:

- Rework entrances and exits at school sites
- Student and staff hand washing throughout the day
- Avoid co-mingling of cohorts
- Discontinue non-essential volunteers on campuses
- Ample signage to encourage hand washing and taking the necessary time to teach and practice proper handwashing techniques.
- Physical markers to assist younger students in social distancing practices.
- Doors left ajar or open, when practical, to reduce
- the chances of the transmission of germs.

- Scheduling needs to emphasize the need to keep students, as much as possible, in the same cohort (class or grade level group) during school hours.
- Students should be encouraged to use reusable water bottles and use of refillable water stations.
- Regular cleaning of high traffic areas should be of the highest priority.
- Screening for students and staff on campus.

What are the procedures needed specifically in relation to classroom teachers?

Teachers need a specific set of uniformed procedures for safety and cleaning that can be used across the District. Teachers need assistance with classroom set- up to properly adhere to social distancing guidelines.

RESOURCES:

1. Illinois State Plan: Starting the 2020-2021 School Year,, pages 30-48
2. SMCOE Pandemic Recovery Framework
3. California Dept of Education's Guidebook: Stronger Together, pages 1-18

How do we address FERPA/HIPAA confidentiality concerns when working virtually with more than one student and/or family on video conferencing? What technology will be used to deliver mental health services remotely?

CUSD will review district policies and coordinate with mental health partners to ensure confidentiality and appropriate requirements are followed. CUSD will continue to encourage students to use counseling services as needed utilizing remote/virtual technology options to the best of our ability.

RESOURCES:

1. Illinois State Plan: Starting the 2020-2021 School Year,, pages 30-48
2. SMCOE Pandemic Recovery Framework
3. California Dept of Education's Guidebook: Stronger Together, pages 1-18

How will we assess the needs of each campus to ensure that they are staffed appropriately?

CUSD administration will work collaboratively with site principals to ensure each campus is appropriately staffed, especially in areas of campus supervision and custodial.

RESOURCE:

1. McKinsey & Company's Reopening Schools After COVID-10 Closures, pages 5-7

GOVERNANCE

Essential actions that will foster a shared understanding of goals, responsibilities, and accountability

LEAD FACILITATOR

Jason Owens, Martha Ladd, Susan Vana & Jesus Contreras

FOCUS AREA: PANDEMIC RESPONSE

ESSENTIAL QUESTION:

Have we reviewed and updated our pandemic response plan in light of COVID-19?

The District updated its Emergency Response Plan to confirm protocols in place aligned with emerging COVID-19 guidelines. The plan will be monitored regularly to ensure it remains current with the latest guidance to safeguard our students and staff.

RESOURCES:

1. CUSD Opening of Schools Webpage
2. CUSD Remote Learning Resources
3. CDC Get the Facts COVID-19 (Symptoms, Tests, Face Covering)

FOCUS AREA: COMMUNICATIONS AND PUBLIC INFORMATION

ESSENTIAL QUESTIONS:

What elements are necessary for an effective communication plan in responding to COVID-19?

CUSD will continue to use an array of modalities to reach key audiences and deliver frequent concise messages. Key staff members involved in the decision-making process will be responsible for communicating the common message to their stakeholders. In addition, messages will continue to be translated.

The District website will continue to be updated regularly as the central source of information. CUSD will work to streamline our efforts to minimize the number of messages families receive at any one time.

RESOURCES:

1. CDC Communication Resources (posters)
2. CDC Communication Tool Kit (Posters/Social Media Announcements)
3. https://www.cde.ca.gov/

4. https://www.cdph.ca.gov/
5. San Mateo County Public Health Center

In what ways are school community stakeholders able to make an informed decision regarding returning for the 2020-21 school year?

Prior to formalizing any plans for the reopening of the 2020-21 school year, the District sent a survey to school community stakeholders to elicit opinions and form a consensus of what the start of school should look like in light of a pandemic situation. With a wide range of responses, the District expanded the existing independent study pathway as an alternative option while other site plans were determined.

The District website continues to be a valuable tool for finding information and is kept updated with the latest updates and resources. Administration prioritizes staying informed on the latest laws and following the guidance and recommendations of state and county departments of health and education to provide safe operational plans.

CUSD also convened various input groups, including Opening of School Steering Committee, Task Force composed of over 100 stakeholders to create the CUSD's Opening of Schools Plan in an inclusive manner. Communication on details of the plan will be ongoing.

RESOURCES:

1. https://www.cdc.gov/
2. https://www.cde.ca.gov/
3. https://www.cdph.ca.gov/
4. COVID-19 Planning Considerations Guidance for School Re-entry

How should the District and schools provide periodic feedback and assessment of messaging and communication methods to ensure the plan is updated and reflective of stakeholder needs?

CUSD and its schools will conduct periodic reviews of their communication techniques and make necessary adjustments. All techniques should be critically assessed to ensure delivery of communication as well as content is meeting the needs of stakeholders. Families should ensure schools have updated phone numbers and email addresses and have not opted out of messages.

What kind of process should be used to get feedback from students, parents, and staff?

CUSD will continue to utilize Google forms or similar survey systems to gather feedback from stakeholders. Surveys will go out in a variety of formats, including text, email, and via phone calls depending on the circumstances and information we are trying to gather feedback on. Surveys will be communicated using multiple formats including email, text, and social media, too, in order to reach as many stakeholders as possible.

What strategies and tools will be used to communicate the opening plan?

The District shall continue to use a variety of tools for communication to deliver the upcoming opening plan. Commonly used methods or platforms include: District website, letters/emails, and school site

marquees. Another avenue to communicate the opening plan is through networking groups, such as parent, teacher, and school leadership committees. The District administration has consistent meetings to strategically plan and review procedures, troubleshoot any areas of concern, and promote trust and inclusiveness by utilizing the perspectives and voices of our stakeholders in providing ethical, safe, and transparent decisions.

RESOURCES:

1. CDC Communication Resources (posters)
2. CDC Communication Tool Kit (Posters/Social Media Announcements)

FOCUS AREA: STAFF EMPLOYMENT

ESSENTIAL QUESTIONS:

What considerations need to be made in regards to work hours and schedules for students and staff?

It is also vital to allow for parent input and choice and ensure all students have a high quality education with safety needs prioritized. Plans for both transition back to normal operations and the possibility of a full-scale distance-learning models need to be in place. Consideration will be given to all the varying programs and plans for their safe reopening in accordance with local coordination and allowing for modifications as needed.

When developing schedules, consideration should be given to Memorandum of Understanding (MOU) Agreements, collective bargaining agreements, and California Education Code. Clarification of bargaining items under the scope of EERA requirements and ongoing communication with the associations plan is essential.

What procedures need to be developed to promote a safe working environment?

All procedures are in accordance with local, regional, state, and federal law. Procedures that include areas of risk-assessment, implementation of COVID-19 mitigation protocols, and safe reopening training plans for stakeholders have been developed.

What are the procedures that need to be in place for remote work?

Remote work should be planned in collaboration with the District, and in accordance with the collective bargaining agreement, Board Policies and labor law. The development of a new Memorandum of Understanding (MOU) is in progress. Remote work assignments are based on safety and District need, and may vary by classification or site.

RESOURCES:

1. CUSD Board Policies, Memorandum of Understand (MOU), and Agreements with association
2. Atkinson, Andelson, Loya, Ruud & Romo (AALRR)
3. Alert Employee Guides for Remote Work and Leave
4. San Mateo County Public Health Department
5. Ergonomics - Working From Home the New Normal
6. CUSD COVID 19 Handbook (Department of Personnel and Pupil Services)

7. CDC Guide for Opening Schools
8. CDC Guidance on Social Distancing
9. CDC Guidelines for Cleaning and Disinfecting
10. CDC Guidelines for Cloth Face Coverings
11. ASHRAE Guidance on HVAC for Schools {wouldn't use}
12. CDE Guidebook for Reopening
13. Cal/OSHA COVID-19 General Checklist
14. John Hopkins Center for Health Security
15. Covered California

What are the procedures needed specifically in relation to classroom teachers?

Procedures will include the development of a return to work plan for teachers considering the most recent guidance from the state, public health, and taking into account assignments. CUSD has modified existing models of instruction to meet the recommendations and regulations for Distance Learning and in-person instruction in the pandemic. Professional development, training and clear guidelines will be provided. The District is prepared for the possibility of intermittent closures, addressing how teachers will transition to Distance Learning.

RESOURCES:

1. Distance Learning Resources
2. Employee Notice & Obligations During Closures
3. Employee Leave Guide
4. Ergonomics - Working From Home the New Normal
5. Employee Notice- COVID-19

What procedures need to be put in place for substitutes, itinerant employees, parents, visitors, and volunteers?

CUSD will limit potential exposure by limiting volunteers to online settings until approved by principal, administration, and county health department guidelines. Protocols and training for substitutes and itinerant staff that will include health screening requirements, personal protective equipment (PPE), and social distancing expectations. Signage is posted in areas of high visibility at schools and the District Office to reinforce protocols.

RESOURCE:

1. CUSD COVID 19 Handbook (Department of Personnel and Pupil Services)

What procedures need to be in place to anticipate possible intermittent or rolling school closures?

Work in collaboration with the guidance from state public health and local public health officers on the process for closing schools. Refer to procedures developed throughout the Task Force Plan regarding which positions will work remotely, who are essential employees and next steps.

What considerations need to be made for supervision and evaluation of employees?

All issues relating to supervision and employee evaluation will be done in accordance to collective bargaining agreements, CUSD evaluations guidelines, and law.

FOCUS AREA: POLICIES

ESSENTIAL QUESTIONS:

What are the policies that need to be in place for remote work?

Staff will work with CUSD Personnel and Pupil Services and will determine if staff is eligible, meets criteria, and are able to have remote assignments. Work guidelines, employee expectations, and an employee acknowledgement of the remote learning agreement.

What policies need to be in place for extracurriculars and athletics?

At this time, San Mateo Public Health has prohibited team sports until further notice. Any policies moving forward need to comply with CMPH and CDPH guidelines.

RESOURCES:

1. National Federation of State High School of Association Guidance on High School Sport and Activities.
2. Ncsasports.org
3. Safe Kids Worldwide
4. HIPAA and COVID-19
5. https://www.cdc.gov/coronavirus/2019-ncov/ community/schools-childcare/youth-sports.html

CABRILLO UNIFIED SCHOOL DISTRICT

498 Kelly Avenue, Half Moon Bay, California, 94019 • 650 712-7100 • Fax 650 726-0279 • www.cabrillo.k12.ca.us

SUPERINTENDENT
Sean McPhetridge, Ed.D.

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Kimberly Hines
Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: September 10, 2020
TO: Members of Board of Education
FROM: Jason Owens, Director of Personnel and Pupil Services
CATEGORY: Action
RECOMMENDATION: Adoption of Resolution No. 28-20, Assigning Teachers on the Basis of Education Code 44265 Credential Types

BACKGROUND INFORMATION

The Education Code requires that teachers who are teaching in subjects not specifically listed on their credentials or teach in a grade level not specifically listed on their credentials must be approved by resolution of the Governing Board.

Under the provisions of the following Education Codes, employees are assigned to teach as noted on the resolution No. 28-20, Assigning Teachers on the Basis of Education Code 44265 Credential Types

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION:

Adopt as submitted.

RESOLUTION NO. 28-20
BEFORE THE GOVERNING BOARD
OF THE CABRILLO UNIFIED SCHOOL DISTRICT
SAN MATEO COUNTY, CALIFORNIA

ASSIGNING TEACHERS ON THE BASIS OF EDUCATION CODE 44265 CREDENTIAL TYPES

WHEREAS, the Governing Board of the Cabrillo Unified School District declares that the listed teachers were hired according to Education Code 44265;

Credentials for teaching specialties, including, but not limited to, bilingual education, early childhood education, and special education, shall be based upon a baccalaureate degree from an accredited institution, completion of a program of professional preparation, and any other standards which the commission may establish.

In adopting the necessary rules and regulations establishing the requirements for the preparation of special education specialties, the commission shall ensure that teachers have sufficient knowledge of subject matter that is the core of the California public school curriculum and experience with nonspecial education pupils to the extent deemed appropriate by the commission.

All administrative regulations governing special education specialists credentials that were in effect on December 31, 1989, shall continue to be operative until the commission amends or repeals those regulations to implement the provisions of this section.

Teacher	Site	Assignment
Sanchez Castaneda, Celia	Hatch	Bilingual Spanish Authorization
Hernandez Capera, Luisa	Hatch	Bilingual Spanish Authorization

NOW, THEREFORE BE IT RESOLVED, that employees mentioned above have met the requirements of Education Code 44265 and are approved to teach in their specific assignments.

PASSED AND ADOPTED by the Governing Board of the Cabrillo Unified School District on the 10th day of September 2020, 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:

_____
Mary Beth Alexander
Clerk to the Governing Board
Cabrillo Unified School District

Attest by:

_____
Sean McPhetridge, Ed.D.
Secretary to the Governing Board
Cabrillo Unified School District

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
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GOVERNING BOARD
Mary Beth Alexander
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Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: September 10, 2020
TO: Members of the Governing Board
FROM: J Jesus Contreras
CATEGORY: Action
ITEM TITLE: Presentation and Approval of the 2019-20 Unaudited Actuals

BACKGROUND

In alignment with Education Code 42100, after closing of the books, local governing boards are presented with an annual statement of all receipts and expenditures of the district for the preceding fiscal year. The 2019-20 unaudited actuals are hereby presented to the Board for approval and will be reported to the San Mateo County Office of Education by September 15th.

FISCAL ANALYSIS

Estimated actuals and unaudited actuals variances are detailed in the report.

RECOMMENDATION

Approve the 2019-20 Unapproved Actuals as submitted.

CABRILLO UNIFIED SCHOOL DISTRICT

Every Student, Every Day!

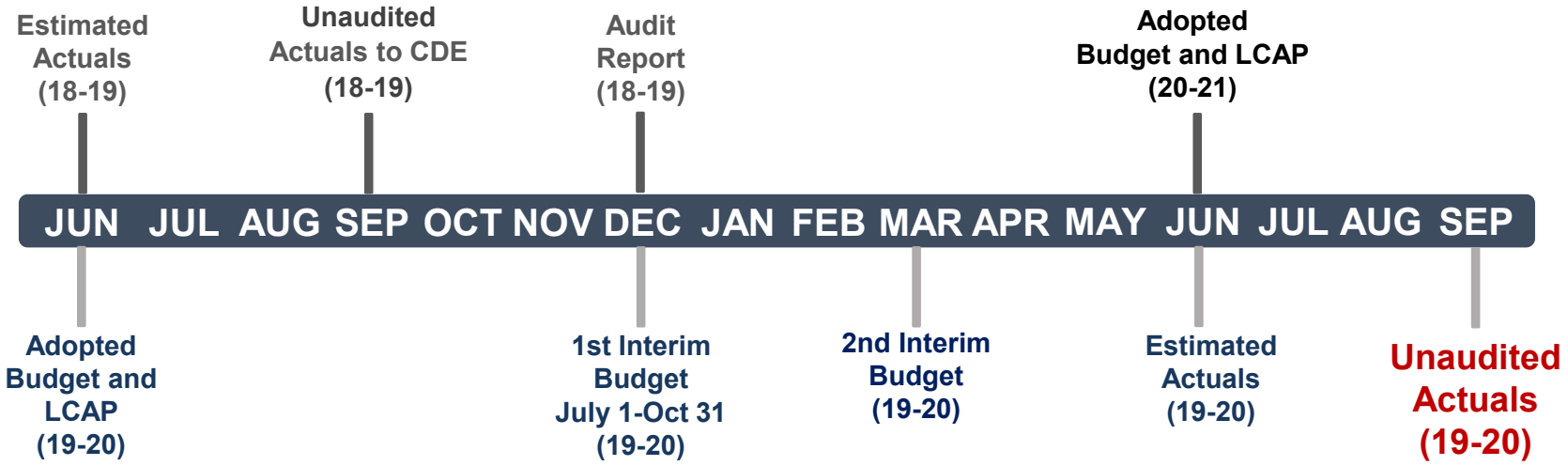
Cabrillo Unified School District
2019-20 Unaudited Actuals

J Jesus Contreras

Chief Business Officer

September 10, 2020

2020-21 Budget Development



Changes in Revenue:

Basic Aid Funding Tax Revenue Volatility:

- Expected Tax Revenue @ P1 $28,986,163
- Actual Tax Revenue @ Annual Report $28,506,311
- **$479, 852** Less

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals Unrestricted (A)	2019-20 Unaudited Actuals Restricted (B)	2019-20 Unaudited Actuals Total Fund col. A + B (C)	2020-21 Budget Unrestricted (D)	2020-21 Budget Restricted (E)	2020-21 Budget Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	30,133,438.05	1,605,134.58	31,738,572.63	28,566,236.00	1,609,810.00	30,176,046.00	-4.9%
2) Federal Revenue		8100-8299	177,595.60	1,131,278.29	1,308,873.89	0.00	1,196,130.00	1,196,130.00	-8.6%
3) Other State Revenue		8300-8599	993,571.65	2,396,862.97	3,390,434.62	593,895.00	1,928,372.00	2,522,267.00	-25.6%
4) Other Local Revenue		8600-8799	141,364.63	2,687,292.66	2,828,657.29	125,450.00	2,543,912.00	2,669,362.00	-5.6%
5) TOTAL, REVENUES			31,445,969.93	7,820,568.50	39,266,538.43	29,285,581.00	7,278,224.00	36,563,805.00	-6.9%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	11,838,888.51	3,399,892.47	15,238,780.98	12,155,573.00	3,435,508.00	15,591,081.00	2.3%
2) Classified Salaries		2000-2999	2,776,049.10	3,482,695.11	6,258,744.21	2,935,147.00	3,451,064.00	6,386,211.00	2.0%
3) Employee Benefits		3000-3999	5,507,099.05	4,659,018.86	10,166,117.91	5,506,132.00	4,213,511.00	9,719,643.00	-4.4%
4) Books and Supplies		4000-4999	312,019.53	696,511.78	1,008,531.31	304,174.00	862,188.00	1,166,362.00	15.6%
5) Services and Other Operating Expenditures		5000-5999	2,061,999.43	2,949,067.69	5,011,067.12	1,987,079.00	3,564,606.00	5,551,685.00	10.8%
6) Capital Outlay		6000-6999	0.00	22,550.00	22,550.00	0.00	26,500.00	26,500.00	17.5%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	8,360.00	360,215.80	368,575.80	54,600.00	266,146.00	320,746.00	-13.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(54,807.40)	39,292.40	(15,515.00)	(21,735.00)	12,323.00	(9,412.00)	-39.3%
9) TOTAL, EXPENDITURES			22,449,608.22	15,609,244.11	38,058,852.33	22,920,970.00	15,831,846.00	38,752,816.00	1.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			8,996,361.71	(7,788,675.61)	1,207,686.10	6,364,611.00	(8,553,622.00)	(2,189,011.00)	-281.3%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	325,000.00	0.00	325,000.00	332,544.00	0.00	332,544.00	2.3%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(7,864,467.51)	7,864,467.51	0.00	(8,235,833.00)	8,235,833.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(8,189,467.51)	7,864,467.51	(325,000.00)	(8,568,377.00)	8,235,833.00	(332,544.00)	2.3%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals Unrestricted (A)	2019-20 Unaudited Actuals Restricted (B)	2019-20 Unaudited Actuals Total Fund col. A + B (C)	2020-21 Budget Unrestricted (D)	2020-21 Budget Restricted (E)	2020-21 Budget Total Fund col. D + E (F)	% Diff Column C & F
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			806,894.20	75,791.90	882,686.10	(2,203,766.00)	(317,789.00)	(2,521,555.00)	-385.7%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	4,577,834.43	570,424.06	5,148,258.49	5,384,728.63	646,215.96	6,030,944.59	17.1%
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)			4,577,834.43	570,424.06	5,148,258.49	5,384,728.63	646,215.96	6,030,944.59	17.1%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,577,834.43	570,424.06	5,148,258.49	5,384,728.63	646,215.96	6,030,944.59	17.1%
2) Ending Balance, June 30 (E + F1e)			5,384,728.63	646,215.96	6,030,944.59	3,180,962.63	328,426.96	3,509,389.59	-41.8%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	25,000.00	0.00	25,000.00	25,000.00	0.00	25,000.00	0.0%
Stores		9712	23,831.52	0.00	23,831.52	10,500.00	0.00	10,500.00	-55.9%
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	646,215.96	646,215.96	0.00	328,426.96	328,426.96	-49.2%
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	1,151,516.00	0.00	1,151,516.00	1,172,561.00	0.00	1,172,561.00	1.8%
Unassigned/Unappropriated Amount		9790	4,184,381.11	0.00	4,184,381.11	1,972,901.63	0.00	1,972,901.63	-52.9%

Cabrillo USD Revised Budget Summary and Multi-Year-Projections with CA Signed-Budget 6.29.2020 Assumptions

	2019-20: Basic Aid			2020-21: LCFF			2021-22: Basic Aid			2022-23: Basic Aid		
	UNRESTRICTED	RESTRICTED	COMBINED	UNRESTRICTED	RESTRICTED	COMBINED	UNRESTRICTED	RESTRICTED	COMBINED	UNRESTRICTED	RESTRICTED	COMBINED
Total Revenues	31,673,908	8,165,599	39,839,507	29,387,718	7,278,224	36,665,942	31,912,302	7,275,142	39,187,444	30,450,520	7,272,999	37,723,519
Certificated Salaries	11,834,971	3,454,114	15,289,085	12,155,573	3,435,508	15,591,081	12,398,564	3,500,258	15,898,822	12,646,535	3,570,263	16,216,798
Classified Salaries	2,725,104	3,459,027	6,184,131	2,935,147	3,451,064	6,386,211	2,985,991	3,510,724	6,496,715	3,038,246	3,572,162	6,610,408
Benefits	5,317,218	4,591,488	9,908,706	5,506,132	4,213,511	9,719,643	5,666,337	4,332,881	9,999,218	6,130,579	4,554,064	10,684,643
Supplies	304,174	776,924	1,081,098	304,174	862,188	1,166,362	304,174	635,537	939,711	304,174	633,394	937,568
Services	1,983,867	3,560,627	5,544,494	1,987,079	3,564,606	5,551,685	1,987,079	3,475,719	5,462,798	1,987,079	3,475,719	5,462,798
Capital Outlay	0	26,500	26,500	0	26,500	26,500	0	26,500	26,500	0	26,500	26,500
Other Outgo/Indirect	30,420	265,985	296,405	32,865	278,469	311,334	32,865	278,469	311,334	32,865	278,469	311,334
Total Expenses	22,195,754	16,134,665	38,330,419	22,920,970	15,831,846	38,752,816	23,375,010	15,760,088	39,135,098	24,139,478	16,110,571	40,250,049
Surplus/(Deficit)	9,478,154	(7,969,066)	1,509,088	6,466,748	(8,553,622)	(2,086,874)	8,537,292	(8,484,946)	52,346	6,311,042	(8,837,572)	(2,526,530)
Transfer in (891X)	0	0	0	0	0	0	0	0	0	0	0	0
Transfer out (761X)	313,712	0	313,712	332,544	0	332,544	332,544	0	332,544	332,544	0	332,544
Contribution	(8,049,453)	8,049,453	0	(8,235,833)	8,235,833	0	(8,484,946)	8,484,946	0	(8,837,572)	8,837,572	0
Other In / Out	(8,363,165)	8,049,453	(313,712)	(8,568,377)	8,235,833	(332,544)	(8,817,490)	8,484,946	(332,544)	(9,170,116)	8,837,572	(332,544)
Total Surplus/(Deficit)	1,114,989	80,387	1,195,376	(2,101,629)	(317,789)	(2,419,418)	(280,198)	0	(280,198)	(2,859,074)	0	(2,859,074)
9791	4,577,834	570,424	5,148,258	5,692,823	650,811	6,343,634	3,591,194	333,022	3,924,216	3,310,996	333,022	3,644,018
9795												
Beginning Balance	4,577,834	570,424	5,148,258	5,692,823	650,811	6,343,634	3,591,194	333,022	3,924,216	3,310,996	333,022	3,644,018
Ending Balance	5,692,823	650,811	6,343,634	3,591,194	333,022	3,924,216	3,310,996	333,022	3,644,018	451,922	333,022	784,944
Revolving Cash, Stores & Prepaid	35,500		35,500	35,500		35,500	35,500		35,500	35,500		35,500
Restricted Programs		650,811	650,811		333,022	333,022		333,022	333,022		333,022	333,022
3% REU (9789)	1,159,324	0	1,159,324	1,172,561	0	1,172,561	1,184,030	0	1,184,030	1,217,478	0	1,217,478
UNASSIGNED (9790)	4,497,999	0	4,497,999	2,383,133	0	2,383,133	2,091,466	0	2,091,466	(801,056)	0	(801,056)

Cash flow Crisis Update

- SMCOE informed that County of San Mateo might settle the disputed ERAF soon and might refund withheld taxes during 2020-21. No recalculation and process established yet.
- Impact due to ERAF withheld fund is $14 M taken by the County of San Mateo Controller from CUSD.
- **CASH FLOW Crisis will continue**.
- CUSD will flip to be LCFF funded during 2020-21 and is subject to the deferrals schedule.

Cabrillo Unified
San Mateo County

Unaudited Actuals
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)
G. ASSETS					
1) Cash					
a) in County Treasury		9110	6,408,637.00	(367,867.22)	6,040,769.78
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	25,000.00	0.00	25,000.00
d) with Fiscal Agent/Trustee		9135	103,065.04	0.00	103,065.04
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00
2) Investments		9150	0.00	0.00	0.00
3) Accounts Receivable		9200	195,831.52	575,048.93	770,880.45
4) Due from Grantor Government		9290	14,409,257.90	1,178,848.03	15,588,105.93
5) Due from Other Funds		9310	74,869.10	0.00	74,869.10
6) Stores		9320	23,831.52	0.00	23,831.52
7) Prepaid Expenditures		9330	0.00	0.00	0.00
8) Other Current Assets		9340	0.00	0.00	0.00
9) TOTAL, ASSETS			21,240,492.08	1,386,029.74	22,626,521.82
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	628,490.45	240,553.44	869,043.89
2) Due to Grantor Governments		9590	1,217,273.00	0.00	1,217,273.00
3) Due to Other Funds		9610	10,000.00	206,326.88	216,326.88
4) Current Loans		9640	14,000,000.00	0.00	14,000,000.00
5) Unearned Revenue		9650	0.00	292,933.46	292,933.46
6) TOTAL, LIABILITIES			15,855,763.45	739,813.78	16,595,577.23

Unaudited Actuals, Other Funds

			Ending Balance
Adult Education	Fund 11	$	36,544
Child Development	Fund 12	$	24
Cafeteria Fund	Fund 13	$	(326,060)
Deferred Maintenance	Fund 14	$	4
Special Reserve	Fund 17	$	1,363
Building Fund	Fund 21	$	39,825,000
Capital Facilities Fund	Fund 25	$	277,776
Bond Interest and Redemption	Fund 51	$	9,368,143

Questions? / Thank you!

G = General Ledger Data; S = Supplemental Data

Form	Description	Data Supplied For: 2019-20 Unaudited Actuals	2020-21 Budget
01	General Fund/County School Service Fund	GS	GS
08	Student Activity Special Revenue Fund		
09	Charter Schools Special Revenue Fund		
10	Special Education Pass-Through Fund		
11	Adult Education Fund	G	G
12	Child Development Fund	G	G
13	Cafeteria Special Revenue Fund	G	G
14	Deferred Maintenance Fund	G	G
15	Pupil Transportation Equipment Fund		
17	Special Reserve Fund for Other Than Capital Outlay Projects	G	G
18	School Bus Emissions Reduction Fund		
19	Foundation Special Revenue Fund		
20	Special Reserve Fund for Postemployment Benefits		
21	Building Fund	G	G
25	Capital Facilities Fund	G	G
30	State School Building Lease-Purchase Fund		
35	County School Facilities Fund		
40	Special Reserve Fund for Capital Outlay Projects		
49	Capital Project Fund for Blended Component Units		
51	Bond Interest and Redemption Fund	G	G
52	Debt Service Fund for Blended Component Units		
53	Tax Override Fund		
56	Debt Service Fund		
57	Foundation Permanent Fund		
61	Cafeteria Enterprise Fund		
62	Charter Schools Enterprise Fund		
63	Other Enterprise Fund		
66	Warehouse Revolving Fund		
67	Self-Insurance Fund		
71	Retiree Benefit Fund		
73	Foundation Private-Purpose Trust Fund		
76	Warrant/Pass-Through Fund		
95	Student Body Fund		
A	Average Daily Attendance	S	S
ASSET	Schedule of Capital Assets	S	
CA	Unaudited Actuals Certification	S	
CAT	Schedule for Categoricals	S	
CEA	Current Expense Formula/Minimum Classroom Comp. - Actuals	GS	
CHG	Change Order Form		
DEBT	Schedule of Long-Term Liabilities	S	
ESMOE	Every Student Succeeds Act Maintenance of Effort	GS	
GANN	Appropriations Limit Calculations	GS	GS
ICR	Indirect Cost Rate Worksheet	GS	
L	Lottery Report	GS	
PCRAF	Program Cost Report Schedule of Allocation Factors	GS	
PCR	Program Cost Report	GS	

G = General Ledger Data; S = Supplemental Data

Form	Description	Data Supplied For: 2019-20 Unaudited Actuals	2020-21 Budget
SEA	Special Education Revenue Allocations		
SEAS	Special Education Revenue Allocations Setup (SELPA Selection)	S	S
SIAA	Summary of Interfund Activities - Actuals	G	

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4) Books and Supplies		4000-4999	312,019.53	696,511.78	1,008,531.31	304,174.00	862,188.00	1,166,362.00	15.6%
5) Services and Other Operating Expenditures		5000-5999	2,061,999.43	2,949,067.69	5,011,067.12	1,987,079.00	3,564,606.00	5,551,685.00	10.8%
6) Capital Outlay		6000-6999	0.00	22,550.00	22,550.00	0.00	26,500.00	26,500.00	17.5%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	8,360.00	360,215.80	368,575.80	54,600.00	266,146.00	320,746.00	-13.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(54,807.40)	39,292.40	(15,515.00)	(21,735.00)	12,323.00	(9,412.00)	-39.3%
9) TOTAL, EXPENDITURES			22,449,608.22	15,609,244.11	38,058,852.33	22,920,970.00	15,831,846.00	38,752,816.00	1.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			8,996,361.71	(7,788,675.61)	1,207,686.10	6,364,611.00	(8,553,622.00)	(2,189,011.00)	-281.3%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	325,000.00	0.00	325,000.00	332,544.00	0.00	332,544.00	2.3%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(7,864,467.51)	7,864,467.51	0.00	(8,235,833.00)	8,235,833.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(8,189,467.51)	7,864,467.51	(325,000.00)	(8,568,377.00)	8,235,833.00	(332,544.00)	2.3%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals Unrestricted (A)	2019-20 Unaudited Actuals Restricted (B)	2019-20 Unaudited Actuals Total Fund col. A + B (C)	2020-21 Budget Unrestricted (D)	2020-21 Budget Restricted (E)	2020-21 Budget Total Fund col. D + E (F)	% Diff Column C & F
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			806,894.20	75,791.90	882,686.10	(2,203,766.00)	(317,789.00)	(2,521,555.00)	-385.7%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	4,577,834.43	570,424.06	5,148,258.49	5,384,728.63	646,215.96	6,030,944.59	17.1%
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)			4,577,834.43	570,424.06	5,148,258.49	5,384,728.63	646,215.96	6,030,944.59	17.1%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,577,834.43	570,424.06	5,148,258.49	5,384,728.63	646,215.96	6,030,944.59	17.1%
2) Ending Balance, June 30 (E + F1e)			5,384,728.63	646,215.96	6,030,944.59	3,180,962.63	328,426.96	3,509,389.59	-41.8%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	25,000.00	0.00	25,000.00	25,000.00	0.00	25,000.00	0.0%
Stores		9712	23,831.52	0.00	23,831.52	10,500.00	0.00	10,500.00	-55.9%
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	646,215.96	646,215.96	0.00	328,426.96	328,426.96	-49.2%
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	1,151,516.00	0.00	1,151,516.00	1,172,561.00	0.00	1,172,561.00	1.8%
Unassigned/Unappropriated Amount		9790	4,184,381.11	0.00	4,184,381.11	1,972,901.63	0.00	1,972,901.63	-52.9%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2020-21 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
G. ASSETS									
1) Cash									
a) in County Treasury		9110	6,408,637.00	(367,867.22)	6,040,769.78				
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	25,000.00	0.00	25,000.00				
d) with Fiscal Agent/Trustee		9135	103,065.04	0.00	103,065.04				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	195,831.52	575,048.93	770,880.45				
4) Due from Grantor Government		9290	14,409,257.90	1,178,848.03	15,588,105.93				
5) Due from Other Funds		9310	74,869.10	0.00	74,869.10				
6) Stores		9320	23,831.52	0.00	23,831.52				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) TOTAL, ASSETS			21,240,492.08	1,386,029.74	22,626,521.82				
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	628,490.45	240,553.44	869,043.89				
2) Due to Grantor Governments		9590	1,217,273.00	0.00	1,217,273.00				
3) Due to Other Funds		9610	10,000.00	206,326.88	216,326.88				
4) Current Loans		9640	14,000,000.00	0.00	14,000,000.00				
5) Unearned Revenue		9650	0.00	292,933.46	292,933.46				
6) TOTAL, LIABILITIES			15,855,763.45	739,813.78	16,595,577.23				
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	2019-20 Unaudited Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2020-21 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
(must agree with line F2) (G9 + H2) - (I6 + J2)			5,384,728.63	646,215.96	6,030,944.59				

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2020-21 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
LCFF SOURCES									
Principal Apportionment State Aid - Current Year		8011	1,021,371.00	0.00	1,021,371.00	919,234.00	0.00	919,234.00	-10.0%
Education Protection Account State Aid - Current Year		8012	605,756.00	0.00	605,756.00	595,796.00	0.00	595,796.00	-1.6%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions Homeowners' Exemptions		8021	92,139.32	0.00	92,139.32	91,850.00	0.00	91,850.00	-0.3%
Timber Yield Tax		8022	38,389.15	0.00	38,389.15	7,312.00	0.00	7,312.00	-81.0%
Other Subventions/In-Lieu Taxes		8029	8,154.63	0.00	8,154.63	0.00	0.00	0.00	-100.0%
County & District Taxes Secured Roll Taxes		8041	25,201,022.28	0.00	25,201,022.28	25,717,083.00	0.00	25,717,083.00	2.0%
Unsecured Roll Taxes		8042	1,259,672.31	0.00	1,259,672.31	1,237,338.00	0.00	1,237,338.00	-1.8%
Prior Years' Taxes		8043	(14,022.10)	0.00	(14,022.10)	(2,377.00)	0.00	(2,377.00)	-83.0%
Supplemental Taxes		8044	1,920,955.46	0.00	1,920,955.46	0.00	0.00	0.00	-100.0%
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00	0.00	0.00	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			30,133,438.05	0.00	30,133,438.05	28,566,236.00	0.00	28,566,236.00	-5.2%
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	1,605,134.58	1,605,134.58	0.00	1,609,810.00	1,609,810.00	0.3%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals Unrestricted (A)	2019-20 Unaudited Actuals Restricted (B)	2019-20 Unaudited Actuals Total Fund col. A + B (C)	2020-21 Budget Unrestricted (D)	2020-21 Budget Restricted (E)	2020-21 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			30,133,438.05	1,605,134.58	31,738,572.63	28,566,236.00	1,609,810.00	30,176,046.00	-4.9%
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	616,844.99	616,844.99	0.00	617,487.00	617,487.00	0.1%
Special Education Discretionary Grants		8182	0.00	20,688.47	20,688.47	0.00	20,695.00	20,695.00	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	210,956.00	210,956.00	0.00	208,000.00	208,000.00	-1.4%
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		105,347.37	105,347.37		116,857.00	116,857.00	10.9%
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		55,410.80	55,410.80		52,755.00	52,755.00	-4.8%
Title III, Part A, Immigrant Student Program	4201	8290		0.00	0.00		5,445.00	5,445.00	New

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals Unrestricted (A)	2019-20 Unaudited Actuals Restricted (B)	2019-20 Unaudited Actuals Total Fund col. A + B (C)	2020-21 Budget Unrestricted (D)	2020-21 Budget Restricted (E)	2020-21 Budget Total Fund col. D + E (F)	% Diff Column C & F
Title III, Part A, English Learner Program	4203	8290		14,651.34	14,651.34		73,675.00	73,675.00	402.9%
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, 3185, 4037, 4050, 4123, 4124, 4126, 4127, 4128, 5510, 5630	8290		0.00	0.00		10,000.00	10,000.00	New
Career and Technical Education	3500-3599	8290		15,544.00	15,544.00		14,917.00	14,917.00	-4.0%
All Other Federal Revenue	All Other	8290	177,595.60	91,835.32	269,430.92	0.00	76,299.00	76,299.00	-71.7%
TOTAL, FEDERAL REVENUE			177,595.60	1,131,278.29	1,308,873.89	0.00	1,196,130.00	1,196,130.00	-8.6%
OTHER STATE REVENUE									
Other State Apportionments									
ROC/P Entitlement Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	126,793.00	0.00	126,793.00	126,793.00	0.00	126,793.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	485,433.65	173,334.30	658,767.95	467,102.00	164,860.00	631,962.00	-4.1%
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		133,168.37	133,168.37		112,500.00	112,500.00	-15.5%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals Unrestricted (A)	2019-20 Unaudited Actuals Restricted (B)	2019-20 Unaudited Actuals Total Fund col. A + B (C)	2020-21 Budget Unrestricted (D)	2020-21 Budget Restricted (E)	2020-21 Budget Total Fund col. D + E (F)	% Diff Column C & 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		32,233.61	32,233.61		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		97,012.31	97,012.31		121,034.00	121,034.00	24.8%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
Quality Education Investment Act	7400	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	381,345.00	1,961,114.38	2,342,459.38	0.00	1,529,978.00	1,529,978.00	-34.7%
TOTAL, OTHER STATE REVENUE			993,571.65	2,396,862.97	3,390,434.62	593,895.00	1,928,372.00	2,522,267.00	-25.6%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals Unrestricted (A)	2019-20 Unaudited Actuals Restricted (B)	2019-20 Unaudited Actuals Total Fund col. A + B (C)	2020-21 Budget Unrestricted (D)	2020-21 Budget Restricted (E)	2020-21 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	1,623,829.40	1,623,829.40	0.00	1,630,000.00	1,630,000.00	0.4%
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	34,503.50	0.00	34,503.50	25,450.00	0.00	25,450.00	-26.2%
Interest		8660	21,508.74	0.00	21,508.74	50,000.00	0.00	50,000.00	132.5%
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	2019-20 Unaudited Actuals Unrestricted (A)	2019-20 Unaudited Actuals Restricted (B)	2019-20 Unaudited Actuals Total Fund col. A + B (C)	2020-21 Budget Unrestricted (D)	2020-21 Budget Restricted (E)	2020-21 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	85,352.39	1,063,463.26	1,148,815.65	50,000.00	913,912.00	963,912.00	-16.1%
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			141,364.63	2,687,292.66	2,828,657.29	125,450.00	2,543,912.00	2,669,362.00	-5.6%
TOTAL, REVENUES			31,445,969.93	7,820,568.50	39,266,538.43	29,285,581.00	7,278,224.00	36,563,805.00	-6.9%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2020-21 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	9,599,872.79	2,321,460.06	11,921,332.85	9,919,729.00	2,308,689.00	12,228,418.00	2.6%
Certificated Pupil Support Salaries		1200	240,537.77	940,198.87	1,180,736.64	239,477.00	959,676.00	1,199,153.00	1.6%
Certificated Supervisors' and Administrators' Salaries		1300	1,846,612.00	73,928.00	1,920,540.00	1,849,703.00	72,216.00	1,921,919.00	0.1%
Other Certificated Salaries		1900	151,865.95	64,305.54	216,171.49	146,664.00	94,927.00	241,591.00	11.8%
TOTAL, CERTIFICATED SALARIES			11,838,888.51	3,399,892.47	15,238,780.98	12,155,573.00	3,435,508.00	15,591,081.00	2.3%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	3,241.49	1,086,085.34	1,089,326.83	5,438.00	1,103,313.00	1,108,751.00	1.8%
Classified Support Salaries		2200	989,406.79	1,880,923.80	2,870,330.59	975,192.00	1,852,120.00	2,827,312.00	-1.5%
Classified Supervisors' and Administrators' Salaries		2300	401,581.43	101,447.57	503,029.00	466,645.00	105,759.00	572,404.00	13.8%
Clerical, Technical and Office Salaries		2400	1,094,373.59	231,553.01	1,325,926.60	1,217,393.00	232,370.00	1,449,763.00	9.3%
Other Classified Salaries		2900	287,445.80	182,685.39	470,131.19	270,479.00	157,502.00	427,981.00	-9.0%
TOTAL, CLASSIFIED SALARIES			2,776,049.10	3,482,695.11	6,258,744.21	2,935,147.00	3,451,064.00	6,386,211.00	2.0%
EMPLOYEE BENEFITS									
STRS		3101-3102	1,879,626.86	2,383,932.62	4,263,559.48	1,778,229.00	2,008,024.00	3,786,253.00	-11.2%
PERS		3201-3202	658,723.33	739,778.07	1,398,501.40	740,320.00	732,917.00	1,473,237.00	5.3%
OASDI/Medicare/Alternative		3301-3302	403,220.38	318,913.64	722,134.02	413,825.00	323,266.00	737,091.00	2.1%
Health and Welfare Benefits		3401-3402	2,290,945.65	1,060,198.36	3,351,144.01	2,292,886.00	988,602.00	3,281,488.00	-2.1%
Unemployment Insurance		3501-3502	7,235.18	3,400.62	10,635.80	7,391.00	3,665.00	11,056.00	4.0%
Workers' Compensation		3601-3602	232,077.31	109,111.05	341,188.36	235,218.00	110,814.00	346,032.00	1.4%
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	35,270.34	43,684.50	78,954.84	38,263.00	46,223.00	84,486.00	7.0%
TOTAL, EMPLOYEE BENEFITS			5,507,099.05	4,659,018.86	10,166,117.91	5,506,132.00	4,213,511.00	9,719,643.00	-4.4%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	0.00	86,921.20	86,921.20	0.00	150,000.00	150,000.00	72.6%
Books and Other Reference Materials		4200	0.00	52.98	52.98	0.00	7,025.00	7,025.00	13159.7%
Materials and Supplies		4300	312,019.53	381,855.45	693,874.98	304,174.00	705,163.00	1,009,337.00	45.5%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2020-21 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
Noncapitalized Equipment		4400	0.00	227,682.15	227,682.15	0.00	0.00	0.00	-100.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			312,019.53	696,511.78	1,008,531.31	304,174.00	862,188.00	1,166,362.00	15.6%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	1,049,641.67	1,049,641.67	0.00	1,080,288.00	1,080,288.00	2.9%
Travel and Conferences		5200	52,609.39	56,286.16	108,895.55	51,742.00	79,049.00	130,791.00	20.1%
Dues and Memberships		5300	13,635.00	14,084.38	27,719.38	21,155.00	14,084.00	35,239.00	27.1%
Insurance		5400 - 5450	342,088.41	0.00	342,088.41	340,588.00	0.00	340,588.00	-0.4%
Operations and Housekeeping Services		5500	727,510.06	30,867.89	758,377.95	790,599.00	43,210.00	833,809.00	9.9%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	86,369.05	511,596.24	597,965.29	115,675.00	671,598.00	787,273.00	31.7%
Transfers of Direct Costs		5710	(5,856.34)	5,856.34	0.00	(4,149.00)	4,149.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(361.35)	0.00	(361.35)	(361.00)	0.00	(361.00)	-0.1%
Professional/Consulting Services and Operating Expenditures		5800	740,003.93	1,235,116.33	1,975,120.26	573,981.00	1,643,616.00	2,217,597.00	12.3%
Communications		5900	106,001.28	45,618.68	151,619.96	97,849.00	28,612.00	126,461.00	-16.6%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			2,061,999.43	2,949,067.69	5,011,067.12	1,987,079.00	3,564,606.00	5,551,685.00	10.8%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2020-21 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	22,550.00	22,550.00	0.00	26,500.00	26,500.00	17.5%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	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	22,550.00	22,550.00	0.00	26,500.00	26,500.00	17.5%
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	8,360.00	0.00	8,360.00	8,600.00	0.00	8,600.00	2.9%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	22,949.00	22,949.00	0.00	26,120.00	26,120.00	13.8%
Payments to County Offices		7142	0.00	337,266.80	337,266.80	46,000.00	240,026.00	286,026.00	-15.2%
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	2019-20 Unaudited Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2020-21 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)			8,360.00	360,215.80	368,575.80	54,600.00	266,146.00	320,746.00	-13.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(39,292.40)	39,292.40	0.00	(12,323.00)	12,323.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(15,515.00)	0.00	(15,515.00)	(9,412.00)	0.00	(9,412.00)	-39.3%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(54,807.40)	39,292.40	(15,515.00)	(21,735.00)	12,323.00	(9,412.00)	-39.3%
TOTAL, EXPENDITURES			22,449,608.22	15,609,244.11	38,058,852.33	22,920,970.00	15,831,846.00	38,752,816.00	1.8%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2020-21 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	325,000.00	0.00	325,000.00	332,544.00	0.00	332,544.00	2.3%
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			325,000.00	0.00	325,000.00	332,544.00	0.00	332,544.00	2.3%
OTHER SOURCES/USES									
SOURCES									
State Apportionments Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from 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	2019-20 Unaudited Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2020-21 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	(7,864,467.51)	7,864,467.51	0.00	(8,235,833.00)	8,235,833.00	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			(7,864,467.51)	7,864,467.51	0.00	(8,235,833.00)	8,235,833.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(8,189,467.51)	7,864,467.51	(325,000.00)	(8,568,377.00)	8,235,833.00	(332,544.00)	2.3%

Description	Function Codes	Object Codes	2019-20 Unaudited Actuals Unrestricted (A)	2019-20 Unaudited Actuals Restricted (B)	2019-20 Unaudited Actuals Total Fund col. A + B (C)	2020-21 Budget Unrestricted (D)	2020-21 Budget Restricted (E)	2020-21 Budget Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	30,133,438.05	1,605,134.58	31,738,572.63	28,566,236.00	1,609,810.00	30,176,046.00	-4.9%
2) Federal Revenue		8100-8299	177,595.60	1,131,278.29	1,308,873.89	0.00	1,196,130.00	1,196,130.00	-8.6%
3) Other State Revenue		8300-8599	993,571.65	2,396,862.97	3,390,434.62	593,895.00	1,928,372.00	2,522,267.00	-25.6%
4) Other Local Revenue		8600-8799	141,364.63	2,687,292.66	2,828,657.29	125,450.00	2,543,912.00	2,669,362.00	-5.6%
5) TOTAL, REVENUES			31,445,969.93	7,820,568.50	39,266,538.43	29,285,581.00	7,278,224.00	36,563,805.00	-6.9%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		13,573,775.08	9,083,648.56	22,657,423.64	13,881,397.00	9,195,410.00	23,076,807.00	1.9%
2) Instruction - Related Services	2000-2999		4,079,870.11	1,174,899.37	5,254,769.48	4,166,995.00	1,279,433.00	5,446,428.00	3.6%
3) Pupil Services	3000-3999		667,533.78	2,484,752.10	3,152,285.88	676,281.00	2,596,616.00	3,272,897.00	3.8%
4) Ancillary Services	4000-4999		258,149.65	325,670.13	583,819.78	247,768.00	362,813.00	610,581.00	4.6%
5) Community Services	5000-5999		0.00	28,810.13	28,810.13	0.00	56,460.00	56,460.00	96.0%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		2,626,187.34	57,514.67	2,683,702.01	2,590,542.00	30,537.00	2,621,079.00	-2.3%
8) Plant Services	8000-8999		1,235,732.26	2,093,733.35	3,329,465.61	1,303,387.00	2,044,431.00	3,347,818.00	0.6%
9) Other Outgo	9000-9999	Except 7600-7699	8,360.00	360,215.80	368,575.80	54,600.00	266,146.00	320,746.00	-13.0%
10) TOTAL, EXPENDITURES			22,449,608.22	15,609,244.11	38,058,852.33	22,920,970.00	15,831,846.00	38,752,816.00	1.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			8,996,361.71	(7,788,675.61)	1,207,686.10	6,364,611.00	(8,553,622.00)	(2,189,011.00)	-281.3%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	325,000.00	0.00	325,000.00	332,544.00	0.00	332,544.00	2.3%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(7,864,467.51)	7,864,467.51	0.00	(8,235,833.00)	8,235,833.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(8,189,467.51)	7,864,467.51	(325,000.00)	(8,568,377.00)	8,235,833.00	(332,544.00)	2.3%

Description	Function Codes	Object Codes	2019-20 Unaudited Actuals Unrestricted (A)	2019-20 Unaudited Actuals Restricted (B)	2019-20 Unaudited Actuals Total Fund col. A + B (C)	2020-21 Budget Unrestricted (D)	2020-21 Budget Restricted (E)	2020-21 Budget Total Fund col. D + E (F)	% Diff Column C & F
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			806,894.20	75,791.90	882,686.10	(2,203,766.00)	(317,789.00)	(2,521,555.00)	-385.7%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	4,577,834.43	570,424.06	5,148,258.49	5,384,728.63	646,215.96	6,030,944.59	17.1%
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)			4,577,834.43	570,424.06	5,148,258.49	5,384,728.63	646,215.96	6,030,944.59	17.1%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,577,834.43	570,424.06	5,148,258.49	5,384,728.63	646,215.96	6,030,944.59	17.1%
2) Ending Balance, June 30 (E + F1e)			5,384,728.63	646,215.96	6,030,944.59	3,180,962.63	328,426.96	3,509,389.59	-41.8%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	25,000.00	0.00	25,000.00	25,000.00	0.00	25,000.00	0.0%
Stores		9712	23,831.52	0.00	23,831.52	10,500.00	0.00	10,500.00	-55.9%
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	646,215.96	646,215.96	0.00	328,426.96	328,426.96	-49.2%
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	1,151,516.00	0.00	1,151,516.00	1,172,561.00	0.00	1,172,561.00	1.8%
Unassigned/Unappropriated Amount		9790	4,184,381.11	0.00	4,184,381.11	1,972,901.63	0.00	1,972,901.63	-52.9%

Resource	Description	2019-20 Unaudited Actuals	2020-21 Budget
5640	Medi-Cal Billing Option	109,569.80	97,439.80
6300	Lottery: Instructional Materials	66,498.09	64,005.09
7311	Classified School Employee Professional Development Block Grant	20,683.00	20,683.00
7510	Low-Performing Students Block Grant	229,558.73	105,575.73
9010	Other Restricted Local	219,906.34	40,723.34
Total, Restricted Balance		646,215.96	328,426.96

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	49,115.00	49,115.00	0.0%
3) Other State Revenue		8300-8599	348,938.00	343,271.00	-1.6%
4) Other Local Revenue		8600-8799	18,715.40	400.00	-97.9%
5) TOTAL, REVENUES			416,768.40	392,786.00	-5.8%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	203,645.49	207,344.00	1.8%
2) Classified Salaries		2000-2999	62,436.91	75,427.00	20.8%
3) Employee Benefits		3000-3999	74,785.91	71,341.00	-4.6%
4) Books and Supplies		4000-4999	18,605.17	19,732.00	6.1%
5) Services and Other Operating Expenditures		5000-5999	5,235.18	91,960.00	1656.6%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	15,515.00	9,412.00	-39.3%
9) TOTAL, EXPENDITURES			380,223.66	475,216.00	25.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			36,544.74	(82,430.00)	-325.6%
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	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			36,544.74	(82,430.00)	-325.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	36,582.31	73,127.05	99.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			36,582.31	73,127.05	99.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			36,582.31	73,127.05	99.9%
2) Ending Balance, June 30 (E + F1e)			73,127.05	(9,302.95)	-112.7%
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	73,127.05	0.00	-100.0%
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	(9,302.95)	New

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	46,403.61		
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	43,924.45		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	1.95		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			90,330.01		
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	17,202.96		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			17,202.96		
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 (must agree with line F2) (G9 + H2) - (I6 + J2)			73,127.05		

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 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%
Pass-Through Revenues from Federal Sources		8287	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	49,115.00	49,115.00	0.0%
TOTAL, FEDERAL REVENUE			49,115.00	49,115.00	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	348,938.00	343,271.00	-1.6%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			348,938.00	343,271.00	-1.6%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 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	315.40	400.00	26.8%
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	18,400.00	0.00	-100.0%
Tuition		8710	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			18,715.40	400.00	-97.9%
TOTAL, REVENUES			416,768.40	392,786.00	-5.8%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	5,806.52	3,718.00	-36.0%
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	197,838.97	203,626.00	2.9%
TOTAL, CERTIFICATED SALARIES			203,645.49	207,344.00	1.8%
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	62,436.91	75,427.00	20.8%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			62,436.91	75,427.00	20.8%
EMPLOYEE BENEFITS					
STRS		3101-3102	31,982.68	29,552.00	-7.6%
PERS		3201-3202	10,725.10	10,725.00	0.0%
OASDI/Medicare/Alternative		3301-3302	8,759.19	8,207.00	-6.3%
Health and Welfare Benefits		3401-3402	18,918.01	18,911.00	0.0%
Unemployment Insurance		3501-3502	133.17	122.00	-8.4%
Workers' Compensation		3601-3602	4,267.76	3,824.00	-10.4%
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			74,785.91	71,341.00	-4.6%
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	18,605.17	19,732.00	6.1%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			18,605.17	19,732.00	6.1%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	2,699.56	9,883.00	266.1%
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	2,535.62	3,385.00	33.5%
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	78,664.00	New
Communications		5900	0.00	28.00	New
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			5,235.18	91,960.00	1656.6%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
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	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	15,515.00	9,412.00	-39.3%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			15,515.00	9,412.00	-39.3%
TOTAL, EXPENDITURES			380,223.66	475,216.00	25.0%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 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	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	49,115.00	49,115.00	0.0%
3) Other State Revenue		8300-8599	348,938.00	343,271.00	-1.6%
4) Other Local Revenue		8600-8799	18,715.40	400.00	-97.9%
5) TOTAL, REVENUES			416,768.40	392,786.00	-5.8%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		3,945.74	109,655.00	2679.1%
2) Instruction - Related Services	2000-2999		360,762.92	356,149.00	-1.3%
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		15,515.00	9,412.00	-39.3%
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			380,223.66	475,216.00	25.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			36,544.74	(82,430.00)	-325.6%
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	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			36,544.74	(82,430.00)	-325.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	36,582.31	73,127.05	99.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			36,582.31	73,127.05	99.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			36,582.31	73,127.05	99.9%
2) Ending Balance, June 30 (E + F1e)			73,127.05	(9,302.95)	-112.7%
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	73,127.05	0.00	-100.0%
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	(9,302.95)	New

Resource	Description	2019-20 Unaudited Actuals	2020-21 Budget
6391	Adult Education Program	73,127.05	0.00
Total, Restricted Balance		73,127.05	0.00

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 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	23.65	25.00	5.7%
5) TOTAL, REVENUES			23.65	25.00	5.7%
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)			23.65	25.00	5.7%
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	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			23.65	25.00	5.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,250.90	1,274.55	1.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,250.90	1,274.55	1.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,250.90	1,274.55	1.9%
2) Ending Balance, June 30 (E + F1e)			1,274.55	1,299.55	2.0%
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	1,274.55	1,299.55	2.0%
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	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	1,269.45		
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	5.10		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			1,274.55		
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 (must agree with line F2) (G9 + H2) - (I6 + J2)			1,274.55		

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 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	23.65	25.00	5.7%
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			23.65	25.00	5.7%
TOTAL, REVENUES			23.65	25.00	5.7%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 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	2019-20 Unaudited Actuals	2020-21 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	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
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			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8911	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 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	23.65	25.00	5.7%
5) TOTAL, REVENUES			23.65	25.00	5.7%
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)			23.65	25.00	5.7%
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	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			23.65	25.00	5.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,250.90	1,274.55	1.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,250.90	1,274.55	1.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,250.90	1,274.55	1.9%
2) Ending Balance, June 30 (E + F1e)			1,274.55	1,299.55	2.0%
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	1,274.55	1,299.55	2.0%
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	2019-20 Unaudited Actuals	2020-21 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	365,839.71	374,000.00	2.2%
3) Other State Revenue		8300-8599	29,408.23	30,100.00	2.4%
4) Other Local Revenue		8600-8799	115,976.81	111,377.00	-4.0%
5) TOTAL, REVENUES			511,224.75	515,477.00	0.8%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	274,113.26	276,517.00	0.9%
3) Employee Benefits		3000-3999	189,787.53	185,379.00	-2.3%
4) Books and Supplies		4000-4999	359,838.33	362,906.00	0.9%
5) Services and Other Operating Expenditures		5000-5999	13,546.53	23,219.00	71.4%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			837,285.65	848,021.00	1.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(326,060.90)	(332,544.00)	2.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	325,000.00	332,544.00	2.3%
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			325,000.00	332,544.00	2.3%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,060.90)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	11,210.79	10,149.89	-9.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			11,210.79	10,149.89	-9.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			11,210.79	10,149.89	-9.5%
2) Ending Balance, June 30 (E + F1e)			10,149.89	10,149.89	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	10,119.79	0.00	-100.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	30.10	10,149.89	33620.6%
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	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	9,638.37		
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	54,345.60		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	10,000.00		
6) Stores		9320	10,119.79		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			84,103.76		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	16,751.80		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	57,202.07		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			73,953.87		
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 (must agree with line F2) (G9 + H2) - (I6 + J2)			10,149.89		

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
FEDERAL REVENUE					
Child Nutrition Programs		8220	365,839.71	374,000.00	2.2%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			365,839.71	374,000.00	2.2%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	29,408.23	30,100.00	2.4%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			29,408.23	30,100.00	2.4%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	116,444.10	109,377.00	-6.1%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	(467.29)	2,000.00	-528.0%
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	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			115,976.81	111,377.00	-4.0%
TOTAL, REVENUES			511,224.75	515,477.00	0.8%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 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	188,689.33	191,093.00	1.3%
Classified Supervisors' and Administrators' Salaries		2300	62,724.00	62,724.00	0.0%
Clerical, Technical and Office Salaries		2400	22,699.93	22,700.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			274,113.26	276,517.00	0.9%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	66,071.89	68,169.00	3.2%
OASDI/Medicare/Alternative		3301-3302	19,754.83	19,676.00	-0.4%
Health and Welfare Benefits		3401-3402	95,793.85	89,393.00	-6.7%
Unemployment Insurance		3501-3502	129.05	128.00	-0.8%
Workers' Compensation		3601-3602	4,141.81	4,125.00	-0.4%
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	3,896.10	3,888.00	-0.2%
TOTAL, EMPLOYEE BENEFITS			189,787.53	185,379.00	-2.3%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	15,673.55	15,397.00	-1.8%
Noncapitalized Equipment		4400	4,061.98	0.00	-100.0%
Food		4700	340,102.80	347,509.00	2.2%
TOTAL, BOOKS AND SUPPLIES			359,838.33	362,906.00	0.9%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	534.01	1,072.00	100.7%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	2,715.50	6,116.00	125.2%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,895.40	8,104.00	327.6%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	311.35	311.00	-0.1%
Professional/Consulting Services and Operating Expenditures		5800	5,097.50	5,098.00	0.0%
Communications		5900	2,992.77	2,518.00	-15.9%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			13,546.53	23,219.00	71.4%
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			837,285.65	848,021.00	1.3%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	325,000.00	332,544.00	2.3%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			325,000.00	332,544.00	2.3%
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)			325,000.00	332,544.00	2.3%

Description	Function Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	365,839.71	374,000.00	2.2%
3) Other State Revenue		8300-8599	29,408.23	30,100.00	2.4%
4) Other Local Revenue		8600-8799	115,976.81	111,377.00	-4.0%
5) TOTAL, REVENUES			511,224.75	515,477.00	0.8%
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		834,133.05	841,405.00	0.9%
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		3,152.60	6,616.00	109.9%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			837,285.65	848,021.00	1.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(326,060.90)	(332,544.00)	2.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	325,000.00	332,544.00	2.3%
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			325,000.00	332,544.00	2.3%

Description	Function Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,060.90)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	11,210.79	10,149.89	-9.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			11,210.79	10,149.89	-9.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			11,210.79	10,149.89	-9.5%
2) Ending Balance, June 30 (E + F1e)			10,149.89	10,149.89	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	10,119.79	0.00	-100.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	30.10	10,149.89	33620.6%
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	2019-20 Unaudited Actuals	2020-21 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School I	30.10	10,149.89
Total, Restricted Balance		30.10	10,149.89

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 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	4.34	5.00	15.2%
5) TOTAL, REVENUES			4.34	5.00	15.2%
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)			4.34	5.00	15.2%
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	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			4.34	5.00	15.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	229.68	234.02	1.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			229.68	234.02	1.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			229.68	234.02	1.9%
2) Ending Balance, June 30 (E + F1e)			234.02	239.02	2.1%
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	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	234.02	239.02	2.1%
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	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	233.08		
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	0.94		
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			234.02		
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 (must agree with line F2) (G9 + H2) - (I6 + J2)			234.02		

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 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	4.34	5.00	15.2%
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			4.34	5.00	15.2%
TOTAL, REVENUES			4.34	5.00	15.2%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 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	2019-20 Unaudited Actuals	2020-21 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	2019-20 Unaudited Actuals	2020-21 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	2019-20 Unaudited Actuals	2020-21 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	4.34	5.00	15.2%
5) TOTAL, REVENUES			4.34	5.00	15.2%
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)			4.34	5.00	15.2%
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	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			4.34	5.00	15.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	229.68	234.02	1.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			229.68	234.02	1.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			229.68	234.02	1.9%
2) Ending Balance, June 30 (E + F1e)			234.02	239.02	2.1%
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	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	234.02	239.02	2.1%
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	2019-20 Unaudited Actuals	2020-21 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 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	1,363.63	1,600.00	17.3%
5) TOTAL, REVENUES			1,363.63	1,600.00	17.3%
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)			1,363.63	1,600.00	17.3%
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	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,363.63	1,600.00	17.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	72,148.09	73,511.72	1.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			72,148.09	73,511.72	1.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			72,148.09	73,511.72	1.9%
2) Ending Balance, June 30 (E + F1e)			73,511.72	75,111.72	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	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	73,511.72	75,111.72	2.2%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	73,217.86		
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	293.86		
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			73,511.72		
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 (must agree with line F2) (G9 + H2) - (I6 + J2)			73,511.72		

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	1,363.63	1,600.00	17.3%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,363.63	1,600.00	17.3%
TOTAL, REVENUES			1,363.63	1,600.00	17.3%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 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	2019-20 Unaudited Actuals	2020-21 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	1,363.63	1,600.00	17.3%
5) TOTAL, REVENUES			1,363.63	1,600.00	17.3%
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)			1,363.63	1,600.00	17.3%
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	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,363.63	1,600.00	17.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	72,148.09	73,511.72	1.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			72,148.09	73,511.72	1.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			72,148.09	73,511.72	1.9%
2) Ending Balance, June 30 (E + F1e)			73,511.72	75,111.72	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	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	73,511.72	75,111.72	2.2%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2019-20 Unaudited Actuals	2020-21 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 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	410,339.01	0.00	-100.0%
5) TOTAL, REVENUES			410,339.01	0.00	-100.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	47,663.18	51,148.00	7.3%
3) Employee Benefits		3000-3999	22,023.79	23,800.00	8.1%
4) Books and Supplies		4000-4999	1,369,779.27	1,383,882.00	1.0%
5) Services and Other Operating Expenditures		5000-5999	3,928,781.13	1,369,455.00	-65.1%
6) Capital Outlay		6000-6999	17,645,749.01	1,196,237.00	-93.2%
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			23,013,996.38	4,024,522.00	-82.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(22,603,657.37)	(4,024,522.00)	-82.2%
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	39,825,000.00	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			39,825,000.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			17,221,342.63	(4,024,522.00)	-123.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	29,560,370.66	46,781,713.29	58.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			29,560,370.66	46,781,713.29	58.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			29,560,370.66	46,781,713.29	58.3%
2) Ending Balance, June 30 (E + F1e)			46,781,713.29	42,757,191.29	-8.6%
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	46,781,713.29	42,757,191.29	-8.6%
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	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	48,759,888.14		
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	75,692.50		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	206,326.88		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			49,041,907.52		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	2,259,728.21		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	466.02		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			2,260,194.23		
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 (must agree with line F2) (G9 + H2) - (I6 + J2)			46,781,713.29		

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 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	410,339.01	0.00	-100.0%
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			410,339.01	0.00	-100.0%
TOTAL, REVENUES			410,339.01	0.00	-100.0%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Support Salaries		2200	335.52	0.00	-100.0%
Classified Supervisors' and Administrators' Salaries		2300	25,629.21	25,629.00	0.0%
Clerical, Technical and Office Salaries		2400	21,698.45	25,519.00	17.6%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			47,663.18	51,148.00	7.3%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	12,056.36	13,236.00	9.8%
OASDI/Medicare/Alternative		3301-3302	3,670.85	3,949.00	7.6%
Health and Welfare Benefits		3401-3402	5,068.59	5,182.00	2.2%
Unemployment Insurance		3501-3502	24.04	26.00	8.2%
Workers' Compensation		3601-3602	769.70	828.00	7.6%
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	434.25	579.00	33.3%
TOTAL, EMPLOYEE BENEFITS			22,023.79	23,800.00	8.1%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	255,498.09	145,087.00	-43.2%
Noncapitalized Equipment		4400	1,114,281.18	1,238,795.00	11.2%
TOTAL, BOOKS AND SUPPLIES			1,369,779.27	1,383,882.00	1.0%
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	2,292,606.47	793,845.00	-65.4%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	50.00	50.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
Professional/Consulting Services and Operating Expenditures		5800	1,633,307.58	570,419.00	-65.1%
Communications		5900	2,817.08	5,141.00	82.5%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			3,928,781.13	1,369,455.00	-65.1%
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	14,983,177.04	237,103.00	-98.4%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	2,662,571.97	959,134.00	-64.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			17,645,749.01	1,196,237.00	-93.2%
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			23,013,996.38	4,024,522.00	-82.5%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 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	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale of Bonds		8951	39,825,000.00	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			39,825,000.00	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)			39,825,000.00	0.00	-100.0%

Description	Function Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 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	410,339.01	0.00	-100.0%
5) TOTAL, REVENUES			410,339.01	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		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		23,013,996.38	4,024,522.00	-82.5%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			23,013,996.38	4,024,522.00	-82.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(22,603,657.37)	(4,024,522.00)	-82.2%
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	39,825,000.00	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			39,825,000.00	0.00	-100.0%

Description	Function Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			17,221,342.63	(4,024,522.00)	-123.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	29,560,370.66	46,781,713.29	58.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			29,560,370.66	46,781,713.29	58.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			29,560,370.66	46,781,713.29	58.3%
2) Ending Balance, June 30 (E + F1e)			46,781,713.29	42,757,191.29	-8.6%
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	46,781,713.29	42,757,191.29	-8.6%
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	2019-20 Unaudited Actuals	2020-21 Budget
9010	Other Restricted Local	46,781,713.29	42,757,191.29
Total, Restricted Balance		46,781,713.29	42,757,191.29

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 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	292,632.48	260,665.00	-10.9%
5) TOTAL, REVENUES			292,632.48	260,665.00	-10.9%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	14,856.60	13,269.00	-10.7%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			14,856.60	13,269.00	-10.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			277,775.88	247,396.00	-10.9%
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	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			277,775.88	247,396.00	-10.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,232,970.40	1,510,746.28	22.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,232,970.40	1,510,746.28	22.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,232,970.40	1,510,746.28	22.5%
2) Ending Balance, June 30 (E + F1e)			1,510,746.28	1,758,142.28	16.4%
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	1,510,746.28	1,758,142.28	16.4%
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	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	1,505,012.91		
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	5,945.36		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			1,510,958.27		
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	211.99		
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			211.99		
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 (must agree with line F2) (G9 + H2) - (I6 + J2)			1,510,746.28		

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 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	25,400.08	27,000.00	6.3%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	267,232.40	233,665.00	-12.6%
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			292,632.48	260,665.00	-10.9%
TOTAL, REVENUES			292,632.48	260,665.00	-10.9%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 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	2019-20 Unaudited Actuals	2020-21 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	11,568.78	11,484.00	-0.7%
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	3,287.82	1,785.00	-45.7%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			14,856.60	13,269.00	-10.7%
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			14,856.60	13,269.00	-10.7%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 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	2019-20 Unaudited Actuals	2020-21 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	292,632.48	260,665.00	-10.9%
5) TOTAL, REVENUES			292,632.48	260,665.00	-10.9%
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		14,856.60	13,269.00	-10.7%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			14,856.60	13,269.00	-10.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			277,775.88	247,396.00	-10.9%
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	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			277,775.88	247,396.00	-10.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,232,970.40	1,510,746.28	22.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,232,970.40	1,510,746.28	22.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,232,970.40	1,510,746.28	22.5%
2) Ending Balance, June 30 (E + F1e)			1,510,746.28	1,758,142.28	16.4%
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	1,510,746.28	1,758,142.28	16.4%
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	2019-20 Unaudited Actuals	2020-21 Budget
9010	Other Restricted Local	1,510,746.28	1,758,142.28
Total, Restricted Balance		1,510,746.28	1,758,142.28

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 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	43,324.58	0.00	-100.0%
4) Other Local Revenue		8600-8799	18,461,543.84	0.00	-100.0%
5) TOTAL, REVENUES			18,504,868.42	0.00	-100.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	9,136,725.02	0.00	-100.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			9,136,725.02	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			9,368,143.40	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	7,293,744.80	0.00	-100.0%
b) Transfers Out		7600-7629	7,293,744.80	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			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			9,368,143.40	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	9,048,459.44	18,416,602.84	103.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			9,048,459.44	18,416,602.84	103.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			9,048,459.44	18,416,602.84	103.5%
2) Ending Balance, June 30 (E + F1e)			18,416,602.84	18,416,602.84	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	18,416,602.84	18,416,602.84	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	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	18,373,913.06		
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	42,689.78		
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			18,416,602.84		
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 (must agree with line F2) (G9 + H2) - (I6 + J2)			18,416,602.84		

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 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	40,840.92	0.00	-100.0%
Other Subventions/In-Lieu Taxes		8572	2,483.66	0.00	-100.0%
TOTAL, OTHER STATE REVENUE			43,324.58	0.00	-100.0%
OTHER LOCAL REVENUE					
Other Local Revenue County and District Taxes Voted Indebtedness Levies					
Secured Roll		8611	10,875,216.31	0.00	-100.0%
Unsecured Roll		8612	69,299.14	0.00	-100.0%
Prior Years' Taxes		8613	(1,380.05)	0.00	-100.0%
Supplemental Taxes		8614	117,112.09	0.00	-100.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Interest		8660	107,551.55	0.00	-100.0%
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	7,293,744.80	0.00	-100.0%
TOTAL, OTHER LOCAL REVENUE			18,461,543.84	0.00	-100.0%
TOTAL, REVENUES			18,504,868.42	0.00	-100.0%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Bond Redemptions		7433	1,879,765.30	0.00	-100.0%
Bond Interest and Other Service Charges		7434	7,256,959.72	0.00	-100.0%
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)			9,136,725.02	0.00	-100.0%
TOTAL, EXPENDITURES			9,136,725.02	0.00	-100.0%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	7,293,744.80	0.00	-100.0%
(a) TOTAL, INTERFUND TRANSFERS IN			7,293,744.80	0.00	-100.0%
INTERFUND TRANSFERS OUT					
To: General Fund		7614	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	7,293,744.80	0.00	-100.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			7,293,744.80	0.00	-100.0%
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	2019-20 Unaudited Actuals	2020-21 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	43,324.58	0.00	-100.0%
4) Other Local Revenue		8600-8799	18,461,543.84	0.00	-100.0%
5) TOTAL, REVENUES			18,504,868.42	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		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	9,136,725.02	0.00	-100.0%
10) TOTAL, EXPENDITURES			9,136,725.02	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			9,368,143.40	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	7,293,744.80	0.00	-100.0%
b) Transfers Out		7600-7629	7,293,744.80	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			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			9,368,143.40	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	9,048,459.44	18,416,602.84	103.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			9,048,459.44	18,416,602.84	103.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			9,048,459.44	18,416,602.84	103.5%
2) Ending Balance, June 30 (E + F1e)			18,416,602.84	18,416,602.84	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	18,416,602.84	18,416,602.84	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	2019-20 Unaudited Actuals	2020-21 Budget
9010	Other Restricted Local	18,416,602.84	18,416,602.84
Total, Restricted Balance		18,416,602.84	18,416,602.84

Description	2019-20 Unaudited Actuals			2020-21 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)	2,960.60	2,960.60	3,026.02	2,923.48	2,923.48	2,976.12
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)	2,960.60	2,960.60	3,026.02	2,923.48	2,923.48	2,976.12
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	2.76	2.76	2.76	2.86	2.86	2.86
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)	2.76	2.76	2.76	2.86	2.86	2.86
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	2,963.36	2,963.36	3,028.78	2,926.34	2,926.34	2,978.98
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2019-20 Unaudited Actuals			2020-21 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	0.00	0.00	0.00	0.00	0.00	0.00
2. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	0.00	0.00	0.00	0.00	0.00	0.00
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)	0.00	0.00	0.00	0.00	0.00	0.00
4. Adults in Correctional Facilities						
5. County Operations Grant ADA						
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2019-20 Unaudited Actuals P-2 ADA	2019-20 Unaudited Actuals Annual ADA	2019-20 Unaudited Actuals Funded ADA	2020-21 Budget Estimated P-2 ADA	2020-21 Budget Estimated Annual ADA	2020-21 Budget Estimated Funded ADA
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools. Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA						
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	0.00	0.00	0.00	0.00	0.00	0.00
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA						
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
7. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	0.00	0.00	0.00	0.00	0.00	0.00
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	0.00	0.00	0.00	0.00	0.00	0.00

	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30
Governmental Activities:						
Capital assets not being depreciated:						
Land	1,456,448.00		1,456,448.00			1,456,448.00
Work in Progress	45,495,605.00	(1,230,609.00)	44,264,996.00	22,981,012.00		67,246,008.00
Total capital assets not being depreciated	46,952,053.00	(1,230,609.00)	45,721,444.00	22,981,012.00	0.00	68,702,456.00
Capital assets being depreciated:						
Land Improvements	8,630,134.00	297,084.00	8,927,218.00			8,927,218.00
Buildings	74,712,660.00	602,024.00	75,314,684.00			75,314,684.00
Equipment	1,581,235.00	16,725.00	1,597,960.00			1,597,960.00
Total capital assets being depreciated	84,924,029.00	915,833.00	85,839,862.00	0.00	0.00	85,839,862.00
Accumulated Depreciation for:						
Land Improvements	(2,151,320.00)	(126,304.00)	(2,277,624.00)	(461,121.00)		(2,738,745.00)
Buildings	(24,816,690.00)	(8,678.00)	(24,825,368.00)	(1,929,429.00)		(26,754,797.00)
Equipment	(1,190,016.00)	2,836.00	(1,187,180.00)	(64,806.00)		(1,251,986.00)
Total accumulated depreciation	(28,158,026.00)	(132,146.00)	(28,290,172.00)	(2,455,356.00)	0.00	(30,745,528.00)
Total capital assets being depreciated, net	56,766,003.00	783,687.00	57,549,690.00	(2,455,356.00)	0.00	55,094,334.00
Governmental activity capital assets, net	103,718,056.00	(446,922.00)	103,271,134.00	20,525,656.00	0.00	123,796,790.00
Business-Type Activities:						
Capital assets not being depreciated:						
Land			0.00			0.00
Work in Progress			0.00			0.00
Total capital assets not being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Capital assets being depreciated:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00
Equipment			0.00			0.00
Total capital assets being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Accumulated Depreciation for:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00
Equipment			0.00			0.00
Total accumulated depreciation	0.00	0.00	0.00	0.00	0.00	0.00
Total capital assets being depreciated, net	0.00	0.00	0.00	0.00	0.00	0.00
Business-type activity capital assets, net	0.00	0.00	0.00	0.00	0.00	0.00

Following is a summary of the critical data elements contained in your unaudited actual data. Since these data may have fiscal implications for your agency, please verify their accuracy before filing your unaudited actual financial reports.

Form	Description	Value
CEA	Percent of Current Cost of Education Expended for Classroom Compensation Must equal or exceed 60% for elementary, 55% for unified, and 50% for high school districts or future apportionments may be affected. (EC 41372)	58.31%
	CEA Deficiency Amount Applicable to districts not exempt from the requirement and not meeting the minimum classroom compensation percentage - see Form CEA for further details.	$0.00
ESMOE	Every Student Succeeds Act (ESSA) Maintenance of Effort (MOE) Determination If MOE Not Met, the 2021-22 apportionment may be reduced by the lesser of the following two percentages: MOE Deficiency Percentage - Based on Total Expenditures MOE Deficiency Percentage - Based on Expenditures Per ADA	MOE Met
GANN	Adjustments to Appropriations Limit Per Government Code Section 7902.1 If this amount is not zero, it represents an increase to your Appropriations Limit. The Department of Finance must be notified of increases within 45 days of budget adoption.	$4,704,231.91
	Adjusted Appropriations Limit	$30,197,585.86
	Appropriations Subject to Limit These amounts represent the board approved Appropriations Limit and Appropriations Subject to Limit pursuant to Government Code Section 7906 and EC 42132.	$30,197,585.86
ICR	Preliminary Proposed Indirect Cost Rate Fixed-with-carry-forward indirect cost rate for use in 2021-22, subject to CDE approval.	6.84%

UNAUDITED ACTUAL FINANCIAL REPORT:

To the County Superintendent of Schools:

2019-20 UNAUDITED ACTUAL FINANCIAL REPORT. This report was prepared in accordance with Education Code Section 41010 and is hereby approved and filed by the governing board of the school district pursuant to Education Code Section 42100.

Signed: _____ Date of Meeting: Sep 10, 2020
Clerk/Secretary of the Governing Board
(Original signature required)

To the Superintendent of Public Instruction:

2019-20 UNAUDITED ACTUAL FINANCIAL REPORT. This report has been verified for accuracy by the County Superintendent of Schools pursuant to Education Code Section 42100.

Signed: _____ Date: _____
County Superintendent/Designee
(Original signature required)

For additional information on the unaudited actual reports, please contact:

For County Office of Education:	For School District:
Denise Porterfield	Jesus Contreras
Name	Name
Deputy Superintendent	Chief Business Official
Title	Title
650-802-5511	650.712.7135
Telephone	Telephone
dporterfield@smoe.k12.ca.us	contrerasj@cabrillo.k12.ca.us
E-mail Address	E-mail Address

2019-20 Unaudited Actuals
FEDERAL GRANT AWARDS,
REVENUES, AND EXPENDITURES - ALL FUNDS
SCHEDULE FOR CATEGORICALS SUBJECT TO DEFERRAL OF UNEARNED REVENUES

FEDERAL PROGRAM NAME	Title I	Migrant Ed	Migrant Ed Summer	Even Start	IDEA	IDEA	Fed Preschool
FEDERAL CATALOG NUMBER							
RESOURCE CODE	3010	3060	3061	3110	3310	3311	3315
REVENUE OBJECT	8290	8285	8285	8285	8181	8181	8182
LOCAL DESCRIPTION (if any)							
AWARD							
1. Prior Year Carryover							
2. a. Current Year Award	116,857.00	173,864.86	1,778.58	35,312.56	595,201.31	21,643.68	20,475.94
b. Transferability (ESSA)							
c. Other Adjustments							
d. Adj Curr Yr Award (sum lines 2a, 2b, & 2c)	116,857.00	173,864.86	1,778.58	35,312.56	595,201.31	21,643.68	20,475.94
3. Required Matching Funds/Other							
4. Total Available Award (sum lines 1, 2d, & 3)	116,857.00	173,864.86	1,778.58	35,312.56	595,201.31	21,643.68	20,475.94
REVENUES							
5. Unearned Revenue Deferred from Prior Year							
6. Cash Received in Current Year	80,230.00	123,346.99	1,503.73	21,066.20	(83,695.25)	(4,895.57)	0.00
7. Contributed Matching Funds							
8. Total Available (sum lines 5, 6, & 7)	80,230.00	123,346.99	1,503.73	21,066.20	(83,695.25)	(4,895.57)	0.00
EXPENDITURES							
9. Donor-Authorized Expenditures	105,347.37	173,864.86	1,778.58	35,312.56	595,201.31	21,643.68	20,475.94
10. Non Donor-Authorized Expenditures							
11. Total Expenditures (lines 9 & 10)	105,347.37	173,864.86	1,778.58	35,312.56	595,201.31	21,643.68	20,475.94
12. Amounts Included in Line 6 above for Prior Year Adjustments							
13. Calculation of Unearned Revenue or A/P, & A/R amounts (line 8 minus line 9 plus line 12)	(25,117.37)	(50,517.87)	(274.85)	(14,246.36)	(678,896.56)	(26,539.25)	(20,475.94)
a. Unearned Revenue	11,509.63						
b. Accounts Payable							
c. Accounts Receivable	36,627.00	50,517.87	274.85	14,246.36	678,896.56	26,539.25	20,475.94
14. Unused Grant Award Calculation (line 4 minus line 9)	11,509.63	0.00	0.00	0.00	0.00	0.00	0.00
15. If Carryover is allowed, enter line 14 amount here	11,509.63	0.00	0.00	0.00	0.00	0.00	0.00
16. Reconciliation of Revenue (line 5 plus line 6 minus line 13a minus line 13b plus line 13c)	105,347.37	173,864.86	1,778.58	35,312.56	595,201.31	21,643.68	20,475.94

FEDERAL PROGRAM NAME	Preschool Staff Dev	Workability	Voc Ed	Title II	Title IV	Title III Immig	Title III LEP
FEDERAL CATALOG NUMBER							
RESOURCE CODE	3345	3410	3550	4035	4127	4201	4203
REVENUE OBJECT	8182	8290	8290	8290	8290	8290	8290
LOCAL DESCRIPTION (if any)							
AWARD							
1. Prior Year Carryover				39,137.05	14,656.00		58,206.75
2. a. Current Year Award	212.53	76,299.00	15,544.00	53,659.00	10,000.00	5,724.00	77,518.00
b. Transferability (ESSA)							
c. Other Adjustments							
d. Adj Curr Yr Award (sum lines 2a, 2b, & 2c)	212.53	76,299.00	15,544.00	53,659.00	10,000.00	5,724.00	77,518.00
3. Required Matching Funds/Other							
4. Total Available Award (sum lines 1, 2d, & 3)	212.53	76,299.00	15,544.00	92,796.05	24,656.00	5,724.00	135,724.75
REVENUES							
5. Unearned Revenue Deferred from Prior Year				39,137.05			58,206.75
6. Cash Received in Current Year	0.03	38,102.95	2,563.61	(17,875.00)	3,664.00	1,361.00	(74,991.00)
7. Contributed Matching Funds							
8. Total Available (sum lines 5, 6, & 7)	0.03	38,102.95	2,563.61	21,262.05	3,664.00	1,361.00	(16,784.25)
EXPENDITURES							
9. Donor-Authorized Expenditures	212.53	76,299.00	15,544.00	55,410.80	0.00	0.00	14,651.34
10. Non Donor-Authorized Expenditures							
11. Total Expenditures (lines 9 & 10)	212.53	76,299.00	15,544.00	55,410.80	0.00	0.00	14,651.34
12. Amounts Included in Line 6 above for Prior Year Adjustments							
13. Calculation of Unearned Revenue or A/P, & A/R amounts (line 8 minus line 9 plus line 12)	(212.50)	(38,196.05)	(12,980.39)	(34,148.75)	3,664.00	1,361.00	(31,435.59)
a. Unearned Revenue				37,385.25	24,656.00	5,724.00	121,073.41
b. Accounts Payable							
c. Accounts Receivable	212.50	38,196.05	12,980.39	71,534.00	20,992.00	4,363.00	152,509.00
14. Unused Grant Award Calculation (line 4 minus line 9)	0.00	0.00	0.00	37,385.25	24,656.00	5,724.00	121,073.41
15. If Carryover is allowed, enter line 14 amount here	0.00	0.00	0.00	37,385.25	24,656.00	5,724.00	121,073.41
16. Reconciliation of Revenue (line 5 plus line 6 minus line 13a minus line 13b plus line 13c)	212.53	76,299.00	15,544.00	55,410.80	0.00	0.00	14,651.34

FEDERAL PROGRAM NAME	**TOTAL**
FEDERAL CATALOG NUMBER	
RESOURCE CODE	
REVENUE OBJECT	
LOCAL DESCRIPTION (if any)	
AWARD	
1. Prior Year Carryover	111,999.80
2. a. Current Year Award	1,204,090.46
b. Transferability (ESSA)	0.00
c. Other Adjustments	0.00
d. Adj Curr Yr Award (sum lines 2a, 2b, & 2c)	1,204,090.46
3. Required Matching Funds/Other	0.00
4. Total Available Award (sum lines 1, 2d, & 3)	1,316,090.26
REVENUES	
5. Unearned Revenue Deferred from Prior Year	97,343.80
6. Cash Received in Current Year	90,381.69
7. Contributed Matching Funds	0.00
8. Total Available (sum lines 5, 6, & 7)	187,725.49
EXPENDITURES	
9. Donor-Authorized Expenditures	1,115,741.97
10. Non Donor-Authorized Expenditures	0.00
11. Total Expenditures (lines 9 & 10)	1,115,741.97
12. Amounts Included in Line 6 above for Prior Year Adjustments	0.00
13. Calculation of Unearned Revenue or A/P, & A/R amounts (line 8 minus line 9 plus line 12)	(928,016.48)
a. Unearned Revenue	200,348.29
b. Accounts Payable	0.00
c. Accounts Receivable	1,128,364.77
14. Unused Grant Award Calculation (line 4 minus line 9)	200,348.29
15. If Carryover is allowed, enter line 14 amount here	200,348.29
16. Reconciliation of Revenue (line 5 plus line 6 minus line 13a minus line 13b plus line 13c)	1,115,741.97

STATE PROGRAM NAME	ASES	Career Tech Incentive	Workability	TUPE	TUPE	Agricul Voc Ed	**TOTAL**
RESOURCE CODE	6010	6387	6520	6690	6695	7010	
REVENUE OBJECT	8590/8699	8590	8590	8590	8590	8590	
LOCAL DESCRIPTION (if any)							
AWARD							
1. Prior Year Carryover	14,805.61	1,684.77		(465.43)		7,635.31	23,660.26
2. a. Current Year Award	133,168.37	101,475.00	56,910.00		93,525.00	8,964.00	394,042.37
b. Other Adjustments							0.00
c. Adj Curr Yr Award (sum lines 2a & 2b)	133,168.37	101,475.00	56,910.00	0.00	93,525.00	8,964.00	394,042.37
3. Required Matching Funds/Other				465.43			465.43
4. Total Available Award (sum lines 1, 2c, & 3)	147,973.98	103,159.77	56,910.00	0.00	93,525.00	16,599.31	418,168.06
REVENUES							
5. Unearned Revenue Deferred from Prior Year	14,805.61	1,684.77		2,534.57		7,635.31	26,660.26
6. Cash Received in Current Year	119,851.43	101,475.00	0.00	(3,000.00)	46,762.50	6,723.00	271,811.93
7. Contributed Matching Funds				465.43			465.43
8. Total Available (sum lines 5, 6, & 7)	134,657.04	103,159.77	0.00	0.00	46,762.50	14,358.31	298,937.62
EXPENDITURES							
9. Donor-Authorized Expenditures	136,733.16	97,012.31	50,174.38		32,699.04	8,964.00	325,582.89
10. Non Donor-Authorized Expenditures				592.37			592.37
11. Total Expenditures (lines 9 & 10)	136,733.16	97,012.31	50,174.38	592.37	32,699.04	8,964.00	326,175.26
12. Amounts Included in Line 6 above for Prior Year Adjustments							0.00
13. Calculation of Unearned Revenue or A/P, & A/R amounts (line 8 minus line 9 plus line 12)	(2,076.12)	6,147.46	(50,174.38)	0.00	14,063.46	5,394.31	(26,645.27)
a. Unearned Revenue	11,240.82	6,147.46	6,735.62		60,825.96	7,635.31	92,585.17
b. Accounts Payable							0.00
c. Accounts Receivable	13,316.94		56,910.00		46,762.50	2,241.00	119,230.44
14. Unused Grant Award Calculation (line 4 minus line 9)	11,240.82	6,147.46	6,735.62	0.00	60,825.96	7,635.31	92,585.17
15. If Carryover is allowed, enter line 14 amount here	11,240.82	6,147.46	6,735.62	0.00	60,825.96	7,635.31	92,585.17
16. Reconciliation of Revenue (line 5 plus line 6 minus line 13a minus line 13b plus line 13c)	136,733.16	97,012.31	50,174.38	(465.43)	32,699.04	8,964.00	325,117.46

LOCAL PROGRAM NAME		**TOTAL**
RESOURCE CODE		
REVENUE OBJECT		
LOCAL DESCRIPTION (if any)		
AWARD		
1. Prior Year Carryover		0.00
2. a. Current Year Award		0.00
b. Other Adjustments		0.00
c. Adj Curr Yr Award (sum lines 2a & 2b)	0.00	0.00
3. Required Matching Funds/Other		0.00
4. Total Available Award (sum lines 1, 2c, & 3)	0.00	0.00
REVENUES		
5. Unearned Revenue Deferred from Prior Year		0.00
6. Cash Received in Current Year		0.00
7. Contributed Matching Funds		0.00
8. Total Available (sum lines 5, 6, & 7)	0.00	0.00
EXPENDITURES		
9. Donor-Authorized Expenditures		0.00
10. Non Donor-Authorized Expenditures		0.00
11. Total Expenditures (lines 9 & 10)	0.00	0.00
12. Amounts Included in Line 6 above for Prior Year Adjustments		0.00
13. Calculation of Unearned Revenue or A/P, & A/R amounts (line 8 minus line 9 plus line 12)	0.00	0.00
a. Unearned Revenue		0.00
b. Accounts Payable		0.00
c. Accounts Receivable		0.00
14. Unused Grant Award Calculation (line 4 minus line 9)	0.00	0.00
15. If Carryover is allowed, enter line 14 amount here		0.00
16. Reconciliation of Revenue (line 5 plus line 6 minus line 13a minus line 13b plus line 13c)	0.00	0.00

FEDERAL PROGRAM NAME	Medi-cal	**TOTAL**
FEDERAL CATALOG NUMBER		
RESOURCE CODE	5640	
REVENUE OBJECT	8290	
LOCAL DESCRIPTION (if any)		
AWARD		
1. Prior Year Restricted Ending Balance	106,007.99	106,007.99
2. a. Current Year Award	15,536.32	15,536.32
b. Other Adjustments		0.00
c. Adj Curr Yr Award (sum lines 2a & 2b)	15,536.32	15,536.32
3. Required Matching Funds/Other		0.00
4. Total Available Award (sum lines 1, 2c, & 3)	121,544.31	121,544.31
REVENUES		
5. Cash Received in Current Year	15,536.32	15,536.32
6. Amounts Included in Line 5 for Prior Year Adjustments		0.00
7. a. Accounts Receivable (line 2c minus lines 5 & 6)	0.00	0.00
b. Noncurrent Accounts Receivable		0.00
c. Current Accounts Receivable (line 7a minus line 7b)	0.00	0.00
8. Contributed Matching Funds		0.00
9. Total Available (sum lines 5, 7c, & 8)	15,536.32	15,536.32
EXPENDITURES		
10. Donor-Authorized Expenditures	11,974.51	11,974.51
11. Non Donor-Authorized Expenditures		0.00
12. Total Expenditures (line 10 plus line 11)	11,974.51	11,974.51
RESTRICTED ENDING BALANCE		
13. Current Year (line 4 minus line 10)	109,569.80	109,569.80

STATE PROGRAM NAME	Lottery-Unrestricted	EPA	Lottery-Restricted	AB602 Special Ed	Mental Health	Classified Prof Dev	Covid relief
RESOURCE CODE	1100	1400	6300	6500	6512	7311	7388
REVENUE OBJECT	8560	8012/8019	8560	8097	8590	8590	8590
LOCAL DESCRIPTION (if any)							
AWARD							
1. Prior Year Restricted Ending Balance						20,683.00	
2. a. Current Year Award	485,433.65	605,756.00	173,334.30	1,605,134.58	0.00		52,550.00
b. Other Adjustments							
c. Adj Curr Yr Award (sum lines 2a & 2b)	485,433.65	605,756.00	173,334.30	1,605,134.58	0.00	0.00	52,550.00
3. Required Matching Funds/Other							
4. Total Available Award (sum lines 1, 2c, & 3)	485,433.65	605,756.00	173,334.30	1,605,134.58	0.00	20,683.00	52,550.00
REVENUES							
5. Cash Received in Current Year	408,867.14	426,746.00	92,267.58	1,519,502.52	0.00		52,550.00
6. Amounts Included in Line 5 for Prior Year Adjustments							
7. a. Accounts Receivable (line 2c minus lines 5 & 6)	76,566.51	179,010.00	81,066.72	85,632.06	0.00	0.00	0.00
b. Noncurrent Accounts Receivable							
c. Current Accounts Receivable (line 7a minus line 7b)	76,566.51	179,010.00	81,066.72	85,632.06	0.00	0.00	0.00
8. Contributed Matching Funds							
9. Total Available (sum lines 5, 7c, & 8)	485,433.65	605,756.00	173,334.30	1,605,134.58	0.00	0.00	52,550.00
EXPENDITURES							
10. Donor-Authorized Expenditures	485,433.65	605,756.00	106,836.21	1,605,134.58	0.00	0.00	52,550.00
11. Non Donor-Authorized Expenditures				4,949,250.53	20,100.00		
12. Total Expenditures (line 10 plus line 11)	485,433.65	605,756.00	106,836.21	6,554,385.11	20,100.00	0.00	52,550.00
RESTRICTED ENDING BALANCE							
13. Current Year (line 4 minus line 10)	0.00	0.00	66,498.09	0.00	0.00	20,683.00	0.00

STATE PROGRAM NAME	Low Perf BG	STRS on Behalf	RRMA	**TOTAL**
RESOURCE CODE	7510	7690	8150	
REVENUE OBJECT	8590	8590	8699/8980	
LOCAL DESCRIPTION (if any)				
AWARD				
1. Prior Year Restricted Ending Balance	278,996.28			299,679.28
2. a. Current Year Award		1,849,426.00	37,916.09	4,809,550.62
b. Other Adjustments				0.00
c. Adj Curr Yr Award (sum lines 2a & 2b)	0.00	1,849,426.00	37,916.09	4,809,550.62
3. Required Matching Funds/Other			1,906,688.80	1,906,688.80
4. Total Available Award (sum lines 1, 2c, & 3)	278,996.28	1,849,426.00	1,944,604.89	7,015,918.70
REVENUES				
5. Cash Received in Current Year		1,849,426.00	37,916.09	4,387,275.33
6. Amounts Included in Line 5 for Prior Year Adjustments				0.00
7. a. Accounts Receivable (line 2c minus lines 5 & 6)	0.00	0.00	0.00	422,275.29
b. Noncurrent Accounts Receivable				0.00
c. Current Accounts Receivable (line 7a minus line 7b)	0.00	0.00	0.00	422,275.29
8. Contributed Matching Funds			1,906,688.80	1,906,688.80
9. Total Available (sum lines 5, 7c, & 8)	0.00	1,849,426.00	1,944,604.89	6,716,239.42
EXPENDITURES				
10. Donor-Authorized Expenditures	49,437.55	1,849,426.00	1,944,604.89	6,699,178.88
11. Non Donor-Authorized Expenditures				4,969,350.53
12. Total Expenditures (line 10 plus line 11)	49,437.55	1,849,426.00	1,944,604.89	11,668,529.41
RESTRICTED ENDING BALANCE				
13. Current Year (line 4 minus line 10)	229,558.73	0.00	0.00	316,739.82

LOCAL PROGRAM NAME		**TOTAL**
RESOURCE CODE		
REVENUE OBJECT		
LOCAL DESCRIPTION (if any)		
AWARD		
1. Prior Year Restricted Ending Balance		0.00
2. a. Current Year Award		0.00
b. Other Adjustments		0.00
c. Adj Curr Yr Award (sum lines 2a & 2b)	0.00	0.00
3. Required Matching Funds/Other		0.00
4. Total Available Award (sum lines 1, 2c, & 3)	0.00	0.00
REVENUES		
5. Cash Received in Current Year		0.00
6. Amounts Included in Line 5 for Prior Year Adjustments		0.00
7. a. Accounts Receivable (line 2c minus lines 5 & 6)	0.00	0.00
b. Noncurrent Accounts Receivable		0.00
c. Current Accounts Receivable (line 7a minus line 7b)	0.00	0.00
8. Contributed Matching Funds		0.00
9. Total Available (sum lines 5, 7c, & 8)	0.00	0.00
EXPENDITURES		
10. Donor-Authorized Expenditures		0.00
11. Non Donor-Authorized Expenditures		0.00
12. Total Expenditures (line 10 plus line 11)	0.00	0.00
RESTRICTED ENDING BALANCE		
13. Current Year (line 4 minus line 10)	0.00	0.00

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	15,238,780.98	301	16,263.85	303	15,222,517.13	305	485,433.65		307	14,737,083.48	309
2000 - Classified Salaries	6,258,744.21	311	121,417.12	313	6,137,327.09	315	429,950.83		317	5,707,376.26	319
3000 - Employee Benefits	10,166,117.91	321	76,849.23	323	10,089,268.68	325	176,557.74		327	9,912,710.94	329
4000 - Books, Supplies Equip Replace. (6500)	1,008,531.31	331	12,012.08	333	996,519.23	335	217,689.91		337	778,829.32	339
5000 - Services. . . & 7300 - Indirect Costs	4,995,552.12	341	31,405.78	343	4,964,146.34	345	2,136,543.83		347	2,827,602.51	349
			TOTAL		37,409,778.47	365			TOTAL	33,963,602.51	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	11,902,915.36	375
2. Salaries of Instructional Aides Per EC 41011	2100	1,089,326.83	380
3. STRS	3101 & 3102	3,737,064.14	382
4. PERS	3201 & 3202	322,779.31	383
5. OASDI - Regular, Medicare and Alternative	3301 & 3302	295,529.97	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans)	3401 & 3402	2,235,233.82	385
7. Unemployment Insurance	3501 & 3502	6,588.09	390
8. Workers' Compensation Insurance	3601 & 3602	211,328.33	392
9. OPEB, Active Employees (EC 41372)	3751 & 3752	0.00	
10. Other Benefits (EC 22310)	3901 & 3902	36,495.01	393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10)		19,837,260.86	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2		34,433.81	
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		19,802,827.05	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		58.31%	
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)	58.31%
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)	33,963,602.51
5.	Deficiency Amount (Part III, Line 3 times Line 4)	0.00

PART IV: Explanation for adjustments entered in Part I, Column 4b (required)

	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30	Amounts Due Within One Year
Governmental Activities:							
General Obligation Bonds Payable	55,951,304.00	35,000,000.00	90,951,304.00		1,879,364.00	89,071,940.00	4,985,148.00
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Capital Leases Payable			0.00			0.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt	3,075,453.00	2,253,723.00	5,329,176.00		339,741.00	4,989,435.00	339,741.00
Net Pension Liability	35,220,241.00	1,347,765.00	36,568,006.00			36,568,006.00	
Total/Net OPEB Liability			0.00			0.00	
Compensated Absences Payable	365,898.00	(48,382.00)	317,516.00	42,934.00		360,450.00	
Governmental activities long-term liabilities	94,612,896.00	38,553,106.00	133,166,002.00	42,934.00	2,219,105.00	130,989,831.00	5,324,889.00
Business-Type Activities:							
General Obligation Bonds Payable			0.00			0.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Capital Leases Payable			0.00			0.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt			0.00			0.00	
Net Pension Liability			0.00			0.00	
Total/Net OPEB Liability			0.00			0.00	
Compensated Absences Payable			0.00			0.00	
Business-type activities long-term liabilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Section I - Expenditures	Funds 01, 09, and 62 Goals	Functions	Objects	2019-20 Expenditures
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	38,383,852.33
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	1,127,716.48
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	28,810.13
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999	22,550.00
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	325,000.00
6. All Other Financing Uses	All	9100 9200	7699 7651	0.00
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	0.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00
9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				376,360.13
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	326,060.90
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)				37,205,836.62

Section II - Expenditures Per ADA		2019-20 Annual ADA/ Exps. Per ADA
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A6 and C9)		2,963.36
B. Expenditures per ADA (Line I.E divided by Line II.A)		12,555.29

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.)	37,529,421.25	12,450.79
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)	37,529,421.25	12,450.79
B. Required effort (Line A.2 times 90%)	33,776,479.13	11,205.71
C. Current year expenditures (Line I.E and Line II.B)	37,205,836.62	12,555.29
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00
E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)	MOE Met	
F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2021-22 may be reduced by the lower of the two percentages)	0.00%	0.00%

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

	2019-20 Calculations			2020-21 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
A. PRIOR YEAR DATA (2018-19 Actual Appropriations Limit and Gann ADA are from district's prior year Gann data reported to the CDE)		**2018-19 Actual**			**2019-20 Actual**	
1. FINAL PRIOR YEAR APPROPRIATIONS LIMIT (Preload/Line D11, PY column)	25,033,904.20		25,033,904.20			30,197,585.86
2. PRIOR YEAR GANN ADA (Preload/Line B3, PY column)	3,021.95		3,021.95			2,963.36
ADJUSTMENTS TO PRIOR YEAR LIMIT		**Adjustments to 2018-19**			**Adjustments to 2019-20**	
3. District Lapses, Reorganizations and Other Transfers						
4. Temporary Voter Approved Increases						
5. Less: Lapses of Voter Approved Increases						
6. TOTAL ADJUSTMENTS TO PRIOR YEAR LIMIT (Lines A3 plus A4 minus A5)			0.00			0.00
7. ADJUSTMENTS TO PRIOR YEAR ADA (Only for district lapses, reorganizations and other transfers, and only if adjustments to the appropriations limit are entered in Line A3 above)						
B. CURRENT YEAR GANN ADA (2019-20 data should tie to Principal Apportionment Software Attendance reports and include ADA for charter schools reporting with the district)		**2019-20 P2 Report**			**2020-21 P2 Estimate**	
1. Total K-12 ADA (Form A, Line A6)	2,963.36		2,963.36	2,926.34		2,926.34
2. Total Charter Schools ADA (Form A, Line C9)	0.00		0.00	0.00		0.00
3. TOTAL CURRENT YEAR P2 ADA (Line B1 plus B2)			2,963.36			2,926.34
C. CURRENT YEAR LOCAL PROCEEDS OF TAXES/STATE AID RECEIVED		**2019-20 Actual**			**2020-21 Budget**	
TAXES AND SUBVENTIONS (Funds 01, 09, and 62)						
1. Homeowners' Exemption (Object 8021)	92,139.32		92,139.32	91,850.00		91,850.00
2. Timber Yield Tax (Object 8022)	38,389.15		38,389.15	7,312.00		7,312.00
3. Other Subventions/In-Lieu Taxes (Object 8029)	8,154.63		8,154.63	0.00		0.00
4. Secured Roll Taxes (Object 8041)	25,201,022.28		25,201,022.28	25,717,083.00		25,717,083.00
5. Unsecured Roll Taxes (Object 8042)	1,259,672.31		1,259,672.31	1,237,338.00		1,237,338.00
6. Prior Years' Taxes (Object 8043)	(14,022.10)		(14,022.10)	(2,377.00)		(2,377.00)
7. Supplemental Taxes (Object 8044)	1,920,955.46		1,920,955.46	0.00		0.00
8. Ed. Rev. Augmentation Fund (ERAF) (Object 8045)	0.00		0.00	0.00		0.00
9. Penalties and Int. from Delinquent Taxes (Object 8048)	0.00		0.00	0.00		0.00
10. Other In-Lieu Taxes (Object 8082)	0.00		0.00	0.00		0.00
11. Comm. Redevelopment Funds (objects 8047 & 8625)	0.00		0.00	0.00		0.00
12. Parcel Taxes (Object 8621)	1,623,829.40		1,623,829.40	1,630,000.00		1,630,000.00
13. Other Non-Ad Valorem Taxes (Object 8622) (Taxes only)	0.00		0.00	0.00		0.00
14. Penalties and Int. from Delinquent Non-LCFF Taxes (Object 8629) (Only those for the above taxes)	0.00		0.00	0.00		0.00
15. Transfers to Charter Schools in Lieu of Property Taxes (Object 8096)						
16. TOTAL TAXES AND SUBVENTIONS (Lines C1 through C15)	30,130,140.45	0.00	30,130,140.45	28,681,206.00	0.00	28,681,206.00
OTHER LOCAL REVENUES (Funds 01, 09, and 62)						
17. To General Fund from Bond Interest and Redemption Fund (Excess debt service taxes) (Object 8914)	0.00		0.00	0.00		0.00
18. TOTAL LOCAL PROCEEDS OF TAXES (Lines C16 plus C17)	30,130,140.45	0.00	30,130,140.45	28,681,206.00	0.00	28,681,206.00

	2019-20 Calculations			2020-21 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
EXCLUDED APPROPRIATIONS						
19. Medicare (Enter federally mandated amounts only from objs. 3301 & 3302; do not include negotiated amounts)			304,865.89			311,577.00
OTHER EXCLUSIONS						
20. Americans with Disabilities Act						
21. Unreimbursed Court Mandated Desegregation Costs						
22. Other Unfunded Court-ordered or Federal Mandates						
23. TOTAL EXCLUSIONS (Lines C19 through C22)			304,865.89			311,577.00
STATE AID RECEIVED (Funds 01, 09, and 62)						
24. LCFF - CY (objects 8011 and 8012)	1,627,127.00		1,627,127.00	1,515,030.00		1,515,030.00
25. LCFF/Revenue Limit State Aid - Prior Years (Object 8019)	0.00		0.00	0.00		0.00
26. TOTAL STATE AID RECEIVED (Lines C24 plus C25)	1,627,127.00	0.00	1,627,127.00	1,515,030.00	0.00	1,515,030.00
DATA FOR INTEREST CALCULATION						
27. Total Revenues (Funds 01, 09 & 62; objects 8000-8799)	39,266,538.43		39,266,538.43	36,563,805.00		36,563,805.00
28. Total Interest and Return on Investments (Funds 01, 09, and 62; objects 8660 and 8662)	21,508.74		21,508.74	50,000.00		50,000.00
D. APPROPRIATIONS LIMIT CALCULATIONS	**2019-20 Actual**			**2020-21 Budget**		
PRELIMINARY APPROPRIATIONS LIMIT						
1. Revised Prior Year Program Limit (Lines A1 plus A6)			25,033,904.20			30,197,585.86
2. Inflation Adjustment			1.0385			1.0373
3. Program Population Adjustment (Lines B3 divided by [A2 plus A7]) (Round to four decimal places)			0.9806			0.9875
4. PRELIMINARY APPROPRIATIONS LIMIT (Lines D1 times D2 times D3)			25,493,353.95			30,932,406.36
APPROPRIATIONS SUBJECT TO THE LIMIT						
5. Local Revenues Excluding Interest (Line C18)			30,130,140.45			28,681,206.00
6. Preliminary State Aid Calculation						
a. Minimum State Aid in Local Limit (Greater of $120 times Line B3 or $2,400; but not greater than Line C26 or less than zero)			355,603.20			351,160.80
b. Maximum State Aid in Local Limit (Lesser of Line C26 or Lines D4 minus D5 plus C23; but not less than zero)			0.00			1,515,030.00
c. Preliminary State Aid in Local Limit (Greater of Lines D6a or D6b)			355,603.20			1,515,030.00
7. Local Revenues in Proceeds of Taxes						
a. Interest Counting in Local Limit (Line C28 divided by [Lines C27 minus C28] times [Lines D5 plus D6c])			16,708.10			41,349.07
b. Total Local Proceeds of Taxes (Lines D5 plus D7a)			30,146,848.55			28,722,555.07
8. State Aid in Proceeds of Taxes (Greater of Line D6a, or Lines D4 minus D7b plus C23; but not greater than Line C26 or less than zero)			355,603.20			1,515,030.00
9. Total Appropriations Subject to the Limit						
a. Local Revenues (Line D7b)			30,146,848.55			
b. State Subventions (Line D8)			355,603.20			
c. Less: Excluded Appropriations (Line C23)			304,865.89			
d. TOTAL APPROPRIATIONS SUBJECT TO THE LIMIT (Lines D9a plus D9b minus D9c)			30,197,585.86			

	2019-20 Calculations			2020-21 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
10. Adjustments to the Limit Per Government Code Section 7902.1 (Line D9d minus D4; if negative, then zero)			4,704,231.91			
If not zero report amount to: Keely Bosler, Director, State Department of Finance, Attention: School Gann Limits, State Capitol, Room 1145, Sacramento, CA 95814						
SUMMARY	**2019-20 Actual**			**2020-21 Budget**		
11. Adjusted Appropriations Limit (Lines D4 plus D10)			30,197,585.86			30,932,406.36
12. Appropriations Subject to the Limit (Line D9d)			30,197,585.86			

* Please provide below an explanation for each entry in the adjustments column.

Jesus Contreras
Gann Contact Person

650.712.7135
Contact Phone Number

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) — 1,326,028.70
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) — 30,337,614.40

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) — 4.37%

Part II - Adjustments for Employment Separation Costs

When an employee separates from service, the local educational agency (LEA) may incur costs associated with the separation in addition to the employee's regular salary and benefits for the final pay period. These additional costs can be categorized as "normal" or "abnormal or mass" separation costs.

Normal separation costs include items such as pay for accumulated unused leave or routine severance pay authorized by governing board policy. Normal separation costs are not allowable as direct costs to federal programs, but are allowable as indirect costs. State programs may have similar restrictions. Where federal or state program guidelines required that the LEA charge an employee's normal separation costs to an unrestricted resource rather than to the restricted program in which the employee worked, the LEA may identify and enter these costs on Line A for inclusion in the indirect cost pool.

Abnormal or mass separation costs are those costs resulting from actions taken by an LEA to influence employees to terminate their employment earlier than they normally would have. Abnormal or mass separation costs include retirement incentives such as a Golden Handshake or severance packages negotiated to effect termination. Abnormal or mass separation costs may not be charged to federal programs as either direct costs or indirect costs. Where an LEA paid abnormal or mass separation costs on behalf of positions in general administrative functions included in the indirect cost pool, the LEA must identify and enter these costs on Line B for exclusion from the pool.

A. Normal Separation Costs (optional)

Enter any normal separation costs paid on behalf of employees of restricted state or federal programs that were charged to an unrestricted resource (0000-1999) in funds 01, 09, and 62 with functions 1000-6999 or 8100-8400 rather than to the restricted program. These costs will be moved in Part III from base costs to the indirect cost pool. Retain supporting documentation.

B. Abnormal or Mass Separation Costs (required)

Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero. — 0.00

Part III - Indirect Cost Rate Calculation (Funds 01, 09, and 62, unless indicated otherwise)

A.	**Indirect Costs**	
1.	Other General Administration, less portion charged to restricted resources or specific goals (Functions 7200-7600, objects 1000-5999, minus Line B9)	1,917,511.52
2.	Centralized Data Processing, less portion charged to restricted resources or specific goals (Function 7700, objects 1000-5999, minus Line B10)	11,913.87
3.	External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000-5999)	82,306.25
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)	144,512.21
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)	2,156,243.85
9.	Carry-Forward Adjustment (Part IV, Line F)	260,023.48
10.	Total Adjusted Indirect Costs (Line A8 plus Line A9)	2,416,267.33
B.	**Base Costs**	
1.	Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	21,607,781.97
2.	Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	5,254,769.48
3.	Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	3,152,285.88
4.	Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	583,819.78
5.	Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	28,810.13
6.	Enterprise (Function 6000, objects 1000-5999 except 4700 and 5100)	0.00
7.	Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	669,606.40
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)	8.25
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)	17,870.72
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)	3,162,403.40
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.	Student Activity (Fund 08, functions 4000-5999, objects 1000-5999 except 5100)	0.00
15.	Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	364,708.66
16.	Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
17.	Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	497,182.85
18.	Foundation (Funds 19 & 57, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
19.	Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)	35,339,247.52
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 B19)	6.10%
D.	**Preliminary Proposed Indirect Cost Rate (For final approved fixed-with-carry-forward rate for use in 2021-22 see www.cde.ca.gov/fg/ac/ic)** (Line A10 divided by Line B19)	6.84%

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)**	2,156,243.85
B.	**Carry-forward adjustment from prior year(s)**	
1.	Carry-forward adjustment from the second prior year	61,573.94
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 (5.54%) times Part III, Line B19); zero if negative	260,023.48
2.	Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (5.54%) times Part III, Line B19) or (the highest rate used to recover costs from any program (5.54%) times Part III, Line B19); zero if positive	0.00
D.	**Preliminary carry-forward adjustment (Line C1 or C2)**	260,023.48

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)**	260,023.48

Approved indirect cost rate: 5.54%
Highest rate used in any program: 5.54%

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except Object 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	3010	99,817.49	5,529.88	5.54%
01	3060	164,848.80	9,016.06	5.47%
01	3061	1,685.23	93.35	5.54%
01	3110	34,056.20	1,256.36	3.69%
01	3410	72,293.79	4,005.21	5.54%
01	3550	14,804.00	740.00	5.00%
01	4035	52,502.18	2,908.62	5.54%
01	4203	13,882.27	769.07	5.54%
01	6010	142,565.06	7,898.10	5.54%
01	6520	47,540.63	2,633.75	5.54%
01	9010	3,559,090.61	4,442.00	0.12%
11	6391	310,314.22	15,515.00	5.00%

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	485,433.65		173,334.30	658,767.95
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)		485,433.65	0.00	173,334.30	658,767.95
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	485,433.65			485,433.65
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		106,836.21	106,836.21
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				
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)		485,433.65	0.00	106,836.21	592,269.86
C. ENDING BALANCE (Must equal Line A6 minus Line B12)	979Z	0.00	0.00	66,498.09	66,498.09
D. COMMENTS:					

Data from this report will be used to prepare a report to the Legislature as required by Control Section 24.60 of the Budget Act.

*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 the purchase of instructional materials only. Any amounts in the shaded cells of this column should be reviewed for appropriateness.

Goal	Program/Activity	Direct Costs - Direct Charged (Schedule DCC) Column 1	Direct Costs - Allocated (Schedule AC) Column 2	Direct Costs - Subtotal (col. 1 + 2) Column 3	Central Admin Costs (col. 3 x Sch. CAC line E) Column 4	Other Costs (Schedule OC) Column 5	Total Costs by Program (col. 3 + 4 + 5) Column 6
Instructional Goals							
0001	Pre-Kindergarten	361,465.26	0.00	361,465.26	26,962.71		388,427.97
1110	Regular Education, K–12	17,812,649.07	7,858,418.66	25,671,067.73	1,914,877.21		27,585,944.94
3100	Alternative Schools	0.00	0.00	0.00	0.00		0.00
3200	Continuation Schools	188,529.09	106,787.67	295,316.76	22,028.51		317,345.27
3300	Independent Study Centers	202,425.83	53,393.84	255,819.67	19,082.31		274,901.98
3400	Opportunity Schools	0.00	0.00	0.00	0.00		0.00
3550	Community Day Schools	0.00	0.00	0.00	0.00		0.00
3700	Specialized Secondary Programs	0.00	0.00	0.00	0.00		0.00
3800	Career Technical Education	182,822.74	0.00	182,822.74	13,637.26		196,460.00
4110	Regular Education, Adult	0.00	0.00	0.00	0.00		0.00
4610	Adult Independent Study Centers	0.00	0.00	0.00	0.00		0.00
4620	Adult Correctional Education	0.00	0.00	0.00	0.00		0.00
4630	Adult Career Technical Education	0.00	0.00	0.00	0.00		0.00
4760	Bilingual	353,829.40	0.00	353,829.40	26,393.13		380,222.53
4850	Migrant Education	0.00	0.00	0.00	0.00		0.00
5000-5999	Special Education	6,984,656.80	534,403.52	7,519,060.32	560,867.88		8,079,928.20
6000	Regional Occupational Ctr/Prg (ROC/P)	96,500.00	0.00	96,500.00	7,198.21		103,698.21
Other Goals							
7110	Nonagency - Educational	200,375.69	0.00	200,375.69	14,946.59		215,322.28
7150	Nonagency - Other	0.00	0.00	0.00	0.00		0.00
8100	Community Services	47,206.60	0.00	47,206.60	3,521.27		50,727.87
8500	Child Care and Development Services	560.37	0.00	560.37	41.80		602.17
Other Costs							
----	Food Services					0.00	0.00
----	Enterprise					0.00	0.00
----	Facilities Acquisition & Construction					22,550.00	22,550.00
----	Other Outgo					693,575.80	693,575.80
Other Funds ----	Adult Education, Child Development, Cafeteria, Foundation ([Column 3 + CAC, line C5] times CAC, line E)		0.00	0.00	89,660.14		89,660.14
----	Indirect Cost Transfers to Other Funds (Net of Funds 01, 09, 62, Function 7210, Object 7350)				(15,515.00)		(15,515.00)
----	**Total General Fund and Charter Schools Funds Expenditures**	26,431,020.85	8,553,003.69	34,984,024.54	2,683,702.02	716,125.80	38,383,852.36

Goal	Type of Program	Instruction (Functions 1000-1999)	Instructional Supervision and Administration (Functions 2100-2200)	Library, Media, Technology and Other Instructional Resources (Functions 2420-2495)	School Administration (Function 2700)	Pupil Support Services (Functions 3110-3160 and 3900)	Pupil Transportation (Function 3600)	Ancillary Services (Functions 4000-4999)	Community Services (Functions 5000-5999)	General Administration (Functions 7000-7999, except 7210)*	Plant Maintenance and Operations (Functions 8100-8400)	Facilities Rents and Leases (Function 8700)	Total
Instructional Goals													
0001	Pre-Kindergarten	247,318.89	0.00	111,146.37	0.00	0.00	0.00	0.00			3,000.00	0.00	361,465.26
1110	Regular Education, K–12	16,444,354.35	19,822.89	353,840.05	81,253.51	331,211.17	0.00	582,167.10			0.00	0.00	17,812,649.07
3100	Alternative Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3200	Continuation Schools	188,529.09	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	188,529.09
3300	Independent Study Centers	125,428.92	0.00	1,033.06	75,963.85	0.00	0.00	0.00			0.00	0.00	202,425.83
3400	Opportunity Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3550	Community Day Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3700	Specialized Secondary Programs	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3800	Career Technical Education	179,919.63	0.00	10.77	1,239.66	0.00	0.00	1,652.68			0.00	0.00	182,822.74
4110	Regular Education, Adult	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4610	Adult Independent Study Centers	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4620	Adult Correctional Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4630	Adult Career Technical Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4760	Bilingual	5.65	192.88	335,873.17	0.00	17,757.70	0.00	0.00			0.00	0.00	353,829.40
4850	Migrant Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
5000-5999	Special Education	5,340,933.30	261,563.62	5.36	2,934.00	1,379,220.52	0.00	0.00			0.00	0.00	6,984,656.80
6000	ROC/P	96,500.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	96,500.00
Other Goals													
7110	Nonagency - Educational	34,433.81	0.00	165,941.88	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	200,375.69
7150	Nonagency - Other	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	0.00
8100	Community Services		0.00	74.20	0.00	0.00	0.00		28,810.13	0.00	18,322.27	0.00	47,206.60
8500	Child Care and Development Services	0.00	0.00	560.37	0.00	0.00	0.00		0.00	0.00	0.00	0.00	560.37
Total Direct Charged Costs		22,657,423.64	281,579.39	968,485.23	161,391.02	1,728,189.39	0.00	583,819.78	28,810.13	0.00	21,322.27	0.00	26,431,020.85

* Functions 7100-7199 for goals 8100 and 8500

Goal	Type of Program	Allocated Support Costs (Based on factors input on Form PCRAF)			Total
		Full-Time Equivalents	Classroom Units	Pupils Transported	
Instructional Goals					
0001	Pre-Kindergarten	0.00	0.00	0.00	0.00
1110	Regular Education, K–12	4,127,924.00	3,080,243.76	650,250.90	7,858,418.66
3100	Alternative Schools	0.00	0.00	0.00	0.00
3200	Continuation Schools	61,154.43	45,633.24	0.00	106,787.67
3300	Independent Study Centers	30,577.22	22,816.62	0.00	53,393.84
3400	Opportunity Schools	0.00	0.00	0.00	0.00
3550	Community Day Schools	0.00	0.00	0.00	0.00
3700	Specialized Secondary Programs	0.00	0.00	0.00	0.00
3800	Career Technical Education	0.00	0.00	0.00	0.00
4110	Regular Education, Adult	0.00	0.00	0.00	0.00
4610	Adult Independent Study Centers	0.00	0.00	0.00	0.00
4620	Adult Correctional Education	0.00	0.00	0.00	0.00
4630	Adult Career Technical Education	0.00	0.00	0.00	0.00
4760	Bilingual	0.00	0.00	0.00	0.00
4850	Migrant Education	0.00	0.00	0.00	0.00
5000-5999	Special Education (allocated to 5001)	397,503.80	136,899.72	0.00	534,403.52
6000	ROC/P	0.00	0.00	0.00	0.00
Other Goals					
7110	Nonagency - Educational	0.00	0.00	0.00	0.00
7150	Nonagency - Other	0.00	0.00	0.00	0.00
8100	Community Services	0.00	0.00	0.00	0.00
8500	Child Care and Development Svcs.	0.00	0.00	0.00	0.00
Other Funds					
- -	Adult Education (Fund 11)		0.00		0.00
- -	Child Development (Fund 12)	0.00	0.00	0.00	0.00
- -	Cafeteria (Funds 13 and 61)		0.00		0.00
Total Allocated Support Costs		4,617,159.45	3,285,593.34	650,250.90	8,553,003.69

A.	**Central Administration Costs in General Fund and Charter Schools Funds**	
1	Board and Superintendent (Funds 01, 09, and 62, Functions 7100-7180, Goals 0000-6999 and 9000, Objects 1000-7999)	669,606.40
2	External Financial Audits (Funds 01, 09, and 62, Functions 7190-7191, Goals 0000-6999 and 9000, Objects 1000-7999)	82,306.25
3	Other General Administration (Funds 01, 09, and 62, Functions 7200-7600 except 7210, Goal 0000, Objects 1000-7999)	1,917,519.77
4	Centralized Data Processing (Funds 01, 09, and 62, Function 7700, Goal 0000, Objects 1000-7999)	29,784.59
5	Total Central Administration Costs in General Fund and Charter Schools Funds	2,699,217.01
B.	**Direct Charged and Allocated Costs in General Fund and Charter Schools Funds**	
1	Total Direct Charged Costs (from Form PCR, Column 1, Total)	26,431,020.85
2	Total Allocated Costs (from Form PCR, Column 2, Total)	8,553,003.69
3	Total Direct Charged and Allocated Costs in General Fund and Charter Schools Funds	34,984,024.54
C.	**Direct Charged Costs in Other Funds**	
1	Adult Education (Fund 11, Objects 1000-5999, except 5100)	364,708.66
2	Child Development (Fund 12, Objects 1000-5999, except 5100)	0.00
3	Cafeteria (Funds 13 & 61, Objects 1000-5999, except 5100)	837,285.65
4	Foundation (Funds 19 & 57, Objects 1000-5999, except 5100)	0.00
5	Total Direct Charged Costs in Other Funds	1,201,994.31
D.	**Total Direct Charged and Allocated Costs (B3 + C5)**	36,186,018.85
E.	**Ratio of Central Administration Costs to Direct Charged and Allocated Costs (A5/D)**	7.46%

Type of Activity	Food Services (Function 3700)	Enterprise (Function 6000)	Facilities Acquisition & Construction (Function 8500)	Other Outgo (Functions 9000-9999)	Total
Food Services (Objects 1000-5999, 6400, and 6500)	0.00				0.00
Enterprise (Objects 1000-5999, 6400, and 6500)		0.00			0.00
Facilities Acquisition & Construction (Objects 1000-6500)			22,550.00		22,550.00
Other Outgo (Objects 1000-7999)				693,575.80	693,575.80
Total Other Costs	0.00	0.00	22,550.00	693,575.80	716,125.80

		Teacher Full-Time Equivalents				Classroom Units		Pupils Transported
		Instructional Supervision and Administration (Functions 2100-2200)	Library, Media, Technology and Other Instructional Resources (Functions 2420-2495)	School Administration (Function 2700)	Pupil Support Services (Functions 3100-3199 & 3900)	Plant Maintenance and Operations (Functions 8100-8400)	Facilities Rents and Leases (Function 8700)	Pupil Transportation (Function 3600)
A. Amount of Undistributed Expenditures, Funds 01, 09, and 62, Goals 0000 and 9000 (will be allocated based on factors input)		393,492.60	1,064,955.82	2,384,865.42	773,845.59	3,285,593.34	0.00	650,250.90
B. Enter Allocation Factor(s) by Goal: (Note: Allocation factors are only needed for a column if there are undistributed expenditures in line A.)		FTE Factor(s)	FTE Factor(s)	FTE Factor(s)	FTE Factor(s)	CU Factor(s)	CU Factor(s)	PT Factor(s)
Instructional Goals	**Description**							
0001	Pre-Kindergarten							
1110	Regular Education, K–12	135.00	135.00	135.00	135.00	135.00		423.00
3100	Alternative Schools							
3200	Continuation Schools	2.00	2.00	2.00	2.00	2.00		
3300	Independent Study Centers	1.00	1.00	1.00	1.00	1.00		
3400	Opportunity Schools							
3550	Community Day Schools							
3700	Specialized Secondary Programs							
3800	Career Technical Education							
4110	Regular Education, Adult							
4610	Adult Independent Study Centers							
4620	Adult Correctional Education							
4630	Adult Career Technical Education							
4760	Bilingual							
4850	Migrant Education							
5000-5999	Special Education (allocated to 5001)	13.00	13.00	13.00	13.00	6.00		
6000	ROC/P							
Other Goals	**Description**							
7110	Nonagency - Educational							
7150	Nonagency - Other							
8100	Community Services							
8500	Child Care and Development Services							
Other Funds	**Description**							
- -	Adult Education (Fund 11)							
- -	Child Development (Fund 12)							
- -	Cafeteria (Funds 13 & 61)							
C. Total Allocation Factors		151.00	151.00	151.00	151.00	144.00	0.00	423.00

SELPA: San Mateo County (CA)

This form is used to check maintenance of effort (MOE) for an LEA, whether the LEA is a member of a SELPA or is a single-LEA SELPA. If a member of a SELPA, submit this form together with the 2019-20 Expenditures by LEA (LE-CY) and the 2018-19 Expenditures by LEA (LE-PY) to the SELPA AU. If a single-LEA SELPA, submit the forms to the CDE.

Per the federal Subsequent Years Rule, in order to determine the required level of effort, the LEA must look back to the last fiscal year in which the LEA maintained effort using the same method by which it is currently establishing the compliance standard. To meet the requirement of the Subsequent Years Rule, the LMC-A worksheet has been revised to make changes to sections 3.A.1, 3.A.2, 3.B.1, and 3.B.2. The revised sections allow the LEA to compare the 2019-20 expenditures to the most recent fiscal year the LEA met MOE using that method, which is the comparison year. To ensure the LEA is comparing 2019-20 expenditures to the appropriate comparison year, the LEA is required to complete the Subsequent Years Tracking (SYT) worksheet with their LMC-A worksheet. The SYT worksheet tracks the result for each of the four methods back to FY 2011-12, which is the baseline year for LEA MOE calculations established by the Office of Special Education Programs. The SYT worksheet is available at: http://www.cde.ca.gov/sp/se/as/documents/subseqyrtrckwrksht.xls.

There are four methods that the LEA can use to demonstrate the compliance standard. They are (1) combined state and local expenditures; (2) combined state and local expenditures on a per capita basis; (3) local expenditures only; and (4) local expenditures only on a per capita basis.

The LEA is only required to pass one of the tests to meet the MOE requirement. However, the LEA is required to show results for all four methods. These results are necessary both for historical purposes and for the possibility that the LEA may want, or need, to switch methods in future years.

SECTION 1 Exempt Reduction Under 34 CFR Section 300.204

If your LEA determines that a reduction in expenditures occurred as a result of one or more of the following conditions, you may calculate a reduction to the required MOE standard. Reductions may apply to combined state and local MOE standard, local only MOE standard, or both. If the LEA meets one of the conditions below, the LEA must complete and include the IDEA MOE Exemption Worksheet available at: http://www.cde.ca.gov/sp/se/as/documents/leamoeexempwrksht.xls

1. Voluntary departure, by retirement or otherwise, or departure for just cause, of special education or related services personnel.

2. A decrease in the enrollment of children with disabilities.

3. The termination of the obligation of the agency to provide a program of special education to a particular child with a disability that is an exceptionally costly program, as determined by the SEA, because the child:

   a. Has left the jurisdiction of the agency;
   b. Has reached the age at which the obligation of the agency to provide free appropriate public education (FAPE) to the child has terminated; or
   c. No longer needs the program of special education.

4. The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities.

5. The assumption of cost by the high cost fund operated by the SEA under 34 CFR Sec. 300.704(c).

Provide the condition number, if any, to be used in the calculation below:	State and Local	Local Only
Total exempt reductions	0.00	0.00

SELPA: San Mateo County (CA)

SECTION 2 **Reduction to MOE Requirement Under IDEA, Section 613 (a)(2)(C) (34 CFR Sec. 300.205)**

IMPORTANT NOTE: Only LEAs that have a "meets requirement" compliance determination and that are not found significantly disproportionate for the current year are eligible to use this option to reduce their MOE requirement.

Up to 50% of the increase in IDEA Part B Section 611 funding in current year compared with prior year may be used to reduce the required level of state and local expenditures. This option is available only if the LEA used or will use the freed up funds for activities authorized under the Elementary and Secondary Education Act (ESEA) of 1965. Also, the amount of Part B funds used for early intervening services (34 CFR 300.226(a)) will count toward the maximum amount by which the LEA may reduce its MOE requirement under this exception [P.L. 108-446].

		State and Local	Local Only
Current year funding (IDEA Section 611 Local Assistance Grant Award - Resource 3310)			
Less: Prior year's funding (IDEA Section 611 Local Assistance Grant Awards - Resource 3310			
Increase in funding (if difference is positive)	0.00		
Maximum available for MOE reduction (50% of increase in funding)	0.00 (a)		
Current year funding (IDEA Section 619 - Resource 3315)			
Maximum available for early intervening services (EIS) (15% of current year funding - Resources 3310 and 3315)	0.00 (b)		

If (b) is greater than (a).

Enter portion to set aside for EIS (cannot exceed line (b), Maximum available for EIS)	(c)		
Available for MOE reduction. (line (a) minus line (c), zero if negative)	0.00 (d)		
Enter portion used to reduce MOE requirement (cannot exceed line (d), Available for MOE reduction).			

If (b) is less than (a).

Enter portion used to reduce MOE requirement (first column cannot exceed line (a), Maximum available for MOE reduction, second and third columns cannot exceed (e), Portion used to reduce MOE requirement).	(e)		
Available to set aside for EIS (line (b) minus line (e), zero if negative)	0.00 (f)		

Note: If your LEA exercises the authority under 34 CFR 300.205(a) to reduce the MOE requirement, the LEA must list the activities (which are authorized under the ESEA) paid with the freed up funds:

SELPA: San Mateo County (CA)

SECTION 3

	Column A Actual Expenditures (LE-CY Worksheet) FY 2019-20	Column B Actual Expenditures Comparison Year FY 2018-19	Column C Difference (A - B)
A. COMBINED STATE AND LOCAL EXPENDITURES METHOD			
1. Under "Comparison Year," enter the most recent year in which MOE compliance was met using the actual vs. actual method based on state and local expenditures.			
a. Total special education expenditures	7,530,054.01		
b. Less: Expenditures paid from federal sources	721,949.33		
c. Expenditures paid from state and local sources	6,808,104.68	6,488,428.27	
Add/Less: Adjustments required for MOE calculation		0.00	
Comparison year's expenditures, adjusted for MOE calculation		6,488,428.27	
Less: Exempt reduction(s) for SECTION1		0.00	
Less: 50% reduction from SECTION 2		0.00	
Net expenditures paid from state and local sources	6,808,104.68	6,488,428.27	319,676.41

If the difference in Column C for the Section 3.A.1 is positive or zero, the MOE compliance requirement is met based on the combination of state and local expenditures.

	Actual FY 2019-20	Comparison Year FY 2013-14	Difference
2. Under "Comparison Year," enter the most recent year in which MOE compliance was met using the actual vs. actual method based on the per capita state and local expenditures.			
a. Total special education expenditures	7,530,054.01		
b. Less: Expenditures paid from federal sources	721,949.33		
c. Expenditures paid from state and local sources	6,808,104.68	5,802,517.98	
Add/Less: Adjustments required for MOE calculation		0.00	
Comparison year's expenditures, adjusted for MOE calculation		5,802,517.98	
Less: Exempt reduction(s) from SECTION 1		0.00	
Less: 50% reduction from SECTION 2		0.00	
Net expenditures paid from state and local sources	6,808,104.68	5,802,517.98	
d. Special education unduplicated pupil count	396	291	
e. Per capita state and local expenditures (A2c/A2d)	17,192.18	19,939.92	(2,747.74)

If the difference in Column C for the Section 3.A.2 is positive or zero, the MOE compliance requirement is met based on the per capita state and local expenditures.

SELPA: San Mateo County (CA)

B. LOCAL EXPENDITURES ONLY METHOD

	Actual FY 2019-20	Comparison Year FY 2018-19	Difference
1. Under "Comparison Year," enter the most recent year in which MOE compliance was met using the actual vs. actual method based on local expenditures only.			
a. Expenditures paid from local sources	4,978,608.06	4,461,551.95	
Add/Less: Adjustments required for MOE calculation		0.00	
Comparison year's expenditures, adjusted for MOE calculation		4,461,551.95	
Less: Exempt reduction(s) from SECTION 1		0.00	
Less: 50% reduction from SECTION 2		0.00	
Net expenditures paid from local sources	4,978,608.06	4,461,551.95	517,056.11

If the difference in Column C for the Section 3.B.1 is positive or zero, the MOE compliance requirement is met based on the local expenditures only.

	Actual FY 2019-20	Comparison Year FY 2013-14	Difference
2. Under "Comparison Year," enter the most recent year in which MOE compliance was met using the actual vs. actual method based on the per capita local expenditures only.			
a. Expenditures paid from local sources	4,978,608.06	3,706,252.05	
Add/Less: Adjustments required for MOE calculation		0.00	
Comparison year's expenditures, adjusted for MOE		3,706,252.05	
Less: Exempt reduction(s) from SECTION 1		0.00	
Less: 50% reduction from SECTION 2		0.00	
Net expenditures paid from local sources	4,978,608.06	3,706,252.05	
b. Special education unduplicated pupil count	396	291	
c. Per capita local expenditures (B2a/B2b)	12,572.24	12,736.26	(164.02)

If the difference in Column C for the Section 3.B.2 is positive or zero, the MOE compliance requirement is met based on the per capita local expenditures only.

Jesus Contreras
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CBO
Title

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Object Code	Description	Special Education, Unspecified (Goal 5001)	Regionalized Services (Goal 5050)	Regionalized Program Specialist (Goal 5060)	Special Education, Infants (Goal 5710)	Special Education, Preschool Students (Goal 5730)	Spec. Education, Ages 5-22 Severely Disabled (Goal 5750)	Spec. Education, Ages 5-22 Nonseverely Disabled (Goal 5770)	Adjustments*	Total
	UNDUPLICATED PUPIL COUNT									396
TOTAL EXPENDITURES (Funds 01, 09, & 62; resources 0000-9999)										
1000-1999	Certificated Salaries	0.00	0.00	18,408.15	0.00	80,515.48	849,875.84	1,036,034.13		1,984,833.60
2000-2999	Classified Salaries	101,740.25	0.00	0.00	0.00	29,059.20	1,258,439.40	107,308.16		1,496,547.01
3000-3999	Employee Benefits	53,060.61	0.00	3,890.40	0.00	69,968.27	854,064.17	408,388.66		1,389,372.11
4000-4999	Books and Supplies	27,545.98	0.00	0.00	0.00	0.00	4,139.86	3,737.99		35,423.83
5000-5999	Services and Other Operating Expenditures	83,077.95	0.00	0.00	0.00	443.61	1,994,562.81	395.88		2,078,480.25
6000-6999	Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7130	State Special Schools	8,360.00	0.00	0.00	0.00	0.00	0.00	0.00		8,360.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Direct Costs	273,784.79	0.00	22,298.55	0.00	179,986.56	4,961,082.08	1,555,864.82	0.00	6,993,016.80
7310	Transfers of Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00	2,633.75		2,633.75
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
PCRA	Program Cost Report Allocations	534,403.46								534,403.46
	Total Indirect Costs and PCR Allocations	534,403.46	0.00	0.00	0.00	0.00	0.00	2,633.75	0.00	537,037.21
	TOTAL COSTS	808,188.25	0.00	22,298.55	0.00	179,986.56	4,961,082.08	1,558,498.57	0.00	7,530,054.01
FEDERAL EXPENDITURES (Funds 01, 09, and 62; resources 3000-5999, except 3385)										
1000-1999	Certificated Salaries	0.00	0.00	0.00	0.00	80,515.48	0.00	0.00		80,515.48
2000-2999	Classified Salaries	0.00	0.00	0.00	0.00	104.58	1,243,256.72	56,155.71		1,299,517.01
3000-3999	Employee Benefits	0.00	0.00	0.00	0.00	41,181.40	563,296.49	15,676.77		620,154.66
4000-4999	Books and Supplies	11,974.51	0.00	0.00	0.00	0.00	0.00	230.34		12,204.85
5000-5999	Services and Other Operating Expenditures	0.00	0.00	0.00	0.00	(1,290,673.64)	0.00	230.97		(1,290,442.67)
6000-6999	Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7130	State Special Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Direct Costs	11,974.51	0.00	0.00	0.00	(1,168,872.18)	1,806,553.21	72,293.79	0.00	721,949.33
7310	Transfers of Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	TOTAL BEFORE OBJECT 8980	11,974.51	0.00	0.00	0.00	(1,168,872.18)	1,806,553.21	72,293.79	0.00	721,949.33
8980	Less: Contributions from Unrestricted Revenues to Federal Resources (Resources 3310-3400, except 3385, all goals; resources 3000-3178 & 3410-5810, goals 5000-5999)									0.00
	TOTAL COSTS									721,949.33

Object Code	Description	Special Education, Unspecified (Goal 5001)	Regionalized Services (Goal 5050)	Regionalized Program Specialist (Goal 5060)	Special Education, Infants (Goal 5710)	Special Education, Preschool Students (Goal 5730)	Spec. Education, Ages 5-22 Severely Disabled (Goal 5750)	Spec. Education, Ages 5-22 Nonseverely Disabled (Goal 5770)	Adjustments*	Total
STATE AND LOCAL EXPENDITURES (Funds 01, 09, & 62; resources 0000-2999, 3385, & 6000-9999)										
1000-1999	Certificated Salaries	0.00	0.00	18,408.15	0.00	0.00	849,875.84	1,036,034.13		1,904,318.12
2000-2999	Classified Salaries	101,740.25	0.00	0.00	0.00	28,954.62	15,182.68	51,152.45		197,030.00
3000-3999	Employee Benefits	53,060.61	0.00	3,890.40	0.00	28,786.87	290,767.68	392,711.89		769,217.45
4000-4999	Books and Supplies	15,571.47	0.00	0.00	0.00	0.00	4,139.86	3,507.65		23,218.98
5000-5999	Services and Other Operating Expenditures	83,077.95	0.00	0.00	0.00	1,291,117.25	1,994,562.81	164.91		3,368,922.92
6000-6999	Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7130	State Special Schools	8,360.00	0.00	0.00	0.00	0.00	0.00	0.00		8,360.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Direct Costs	261,810.28	0.00	22,298.55	0.00	1,348,858.74	3,154,528.87	1,483,571.03	0.00	6,271,067.47
7310	Transfers of Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00	2,633.75		2,633.75
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
PCRA	Program Cost Report Allocations	534,403.46								534,403.46
	Total Indirect Costs and PCR Allocations	534,403.46	0.00	0.00	0.00	0.00	0.00	2,633.75	0.00	537,037.21
	TOTAL BEFORE OBJECT 8980	796,213.74	0.00	22,298.55	0.00	1,348,858.74	3,154,528.87	1,486,204.78	0.00	6,808,104.68
8980	Contributions from Unrestricted Revenues to Federal Resources (from Federal Expenditures section)									0.00
	TOTAL COSTS									6,808,104.68
LOCAL EXPENDITURES (Funds 01, 09, & 62; resources 0000-1999 & 8000-9999)										
1000-1999	Certificated Salaries	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
2000-2999	Classified Salaries	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
3000-3999	Employee Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
4000-4999	Books and Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
5000-5999	Services and Other Operating Expenditures	897.53	0.00	0.00	0.00	0.00	0.00	0.00		897.53
6000-6999	Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7130	State Special Schools	8,360.00	0.00	0.00	0.00	0.00	0.00	0.00		8,360.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Direct Costs	9,257.53	0.00	0.00	0.00	0.00	0.00	0.00	0.00	9,257.53
7310	Transfers of Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	TOTAL BEFORE OBJECT 8980	9,257.53	0.00	0.00	0.00	0.00	0.00	0.00	0.00	9,257.53
8980	Contributions from Unrestricted Revenues to Federal Resources (from Federal Expenditures section)									0.00
8980	Contributions from Unrestricted Revenues to State Resources (Resources 3385, 6500, 6510, & 7240, all goals; resources 2000-2999 & 6010-7810, except 6500, 6510, & 7240, goals 5000-5999)									4,969,350.53
	TOTAL COSTS									4,978,608.06

* Attach an additional sheet with explanations of any amounts in the Adjustments column.

2018-19 Expenditures	A. State and Local	B. Local Only
1. Enter Total Costs amounts from the 2018-19 Report SEMA, 2018-19 Expenditures by LEA (LE-CY) worksheet, Total Column, for the State and Local Expenditures section and the Local Expenditures section	6,488,428.27	4,461,551.95
2. Enter audit adjustments of 2018-19 special education expenditures from SACS2020ALL data, not included in Line 1 (explain below) (Funds 01, 09, and 62; resources 0000-2999 & 6000-9999; Object 9793)		
3. Enter restatements of 2019-20 special education beginning fund balances from SACS2020ALL data, not included in Line 1 (explain below) (Funds 01, 09, and 62; resources 0000-2999 & 6000-9999; Object 9795)		
4. Enter any other adjustments, not included in Line 1 (explain below)		
5. 2018-19 Expenditures, Adjusted for 2019-20 MOE Calculation (Sum lines 1 through 4)	6,488,428.27	4,461,551.95

C. Unduplicated Pupil Count	
1. Enter the unduplicated pupil count reported in 2018-19 Report SEMA, 2018-19 Expenditures by LEA (LE-CY) worksheet	385.00
2. Enter any adjustments not included in Line C1 (explain below)	
3. 2018-19 Unduplicated Pupil Count, Adjusted for 2019-20 MOE Calculation (Line C1 plus Line C2)	385.00

SELPA: San Mateo County (CA)

This form is used to check maintenance of effort (MOE) for an LEA, whether the LEA is a member of a SELPA or is a single-LEA SELPA. If a member of a SELPA, submit this form together with the 2020-21 Budget by LEA (LB-B) and the 2019-20 Expenditures by LEA (LE-B) to the SELPA AU. If a single-LEA SELPA, submit the forms to the CDE.

Per the federal Subsequent Years Rule, in order to determine the required level of effort, the LEA must look back to the last fiscal year in which the LEA maintained effort using the same method by which it is currently establishing the eligibility standard. To meet the requirement of the Subsequent Years Rule, the LMC-B worksheet has been revised to make changes to sections 3.A.1, 3.A.2, 3.B.1, and 3.B.2. The revised sections allow the LEA to compare the 2020-21 budgeted expenditures to the most recent fiscal year the LEA met MOE using that method, which is the comparison year. To ensure the LEA is comparing 2020-21 budgeted expenditures to the appropriate comparison year, the LEA is required to complete the Subsequent Years Tracking (SYT) worksheet with their LMC-B worksheet. The SYT worksheet tracks the result for each of the four methods back to FY 2011-12, which is the baseline year for LEA MOE calculations established by the Office of Special Education Programs. The SYT worksheet is available at: http://www.cde.ca.gov/sp/se/as/documents/subseqyrtrckwrksht.xls.

There are four methods that the LEA can use to demonstrate the eligibility standard. They are (1) combined state and local expenditures; (2) combined state and local expenditures on a per capita basis; (3) local expenditures only; and (4) local expenditures only on a per capita basis.

The LEA is only required to pass one of the tests to meet the MOE requirement. However, the LEA is required to show results for all four methods. These results are necessary both for historical purposes and for the possibility that the LEA may want, or need, to switch methods in future years.

SECTION 1 Exempt Reduction Under 34 CFR Section 300.204

If your LEA determines that a reduction in expenditures occurred as a result of one or more of the following conditions, you may calculate a reduction to the required MOE standard. Reductions may apply to combined state and local MOE standard, local only MOE standard, or both. If the LEA meets one of the conditions below, the LEA must complete and include the IDEA MOE Exemption Worksheet available at: http://www.cde.ca.gov/sp/se/as/documents/leamoeexempwrksht.xls.

1. Voluntary departure, by retirement or otherwise, or departure for just cause, of special education or related services personnel.

2. A decrease in the enrollment of children with disabilities.

3. The termination of the obligation of the agency to provide a program of special education to a particular child with a disability that is an exceptionally costly program, as determined by the SEA, because the child:

   a. Has left the jurisdiction of the agency;
   b. Has reached the age at which the obligation of the agency to provide free appropriate public education (FAPE) to the child has terminated; or
   c. No longer needs the program of special education.

4. The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities.

5. The assumption of cost by the high cost fund operated by the SEA under 34 CFR Sec. 300.704(c).

Provide the condition number, if any, to be used in the calculation below:	State and Local	Local Only
Total exempt reductions	0.00	0.00

SELPA: San Mateo County (CA)

SECTION 2 **Reduction to MOE Requirement Under IDEA, Section 613 (a)(2)(C) (34 CFR Sec. 300.205)**

IMPORTANT NOTE: Only LEAs that have a "meets requirement" compliance determination and that are not found significantly disproportionate for the current year are eligible to use this option to reduce their MOE requirement.

Up to 50% of the increase in IDEA Part B Section 611 funding in current year compared with prior year may be used to reduce the required level of state and local expenditures. This option is available only if the LEA used or will use the freed up funds for activities authorized under the Elementary and Secondary Education Act (ESEA) of 1965. Also, the amount of Part B funds used for early intervening services (34 CFR 300.226(a)) will count toward the maximum amount by which the LEA may reduce its MOE requirement under this exception [P.L. 108-446].

		State and Local	Local Only
Current year funding (IDEA Section 611 Local Assistance Grant Award - Resource 3310			
Less: Prior year's funding (IDEA Section 611 Local Assistance Grant Award - Resource 3310)			
Increase in funding (if difference is positive)	0.00		
Maximum available for MOE reduction (50% of increase in funding)	0.00 (a)		
Current year funding (IDEA Section 619 - Resource 3315)			
Maximum available for early intervening services (EIS) (15% of current year funding - Resources 3310 and 3315)	0.00 (b)		

If (b) is greater than (a).

Enter portion to set aside for EIS (cannot exceed line (b), Maximum available for EIS)	(c)		
Available for MOE reduction. (line (a) minus line (c), zero if negative)	0.00 (d)		
Enter portion used to reduce MOE requirement (cannot exceed line (d), Available for MOE reduction).			

If (b) is less than (a).

Enter portion used to reduce MOE requirement (first column cannot exceed line (a), Maximum available for MOE reduction, second and third columns cannot exceed (e), Portion used to reduce MOE requirement).	(e)		
Available to set aside for EIS (line (b) minus line (e), zero if negative)	0.00 (f)		

Note: If your LEA exercises the authority under 34 CFR 300.205(a) to reduce the MOE requirement, the LEA must list the activities (which are authorized under the ESEA) paid with the freed up funds:

SELPA: San Mateo County (CA)

SECTION 3

	Column A	Column B	Column C
	Budgeted Amounts (LB-B Worksheet) FY 2020-21	**Actual Expenditures Comparison Year FY 2019-20**	**Difference (A - B)**
A. COMBINED STATE AND LOCAL EXPENDITURES METHOD			
1. Under "Comparison Year," enter the most recent year in which MOE compliance was met using the actual vs. actual method based on state and local expenditures.			
a. Total special education expenditures	7,427,942.00		
b. Less: Expenditures paid from federal sources	726,758.00		
c. Expenditures paid from state and local sources	6,701,184.00	6,808,104.68	
Add/Less: Adjustments and/or PCRA required for MOE calculation		(534,403.46)	
Comparison year's expenditures, adjusted for MOE calculation		6,273,701.22	
Less: Exempt reduction(s) from SECTION 1		0.00	
Less: 50% reduction from SECTION 2		0.00	
Net expenditures paid from state and local sources	6,701,184.00	6,273,701.22	427,482.78

If the difference in Column C for the Section 3.A.1 is positive or zero, the MOE Eligibility requirement is met based on the combination of state and local expenditures.

	Budgeted Amounts FY 2020-21	Comparison Year FY 2013-14	Difference
2. Under "Comparison Year," enter the most recent year in which MOE compliance was met using the actual vs. actual method based on the per capita state and local expenditures.			
a. Total special education expenditures	7,427,942.00		
b. Less: Expenditures paid from federal sources	726,758.00		
c. Expenditures paid from state and local sources	6,701,184.00	5,802,517.98	
Add/Less: Adjustments and/or PCRA required for MOE calculation		0.00	
Comparison year's expenditures, adjusted for MOE calculation		5,802,517.98	
Less: Exempt reduction(s) from SECTION 1		0.00	
Less: 50% reduction from SECTION 2		0.00	
Net expenditures paid from state and local sources	6,701,184.00	5,802,517.98	
d. Special education unduplicated pupil count	396	291	
e. Per capita state and local expenditures (A2c/A2d)	16,922.18	19,939.92	(3,017.74)

If the difference in Column C for the Section 3.A.2 is positive or zero, the MOE eligibility requirement is met based on the per capita state and local expenditures.

SELPA: San Mateo County (CA)

B. LOCAL EXPENDITURES ONLY METHOD

	Budget FY 2020-21	Comparison Year FY 2019-20	Difference
1. Under "Comparison Year," enter the most recent year in which MOE compliance was met using the actual vs. actual method based on local expenditures only.			
a. Expenditures paid from local sources	5,300,501.00	4,978,608.06	
Add/Less: Adjustments required for MOE calculation		0.00	
Comparison year's expenditures, adjusted for MOE calculation		4,978,608.06	
Less: Exempt reduction(s) from SECTION 1		0.00	
Less: 50% reduction from SECTION 2		0.00	
Net expenditures paid from local sources	5,300,501.00	4,978,608.06	321,892.94

If the difference in Column C for the Section 3.B.1 is positive or zero, the MOE eligibility requirement is met based on the local expenditures only.

	Budget FY 2020-21	Comparison Year FY 2013-14	Difference
2. Under "Comparison Year," enter the most recent year in which MOE compliance was met using the actual vs. actual method based on per capita local expenditures			
a. Expenditures paid from local sources	5,300,501.00	3,706,252.05	
Add/Less: Adjustments required for MOE calculation		0.00	
Comparison year's expenditures, adjusted for MOE calculation		3,706,252.05	
Less: Exempt reduction(s) from SECTION 1		0.00	
Less: 50% reduction from SECTION 2		0.00	
Net expenditures paid from local sources	5,300,501.00	3,706,252.05	
b. Special education unduplicated pupil count	396	291	
c. Per capita local expenditures (B2a/B2b)	13,385.10	12,736.26	648.84

If the difference in Column C for the Section 3.B.2 is positive or zero, the MOE eligibility requirement is met based on the per capita local expenditures only.

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CBO
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Email Address

Object Code	Description	Special Education, Unspecified (Goal 5001)	Regionalized Services (Goal 5050)	Regionalized Program Specialist (Goal 5060)	Special Education, Infants (Goal 5710)	Special Education, Preschool Students (Goal 5730)	Spec. Education, Ages 5-22 (Goal 5760)	Adjustments*	Total
	UNDUPLICATED PUPIL COUNT								396
TOTAL BUDGET (Funds 01, 09, & 62; resources 0000-9999)									
1000-1999	Certificated Salaries	0.00	0.00	18,408.00	0.00	80,584.00	1,900,123.00		1,999,115.00
2000-2999	Classified Salaries	101,741.00	0.00	0.00	0.00	29,060.00	1,365,069.00		1,495,870.00
3000-3999	Employee Benefits	53,061.00	0.00	3,890.00	0.00	64,724.00	1,228,610.00		1,350,285.00
4000-4999	Books and Supplies	28,400.00	0.00	0.00	0.00	0.00	22,297.00		50,697.00
5000-5999	Services and Other Operating Expenditures	175,248.00	0.00	0.00	0.00	22,145.00	2,318,841.00		2,516,234.00
6000-6999	Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7130	State Special Schools	8,600.00	0.00	0.00	0.00	0.00	0.00		8,600.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Direct Costs	367,050.00	0.00	22,298.00	0.00	196,513.00	6,834,940.00	0.00	7,420,801.00
7310	Transfers of Indirect Costs	1,091.00	0.00	0.00	0.00	0.00	6,050.00		7,141.00
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Indirect Costs	1,091.00	0.00	0.00	0.00	0.00	6,050.00	0.00	7,141.00
	TOTAL COSTS	368,141.00	0.00	22,298.00	0.00	196,513.00	6,840,990.00	0.00	7,427,942.00
STATE AND LOCAL BUDGET (Funds 01, 09, & 62; resources 0000-2999, 3385, & 6000-9999)									
1000-1999	Certificated Salaries	0.00	0.00	18,408.00	0.00	0.00	1,878,457.00		1,896,865.00
2000-2999	Classified Salaries	101,741.00	0.00	0.00	0.00	28,955.00	62,414.00		193,110.00
3000-3999	Employee Benefits	53,061.00	0.00	3,890.00	0.00	25,673.00	663,245.00		745,869.00
4000-4999	Books and Supplies	16,270.00	0.00	0.00	0.00	0.00	7,294.00		23,564.00
5000-5999	Services and Other Operating Expenditures	175,248.00	0.00	0.00	0.00	1,336,492.00	2,318,341.00		3,830,081.00
6000-6999	Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7130	State Special Schools	8,600.00	0.00	0.00	0.00	0.00	0.00		8,600.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Direct Costs	354,920.00	0.00	22,298.00	0.00	1,391,120.00	4,929,751.00	0.00	6,698,089.00
7310	Transfers of Indirect Costs	1,091.00	0.00	0.00	0.00	0.00	2,004.00		3,095.00
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Indirect Costs	1,091.00	0.00	0.00	0.00	0.00	2,004.00	0.00	3,095.00
	TOTAL BEFORE OBJECT 8980	356,011.00	0.00	22,298.00	0.00	1,391,120.00	4,931,755.00	0.00	6,701,184.00
8980	Contributions from Unrestricted Revenues to Federal Resources (Resources 3310-3400, except 3385, all goals; resources 3000-3178 & 3410-5810, goals 5000-5999)								0.00
	TOTAL COSTS								6,701,184.00

Object Code	Description	Special Education, Unspecified (Goal 5001)	Regionalized Services (Goal 5050)	Regionalized Program Specialist (Goal 5060)	Special Education, Infants (Goal 5710)	Special Education, Preschool Students (Goal 5730)	Spec. Education, Ages 5-22 (Goal 5760)	Adjustments*	Total
LOCAL BUDGET (Funds 01, 09, & 62; resources 0000-1999 & 8000-9999)									
1000-1999	Certificated Salaries	0.00	0.00	0.00	0.00	0.00	0.00		0.00
2000-2999	Classified Salaries	0.00	0.00	0.00	0.00	0.00	0.00		0.00
3000-3999	Employee Benefits	0.00	0.00	0.00	0.00	0.00	0.00		0.00
4000-4999	Books and Supplies	0.00	0.00	0.00	0.00	0.00	0.00		0.00
5000-5999	Services and Other Operating Expenditures	721.00	0.00	0.00	0.00	0.00	0.00		721.00
6000-6999	Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7130	State Special Schools	8,600.00	0.00	0.00	0.00	0.00	0.00		8,600.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Direct Costs	9,321.00	0.00	0.00	0.00	0.00	0.00	0.00	9,321.00
7310	Transfers of Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	TOTAL BEFORE OBJECT 8980	9,321.00	0.00	0.00	0.00	0.00	0.00	0.00	9,321.00
8980	Contributions from Unrestricted Revenues to Federal Resources (from State and Local Budget section)								0.00
8980	Contributions from Unrestricted Revenues to State Resources (Resources 3385, 6500-6540, & 7240, all goals; resources 2000-2999 & 6010-7810, except 6500-6540, & 7240, goals 5000-5999)								5,291,180.00
	TOTAL COSTS								5,300,501.00

* Attach an additional sheet with explanations of any amounts in the Adjustments column.

Object Code	Description	Special Education, Unspecified (Goal 5001)	Regionalized Services (Goal 5050)	Regionalized Program Specialist (Goal 5060)	Special Education, Infants (Goal 5710)	Special Education, Preschool Students (Goal 5730)	Spec. Education, Ages 5-22 Severely Disabled (Goal 5750)	Spec. Education, Ages 5-22 Nonseverely Disabled (Goal 5770)	Adjustments*	Total
	UNDUPLICATED PUPIL COUNT									396
TOTAL EXPENDITURES (Funds 01, 09, & 62; resources 0000-9999)										
1000-1999	Certificated Salaries	0.00	0.00	18,408.15	0.00	80,515.48	849,875.84	1,036,034.13		1,984,833.60
2000-2999	Classified Salaries	101,740.25	0.00	0.00	0.00	29,059.20	1,258,439.40	107,308.16		1,496,547.01
3000-3999	Employee Benefits	53,060.61	0.00	3,890.40	0.00	69,968.27	854,064.17	408,388.66		1,389,372.11
4000-4999	Books and Supplies	27,545.98	0.00	0.00	0.00	0.00	4,139.86	3,737.99		35,423.83
5000-5999	Services and Other Operating Expenditures	83,077.95	0.00	0.00	0.00	443.61	1,994,562.81	395.88		2,078,480.25
6000-6999	Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7130	State Special Schools	8,360.00	0.00	0.00	0.00	0.00	0.00	0.00		8,360.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Direct Costs	273,784.79	0.00	22,298.55	0.00	179,986.56	4,961,082.08	1,555,864.82	0.00	6,993,016.80
7310	Transfers of Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00	2,633.75		2,633.75
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
PCRA	Program Cost Report Allocations (non-add)	534,403.46								534,403.46
	Total Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00	2,633.75	0.00	2,633.75
	TOTAL COSTS	273,784.79	0.00	22,298.55	0.00	179,986.56	4,961,082.08	1,558,498.57	0.00	6,995,650.55
FEDERAL EXPENDITURES (Funds 01, 09, and 62; resources 3000-5999, except 3385)										
1000-1999	Certificated Salaries	0.00	0.00	0.00	0.00	80,515.48	0.00	0.00		80,515.48
2000-2999	Classified Salaries	0.00	0.00	0.00	0.00	104.58	1,243,256.72	56,155.71		1,299,517.01
3000-3999	Employee Benefits	0.00	0.00	0.00	0.00	41,181.40	563,296.49	15,676.77		620,154.66
4000-4999	Books and Supplies	11,974.51	0.00	0.00	0.00	0.00	0.00	230.34		12,204.85
5000-5999	Services and Other Operating Expenditures	0.00	0.00	0.00	0.00	(1,290,673.64)	0.00	230.97		(1,290,442.67)
6000-6999	Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7130	State Special Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Direct Costs	11,974.51	0.00	0.00	0.00	(1,168,872.18)	1,806,553.21	72,293.79	0.00	721,949.33
7310	Transfers of Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	TOTAL BEFORE OBJECT 8980	11,974.51	0.00	0.00	0.00	(1,168,872.18)	1,806,553.21	72,293.79	0.00	721,949.33
8980	Less: Contributions from Unrestricted Revenues to Federal Resources (Resources 3310-3400, except 3385, all goals; resources 3000-3178 & 3410-5810, goals 5000-5999)									0.00
	TOTAL COSTS									721,949.33

Object Code	Description	Special Education, Unspecified (Goal 5001)	Regionalized Services (Goal 5050)	Regionalized Program Specialist (Goal 5060)	Special Education, Infants (Goal 5710)	Special Education, Preschool Students (Goal 5730)	Spec. Education, Ages 5-22 Severely Disabled (Goal 5750)	Spec. Education, Ages 5-22 Nonseverely Disabled (Goal 5770)	Adjustments*	Total
STATE AND LOCAL EXPENDITURES (Funds 01, 09, & 62; resources 0000-2999, 3385, & 6000-9999)										
1000-1999	Certificated Salaries	0.00	0.00	18,408.15	0.00	0.00	849,875.84	1,036,034.13		1,904,318.12
2000-2999	Classified Salaries	101,740.25	0.00	0.00	0.00	28,954.62	15,182.68	51,152.45		197,030.00
3000-3999	Employee Benefits	53,060.61	0.00	3,890.40	0.00	28,786.87	290,767.68	392,711.89		769,217.45
4000-4999	Books and Supplies	15,571.47	0.00	0.00	0.00	0.00	4,139.86	3,507.65		23,218.98
5000-5999	Services and Other Operating Expenditures	83,077.95	0.00	0.00	0.00	1,291,117.25	1,994,562.81	164.91		3,368,922.92
6000-6999	Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7130	State Special Schools	8,360.00	0.00	0.00	0.00	0.00	0.00	0.00		8,360.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Direct Costs	261,810.28	0.00	22,298.55	0.00	1,348,858.74	3,154,528.87	1,483,571.03	0.00	6,271,067.47
7310	Transfers of Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00	2,633.75		2,633.75
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
PCRA	Program Cost Report Allocations (non-add)	534,403.46								534,403.46
	Total Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00	2,633.75	0.00	2,633.75
	TOTAL BEFORE OBJECT 8980	261,810.28	0.00	22,298.55	0.00	1,348,858.74	3,154,528.87	1,486,204.78	0.00	6,273,701.22
8980	Contributions from Unrestricted Revenues to Federal Resources (from Federal Expenditures section)									0.00
	TOTAL COSTS									6,273,701.22
LOCAL EXPENDITURES (Funds 01, 09, & 62; resources 0000-1999 & 8000-9999)										
1000-1999	Certificated Salaries	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
2000-2999	Classified Salaries	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
3000-3999	Employee Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
4000-4999	Books and Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
5000-5999	Services and Other Operating Expenditures	897.53	0.00	0.00	0.00	0.00	0.00	0.00		897.53
6000-6999	Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7130	State Special Schools	8,360.00	0.00	0.00	0.00	0.00	0.00	0.00		8,360.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Direct Costs	9,257.53	0.00	0.00	0.00	0.00	0.00	0.00	0.00	9,257.53
7310	Transfers of Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	TOTAL BEFORE OBJECT 8980	9,257.53	0.00	0.00	0.00	0.00	0.00	0.00	0.00	9,257.53
8980	Contributions from Unrestricted Revenues to Federal Resources (from Federal Expenditures section)									0.00
8980	Contributions from Unrestricted Revenues to State Resources (Resources 3385, 6500, 6510, & 7240, all goals; resources 2000-2999 & 6010-7810, except 6500, 6510, & 7240, goals 5000-5999)									4,969,350.53
	TOTAL COSTS									4,978,608.06

* Attach an additional sheet with explanations of any amounts in the Adjustments column.

CABRILLO UNIFIED SCHOOL DISTRICT

498 Kelly Avenue, Half Moon Bay, California 94019 • 650 712-7100 • Fax 650 726-0279 • www.cabrillo.k12.ca.us

SUPERINTENDENT
Sean McPhetridge, Ed.D.

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Kimberly Hines
Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: September 10, 2020
TO: Members of the Governing Board
FROM: J Jesus Contreras, Chief Business Officer
CATEGORY: Action
ITEM TITLE: Adoption of Resolution No. 29-20, Implementing Prequalification of Construction Contractors under Public Contract Code 20111.6 utilizing the Quality Bidders Questionnaire/Service

BACKGROUND

For construction contracts awarded on or after January 1, 2014 Public Contract Code (PCC) 20111.6 requires boards of education of school districts with average daily attendance over two thousand five hundred (2,500) to prequalify bidders for public works projects using any funds received pursuant to the Leroy F. Greene School Facilities Act of 1998 (Education Code 17070.10 *et seq.*) or any funds from any future state school bond for a public project with a projected expenditure of one million dollars ($1,000,000.00) or more.

Bidders subject to this requirement shall include the general contractor and, if utilized, all electrical, mechanical, and plumbing subcontractors licensed pursuant to Business and Professions Code 7058, specifically contractors holding C-4, C-7, C-10, C-16, C-20, C-34, C-36, C-38, C-42, C-43, and C-46 licenses. Resolution 20174/2018-32 outlines specific obligations required pursuant to PCC 20111.6.

Approval of this item supports the goals identified within the Cabrillo Unified School District's Bond Plan

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

It is recommended the Governing Board adopt Resolution 29-20, Implementing Prequalification of Construction Contractors under Public Contract Code 20111.6 utilizing the Quality Bidders Questionnaire/Service.

Support Document

Pre-Qualification Questionnaire

Step 1 — Pre-Qualification

Contractor Information

- Firm Name*
- Contact Person*
- Address*
- Phone Number*
- Fax Number
- Email Address*
- Contractor's License Number*
  - Program links to Contractor's State License Board page for that license number
- Drop down menus to enter multiple License Classifications*

Business Certifications

Select at least one business certification*:

- Minority Business (MBE)
- Disadvantaged Business (DBE)
- Disabled Veteran Business (DVBE)
- Women Owned Business (WBE)
- Small Business (SBE)
- None

Qualification

Answer the Yes/No questions:

1. Does Contractor possess a valid and current California Contractor's license for the project or projects for which it intends to submit a bid?*
2. Does Contractor have a liability insurance policy in accordance with minimum State requirements?*
   - If yes, a drop down form opens requesting amount of coverage.
3. Does Contractor have current workers' compensation insurance policy as required by the Labor Code or is legally self-insured pursuant to Labor Code section 3700 et Seq.?*
4. Has your firm or any of its owners or officers ever been convicted of a crime involving the awarding of a contract of a government construction project, or the bidding or performance of a government contract?*
5. Has any contractor's license held by your firm, or its responsible managing employee ("RME") or responsible managing officer ("RMO") been suspended or revoked at any time in the last five years?*
6. Has your firm registered using the Department of Industrial Relation's Public Works Contractor Online Application System as required by SB 854?*
   - If yes, drop down forms opens requesting more information (Contractor Registration Number* and Expiration Date*).

Step 2 — General Requirements

Business Structure

7. Select Business Type (drop down menu):
   - ☐ Corporation (date Incorporated*, under the laws of what state*)
   - ☐ Partnership (date of formation*, under the laws of what state*)
   - ☐ Sole Proprietorship (date of commencement of business*, person's name*, construction company*, dates of person's participation with company*).

Business Information

8. Please upload a copy of your latest reviewed or audited financial statement with accompanying notes and supplemental information. (Public Contract Code section 20101(e) exempts from this requirement a contractor who has qualified as a small business pursuant to Government Code section 14837(d)(1), if the bid is no more than 25 percent of the qualifying amount provided in section

   Note: A financial statement that is not either reviewed or audited is not acceptable. A letter verifying availability of a line of credit may also be attached; however, it will be considered as supplemental information only, and is not a substitute for the required financial statement.*

   14837(d)(1). As of January 1, 2001, the qualifying amount is $10 million, and 25 percent of that amount, therefore, is $2.5 million.)
   - ☐ A checkbox is featured; By checking this box, I certify that my business qualifies as a small business as defined in GC 14837(d)(1) and an exempt from this requirement. If checked the Financial Statements upload form is removed.
9. Has your firm or any firm with which any of your company's owners, officers or members was associated, ever been disbarred, disqualified, removed or otherwise prevented from bidding on, or completing, any government agency or public works project for any reason?*
   - ☐ If yes, a drop down form opens requesting more information (name of company*, name of the person within your firm who was associated with that company*, year of event*, owner of the project*, project name*, and basis for the action).
10. Has your firm ever been denied an award of a public works contract based on a finding by a public agency that your company was not a responsible bidder?*
    - ☐ If yes, a drop down form opens requesting more information (year of the event*, name of owner*, project name*, and basis for the finding by the public agency).
11. The following three questions refer only to disputes between your firm and the owner of a project. You need not include information about disputes between your firm and a supplier, another contractor, or subcontractor. You need not include

information about pass- through disputes in which the actual dispute is between a sub- contractor and a project owner. Also, you may omit reference to all disputes about amounts of less than $50,000.

12. Has any claim against your firm concerning your firm's work on a Construction project ever been filed in court or arbitration?*
    - If yes, a drop down form opens requesting more information (project name*, date of claim*, name of claimant*, brief description of the nature of the claim, the court in which the case was files*, a brief description of the status of the claim).
13. Has your firm ever filed a claim in court or arbitration against a project owner concerning work on a project or payment for a contract and filed that claim in court or arbitration?*
    - If yes, a drop down form opens requesting more information (project name*, date of claim*, name of entity (or entities) against whom the claim was filed*, brief description of the nature of the claim, the name of the court in which the case was filed*, brief description of the status of the claim).
14. Has your firm had a contract for a public work of improvement that was terminated for cause by a public agency? Note: you need not answer yes if the public entity terminated the contract for convenience.*
    - If yes, a drop down form opens requesting more information (owner's name*, name of your bonding company*, original contract value*, value of the work terminated*, brief explanation of the circumstances leading to the termination).
15. Has your firm ever agreed with a public entity that your firm would not bid on future projects advertised by the public entity for a specified period of time?*
    - If yes, a drop down form opens requesting more information (name of public entity*, year of agreement*, period of time during which your firm agreed not to bid*).
16. Has any surety company ever made any payments on your firm's behalf as a result of a default, to satisfy any claims made against a performance or payment bond issued on your firm's behalf, in connection with a construction project, either public or private?*
    - If yes, a drop down form opens requesting more information (amount of such claim*, name of claimant*, telephone number of claimant*, date of claim*, grounds for the claim, present status of claim*, date of resolution of such claim if resolved*, method by which claim was resolved if resolved*, nature of the resolution*, amount of resolution*).
17. Has your firm or any of its owners, partners or members ever been found liable in a civil suit or found guilty in a criminal action for making any false claim or material misrepresentation to any public agency or entity?*
    - If yes, a drop down form opens requesting more

information (name of people involved*, name of public agency*, date of investigation*, grounds for the finding, name of claimant*, telephone number of claimant*).

18. Has your firm or any of its owners, partners or members ever been convicted of a crime involving any federal, state, or local law related to construction? *
    - If yes, a drop down form opens requesting more information (name of people involved*, name of public agency*, date of conviction*, grounds for conviction).

19. Has your firm or any of its owners, partners or members ever been convicted of a federal or state crime of fraud, theft, or any other act of dishonesty?*
    - If yes, a drop down form opens requesting more information (name of person or persons convicted*, name of the court (include the name of the county if a state court or the district or location if federal court)*, year of the event*, description of criminal conduct).
20. Within the last five years, has your firm been denied bond coverage by a surety company, or has there been a period of time when your firm had no surety bond in place during a public construction project when one was required?*
    - If yes, a drop down form opens requesting more information (date when your firm was denied coverage*, name of company or companies which denied coverage, the period during which no surety bond was in place*).
21. Within the last five years has there ever been a period when your firm had employees but was without workers' compensation insurance or state-approved self-insurance?*
    - If no, please upload a statement from your workers' compensation insurance carrier verifying coverage for the last five years (include dates and policy numbers on carrier letterhead) by pressing the 'ADD STATEMENT' button. If your firm has been in business for less than five years, upload a statement from your workers' compensation insurance carrier verifying continuous coverage for the period your firm has been in the construction business.

Step 3 — History and Performance

Company History

22. Has there been any change of more than 10 percent in ownership of the firm at any time during the last three years? Note: A corporation whose shares are publicly traded is not required to answer this question.*
    - If yes, a drop down form opens requesting more information (year of change in ownership* and area to provide explanation).
23. Is the firm a subsidiary, parent, holding company or affiliate of another construction firm?*
    - If yes, a drop down form opens requesting more information (area to provide explanation).*

    Note: Include information about other firms if one firm owns 50 per cent or more of another, or if an owner, partner or officer of your firm holds a similar position in another firm.
24. Are any corporate officers, partners or members connected to any other construction firms?*
    - If yes, a drop down form opens requesting more information (area to provide explanation).*

    Note: include information about other firms if an owner, partner or officer of your firm holds a similar position in another firm.
25. Gross revenues (drop downs to add three or more years of gross revenues) If your firm has not been in business for three years, enter
    $0 for the gross revenue amount of prior years. Press the 'ADD GROSS REVENUE YEAR / AMOUNT' button to add revenues for each year.*
26. How many years has your organization been in business in California as a contractor under your present business name and license number?*
    - Drop down selection menu
27. Is your firm currently the debtor in a bankruptcy case? If so, please upload a copy of the bankruptcy petition, showing the case number, and the date on which the petition was filed*
    - If yes, an upload form is added to attach bankruptcy petition by pressing the 'ADD BANKRUPTCY PETITION' button.
28. Was your firm in bankruptcy at any time during the last five years? If so, please attach a copy of the bankruptcy petition, showing the case number and the date on which the petition was filed, and please attach a copy of the Bankruptcy Court's discharge order, or of any other document that ended the case, if no discharge order was issued*
    - If yes, an upload form is added to attach bankruptcy petition or discharge order.

Licenses

29. If any of your firm's license(s) are held in the name of a corporation, partnership, or limited liability company, list below the names of the qualifying individual(s) listed on the CSLB records who meet(s) the experience and examination requirements for each license.
    - A text box is provided to enter the required information.
30. Has your firm changed names or license number in the past five years?*
    - If yes, drop down area opens to provide explanation, including the reason for the change.
31. Has any owner, partner, member or (for corporations or limited liability companies) officer of your firm operated a construction firm under any other name in the last five years?*
    - If yes, drop down area opens to provide explanation, including the reason for the change.

Disputes

32. At any time in the last five years has your firm been assessed and paid liquidated damages after completion of a project under a construction contract with either a public or private owner?*
    - If yes, drop down opens: Enter information about projects in which your firm been assessed and paid liquidated damages after completion of a project under a construction contract with either a public or private owner. Press the 'Add Project' button to add additional projects. Each drop down form is requesting name of project*, owner's name*, owner's address*, date of completion of the project*, amount of liquidated damages assessed*, further explanation*.
33. In the last five years has any insurance carrier, for any form of insurance, refused to renew the insurance policy for your firm?*
    - If yes, a drop down form opens requesting more information (name of insurance carrier*, form of insurance*, year of the refusal*).
34. In the last three years has your firm held a public works contract on which more than three (3) stop payment notices were served against your firm?*
    - If yes, a drop down form opens up requesting more information (name of project*, dollar value of project*. Yes/No option: Did any Stop Payment Notice result in a claim against your Payment Bond?*).

Bonding

35. Firm's current maximum bonding capacity*
36. Provide the name and address of your bonding company*
37. Was your firm required to pay a premium of more than one per cent for a performance and payment bond on any project(s) on which your firm worked at any time during the

Support Document

last three years?*

- If yes, provide percentage firm was required to pay* (drop down menu to select percentage and area for explanation).

38. List all other sureties (name and full address) that have written bonds for your firm during the last five years, including the dates during which each wrote the bonds.*
    - Area to provide explanation.

Compliance

39. Has CAL OSHA cited and assessed penalties against your firm for any serious, willful or repeat violations of its safety or health regulations in the past five years?*
    - If yes, number of CAL OSHA penalties* (drop down selection menu) and area to provide description of citation, dates of citation*, area to provide nature of violation, name of project*, amount of penalty paid*. Yes/No option: Was citation appealed to the Occupation Safety and Health Appeals Board?* If yes, drop down form opens up for case number*, status of decision*, decision*, date of decision*.
40. Has the Federal Occupational Safety and Health Administration cited and assessed penalties against your firm in the past five years?*
    - If yes, number of Federal Occupational Safety and Health Administration citations* (drop down to select number), area for description of citation(s), and the date of citation*.
41. Has the EPA or any Air Quality Management District or any Regional Water Quality Control Board cited and assessed penalties against either your firm or the owner of a project on which your firm was the contractor, in the past five years?*
    - If yes, drop down for number of citations* (select number), area for description of citation(s), and date of citation*.
42. How often do you require documented safety meetings to be held for construction employees and field supervisors during the course of a project?*
    - Drop down menu to select frequency (weekly, monthly, quarterly, other).
43. List your firm's Experience Modification Rate (EMR) (California workers' compensation insurance) for each of the past three premium years.* Press the 'ADD EMR RATE' button to add each year* and select the rate*.
44. Please upload a copy of your most recent EMR letter(s)* Press the 'ADD EMR LETTER' button to upload a letter (or letters) from your broker that verifies your EMR rates for last three years.
45. Has there been an occasion during the last five years in which your firm was required to pay either back wages or penalties for your own firm's failure to comply with the state's prevailing wage laws? If the answer is yes, enter one or more wage violations by pressing the 'ADD STATE WAGE VIOLATION' button below NOTE: This question refers only to your own firm's violation of prevailing wage laws, not to violations of the prevailing wage laws by a subcontractor.*
    - If yes drop down opens for name of project*, nature of violation*, public agency name*, number of unpaid employees*, penalty and back wages paid*. Press 'ADD

STATE WAGE VIOLATION’ button to add additional violations.

46. During the last five years, has there been an occasion in which your own firm has been penalized or required to pay back wages for failure to comply with the federal Davis-Bacon prevailing wage requirements?*
    - If yes, drop down form opens: Number of occasions in which your own firm has been penalized or required to pay back wages for failure to comply with the federal Davis-Bacon prevailing wage requirements. Drop down menu to select number and area to add description of each violation, name of project*, date of completion*, name of public agency*, number of employees who were initially underpaid*, amount of back wages and penalties required to pay*.
47. At any time during the last five years, has your firm been found to have violated any provision of California apprenticeship laws or regulations, or the laws pertaining to use of apprentices on public works?*
    - If yes, drop down opens for number of apprenticeship law violations* (select number) and date(s) of such findings*.

Step 4 — Recent Construction Projects

Project History

48. Provide the information requested below for the six largest public works projects for an educational institution and three largest private works of improvement on which you have completed your scope of work in the last five years. If you do not have six projects in education, list those first then all other public works. If you are a general contractor, list projects that your firm performed as the general contractor in charge of all trades for the construction of a building. If you are a M/E/P contractor, list your largest projects in both categories. “Largest” means highest contract dollar value, including change orders. Reference names and phone numbers must be current and verifiable. Provide email addresses for all references where feasible. Press the ‘ADD PROJECT’ button to add detailed information about each relevant project your company has worked on.*
    - Project name*
    - Project type*
    - Location*
    - Owner*
    - Owner Contact (Name and Current Phone #)*
    - Owner Contact Email*
    - Architect or Engineer*
    - Architect or Engineer Contact (Name and Current Phone #)*
    - Architect or Engineer Contact Email
    - Construction Manager*
    - Construction Manager Contact (Name and Current Phone #)*
    - Construction Manager Email
    - Description of Project, Scope of Work Performed*
    - Total Value of Construction (including change orders)*
    - Original Value of Construction*
    - Original Scheduled Completion Date*
    - Time extensions granted (# of days)*
    - Actual date of completion

Step 5 — Finish

District Requirements

Select at least one district to send this application to. When the application is submitted each district that is selected below will receive an email notifying them of your application.

Additional District Requirements

The districts can create additional requirements in the Admin / Pre-Qual settings.

Submit Application

Before the contractor can submit the application; they are prompted to agree to the following:

- ☐ "I certify and declare that I have read all the foregoing answers to this questionnaire and know their contents. The matters stated in the questionnaire answers are true of my own knowledge and belief, except as to those matters stated on information and belief, and as to those matters I believe them to be true. I declare under penalty of perjury under the laws of the State of California, that the foregoing is correct."

Note to contractor: Once your application has been submitted you will no longer be able to make modifications unless it is returned to you by a district for corrections or updates.

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QualityBidders

Application Scoring Rules

Prime Contractor Scoring Summary (135 Points Total / Passing = 75%)

Qualification/Licenses (5 points total)

Business Information (50 points total)

Company History (15 points total)

Disputes (20 points total)

Bonding (5 points total)

Compliance (40 points total)

Sub Contractor Scoring Summary (70 Points Total / Passing = 75%)

Company History (15 points total)

Disputes (15 points total) Compliance

(40 points total)

Prime Contractor Scoring Detail (135 points available for Primes)

Qualification/Licenses (5 points total)

- Suspended or revoked license
  - No = 5
  - Yes = 0

Business Information (50 points total)

- Disbarred/Disqualified from Government Agency/Public Works Projects
  - No = 5
  - Yes = 0
- Denied as Non-Responsible Bidder
  - No = 5
  - Yes = 0
- Claim Against Firm:
  - If Average Gross Rev < 2M
    - No = 5
    - Yes w/ 1 Instance = 4
    - Yes w/ 2 Instances = 3
    - Yes w/ 3+ Instances = 0
  - If Average Gross Rev > 2M
    - No = 5
    - Yes w/ 1 Instance = 4
    - Yes w/ 2 Instances = 2
    - Yes w/ 3+ Instances = 0
- Claim Against Owner:
  - If Average Gross Rev < 2M
    - No = 5
    - Yes w/ 1 Instance = 4
    - Yes w/ 2 Instances = 3
    - Yes w/ 3+ Instances = 0
  - If Average Gross Rev > 2M
    - No = 5
    - Yes w/ 1 Instance = 4
    - Yes w/ 2 Instances = 2
    - Yes w/ 3+ Instances = 0
- Contract Termination for Cause
  - No = 5
  - Yes = -5
- Liable in Civil Suit
  - No = 5
  - Yes = -5
- Convicted of a Crime Related to Construction
  - No = 5
  - Yes = -5
- Convicted of Fraud
  - No = 5

    - Yes = -5
  - Denied or Lapse of Bond Coverage Within Last Five Years
    - No = 5
    - Yes = 0
  - Workman's Compensation Lapse within Last Five Years
    - No = 5
    - One Instance = 4
    - Other = 0

Company History (15 points total)

- Years in Business
  - 6+ = 5
  - 5 = 4
  - 4 = 3
  - 3 = 2
  - 2 or Less = 1
- Current Bankruptcy
  - No = 5
  - Yes = 0
- Bankruptcy Within Last Five Years
  - No = 5
  - Yes = 0

Disputes (20 points total)

- Liquidated Damages Within Last Five Years
  - 1 or Less = 5
  - 2 = 3
  - Other = 0
- Insurance Refusal to Renew Within Last Five Years
  - No = 5
  - Yes = 0
- More Than Three (3) Stop Payment Notices per Contract within Last Three Years
  - No = 5
  - Yes = 0
- Stop Payment Notices Resulting in Claim Against Payment Bond
  - No = 5
  - Yes - 0

Bonding (5 points total)

- Required to Pay a Premium > 1%
  - No = 5
  - 1-1.25% = 4
  - 1.25-1.5% = 3
  - >1.5% = 0

Compliance (40 points total)

- CAL OHSA Violations within Last Five Years = Serious, Willful or Repeat
  - If Average Gross Rev < 2M
    - No = 5

- Yes w/ 1 Instance = 4
- Yes w/ 2 Instances = 3
- Yes w/ 3+ Instances = 0

- If Average Gross Rev > 2M
  - No = 5
  - Yes w/ 1 Instance = 4
  - Yes w/ 2 Instances = 2
  - Yes w/ 3+ Instances = 0

- Federal OHSA Violations within Last Five Years
  - If Average Gross Rev < 2M
    - No = 5
    - Yes w/ 1 Instance = 4
    - Yes w/ 2 Instances = 3
    - Yes w/ 3+ Instances = 0
  - If Average Gross Rev > 2M
    - No = 5
    - Yes w/ 1 Instance = 4
    - Yes w/ 2 Instances = 2
    - Yes w/ 3+ Instances = 0
- EPA, Air Quality or Regional Water Quality Control Board Penalties within Last Five Years
  - If Average Gross Rev < 2M
    - No = 5
    - Yes w/ 1 Instance = 4
    - Yes w/ 2 Instances = 3
    - Yes w/ 3+ Instances = 0
  - If Average Gross Rev > 2M
    - No = 5
    - Yes w/ 1 Instance = 4
    - Yes w/ 2 Instances = 2
    - Yes w/ 3+ Instances = 0
- Safety Meetings
  - Weekly = 5
  - Monthly = 4
  - Quarterly = 2
  - Other = 0
- Experience Modification Rate
  - EMR .95 or Less = 5
  - EMR .95-1 = 3
  - Other = 0
- Required to pay back wages (States Prevailing Wages)
  - If Avg Gross Rev < 2M
    - No = 5
    - Yes w/ 1-2 Instance = 4
    - Yes w/ 3 Instances = 3
    - Yes w/ 4+ Instances = 0
  - If Avg Gross Rev > 2M
    - No = 5
    - Yes w/ 1-2 Instance = 4
    - Yes w/ 3 Instances = 2

- Yes w/ 4+ Instances = 0

- Required to pay back wages (Federal = Davis-Bacon Prevailing Wages)
  - If Average Gross Rev < 2M
    - No = 5
    - Yes w/ 1-2 Instance = 4
    - Yes w/ 3 Instances = 3
    - Yes w/ 4+ Instances = 0
  - If Average Gross Rev > 2M
    - No = 5
    - Yes w/ 1-2 Instance = 4
    - Yes w/ 3 Instances = 2
    - Yes w/ 4+ Instances = 0
- Apprentice Violations
  - If Average Gross Rev < 2M
    - No = 5
    - Yes w/ 1-2 Instance = 4
    - Yes w/ 3 Instances = 3
    - Yes w/ 4+ Instances = 0
  - If Average Gross Rev > 2M
    - No = 5
    - Yes w/ 1-2 Instance = 4
    - Yes w/ 3 Instances = 2
    - Yes w/ 4+ Instances = 0

QualityBidders

Sub Contractor Scoring Detail (70 points available for Primes)

Company History (15 points total)

- Years in Business
  - 6+ = 5
  - 5 = 4
  - 4 = 3
  - 3 = 2
  - 2 or Less = 1
- Current Bankruptcy
  - No = 5
  - Yes = 0
- Bankruptcy Within Last Five Years
  - No = 5
  - Yes = 0

Disputes (15 points total)

- Liquidated Damages Within Last Five Years
  - 1 or Less = 5
  - 2 = 3
  - Other = 0
- Insurance Refusal to Renew Within Last Five Years
  - No = 5
  - Yes = 0
- Stop Payment Notices Resulting in Claim Against Payment Bond
  - No = 5
  - Yes - 0

Compliance (40 points total)

- CAL OHSA Violations within Last Five Years = Serious, Willful or Repeat
  - If Average Gross Rev < 2M
    - No = 5
    - Yes w/ 1 Instance = 4
    - Yes w/ 2 Instances = 3
    - Yes w/ 3+ Instances = 0
  - If Average Gross Rev > 2M
    - No = 5
    - Yes w/ 1 Instance = 4
    - Yes w/ 2 Instances = 2
    - Yes w/ 3+ Instances = 0
- Federal OHSA Violations within Last Five Years
  - If Average Gross Rev < 2M
    - No = 5
    - Yes w/ 1 Instance = 4
    - Yes w/ 2 Instances = 3
    - Yes w/ 3+ Instances = 0
  - If Average Gross Rev > 2M

        - No = 5
        - Yes w/ 1 Instance = 4
        - Yes w/ 2 Instances = 2
        - Yes w/ 3+ Instances = 0
- EPA, Air Quality or Regional Water Quality Control Board Penalties within Last Five Years
    - If Average Gross Rev < 2M
        - No = 5
        - Yes w/ 1 Instance = 4
        - Yes w/ 2 Instances = 3
        - Yes w/ 3+ Instances = 0
    - If Average Gross Rev > 2M
        - No = 5
        - Yes w/ 1 Instance = 4
        - Yes w/ 2 Instances = 2
        - Yes w/ 3+ Instances = 0
- Safety Meetings
    - Weekly = 5
    - Monthly = 4
    - Quarterly = 2
    - Other = 0
- Experience Modification Rate
    - EMR .95 or Less = 5
    - EMR .95-1 = 3
    - Other = 0
- Required to pay back wages (States Prevailing Wages)
    - If Avg Gross Rev < 2M
        - No = 5
        - Yes w/ 1-2 Instance = 4
        - Yes w/ 3 Instances = 3
        - Yes w/ 4+ Instances = 0
    - If Avg Gross Rev > 2M
        - No = 5
        - Yes w/ 1-2 Instance = 4
        - Yes w/ 3 Instances = 2
        - Yes w/ 4+ Instances = 0
- Required to pay back wages (Federal = Davis-Bacon Prevailing Wages)
    - If Average Gross Rev < 2M
        - No = 5
        - Yes w/ 1-2 Instance = 4
        - Yes w/ 3 Instances = 3
        - Yes w/ 4+ Instances = 0
    - If Average Gross Rev > 2M
        - No = 5
        - Yes w/ 1-2 Instance = 4
        - Yes w/ 3 Instances = 2
        - Yes w/ 4+ Instances = 0
- Apprentice Violations
    - If Average Gross Rev < 2M
        - No = 5

        - Yes w/ 1-2 Instance = 4
        - Yes w/ 3 Instances = 3
        - Yes w/ 4+ Instances = 0
    - If Average Gross Rev > 2M
        - No = 5
        - Yes w/ 1-2 Instance = 4
        - Yes w/ 3 Instances = 2
        - Yes w/ 4+ Instances = 0

CABRILLO UNIFIED SCHOOL DISTRICT

498 Kelly Avenue, Half Moon Bay, California 94019 • 650 712-7100 • Fax 650 726-0279 • www.cabrillo.k12.ca.us

SUPERINTENDENT
Sean McPhetridge, Ed.D.

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Kimberly Hines
Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: September 10, 2020
TO: Members of the Governing Board
FROM: J Jesus Contreras, Chief Business Officer
CATEGORY: Action
ITEM TITLE: Adoption of Resolution 30-20, Approving Gann Limit

BACKGROUND

In November of 1979, California voters approved Proposition 4, an initiative that added Article XIII B to the California Constitution. This constitutional amendment, known as the Gann Initiative, placed limits on the growth of expenditures for publicly funded programs. Division 9 of Title 1, beginning with section 7900 of the Government Coda, was then added to law to specify the process for calculating state and local governmental appropriation limits and appropriations subject to limitation under article XIIB of the Constitution. These constitutional and statutory sections explain and define the appropriations limit and appropriations subject to limitation as thy apply to state and local government, and require that each entity of government formally “adopt” its appropriations limit for a given fiscal year.

By September 30 of each year, Education Code sections 1629 and 42132 specify that each year county office and district governing boards shall adopt a resolution identifying their estimated appropriations limits for the current year and the actual appropriations limit for the preceding year. The documentation supporting the adoption resolution shall be made available to the public.

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

Approve Resolution 30-20 approving Gann Limit.

RESOLUTION NO. 30-20
BEFORE THE GOVERNING BOARD
OF THE CABRILLO UNIFIED SCHOOL DISTRICT
SAN MATEO COUNTY, CALIFORNIA

APPROVING THE "GANN" LIMIT

WHEREAS, in November of 1979, the California electorate did adopt Proposition 4, commonly called the Gann Amendment, which added Article XIII-B to the California Constitution; and

WHEREAS, the provisions of that Article establish maximum appropriation limitations, commonly called "Gann Limits," for public agencies, including school districts; and

WHEREAS, the Cabrillo Unified School District must establish a revised Gann limit for the 2019-20 fiscal year and a projected Gann limit for the 2020-21 fiscal year in accordance with the provisions of Article XII-B and applicable statutory law; and

NOW, THEREFORE, BE IT RESOLVED that the Governing Board of Cabrillo Unified School District does provide public notice that the attached calculations and documentation of the Gann limits;

AND BE IT FURTHER RESOLVED that the Governing Board of Cabrillo Unified School District declare that the appropriations in the Budget for 2019-20 and 2020-21 fiscal years do not exceed the limitations imposed by Proposition 4;

AND BE IT FURTHER RESOLVED that the Superintendent provides copies of this resolution along with the appropriate attachments to interested citizens of this district.

PASSED AND ADOPTED by the Governing Board of the Cabrillo Unified School District on the 10th day of September, 2020, 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:

_____
Mary Beth Alexander
Clerk to the Governing Board
Cabrillo Unified School District

Attest by:

_____
Sean McPhetridge, Ed.D.
Secretary to the Governing Board
Cabrillo Unified School District

	2019-20 Calculations			2020-21 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
A. PRIOR YEAR DATA (2018-19 Actual Appropriations Limit and Gann ADA are from district's prior year Gann data reported to the CDE)		**2018-19 Actual**			**2019-20 Actual**	
1. FINAL PRIOR YEAR APPROPRIATIONS LIMIT (Preload/Line D11, PY column)	25,033,904.20		25,033,904.20			30,197,585.86
2. PRIOR YEAR GANN ADA (Preload/Line B3, PY column)	3,021.95		3,021.95			2,963.36
ADJUSTMENTS TO PRIOR YEAR LIMIT		**Adjustments to 2018-19**			**Adjustments to 2019-20**	
3. District Lapses, Reorganizations and Other Transfers						
4. Temporary Voter Approved Increases						
5. Less: Lapses of Voter Approved Increases						
6. TOTAL ADJUSTMENTS TO PRIOR YEAR LIMIT (Lines A3 plus A4 minus A5)			0.00			0.00
7. ADJUSTMENTS TO PRIOR YEAR ADA (Only for district lapses, reorganizations and other transfers, and only if adjustments to the appropriations limit are entered in Line A3 above)						
B. CURRENT YEAR GANN ADA (2019-20 data should tie to Principal Apportionment Software Attendance reports and include ADA for charter schools reporting with the district)		**2019-20 P2 Report**			**2020-21 P2 Estimate**	
1. Total K-12 ADA (Form A, Line A6)	2,963.36		2,963.36	2,926.34		2,926.34
2. Total Charter Schools ADA (Form A, Line C9)	0.00		0.00	0.00		0.00
3. TOTAL CURRENT YEAR P2 ADA (Line B1 plus B2)			2,963.36			2,926.34
C. CURRENT YEAR LOCAL PROCEEDS OF TAXES/STATE AID RECEIVED		**2019-20 Actual**			**2020-21 Budget**	
TAXES AND SUBVENTIONS (Funds 01, 09, and 62)						
1. Homeowners' Exemption (Object 8021)	92,139.32		92,139.32	91,850.00		91,850.00
2. Timber Yield Tax (Object 8022)	38,389.15		38,389.15	7,312.00		7,312.00
3. Other Subventions/In-Lieu Taxes (Object 8029)	8,154.63		8,154.63	0.00		0.00
4. Secured Roll Taxes (Object 8041)	25,201,022.28		25,201,022.28	25,717,083.00		25,717,083.00
5. Unsecured Roll Taxes (Object 8042)	1,259,672.31		1,259,672.31	1,237,338.00		1,237,338.00
6. Prior Years' Taxes (Object 8043)	(14,022.10)		(14,022.10)	(2,377.00)		(2,377.00)
7. Supplemental Taxes (Object 8044)	1,920,955.46		1,920,955.46	0.00		0.00
8. Ed. Rev. Augmentation Fund (ERAF) (Object 8045)	0.00		0.00	0.00		0.00
9. Penalties and Int. from Delinquent Taxes (Object 8048)	0.00		0.00	0.00		0.00
10. Other In-Lieu Taxes (Object 8082)	0.00		0.00	0.00		0.00
11. Comm. Redevelopment Funds (objects 8047 & 8625)	0.00		0.00	0.00		0.00
12. Parcel Taxes (Object 8621)	1,623,829.40		1,623,829.40	1,630,000.00		1,630,000.00
13. Other Non-Ad Valorem Taxes (Object 8622) (Taxes only)	0.00		0.00	0.00		0.00
14. Penalties and Int. from Delinquent Non-LCFF Taxes (Object 8629) (Only those for the above taxes)	0.00		0.00	0.00		0.00
15. Transfers to Charter Schools in Lieu of Property Taxes (Object 8096)						
16. TOTAL TAXES AND SUBVENTIONS (Lines C1 through C15)	30,130,140.45	0.00	30,130,140.45	28,681,206.00	0.00	28,681,206.00
OTHER LOCAL REVENUES (Funds 01, 09, and 62)						
17. To General Fund from Bond Interest and Redemption Fund (Excess debt service taxes) (Object 8914)	0.00		0.00	0.00		0.00
18. TOTAL LOCAL PROCEEDS OF TAXES (Lines C16 plus C17)	30,130,140.45	0.00	30,130,140.45	28,681,206.00	0.00	28,681,206.00

	2019-20 Calculations			2020-21 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
EXCLUDED APPROPRIATIONS						
19. Medicare (Enter federally mandated amounts only from objs. 3301 & 3302; do not include negotiated amounts)			304,865.89			311,577.00
OTHER EXCLUSIONS						
20. Americans with Disabilities Act						
21. Unreimbursed Court Mandated Desegregation Costs						
22. Other Unfunded Court-ordered or Federal Mandates						
23. TOTAL EXCLUSIONS (Lines C19 through C22)			304,865.89			311,577.00
STATE AID RECEIVED (Funds 01, 09, and 62)						
24. LCFF - CY (objects 8011 and 8012)	1,627,127.00		1,627,127.00	1,515,030.00		1,515,030.00
25. LCFF/Revenue Limit State Aid - Prior Years (Object 8019)	0.00		0.00	0.00		0.00
26. TOTAL STATE AID RECEIVED (Lines C24 plus C25)	1,627,127.00	0.00	1,627,127.00	1,515,030.00	0.00	1,515,030.00
DATA FOR INTEREST CALCULATION						
27. Total Revenues (Funds 01, 09 & 62; objects 8000-8799)	39,266,538.43		39,266,538.43	36,563,805.00		36,563,805.00
28. Total Interest and Return on Investments (Funds 01, 09, and 62; objects 8660 and 8662)	21,508.74		21,508.74	50,000.00		50,000.00
D. APPROPRIATIONS LIMIT CALCULATIONS		**2019-20 Actual**			**2020-21 Budget**	
PRELIMINARY APPROPRIATIONS LIMIT						
1. Revised Prior Year Program Limit (Lines A1 plus A6)			25,033,904.20			30,197,585.86
2. Inflation Adjustment			1.0385			1.0373
3. Program Population Adjustment (Lines B3 divided by [A2 plus A7]) (Round to four decimal places)			0.9806			0.9875
4. PRELIMINARY APPROPRIATIONS LIMIT (Lines D1 times D2 times D3)			25,493,353.95			30,932,406.36
APPROPRIATIONS SUBJECT TO THE LIMIT						
5. Local Revenues Excluding Interest (Line C18)			30,130,140.45			28,681,206.00
6. Preliminary State Aid Calculation						
a. Minimum State Aid in Local Limit (Greater of $120 times Line B3 or $2,400; but not greater than Line C26 or less than zero)			355,603.20			351,160.80
b. Maximum State Aid in Local Limit (Lesser of Line C26 or Lines D4 minus D5 plus C23; but not less than zero)			0.00			1,515,030.00
c. Preliminary State Aid in Local Limit (Greater of Lines D6a or D6b)			355,603.20			1,515,030.00
7. Local Revenues in Proceeds of Taxes						
a. Interest Counting in Local Limit (Line C28 divided by [Lines C27 minus C28] times [Lines D5 plus D6c])			16,708.10			41,349.07
b. Total Local Proceeds of Taxes (Lines D5 plus D7a)			30,146,848.55			28,722,555.07
8. State Aid in Proceeds of Taxes (Greater of Line D6a, or Lines D4 minus D7b plus C23; but not greater than Line C26 or less than zero)			355,603.20			1,515,030.00
9. Total Appropriations Subject to the Limit						
a. Local Revenues (Line D7b)			30,146,848.55			
b. State Subventions (Line D8)			355,603.20			
c. Less: Excluded Appropriations (Line C23)			304,865.89			
d. TOTAL APPROPRIATIONS SUBJECT TO THE LIMIT (Lines D9a plus D9b minus D9c)			30,197,585.86			

	2019-20 Calculations			2020-21 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
10. Adjustments to the Limit Per Government Code Section 7902.1 (Line D9d minus D4; if negative, then zero)			4,704,231.91			
If not zero report amount to: Keely Bosler, Director, State Department of Finance, Attention: School Gann Limits, State Capitol, Room 1145, Sacramento, CA 95814						
SUMMARY	**2019-20 Actual**			**2020-21 Budget**		
11. Adjusted Appropriations Limit (Lines D4 plus D10)			30,197,585.86			30,932,406.36
12. Appropriations Subject to the Limit (Line D9d)			30,197,585.86			

* Please provide below an explanation for each entry in the adjustments column.

Jesus Contreras
Gann Contact Person

650.712.7135
Contact Phone Number

CABRILLO UNIFIED SCHOOL DISTRICT

498 Kelly Avenue, Half Moon Bay, California, 94019 • 650 712-7100 • Fax 650 726-0279 • www.cabrillo.k12.ca.us

SUPERINTENDENT
Sean McPhetridge, Ed.D.

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Kimberly Hines
Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: September 10, 2020
TO: Members of the Governing Board
FROM: Sean McPhetridge, Ed.D., Superintendent
J Jesus Contreras, Chief Business Officer
CATEGORY: Action
ITEM TITLE: Adoption of Resolution No. 31-20, Declaring the Result of the Education Parcel Tax Election held on November 5, 2019 and Authorizing the San Mateo County Controller to Levy the Education Parcel Tax

BACKGROUND INFORMATION

On August 5, 2019, the Governing Board called for an election to continue the existing parcel tax for an additional eight years. On November 5, 2019, the voters within the Cabrillo Unified School District boundaries approved Measure I with a resounding 75.02% level of support.

REPORT

The enclosed Resolution, No. 31-20, declares the results of the election held on November 5, 2019 and attested to by San Mateo County Chief Elections Officer, Mark Church. This resolution also authorizes the San Mateo County Controller to levy the tax of $150 per parcel beginning July 1, 2020.

FISCAL ANALYSIS

Authorizing the County Controller to levy the parcel tax will result in the continuance of approximately $1.6 million annually in designated revenue beginning July 1, 2020.

RECOMMENDATION

Adopt Resolution No. 31-20 Declaring the Result of the Education Parcel Tax Election held on November 5, 2019 and Authorizing the San Mateo County Controller to Levy the Education Parcel Tax.

RESOLUTION NO. 31-20
BEFORE THE GOVERNING BOARD
OF THE CABRILLO UNIFIED SCHOOL DISTRICT
SAN MATEO COUNTY, CALIFORNIA

DECLARING THE RESULT OF THE EDUCATION PARCEL TAX ELECTION HELD NOVEMBER 5, 2019 AND AUTHORIZING THE SAN MATEO COUNTY CONTROLLER TO LEVY THE EDUCATION PARCEL TAX

WHEREAS, the Board of Education ("Board") of the District adopted Resolution No. 14-19 Calling an Election, Establishing Specifications of the Election Order, and Requesting Consolidation with Other Elections Occurring on November 5, 2019, a copy of which is attached hereto as Exhibit "A", at its August 5, 2019 Special Governing Board meeting ordering an election to authorize a new special tax to replace the existing special tax and authorizing necessary actions in connection therewith; and

WHEREAS, pursuant to Resolution No. 14-19, an election for a special tax was called and held on November 5, 2019 ("Parcel Tax Election"); and

WHEREAS, notice of the Parcel Tax Election was duly given; and

WHEREAS, the Parcel Tax Election was duly held and conducted for the purpose of voting on the special tax measure ("Measure"), the summary of which read:

> To maintain quality education in Coastside schools without increasing taxes; preserve strong academic programs in reading, writing, science, technology, engineering, arts, math; retain qualified teachers/staff; prepare students for college and careers; and maintain school safety and security; shall a Cabrillo Unified School District measure to renew its expiring $150 education parcel tax for eight years be adopted, raising approximately $1,600,000 annually with independent citizen oversight, exemptions for seniors and others, and all funds staying in Coastside schools?

WHEREAS, the Board has reviewed the San Mateo County Chief Election Officer's certified Statement of the Vote, a copy of which is attached hereto as Exhibit "B"; and

WHEREAS, it appears from the certified Statement of the Vote that two-thirds or more of the votes cast on the Measure were in favor of approving the Measure; and

WHEREAS, the Board has evaluated the financial needs of the District to determine that the One Hundred Fifty Dollar ($150.00) per-parcel special tax be levied beginning July 1, 2020 for eight (8) consecutive years; and

WHEREAS, the District requires the services of the offices of the San Mateo County Controller and the Tax Collector to levy and collect the education parcel tax.

NOW, THEREFORE, BE IT RESOLVED AS FOLLOWS:

Section 1. The canvass by the San Mateo County Chief Elections Officer as shown in the certified Statement of the Vote is hereby ratified, confirmed, approved and entered upon the minutes of this meeting.

Section 2. More than two-thirds of all votes cast at the Parcel Tax Election on the Measure were in favor of the Measure, and the Measure passed.

Section 3. The Board authorizes special tax charges to be established at One Hundred Fifty Dollars ($150.00) for each non-exempt parcel of land for eight (8) consecutive years, beginning on July 1, 2020 and ending on June 30, 2028; and

Section 4. The District respectfully requires and authorizes the San Mateo County Controller to apply the special tax on the County Tax Roll for each consecutive year such charges

have been authorized, in accordance with the documents supplied by the District, and authorizes the San Mateo County Tax Collector to collect the taxes at the same time and in the same manner as the general County taxes are collected.

PASSED AND ADOPTED by the Governing Board of the Cabrillo Unified School District on the 10th day of September, 2020, 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:

_____
Mary Beth Alexander
Clerk to the Governing Board
Cabrillo Unified School District

Attest by:

_____
Sean McPhetridge, Ed.D.
Secretary to the Governing Board
Cabrillo Unified School District

RESOLUTION NO. 14-19
BEFORE THE BOARD OF EDUCATION
OF THE CABRILLO UNIFIED SCHOOL DISTRICT
SAN MATEO COUNTY, CALIFORNIA

RESOLUTION OF THE BOARD OF EDUCATION OF THE CABRILLO UNIFIED SCHOOL DISTRICT CALLING AN ELECTION, ESTABLISHING SPECIFICATIONS OF THE ELECTION ORDER, AND REQUESTING CONSOLIDATION WITH OTHER ELECTIONS OCCURRING ON NOVEMBER 5, 2019

WHEREAS, the Cabrillo Unified School District ("District") is committed to offering a high-quality, well-rounded education to all students in the District; and

WHEREAS, the Board of Education ("Board") believes that good schools are part of what makes our community a desirable place to live and by keeping Coastside schools strong we keep the community strong; and

WHEREAS, the District is committed to preserving strong academic reading and writing programs; and

WHEREAS, the District is committed to preserving strong academic programs in science, technology, engineering, arts and math (STEAM); and

WHEREAS, it is essential to continue to offer hands-on and innovative science curriculum, Advanced Placement courses and other specialized instruction to prepare students for success in college and future careers; and

WHEREAS, it is important for the District to continue to retain skilled, experienced, and dedicated teachers and provide them with ongoing training to maintain high-quality education in our schools; and

WHEREAS, it is crucial for the District to protect vital programs to keep struggling students on the right track; and

WHEREAS, due to inadequate state funding it is essential that the District have stable, reliable, local funding to shield its schools from the instability of the state budget situation to preserve its strong academic programs; and

WHEREAS, the District has created a Financial Advisory Committee, comprised of parents, teachers, and staff, to help assess the District's budget shortfall; and

WHEREAS, contributions from parent clubs and educational foundations, while generous, are not adequate to fund academic core programs; and

WHEREAS, future funding for the District from the State of California and other sources is projected to be inadequate to provide the level of support to the District's educational programs and maintain the high student achievements that the residents of the District expect; and

WHEREAS, the State is an unreliable partner when it comes to funding education and funding for our schools has continued to be reduced over the past several years; and

WHEREAS, the voters of this District have a history of supporting our local schools by voting to support school funding to protect academic excellence in local classrooms; and

WHEREAS, the existing education parcel tax is set to expire, and unless renewed by voters will result in a dramatic reduction of funding, which will force reductions to the District's academic programs, intervention services and teachers and staff; and

WHEREAS, renewing this parcel tax would not increase the $150 per parcel rate, but simply extend the tax for eight years and could not be renewed without voter approval; and

WHEREAS, renewing this valuable source of stable, local funding that cannot be taken by the State or used for administrator salaries, benefits or pensions is necessary to maintain outstanding educational programs and retain highly qualified, experienced teachers; and
WHEREAS, the California Constitution and Government Code authorize the District, upon approval of 2/3rds of the electorate, to levy qualified special taxes on property in the District for the purpose of providing quality educational programs in the District and other lawful purposes of the District; and

WHEREAS, in the judgment of this Board, following public hearing and comment, it is advisable to request that the San Mateo County Chief Elections Officer ("Chief Elections Officer") call an election and submit to the voters of the District the question of whether the District shall renew a special tax within the District for the purpose of raising revenue for the District; and

WHEREAS, pursuant to the Education Code and Elections Code such election may be completely or partially consolidated with any other election held on the same day and in the same territory or territory that is in part the same.

NOW, THEREFORE, BE IT RESOLVED AS FOLLOWS:

Section 1. **Recitals.** The Board hereby finds and determines that the foregoing recitals are true and correct.

Section 2. **Resolution Constitutes Order of Election.** This resolution shall constitute an order of election pursuant to the Education Code to the San Mateo County Superintendent of Schools ("County Superintendent") to call an election within the boundaries of the District on November 5, 2019.

Section 3. **Date and Purpose of Measure.** Pursuant to the California Constitution and Government Code, an election shall be held within the boundaries of the District on Tuesday, November 5, 2019, for the purpose of voting on a measure ("Measure") which will be presented to voters in substantially the form attached hereto as **Exhibit A**, containing the question of whether the District shall continue to impose a qualified special tax (hereinafter, an "education parcel tax") for the purposes stated therein. In addition, the full text of the Measure ("Full Ballot Text") shall appear in the ballot pamphlet in substantially the form attached hereto as **Exhibit B**.

Section 4. **Exemptions from Education Parcel Tax.** Pursuant to any procedures adopted by the District, and upon application, an exemption from payment of the education parcel tax may be granted on any parcel owned by one or more:

(a) Persons who will attain 65 years of age prior to June 1 of the tax year, own a beneficial interest in the parcel, and use that parcel as his or her principal place of residence ("Senior Citizen Exemption"); or

(b) Persons receiving Supplemental Security Income for a disability, regardless of age, who own a beneficial interest in the parcel and use that parcel as his or her principal place of residence ("SSI Exemption"); or

(c) Persons receiving Social Security Disability Insurance benefits, regardless of age, whose yearly income does not exceed 250 percent of the 2012 federal poverty guidelines issued by the United States Department of Health and Human Services, who own a beneficial interest in the parcel and use that parcel as his or her principal place of residence ("SSDI Exemption").

Exemptions may be granted based on a one-time application submitted pursuant to any procedures adopted by the District. Exemptions granted under prior education parcel taxes levied by the District will not require re-approval, subject to the District's right to verify a property owner's continuing qualification for exemption. The District shall annually provide to the San Mateo County Tax Collector ("County Tax Collector") or other appropriate County official a list of parcels that the District has approved for an exemption.

Section 5. **Collection of the Tax**. Beginning July 1, 2020, the education parcel tax shall be collected by the County Tax Collector, at the same time, in the same manner, and subject to the same penalties as *ad valorem* property taxes collected by the County Tax Collector. Unpaid special taxes shall bear interest at the same rate as the rate for unpaid *ad valorem* property taxes until paid.

The education parcel tax shall be levied on every Parcel of Taxable Real Property in the District.

To the extent allowed by law "Parcel of Taxable Real Property" shall be defined as:

(a) Any unit of real property in the District that receives a separate tax bill for *ad valorem* property taxes from the County Tax Collector's Office.

(b) All property that is otherwise exempt from or upon which are levied no *ad valorem* property taxes in any year shall not be considered a Parcel of Taxable Real Property for purposes of the education parcel tax in such year.

(c) Subject to application by a property owner and confirmation by the District, multiple parcels which are contiguous, under common ownership, and that constitute one economic unit, meaning that they have the same primary purpose as the principal parcel and are not separate and distinct properties that may be independently developed or sold, shall comprise a single Parcel of Taxable Real Property for purposes of the education parcel tax.

If any portion of this definition is deemed contrary to law, the Board declares and the voters by approving the Measure concur, that every other section and part of this definition has independent value, and the Board and voters would have adopted each other section and part hereof regardless of every other section or part hereof. If all sections or parts of this definition are deemed contrary to law, "Parcel of Taxable Real Property" shall be defined as any real property in the District assigned an assessor's parcel number.

With respect to all general property tax matters within its jurisdiction, the County Tax Collector shall make all final determinations of tax exemption or relief for any reason, and that decision shall be final and binding. With respect to matters specific to the levy of the education parcel tax, including the Senior Citizen Exemption, the SSI Exemption, the SSDI Exemption, the legality or validity of the education parcel tax, the application of the definition of "Parcel of Taxable Real Property" to any parcel(s) or any other disputed matter specific to the application of the education parcel tax, the decisions of the District shall be final and binding.

Section 6. **Accountability and Transparency Requirements**.

(a) *Specific Purpose*. The proceeds of the education parcel tax shall be applied only to the specific purposes identified in the Full Ballot Text as required by Government Code section 50075.1. The proceeds of the education parcel tax shall be deposited into a fund, which shall be kept separate and apart from other funds of the District.

(b) *Annual Report*. No later than December 31 of each year while the education parcel tax is in effect, the District shall prepare and file with the Board a report detailing the amount of funds collected and expended during the prior fiscal year, and the status of any project authorized to be funded by this Measure. The report may relate to the calendar year, fiscal year, or other appropriate annual period, as an officer of the District shall determine, and may be incorporated into or filed with the annual budget, audit, or other appropriate routine report to the Board.

(c) *Advisory Committee*. An advisory committee of citizens shall be appointed or designated by the Board to ensure that the education parcel tax proceeds are spent for their authorized purposes, and to report annually to the Board and the public regarding the expenditure of such funds. The Board may extend the duties of the existing education parcel tax advisory committee to include oversight over the Measure. The

Board shall provide by resolution for the composition, duties, funding, and other necessary information regarding the committee's formation and operation.

Section 7. **Authority for Ordering Election.** The authority for ordering the election is contained in the Education Code, Elections Code, Government Code, and California Constitution.

Section 8. **Authority for Specifications.** The authority for the specification of this election order is contained in the Education Code.

Section 9. **Resolution to County Officials.** The Secretary to the Board is hereby directed to cause certified copies of this Resolution and order to be delivered no later than August 7, 2019 to the County Superintendent, the Chief Elections Officer of San Mateo County ("Chief Elections Officer"), and the Clerk of the Board of Supervisors of San Mateo County ("Board of Supervisors").

Section 10. **Formal Notice**. The County Superintendent is hereby requested to prepare and execute a Formal Notice of Parcel Tax Election and consolidation order in substantially the form attached hereto as **Exhibit C** (the "Formal Notice"), and to call the election by causing the Formal Notice to be posted in accordance with the applicable law no later than August 7, 2019, or to otherwise cause the notice to be published as permitted by law. The Secretary to the Board, on behalf of and as may be requested by the County Superintendent, is authorized to cause all notices required by law in connection herewith to be published and posted, as the case may be.

Section 11. **Conduct of Election**.

(a) *Request to Chief Elections Officer.* Pursuant to State law, the Chief Elections Officer is requested to take all steps to hold the election on November 5, 2019, in accordance with law and these specifications. The election shall be held and conducted in the manner prescribed by Elections Code section 10418.

(b) *Voter Pamphlet.* The Chief Elections Officer is hereby requested to reprint the Full Ballot Text in substantially the form attached hereto as **Exhibit B** in the voter information pamphlet to be distributed to voters pursuant to the Elections Code. In the event the Full Ballot Text will not be reprinted in the voter information pamphlet in its entirety, the Chief Elections Officer is hereby requested to print, immediately below the impartial analysis of the Measure, in no less than 10-point boldface type, a legend substantially as follows:

"The above statement is an impartial analysis of Measure __. If you desire a copy of the Measure, please call the San Mateo County Chief Elections Officer at [phone number] and a copy will be mailed at no cost to you."

(c) *Consolidation.* The County Superintendent and the Board of Supervisors are hereby requested to consolidate the election ordered hereby with any and all other elections as may be held on the same day in the same territory or in territory that is in part the same.

(d) *Canvass and Declaration of Results.* The Board of Supervisors is authorized to canvass the returns of the election and declare the result pursuant to the Elections Code.

(e) *Cost of Election.* The District will reimburse the Chief Elections Officer and the County for costs associated with the election as required by law.

Section 12. **Appropriations Limit**. The Board shall provide in each year for an increase in the District's appropriations limit as shall be necessary to ensure that the proceeds of the education parcel tax may be spent for its authorized purposes.

Section 13. **Ballot Arguments.** The President of the Board and/or her designees are hereby authorized to prepare and file with the Chief Elections Officer any ballot argument prepared in connection with the election, including a rebuttal argument, each within the time established by the Chief Elections Officer, which shall be considered the official ballot arguments of the Board as sponsor of the Measure and to take all necessary action to prevent inclusion of false and/or misleading information in ballot materials related to the Measure.

Section 14. **Official Actions.** The District Superintendent, President of the Board, or their respective designees are hereby authorized to execute any other document and to perform all acts necessary to place the Measure on the ballot, including making alterations to the Measure and Full Ballot Text stated in **Exhibits A and B** hereto, and to this Resolution, to comply with requirements of law and election officials or which are, in the judgment of the Superintendent, President of the Board, or their respective designees, in the best interests of the District.

Section 15. **Effective Date**. This Resolution shall take effect from and after its adoption.

ADOPTED, SIGNED and APPROVED by the Board of Education of the Cabrillo Unified School District on the 5th day of August, 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 Board of Education
Cabrillo Unified School District

Attest by:

_____ _____
Sean McPhetridge Date
Secretary to the Board of Education
Cabrillo Unified School District

EXHIBIT A

BALLOT LABEL

The Measure shall be summarized in the following form, and the San Mateo County Chief Elections Officer is requested to cause this summary of the Measure to appear on the ballot:

**** BEGIN BALLOT LABEL ****

To maintain quality education in Coastside schools without increasing taxes; preserve strong academic programs in reading, writing, science, technology, engineering, arts, math; retain qualified teachers/staff; prepare students for college and careers; and maintain school safety and security; shall a Cabrillo Unified School District measure to renew its expiring $150 education parcel tax for eight years be adopted, raising approximately $1,600,000 annually with independent citizen oversight, exemptions for seniors and others, and all funds staying in Coastside schools?

Yes _____ No _____

**** END BALLOT LABEL ****

EXHIBIT "B"

FULL BALLOT TEXT

**** BEGIN FULL TEXT ****

CABRILLO UNIFIED SCHOOL DISTRICT

Measure __
[*letter designation to be assigned by San Mateo County Chief Elections Officer*]

RECITALS

1. An adequately funded and well-developed public education program provides numerous benefits and advantages to all of the residents of the community.

2. The Board of Education ("Board") of the Cabrillo Unified School District ("District") has established the goals of improving academic performance and the quality of education for all children in the District so that they are prepared for college and to compete for good jobs. Furthermore, the District aims to enhance local control of our schools and reduce our dependence on the State of California for education funding.

3. The Board believes that good schools are part of what makes our community a desirable place to live and, by keeping Coastside schools strong, we keep the community strong.

4. The District is committed to preserving strong academic reading, writing, science, technology, engineering, arts, and math (STEAM) programs.

5. It is essential to continue to offer hands-on and innovative science curriculum, Advanced Placement courses and other specialized instruction to prepare students for success in college and future careers.

6. It is important for the District to continue to retain skilled, experienced, and dedicated teachers and provide them with ongoing training to maintain high-quality education in our schools.

7. It is crucial for the District to protect vital programs to keep struggling students on the right track.

8. Due to inadequate funding, it is essential that the District have stable, reliable, local funding it can count on every year to maintain its quality academic programs.

9. The District has created a Financial Advisory Committee, comprised of parents, teachers, and staff, to help assess the District's budget shortfall.

10. Contributions from parent clubs and educational foundations, while generous, are not adequate to fund academic core programs.

11. Future funding for the District from the State of California and other sources is projected to be inadequate to provide the level of support to the District's educational programs and maintain the high-student achievement that the residents of the District expect.

12. The voters of this District have a history of supporting our local schools by voting to support school funding to protect academic excellence in local classrooms.

13. The existing education parcel tax is set to expire, and unless renewed by voters will result in a dramatic reduction of funding, which will force reductions to the District's academic programs, intervention services and teachers and staff.

14. Renewing this parcel tax will not increase the $150 per parcel rate, but simply extend the tax for eight years and could not be renewed without voter approval.

15. Renewing this valuable source of stable, local funding that cannot be taken by the State or used for administrator salaries, benefits or pensions is necessary to maintain outstanding educational programs and retain highly qualified, experienced teachers.

TERMS

To maintain quality education in Coastside schools without increasing taxes; preserve strong academic programs in reading, writing, science, technology, engineering, arts, math; retain qualified teachers/staff; prepare students for college and careers; and maintain school safety and security; shall a Cabrillo Unified School District measure to renew its expiring $150 education parcel tax for eight years be adopted, raising approximately $1,600,000 annually with independent citizen oversight, exemptions for seniors and others, and all funds staying in Coastside schools?

The purpose of the Measure is to fund the following specific types of programs and services:

1. Preserving strong academic reading, writing, science, technology engineering, arts, and math programs;

2. Retaining qualified teachers and staff;

3. Protecting programs to keep struggling students on the right track;

4. Providing college and career counselors for middle and high school students;

5. Maintaining updated classroom technology; and

6. Keeping all of the District's schools open.

Under no circumstances shall any of the proceeds of the education parcel tax be used for administrators' salaries, pensions or benefits. Decisions regarding the specific programs, schools, and expenditures to be supported in any given year, and the priority and method of allocation of funds to specific programs, shall be made by the Board of Education in its sole discretion and may vary from year to year as needs arise or change.

A. <u>Amount and Basis of Tax</u>

The education parcel tax shall continue to be $150 per Parcel of Taxable Real Property beginning on July 1, 2020, and continuing for a period of eight (8) years. The District shall provide the San Mateo County Tax Collector ("County Tax Collector") a report indicating the parcel number and amount of tax for each Parcel of Taxable Real Property.

To the extent allowed by law "Parcel of Taxable Real Property" shall be defined as:

(a) Any unit of real property in the District that receives a separate tax bill for *ad valorem* property taxes from the County Tax Collector.

(b) All property that is otherwise exempt from or upon which are levied no *ad valorem* property taxes in any year shall not be considered a Parcel of Taxable Real Property for purposes of the education parcel tax in such year.

(c) Subject to application by a property owner and confirmation by the District, multiple parcels which are contiguous, under common ownership, and that constitute one economic unit, meaning that they have the same primary purpose as the principal parcel and are not separate and distinct properties that may be independently developed or sold, shall comprise a single Parcel of Taxable Real Property for purposes of the education parcel tax.

If any portion of this definition is deemed contrary to law, the Board declares and the voters by approving the Measure concur, that every other section and part of this definition has independent value, and the Board and voters would have adopted each other section and part hereof regardless of every other section or part hereof. If all sections or parts of this definition are deemed contrary to law, "Parcel of Taxable Real Property" shall be defined as any real property in the District assigned an assessor's parcel number.

B. Exemptions

Pursuant to any procedures adopted by the District, upon application, an exemption from payment of the education parcel tax may be granted on any parcel owned by one or more:

(a) Persons who will attain 65 years of age prior to June 1 of the tax year, own a beneficial interest in the parcel, and use that parcel as his or her principal place of residence ("Senior Citizen Exemption"); or

(b) Persons receiving Supplemental Security Income for a disability, regardless of age, who own a beneficial interest in the parcel and use that parcel as his or her principal place of residence ("SSI Exemption"); or

(c) Persons receiving Social Security Disability Insurance benefits, regardless of age, whose yearly income does not exceed 250 percent of the 2012 federal poverty guidelines issued by the United States Department of Health and Human Services, who own a beneficial interest in the parcel and use that parcel as his or her principal place of residence ("SSDI Exemption").

Exemptions may be granted based on a one-time application submitted pursuant to any procedures adopted by the District. Exemptions granted under prior education parcel taxes levied by the District will not require re-approval, subject to the District's right to verify a property owner's continuing qualification for exemption.

C. Claims / Exemption Procedures

With respect to all general property tax matters within its jurisdiction, the County Tax Collector or other appropriate County tax official shall make all final determinations of tax exemption or relief for any reason, and that decision shall be final and binding. With respect to matters specific to the levy of the education parcel tax, including the Senior Citizen Exemption, the SSI Exemption, the SSDI Exemption, the legality or validity of the education parcel tax, the application of the definition of "Parcel of Taxable Real Property" to any parcel(s) or any other disputed matter specific to the application of the education parcel tax, the decisions of the District shall be final and binding. The procedures described herein, and any additional procedures established by the Board shall be the exclusive claims procedure for claimants seeking an exemption, refund, reduction, or re-computation of the education parcel tax. Whether any particular claim is to be resolved by the District or by the County shall be determined by the District, in coordination with the County as necessary.

D. Appropriations Limit

Pursuant to California Constitution Article XIIIB and applicable laws, the appropriations limit for the District will be adjusted periodically by the aggregate sum collected by levy of this education parcel tax.

E. Accountability Measures

1. *Specific Purposes*. The proceeds of the education parcel tax shall be applied only to the specific purposes identified above.

2. *Annual Reports.* The proceeds of the education parcel tax shall be deposited into an account, which shall be kept separate and apart from other accounts of the District, pursuant to the Government Code. No later than December 31 of each year while the tax is in effect, the District shall prepare and file with the Board a report detailing the amount of funds collected and expended during the prior fiscal year, and the status of any project authorized to be funded by this measure. The report may relate to the calendar year, fiscal year, or other appropriate annual period, and may be incorporated into or filed with the annual budget, audit, or other appropriate routine report to the Board.

3. *Advisory Committee*. An advisory committee of citizens shall be appointed, re-appointed or designated by the Board to ensure that the education parcel tax proceeds are spent for their authorized purposes, and to report annually to the Board and the public regarding the expenditure of such funds. The Board may extend the duties of the existing education parcel tax advisory committee to include oversight over the Measure. The Board shall provide by resolution for the composition, duties, funding, and other necessary information regarding the committee's formation and operation.

F. Protection of Funding

Current law forbids any decrease in State or federal funding to the District resulting from the adoption of an education parcel tax. However, if any such funding is reduced or affected because of the adoption of the Measure, then the Board may reduce the amount of the education parcel taxes levied as necessary in order to restore such State or federal funding and/or maximize the District's fiscal position for the benefit of the educational program. As a result, whether directly or indirectly, no funding from this Measure may be taken away by the State or federal governments.

G. Severability

The Board hereby declares, and the voters by approving this Measure concur, that every section and part of this Measure has independent value, and the Board and the voters would have adopted each provision hereof regardless of every other provision hereof. Upon approval of the Measure by the voters, should any part of the Measure or taxing formula be found by a court of competent jurisdiction to be invalid for any reason, all remaining parts of the Measure or taxing formula hereof shall remain in full force and effect to the fullest extent allowed by law.

**** END FULL TEXT ****

EXHIBIT C

FORM OF FORMAL NOTICE OF SPECIAL TAX ELECTION

NOTICE IS HEREBY GIVEN to the qualified electors of the Cabrillo Unified School District of San Mateo County, California, that in accordance with the provisions of the Education Code and the Government Code of the State of California, a special election will be held on November 5, 2019, for the purpose of submitting to the qualified electors of the District the proposition summarized as follows:

> To maintain quality education in Coastside schools without increasing taxes; preserve strong academic programs in reading, writing, science, technology, engineering, arts, math; retain qualified teachers/staff; prepare students for college and careers; and maintain school safety and security; shall a Cabrillo Unified School District measure to renew its expiring $150 education parcel tax for eight years be adopted, raising approximately $1,600,000 annually with independent citizen oversight, exemptions for seniors and others, and all funds staying in Coastside schools?

By execution of this formal Notice of Election the County Superintendent of Schools of San Mateo County orders consolidation of the election with such other elections as may be held on the same day in the same territory or in territory that is in part the same.

The County Superintendent of Schools of San Mateo County, by this Notice of Election, has called the election pursuant to a Resolution and Order of the Board of Education of the Cabrillo Unified School District adopted August 5, 2019, in accordance with the provisions of Education Code sections 5302, 5325, and 5361.

IN WITNESS WHEREOF, I have hereunto set my hand this day, August ___, 2019.

_____
County Superintendent of Schools
San Mateo County, California

OFFICE OF
ASSESSOR-COUNTY CLERK-RECORDER & ELECTIONS
COUNTY OF SAN MATEO

MARK CHURCH
ASSESSOR-COUNTY CLERK-
RECORDER & CHIEF ELECTIONS OFFICER

December 5, 2019

Sean McPhetridge
Superintendent
Cabrillo Unified School District
498 Kelly Avenue
Half Moon Bay, CA 94019

Subject: Certificate of the Chief Elections Officer for the Consolidated Municipal, School and Special District Election held on Tuesday, November 5, 2019

Dear Superintendent McPhetridge:

This is to advise you that we have completed the Official Canvass of the vote and I have certified the election results.

Attached hereto is the official Chief Elections Officer's Certification of the November 5, 2019 Consolidated Municipal, School and Special District Election.

It has been a pleasure to work with you in conducting this election and I look forward to serving you again in future elections.

Sincerely,

Mark Church

Enclosures

555 County Center, Redwood City, CA 94063
P 650.363.4988 **F** 650.363.1903 **email** mchurch@smcacre.org **web** www.smcacre.org

CERTIFICATE OF THE CHIEF ELECTIONS OFFICER

In the matter of the CANVASS OF VOTES CAST)
at the CONSOLIDATED MUNICIPAL, SCHOOL)
AND SPECIAL DISTRICT ELECTION)
held on November 5, 2019)

I, MARK CHURCH, Chief Elections Officer of the County of San Mateo, State of California, hereby certify:

THAT an election was held within the boundaries of the CABRILLO UNIFIED SCHOOL DISTRICT on Tuesday, November 5, 2019, for the purpose of submitting Measure I to the qualified electors; and I caused to have processed and recorded the votes from the canvass of all ballots cast at said election within the boundaries of the CABRILLO UNIFIED SCHOOL DISTRICT.

I HEREBY FURTHER CERTIFY that the record of votes cast at said election is set forth in Exhibit "A" attached hereto and incorporated herein by reference as though fully set forth at length.

IN WITNESS WHEREOF, I hereunto affix my hand and seal this 5th day of December, 2019, and file this date with the Superintendent of the CABRILLO UNIFIED SCHOOL DISTRICT.



MARK CHURCH
Chief Elections Officer &
Assessor-County Clerk-Recorder

EXHIBIT A

SECTION A

Cast by Precinct

Cabrillo Unified School District Measure I (2/3 Approval Required) (Vote for 1)

Precinct	Times Cast	Registered Voters
Countywide		
Electionwide		
3301	331	937
3303	946	2,163
3306	423	854
3307	9	16
3310	612	1,586
3311	382	868
3313	632	1,496
3316	9	54
3320	1,320	2,947
3324	950	2,416
3325	1,006	2,201
3330	16	52
3331	121	427
3340	45	142
3361	34	93
3370	247	555
3372	5	16
3380	46	98
3381	9	50
3542	0	0
3543	0	0
Electionwide - Total	7,143	16,971
Cumulative		
Cumulative	0	0
Cumulative - Total	0	0
Countywide - Total	7,143	16,971

Precinct	YES		NO		Total Votes
Countywide					
Electionwide					
3301	249	75.23%	82	24.77%	331
3303	694	73.36%	252	26.64%	946
3306	289	68.32%	134	31.68%	423
3307	7	77.78%	2	22.22%	9
3310	471	76.96%	141	23.04%	612
3311	275	71.99%	107	28.01%	382
3313	505	79.91%	127	20.09%	632
3316	5	55.56%	4	44.44%	9
3320	1,005	76.25%	313	23.75%	1,318
3324	694	73.13%	255	26.87%	949
3325	757	75.25%	249	24.75%	1,006
3330	6	37.50%	10	62.50%	16
3331	95	78.51%	26	21.49%	121
3340	31	68.89%	14	31.11%	45
3361	28	82.35%	6	17.65%	34
3370	206	83.74%	40	16.26%	246
3372	5	100.00%	0	0.00%	5
3380	26	56.52%	20	43.48%	46
3381	8	88.89%	1	11.11%	9
3542	0		0		0
3543	0		0		0
Electionwide - Total	5,356	75.02%	1,783	24.98%	7,139
Cumulative					
Cumulative	0		0		0
Cumulative - Total	0		0		0
Countywide - Total	5,356	75.02%	1,783	24.98%	7,139

SECTION B

Cast by District

Cabrillo Unified School District Measure I (2/3 Approval Required) (Vote for 1)

District	Times Cast	Registered Voters
Countywide		
Electionwide		
Vote Centers	319	16,971
Vote by Mail	6,824	16,971
Electionwide - Total	7,143	16,971
Cumulative		
Vote Centers	0	0
Vote by Mail	0	0
Cumulative - Total	0	0
Countywide - Total	7,143	16,971
United States Representative		
14th Congressional District		
Vote Centers	318	16,829
Vote by Mail	6,780	16,829
14th Congressional District - Total	7,098	16,829
18th Congressional District		
Vote Centers	1	142
Vote by Mail	44	142
18th Congressional District - Total	45	142
Cumulative		
Vote Centers	0	0
Vote by Mail	0	0
Cumulative - Total	0	0
United States Representative - Total	7,143	16,971

District	YES		NO		Total Votes
Countywide					
Electionwide					
Vote Centers	231	72.64%	87	27.36%	318
Vote by Mail	5,125	75.14%	1,696	24.86%	6,821
Electionwide - Total	5,356	75.02%	1,783	24.98%	7,139
Cumulative					
Vote Centers	0		0		0
Vote by Mail	0		0		0
Cumulative - Total	0		0		0
Countywide - Total	5,356	75.02%	1,783	24.98%	7,139
United States Representative					
14th Congressional District					
Vote Centers	230	72.56%	87	27.44%	317
Vote by Mail	5,095	75.18%	1,682	24.82%	6,777
14th Congressional District - Total	5,325	75.06%	1,769	24.94%	7,094
18th Congressional District					
Vote Centers	1	100.00%	0	0.00%	1
Vote by Mail	30	68.18%	14	31.82%	44
18th Congressional District - Total	31	68.89%	14	31.11%	45
Cumulative					
Vote Centers	0		0		0
Vote by Mail	0		0		0
Cumulative - Total	0		0		0
United States Representative - Total	5,356	75.02%	1,783	24.98%	7,139

District	Times Cast	Registered Voters
County Supervisor		
3rd Supervisorial District		
Vote Centers	319	16,971
Vote by Mail	6,824	16,971
3rd Supervisorial District - Total	7,143	16,971
Cumulative		
Vote Centers	0	0
Vote by Mail	0	0
Cumulative - Total	0	0
County Supervisor - Total	7,143	16,971
City / Town		
City of Half Moon Bay		
Vote Centers	144	7,564
Vote by Mail	3,132	7,564
City of Half Moon Bay - Total	3,276	7,564
Unincorporated		
Vote Centers	175	9,407
Vote by Mail	3,692	9,407
Unincorporated - Total	3,867	9,407
Cumulative		
Vote Centers	0	0
Vote by Mail	0	0
Cumulative - Total	0	0
City / Town - Total	7,143	16,971
Board of Equalization		
Board Of Equalization - District 2		
Vote Centers	319	16,971

District	YES		NO		Total Votes
County Supervisor					
3rd Supervisorial District					
Vote Centers	231	72.64%	87	27.36%	318
Vote by Mail	5,125	75.14%	1,696	24.86%	6,821
3rd Supervisorial District - Total	5,356	75.02%	1,783	24.98%	7,139
Cumulative					
Vote Centers	0		0		0
Vote by Mail	0		0		0
Cumulative - Total	0		0		0
County Supervisor - Total	5,356	75.02%	1,783	24.98%	7,139
City / Town					
City of Half Moon Bay					
Vote Centers	106	74.13%	37	25.87%	143
Vote by Mail	2,350	75.08%	780	24.92%	3,130
City of Half Moon Bay - Total	2,456	75.04%	817	24.96%	3,273
Unincorporated					
Vote Centers	125	71.43%	50	28.57%	175
Vote by Mail	2,775	75.18%	916	24.82%	3,691
Unincorporated - Total	2,900	75.01%	966	24.99%	3,866
Cumulative					
Vote Centers	0		0		0
Vote by Mail	0		0		0
Cumulative - Total	0		0		0
City / Town - Total	5,356	75.02%	1,783	24.98%	7,139
Board of Equalization					
Board Of Equalization - District 2					
Vote Centers	231	72.64%	87	27.36%	318

District	Times Cast	Registered Voters
Vote by Mail	6,824	16,971
Board Of Equalization - District 2 - Total	7,143	16,971
Cumulative		
Vote Centers	0	0
Vote by Mail	0	0
Cumulative - Total	0	0
Board of Equalization - Total	7,143	16,971
Member of the State Assembly		
22nd Assembly District		
Vote Centers	106	4,020
Vote by Mail	1,612	4,020
22nd Assembly District - Total	1,718	4,020
24th Assembly District		
Vote Centers	213	12,951
Vote by Mail	5,212	12,951
24th Assembly District - Total	5,425	12,951
Cumulative		
Vote Centers	0	0
Vote by Mail	0	0
Cumulative - Total	0	0
Member of the State Assembly - Total	7,143	16,971
State Senator		
13th Senatorial District		
Vote Centers	319	16,971
Vote by Mail	6,824	16,971
13th Senatorial District - Total	7,143	16,971

District	YES		NO		Total Votes
Vote by Mail	5,125	75.14%	1,696	24.86%	6,821
Board Of Equalization - District 2 - Total	5,356	75.02%	1,783	24.98%	7,139
Cumulative					
Vote Centers	0		0		0
Vote by Mail	0		0		0
Cumulative - Total	0		0		0
Board of Equalization - Total	5,356	75.02%	1,783	24.98%	7,139
Member of the State Assembly					
22nd Assembly District					
Vote Centers	73	68.87%	33	31.13%	106
Vote by Mail	1,174	72.83%	438	27.17%	1,612
22nd Assembly District - Total	1,247	72.58%	471	27.42%	1,718
24th Assembly District					
Vote Centers	158	74.53%	54	25.47%	212
Vote by Mail	3,951	75.85%	1,258	24.15%	5,209
24th Assembly District - Total	4,109	75.80%	1,312	24.20%	5,421
Cumulative					
Vote Centers	0		0		0
Vote by Mail	0		0		0
Cumulative - Total	0		0		0
Member of the State Assembly - Total	5,356	75.02%	1,783	24.98%	7,139
State Senator					
13th Senatorial District					
Vote Centers	231	72.64%	87	27.36%	318
Vote by Mail	5,125	75.14%	1,696	24.86%	6,821
13th Senatorial District - Total	5,356	75.02%	1,783	24.98%	7,139

District	Times Cast	Registered Voters
Cumulative		
Vote Centers	0	0
Vote by Mail	0	0
Cumulative - Total	0	0
State Senator - Total	7,143	16,971

District	YES		NO		Total Votes
Cumulative					
Vote Centers	0		0		0
Vote by Mail	0		0		0
Cumulative - Total	0		0		0
State Senator - Total	5,356	75.02%	1,783	24.98%	7,139

CABRILLO UNIFIED SCHOOL DISTRICT

498 Kelly Avenue, Half Moon Bay, California 94019 • 650 712-7100 • Fax 650 726-0279 • www.cabrillo.k12.ca.us

SUPERINTENDENT
Sean McPhetridge, Ed.D.

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Kimberly Hines
Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: September 10, 2020
TO: Members of the Governing Board
FROM: Sean McPhetridge, Ed.D., Superintendent
CATEGORY: Action
ITEM TITLE: Adoption of Resolution No. 32-20, Endorsing Schools and Communities Funding Act

BACKGROUND INFORMATION

California's economy is the largest of any state in the USA, boasting a $3.2 trillion gross state product in 2019. By that calculation, California ranks as the world's fifth largest economy, ahead of India and behind Germany. Yet California funds public education below the average state funding level in the nation because its funding is based on assessed taxes determined under the decades-old taxation levels based on Proposition 13. Estimates by the California Attorney General identified that reassessing commercial property would generate $6-$10 billion in property taxes. The Schools and Local Communities Funding Act will be on the ballot in 2020, and the measure provides for an additional $2-$4 billion annually for schools. Staff recommend the Governing Board of Cabrillo Unified School District endorse the Schools and Local Communities Funding Act as a way to provide for better funding of schools in the state and the district.

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

Adopt Resolution No. 32-20, Endorsing Schools and Communities Funding Act.

RESOLUTION NO. 32-20
BEFORE THE GOVERNING BOARD
OF THE CABRILLO UNIFIED SCHOOL DISTRICT
SAN MATEO COUNTY, CALIFORNIA

ENDORSING SCHOOLS AND COMMUNITIES FUNDING ACT

WHEREAS, since the passage of Proposition 13 in 1978, school funding in California has experienced severe limitations in what was once the main source of funding for schools, the property tax; and

WHEREAS, while the intent of Proposition 13 is to help homeowners, loopholes in the system have permitted major commercial and industrial properties to avoid reassessment, a windfall to commercial property owners at the expense of vital school funding; and

WHEREAS, the property tax has shifted away from commercial property and toward residential property throughout the state and in virtually every county; and

WHEREAS, per-pupil support, relying on state funding, has declined from the top 10 in the nation to the bottom 10; and

WHEREAS, school funding is $3400 per pupil under the national average, while California's cost of living is among the highest in the nation; and

WHEREAS, public schools in California face challenges in providing an equitable and fair education for a student population with vast differences in language, poverty, parental education level, and other social, educational, and economic factors; and

WHEREAS, research has proven that investments in high needs students raises achievement levels, lowers poverty, and increases the productivity of the workforce; and

WHEREAS, estimates by the California Attorney General have identified that reassessing commercial property will generate $6-$10 billion in property taxes; and

WHEREAS, the Schools and Local Communities Funding Act will be on the ballot in 2020; and

WHEREAS, the measure provides for $2-$4 billion annually for schools, K-14;

NOW, THEREFORE, BE IT RESOLVED, Cabrillo Unified Schools endorses the Schools and Local Communities Funding Act.

PASSED AND ADOPTED by the Governing Board of the Cabrillo Unified School District on the 10th day of September, 2020, 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:

_____
Mary Beth Alexander
Clerk to the Governing Board
Cabrillo Unified School District

Attest by:

_____
Sean McPhetridge, Ed.D.
Secretary to the Governing Board
Cabrillo Unified School District